

# ULM QEP Courses Redesign Rubric

***I. Course Review and Introduction: the overall design of the course components such as navigational information and course, instructor, and student information, is made clear to the student at the beginning of the course.***

<p><b>I.1 3 points (Essential)</b></p> <p>A statement introduces the student to the course and to the structure of the student learning.</p>	<p>The instructor's statement gives the new student an idea of how the learning process is structured, including schedule, communications modes, types of activities, and assessments. These features are often found in the course syllabus, but they may also be found in an introductory or welcome document.</p> <p><b>Look for some or all of the following:</b></p> <ol style="list-style-type: none"> <li>1. The course schedule (self-paced, following a set calendar, etc.)</li> <li>2. Course sequencing, such as a linear or random order</li> <li>3. Types of activities the student will be required to complete (written assignments, online self-tests, participation in the discussion board, group work, etc.)</li> <li>4. Course calendar with assignment, activity, and test due dates.</li> <li>5. Preferred mode of communication with the instructor (email, discussion board, etc.)</li> <li>6. Preferred mode of communication with other students</li> <li>7. Testing procedures (online, proctored, etc.)</li> </ol>
<p><b>I.2 2 points</b></p> <p>Etiquette expectations with regard to discussions, email, and other forms of communication are stated clearly.</p>	<p>Expectations of student conduct face-to-face and online environments are clearly stated, however brief or elaborate they may be. The expectations themselves are not evaluated.</p> <p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. "Speaking style" requirements (e.g., use of correct English required as opposed to net acronyms)</li> <li>2. Spelling and grammar expectations, if any</li> <li>3. Rules of conduct for classroom participation</li> <li>4. Rules of conduct for participating in the discussion board</li> <li>5. Rules of conduct for email content</li> <li>6. Expectations for the tone and civility used in communicating with fellow students and the faculty member, whether the communication be via electronic means, telephone, or face-to-face</li> <li>7. A link or reference to the school's student handbook/code of conduct</li> </ol>

<p>I.3 1 point</p> <p>Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline are clearly stated.</p>	<p>Explanations of technical requirements, technical skills, and prerequisite knowledge and skills may be found within the course, in documents linked to the course, or in supporting material not on the course site. Look for a link to that content and/or a reminder of it for the entering student.</p> <p><b>Technology requirements may include information on:</b></p> <ol style="list-style-type: none"> <li>1. Hardware</li> <li>2. Software and plug-ins</li> <li>3. ISP requirements</li> </ol> <p><b>Examples of technology skills may include the capability to:</b></p> <ol style="list-style-type: none"> <li>1. Use email with attachments</li> <li>2. Save files in commonly used word processing program formats (e.g. MS Word)</li> <li>3. Use MS Excel or other spreadsheet programs</li> </ol> <p><b>Discipline knowledge prerequisites should include academic course prerequisites.</b></p>
<p>I.4 1 point</p> <p>General content and instructor contact information is available through continuous and accessible format.</p>	<p>The course has a repository of general content information that students can access with reasonable ease at all times. This may be accomplished through class web site or course management system, i.e. MOODLE.</p> <p><b>Examples of content:</b></p> <ol style="list-style-type: none"> <li>1. Syllabus</li> <li>2. Contact information including preferred format</li> <li>3. Office hours</li> <li>4. Class schedule</li> </ol>

**II. Learning Objectives (Competencies):** *Learning objectives are clearly defined and explained. They assist the student to focus learning activities.*

