**Curriculum Committee Form for Moving Pre-Existing Courses Online** (Jan 2025)

*This form is only for courses already approved by the faculty, now being proposed for online teaching.*

**Instructions:** Please complete this form and send with a proposed online course syllabus via email to Gordon Marsh ([marsh@roanoke.edu](mailto:marsh@roanoke.edu)) and Maggie Rahmoeller ([rahmoeller@roanoke.edu](mailto:rahmoeller@roanoke.edu)) by **WEDNESDAY, FEBRUARY 19** for courses being offered online in Fall 2025. [This deadline allows the committee time to review and approve these course modifications before pre-registration for Fall 2025 occurs.]

With the move to online teaching voted on by the faculty in Spring of 2024, the Curriculum Committee's charge has been amended to include considering changes in course modality:

“To examine carefully proposals for: course changes (including changes to modality), additions, and deletions (proposals for new or revised sections of existing INQ and HNRS courses are reviewed by the General Education Committee, as per 1.6.5.2.8); new majors, degrees, concentrations, and academic programs; and changes in general education requirements and departmental programs.”

Due to time constraints, changes to INQ and HNRS course modality for Fall 2025 will be reviewed by Curriculum Committee, rather than GEC. The Curriculum Committee reiterates our commitment to offering online courses of the same quality as those already offered in-person, while this process ends in an approval, it is meant to be formative.

**Note:** While we are considering the changes to class modality, the Dean’s Office will handle the verification of instructor's eligibility to teach online. Instructors are encouraged to review the Quality Matters Rubric (see attached) as they develop a syllabus for an online course.

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Course Title and Code: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lecture or Lab\* \_\_\_\_\_\_\_\_\_\_\_\_

Online Modality: Synchronous \_\_\_ Asynchronous \_\_\_\_

Instructor(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*Note: Changes to lecture and lab modalities must be considered separately.

1. Why is this course appropriate for the proposed online modality?
2. What online assignments will you use and how will they measure student learning?
3. How will you use the online platform(s) to provide timely, constructive feedback?
4. What course-specific digital and information literacy skills will students be expected to know and learn?
5. How do you plan to ensure the academic integrity of student work in an online environment?
6. What additional tools, materials, and software are required for students to be able to participate in class and complete assignments?
7. Have you taken into account the financial costs for students regarding online tools (software programs, etc.)? Are there low-cost options available?
8. How did you consider accessibility (AES) & usability for diverse learners in designing this course and selecting its materials (specifically: readability of textbook and other readings; ease of navigation of online platform; accessibility of images and multimedia)? *[Quality Matters section 8]*
9. How will you encourage and facilitate interaction among students? How will you encourage and facilitate interaction with you, as the instructor? *[Quality Matters section 5]*
10. Is this class being assessed as part of an academic program's learning outcomes (PLOs)? If so, how do you envision accomplishing the course’s assessment online? *[Quality Matters sections 2 and 3]*

In addition to those syllabus guidelines and requirements established by the Dean’s Office, CC offers the following additional syllabus guidelines for online courses:

1. Instructions for how to get started with online resources, including where to find online course components.
2. Make sure that communication guidelines for the course are clearly stated to students. This may include online office hours, chatroom etiquette, email availability, or synchronous class expectations.
3. A clear statement of the minimum technology requirements for the course (e.g. software packages, operating systems, internet browsers, etc.) and provide information on how to obtain the technologies, if appropriate.
4. A statement of technical skills and digital information literacy skills expected of students in your online course.
5. A clear description of the technical support offered by Roanoke College and how students should go about obtaining it.
6. Specific, descriptive criteria for the completion and evaluation of students’ online work and course interaction; with clear expectations for synchronous and/or asynchronous participation and evaluation.
7. Language informing and clarifying a schedule for regular, substantive online and/or offline interaction with students.
8. A statement on requirements and options for your course with regard to accessibility and usability of online resources.
9. A statement regarding information on protecting their data and privacy. One example of such a statement is included below:

“As an instructor, I follow Family Educational Rights and Privacy Act (FERPA) rules regarding your data privacy and security. Due to FERPA rules I cannot give your graded work or feedback to anyone else, either online or in-person. To ensure information privacy, I will only communicate with you through your Roanoke College email (not your personal gmail, apple email, etc.). The best method for discussing grades is to meet with me during my office hours or if you have a quick question, emailing me through your roanoke.edu account.”

*For reference in putting together your form*

**QM rubric: what they look for (and faculty are be asked in their self review)**

**General Standard 1: Course Overview and Introduction - The overall design of the course is made clear to the learner at the beginning of the course.**

**SPECIFIC REVIEW STANDARD 1.1** - (3 Points)  
Instructions make clear how to get started and where to find various course components.

**SPECIFIC REVIEW STANDARD 1.2** - (3 Points)  
Learners are introduced to the purpose and structure of the course.

**SPECIFIC REVIEW STANDARD 1.3** - (2 Points)  
Communication guidelines for the course are clearly stated.

**SPECIFIC REVIEW STANDARD 1.4** - (2 Points)  
Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.

**SPECIFIC REVIEW STANDARD 1.5** - (2 Points)  
Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.

**SPECIFIC REVIEW STANDARD 1.6** - (1 Point)  
Technical skills and digital information literacy skills expected of the learner are clearly stated.

**SPECIFIC REVIEW STANDARD 1.7** - (1 Point)  
Required prior knowledge in the discipline and/or any specific competencies are clearly stated in the course site.

**SPECIFIC REVIEW STANDARD 1.8** - (1 Point)  
The self-introduction by the instructor is welcoming and is available in the course site.

