Standards addressed in Course

- Instructions make clear how to get started and where to find various course components.
- Students are introduced to the purpose and structure of the course.
- The course learning objectives describe outcomes that are measurable.
- All learning objectives are stated clearly and written from the student’s perspective.
- The course grading policy is stated clearly.
- Specific and descriptive criteria are provided for the evaluation of students’ work and participation and are tied to the course grading policy.
- The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.
- The learning activities promote the achievement of the stated learning objectives. (Note: in some institutions learning objectives may be called learning outcomes.)
- The instructor’s plan for classroom response time and feedback on assignments is clearly stated.
- The tools and media support the course learning objectives.
- Navigation throughout the online components of the course is logical, consistent, and efficient.
- The course instructions articulate or link to a clear description of the technical support offered and how to access it.
- Course instructions articulate or link to the institution’s accessibility policies and services.
- The course employs accessible technologies and provides guidance on how to obtain accommodation.