## Standards

### General Standard 1 The overall design of the course is made clear to the learner at the beginning of the course.

1.1 The instructions clearly state how the course is started and components are found by the learner.  
1.2 The course purpose and structure are explained.  
1.3 Etiquette instructions for online discussions, email, and other communication, are clearly stated.  
1.4 Current course provider policies relevant to the learner are explained.  
1.5 Minimum technology, and software requirements instructions are clearly stated.  
1.6 Prerequisite knowledge requirements, including minimal knowledge, competence, professional or technical skills, and experience are effectively stated.  
1.7 The instructor or facilitator self-introductions are provided.  
1.8 The instructor or facilitator provides methods for learners’ introductions.

### General Standard 2 Learning objectives or competencies describe what learners will be able to do upon completion of the course.

2.1 Course learning objectives and competencies describe measurable outcomes.  
2.2 The module’s/unit’s learning objectives and competencies describe measurable outcomes consistent with course-level objectives or competencies.  
2.3 Learning objectives and competencies are clearly written from the learner’s perspective.  
2.4 The relationship between learning objectives and competencies to course activities is clearly provided.  
2.5 Learning objectives and competencies are appropriate for the level of course content.

### General Standard 3 Assessment strategies are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.

3.1 The assessments measure the stated learning objectives or competencies.  
3.2 The course description includes the recognition method(s) for successful completion of the course.  
3.3 Specific criteria and policies used to evaluate successful course completion are provided.  
3.4 Assessment methods are sequenced, varied and appropriate to assess the learner’s work.  
3.5 Multiple opportunities are included for the learner to assess learning progress.

* Derived from the Quality Matters CPE Rubric  
** Essential Standards List Noted
## Standards

### General Standard 4
**Instructional materials enable learners to achieve stated learning objectives or competencies.**

1. Instructional materials contribute to achievement of course, and module/unit learning objectives and/or competencies.
2. The purpose and use of instructional materials for learning activities are explained.
3. Resources and materials used are referenced, cited, or acknowledged.
4. Instructional materials are relevant, current, and authoritative.
5. A variety of instructional materials is used in the course.

### General Standard 5
**Course activities facilitate and support learner interaction and engagement.**

1. Learning activities support the achievement of learning objectives and competencies.
2. Learning activities are opportunities for active learning and engagement with the course content.
3. The course plan includes the time frame for response and feedback on assignments.
4. Requirements for learner interaction are clearly described.

### General Standard 6
**Course technologies support learners’ achievement of course objectives or competencies.**

1. Tools, visual components, and media elements support learning objectives and competencies.
2. Course tools promote learner engagement and active learning.
3. Technologies required in the course are readily obtainable.
4. Course technologies are current and compatible.
5. Links are provided to privacy policies for all external tools required in the course.

### General Standard 7
**The course facilitates learner access to support services essential to learner success.**

1. Instructions provide information or links to access technical support services.
2. A description or link to the institution’s or organization’s accessibility policies and services is provided.
3. A description or link to the provider’s course support services and resources is provided.

### General Standard 8
**The course design reflects a commitment to accessibility and usability for all learners.**

1. Course navigation facilitates ease of use.
2. Information is provided about accessibility of all technologies required in the course.
3. Alternate formats for course access can meet the needs of diverse learners.
4. The course design and learning management system minimize distraction and facilitate readability.
5. Course multi-media facilitate ease of use.