



Strategic Alignment: Digital Accessibility, Faculty Development, and Quality Course Reviews

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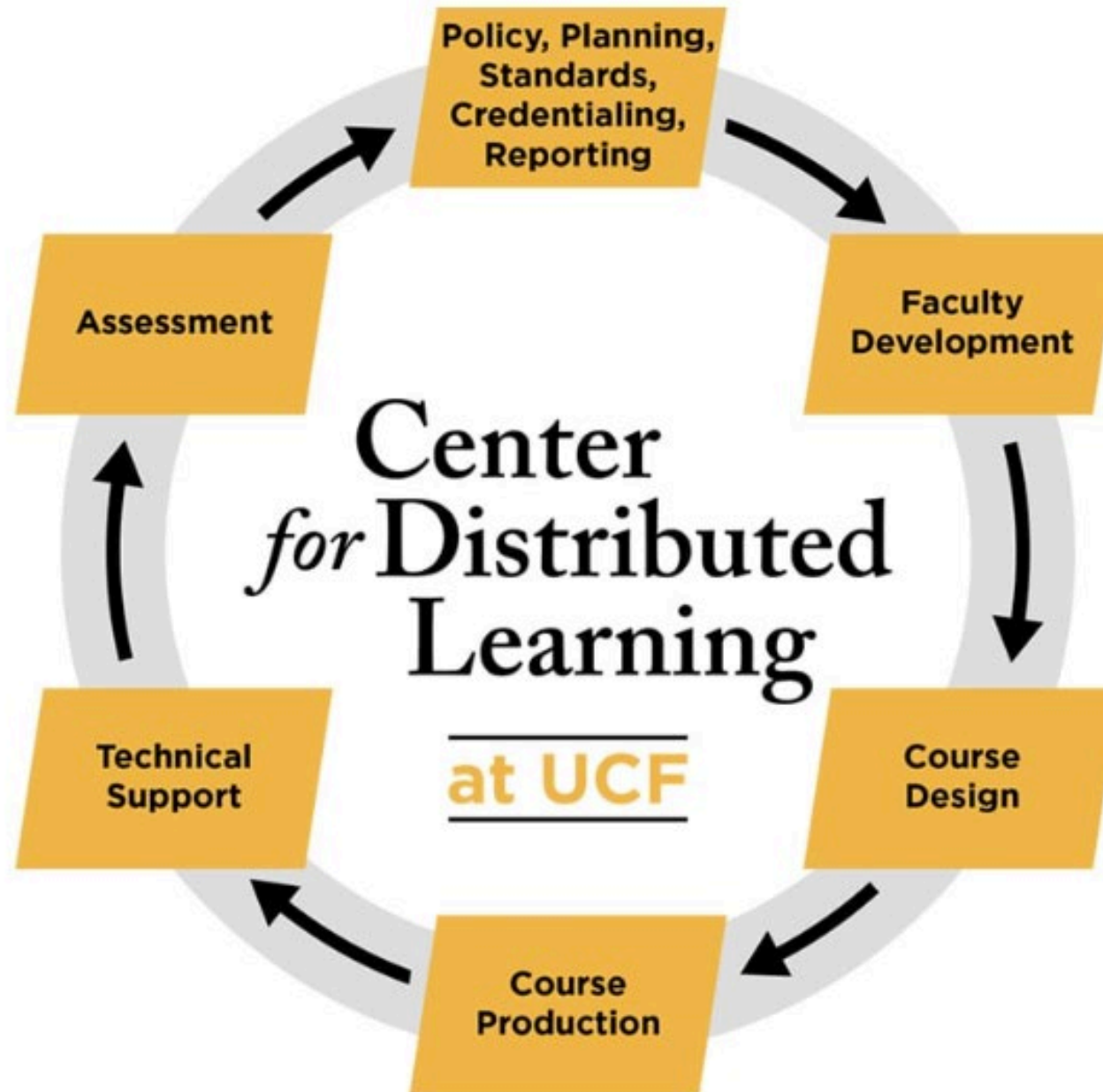
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QM Connect | November 3-5, 2025

University of Central Florida

- **Enrollment**
 - Fall 2025 – 70,205 Students
- **Large Online Initiative**
 - 84% students taking an online or blended course
 - 50% student credit hours are online or blended







What is Your Role?

