



# **COURSE DESIGN WORKBOOK**

*A GUIDE FOR FACULTY*

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## Getting Started: Using this Workbook

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Welcome to the JSU Course Design Workbook. The purpose of this workbook is to help JSU instructors achieve the following:

- Write course learning objectives for your online course that are broad, actionable, and measurable
- Write unit/module learning objectives for your online course that are specific, achievable, and measurable
- Properly align unit learning objectives with activities, resources, and assignments
- Practice how to create regular and substantive interaction when developing your course
- Create a course map for an online course
- Select the course review/development process that best fits your current course situation
- Prepare your course for a successful review that leads to course certification

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## Course Development Overview

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Designing, and ultimately developing, an online course can be a complex process. However, this process can be a rewarding experience that leads to the creation of a successful online course that optimizes student learning. Student learning and success are the end goal of this process, and the reason why so much time, effort, and expertise are committed to creating an online course.

In fact, there are three reasons why you, the JSU instructor, may be using this workbook right now:

1. You are analyzing and prepping your online course to successfully pass the course certification review, or
2. You are redesigning and/or rebuilding an online course, or creating a new online course, or
3. Your online program is currently undergoing a program review

To assist you, we have organized the workbook into five iterative steps that will guide you from the beginning of course design, to the beginning point of course development.

The workbook is organized into the following steps:

- Step 1 – Learning Objectives
- Step 2 – Assessments & Learning Activities
- Step 3 – Regular & Substantive Interaction (RSI)
- Step 4 – Creating a Course Map
- Step 5 – Course Development & Review Options
- Step 6 – Course Template Package

### Is this Workbook for *You*?

Is this workbook for you? Are you ready to create an online course? Are you prepared to take the challenge of completing all five steps in this workbook? Are you excited to build a course that is well-designed? If the answer is “yes,” take up the challenge and get started!!!

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## Step 1: Learning Objectives

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*Some of the information in this section has been adapted from [UNC-Charlotte, The Center for Teaching and Learning](#).*

In *Step 1: Learning Objectives*, the goal is to compile a list of all Course and Module Learning Objectives. Prior to compiling this list, take a few moments to review the following information regarding developing learning objectives. After reviewing this information, you will be able to:

1. Write measurable course learning objectives (CLOs) that are stated clearly from the learner's perspective and that are suitable for the course level.
2. Write measurable module/unit-level learning objectives (MLOs) that are stated clearly from the learner's perspective and that are suited for the course level.
3. Use action verbs from Bloom's Revised Taxonomy to write CLOs and MLOs.
4. Identify the connection between a CLO and MLOs.

### Good vs. Bad Learning Objectives

Before we begin, take a moment to watch this brief video, "[Good Vs Bad Learning Objectives \(1:30\)](#)" by Check N Click Learning Technologies Pvt. Ltd.

The following good and bad learning objective examples can be found at the [University of Illinois Urbana-Champaign Center for Innovation in Teaching in Learning](#).

Poorly written learning objectives are:

- Vague - Students will learn the programming language, Python.
- Unmeasurable - Students will know the elements from the periodic table.
- Verbose - Students will be able to apply one of the many theories of social psychology and apply those theories to a number of real-world situations.
- Independent of Course Objectives -
  - Course Objective: Students will be able to construct a sentence in Spanish using correct grammar and punctuation.
    - Learning Objective: Students will identify provinces in Spain on a map

Well Written Learning Objectives are:

- Clear and Specific - Students will use the programming language, Python, to complete a data mining analysis.
- Measurable - Students will be able to identify the elements from the periodic table based on their symbols.
- Concise - Students will be able to apply theories of social psychology to real world situations.
- Tied into Course Objectives -



- Course Objective: Students will be able to construct a sentence in Spanish using correct grammar and punctuation.
  - Learning Objective: Students will be able to conjugate verbs correctly in the past tense.

### Course Learning Objectives (CLOs)

Course learning objectives (CLOs), also called “Course Learning Outcomes,” are typically broad in nature, and describe the overall learning goals (skill, behavior, or action) that students should be able to achieve or demonstrate whether they have achieved a level of mastery at the conclusion of the course. CLOs are the foundation of the course and all module learning objectives, course content, activities, and assessments should work together to ensure student mastery of the CLOs.