**SPECIFIC REVIEW STANDARD 1.9** - (1 Point)  
Learners have the opportunity to introduce themselves.

**General Standard 2: Learning Objectives (Competencies) - Learning objectives describe what learners will be able to do upon completion of the course.**

**SPECIFIC REVIEW STANDARD 2.1** - (3 Points)  
The course-level learning objectives describe outcomes that are measurable.

**SPECIFIC REVIEW STANDARD 2.2** - (3 Points)  
The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objectives.

**SPECIFIC REVIEW STANDARD 2.3** - (3 Points)  
Learning objectives are clearly stated, are learner-centered, and are prominently located in the course.

**SPECIFIC REVIEW STANDARD 2.4** - (3 Points)  
The relationship between learning objectives, learning activities, and assessments is made clear.

**SPECIFIC REVIEW STANDARD 2.5** - (3 Points)  
The learning objectives are suited to and reflect the level of the course.

**General Standard 3: Assessment and Measurement - Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives.**

**SPECIFIC REVIEW STANDARD 3.1** - (3 Points)  
The assessments measure the achievement of the stated learning objectives.

**SPECIFIC REVIEW STANDARD 3.2** - (3 Points)  
The course grading policy is stated clearly, available at the beginning of the course, and consistent throughout the course site.

**SPECIFIC REVIEW STANDARD 3.3** - (3 Points)  
Specific and descriptive criteria are provided for the evaluation of learners’ work, and their connection to the course grading policy is clearly explained.

**SPECIFIC REVIEW STANDARD 3.4** - (2 Points)  
The course includes multiple types of assessments that are sequenced and suited to the level of the course.

**SPECIFIC REVIEW STANDARD 3.5** - (2 Points)  
The types and timing of assessments provide learners with multiple opportunities to track their learning progress with timely feedback.

**SPECIFIC REVIEW STANDARD 3.6** - (1 Point)  
The assessments provide guidance to the learner about how to uphold academic integrity.

**General Standard 4: Instructional Materials - A variety of contextualized instructional materials enables learners to achieve the stated learning objectives.**

**SPECIFIC REVIEW STANDARD 4.1** - (3 Points)  
The instructional materials contribute to the achievement of the stated learning objectives.

**SPECIFIC REVIEW STANDARD 4.2** - (3 Points)  
The relationship between the use of instructional materials in the course and completion of learning activities and assessments is clearly explained.

**SPECIFIC REVIEW STANDARD 4.3** - (2 Points)  
The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.

**SPECIFIC REVIEW STANDARD 4.4** - (2 Points)  
The instructional materials represent up-to-date theory and practice in the discipline.

**SPECIFIC REVIEW STANDARD 4.5** - (2 Points)  
A variety of instructional materials is used in the course.

**General Standard 5: Learning Activities and Learner Interaction - Learning activities foster and facilitate learner interaction and engagement.**

**SPECIFIC REVIEW STANDARD 5.1** - (3 Points)  
The learning activities help learners achieve the stated objectives.

**SPECIFIC REVIEW STANDARD 5.2** - (3 Points)  
Learning activities provide opportunities for interactions that support active learning.

**SPECIFIC REVIEW STANDARD 5.3** - (3 Points)  
The instructor’s plan for regular interaction with learners in substantive ways during the course is clearly stated.

**SPECIFIC REVIEW STANDARD 5.4** - (2 Points)  
The requirements for learner interaction are clearly stated.

**General Standard 6: Course Technology - Course technologies support learners’ achievement of course objectives.**

**SPECIFIC REVIEW STANDARD 6.1** - (3 Points)  
The tools used in the course support the learning objectives.

**SPECIFIC REVIEW STANDARD 6.2** - (2 Points)  
Course tools promote learner engagement and active learning.

**SPECIFIC REVIEW STANDARD 6.3** - (1 Point)  
A variety of technology is used in the course.

**SPECIFIC REVIEW STANDARD 6.4** - (1 Point)  
The course provides learners with information on protecting their data and privacy.

**General Standard 7: Learner Support - The course facilitates learner access to institutional support services essential to learner success.**

**SPECIFIC REVIEW STANDARD 7.1** - (3 Points)  
The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.

**SPECIFIC REVIEW STANDARD 7.2** - (3 Points)  
Course instructions articulate or link to the institution’s accessibility policies and accommodation services.

**SPECIFIC REVIEW STANDARD 7.3** - (3 Points)  
Course instructions articulate or link to the institution’s academic support services and resources that can help learners succeed in the course.

**SPECIFIC REVIEW STANDARD 7.4** - (1 Point)  
Course instructions articulate or link to the institution’s student services and resources that can help learners succeed.

**General Standard 8: Accessibility and Usability - The course design reflects a commitment to accessibility and usability for diverse learners.**

**SPECIFIC REVIEW STANDARD 8.1** - (3 Points)  
Course navigation facilitates ease of use.

**SPECIFIC REVIEW STANDARD 8.2** - (3 Points)  
The course design facilitates readability.

**SPECIFIC REVIEW STANDARD 8.3** - (3 Points)  
Text in the course is accessible.

**SPECIFIC REVIEW STANDARD 8.4** - (2 Points)  
Images in the course are accessible.

**SPECIFIC REVIEW STANDARD 8.5** - (2 Points)  
Video and audio content in the course is accessible.

**SPECIFIC REVIEW STANDARD 8.6** - (2 Points)  
Multimedia in the course is easy to use.

**SPECIFIC REVIEW STANDARD 8.7** - (1 Point)  
Vendor accessibility statements are provided for the technologies used in the course.