Agenda

- Poll
- UCF Quality Course Initiative
- Faculty Development
- Strategic Collaboration with Campus Partners
- Resources
- Q&A



Poll: Mentimeter



UCF Quality Initiative

Background - Quality Course Reviews

- Historical “front end” approach to quality assurance.
 - Built into required faculty development
 - Rubric
- No formal review process following our faculty development



State University System of Florida: 2025 Strategic Plan for Online Education

Goal: The State University System will create a culture of quality for online education.

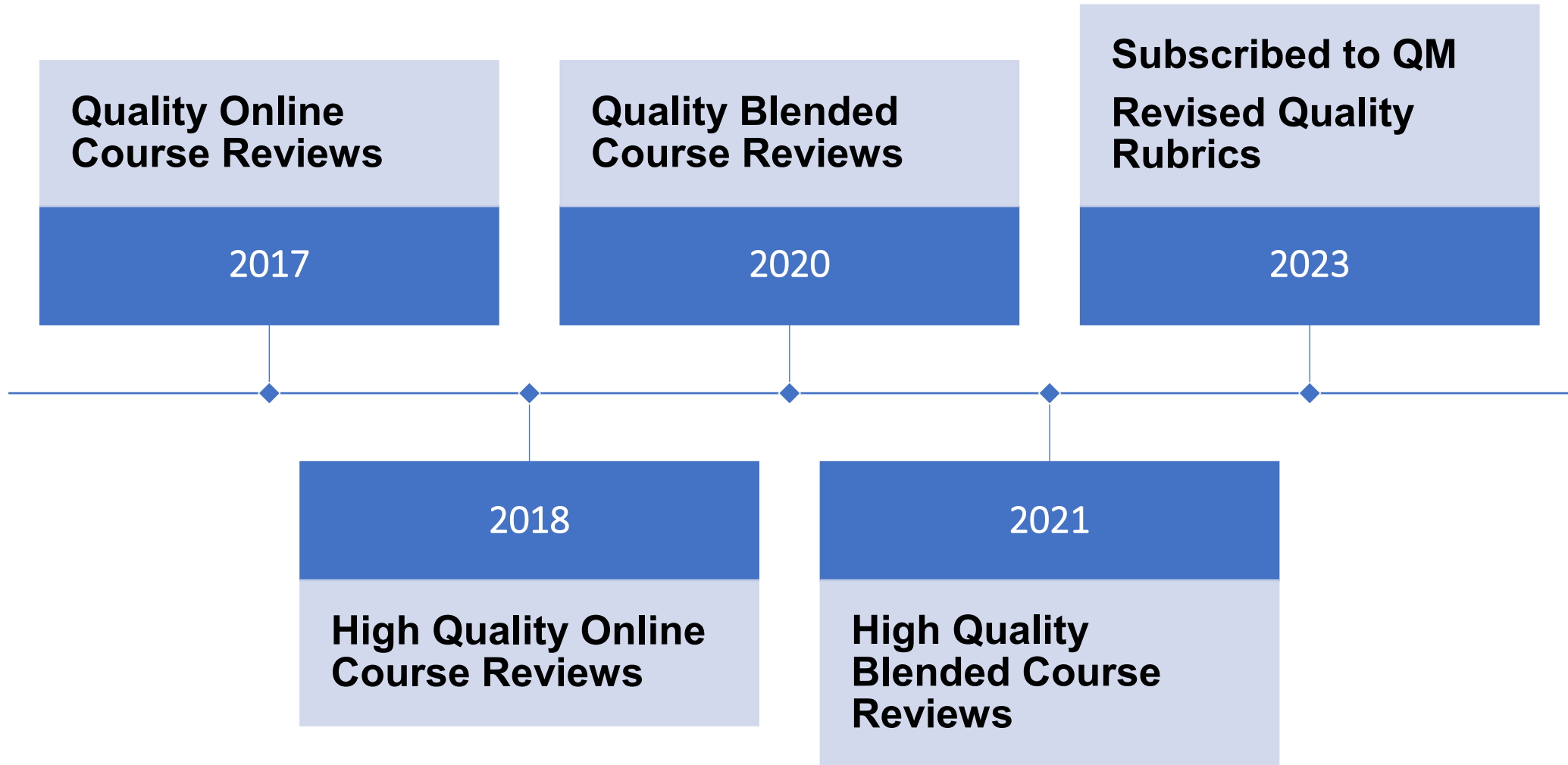
- **Strategy:** Recognize the development of high quality online education statewide.
- **Tactic 1.1.3:** Ensure implementation of a course certification process for all universities offering online education.

