



de Beaumont Foundation Public Health Workforce CPE Quality E-Learning Standards*

Essential Standards List Noted**
(Version: 1-20-16)

Standards

General Standard 1 The overall design of the course is made clear to the learner at the beginning of the course.

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| 1.1 | The instructions clearly state how the course is started and components are found by the learner. | ** |
| 1.2 | The course purpose and structure are explained. | ** |
| 1.3 | Etiquette instructions for online discussions, email, and other communication, are clearly stated. | |
| 1.4 | Current course provider policies relevant to the learner are explained. | |
| 1.5 | Minimum technology, and software requirements instructions are clearly stated. | |
| 1.6 | Prerequisite knowledge requirements, including minimal knowledge, competence, professional or technical skills, and experience are effectively stated. | ** |
| 1.7 | The instructor or facilitator self-introductions are provided. | |
| 1.8 | The instructor or facilitator provides methods for learners' introductions. | |

General Standard 2 Learning objectives or competencies describe what learners will be able to do upon completion of the course.

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| 2.1 | Course learning objectives and competencies describe measurable outcomes. | ** |
| 2.2 | The module's/unit's learning objectives and competencies describe measurable outcomes consistent with course-level objectives or competencies. | ** |
| 2.3 | Learning objectives and competencies are clearly written from the learner's perspective. | ** |
| 2.4 | The relationship between learning objectives and competencies to course activities is clearly provided. | ** |
| 2.5 | Learning objectives and competencies are appropriate for the level of course content. | ** |

General Standard 3 Assessment strategies are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.

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| 3.1 | The assessments measure the stated learning objectives or competencies. | ** |
| 3.2 | The course description includes the recognition method(s) for successful completion of the course | ** |
| 3.3 | Specific criteria and policies used to evaluate successful course completion are provided. | ** |
| 3.4 | Assessment methods are sequenced, varied and appropriate to assess the learner's work. | |
| 3.5 | Multiple opportunities are included for the learner to assess learning progress. | |

* Derived from the Quality Matters CPE Rubric

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General Standard 4 Instructional materials enable learners to achieve stated learning objectives or competencies.

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| 4.1 | Instructional materials contribute to achievement of course, and module/unit learning objectives and/or competencies. | ** |
| 4.2 | The purpose and use of instructional materials for learning activities are explained. | |
| 4.3 | Resources and materials used are referenced, cited, or acknowledged | ** |
| 4.4 | Instructional materials are relevant, current, and authoritative. | ** |
| 4.5 | A variety of instructional materials is used in the course. | |

General Standard 5 Course activities facilitate and support learner interaction and engagement.

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| 5.1 | Learning activities support the achievement of learning objectives and competencies. | ** |
| 5.2 | Learning activities are opportunities for active learning and engagement with the course content. | |
| 5.3 | The course plan includes the time frame for response and feedback on assignments. | |
| 5.4 | Requirements for learner interaction are clearly described. | |

General Standard 6 Course technologies support learners' achievement of course objectives or competencies.

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| 6.1 | Tools, visual components, and media elements support learning objectives and competencies. | ** |
| 6.2 | Course tools promote learner engagement and active learning. | ** |
| 6.3 | Technologies required in the course are readily obtainable. | |
| 6.4 | Course technologies are current and compatible. | |
| 6.5 | Links are provided to privacy policies for all external tools required in the course. | |

General Standard 7 The course facilitates learner access to support services essential to learner success.

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| 7.1 | Instructions provide information or links to access technical support services. | ** |
| 7.2 | A description or link to the institution's or organization's accessibility policies and services is provided. | ** |
| 7.3 | A description or link to the provider's course support services and resources is provided. | |

General Standard 8 The course design reflects a commitment to accessibility and usability for all learners.

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| 8.1 | Course navigation facilitates ease of use. | |
| 8.2 | Information is provided about accessibility of all technologies required in the course. | ** |
| 8.3 | Alternate formats for course access can meet the needs of diverse learners. | |
| 8.4 | The course design and learning management system minimize distraction and facilitate readability. | |
| 8.5 | Course multi-media facilitate ease of use. | |