### Writing CLOs

Course learning objectives should be specific, measurable, and written from the student’s perspective. Follow this formula when writing CLOs:

1. Start your course objectives with: **By the end of the course, students will be able to:**
2. List **the knowledge/subject of the course** students should know
3. Choose an **action verb** that corresponds to the specific action you wish students to demonstrate
4. List the **action students should complete or learn** if they know and learning the content.

**Note:** Assessments must also align with CLOs. For example, if you largely rely on multiple-choice tests to assess student mastery, then a CLO cannot ask students to create something new or synthesize information because multiple-choice tests cannot assess those levels of learning with a high degree of accuracy. More information on aligning assessments to Learning Objectives is included in [Step 2](#).

**Follow this exercise to assist you in understanding the concept:**

#### Practice Statement:

If students have learned [knowledge/subject of the course], then they should be able to [specific action students can do if they know the content].

#### Applying the Practice Statement:

If students have learned about Music and its place in history and culture, then they should be able to compare and contrast the differences in artistic style and culture of the Medieval, Renaissance, Baroque, Classical, Romantic, and Modern eras.

The course learning objective (CLO) would be:

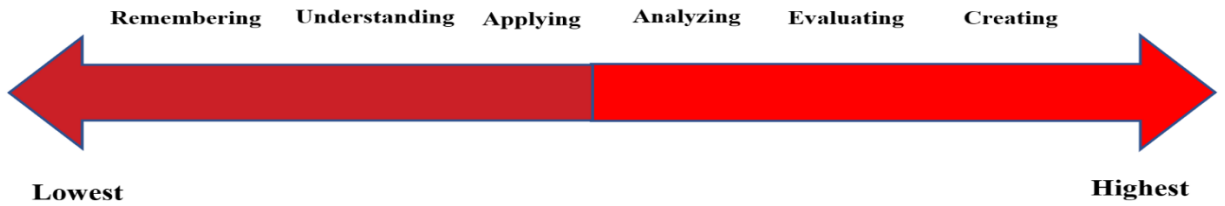
*By the end of the course, students will be able to compare and contrast the differences in artistic style and culture of the Medieval, Renaissance, Baroque, Classical, Romantic, and Modern eras.*

### **Bloom's Revised Taxonomy**

Consult Bloom's Revised Taxonomy as you write CLOs. The taxonomy organizes knowledge into six levels that range from lower order thinking skills to higher order thinking skills. From lowest to highest, the dimensions are: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Each level provides a list of verbs from which to choose when writing CLOs.

<b>Bloom's Revised Taxonomy</b>	
<b>Level</b>	<b>Action Verbs</b>
<b>I. Remembering</b>	Define, describe, duplicate, enumerate, examine, identify, label, list, locate, match, memorize, name, observe, omit, quote, read, recall, recite, recognize, record, repeat, reproduce, retell, select, state, tabulate, tell, visualize
<b>II. Understanding</b>	Ask, associate, cite, classify, compare, contrast, convert, describe, differentiate, discover, discuss, distinguish, estimate, explain, express, extend, generalize, give examples, group, identify, illustrate, indicate, infer, interpret, judge, observe, order, paraphrase, predict, relate, report, represent, research, restate, review, rewrite, select, show, summarize, trace, transform, translate
<b>III. Applying</b>	Act, administer, apply, articulate, calculate, change, chart, choose, collect, complete, compute, construct, determine, develop, discover, dramatize, employ, establish, examine, experiment, explain, illustrate, interpret, judge, manipulate, modify, operate, practice, predict, prepare, produce, record, relate, report, schedule, simulate, sketch, solve, teach, transfer, write
<b>IV. Analyzing</b>	Advertise, analyze, appraise, calculate, categorize, classify, compare, conclude, connect, contrast, correlate, criticize, deduce, devise, diagram, differentiate, discriminate, dissect, distinguish, divide, estimate, evaluate, experiment, explain, focus, illustrate, infer, order, organize, plan, prioritize, select, separate, subdivide, survey, test
<b>V. Evaluating</b>	Appraise, argue, assess, choose, compare, conclude, consider, convince, criticize, critique, debate, decide, defend, discriminate, distinguish, editorialize, estimate, evaluate, find errors, grade, judge, justify, measure, order, persuade, predict, rank, rate, recommend, reframe, score, select, summarize, support, test, weigh
<b>VI. Creating</b>	Adapt, anticipate, assemble, collaborate, combine, compile, compose, construct, create, design, develop, devise, express, facilitate, formulate, generalize, hypothesize, infer, integrate, intervene, invent, justify, manage, modify, negotiate, originate, plan, prepare, produce, propose, rearrange, reorganize, report, revise, rewrite, role-play, simulate, solve, speculate, structure, test, validate, write