[Florida's Board of Governors 2025 Strategic Plan for Online Education](#)

UCF's Quality Course Review Process

- Formed a Quality Taskforce – 2017
 - Focus – Develop Quality Review process for Online Courses
 - Created Our Own Rubric and Process
 - Faculty Opt-in

Quality Review Initiative Timeline



Quality Designations



Quality Online



High Quality
Online



Quality Blended



High Quality
Blended

Initial Accessibility Items

- **Syllabus**

- Up-to-date information for students with disabilities to connect with UCF's Office of Student Accessibility Services is provided within the syllabus.
- Links to the accessibility statements of third-party tools are included.

- **Course Content**

- Alternative means of access to course materials is provided.

UCF Updates

- Hired Deputy ADA Coordinator, 2020
- UCF Digital Accessibility Policy, 2023
- Conversations on campus about accessibility



[UCF Digital Accessibility Policy](#)

UCF Quality Course Review Revisions



- Deep Dive - Revised every section of rubric
- Rubrics include Accessibility and Usability section
 - Accessibility items scored and section is 25% of overall score
 - Went from 1 content item to 10 items
- Offered training to IDs
 - Quality Task Force
 - Applying the QM Rubric (APPQMR)

[Online Quality/High Quality and Blended Course Reviews](#)



Align Faculty Development with Quality Initiative

Faculty Development



- Content and activities aligned with Quality Rubrics
- Accessibility and Universal Design for Learning addressed throughout our faculty development courses

Current Faculty Development Ecosystem

TECHNOLOGY ESSENTIALS

REQUIRED*

**Essentials of
Webcourses@UCF**

Zoom Essentials

***Panopto Essentials**

***PAL5000**

***PAL6000**

ONLINE CREDENTIALING FACULTY TRAINING

REQUIRED

IDL6543

Design, Build and Teach
Online

ADL5000

Teach Existing Online
Courses

OFRA

Online Faculty Readiness
Assessment

ETV

Effective Teaching with
Video

ENRICHMENTS

OPTIONAL

Workshops

Faculty Seminars

**Internal Conferences and
Events**

Online Teaching Awards

[UCF Center for Distributed Learning Faculty Development Ecosystem](#)

Quality Embedded in Core Training

Completion of this BYCA activity aligns with several criteria from the [UCF Quality Review for Online Course Design](#) and [Blended Course Design](#). These criteria are included in the rubric for this assignment.



Purpose

The purpose of this assignment is to create a course map to help you plan the overall sequence and organization of your course and identify the key components, including the topics, course and module objectives, instructional materials, learning activities, and assessments. Creating a course map will help to ensure alignment between these proposed course components and your course goals.

▼ View Rubric

Course Map

Criteria	Ratings		
Course objectives describe outcomes that are measurable and clearly stated from the student's perspective.	Present	Developing	Absent



UCF

Course Design Self-Assessment

- Faculty complete self-assessment during IDL6543
- Instructional designer completes an independent course design review using the same rubric

	Present	Developing	Absent	N/A
11. The relationship between the use of instructional materials and completion of course activities is clearly conveyed.				
12. The course offers opportunities for students to actively engage with the content to enhance learning.				
Assessment & Engagement				
13. Module objectives describe outcomes that support achievement of the course objectives.				
14. Module objectives describe outcomes that are measurable and clearly stated.				
Accessibility and Usability				
15. The course content is readily attainable, including external links, resources, and technologies.				
16. Course materials are properly formatted with headings, lists, and other styles to enhance readability and improve the structure of the document (e.g., heading levels are not skipped, formatting styles are appropriately applied).				
17. Color contrast between the text and background has an appropriate ratio (e.g., 4.5:1) to ensure the content can be easily viewed.				
18. Color alone is not used to convey meaning (e.g, italics or bold text are used in addition to color).				
19. Hyperlink text is descriptive and makes sense when read out of context (e.g., UCF rather than www.ucf.edu or Click here).				

