

Minnesota State University, Mankato
Online Course Quality Design Checklist

Online Teaching Rubric

The rubric below is a guide that was created to support faculty when reviewing their online courses to ensure that are supporting teaching and learning of students. It was adopted from the [Peralta Online Equity Rubric](#).

Standard Area	Standard	Meets Expectations	Approaching Expectations	Requires Significant Revisions	Comments/Examples
E1: Technology +	Instructors are providing information that will help students navigate barriers to access needed instructional tools. (Anti-racist Standard 4.1)	Clear instructions are provided on how students can navigate barriers to instructional tools and links or details on who to contact are provided.	Limited instructions are provided on how students can navigate barriers to instructional tools and no links or details on who to contact are provided.	No instructions are provided on how students can navigate barriers to access instructional tools.	<p>Example: Zoom can be tricky and typically has regular updates. I have run into issues myself when attempting to get to meetings in a timely manner. I encourage you to login to Zoom prior to meeting times. I would also recommend checking any additional devices that you might use to hear or see course materials. Set up your headset, camera, and microphones and to ensure that they are working properly. Check your surrounds to ensure you are comfortable with what is near you and if you want that shared if you choose to share video, along with how their image is displayed to the rest of the class. Be sure to change your name to include how you want us to address you and your pronouns. Request to speak by raising your hand or submit a question via chat box. I want to hear from you!</p> <p>Zoom has some great tutorials to help you troubleshoot issues.</p> <p>The Library has some equipment available to students for checkout.</p> <p>As you run into issues, keep me in the loop (best via email first.last@mnsu.edu).</p>

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<p>E2: Student Resources and Support +</p>	<p>Instructors are providing information that will help students navigate barriers to access needed instructional tools. (Anti-racist Standard 4.1)</p>	<p>Clear instructions are provided on how students can navigate barriers to instructional tools and links or details on who to contact are provided.</p>	<p>Limited instructions are provided on how students can navigate barriers to instructional tools and no links or details on who to contact are provided.</p>	<p>No instructions are provided on how students can navigate barriers to access instructional tools.</p>	<p>Example: Zoom can be tricky and typically has regular updates. I have run into issues myself when attempting to get to meetings in a timely manner. I encourage you to login to Zoom prior to meeting times. I would also recommend checking any additional devices that you might use to hear or see course materials. Set up your headset, camera, and microphones and to ensure that they are working properly. Check your surrounds to ensure you are comfortable with what is near you and if you want that shared if you choose to share video, along with how their image is displayed to the rest of the class. Be sure to change your name to include how you want us to address you and your pronouns. Request to speak by raising your hand or submit a question via chat box. I want to hear from you!</p> <p>Zoom has some great tutorials to help you troubleshoot issues.</p> <p>The Library has some equipment available to students for checkout.</p> <p>As you run into issues, keep me in the loop (best via email first.last@mnsu.edu).</p>
<p>E3: Universal Design for Learning (UDL)</p>		<p>Students identify UDL principles that support their learning and/or are invited to make suggestions about how to improve course activities with UDL.</p>	<p>Course content and activities are aligned with core principles of UDL –i.e. multiple means of representation, action &</p>	<p>Course content and activities are not yet aligned with UDL principles.</p>	

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			expression and/or engagement.		
E4: Diversity and Inclusion +	All language is written to invite rather than penalize the learner (Anti-Racist Standard 1.1)	Students are provided with information on how to be successful rather than just the penalties for not meeting expectations or deadlines.	Students are provided with some details on how to be successful rather than just the penalties for not meeting expectations or deadlines.	Students are provided with policies that detail penalties for not meeting expectations and deadlines only.	Examples: Attendance Explain how students attend the course. Make sure it is clear whether the class is in-person, online, or some other combination. Provide clear expectations for each setting and apply an equity lens when creating those expectations (i.e., requiring cameras to be on in a Zoom-based course is not equitable. There are other ways to assess engagement.). Consider adding language about how attendance and engagement in the course contributes to success.
	A statement of inclusion and fostering an equitable learning environment is included. (Anti-racist Standard 1.3)	A diversity, equity, and inclusion statement is listed and provides clear details about how it creates a welcoming environment.	A diversity, equity, and inclusion statement is listed but does not provide details about how it creates a welcoming environment.	No statement is provided.	Example: The diversity of the participants in this course is a valuable source of ideas, problem-solving strategies, knowledge-sharing, and creativity. I consider this classroom to be a place where you will be treated with respect, and individuals of all races, ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class will contribute to a respectful, welcoming and inclusive environment for every other member of the class.
E5: Images and Representation	The learning objectives (LO) and activities (LA) are suited to the multiple cultural perspectives and experiences of the students. (Anti-racist standard 2.1)	Learning objectives and activities specifically name and include language that supports multiple	Learning objectives and activities imply that multiple cultural	No mention of diverse perspectives is included in either learning objectives or activities.	Examples: LO - Describe multiple historical, scientific, and philosophical views of (insert discipline).

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		cultural perspectives and student experiences.	perspectives and student experiences		LA – After reviewing the text that discuss perspective X, use think-pair-share to discuss additional perspectives that are omitted from the text.
E5: Images and Representation +	Instructional materials represent multiple perspectives and racially and culturally diverse authors/creators. (Anti-racist standard 4.2)	Instructional materials include images and materials produced by many racial identities.	Instructional materials include images and materials produced by two racial identities.	Instructional materials include images and materials produced by one racial identity.	Example: Books, videos, and examples include names and identities of folks with diverse identities. Consult your subject librarian for support.
E6: Human Bias		Students analyze and discuss human biases as part of course activities.	Human biases are identified in course content and activities	Human biases are not yet addressed.	
E7: Content Meaning +	The learning activities provide flexibility in how objectives are met in ways that complement learner strengths. (Anti-racist standard 5.1)	Students are provided with more than 2 options to complete course learning activities	Students are provided with 2 options for completing the course learning activities.	No flexibility in course learning activities is provided.	Examples: Discussion posts can be text, images, voice recordings, or video.
E8: Connection and Belonging +	A survey to get to know students is provided through an MNSU Enterprise supported tool (Anti-racist Standard 1.4)	A survey is available in beginning modules and asks for students to share information about themselves, similar to the information shared by the instructor.	A survey is available and asks for students to share information about themselves but is not similar to the information shared by the instructor.	No survey is completed.	Examples: what is your preferred name? what are your pronouns? What are activities you enjoy in your free time? What are some barriers you anticipate having to navigate to be successful in this course?
	Instructor provides warm, wise feedback that supports high standards, effort, ability, and specific action. (Anti-racist standard 5.2)	Feedback allows for students to make mistakes, revise material, and is individualized and include rubric information.	Feedback is in the form of a rubric only with some individualized support and how the students can learn from mistakes.	Feedback is in the form of a rubric only with no individualized support of information.	Example: Create a rubric that includes space for specific comments, students are notified that assessments will be annotated with suggestions for future improvement.
	Instructor shares aspects of their life that portray them as a real person, such as pronouns, information about their personal interests, and makes a specific connection between their professional interests and the course. (Anti-Racist Standard 1.2)	Instructor provides information about who they are, how to address the instructor, and how and when to get ahold of them	Instructor lists some information about how to get ahold of them and how to address them.	Instructor lists contact information and name only.	Examples: tell the students your name, pronouns, racial identity, and a bit about who you are outside the class.

Resources:

[Trauma-informed teaching handbook](#)

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[Quality Matters Rubric](#)

[Peralta Online Equity Rubric](#)

Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press.