Specific Review Standards from the QM Higher Education Rubric, Seventh Edition

General Standards	Specific Review Standards	Points
Course Overview and Introduction	1.1: Instructions make clear how to get started and where to find various course components.	3
	1.2: Learners are introduced to the purpose and structure of the course.	3
	1.3: Communication guidelines for the course are clearly stated.	2
	1.4: Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2
	1.5: Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2
	1.6: Technical skills and digital information literacy skills expected of the learner are clearly stated.	1
	1.7: Required prior knowledge in the discipline and/or any specific competencies are clearly stated in the course site.	1
	1.8: The self-introduction by the instructor is welcoming and is available in the course site.	1
	1.9: Learners have the opportunity to introduce themselves.	1
Learning Objectives (Competencies)	2.1: The course-level learning objectives describe outcomes that are measurable.	3
	2.2: The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	3
	2.3: Learning objectives are clearly stated, are learner-centered, and are prominently located in the course.	3
	2.4: The relationship between learning objectives, learning activities, and assessments is made clear.	3
	2.5: The learning objectives are suited to and reflect the level of the course.	3
Assessment and Measurement	3.1: The assessments measure the achievement of the stated learning objectives.	3
	3.2: The course grading policy is stated clearly, available at the beginning of the course, and consistent throughout the course site.	3
	3.3: Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.	3
	3.4: The course includes multiple types of assessments that are sequenced and suited to the level of the course.	2
	3.5: The types and timing of assessments provide learners with multiple opportunities to track their learning progress with timely feedback.	2
	3.6: The assessments provide guidance to the learner about how to uphold academic integrity.	1
Instructional Materials	4.1: The instructional materials contribute to the achievement of the stated learning objectives.	3
	4.2: The relationship between the use of instructional materials in the course and completion of learning activities and assessments is clearly explained.	3
	4.3: The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.	2
	4.4: The instructional materials represent up-to-date theory and practice in the discipline.	2
	4.5: A variety of instructional materials is used in the course.	2
Learning Activities and Learner Interaction	5.1: The learning activities help learners achieve the stated objectives.	3
	5.2: Learning activities provide opportunities for interactions that support active learning.	3
	5.3: The instructor's plan for regular interaction with learners in substantive ways during the course is clearly stated.	3
	5.4: The requirements for learner interaction are clearly stated.	2
Course Technology	6.1: The tools used in the course support the learning objectives.	3
	6.2: Course tools promote learner engagement and active learning.	2
	6.3: A variety of technology is used in the course.	1
	6.4: The course provides learners with information on protecting their data and privacy.	1
Learner Support	7.1: The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2: Course instructions articulate or link to the institution's accessibility policies and accommodation services.	3
	7.3: Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	3
	7.4: Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	1
Accessibility and Usability	8.1: Course navigation facilitates ease of use.	3
	8.2: The course design facilitates readability.	3
	8.3: Text in the course is accessible.	3
	8.4: Images in the course are accessible.	2
	8.5: Video and audio content in the course is accessible.	2
	8.6: Multimedia in the course is easy to use.	2
	8.7: Vendor accessibility statements are provided for the technologies used in the course.	1