## DESIGN: Apply intentional course design that is evidence-based, diverse and universally accessible

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| **Content-Outcome Alignment** | Align content with established course- and program-level learning outcomes to promote learning and career readiness. |
| **Evidence-Based Instruction** | Offer evidence-based active-learning experiences throughout the course. Ensure that content is taught with appropriate rigor. |
| **Outcome Assessment** | Include multiple forms of assessment that are aligned with course learning outcomes, that take place early and often (formative assessment), that include a clear statement of criteria for success that measure that students are learning content (summative assessment). |
| **Content Diversity** | Incorporate diverse perspectives, objectives, content, examples and activities into course design. |
| **Universal Design (UDL)** | Reduce barriers to learning, space, and technology for all students. Provide accessible content, practice, assessment, and guidance using a variety of formats and forms of instruction in line with Universal Design for Learning principles |

## ENVIRONMENT: Create an environment in which students can learn and thrive

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| **Clear Expectations** | Clearly explain course expectations to your students and what they need to do to be successful from start to finish. Provide and explain detailed instructions, examples, rubrics and checklists so students understand what, when and how to do it. |
| **Rapport** | Build student-instructor rapport both in-class and out-of-class through your own disciplinary experience and expertise. Cultivate a safe classroom environment that is inclusive, civil, and respectful of diverse perspectives. |
| **Learning-Centered** | Focus on the students and their outcome of the learning. Identify the enduring understandings and transfer goals for post-graduation success. |
| **Instructor Access** | Be responsive to students by holding regular student (office) hours and offering alternative meeting times and modes. |
| **Feedback to Students** | Provide timely, constructive, predictable, and understandable feedback that effectively supports student learning and improvement. |

## STRUCTURE: Manage the curriculum to ensure that courses meet standards and requirements

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| **Organizational Consistency** | Structure your class time deliberately. Use appropriate teaching aids, tools, and technology. Coordinate course learning outcomes, content, assessments, and expectations across sections. |
| **Course and Content Requirements** | Ensure your course content and policies meet the requirements of your unit, program, college, university, and accrediting body as appropriate. |
| **Continuous Improvement** | Demonstrate a commitment to reflection, professional development and continuous improvement that integrates lessons learned from your teaching, student performance, and student feedback. Maintain a record of this process. |