



# de Beaumont Foundation Public Health Workforce CPE Quality E-Learning Standards\*

Essential Standards List Noted\*\*

(Version: 1-20-16)

## 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

**de Beaumont Foundation**  
**Public Health Workforce CPE**  
**Quality E-Learning Standards**  
Essential Standards List Noted \*\*  
(Version: 1-20-16)

## Standards

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

- 4.1 Instructional materials contribute to achievement of course, and module/unit learning objectives and/or competencies. \*\*
- 4.2 The purpose and use of instructional materials for learning activities are explained.
- 4.3 Resources and materials used are referenced, cited, or acknowledged \*\*
- 4.4 Instructional materials are relevant, current, and authoritative. \*\*
- 4.5 A variety of instructional materials is used in the course.

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

- 5.1 Learning activities support the achievement of learning objectives and competencies. \*\*
- 5.2 Learning activities are opportunities for active learning and engagement with the course content.
- 5.3 The course plan includes the time frame for response and feedback on assignments.
- 5.4 Requirements for learner interaction are clearly described.

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

- 6.1 Tools, visual components, and media elements support learning objectives and competencies. \*\*
- 6.2 Course tools promote learner engagement and active learning. \*\*
- 6.3 Technologies required in the course are readily obtainable.
- 6.4 Course technologies are current and compatible.
- 6.5 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.**

- 7.1 Instructions provide information or links to access technical support services. \*\*
- 7.2 A description or link to the institution's or organization's accessibility policies and services is provided. \*\*
- 7.3 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.**

- 8.1 Course navigation facilitates ease of use.
- 8.2 Information is provided about accessibility of all technologies required in the course. \*\*
- 8.3 Alternate formats for course access can meet the needs of diverse learners.
- 8.4 The course design and learning management system minimize distraction and facilitate readability.
- 8.5 Course multi-media facilitate ease of use.