**The Online Course Quick Check (CQC)**

**The primary objective of the Course Quick Check is to review and improve the quality of online courses at UCF and is based on the “quick lube” analogy. Drive your course in, pop the hood and let’s check to see if we need to add, replace or install any new parts or improvements to enhance its quality to an even higher level that both you and your students will appreciate.**

**Underlying concepts of a quality online course:**

* Provide very clear and organized expectations (for you and your students) for successfully completing your course
* Challenge students and move them to higher level of learning in the subject you teach
* Promote active (and varied) forms of learning in the course
* Provide timely and responsive (varied, LMS automated) forms of feedback to students
* Utilize a structured and (varied) sequence of learning activities, a standard routine or pace
* Be fair (and consistent) with the students and utilize assessment to promote higher levels of learning and thinking
* Be ever present in the course using technology resources and tested teaching strategies

**You may use the following rubric to run a quick check of your online course. Or, if you prefer, CDL’s Instructional Designers (ID) will perform the quick check for you. Following the review from the IDs, you will be sent a copy of the quick check rubric with suggestions for improvement. You may make the changes yourself or ask to work with your instructional designer to improve your course.**

**Course Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Typical student population of this course: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Undergraduate or graduate level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Required course or elective: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Objectives** |
|  | **Yes** | **No** | **Comments** |
| **Does the course state explicit course objectives?** |  |  |  |
| **Are the course objectives measurable by students through course activities?** |  |  |  |
| **Does the course have explicit module objectives?** |  |  |  |
| **Are the module objectives measurable?** |  |  |  |
| **Is there a clear distinction of online (and f2f, M) expectations for the learner and the instructor?** |  |  |  |
| **Are the course objectives aligned with the course content, activities and assessments?** |  |  |  |
|  |
| **Content and Activities** |
|  | **Yes** | **No** | **Comments** |
| **Is the course syllabus easy to locate and does it follow the UCF FCTL/Provost model?** |  |  |  |
| **Is all of the content and media copyright compliant and credited?** |  |  |  |
| **Is all of the content accessible for students with disabilities (alt text, headings, closed-captioning in videos)?** |  |  |  |
| **Does the content support the learning objectives and provide sufficient depth to learn the subject?** |  |  |  |
| **Does the course offer outside resources or links for further exploration, higher-order thinking and learning?** |  |  |  |
| **Does the instructor demonstrate mastery in field?** |  |  |  |
| **Does the course offer student choice and diversity in learning?** |  |  |  |
| **Does the course offer a variety of media and multimedia to enhance student learning?** |  |  |  |
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| **Interactions** |
|  | **Yes** | **No** | **Comments** |
| **Does the course offer students the opportunity to “meet” the professor (Welcome, intro, video)?** |  |  |  |
| **Does the course offer opportunities for student to instructor interaction?** |  |  |  |
| **Does the course utilize (LMS) tools to enhance ‘teaching presence’?** |  |  |  |
| **Does the course offer opportunities for student to student interaction?** |  |  |  |
| **Does the course offer opportunities for student to content interaction?** |  |  |  |
| **Does the course offer students the opportunity to interact in groups or group projects?** |  |  |  |
| **Does the course strive to build an active community of learners?** |  |  |  |
| **Are online expectations for discussion, chat and email clearly stated?** |  |  |  |
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| **Assessments** |
|  | **Yes** | **No** | **Comments** |
| **Do the course assessments align with the course objectives and expected course outcomes?** |  |  |  |
| **Does the course explicitly state the grading criteria for each (all) assessment?** |  |  |  |
| **Does the grading strategy use any clearly defined rubrics for grading student work?** |  |  |  |
| **Do the assessments gradually seek to raise the student to a higher level of learning or critical thinking?** |  |  |  |
| **Do the assessments offer varied ways for students to prove their learning?**  |  |  |  |
| **Are there opportunities for students to use self-assessment?** |  |  |  |
|  |
| **Support** |
|  | **Yes** | **No** | **Comments** |
| **Are instructor office hours and logistics clearly stated?** |  |  |  |
| **Does the instructor offer timely communications and grade postings?** |  |  |  |
| **Does the course have a clear and explicit starting point (and end point)?** |  |  |  |
| **Is learner support for technology stated and does the course offer links and resources for help?** |  |  |  |
| **Does the technology in the course work and is it reliable, including outside links and resources?** |  |  |  |
| **Is the course organized for optimum usability?** |  |  |  |
| **Does the course have a clear and explicit routine and pace?** |  |  |  |
|  |

**Comments:**