# Checklist for Meeting Online Quality Essentials Standard 2

# Learner Support

|  |
| --- |
|  2.1 Course provides clear information about course and institutional policies for learner  compliance. 2.2 Course provides an accessibility statement and steps to request accommodations.   2.3 Course provides technical support resources and help for common technical issues.   2.4 Course includes information about relevant learner support and other services.  [NIU [success tips and tools](https://go.niu.edu/student-success-tips)]; [Huskie Academic Success Center](https://www.niu.edu/academic-support); NIU [student life](https://www.niu.edu/student-life/)].  2.5 Learner data is protected in accordance with applicable privacy laws and institutional  policies.  |

|  |
| --- |
| **Designing Courses that Support Learners** |
| 🞎 | Provide clear information about course-specific institutional policies to which learners are expected to adhere (2.1)  |
| 🞎 | Include an accessibility statement along with instructions on how students may request accommodations. There is a link to the [Disability Resource Center](https://www.niu.edu/disability) and the NIU [Americans with Disabilities and Non-Discrimination Statement](https://www.niu.edu/citl/resources/toolkits/syllabus/syllabus-statements.shtml) is included in the syllabus (2.2) |
| 🞎 | Provide links and contact information for technical support as well as help guides for common technical issues (2.3)  |
| 🞎 | Include links to relevant learner support services (e.g., library, tutoring, advising, writing center, counseling) (2.4)  |
| 🞎 | Include links to relevant student services and resources (e.g. [student life](https://niu.edu/student-life), [student affairs](https://niu.edu/student-affairs/departments), [career services](https://niu.edu/career-services)) (2.4)  |
| **Tips (Recommended strategies to consider)** |
| Provide other resources and supports that are appropriate for the discipline/course, such as specific college/program student services department or external links |