

**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: <https://bit.ly/valenciaroc>

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

- 1.1 Course features a dedicated orientation module that serves as an obvious starting point
- 1.2 Course includes a syllabus, which is easily located
- 1.3 Course includes a course schedule for the entire term, which is easily located
- 1.4 Provided directions on how to navigate the class environment and description of course structure
- 1.5 Provided a catalog description and learning outcomes/competencies from Course Information Management (CIM)
- 1.6 Provided the mandatory prerequisite knowledge in the discipline and/or any required skills/competencies
- 1.7 Created a personalized multimedia welcome message with an instructor introduction
- 1.8 Provided course policies and course expectations for the students and instructors
- 1.9 Provided course communication protocol and consistently modeled proper usage of netiquette
- 1.10 Defined grading criteria and policies for the entire term
- 1.11 Directed students to information regarding minimum technical skills expected of the student
- 1.12 Directed students to clear information about technology requirements and active technical support links and/or information
- 1.13 Defined activities that constitute plagiarism and/or academic misconduct, as well as consequences of such behavior
- 1.14 Provided accurate information for the Office for Students with Disabilities (OSD) and how students with disabilities may receive accommodations
- 1.15 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...**

- 1.16 Labeled the required, academically-related activity to verify student attendance before No Show reporting
- 1.17 Deployed an activity that allows each student to introduce him/herself to the class; the instructor participates with the students in this activity

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

- 2.1 Developed a clear and consistent organizational scheme for your course with clear directions about how to progress through the course
- 2.2 Provided clear and consistent navigation through your course with clear labels to guide course navigation
- 2.3 Provided alternative means of access to course materials in standard universal formats that meet the needs of diverse learners
- 2.4 Described non-text elements such as images accurately and completely, using the alt text for images
- 2.5 Developed an accessible design that is consistent throughout the course with respect to color, text size, audio and video controls, and alt tags, confirming content readability, correct spelling and grammar.
- 2.6 Captioned all videos and provided transcripts for all audio files, and verified their accuracy

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

- 3.1 Developed module learning outcomes that are measurable and consistent with course learning outcomes/competencies
- 3.2 Confirmed module learning outcomes are clearly described and easy to locate
- 3.3 Delivered course materials in modules or chunks that are relevant to and aligned with course learning activities and outcomes
- 3.4 Utilized and modeled activities, course materials, and/or resources that foster critical thinking, and explained concepts with examples or models aligned with learning outcomes/competencies and the level of the course
- 3.5 Utilized various assessments throughout the course that are sequenced in measurable growth steps and align with student learning outcomes
- 3.6 Utilized instructional activities/materials that contribute to the achievement of the course and module learning outcomes/competencies, and explained how the activities/materials relate to the course and module learning outcomes/competencies

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

- 4.1 Selected technologies that are effective and support the learning outcomes/competencies, and confirmed course links are active
- 4.2 Utilized technologies that contribute to student engagement and active learning in course activities and assessments
- 4.3 Verified that links to privacy policies for technologies used outside of the college LMS are active

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

- 5.1 Included a clear course communication policy and adhered to such policy, acknowledging student questions in a time frame consistent with the communication policy, and providing answers to questions where feasible in this timeframe
- 5.2 Included a clear instructor feedback policy that specified response time for feedback on student performance
- 5.3 Utilized an online gradebook that is kept current and accessible for students and utilized tools that provide constructive feedback to learners on a variety of assessments during the course
- 5.4 Provided students with opportunities to receive formative feedback on their learning progress throughout the course
- 5.5 Developed an introduction for each learning module that outlines the module learning outcomes/competencies, course content, learning activities, and assessments for the module
- 5.6 Developed learning activities that provide students with opportunities for interaction that support active learning
- 5.7 Provided models, examples, and clear expectations for student participation, conduct, and performance, utilizing a rubric or grading strategy to explain how participation, conduct, and/or performance is evaluated in alignment with the grading policy