MIDDLEBURY ONLINE COURSE DESIGN RUBRIC CHECKLIST

	Sufficiently Present	Minor Revision *half hour or less*	Moderate Revision *half hour to 2 hours*	Major Revision *2+ hours*	Not Applicable	Action Plan
			estimated time needed for revision			
STRUCTURE & ORGANIZATION						
Include Welcome and Getting Started content.	☐	☐	☐	☐	☐	
Provide an orientation or overview for the course overall, as well as in each module, including how to navigate course structure and essential items like the gradebook and what tasks are due.	☐	☐	☐	☐	☐	
Include a Course Information area that summarizes and explains critical elements of the syllabus for learners in a clear and navigable way. States whether the course is fully online, blended, or web- enhanced. Provides contact information for instructor, department, and program.	☐	☐	☐	☐	☐	
Provide a printable syllabus (PDF).	☐	☐	☐	☐	☐	
Include links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.	☐	☐	☐	☐	☐	
Provide access to learner success resources (technical help, orientation, tutoring).	☐	☐	☐	☐	☐	
Clearly define course objectives/outcomes. Objectives should be measurable, and aligned to learning activities and assessments.	☐	☐	☐	☐	☐	
Develop and share a clear, holistic communication plan for how you will communicate with the students in your courses.	☐	☐	☐	☐	☐	
Add a diversity and inclusion statement to your syllabus.	☐	☐	☐	☐	☐	
Include learning outcomes aimed at asking students to interrogate their own biases.	☐	☐	☐	☐	☐	

	estimated time needed for revision					
	Sufficiently Present	**Minor Revision** *half hour or less*	**Moderate Revision** *half hour to 2 hours*	**Major Revision** *2+ hours*	**Not Applicable**	**Action Plan**

TOOLS & TECH

	Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan
Communicate tech requirements for accessing and participating in the course (Internet access/speed, mobile, publisher websites, secure content, pop-ups, browser issue, microphone, webcam).	☐	☐	☐	☐	☐	
Scaffold technical skills required for participation in course learning activities (orientation, practice, and application - where appropriate).	☐	☐	☐	☐	☐	
Include frequently used technology tools in the course menu. Remove any tools not being utilized from the course menu.	☐	☐	☐	☐	☐	
Provide privacy policy information for course technologies, including links to relevant privacy policies, suggestions for protecting your privacy, and options for opting in (or out) of using particular tools.	☐	☐	☐	☐	☐	
Ensure that all technology tools meet accessibility/ADA standards (Middlebury-provided tools meet standards; if using tools that are not supported by Middlebury, consult with (ITS/DLINQ/DRC?) about their accessibility status.	☐	☐	☐	☐	☐	
Ensure students have access to all the required technology. Use Open Educational Resources (OER) as often as possible.	☐	☐	☐	☐	☐	
Create awareness of bias in technology design, data, and algorithms.	☐	☐	☐	☐	☐	

DESIGN & LAYOUT

	Sufficiently Present	Minor Revision *half hour or less*	Moderate Revision *half hour to 2 hours*	Major Revision *2+ hours*	Not Applicable	Action Plan
Establish a logical, consistent, and uncluttered layout for all course pages. The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles).	☐	☐	☐	☐	☐	
Divide large blocks of information into manageable sections, with ample white space around and between the blocks.	☐	☐	☐	☐	☐	
Ensure there is enough contrast between text and background for the content to be easily viewed. Avoid flashing and blinking text.	☐	☐	☐	☐	☐	
Proofread text to ensure course is free of grammatical and spelling errors.	☐	☐	☐	☐	☐	
Format text with titles and headings to enhance readability and accessibility.	☐	☐	☐	☐	☐	
Use a sans-serif font with a standard size of at least 12 pt.	☐	☐	☐	☐	☐	
When possible, display information in a linear format instead of as a table.	☐	☐	☐	☐	☐	
Ensure that tables are accompanied by a title and summary description, and include header rows and columns.	☐	☐	☐	☐	☐	
For slideshows, use a consistent slide layout and include unique slide titles. Use simple, non-automatic transitions between slides.	☐	☐	☐	☐	☐	
Make text content available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including PDFs.	☐	☐	☐	☐	☐	
Provide alt-tag information for images and other non-text elements.	☐	☐	☐	☐	☐	
Provide captions and transcripts for video and audio elements.	☐	☐	☐	☐	☐	
Do not rely on color to convey important information. Text, graphics, and images are understandable when viewed without color.	☐	☐	☐	☐	☐	
Write descriptive hyperlink text. Hyperlink text should make sense when out of context (avoid using "click here").	☐	☐	☐	☐	☐	
Learn about and share how bias is embedded in design decisions.	☐	☐	☐	☐	☐	

	estimated time needed for revision					
	Sufficiently Present	**Minor Revision** *half hour or less*	**Moderate Revision** *half hour to 2 hours*	**Major Revision** *2+ hours*	**Not Applicable**	**Action Plan**