<p><b>II.1 3 points (Essential)</b></p> <p>The course learning objectives describe outcomes that are measurable.</p>	<p>Measurable course learning objectives precisely describe what students are to gain from instruction, and then guide instructors to accurately assess student accomplishment. Objectives should describe student performance in specific, observable terms. If this specificity is not possible (e.g., internal cognition, affective changes), check for clear indications that the learning objective is meaningfully assessed. (Learning objectives may be referred to as learning outcomes)</p> <p><b>Examples of measurable objectives:</b></p> <ol style="list-style-type: none"> <li>1. Select appropriate tax strategies for different financial and personal situations.</li> <li>2. Develop a comprehensive, individualized wellness action program focused on overcoming a sedentary life-style.</li> <li>3. Describe the relationship between the components of an ecosystem.</li> </ol> <p><b>Special situations:</b> In some cases, the course objectives are institutionally mandated and the individual instructor does not have the authority to change them. If the institutionally-mandated learning objectives are not measurable, then please be sure to make note of this in the "comments" box. If the course objectives are institutionally mandated, then the reviewer may need to consider Standard II.1 in conjunction with Standard 11.2 as follows:  <i>Standard II.1 is considered as being MET under the following circumstances:</i></p> <ol style="list-style-type: none"> <li>1. the course objectives are measurable, whether set by the institution or faculty member</li> <li>2. the institutionally-mandated course objectives are not measurable, but the faculty-driven module/unit-level objectives are</li> </ol>
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	<p>measurable</p> <p><i>Standard II.1 is NOT MET under circumstances such as the following:</i></p> <ol style="list-style-type: none"> <li>1. there are no course-level objectives</li> <li>2. there are course-level objectives that are not institutionally-mandated and that are not measurable</li> <li>3. the institutionally-mandated course-level objectives are not measurable, and the faculty-driven module/unit objectives are either not measurable or are not present</li> <li>4. there are no institutionally-mandated course-level objectives, and the faculty-driven module/unit objectives are either not measurable or not present</li> </ol> <p>It is especially important to assess the presence of measurable course and module/unit-level learning objectives, as their effect on course design and the review process is wide-ranging. Learning objectives form the base of the <b>Alignment</b> concept and are used to assess Standards II.1–II.3, III.1, IV.1, V.1, and VI.1.</p>
<p><b>II.2 3 points (Essential)</b></p> <p>The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.</p>	<p>Measurable module or unit-level learning objectives are important. They precisely describe the specific competencies, skills, and knowledge that students should be able to master and demonstrate at regular intervals throughout the course. They provide students with greater focus and clarity of learning expectations and outcomes on a weekly, modular, or unit basis. Module- or unit-level objectives may be written by the instructor or come from the textbook. Module/unit learning objectives guide instructors to accurately assess student accomplishment. Objectives should describe student performance in specific, observable terms. (Learning objectives may be referred to as learning outcomes.)</p> <p>The module/unit-level objectives should be consistent with the course-level objectives.</p> <p>The module/unit objectives may either be implicitly or explicitly consistent with the course-level objectives. For example, the module/unit objective "Students will write sentences that demonstrate correct usage of commas, semicolons, and periods." is implicitly consistent with the course objective "Students will demonstrate correct writing skills."</p> <p>The learning objectives are written in a way that allows students to easily grasp their meaning and the learning outcomes expected of them.</p> <p>It is especially important to assess the presence of measurable course and module/ unit-level learning objectives, as their effect on course design and the review process is wide-ranging. Learning objectives form the base of the <b>Alignment</b> concept, and are used to assess Standards II.1–II.3, III.1, IV.1, V.1, and VI.1.</p>
<p><b>II.3 2 points</b></p> <p>The learning objectives address content mastery, critical thinking skills, and core learning skills.</p>	<p>Examine the course and module/unit learning objectives as a whole for all three types of skill. All three types of skills need not be present in both the course-level and module/unit-level objectives, nor in every single objective.</p> <p>Content mastery should be appropriate for the type and level of the course. Decisions on this aspect of the standard may require discussion with a subject matter expert. Reviewers should consult with the SME (subject matter expert).</p> <p>Core learning skills, including critical thinking, are typically those that transcend an individual course and are integrated across the curriculum. Core learning skills are sometimes called "core competencies."</p> <p><i>Core learning skills may include:</i></p> <ol style="list-style-type: none"> <li>1. Written and oral communication skills</li> <li>2. Ability to compute and process mathematical information</li> <li>3. Manipulation and organization of information in various ways or using different tools</li> <li>4. Understanding what one knows and how one knows it, and also understanding what one does not know and what one needs to find it out</li> </ol>

	<p><i>Critical thinking skills may include the ability to:</i></p> <ol style="list-style-type: none"> <li>1. Distinguish between fact and opinion</li> <li>2. Distinguish between primary and secondary sources</li> <li>3. Identify bias and stereotypes</li> <li>4. Evaluate information sources for point of view, accuracy, usefulness, timeliness, etc.</li> <li>5. Recognize deceptive arguments</li> </ol>
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**III. Assessment and Measurement:** *Assessment strategies use established ways to measure effective learning, assess student progress by reference to stated learning objectives, and are designed as essential to the learning process.*

