

Standards from the QM Higher Education Rubric, Fifth Edition

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Standards

Points

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| Course Overview 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 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated. | 2 |
| | 1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided. | 2 |
| | 1.5 Minimum technology requirements are clearly stated and instructions for use provided. | 2 |
| | 1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated. | 1 |
| | 1.7 Minimum technical skills expected of the learner are clearly stated. | 1 |
| | 1.8 The self-introduction by the instructor is appropriate and is available online. | 1 |
| | 1.9 Learners are asked to introduce themselves to the class. | 1 |
| Learning Objectives (Competencies) | 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable. | 3 |
| | 2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies. | 3 |
| | 2.3 All learning objectives or competencies are stated clearly and written from the learner’s perspective. | 3 |
| | 2.4 The relationship between learning objectives or competencies and course activities is clearly stated. | 3 |
| | 2.5 The learning objectives or competencies are suited to the level of the course. | 3 |
| Assessment and Measurement | 3.1 The assessments measure the stated learning objectives or competencies. | 3 |
| | 3.2 The course grading policy is stated clearly. | 3 |
| | 3.3 Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy. | 3 |
| | 3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed. | 2 |
| | 3.5 The course provides learners with multiple opportunities to track their learning progress. | 2 |
| Instructional Materials | 4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies. | 3 |
| | 4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained. | 3 |
| | 4.3 All instructional materials used in the course are appropriately cited. | 2 |
| | 4.4 The instructional materials are current. | 2 |
| | 4.5 A variety of instructional materials is used in the course. | 2 |
| | 4.6 The distinction between required and optional materials is clearly explained. | 1 |
| Course Activities and Learner Interaction | 5.1 The learning activities promote the achievement of the stated learning objectives or competencies. | 3 |
| | 5.2 Learning activities provide opportunities for interaction that support active learning. | 3 |
| | 5.3 The instructor’s plan for classroom response time and feedback on assignments 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 and competencies. | 3 |
| | 6.2 Course tools promote learner engagement and active learning. | 3 |
| | 6.3 Technologies required in the course are readily obtainable. | 2 |
| | 6.4 The course technologies are current. | 1 |
| | 6.5 Links are provided to privacy policies for all external tools required in the course. | 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 services. | 3 |
| | 7.3 Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help learners succeed in the course and how learners can obtain them. | 2 |
| | 7.4 Course instructions articulate or link to an explanation of how the institution’s student services and resources can help learners succeed and how learners can obtain them. | 1 |
| Accessibility and Usability | 8.1 Course navigation facilitates ease of use. | 3 |
| | 8.2 Information is provided about the accessibility of all technologies required in the course. | 3 |
| | 8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners. | 2 |
| | 8.4 The course design facilitates readability. | 2 |
| | 8.5 Course multimedia facilitate ease of use. | 2 |