UF Standards and Markers of Excellence

1	Content
	Welcome video from instructor describes and outlines the course.
	Course goals are clearly stated.
	Course deadlines are clear.
	Course materials are presented to students in segments or units aligned with specific objectives and activities.
	Students engage with course content in a variety of ways.
	Course contains engaging lectures/presentations.
	Presentations are divided into short segments no longer than 20 minutes each where applicable (4-10 minutes is ideal).
	All resources and materials in the course are appropriately cited.
	(E) Introductory quiz confirms student understanding of the syllabus, course requirements, and required tools and technologies.
	(E) Course includes optional additional practice or inquiry resources above and beyond the required content.
2	**Instructional Methods**
	Learning objectives align with learning and assessment activities.
	Learning objectives are posted in the weekly overviews, modules, or sub-sections of the course. These objectives also align with the overall course goals.
	Assessments are consistent with the course materials, activities, and resources.
	Expectations and requirements for student performance and behavior are clearly provided (syllabus, netiquette, guidelines, rubrics, checklists).
	Assessments are given in an appropriate time period after the learning activities have taken place.
	Ongoing, multiple assessment strategies are used to measure content knowledge, attitudes, and skills.
	(E) Assignments or project-based assessments encourage students to utilize critical thinking skills.
	(E) Team-based projects or activities including peer-review are an integral part of the course.
	(E) Peer and/or self-assessment is indicated for one or more assignments, and a rubric is provided.
	(E) Students are encouraged to create content for presentation to their peers.
	(E) Students are given the opportunity to relate personal experiences and apply their background knowledge/skills to the coursework.
	(E) Course includes both synchronous and asynchronous activities. Recordings are made available to those who cannot attend synchronous sessions.
	(E) Course uses interactive and competition strategies to engage students with content and each other.
	(E) Rubrics are used for grading and shared with students in advance of assignments.

3	**Communication & Interaction**
	Participation expectations are explicit and easy to find.
	Methods and frequency of instructor feedback are provided.
	Opportunity for student-faculty and student-student interactions is available and encouraged.
	Feedback about student performance is provided in a timely manner throughout the course as stated in the syllabus.
	The instructor seeks student feedback regarding assignments, materials, and presentations.
	Syllabus states a response/feedback policy (recommended: within 24 hours during the work week and 48 hours on weekends)
	(E) Instructor provides links to tutorials/information on how students can become successful online learners.
	(E) Students are encouraged to use images and video options to interact with students and instructor.
	(E) Instructor incorporates feedback to improve the course while in progress.
	(E) Instructor provides optional resources for those students who may need them.
4	**Technology**
	Requirements and expectations of technology use are clearly stated.
	Tutorials, practice, and/or remediation resources for specialized technologies are provided.
	Instructions and tutorials on how to use the course technology are conveniently located.
	Provisions are in place to allow for potential failures of technology, and are clearly expressed to students.
	The tools and media are compatible with prevailing standards and formats. Information on the length of the media is recommended.
	Courses that have more than 50% of the grade from online quizzes and exams use appropriate online security measures.
	All media is accessible cross-platform, mobile-compatible, and is available in both streaming and downloadable formats (where possible.)
	(E) Course utilizes a variety of technologies for student participation and engagement.
	(E) As part of the course assignments, students must learn and use specialized technologies (software/hardware) relevant to the course content.
5	**Course Accessibility, Design, & Organization**
	Course starting point is clearly demarcated.
	Course organization and navigation is logical and consistent throughout the course.
	Course uses headings, subheadings and lists to organize document structure. (See Quick Guide to Online Course Accessibility)
	Color is not used to convey meaning in the course website.
	The default alt text inserted by Canvas is edited to describe the image. (See Quick Guide to Online Course Accessibility)
	Font and background colors within course website and presentations are contrasted for easy readability.
	PDF documents (if used) can be read by a screen reader (text in the document is selectable.)
	(E) Images are relevant and high-quality.
	(E) Course layout and visuals are attractive and guide the student to focus on important concepts.
	(E) Course videos are Closed Captioned or a script is provided where needed.

Items designated with (E) are exemplary

Updated 8/5/15