

Excellence in Online Learner Engagement Rubric
Faculty Choice Award

The Award of Excellence in Online Learner Engagement recognizes extraordinary commitment, initiative and dedication in designing and facilitating for engagement in an online course.

Criteria	Exemplary (2)	Accomplished (1)	Incomplete (0)
Interactive Learning Activities	Course provides specific details and/or examples of opportunities for interaction that support active learning in three types: learner-content, learner-instructor, or learner-learner. Activities created are accessible to all learners.	Course provides specific details and/or examples of opportunities for interaction that support active learning in two types: learner-content, learner-instructor, or learner- learner.	Course does not provide specific details and/or examples of opportunities for interaction that support active learning in at least one of the three types:: Learner-content, learner-instructor, or learner-learner.
Instructor Presence	Course provides specific details and/or examples of how the instructor keeps consistent instructor presence throughout the course; provides regular feedback; and/or states the instructor's plan for interacting with learners during the course.	Course provides some specific details and/or examples that demonstrate/describe consistent instructor presence throughout the course; sometimes provides feedback to learners; and states the instructor's plan for interacting with learners during the course.	Course does not provide specific details and/or examples of how the instructor keeps consistent instructor presence throughout the course; does not regular feedback; and/or does not state the instructor's plan for interacting with learners during the course.
Course Tools	Course provides details and/or examples that clearly support how tools used in the course promote active learner engagement rather than passively absorbing information. Accessible technologies/applications are used in the course.	Course provides some specific details and/or examples that tools used in the course promote active learner engagement rather than passively absorbing information.	Course does not provide specific details and/or examples of how the tools used in the course promote active learner engagement rather than passively absorbing information.
Learning Objectives	Course provides specific evidence of: <ul style="list-style-type: none"> ● Course and module/unit level objectives stated clearly and prominently in the course and syllabus ● Objectives are written as measurable outcomes ● Learning objectives written from the learner's perspective and allow learners to easily grasp their meaning and expected outcomes 	Course provides some evidence of: <ul style="list-style-type: none"> ● Course and module/unit level objectives stated clearly and prominently in the course or syllabus ● Objective written to reflect learning outcomes; however, not all are written as measurable outcomes ● Learning objectives are not written from the learner's perspective and/or are use discipline jargon, unexplained terminology, and/or complex language 	Objectives are not easily located within the course. Objectives are missing and/or poorly written.

Best Use of Technology
Faculty Choice Award

The Best Use of Technology Award recognizes outstanding and creative use of appropriate educational technologies that enhance the learning environment for learners in the course.

Criteria	Exemplary (2)	Accomplished (1)	Incomplete (0)
Imaginative Approach	<p>Course provides specific evidence of:</p> <ul style="list-style-type: none"> • Technology used creatively in ways that transcend traditional, teacher- centered instruction • Tools available with Canvas are used to facilitate learning by engaging students with course content • An effort has been made to use low-cost or no-cost materials when available 	<p>Course provides some evidence of:</p> <ul style="list-style-type: none"> • Tools available within Canvas could be utilized more creatively to engage learners with course content • There is some variety in the tool used to deliver instruction 	<p>There is very little variety in use of technologies. Tools available within Canvas are not used to their full extent or not used when it would be appropriate. Technologies within the course are used in many cases merely to replicate traditional face-to-face instruction.</p>
Course tools promote learner engagement and active learning	<p>Course provides specific evidence of:</p> <ul style="list-style-type: none"> • Tools used support a community of learning through both asynchronous and synchronous opportunities for communication, interactivity, and transfer of learning • Tools used foster teaching presence via active monitoring, engagement and feedback delivery • Tools used enhances targeted cognitive tasks, facilitates higher order thinking and provides formative feedback to the learners. • 	<p>Course provides some evidence of:</p> <ul style="list-style-type: none"> • Tools supporting a community of learning through either asynchronous or synchronous opportunities for communication, interactivity, and transfer of learning • Tools have limited functionality to effectively support an instructor's ability to be present with learners • Tools used enhances some of the following areas: targeted cognitive tasks, facilitates higher order thinking or provides formative feedback to the learners. 	<p>Tools used in the course do not support communication, interactivity or transfer of learning. Tools used do not enhance the instructor's presence in the course. No evidence that the tools used foster engagement or add opportunities for formative feedback.</p>
Tool Logistics	<p>Course provides specific evidence of:</p> <ul style="list-style-type: none"> • Clear explanations of optional and/or required software including any additional costs are provided within the course • Instructions are written clearly and with sufficient detail to ensure understanding • Accessible technologies/applications are used in the course 	<p>Course provides some evidence of:</p> <ul style="list-style-type: none"> • There may be some explanation of how tool use will be scored/ graded • Instructions lack detail that would help students understand how to complete the activities 	<p>Expectations or grading criteria related to tools and technology are not provided. Instructions on tools are limited or absent.</p>

Online Course of the Year
Faculty Choice Award

The Online Course of the Year Award recognizes an instructor whose QM certified course promotes excellent pedagogical design and innovation in online teaching and learning.

Criteria	Exemplary (2)	Accomplished (1)	Incomplete (0)
Instructor Facilitation	Course provides specific evidence of: <ul style="list-style-type: none"> ● Gained and maintained learner attention by establishing relevance of content. ● Provided an opportunity for students to connect learning to future applications (learning transfer). ● Fostered a favorable attitude toward learning (example: displaying enthusiasm about the subject). ● Provide clear, timely, relevant, and specific feedback. Provide opportunities for learners to request clarification. Use a variety of clarification and feedback strategies. ● Anticipated and addressed situations that may impact learning and performance. 	Course provides some evidence of: <ul style="list-style-type: none"> ● Gained and maintained learner attention by establishing relevance of content but did not provide an opportunity for students to connect learning to future applications ● Feedback provided only when connected to the results of an assessment. 	There is very little variety in use of technologies. Tools available within Canvas are not used to their full extent or not used when it would be appropriate. Technologies within the course are used to many cases merely to replicate traditional face-to-face instruction.
Innovative Approach	Course provides specific evidence of: <ul style="list-style-type: none"> ● Innovative instructional approaches that consistently make a significant impact ● Unique, engaging, creative, original contributions that disrupt the norm and meet a proven need ● Innovative approaches to content delivery and promoting student engagement ● Incorporates opportunities for students to demonstrate learning in creative ways ● Accessible technologies/applications used in the course 	Course provides some evidence of: <ul style="list-style-type: none"> ● innovations that contain some unique, engaging, creative, original component 	Very little evidence of innovative or unique online teaching and learning

Affordability	<p>Course provides specific evidence of:</p> <ul style="list-style-type: none"> ● Total Cost of course materials not exceeding \$30 per credit hour. 	<p>Course provides specific evidence of:</p> <ul style="list-style-type: none"> ● Total Cost of course materials not exceeding \$100. 	<p>An effort has been made to use low-cost however the total cost of course materials exceed \$100.</p>
Learner Feedback	<p>Course provides specific evidence of:</p> <ul style="list-style-type: none"> ● Learners having the opportunity to give feedback to the instructor regarding course design and course content both during course delivery and after course completion ● Feedback mechanisms allow students to participate anonymously in course evaluation ● “Just in time” implementation of feedback during the course. 	<p>Course provides some evidence of:</p> <ul style="list-style-type: none"> ● Learners having the opportunity to give feedback to the instructor regarding course design or course content, but only after course completion ● Implementation of learner feedback. 	<ul style="list-style-type: none"> ● Learners have the opportunity to give feedback to the instructor regarding course design or course content, but only after course completion ● No evidence of feedback implementation provided.