

QM 7th Edition Update Highlights: Key Changes to 7th Edition Rubric Structure and Review Process

[Update trainings provide full changes and contexts]

General Highlights of Key Changes to Review Process:

- The number of Specific Review Standards **increased** in the QM Higher Education Rubric, Seventh Edition from **42 to 44**
- The number of Essential Specific Review Standards **decreased** in the QM Higher Education Rubric, Seventh Edition from **23 to 22**
- The number of total points possible **increased** from **100 to 101**
- The number of points required to meet expectations **increased** from **85 to 86**
- Blended changed to “Hybrid”
- May be used to review synchronous online courses if the necessary course design evidence is available.
- More emphasis was placed on creating welcoming and inclusive courses, examples:
 - "Professional" was changed to "welcoming" in Specific Review Standard 1.8.
 - The Annotations for Specific Review Standard 5.4 were revised to include alerting learners to sensitive content.
 - An example related to information about free or low-cost resources was added to 7.1.
- For the purpose of readability, the QM Higher Education Rubric, Seventh Edition, uses "objectives" alone. Instead of “objectives or competencies”

Highlights of Key Changes to General Standards:

- **1 Course Overview and Introduction**
 - The self-introduction by the instructor is **welcoming** and is available in the course site." vs before, "The self-introduction by the instructor is *professional* and is available online.
- **2 Learning Objectives**
 - Revised Description: "*Learning objectives describe what learners will be able to do upon completion of the course.*"
 - Revised Overview Statement: "*The learning objectives establish a foundation upon which the course is based. (For the purpose of readability, this Rubric uses 'objectives' to refer to 'competencies' or 'outcomes.'*)"
- **3 Assessment & Measurement**
 - 3.2 Grading is Consistent for assignments, quizzes, and projects throughout the course (one of three required parts)
 - 3.6 *The assessments provide guidance to the learner about how to uphold academic integrity.*

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- **4 Instructional Materials**
 - The language of “current thinking, practice, and application” was added to annotations to ensure reviewers look for information beyond the publication date.
 - Annotation guidance includes one out of three (4.5)
 - Variety of type (i.e., different types of media used to deliver content)
 - Different perspectives and different representations of ideas.
 - Diverse, non-stereotypical representations of persons or demographic groups.
 - "License type, if openly licensed," was added to the Annotation for Specific Review Standard 4.3 as part of the minimum information required for a reference.
- **5 Learner Activities**
 - Clarifies the distinction from learning assessments (3.1)
 - For this SRS to be met, the instructor interaction plan should include both specified regular intervals and substantive interaction.
 - Revisions to the Annotation also include guidance to promote inclusion and equity. The learner’s interaction with the instructor, content, or other learners “may entail cultural differences or personal sensitivities related to the nature of the interaction.” The Annotation also suggests that "The instructor can alert learners to sensitive content with descriptions that identify potentially problematic or traumatizing content in chosen instructional materials." (5.4)
- **6 Course Technology/Tools**
 - Course tools promote learner engagement and active learner changed from Essential to Very Important (6.2)
 - Annotation includes guidance for reviewer where learners cannot access tools that require high bandwidth. (6.3)
- **7 Technical Support**
 - An example, "Information for learners with no or limited access to technology, including free or low-cost resources related to internet connectivity and hardware/software needs," was added to the Annotation. (7.1)
 - Accommodations Services was added to the Annotations for 7.2 "Course instructions articulate or link to the institution’s accessibility policies and accommodation services."
 - Special instructions for Continuing Education Courses were added to Specific Review Standards 7.3 (academic support services and resources) and 7.4 (student services and resources).
- **8 Accessibility**
 - Accessible Text and Images is separated as 8.3 and 8.4-new
 - Video/audio formats and Multi-media is separated as 8.5 and 8.6-new
 - Vendor accessibility statements decreased from 2 points to 1 point