💡 CONTENT & ACTIVITIES

	Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan
Clearly define objectives/outcomes for each module. Objectives should be measurable, and aligned to learning activities and assessments.	☐	☐	☐	☐	☐	
Provide clear, concise, and consistent instructions for every activity.	☐	☐	☐	☐	☐	
Use asynchronous activities to deliver and engage around primary course content, and use synchronous activities for small groups, office hours, and informal connecting.	☐	☐	☐	☐	☐	
Provide a variety of activities that facilitate communication and collaboration (e.g. peer review, gallery-style sharing of work, student research presentations)	☐	☐	☐	☐	☐	
Provide a variety of ways to engage students around content (e.g., readings, videos, podcasts). Videos should be no more than 5-10 minutes long.	☐	☐	☐	☐	☐	
Provide a variety of activities and resources that support learning and engagement (e.g., student-led discussions, reflecting on learning, critical analysis, experiential learning, case studies, problem-based activities)	☐	☐	☐	☐	☐	
Where available, use Open Educational Resources, free, or low cost materials.	☐	☐	☐	☐	☐	
Include copyright and licensing status for course materials, clearly stating permission to share where applicable.	☐	☐	☐	☐	☐	
Ensure content reflects diverse viewpoints. Diverse content should take an asset-based approach to marginalized communities.	☐	☐	☐	☐	☐	

INTERACTION & COLLABORATION

	Sufficiently Present	Minor Revision *half hour or less*	Moderate Revision *half hour to 2 hours*	Major Revision *2+ hours*	Not Applicable	Action Plan
Clearly state expectations for timely and regular instructor feedback (questions, email, assignments).	☐	☐	☐	☐	☐	
Clearly state expectations for interaction (community guidelines for interaction, models/examples, and timing and frequency of contributions).	☐	☐	☐	☐	☐	
Provide a variety of opportunities and activities for learners to meaningfully interact with their instructor.	☐	☐	☐	☐	☐	
Provide resources or activities intended to build a sense of class community, support open communication, and establish trust (e.g., Meet Your Classmates activity, Ask a Question discussion forum, Class Café discussion forum).	☐	☐	☐	☐	☐	
Provide a variety of opportunities for learner to learner interaction and constructive collaboration.	☐	☐	☐	☐	☐	
Encourage learners to share resources and inject knowledge from diverse sources of information in their course interactions.	☐	☐	☐	☐	☐	
Raise awareness about the potential for implicit biases.	☐	☐	☐	☐	☐	
Develop strategies for checking microagressions.	☐	☐	☐	☐	☐	
Model constructive, respectful feedback for peer review.	☐	☐	☐	☐	☐	
In community-building exercises, be attuned to cultural, socioeconomic, and other differences when asking students to reveal information about themselves.	☐	☐	☐	☐	☐	

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ASSESSMENT & FEEDBACK						
Clearly state course grading policies, including consequences of late submissions, in the course information area or syllabus.	☐	☐	☐	☐	☐	
Include frequent, low-stakes opportunities to assess learners' growth in understanding.	☐	☐	☐	☐	☐	
Include summative assessments to assess learners' mastery of content.	☐	☐	☐	☐	☐	
Communicate clear guidelines for the assessment of a graded assignment (rubrics, exemplary work).	☐	☐	☐	☐	☐	
Provide opportunities for learners to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.).	☐	☐	☐	☐	☐	
Inform learners when a timed response is required, with proper lead time to ensure there is an opportunity to prepare an accommodation.	☐	☐	☐	☐	☐	
Provide learner with easy access to a well designed and up-to-date gradebook.	☐	☐	☐	☐	☐	
Give learners opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.	☐	☐	☐	☐	☐	

NARRATIVE FEEDBACK

Use this space to summarize your feedback on the course design.