# UF Standards and Markers of Excellence

## 1 Content

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Welcome video from instructor describes and outlines the course.</td>
</tr>
<tr>
<td>1.2</td>
<td>Course goals are clearly stated.</td>
</tr>
<tr>
<td>1.3</td>
<td>Course deadlines are clear.</td>
</tr>
<tr>
<td>1.4</td>
<td>Course materials are presented to students in segments or units aligned with specific objectives and activities.</td>
</tr>
<tr>
<td>1.5</td>
<td>Students engage with course content in a variety of ways.</td>
</tr>
<tr>
<td>1.6</td>
<td>Course contains engaging lectures/presentations.</td>
</tr>
<tr>
<td>1.7</td>
<td>Presentations are divided into short segments no longer than 20 minutes each where applicable (4-10 minutes is ideal).</td>
</tr>
<tr>
<td>1.8</td>
<td>All resources and materials in the course are appropriately cited.</td>
</tr>
<tr>
<td>1.9e</td>
<td>Introductory quiz confirms student understanding of the syllabus, course requirements, and required tools and technologies.</td>
</tr>
<tr>
<td>1.10e</td>
<td>Course includes optional additional practice or inquiry resources above and beyond the required content.</td>
</tr>
</tbody>
</table>

## 2 Instructional Methods

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Learning objectives are SMART (specific, measurable, achievable, realistic, and time sensitive).</td>
</tr>
<tr>
<td>2.2</td>
<td>Learning objectives align with learning and assessment activities.</td>
</tr>
<tr>
<td>2.3</td>
<td>Learning objectives are posted in the weekly overviews, modules, or sub-sections of the course. These objectives also align with the overall course goals.</td>
</tr>
<tr>
<td>2.4</td>
<td>Assessments are consistent with the course materials, activities, and resources.</td>
</tr>
<tr>
<td>2.5</td>
<td>Expectations and requirements for student performance and behavior are clearly provided (syllabus, netiquette, guidelines, rubrics, checklists).</td>
</tr>
<tr>
<td>2.6</td>
<td>Assessments are given in an appropriate time period after the learning activities have taken place.</td>
</tr>
<tr>
<td>2.7</td>
<td>Ongoing, multiple assessment strategies are used to measure content knowledge, attitudes, and skills.</td>
</tr>
<tr>
<td>2.8e</td>
<td>Assignments or project-based assessments encourage students to utilize critical thinking skills.</td>
</tr>
<tr>
<td>2.9e</td>
<td>Team-based projects or activities including peer-review are an integral part of the course.</td>
</tr>
<tr>
<td>2.10e</td>
<td>Peer and/or self-assessment is indicated for one or more assignments, and a rubric is provided.</td>
</tr>
<tr>
<td>2.11e</td>
<td>Students are encouraged to create content for presentation to their peers.</td>
</tr>
<tr>
<td>2.12e</td>
<td>Students are given the opportunity to relate personal experiences and apply their background knowledge/skills to the coursework.</td>
</tr>
<tr>
<td>2.13e</td>
<td>Course includes both synchronous and asynchronous activities. Recordings are made available to those who cannot attend synchronous sessions.</td>
</tr>
<tr>
<td>2.14e</td>
<td>Course uses interactive and competition strategies to engage students with content and each other.</td>
</tr>
<tr>
<td>2.15e</td>
<td>Rubrics are used for grading and shared with students in advance of assignments.</td>
</tr>
</tbody>
</table>
### Communication & Interaction

<table>
<thead>
<tr>
<th>3</th>
<th>Participation expectations are explicit and easy to find.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2</td>
<td>Methods and frequency of instructor feedback are provided.</td>
</tr>
<tr>
<td>3.3</td>
<td>Opportunity for student-faculty and student-student interactions is available and encouraged.</td>
</tr>
<tr>
<td>3.4</td>
<td>Feedback about student performance is provided in a timely manner throughout the course as stated in the syllabus.</td>
</tr>
<tr>
<td>3.5</td>
<td>The instructor seeks student feedback regarding assignments, materials, and presentations.</td>
</tr>
<tr>
<td>3.6</td>
<td>Syllabus states a response/feedback policy (recommended: within 24 hours during the work week and 48 hours on weekends)</td>
</tr>
<tr>
<td>3.7e</td>
<td>Instructor provides links to tutorials/information on how students can become successful online learners.</td>
</tr>
<tr>
<td>3.8e</td>
<td>Students are encouraged to use images and video options to interact with students and instructor.</td>
</tr>
<tr>
<td>3.9e</td>
<td>Instructor incorporates feedback to improve the course while in progress.</td>
</tr>
<tr>
<td>3.10e</td>
<td>Instructor provides optional resources for those students who may need them.</td>
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### Technology

<table>
<thead>
<tr>
<th>4</th>
<th>Requirements and expectations of technology use are clearly stated.</th>
</tr>
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<tbody>
<tr>
<td>4.2</td>
<td>Tutorials, practice, and/or remediation resources for specialized technologies are provided.</td>
</tr>
<tr>
<td>4.3</td>
<td>Instructions and tutorials on how to use the course technology are conveniently located.</td>
</tr>
<tr>
<td>4.4</td>
<td>Provisions are in place to allow for potential failures of technology, and are clearly expressed to students.</td>
</tr>
<tr>
<td>4.5</td>
<td>The tools and media are compatible with prevailing standards and formats. Information on the length of the media is recommended.</td>
</tr>
<tr>
<td>4.6</td>
<td>Courses that have more than 50% of the grade from online quizzes and exams use appropriate online security measures.</td>
</tr>
<tr>
<td>4.7</td>
<td>All media is accessible cross-platform, mobile-compatible, and is available in both streaming and downloadable formats (where possible.)</td>
</tr>
<tr>
<td>4.8e</td>
<td>Course utilizes a variety of technologies for student participation and engagement.</td>
</tr>
<tr>
<td>4.9e</td>
<td>As part of the course assignments, students must learn and use specialized technologies (software/hardware) relevant to the course content.</td>
</tr>
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### Course Accessibility, Design, & Organization

<table>
<thead>
<tr>
<th>5</th>
<th>Course starting point is clearly demarcated.</th>
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<tbody>
<tr>
<td>5.2</td>
<td>Course organization and navigation is logical and consistent throughout the course.</td>
</tr>
<tr>
<td>5.3</td>
<td>Course uses headings, subheadings and lists to organize document structure. (See Quick Guide to Online Course Accessibility)</td>
</tr>
<tr>
<td>5.4</td>
<td>Color is not used to convey meaning in the course website.</td>
</tr>
<tr>
<td>5.5</td>
<td>The default alt text inserted by Canvas is edited to describe the image. (See Quick Guide to Online Course Accessibility)</td>
</tr>
<tr>
<td>5.6</td>
<td>Font and background colors within course website and presentations are contrasted for easy readability.</td>
</tr>
<tr>
<td>5.7</td>
<td>PDF documents (if used) can be read by a screen reader (text in the document is selectable.)</td>
</tr>
<tr>
<td>5.8e</td>
<td>Images are relevant and high-quality.</td>
</tr>
<tr>
<td>5.9e</td>
<td>Course layout and visuals are attractive and guide the student to focus on important concepts.</td>
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<tr>
<td>------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5.10e</td>
<td>Course videos are Closed Captioned or a script is provided where needed.</td>
</tr>
</tbody>
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Updated 8/27/15