I. Course Design
- The course structure is intuitive, consistent and easy to navigate
- Access to required tools, platforms and content is clear and reliable
- The pace of the course is appropriate given the level of the student, course subject matter and the duration of the academic term
- The instructor establishes and maintains a strong presence in the course
- Course content and learning environment reflect universal design principles and facilitate the use of assistive technologies
- Teaching, and student learning, reflect constructive alignment with the course's learning outcomes
- Course activities provide an appropriate balance of interactivity (student-student, student-instructor) and individual reflection
- Permission to use copyright-protected material been secured and is appropriately displayed alongside all protected works

II. Learning Outcomes
- Outcomes are measurable, observable, demonstrable and realizable
- Outcomes are prominent and visible throughout the course
- Outcomes are relevant and appropriate for the students in the context of the course
- Outcomes include both knowledge and skill

III. Tools and Technology
- Learning outcomes drive tool and platform selection and implementation
- The technology is current, and effective within the course context
- The tools are reliable, accessible and responsive across multiple devices
- Alternative technologies available when available and appropriate
- The platforms and tools that students are expected to use comply with FERPA and ADA guidelines, and governing policies are readily available

IV. The Learning Experience
- The pathway through the course is clear and predictable
- Learning activities build on one another in a logical progression and lead to a coherent outcome
- The spectrum of learning activities is balanced in terms of routine, variety, and offers opportunities for active learning
- Instructional materials are appropriate for the level of the students and aligned with learning outcomes
- Activities provide the flexibility for students to showcase particular talents, skills or interests when targeted learning outcomes warrant it
- Group work expectations include learning outcomes, roles, procedures, time frames, peer review processes, and assessment of output/s

V. Online Classroom Community
- Detailed requirements for student participation and interaction related to course communications are clearly stated and modeled
- Planned activities include student-student interaction when targeted learning outcomes warrant it
- Synchronous events (i.e., video conferences) encourage active student participation
- Discussion forums are provided for general course questions (FAQ), community building, resource sharing, and items related to course content
- Dedicated online activities enable students to become acquainted with one another
- The design of group activities takes into account the complexity of steps and milestones, and paces work accordingly

VI. Student Readiness & Support
- An overview section orients students to course goals, policies, expectations and learning environment
- Prerequisites (e.g., knowledge, skills and/or experience) are made clear
- Best practices related to online learning in the course's discipline are provided
- A print-ready syllabus is available from inside the course environment
- A checklist or calendar of assignments, milestones, activities and events is available from inside the course environment
- Course communication protocols, including those related to appropriate online behavior, are explained in detail
- Contact information for instructors and TAs is available
- How-to guides, FAQs and tutorials related to required technical competencies are comprehensive and easy to access
- Contact information for campus resources related to technical support, tutoring services, library services and disability services is provided
- Policies governing academic integrity; accessibility, including accommodations available to students; and student privacy are described

VII. Assessment of Student Learning
- Assessments are designed to evaluate learning outcomes
- Assessment criteria are communicated to students in advance
- Assessments provide students with specific and actionable feedback on their performance
- Assessments provide opportunities for reflection and critical thinking
- Some assessments allow students to demonstrate knowledge or skills in contexts similar to what they would encounter outside the classroom
- Assessments are frequent and varied (including both formative and summative assessment)
- Students are able to assess their own understanding and/or track their progress

VIII. Course Evaluation
- The evaluation plan addresses all aspects of the course (instruction, learning, materials, technology, content, activities, assessments, support)
- The evaluation plan is shaped by the needs and interests of students, instructors and staff
- Success metrics are stated, and the evaluation plan addresses those metrics
- Students are able to provide anonymous feedback outside of formally scheduled reviews
- Different kinds of data are collected throughout the course
- Evaluation results are used to improve student learning