<p><b>III.1 3 points</b> <b>(Essential)</b></p> <p>The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.</p>	<p>Assessments and learning objectives align in a clear and direct way. The assessment formats provide a reasonable way to measure the stated learning objectives. Consider both the course and module/unit learning objectives in your assessment of this standard. (Learning Objectives may be called learning outcomes.)</p> <p><b>Examples of objective/assessment alignment:</b></p> <ol style="list-style-type: none"> <li>1. A problem analysis evaluates critical thinking skills.</li> <li>2. A multiple choice quiz verifies vocabulary knowledge.</li> <li>3. A composition assesses writing skills.</li> </ol> <p><b>Examples of inconsistent objective/assessment alignment:</b></p> <ol style="list-style-type: none"> <li>1. The objective is to be able to "write a persuasive essay" but the assessment is a multiple choice test.</li> <li>2. The objective is to "demonstrate discipline-specific information literacy" and the assessment is a rubric-scored term paper, but students are not given any practice with information literacy skills on smaller assignments.</li> </ol> <p>Some assessments may be geared towards meeting objectives other than those stated in the course; for example, a course may have a writing component as part of a college-wide "Writing Across the Curriculum" requirement. In that case, the reviewer should suggest that the appropriate objectives also be stated within the course.</p> <p><b>Special situations:</b> In some cases, the course objectives are institutionally mandated and the individual instructor does not have the authority to change them. For such cases, consider instead the module/unit-level objectives to assess and score Standard III.1.</p>
<p><b>III.2 3 points</b> <b>(Essential)</b></p> <p>The course grading policy is stated clearly.</p>	<p>A clear explanation indicates how the course grade is computed. The points, percentages, and weights for each component of the course grade are clearly stated. The relationship(s) between points, percentages, weights, and letter grades are explained. The instructor's policy on late submissions is clearly stated.</p> <p>Review the clarity of the explanation and presentation to the student, not the simplicity or complexity of a given grading system itself. A relatively complex grading system can still be unambiguous and easy to understand.</p> <p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. A list of all activities, tests, etc. that will affect the students' grade</li> <li>2. An explanation of the relationship between the final course letter grade and the student's accumulated points and/or percentages</li> <li>3. If points and percentages are used, an explanation of the relationship between these two</li> </ol>

<p><b>III.3 3 points (Essential)</b></p> <p>Specific and descriptive criteria are provided for the evaluation of students' work and participation.</p>	<p>Students are provided with a clear and meaningful description of the criteria that will be used to assess and evaluate their work and participation in the course. These criteria are stated up-front at the beginning of the course. This description and/or statement of criteria provides students with clear guidance as to the expectations and required components of work and participation. These criteria give students a clear idea of how to strive for a particular grade on an assignment or activity. A rubric is <b>not</b> a required component. However, expectations and criteria for assessment should be clearly stated in assignment instructions.</p> <p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. Evidence that the instructor has stated the criteria for evaluation of students' paper and assignments, such as rubrics or a list of criteria with associated point values</li> <li>2. A description of the how students' participation in discussions will be graded, including the number of required postings per week; the criteria for evaluating the originality and quality of students' comments; responsiveness to other students' comments; and grade credit they can expect for various levels of performance</li> </ol>
<p><b>III.4 2 points</b></p> <p>The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed.</p>	<p>Multiple assessment strategies are used in both the online and face-to-face settings, and they are appropriate to the content of and format in which they are implemented.</p> <p>Assessments are varied to provide multiple avenues for the demonstration of mastery, and to accommodate multiple learning styles.</p> <p>The assessments are appropriately sequenced to facilitate the learning process and to build on previously mastered knowledge and skills gained in this and prerequisite courses. Assessments are paced to give students adequate time to achieve mastery and complete the work in a thoughtful manner.</p> <p><b>Examples that DO meet the standard:</b></p> <ol style="list-style-type: none"> <li>1. A series of assessments that progress from the definition of terms, to a short paper explaining the relationship between various theoretical concepts, to a term paper that includes the application of theoretical concepts and critical analysis of a journal article</li> <li>2. Multiple types of assessment which enable the instructor to become familiar with an individual student's work and which discourage "proxy cheating" (someone other than the student completing and submitting work)</li> <li>3. A series of assessments evenly spaced every 2 weeks throughout the course</li> </ol> <p><b>Examples that do NOT meet the standard:</b></p> <ol style="list-style-type: none"> <li>1. The entire set of assessments consists of 5 multiple choice tests.</li> <li>2. The first assessment requires students to locate research materials, while library research skills and methods aren't covered until the third assessment.</li> <li>3. No assessments during the first 12 weeks of the semester, with an essay, term paper, and final exam due during the 13th, 14th, and 15th weeks, respectively.</li> </ol>

