

Quick Reference Guide: Continuing Education Course Quality Standards



The following checklist of standards may be used by stakeholders when developing or reviewing continuing education courses.

	Quality Standard	Met?	Comments
Course Overview and Introduction	Outlines instructions as to where to find various components of the course.		Click or tap here to enter text.
	Affirms the purpose and structure of the course.		Click or tap here to enter text.
	Provides prerequisite coursework or certification (if any) and information on how to obtain them.		Click or tap here to enter text.
	States required prior knowledge on the topic and/or specific competencies in the course description.		Click or tap here to enter text.
	Gives contact information for instructor(s).		Click or tap here to enter text.
	Asserts type of course, including whether it is fully online, blended, or web-based only.		Click or tap here to enter text.
Learning Objectives	Ensures learning objectives are learner-centered and reflective of the course content.		Click or tap here to enter text.
	Describes measurable outcomes learners can expect after completing the course.		Click or tap here to enter text.
	States the relationship between the learning objectives and learning activities.		Click or tap here to enter text.
Assessment	Measures clearly the stated learning objectives.		Click or tap here to enter text.
	Makes the grading policy, including the assessment grading policy, available at the beginning of the course.		Click or tap here to enter text.
	Includes many types of assessments that are consistent with course content.		Click or tap here to enter text.
	Clearly states the types and timing of assessments to learners at the start of the course, with many opportunities to gauge knowledge acquisition.		Click or tap here to enter text.
	Gives feedback to learners in a timely manner.		Click or tap here to enter text.
	Offers an opportunity for learners to provide descriptive feedback on their experience with the course.		Click or tap here to enter text.
Instructional Materials	Presents instructional materials in a logical, consistent, and uncluttered layout for easy navigation.		Click or tap here to enter text.
	Clearly states and explains to learners the relationship between the instructional materials, learning objectives, learning activities, and assessments.		Click or tap here to enter text.
	Models the highest standard of academic integrity by providing appropriate source references, preferably no greater than seven years old, and copyright permissions.		Click or tap here to enter text.
	Represents the highest level of contemporary evidence in the chosen topic area.		Click or tap here to enter text.
Learning Activities and Learner Interaction	Are clearly stated and outlined by the instructor(s) to assist learners in achieving the stated learning objectives.		Click or tap here to enter text.
	Emulates real-world application of the content, including the use of experiential learning, case studies, and problem-based activities.		Click or tap here to enter text.
	Outlines clear, regular interactions between the learner and the instructor(s).		Click or tap here to enter text.
	Intends to build a sense of community, encourage open communication, and establish trust between instructor(s) and learners.		Click or tap here to enter text.

Sources: [General Standards set forth by the Quality Matters Higher Education Rubric, Seventh Edition.](#)
[Quality Scorecard for Course Design Review from the Online Learning Consortium.](#)
[APTA Author Toolkit.](#)

The following checklist of standards may be used by stakeholders when developing or reviewing online instructional content.

	Quality Standard	Met?	Comments
Course Technology	Promotes the learner’s engagement and active learning using a variety of tools and technology.	<input type="checkbox"/>	Click or tap here to enter text.
	Describe clearly the technical support offered and how to obtain it.	<input type="checkbox"/>	Click or tap here to enter text.
	Course navigation facilitates ease of use.	<input type="checkbox"/>	Click or tap here to enter text.
	Text, images, video, and audio content are accessible to all learners.*	<input type="checkbox"/>	Click or tap here to enter text.

The following checklist of recommended strategies may be used by stakeholders when developing or reviewing slide decks.

Quality Standard	Met?	Comments
Large blocks of information are divided into manageable sections with ample white space around them.	<input type="checkbox"/>	Click or tap here to enter text.
The contrast between text and background color(s) is evident for easy viewing by the learner.*	<input type="checkbox"/>	Click or tap here to enter text.
The slide deck is free of grammatical or spelling errors.	<input type="checkbox"/>	Click or tap here to enter text.
Titles and headings are used to enhance readability and provide structure.	<input type="checkbox"/>	Click or tap here to enter text.
Flashing, blinking, or other text effects are not used.*	<input type="checkbox"/>	Click or tap here to enter text.
Simple, nonautomatic transitions are used between slides.	<input type="checkbox"/>	Click or tap here to enter text.
A font with a standard size of at least 18 points is used.*	<input type="checkbox"/>	Click or tap here to enter text.
Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.*	<input type="checkbox"/>	Click or tap here to enter text.
Titles accompany every table used, and a description of the table is provided for learners.	<input type="checkbox"/>	Click or tap here to enter text.
Non-text content is paired with text alternatives to provide descriptive identification of the non-text content.*	<input type="checkbox"/>	Click or tap here to enter text.
Text, graphics, and images are understandable to learners on both color and black and white scale.*	<input type="checkbox"/>	Click or tap here to enter text.
Text is used to convey information rather than images of text except when a particular presentation of text is essential for the information being conveyed.*	<input type="checkbox"/>	Click or tap here to enter text.

***Accessibility Resource:** The [Web Content Accessibility Guidelines](#) defines requirements for designers and developers to improve accessibility for people with disabilities. It defines three levels of conformance: Level A, Level AA, and Level AAA.

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