*Adapted from Anderson, L. W., & Krathwohl, D. R. (2001). [A taxonomy for learning, teaching, and assessing, Abridged Edition](#). Boston, MA: Allyn and Bacon, and [Northeastern University](#).*



*Figure 1: Bloom's Revised Taxonomy - Thinking Skills*

### **Action Verbs to Avoid at All Times**

Remember, verbs should be specific and measurable. There are some verbs that should be avoided because they are not specific enough, or they are not measurable. Here's a list of verbs to avoid as you write learning objectives for your course(s).

- amplify,
- appreciate,
- be acquainted with,
- be aware,
- be(come) familiar with,
- explore,
- gain insight,
- improve,
- increase,
- know,
- learn,
- realize, and
- understand.

### **Course Level Objectives & Bloom's Revised Taxonomy**

CLOs should meet the student's expected growth and development within the course or program, and assessments must match the CLOs as well. CLOs should reflect the thinking skill level of a particular course. For example, most CLOs and assessments should match levels 1 and 2 in 100 and 200-level courses, level 3 and 4 in 300 and 400-level courses, and levels 5 and 6 in 500-level courses and above. This rule of thumb is not absolute, but is a good guide.

For example, CLOs in a 400-level senior course will likely be dominated by CLOs that ask students to apply and analyze (level 3 and 4 of Bloom's Taxonomy). In such a course, students will be engaged in reading the textbook and answering text questions, but students should also be engaged in applying and analyzing the content they have learned.

Likewise, courses at the graduate level will be comprised primarily of CLOs at levels 5 or 6. Assessments in these courses should focus on discussion, writing, reports, case studies, projects, and presentations.

Course Level	Thinking Skills
100 to 200	Remembering & Understanding (Levels 1 & 2)
300 to 400	Primarily Applying & Analyzing (Levels 3 & 4)
500 & above	Primarily Evaluating & Creating (Levels 5 & 6)

### Module Learning Objectives (MLOs)

Course learning objectives (CLOs) are broken down into smaller, discreet pieces called module learning objectives (MLOs). MLOs can be viewed as the building blocks that lead to student master of CLOs. MLOs must also be **specific**, **measurable**, and **written from the student perspective**. Remember, however, that MLOs must be more specific and more focused than CLOs.

### CLOs and MLOs: The Relationship Between Them

In a course, you will likely have at least 5 or 6 course learning objectives (CLOs) that guide the course. Conversely, you may have several module learning objectives (MLOs) in each module that explain the steps or tasks involved in learning a concept.

Let us look at an example:

#### Course Learning Objective:

*CLO-1: By the end of the course, students will be able to analyze the characteristics of music through active learning.*

\*A course learning objective (CLO) may be assessed in one learning module, or over the course of several modules.

#### Module Learning Objectives:

1. **MLO-1:** Define the Types of Listening and discuss the implications to one's musical consumption by participating in a discussion regarding the types of listening and personal listening habits.
2. **MLO-2:** Practice and experience Active Listening by writing an analysis of three music examples for specified musical traits.
3. **MLO-3:** Describe and discuss specified musical traits by presenting an analysis of a personally chosen piece of music.

\*The above module learning objectives (MLOs) are all connected to CLO-1, and they may be assessed in one learning module or over the course of several learning modules.

### *Your Turn: Writing Learning Objectives*

Before you move to Step 2, 'workshop' a few course learning objectives (CLOs) and module learning objectives (MLOs). You may use the example above for reference.

[Use Bloom's Revised Taxonomy to select action verbs for your objectives.](#)

### **Deliverable 1: Complete Learning Objective Worksheet**

Your goal is to review and/or write **all** Learning Objectives (CLO and MLO) for the course. Please complete this goal within the [Course Learning Objective Worksheet](#) and

[Module Learning Objective Worksheet](#).