<p>III.5 1 point</p> <p>"Self-check" or practice types of assignments are provided for timely feedback.</p>	<p>Students have ample opportunity to measure their own learning progress. Students learn more effectively if they receive frequent, meaningful, and timely feedback. This feedback may come from the instructor directly, from assignments and assessments that have feedback built into them, or even from other students. This standard will enforce a more formative assessment and may have less weight in course grading policy.</p> <p>Look for examples of "self-check" quizzes and activities, as well as other types of practice opportunities that provide timely feedback. These types of assignments should be voluntary or allow multiple attempts.</p> <p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. Writing assignments that allow for the submission of a draft for instructor comment and suggestions for improvement</li> <li>2. Self-mastery tests and quizzes that include informative feedback with each answer choice</li> <li>3. Interactive games and simulation that have feedback built in</li> <li>4. Practice quizzes and/or written assignments</li> <li>5. Peer reviews</li> <li>6. Model papers or essays provided for students' viewing</li> <li>7. Sample answers or answer keys provided for students' viewing</li> </ol>
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***IV. Resources and Materials: Instructional materials are sufficiently comprehensive to achieve announced objectives and learning outcomes and are prepared by qualified persons competent in their fields. (Materials, other than standard textbooks produced by recognized publishers, are prepared by the instructor or distance educators skilled in preparing materials for distance learning.)***

<p><b>IV.1 3 points (Essential)</b></p> <p>The instructional materials support the state learning objectives.</p>	<p>Course materials, resources, and learning objectives align in a clear and direct way. The course materials and resources provide a reasonable base to achieve the stated learning objectives. As a reviewer, consider both the course and module/unit learning objectives in your assessment of this standard. (learning objectives may be called learning outcomes.) Decisions on this standard may be particularly difficult for individuals whose expertise is not in the course discipline. Consult with a subject matter expert and use common sense to determine if the content is appropriate enough to support the learning objectives.</p> <p><b>Special situations:</b> In some cases, the course objectives are institutionally mandated and the individual instructor does not have the authority to change them. For such cases, consider instead the module/unit-level objectives to assess and score Standard IV.1.</p>
<p><b>IV.2 3 points (Essential)</b></p> <p>The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.</p>	<p><b>Breadth:</b> The course materials are robust and create a rich learning environment for students. Instructors should provide meaningful content in a variety of ways, including the textbook, PowerPoint presentations, websites, lecture notes, outlines, and multimedia.</p> <p><b>Depth:</b> The level of detail in supporting materials is appropriate for the level of the course, and provides sufficient depth for students to achieve the learning objectives. For example, an upper-level capstone course should include significantly deeper materials than those required for an introductory general education course.</p> <p><b>Currency:</b> The materials represent up-to-date thinking and practice in the discipline. Some examples: an introductory computer course should include recent trends such as podcasting; an English writing course should discuss the purpose of</p>

	Internet research; a chemistry course should include computerized models to demonstrate chemical structures and reactions. Decisions on this standard may be particularly difficult for individuals whose expertise is not in the course discipline. Consult with a subject matter expert and use common sense to determine if the content is robust enough to support the course. The course materials are used in a logical sequence.
IV.3 1 point  All resources and materials used in the course are appropriately cited.	Materials created by the instructor and those borrowed from other sources are distinctly identified. Text, images, graphic materials, tables, videos, audios, websites, and other forms of multimedia are appropriately referenced according to the institution's copyright and intellectual property policy. Courses that use an e-pack or course cartridge may provide a blanket statement acknowledging that a significant portion of the course materials came from the publisher rather than include individual citations for each instance of publisher materials.

