

UF Quest Approval Checklist 2021-2022

I. General Information

Course Description

- Is the question (“essential” for Quest 1 and “pressing” for Quest 2) that is the focus of the course explicitly stated in the Course Description and sufficiently highlighted?
- Is the multidisciplinary content of the course explicitly mentioned?
- Does the Course Description explain sufficiently how the course engages the relevant [Quest 1](#), [Quest 2](#) and [General Education](#) Objectives?

Required & Recommended Course Materials

- Are all required and recommended course materials properly listed?
- If the course will count towards the [Writing Requirement](#), is a recommended writing manual listed?

II. Graded Work

Description of Graded Work

- Are the assignments clearly described? Are they appropriate for a lower-division course? Too rigorous? Not rigorous enough?
- Are students required to complete at least one writing assignment? If the course will satisfy the Quest 1 requirement, does the graded work include at least one thesis-driven analytical essay (minimum 1,000 words)?
- Does the graded work include experiential learning activity and self-reflection?
- If the course will satisfy the [Writing Requirement](#), does the Graded Work section indicate which assignments count toward the [Writing Requirement](#) and how many words students are required to write for those assignments?

Grading Scale

- Is a grading scale and a hyperlink to UF grading policies provided?

Methods of Assessment and/or Grading Rubrics

- Is attendance graded? If so, is the method of grading attendance explained?
- Is participation graded? If so, is a participation rubric provided?
- Will the course include group projects? If so, has a method of assessment or a rubric for group projects been provided?
- If the course will count toward the [Writing Requirement](#), does the Graded Work section include a writing assessment rubric and the required writing statements?

III. Annotated Weekly Schedule

- Do the Weekly Summaries indicate that the course regularly addresses the essential (Quest 1) / pressing (Quest 2) question mentioned in the Course Description?
- Do the Weekly Summaries indicate that the course focuses sufficiently on the multidisciplinary content mentioned in the Course Description?
- If the course will receive the Diversity or International Gen Ed designation, do the Weekly Summaries indicate that the course regularly includes Diversity or International content?
- Are page numbers provided for each reading listed in the Weekly Schedule?
- Is the length of each video or film that students are required to watch outside of class provided in the Weekly Schedule?
- Is the amount of time that students need to prepare for class each week appropriate for a lower-division course? Sufficiently rigorous? Too rigorous? Not rigorous enough?

IV. Student Learning Outcomes (SLOs)

- Are course learning outcomes clearly stated? Are they assessable?
- Do course learning outcomes align with the relevant [Quest 1](#), [Quest 2](#), and [General Education](#) learning outcomes?
- Does the syllabus explain sufficiently how the course will assess student achievement of the relevant [Quest 1](#), [Quest 2](#), and [General Education](#) learning outcomes?

V. Quest Learning Experiences

- Does the syllabus include a “Quest Learning Experiences” section? If so, does it explain sufficiently the experiential learning and self-reflection components of the course?
- If the syllabus does not include a “Quest Learning Experiences” section, does it explain sufficiently elsewhere the experiential learning and self-reflection components of the course (see, for example, Sections II-IV)?

VI. Required Policies

- Does the syllabus contain all statements and hyperlinks required by the UF Syllabus Policy, including information on and a hyperlink to the Writing Studio if the course will satisfy the [Writing Requirement](#)?

VII. Rigor

- If the course is insufficiently or too rigorous, where must rigor be addressed (e.g., graded work, amount of reading, weekly schedule)?

VIII. Faculty-Student Engagement

- If the course does not demonstrate a high-level of faculty-student engagement, where in the syllabus must engagement be addressed?