**Specific Review Standards from the QM Higher Education Rubric, Seventh Ed.**

Instructor:

Course Information:

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| **General Standards** | **Specific Review Standards** | **Points** | |
| **MET** | **NOT YET MET** |
| **Course**  **Overview and Introduction** | 1.1 Instructions make clear how to get started and where to find various course components. | 3 \* | 0 |
| 1.2 Learners are introduced to the purpose and structure of the course. | 3 \* | 0 |
| 1.3 Communication guidelines for the course are clearly stated. | 2 | 0 |
| 1.4 Course and institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided. | 2 | 0 |
| 1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided. | 2 | 0 |
| 1.6 Technical skills and digital information literacy skills expected of the learner are clearly stated. | 1 | 0 |
| 1.7 Required prior knowledge in the discipline and/or any specific competencies are clearly stated in the course site. | 1 | 0 |
| 1.8 The self-introduction by the instructor is welcoming and is available in the course site. | 1 | 0 |
| 1.9 Learners have the opportunity to introduce themselves to the class. | 1 | 0 |
| **Learning**  **Objectives (Competencies)** | 2.1 The course learning objectives describe outcomes that are measurable. | 3 \* | 0 |
| 2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives. | 3 \* | 0 |
| 2.3 Learning objectives or competencies are clearly stated, are learner-centered, and are prominently located in the course. | 3 \* | 0 |
| 2.4 The relationship between learning objectives, learning activities, and assessments is made clear. | 3 \* | 0 |
| 2.5 The learning objectives or competencies are suited to and reflect the level of the course. | 3 \* | 0 |
| **Assessment and Measurement** | 3.1 The assessments measure the achievement of the stated learning objectives. | 3 \* | 0 |
| 3.2 The course grading policy is clearly stated, available at the beginning of the course, and consistent throughout the course site. | 3 \* | 0 |
| 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 \* | 0 |
| 3.4 The course includes multiple types of assessments that are sequenced and suited to the level of the course. | 2 | 0 |
| 3.5 The types and timing of assessments provide learners with multiple opportunities to track their learning progress with timely feedback. | 2 | 0 |
| 3.6 The assessments provide guidance to the learner about how to uphold academic integrity. | 1 | 0 |
| **Instructional Materials** | 4.1 The instructional materials contribute to the achievement of the stated learning objectives. | 3 \* | 0 |
| 4.2 The relationship between the use of instructional materials in the course and completion of learning activities and assessments is clearly explained. | 3 \* | 0 |
| 4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials. | 2 | 0 |
| 4.4 The instructional materials represent up-to-date theory and practice in the discipline. | 2 | 0 |
| 4.5 A variety of instructional materials is used in the course. | 2 | 0 |
| **Learning Activities and Learner Interaction** | 5.1 The learning activities help learners achieve the stated objectives. | 3 \* | 0 |
| 5.2 Learning activities provide opportunities for interactions that support active learning. | 3 \* | 0 |
| 5.3 The instructor’s plan for regular interaction with learners in substantive ways during the course is clearly stated. | 3 \* | 0 |
| 5.4 The requirements for learner interaction are clearly stated. | 2 | 0 |
| **Course Technology** | 6.1 The tools used in the course support the learning objectives. | 3 \* | 0 |
| 6.2 Course tools promote learner engagement and active learning. | 2 | 0 |
| 6.3 A variety of technology is used in the course. | 1 | 0 |
| 6.4 The course provides learners with information on protecting  their data and privacy. | 1 | 0 |
| **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 \* | 0 |
| 7.2 Course instructions articulate or link to the institution’s accessibility policies and accommodation services. | 3 \* | 0 |
| 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 \* | 0 |
| 7.4 Course instructions articulate or link to the institution’s  student services and resources that can help learners succeed. | 1 | 0 |
| **Accessibility and Usability** | 8.1 Course navigation facilitates ease of use. | 3 \* | 0 |
| 8.2 The course design facilitates readability. | 3 \* | 0 |
| 8.3 The text in the course is accessible. | 3 \* | 0 |
| 8.4 Images in the course are accessible. | 2 | 0 |
| 8.5 Video and audio content is accessible. | 2 | 0 |
| 8.5 Multimedia in the course is easy to use. | 2 | 0 |
| 8.6 Vendor accessibility statements are provided for the  technologies used in the course. | 1 | 0 |

\* *Essential Standards (3-point Specific Review Standards) must be met and an overall score of 86 of the points possible are required for a course to meet NNMC Certification Standards. Annotations that further describe the provisions of each standard can be viewed in the QM Self-Review Tool.*

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| Essential Standards |
| Very Important Standards |
| Important Standards |

**Note:** Meeting QM Specific Review Standards regarding accessibility does not guarantee or imply that specific laws, regulations, or policies of any country are met.

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