

<b>Course Information</b> ("Course information" refers to the syllabus or an equivalent course information area in the course shell)	
<b>A1. Provide an orientation to the course.</b> Course includes orientation content that tells students how the course will work, how to navigate the course, and how to get started. (This can be an intro video, a document with links, or another format.)	<i>Essential</i>
<b>A2. Provide your contact information and set expectations for response. (Template available)</b> Course provides contact information for the instructor (and the department, and program, if applicable). Instructor sets expectations for message turnaround time (e.g. "If you contact me via email, I will get back to you within X hours during the business week.")	<i>Essential</i>
<b>A3. Let students see the course plan before the course begins.</b> Before the course begins, students can access the complete course information area (or syllabus), schedule of major assignments, and information about required materials.	<i>Essential</i>
<b>A4. Tell students about any special system requirements for this course.</b> Course information lists appropriate methods and devices for accessing and participating in the course (e.g. considerations for mobile devices, publisher websites, secure content, enabling pop-ups and cookies, compatible browsers, microphone, webcam).	<i>Essential</i>
<b>A5. Tell students about any technical skills they are expected to have. (Template available)</b> Course information area (or syllabus) clearly states requisite skills for using course tools.	<i>Essential</i>
<b>A6. Have clear grading policies.</b> Grading policies, including consequences of late submissions, are clearly stated in the course information area (or syllabus).	<i>Essential</i>
<b>A7. Link to other relevant policies. (Template available)</b> Course includes links to relevant RIT policies on plagiarism, computer use, student grievances, and academic accommodations.	<i>Essential</i>
<b>A8. Internal tools are documented. (Template available)</b> Course includes links to RIT privacy policies, documentation and tutorials for <b>internal</b> tools.	<i>Essential</i>
<b>A9. External tools are well-documented.</b> If external tools are used, course includes links to privacy policies, documentation and tutorials for <b>external</b> tools.	<i>Essential</i>

## ONLINE COURSE QUALITY CHECKLIST (OCQC)

<p><b>A10. Link to student support resources. (Template available)</b> Course provides access to resources for student success (technical help, orientation, tutoring).</p>	<i>Essential</i>
<p><b>A11. Tell students how you expect them to contribute.</b> Expectations for student interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).</p>	<i>Essential</i>
<p><b>A12. Tell students how and when they can expect you to contribute.</b> Expectations for active faculty participation in the learning community are clearly stated. The instructor clearly states the plan for their response time and feedback on questions, email, and assignments. If applicable, the instructor clearly states the frequency and degree of their participation in discussions, as well as the way they will communicate any changes to the course.</p>	<i>Essential</i>
<p><b>A13. Design a course that requires you to communicate and provide feedback.</b> The course design requires the instructor to participate actively in communication activities.</p>	<i>Essential</i>
<p><b>A14. Provide students with feedback as soon as possible.</b> Prompt feedback on an assignment or activity, especially within the first two weeks, provides an opportunity for students to check their understanding and get a sense of their status in the course.</p>	<i>Important</i>
<p><b>A15. Provide a printable version of the course syllabus.</b> A printable, current syllabus is available to learners (e.g. PDF or one-page HTML).</p>	<i>Important</i>
<p><b>A16. The course includes a detailed course information area (or syllabus).</b> Using the syllabus as an outline, break down and explain the course to students in a clear and navigable way.</p>	<i>Important</i>
<p><b>A17. Explain each part of the course content.</b> The purpose of the instructional content and how it is to be used is clearly explained.</p>	<i>Important</i>
<p><b>A18. Put a human face on the course: yours.</b> Students have an opportunity to get to know the instructor, e.g., in an introductory video, an instructor's introduction on the discussion board, or a synchronous session.</p>	<i>Important</i>
<p><b>A19. The course listing represents its requirements accurately.</b> Before enrolling, students can clearly see whether the course has special requirements. This information is also clearly stated in the course shell when it opens to students.</p>	<i>Important</i>