***V. Learner Engagement: The effective design of instructor-student interaction, meaningful student cooperation, and student-content interaction is essential to student motivation, intellectual commitment, and personal development.***

<b>V.1 3 points (Essential)</b>  The learning activities promote the achievement of stated learning objectives.	Activities and learning objectives align in a clear and direct way. The activities provide a reasonable way to measure the stated learning objectives. Consider both the course and module/unit learning objectives in your assessment of this standard. (Learning objectives may be called learning outcomes.) Learning activities are included in both the online and face-to-face components of the course. Learning activities are varied to provide multiple avenues for reinforcement and mastery, and to accommodate multiple learning styles. Activities may include student presentations, science labs, class discussions, case studies, role playing, simulation exercise, practice quizzes, tests, etc. <b>Examples of mismatches between activities and objectives:</b> 1. The objective requires students to be able to deliver a persuasive speech, but the activities in the course do not include practice of that skill. 2. The objective is "Prepare each budget within a master budget and explain their importance in the overall budgeting process." The students review information about this in their texts, observe budgets worked out by the instructor, and produce only one of the several budgets. <b>Special situations:</b> In some cases, the course objectives are institutionally mandated and the individual instructor does not have the authority to change them. For such cases, consider instead the module/unit-level objectives to assess and score Standard V.1.
<b>V.2 3 points (Essential)</b>  Learning activities foster instructor-student, content-student, and if appropriate to this course,	All courses should include interaction between the instructor and the students and between the students and the content. The degree and type of student-to-student interaction may vary with the discipline and the level of the course. <b>Examples of learning activities that foster the following types of interaction:</b> 1. Instructor - student (Required): Discussion and responses; feedback on project assignments; evidence of one-to-one communication, etc. 2. Student - content (Required): Essays, term papers, group projects, etc. based on readings, videos, and other course content; self-assessment exercises; group work products, etc.

<p>student-student interaction.</p>	<p>3. Student - student (if appropriate to <i>this</i> course): Self-introduction exercise; group discussion postings; group projects; peer critiques, etc. If needed, ask the instructor if student-student interaction is appropriate for this course. If he/she indicates that such interaction is appropriate, then consider this in deciding if the standard is met. If he/she indicates that such interaction is not appropriate, then focus only on instructor-student and student-content interaction to decide whether this standard has been met. Where possible include your recommendations and suggestions for including student-student interaction in this course.</p>
<p><b>V.3 3 points (Essential)</b></p> <p>Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.)</p>	<p>Information clearly indicates how quickly the instructor will respond, when feedback will be provided, and when the instructor is available to meet.</p> <p>Information clearly indicates instructor response time for key events and interactions, including e-mail turnaround time, time required for grade postings, discussion postings, etc. Standards also include instructor availability, including e-mail response time, degree of participation in discussions, and availability via other media (phone, in-person) if applicable.</p> <p>This standard does not prescribe what that response time and availability ought to be.</p>

**VI. Course Technology (Optional):** *To enhance student learning, course technology enriches instruction, fosters student interactivity, and increases access to instructional materials and resources. (This standard is to be viewed as an optional standard. In courses of specific content and format the uses of technology components maybe counter-productive. In courses that choose to integrate course technology to enrich the content/student engagement, the following standard should be met.)*

