

	<b>Legacy Terms from the EPIIC rubric are in bold</b>	<b>5 - Greatly Exceeds Standards, 4 - Exceeds Standards, 3 - Meets Standards, 2 - Some Concerns, 1 - Does Not Meet Standards/Serious Concerns</b>
<b>Category</b>	<b>Criteria</b>	<b>SELECT ONE</b>
<b>Relevance Established/Knowledge Activated</b>	Course has opportunities for student <b>engagement</b> using real world problems which are inclusive of a diverse student population. Engagement occurs via the syllabus, landing and module pages, assignments, discussion prompts, videos, ILOs and/or graphics.	5
	Reading materials, <b>engagement</b> strategies and study tools are relevant to learning objectives of the course. Relevance of the course to the degree program's expected outcomes are also clearly stated for the student, and how those outcomes will be achieved is articulated via a course and/or program roadmap.	5
	Personalized learning experiences are progressively more challenging and built incrementally using diminishing coaching and feedback looping,	5
	Course contains intentional pre-assessment strategies such as module pages, page questions, video hooks, instructor sessions, or quizzes, in which students recall and utilize prior experiences.	5
<b>Aesthetics and Learner Experience (From EPIIC Rubric)</b>	<b>Cognitive load</b> is managed throughout the course with all course objectives, unit learning objectives and assessments/activities clearly presented to the student and aligned to one another with no extraneous information on course pages.	5
	The course is free from 3rd party tools or assets that take the learner out of the LMS.	
	All pages are divided into manageable sections with ample white space around and between content.	
	University branding guidelines are adhered to (font, size, color, etc.) with a cohesive 'look and feel.' The principles of design are followed in order to create an effective, attractive and learner centered composition (Emphasis, Balance and Alignment, Contrast, Repetition, Proportion, Movement and White Space).	5

<b>Demonstration and Application of Knowledge</b>	Assessments such as quizzes, <b>collaborative</b> learning opportunities, midterms or finals are consistent with learning objectives.	5
	Instructor demonstrates concepts, procedures, processes or behaviors using one or more: fully worked examples, relevant information, multiple representations of the task, or multiple demonstrations of solving the task. This content is demonstrated using video, interactive learning objects, graphics or text.	5
	Students have a variety of opportunities both <b>personally</b> and <b>collaboratively</b> to apply their learning to real-life, increasingly complex and novel circumstances using one or more: concepts, procedures, processes or behaviors by recalling key ideas and implementing them.	5
<b>Active Learning</b>	Artifacts encouraging active learning and student engagement such as collaborative learning opportunities, engaging in real world problems, interactive learning objects or in-video quizzing with guiding questions are present throughout the course, and align with the course purpose, skills and learning objectives.	5
	There are opportunities for students to receive feedback both synchronously and asynchronously from both the instructor and peers which identify misconceptions and errors in incorrect work (ie. rubrics, grades, written assignments).	5
<b>Reflection on Knowledge Acquisition</b>	Students are given space to realistically assess abilities and develop plans to strengthen skills (i.e. reflection journal, Likert scale, communication platforms) rather than see gaps as "deficiencies" or failures.	5
	Course provides opportunities for students to make <b>personal</b> meaning of how values, assumptions, beliefs, and ideology of a culture affect concept knowledge acquisition and transfer.	5
	Course provides opportunities for students to reflect on their learning and see the applicability to their professional work in addition to formal learning in a course.	5