



Course Learning Objectives

All courses, regardless of delivery method, must be based on clear learning objectives that clearly articulate the professional competence that should be achieved by participants in the learning activities. Course learning objectives support compliance with requirements addressed in the following sections, as applicable to the program and delivery method:

- [Section 2, Paragraph 2.02.1](#)
- [Section 3, Paragraphs 3.01, 3.01.1 and 3.02](#)
- [Section 4, Paragraph 4.04](#)
- [Section 6, Paragraphs 6.01.2, 6.01.3](#)
- [Section 7, Paragraph 7.02.9](#)
- [Section 8, Paragraph 8.01](#)

Learning objectives are measurable outcomes that establish what participants should accomplish upon completion of a learning activity. Learning objectives are useful to program developers in deciding appropriate instructional strategies and allocating time to various subjects. Please see below for more information and guidelines regarding course learning objectives.

*Formal learning programs under the [2026 Standards](#) are group programs, self study programs, or blended learning programs. For purposes of this application, the Registry uses “delivery method” to refer to the formal learning program type, including any applicable sub-delivery method such as Nano Learning or QAS Self Study, for which the organization is seeking approval and must demonstrate compliance with the applicable Standards.

Guidelines

Regardless of delivery method, learning objectives should:

- Be present on the Descriptive/Promotional Materials ([Section 8](#))
- Reflected in the design and execution of the learning activity, consistent with [Section 3, Paragraph 3.02](#). Sponsors may also reference learning objectives within course materials or modules as a best practice, but repeated presentation throughout the course materials is not required unless otherwise specified by applicable sponsor requirements.
- Be measured in the Course Evaluation ([Section 4](#))
 - “The stated learning objectives were met.”



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- Avoid the use of vague verbiage; learning objectives must describe measurable outcomes that identify what participants are expected to know, do or demonstrate upon completion. When writing the course learning objectives, please avoid their use.

The following verbs may be difficult to measure: Sponsors and applicants are encouraged to use more specific action verbs or add measurable detail where needed:

- Understand
- Know
- Learn
- Become familiar with
- Abide by
- Use

Self-Study & Blended Learning Programs (Section 6, Paragraph 6.01.2, 6.01.3):

- QAS™ Self Study course learning objectives must be directly aligned to the course qualified assessment. Assessment items must be written to test the achievement of at least 75% of the stated learning objectives of the course.
- Nano Learning course learning objectives must be directly aligned to the course qualified assessment. Assessment items must be written to test the achievement of at least 100% of the stated learning objectives of the course.
- If the asynchronous portion of a Blended Learning course contains a qualified assessment, course learning objectives must be directly aligned to the course qualified assessment. Assessment items must be written to test the achievement of at least 75% of the stated learning objectives of the course. Any Blended Learning program which is comprised primarily of an asynchronous component requires a qualified assessment.

QAS™ Self-Study, Blended Learning (primarily asynchronous), and Nano Learning Programs

Typically, the qualified assessment for self-study delivery methods is presented in the multiple-choice format. Some verbiages which tend to be measurable by multiple-choice questions are listed below. These terms are examples of verbs that may help align learning objectives with the qualified assessment for QAS™ Self-Study, Blended Learning (primarily asynchronous), and Nano Learning programs. Other verbs may also be acceptable if the objectives and assessment items are clearly aligned.

- Identify
- Recognize
- Differentiate
- Distinguish
- Define
- Evaluate
- Assess
- Analyze
- Compare
- Categorize



Group Programs

- When writing course learning objectives, be sure to use verbiage which matches program activities/content so that the verbiage included is achievable by participants. See below for a list of recommended verbiages.
 - Explain
 - Describe
 - Discuss
 - Demonstrate
 - Design
 - Summarize
 - Enforce
 - List
 - Identify
 - Recognize
 - Differentiate
 - Distinguish between
 - Define
 - Evaluate
 - Assess

Definitions:

Primarily Synchronous Blended Learning Program: The asynchronous portion of the course does not comprise more than 25% of the total CPE credit for the program. Participants spend most of course time in a group setting with a real time instructor.

Primarily Asynchronous Blended Learning Program: The asynchronous portion of the course comprises more than 25% of the total CPE credit for the program. Participants spend most of course time working independently and without a real-time instructor.