UF Standards and Markers of Excellence

Course Number		Instructor Name		Review Term	
Course Title		Course URL		Review Section Number(s)	

Instructor: Point out elements that work well in addition to areas where feedback or suggestions would be helpful. It is not necessary to respond to every item. If an item does not apply to your discipline or course, please provide a short explanation. View the Quick Guides for clarification and examples for each category. **IMPORTANT: Provide URL links to an example of the course item from the term being reviewed**.

QA Reviewer: Rating Scale 0 = Absent, 1 = Included/Needs Improvement, 2 = Included/Satisfactory

Instructor: I give permission for two Quality Assurance Committee members to access course: ABC1234 term: Spring, 2016 as non-grading TAs for the purpose of course review. Yes No

	Standard	Design Unit Comments	Instructor Comments	QA Reviewer Comments	Rating
1	**Course Content**				
1.1	A welcome message from instructor (text, audio, or video) describes and outlines the course.				
1.2	Course goals, policies and deadlines are clearly stated.				
1.3	Students engage with course content in a variety of ways (e.g., projects, discussions, small groups, etc.)				
1.4	The course contains focused, interesting lectures/presentations and high quality materials. (Examples include integrated quizzes, interviews and virtual field trips.)				
1.5	Presentations are divided into segments with a target length of 4 - 10 minutes.				

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1.6	All resources and course materials contain proper citation clarifying copyright and permissions. (See UF Libraries Resources)				
1.7	A prominent introductory activity confirms student understanding of the syllabus, course requirements and required tools and technologies where appropriate.				
1.8	Instructor provides optional supplemental/remedial resources for those students who may need them (e.g. as follow-up to assignment submissions.)				
1.9	Syllabus, schedule and other important course documents/information are easily located.				
1.10	Syllabus aligns with current UF Syllabus Policy.				
1.11	Course contains content that is accurate, current and functional in its presentation.				
1.12	Course materials provide written definitions of activities that constitute plagiarism and/or academic misconduct and consequences of committing such behavior.				
2	**Instructional Methods**				
2.1	Learning objectives are SMART (specific, measurable, achievable, realistic, and time sensitive) and align with course goals.				
2.2	Assessments, learning activities, resources and course materials align with the learning objectives.				

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2.3	Expectations and requirements for student professionalism and respectful communication are clearly provided in the syllabus or introductory materials.				
2.4	Ongoing multiple assessment strategies are used to measure content knowledge, attitudes and skills.				
2.5	Assignments and assessments encourage students to demonstrate a level of knowledge and/or skills appropriate to the course goals.				
2.6	Team-based projects or activities, peer-review, and/or self-assessment are part of the course.				
2.7	Students are given the opportunity to relate personal experiences and apply their background knowledge/skills to the coursework.				
2.8	When synchronous sessions are included, reasonable accommodations will be made for students who cannot participate.				
2.9	Clear scoring criteria align with assignment instructions and are shared with students in advance of assignments.				
3	**Communication & Interaction**				
3.1	Participation expectations are explicit and easy to find.				

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3.2	Students receive feedback regularly, and in sufficient time to support improvement in subsequent assignments.				
3.3	Multiple and varied (including non-text options such as audio, images and videos) student-faculty and student-student interactions are incorporated and to the extent possible, encouraged within course communication and activities.				
3.4	Instructor requests student feedback on the course (assignments, materials and/or presentations.)				
3.5	Timeframe for instructor responses to student inquiries is explicit and easy to find. (Note: Recommended within 24 hours during the work week and 48 hours on weekends.)				
3.6	Instructor provides links to tutorials/information on how students can become successful online learners.				
3.7	Instructor demonstrates ongoing changes and improvements based on constructive student feedback provided in current or previous term.		*Instructor: Briefly describe feedback and subsequent improvements. Provide links to examples and announcements.*		
3.8	The instructor is visibly present throughout the course via frequent text, audio and/or visual communications.				
3.9	Instructor takes steps to protect students' education records/privacy rights in accordance with university policy.				

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4	**Technology**				
4.1	Requirements and expectations of technology use are clearly stated.				
4.2	Tutorials, practice, and/or support resources are provided and conveniently located for use of the LMS and any specialized technologies.				
4.3	Provisions are in place to allow for potential failures of technology, and are clearly expressed to students.				
4.4	Course technology tools and media are functional using modern web browsers. (Note: Recommend providing information on the length of any time-based media such as audio or video.)				
4.5	Any single assessment that comprises 15% or more of the total grade uses appropriate security measures such as plagiarism detection and/or proctoring services.				
4.6	Media located outside of the UF LMS is accessible, cross-platform, mobile-compatible and is available in both streaming and downloadable formats (where possible.)				
5	**Course Accessibility, Design & Organization**				
5.1	Students are presented with an obvious starting point and clear directions on how to navigate the course.				
5.2	Course organization and navigation is logical and consistent throughout the course.				

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5.3	Course uses headings, subheadings and lists to organize document structure. (See the Quick Guide to Online Course Accessibility)				
5.4	Color alone is not used to convey meaning in the course website.				
5.5	The text of images' "ALT tag" accurately and succinctly describes each image. (See the Quick Guide to Online Course Accessibility)				
5.6	Font and background colors within course website and presentations are contrasted for easy readability (as defined by web accessibility conventions.)				
5.7	All documents (if used) can be read by a screen reader (text in the document is selectable.)				
5.8	Images included in lectures are relevant and high-quality.				
5.9	Course layout and visuals guide the student to focus on important concepts.				
5.10	Course multimedia are Closed Captioned or a script is provided upon accommodation request through the Disability Resource Center (DRC.)				
6	**General Comments**				