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<b>Course Organization</b>	
<p><b>B1. Course includes well-defined student learning outcomes.</b></p> <p>Course objectives/outcomes are visible to students, are clearly defined, are aligned to student learning activities and assessments, and describe measurable outcomes; e.g. "The student will be able to. .... "</p>	<i>Essential</i>
<p><b>B2. List learning outcomes at the module level (e.g. week-by-week).</b></p> <p>In each module plan, students can see how the activities and materials align with the course learning outcomes. Module-level learning outcomes may be a helpful way to make this connection explicit.</p>	<i>Essential</i>
<p><b>B3. Have an easy-to-navigate course.</b></p> <p>Course is organized in a logical way and is easy to navigate; hyperlinks are used where appropriate.</p>	<i>Essential</i>
<p><b>B4. Have a well-defined grade book.</b></p> <p>The grade book is well designed and up-to-date.</p>	<i>Essential</i>
<p><b>B5. Segment the course into logical chunks.</b></p> <p>Content is made available or "chunked" in manageable segments (i.e., presented in weekly units or other modules of appropriate size). Within those modules, content segments are appropriately sized to support learner engagement.</p>	<i>Important</i>
<b>Course Materials</b>	
<p><b>C1. Have accessible course content.</b></p> <p>Basic ADA accessibility is addressed (ALT tags are present for all images in this course, videos and narrated presentations are accurately transcribed or captioned to meet this standard). The course offers equivalent alternatives to auditory and visual content. All learning materials and activities are accessible, or have a plan for making them accessible.</p>	<i>Essential</i>
<p><b>C2. Text-based course content is accessible.</b></p> <p>Course documents address the following accessibility guidelines: meaningful use of built-in headers, layouts and formatting to distinguish and organize sections of text; minimal or high contrast use of color to emphasize meaning; descriptive hyperlinks; and use of alternative text to convey information in images, graphs, and charts.</p>	<i>Essential</i>
<p><b>C3. Free or open resources are used, where appropriate.</b></p> <p>Course offers access to a variety of internal and external resources that support course content, by taking full advantage of the capabilities of the Internet. Where available, low cost or free materials (Open Educational Resources) are used.</p>	<i>Important</i>

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<p><b>C4. Content is licensed appropriately.</b> Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.</p>	<i>Important</i>
<p><b>C5. Students experience multiple types of content.</b> The course content is represented in multiple ways (i.e. text, audio, video, images, graphs, etc.), to meet the varied needs of diverse learners.</p>	<i>Important</i>
<p><b>C6. Content is error-free.</b> Content is free of grammatical and spelling errors.</p>	<i>Important</i>
<b>Course Activities and Assessments</b>	
<p><b>D1. Have clear instructions.</b> Instructions for all course activities are complete and are written clearly. How and when students are to submit assignments is clearly stated.</p>	<b><i>Essential</i></b>
<p><b>D2. If live meetings are to be used, there is a plan for accessibility.</b> If live (synchronous) course activities will be used, the instructor has a plan to provide real-time accommodation. (Note: TLS can provide guidance on this).</p>	<b><i>Essential</i></b>
<p><b>D3. Give frequent feedback.</b> The course provides frequent opportunities for students to receive feedback on their progress or their understanding of the course materials.</p>	<b><i>Essential</i></b>
<p><b>D4. Give clear overviews of how you will assess student work.</b> Criteria for assessment are clearly articulated (rubrics, exemplary work).</p>	<b><i>Essential</i></b>
<p><b>D5. Course encourages higher-order thinking.</b> Course provides activities for students to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.</p>	<i>Important</i>
<p><b>D6. If possible, connect to real-world, in-discipline learning.</b> Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.</p>	<i>Important</i>
<p><b>D7. Course offers social learning opportunities.</b> Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust (e.g. discussion forum activities such as an "icebreaker," "water cooler," "meet your classmates," or "Q&amp;A").</p>	<i>Important</i>

## ONLINE COURSE QUALITY CHECKLIST (OCQC)

<p><b>D8. Course is structured to help students learn together.</b> Course offers opportunities for student-to-student interaction and constructive collaboration.</p>	<i>Important</i>
<p><b>D9. Multiple types of activities are used in the course.</b> Course uses a variety of learning activities to facilitate communication and collaboration, deliver content, and support student learning and engagement. The course offers multiple ways for students to interact and to demonstrate knowledge. Assignments and activities are designed to be flexible to meet the varied needs of diverse learners.</p>	<i>Important</i>
<p><b>D10. If students make content for one another, have a plan for making it accessible.</b> If students are asked to produce media that other students will view, a plan for captioning, transcription, or other accommodation is in place.</p>	<b>Essential</b>
<p><b>D11. Let students practice technical skills before they're assessed on them.</b> Technical skills required for participation in the course scaffold over time, where appropriate (e.g. orientation and non-graded practice before application).</p>	<i>Important</i>
<p><b>D12. Align assessments to outcomes and course activities.</b> Assessment activities appear to measure the stated outcomes, and are explained using appropriate reading level and vocabulary.</p>	<i>Important</i>
<p><b>D13. Create multiple student self-check opportunities.</b> Students have opportunities to review their performance and assess their own learning throughout the course (e.g. ungraded pre-tests, automated self-tests, reflective assignments, etc.)</p>	<i>Important</i>
<p><b>D14. Let students contribute other knowledge.</b> Students are encouraged to bring in knowledge from diverse perspectives and sources of information in their course interactions, and are reminded to be open to others' perspectives.</p>	<i>Important</i>
<p><b>D15. Ask students for a formative evaluation of the course so far.</b> During the course, students are invited to provide feedback on the course design, course content, course experience, and ease of online technology.</p>	<i>Important</i>