Standards

Points

Category		Standard	Points
Course Introduction	1.1 T*	Instructions make clear to students how to get started and where to find the distinct components of the publisher course.	3
	1.2 C**	A statement introduces the student to the purpose of the publisher course and to its components.	3
	1.3 T	Minimum hardware and software requirements to access the publisher materials and basic technical skills expected of the student are clearly stated.	3
Learning Objectives	2.1 C	Learning objectives describe outcomes for the publisher course that are measurable. (Note: some publishers may refer to learning objectives as learning outcomes.)	3
	2.2 C	The unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	3
	2.3 C	All learning objectives are stated clearly and written from the students' perspective.	3
	2.4 C	The learning objectives are appropriately set for the scope and level of the publisher course materials.	3
Assessment	3.1 C	The assessments measure the stated learning objectives and align with publisher-provided content, activities, and resources.	3
	3.2 T	The publisher course includes a grade book that supports a wide range of grade-related functions.	3
	3.3 C	The assessment instruments provided are sequenced and varied.	2
	3.4 T	The instructor may vary the selection and timing of specific assessments.	1
	3.5 C	Students have multiple opportunities to measure their own learning progress.	3
Instructional Materials	4.1 C	The instructional materials in the publisher course contribute to the achievement of the stated course-level and unit-level learning objectives.	3
	4.2 C	The relationship between the instructional materials and the learning activities is clearly explained to the student.	2
	4.3 C	The instructional materials are current and authoritative.	3
	4.4 C	The instructional materials have sufficient breadth and depth for the student to learn the subject.	3
	4.5 C	All resources and materials in the publisher-provided learning environment are appropriately cited.	2
	4.6 T	The instructor is able to customize publisher content.	3
	4.7 T	The instructor is able to add content to the publisher course.	3
Learner Interaction and Engagement	5.1 C	The learning activities promote the achievement of the stated learning objectives.	3
	5.2 C	Learning activities included in the publisher's course facilitate student-content interaction.	3
	5.3 T	The publisher course enables students to manage their own learning process.	3
	5.4 T	The publisher course enables student-instructor and student-student interaction.	3
Course Technology	6.1 C	The tools and media support the learning objectives and are appropriately chosen.	3
	6.2 T	The tools and media provide opportunities for student engagement and guide the student to become an active learner.	3
	6.3 T	Navigation throughout the publisher's course is logical, consistent, and efficient.	3
	6.4 T	Students have ready access to the software and applications required to access the publisher's course content.	3
	6.5 T	Instructions on how to access resources at a distance are sufficient and easy to understand.	2
	6.6 T	The course design takes advantage of emerging tools and media.	3
Learner and Instructor Support	7.1 T	The publisher provides technical support for instructors and students.	3
	7.2 T	The publisher website offers additional assistance to the student in mastering the course material.	2
	7.3 T	The publisher course provides resources to assist the instructor in delivering an effective course.	3
Accessibility	8.1 T	The publisher is committed to providing accessibility to all students.	2
	8.2 T	The course design accommodates the use of assistive technologies.	2
	8.3 C	Course pages and course materials provide equivalent alternatives to auditory and visual content.	2
	8.4 T	Course pages have links that are self-describing and meaningful.	2
	8.5 T	The course website ensures screen readability.	3

*Template Standard   **Content Standard