## Checklist for Meeting Quality Matters Standard 2
### Learning Objectives (Competencies)

| 2.1 | The course learning objectives, or course/program competencies, describe outcomes that are measurable. |
| 2.2 | The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies. |
| 2.3 | All learning objectives or competencies are stated clearly and written from the learner’s perspective. |
| 2.4 | The relationship between learning objectives or competencies and course activities is clearly stated. |
| 2.5 | The learning objectives or competencies are suited to the level of the course. |

### Creating Learning Objectives
- Course and module level objectives describe what students will learn (2.1 & 2.2)
- Course and module level objectives are written from the student’s perspective with student-friendly language (2.3)
- Course and module level objectives are observable – use Bloom’s taxonomy and action verbs (2.1 & 2.2)
- Course and module level objectives are measurable (2.1 & 2.2)
- Course and module level objectives are appropriate for the level of course (2.5)
- Learning objectives are clearly communicated to the students (2.3)

### Alignment
- Course learning objectives form a foundation for the rest of the course design, to align with assessments, materials, activities, and technology (2.1)
- Module learning objectives support the course level objectives (2.2)
- The relationship between the learning objectives and the other alignment components is clearly communicated throughout the course (not just in the syllabus) (2.4)

### Tips (Recommended strategies to consider)
- Include a table to demonstrate how course and module level objectives are aligned with one another
- Create a numbering system for course level objectives to include in assignment and activity descriptions, to demonstrate alignment