# Checklist for Meeting Online Quality Essentials Standard 3

# Course Objectives

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|  3.1 Course-level learning objectives and/or outcomes are specific, measurable, and clearly  defined. 3.2 Module-level (or unit-level) learning objectives and/or outcomes are specific,  measurable, and clearly defined. 3.3 Course learning objectives and/or outcomes use learner-centered language. 3.4 Assessments, activities, and instructional content are aligned and mapped to support  specific learning objectives. |

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| **Creating Learning Objectives** |
| 🞎 | Course and module level objectives describe what students will learn (3.1 & 3.2) |
| 🞎 | Course and module level objectives are written from the student’s perspective with student-friendly language (3.3) |
| 🞎 | Course and module level objectives are observable – use Bloom’s taxonomy and action verbs (3.1 & 3.2) |
| 🞎 | Course and module level objectives are measurable (3.1 & 3.2) |
| 🞎 | Course and module level objectives are appropriate for the level of course (3.4) |
| 🞎 | Learning objectives are prominently placed at the beginning of the course or module as appropriate (3.1) |
| **Tips (Recommended strategies to consider)** |
| Use action verbs from Bloom’s Taxonomy when writing objectives to ensure measurability and clarity. |
| Phrase objectives from the learner’s perspective, describing what they will be able to *do* by the end of the course or module. |
| Provide an alignment table or visual map showing how objectives connect with activities and assessments. |
| Regularly review objectives to ensure they remain aligned with program-level goals and institutional learning outcomes. |