

**Rubric for Online Competencies (ROC) Checklist** -This checklist, based on the ROC, can support faculty as they develop, redesign, and deliver quality online courses that improve the online student learning experience. For resources and annotations, see the Rubric for Online Competencies document.

**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 the course structure description
- Provided and labeled the current course catalog description and course learning outcomes from the Course Information Management
- Provided and labeled the required prerequisite knowledge in the discipline and/or any competencies
- Created a personalized welcome multimedia message
- Provided course policies and course expectations for the student and instructor
- Provided course communication protocol and consistently modeled proper usage of netiquette
- Defined grading criteria and communicated 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 clearly labeled LMS and active technical support links
- Directed students to guidelines for online academic integrity and results of misconduct
- 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
- Labeled instructions and explained how students can obtain services and resources to succeed in the course

**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...***

- Provided clear directions about how to progress through the course
- Utilized clear labels to guide course navigation
- Ensured that accessibility issues are addressed throughout the course (Including: sight, mobility, hearing, cognition, ESL, and technical) and corrected any accessibility problems
- Verified that course materials use standard universal formats to ensure accessibility
- Confirmed the accurate description of all non-text elements
- Confirmed the content readability, by correcting spelling or grammatical errors, throughout the course content
- Verified that content is visually and functionally consistent throughout the course
- Ensured the correct captioning of all videos and accurate transcripts of audio files

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

- Utilized module learning outcomes/competencies that are measurable and aligned with course learning outcomes/competencies
- Confirmed prominence of stated module learning outcomes/competencies and employed outcomes phrased in a way students understand
- Delivered organized course materials that are current, functional, and aligned with course learning outcomes/competencies
- Utilized and modeled activities, course materials, and/or resources that foster critical thinking
- Explained concepts with examples or models aligned with learning outcomes/competencies and level of the course
- Directed the use of sequenced and appropriately varied assessment tools for students to demonstrate learning that measures the stated learning outcomes/competencies
- Explained the connection between the instructional materials and the achievement of course and module learning outcomes/competencies

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

- Confirmed that technology tools are effective and support the learning outcomes/competencies
- Confirmed course links are active
- Utilized tools to promote active learning in course activities and assessments
- 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...***

- Assured presence of 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
- Directed students to learning module preview which offers an introduction to the learning outcomes/competencies, course content, learning activities, and assessments
- Facilitated interactions to support active learning and communication
- Acknowledged and responded to student input on their educational experience pertaining to course activities
- Utilized a rubric or grading strategy to explain how participation, conduct, and/or performance was evaluated in alignment with the grading policy