Faculty Development Enrichments

- New workshops offered
 - Accessibility
 - Technology tools
- One-day Universal Design for Learning workshop
- [Faculty Seminars in Online Teaching](#)

Online Teaching Awards

- [Chuck D. Dziuban Award for Excellence in Online Teaching](#)
 - High-quality designation required
- [Barbara Truman Award for Excellence in Blended Teaching](#)
 - Quality blended designation required





Strategic Collaboration with Campus Partners

Challenges

- Lack of centralized resources and communication
- Lack of technology tools to support document remediation
- Limitations of Proactive Captioning Program
- Gaps in accessibility training
- Time

Strategic Partnerships on Campus

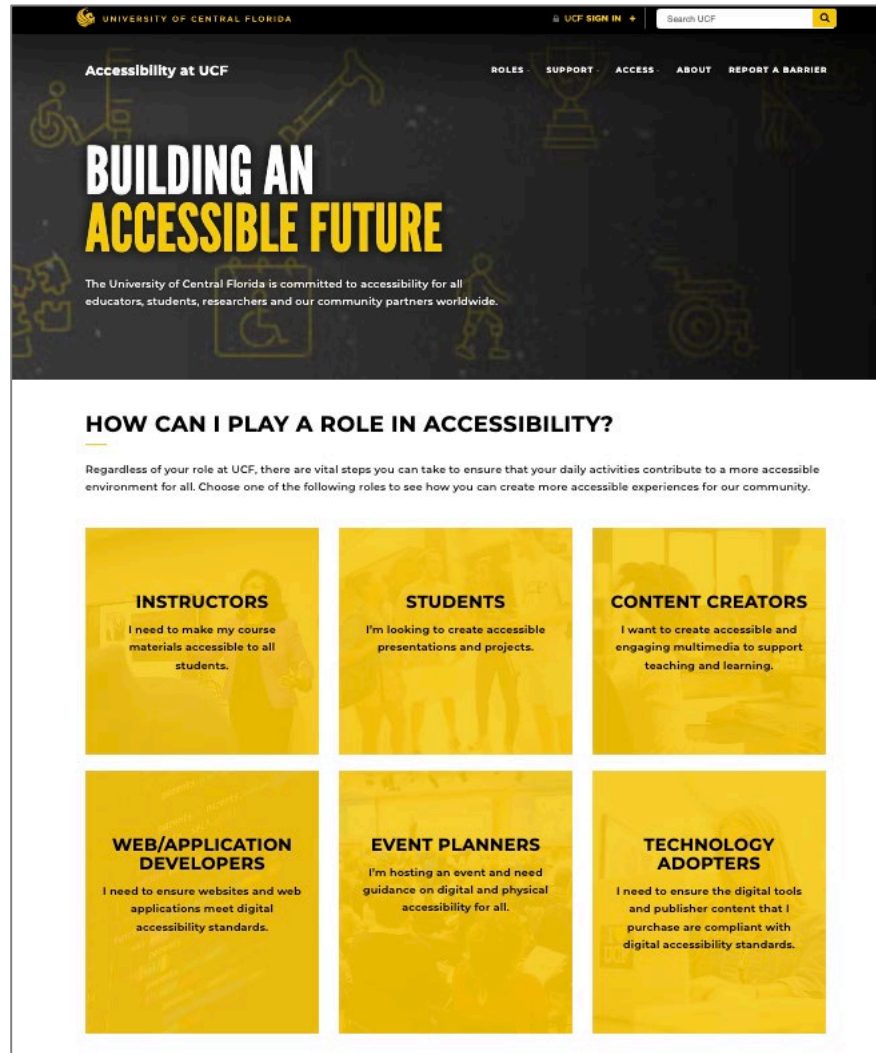
Center for Distributed
Learning

Student Accessibility
Services

Office of
Nondiscrimination &
Accommodations
Compliance

Access and
Community
Engagement

Centralized Accessibility Website



- [Accessibility at UCF: Building an Accessible Future](#)
- Site includes resources and training for all UCF students, faculty, and staff
- New [Digital Accessibility Lab](#)

Introduction to Digital Accessibility Course



- Collaboratively designed this course to provide training for all UCF faculty and staff
- Incorporated personas
- Launching a student version soon
- Planning to openly license



Resources

Digital Accessibility Resources

Collaborative Google Document: <https://go.ucf.edu/47Eikrn>





Q & A

Thank you!

Please Contact Us!
We would love to connect.

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