QUALITY MATTERS
QM

**Non-annotated Standards from the QM Continuing and
Professional Education Rubric, Second Edition**

For more information or access to the full annotated QM Rubric
visit www.qualitymatters.org or email info@qualitymatters.org

Standards   Points

General Standard 1 The overall design of the course is made clear to the learner at the beginning of the course.

	Points
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. *From Annotation - The length of time and date(s) for the course are clearly stated, especially in the case of college- or university-hosted courses whose dates do not correspond to the standard academic calendar of the host institution, or if the course is self-paced.*	3
1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are stated clearly. *From Annotation - In courses that do not provide avenues for communication with an instructor/facilitator or with other learners, this Standard should be marked "Met."*	2
1.4 Course, institutional, or organizational 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 are 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/facilitator is appropriate and available online. *From Annotation - If the instructor/facilitator's role is minimal, the self-introduction may be abbreviated to professional qualifications and accessibility. If the course has no instructor/facilitator, information about whom the learner can contact with questions and how that individual may be contacted should be included.*	1
1.9 Learners are asked to introduce themselves to fellow learners. *From Annotation - Learner-to-learner interaction should be implemented wherever possible to foster learner engagement. In a few situations, such as when a class is very large or the course is self-paced, learner introductions may not be feasible. Course Representatives are asked on the Course Worksheet if learner introductions are appropriate in the course. Reviewers refer to the Course Worksheet to determine if learner introductions are appropriate. If they are not, the Standard should be marked "Met."*	1

General Standard 2 Learning objectives or competencies describe what learners will be able to do upon completion of the course.

	Points
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 purpose or level of the course.	3

General Standard 3 Assessment strategies are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.

	Points
3.1 The assessments measure the stated learning objectives or competencies.	3
3.2 Course information specifies how successful completion of the course will be recognized. *From Annotation - Since the course does not entail academic credit, specify the form of recognition to be received for completion of the course. Examples include a pass/fail grade, professional certification, printed certificate of completion, digital badge, and verification of participation.*	3
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course policy for determination of successful course completion.	3
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed. *From Annotation - The number and range of opportunities for learners to measure their learning progress should fit the length of the course. If the course is very short (e.g., a single module or lesson), the number of feedback opportunities would be fewer.*	2
3.5 The course provides learners with multiple opportunities to track their learning progress. *From Annotation - The number and range of opportunities for learners to measure their learning progress should fit the length of the course. If the course is very short (e.g., a single module or lesson), the number of feedback opportunities would be fewer.*	2

Standards from the QM Continuing and Professional Education Rubric, Second Edition

Standards   Points

General Standard 4   **Instructional materials enable learners to achieve stated learning objectives or competencies.**

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.   *From Annotation – The most recent information in such fields as information technology, medical coding, insurance regulation, tax and banking law, etc., is absolutely critical to the value of these courses. However, regardless of field, the instructional materials should always represent up-to-date thinking and practice in the discipline.*   3

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

General Standard 5   **Course activities facilitate and support learner interaction and engagement.**

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.   *From Annotation - Non-credit courses that are not managed by instructors/facilitators who interact with learners, synchronously or asynchronously, may use technology in a variety of ways to actively engage learners with content. Such courses are designed to avoid the learner's passive assimilation of the content. Examples of activities in non-facilitated courses that encourage active learning are self-check features at key points throughout the content, automated exercises, and automated feedback on responses.*   3

5.3   The instructor/facilitator's plan for classroom response time and feedback on assignments is clearly stated.   *From Annotation - In courses that do not have an instructor/facilitator, a clear explanation of when feedback on assignments and quizzes will be provided to learners will satisfy this standard.*   3

5.4   The requirements for learner interaction are clearly stated.   *From Annotation - If it is clear from the design of the course or through a statement in the course introduction or the Course Worksheet that interaction is not a component of this course, this standard should be marked "Met."*   2

General Standard 6   **Course technologies support learners' achievement of course objectives or competencies.**

6.1   The tools used in the course support the learning objectives or 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

General Standard 7   **The course facilitates learner access to support services essential to learner success.**

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 or organization's accessibility policies and services.   3

7.3   Course instructions articulate or link to an explanation of how the institution or organization's course 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 or organization's learner services and resources can help learners succeed and how learners can obtain them.   1

General Standard 8*   **The course design reflects a commitment to accessibility and usability for all learners.**

8.1 Course navigation facilitates ease of use.   3

8.2 Information is provided about 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