



## High Quality Rubric with Annotations

### High Quality Section 9: Content and Technology

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#### Standard 9-1

*Minimum technical skills required to successfully complete the course are clearly stated.*

Some courses will require certain technical skills to complete assignments. These skills may include proficiency in software, such as MS Excel, or familiarity with specific computer operating systems. These requirements should be expressed early in the course, most likely in the syllabus.

#### Standard 9-2

*Course contains a section of frequently asked questions (FAQs).*

Creating a list of frequently asked questions and posting them at the beginning of an online class can greatly reduce the amount of student initiated requests for information. The list of FAQs should be built to contain those questions that come from students most often, and may or may not be answered in the syllabus or other course documents.

#### Standard 9-3

*All course materials are appropriately cited.*

One of the most confusing topics in online education is copyright law. In the age of digital media, it is easy to copy and paste a link, an image, or a passage without giving it a second thought. However, proper citations must be included when presenting other parties' works. There are also laws about how much and how widely something can be used without permission. For more details, please see the following resources:

[NWFSC Copyright Guide](#)

[Educause Copyright Resources](#)

#### Standard 9-4

*Learners have access to all of their grades through an up-to-date grade book.*

It is vital for student success that an up-to-date grade book be available. Students will be able to use current grades as checkpoints to view their progress and determine how they are progressing through the course, and see those areas that may need improvement.

#### Standard 9-5

*Additional hardware or software requirements for successful completion of the course are communicated to the learner.*

The syllabus should contain any additional requirements students will need in order to successfully complete a course. This includes, but is not limited to, access codes for publisher content, specific software that will be used to create files (i.e. MS Office, Adobe), scientific calculators, webcams and microphones.

#### Standard 9-6

*Alternative formats are provided for multimedia content.*

When using multimedia content, provide alternative formats, not only for accessibility purposes, but also for the benefit of learning styles among students.

#### Standard 9-7

*Instructional content and materials are current.*

All materials, links, documents and readings should be current and up-to-date. When adding external links to related sites, check the copyright dates for when the information was published. In most cases, anything over 3 years old should be avoided. Exceptions to this would be the use of historical "current event" articles and certain opinion articles that may be used as reference. Also, check to make sure any links are still working and directing the student to the proper source. URL's can change content occasionally or become defunct.

#### Standard 9-8

*Course includes a variety of instructional methods.*

In an effort to keep students engaged and interested in course content and material, a variety of methods to provide content should be used. Including a mix of videos, case studies, external reading assignments, group work and PowerPoint presentations can keep learners from feeling the content is becoming stale.

#### Standard 9-9

*All technology, tools and links are current.*

Technology and tools used in the online classroom should be the latest versions, if possible. Using older versions of software tools can create problems with those who are using newer versions. For Example, Microsoft Word has different versions, and some features may not be compatible between versions.

## High Quality Section 10 – Interaction and Learner Support

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### Standard 10-1

*Course includes an introduction of the instructor.*

The course instructor should post an introduction of themselves that is separate from the introduction of the course. This introduction can be presented in the syllabus, as a stand-alone document or video, or as part of a discussion board where students are asked to reciprocate. The introduction may include educational degrees earned, work history, and most importantly some personal comments on hobbies or interests.

### Standard 10-2

*Course includes a method for students to introduce themselves.*

In an effort to spark interaction among students and expose commonalities among learners, the course should include a means for allowing students to introduce themselves to each other. This can be most easily accomplished by use of a discussion forum, where they are prompted to talk about themselves, and other points the instructor may find necessary to include. Students could also use videos to introduce themselves for a more personal impact.

### Standard 10-3

*Course includes links to privacy policies for external tools, if used.*

Any external tool that requires students to interact, provide information or assesses student learning should contain a link to a privacy statement. This statement will provide users with detailed information on how their information will be used. Most internet applications and tools provide this link on their front page, however if not, they should be contacted to provide their policy and a link be given to the students so they can view it if necessary.

### Standard 10-4

*Course contains a netiquette statement for all online communication.*

"Netiquette" refers to the rules of etiquette for online communication and interaction. A proper netiquette statement not only gives guidance for acceptable communication in the online classroom, but also presents consequences for violations. Sample statements can be provided by Learning Technologies if needed, however each course and each instructor may have varying requirements for online communication. A netiquette statement should not restrict the learner's ability to successfully complete any assigned activity

### Standard 10-5

*Requirements for learner interaction are clearly stated.*

When interaction among students is promoted, a clear set of requirements should be presented in order for the students to understand the level of participation expected, and how it will be assessed. For example, when using a discussion board to facilitate interaction, requirements for word count, formatting, and required peer replies should be indicated. Also as an example, group projects should be presented with specific details of what each section of the project will include, as well as due dates, and how it will be assessed; either as a group or individual participation in the group.

#### Standard 10-6

*Prerequisites for the course are clearly stated.*

Some courses will require the successful completion of prerequisite courses prior to enrollment. When students register for a course, they should be made aware of any requirements by the Registrar's office, however, it is also a good idea to add those prerequisites to the course syllabus.

#### Standard 10-7

*Course provides information on how to access NWF's resources to support student success.*

*Information or links to all NWF support services should be presented within the online course. This includes, but is not limited to the Academic Success Center, the Learning resources Center, the Accommodations Resource Center, the Math Lab, SmartThinking access, and any other relevant resource.*