



## Checklist for Meeting Online Quality Essentials Standard 3

### Course Objectives

- ✓ 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.

#### 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.