<p><b>VI.1 3 points (Essential)</b></p> <p>The tools and media support the learning objectives, and are appropriately chosen to deliver the content of the course.</p>	<p>Tools and media used in the course support related learning objectives, and are contextually integrated with texts and lesson assignments. Students know how the tools and media support the assignments and how they support the learning objectives. Technology is not used simply for the sake of using technology. For example, a course might require viewing video materials, but it may not be clear how the video materials illustrate or support any learning objective.</p> <p>Examples of tools include discussion boards, chat rooms, gradebook, whiteboard, etc. Examples of media include video, audio, animations, simulations, etc.</p> <p>Media are not required for this standard to be met. Rather, if media are used they should support the learning objectives and be contextually integrated.</p> <p><b>Special situations:</b> In some cases, the course objectives are institutionally mandated and the individual instructor does not have the authority to change them. For such cases, consider instead the module/unit-level objectives to assess and score Standard VI.1.</p>
<p><b>VI.2 2 points</b></p> <p>The tools and media enhance student interactivity and guide the student to become a more active learner.</p>	<p>Tools and media used in the course help students actively engage in the learning process, rather than passively "absorbing" information.</p> <p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. Automated "self-check" exercises requiring student response</li> <li>2. Animations, simulations, and games that require student input</li> <li>3. Software that tracks student interaction and progress</li> <li>4. Use of discussion tools with automatic notification or "read/unread" tracking feature</li> </ol>

<p>VI.3 2 points</p> <p>Technologies required for this course are either provided or easily downloadable.</p>	<p>For this standard, the term "technologies" may cover a range of plug-ins such as Acrobat Reader, media players, etc. In addition, courses may require special software packages (spreadsheets, math calculators, etc.). Clear instructions list the required software and plug-ins, along with instructions for obtaining and installing these items.</p>
<p>VI.4 1 point</p> <p>Instructions on how to access resources at a distance are sufficient and easy to understand.</p>	<p>The instructional materials, resources, tools, and media should be easily accessible, obtainable, and useable by the student. Students need to know about and be able to obtain access to educational resources by remote access. Information on these resources is readily visible with clear instructions on how to access the resources.</p> <p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. For textbooks, CD/DVDs, etc., instructors provide the title, author, publisher, ISBN number, copyright date, and information as to where copies can be obtained.</li> <li>2. A navigation button is devoted to "Resources" and appropriately tied in with the overall course design.</li> <li>3. The instructor mails to students a custom CD prepared for the course.</li> <li>4. An explanation of how to obtain full-text journal articles is provided in the assignment that requires their use.</li> </ol>

***VII. Learner Support: Courses are effectively supported for students through fully accessible modes of delivery, resources, and student support.***

<p>VII.1 2 points</p> <p>The course instructions articulate or link to a clear description of support offered.</p>	<p>Support includes information about such topics as how to log in, identification of helpful library holdings, list of resources found in student success center, how to use the software, and how to upload files. Look for evidence that students have access to support services from within the course. The purpose is not to review the adequacy of those services on an institutional level.</p> <p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. A clear description of the services, including a link to a technical support website</li> <li>2. An email link to an online learning helpdesk</li> <li>3. A phone number for an online learning helpdesk</li> <li>4. The Library's Reference Department contact information.</li> </ol>
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**VIII. Accessibility:** *The face-to-face, electronic, and online course components are accessible to all students.*

<p><b>VIII.1 3 points (Essential)</b></p> <p>The course acknowledges the importance of ADA requirements.</p>	<p>All courses should direct students to the institution's Americans with Disabilities Act (ADA) services on their campus. The course should include a statement that tells students how to gain access to ADA services at their institution, including the location and contact information of the appropriate office at the institution. Encourage faculty to consult the office on their campus that provides disability services for the wording of an ADA Statement appropriate to their institution.</p> <p>To meet this standard a course must achieve <b>BOTH</b> of the following criteria:</p> <ol style="list-style-type: none"><li>1. Include a statement that tells students how to gain access to an institution's disabilities support services (often known as ADA services)</li><li>2. Be offered in an ADA-compliant Course Management System (Moodle) or provide documentation by the CMS that it is ADA-compliant.</li></ol>
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**IX. Professional Communications:** *The face-to-face, electronic, and online course documents and course materials are developed to an expected professional level.*

<p><b>IX.1 3 points (Essential)</b></p> <p>Documents and other course materials are delivered at a level appropriate to a university.</p>	<p>As professional educators a standard of communications must be maintained. Written course materials must show students a level of professional communication. Documents disseminated in conjunction with a course must be devoid of common grammatical errors.</p> <p><b>Examples of unacceptable errors:</b></p> <ol style="list-style-type: none"><li>1. Misspellings</li><li>2. Incorrect noun-verb agreement</li><li>3. Ambiguous statements</li><li>4. Incomplete sentences</li></ol>
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