

Rubric for Online Competencies (ROC) Checklist -This checklist, based on a draft of the ROC, can support faculty as they develop, redesign, and deliver quality online courses that improve the online student learning experience. For more resources and annotations, see the full ROC document at: <http://circlesofinnovation.valenciacollege.edu/?s=roc>

Section 1- Start Right: In the Orientation Module, have you...

- Directed students to a clear course starting point within the orientation module
- Posted an easy to locate and clearly labeled syllabus that is consistent with college/ department syllabus guidelines
- Posted an easy to locate course schedule with accurate information for the entire term
- Provided directions on how to navigate the class environment and described the course structure
- Provided and labeled the course catalog description and course learning outcomes from the Course Information Management (CIM)
- Provided and labeled the required prerequisite knowledge in the discipline and/or any skills/competencies
- Created a personalized multimedia welcome message with an instructor introduction
- Provided course policies and course expectations for the students and instructors
- Provided course communication protocol and consistently modeled proper usage of netiquette
- Defined grading criteria and policies for the entire term
- Directed students to information regarding technical skills needed for the course
- Directed students to clear information about technology requirements and active technical support links
- Defined activities that constitute plagiarism and/or academic misconduct and consequences of such behavior
- Provide accurate information for Office for Students with Disabilities and how students with disabilities may receive accommodations
- Directed students to links and information on the college's academic support services, student services, and online resources

In the Orientation Module or First Content Module...have you...

- Labeled the required, academically-related activity to verify student attendance
- Deployed an activity that allows each student to introduce him/herself to the class and participates with the students

Section 2- Accessibility and Usability: In the Course, have you...

- Developed a clear and consistent organizational scheme for your course
- Provided clear and consistent navigation through your course
- Ensured that accessibility issues are addressed throughout the course (Including: sight, mobility, hearing, cognition, ESL, and technical) and corrected any accessibility problems
- Provided alternative means of access to course materials in formats that meet the needs of diverse learners
- Described non-text elements such as images accurately and completely, using the alt text for images
- Developed an accessible design that is consistent throughout the course with respect to color, text size, audio and video controls, and alt tags
- Captioned all videos and provided transcripts for all audio files, and verified their accuracy
- Confirmed the content readability, by correcting spelling or grammatical errors, throughout the course content

Section 3- Learning Outcomes, Course Activities, Instructional Materials: In the Course, have you...

- Developed module learning outcomes that are measurable and consistent with course learning outcomes/competencies
- Confirmed prominence of stated module learning outcomes and employed outcomes phrased in a way students understand
- Delivered course materials in modules or chunks that are current, functional, and aligned with course learning activities and outcomes
- Utilized and modeled activities, course materials, and/or resources that foster critical thinking
- Utilized various assessments that are sequenced in a logical manner and measure learning outcomes
- Utilized instructional materials that contribute to the achievement of learning outcomes
- Explained concepts with examples or models aligned with learning outcomes and level of the course
- Explained the connection between the instructional materials and the achievement of course and module learning outcomes

Section 4- Course Technology and Course Support: In the Course, have you...

- Selected technologies that are effective and support the learning outcomes/competencies
- Confirmed course links are active
- Utilized technologies that contribute to student engagement and active learning
- Verified that links to privacy policies for tools used outside of the college LMS are active

Section 5- Engaged Teaching: In the Course, have you...

- Included a clear course communication policy and adhered to such policy
- Acknowledged student questions within 48 hours, and provided answers to questions where feasible in this timeframe
- Maintained a feedback response time on student performance that is consistent with feedback policy
- Kept an online gradebook that is visible, current, and incorporates constructive student feedback while the course is in progress
- Directed learning activities and assessments in which the students received formative feedback on their learning progress throughout the course
- Developed an introduction for each learning module that outlines the module learning outcomes/competencies, course content, learning activities, and assessments
- Developed learning activities that provide students with opportunities for interaction and active learning
- Acknowledged and responded to student input on their educational experience pertaining to course activities
- Provided models, examples, and clear expectations for student participation, conduct, and performance
- Utilized a rubric or grading strategy to explain how participation, conduct, and/or performance will be evaluated in alignment with the grading policy