[More Resources for Step 1: Learning Objectives](#)

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## Step 2: Assessment & Learning Activities

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In *Step 2: Assessments & Learning Activities*, there are two goals (and deliverables). The first is to compile a list of all Module Assessments which are carefully aligned with the Module Learning Objectives. The second goal is to compile a list of all Module Activities and Resources which are needed to support the assessments identified in the first goal.

After completing Step 2, you will be able to:

1. Select and align measurable assessments to module learning objectives. (Aligned MLO List)
2. Select and align necessary activities and resources for supporting learner success in achieving module learning goals. (Aligned Assessment List)
3. Identify concepts and frameworks for developing authentic and student-centered assessments. (Linked Resources)

### Assessment Alignment

Assessments must truly measure MLOs. For example, a multiple-choice test is an ineffective assessment for an MLO that requires students to create or synthesize information. However, a multiple-choice test may work quite well for MLOs which ask students to identify, define, or other lower order thinking tasks. Matching the requirements of the MLO to the type of assessment is Assessment Alignment.

Follow this exercise to assist in the understanding of the ‘alignment’ concept:

Practice writing (aligning) an MLO by attaching an authentic (and specific) assessment to the learning objective:

#### Alignment Formula-

Action Verb + Describe Knowledge + Describe Criterion

#### Example-

If students have learned [knowledge/subject of the course], then they should be able to [specific action students can do if they know the content] by completing [assessment/proof of knowledge.]

#### Applied Example-

If students have learned about Music and its place in history and culture, then they should be able to describe and discuss the differences among different kinds of music around the world, taking cultural context into account by completing and presenting an analysis of a personally chosen piece of music.

*By the end of the course, students will be able to describe and discuss the differences among different kinds of music around the world, taking cultural context into account by completing and presenting an analysis of a personally chosen piece of music.*

When considering assessments for MLOs, take care that the actions and descriptive language of the MLO is possible with the chosen assessment. In the above music example, a multiple-choice test would never satisfy this MLO as an assessment as students cannot describe or discuss the topic by completing a multiple-choice test. However, other assessments would allow students the opportunity to describe and discuss what they learned. Ensuring this connection of assessment and MLO is Assessment and MLO Alignment.

## Activity and Resource Alignment

Learning activities and resources promote the achievement of the stated learning objectives by directly supporting students in preparing for the aligned assessments. Assignment alignment is discussed in further detail in [Step 1](#) and is defined as the process of ensuring that learning objectives or goals, learning activities, and assessment are in direct support of one another. Here is an example:

**Learning Objective:** Identify the groups of instruments as well as the individual instruments that make up an orchestra.

**Assessment (Quiz):** Audio recordings of music pieces are embedded within quiz question. Student chooses the correct instrument from a list of distractors.

**Learning Activity:** Which one of these activities aligns most accurately with the learning objective and the assignment?

- a) **Option 1:** Student reads a textbook description of instruments and their function within musical ensembles, or
- b) **Option 2:** Student views a demonstration video of an orchestra performance which visually identifies instruments as they are highlighted within the context of the musical piece?

The answer is b), Option 2. Watching/hearing a video of a professional musicians performing is more beneficial than reading a textbook. This is particularly true considering the assessment involves active listening to musical examples. Granted, Option 1 in addition to Option 2 may help students even more than Option 2 alone.

## Assessment And Activity Enhancement

At this point in the design process, the course is very well charted. Learning objectives are written and aligned with appropriate assessments, activities, and resources. Steps 1-4 are all part of the analysis stage of course development ([See ADDIE](#)). The actual development of written content, assignment instructions, videos, rubrics, learning activities, and many other elements of a fully built course will begin in [Step 5](#), therefore, now is an excellent time to revisit the planned assessments and activities to look for areas to increase student engagement. As time allows, review the following resources for developing varied types of assessments which are also equitable and student-centered.

[Assessment and Learning Activity Development Resources](#)

## Deliverable 2a: Aligned Module Learning Objectives

Your goal is to review all Module Learning Objectives (MLO) and associate an assessment(s) with each MLO for the purpose of ensuring that each MLO has an associated assessment component. Likewise, each assessment must have associated activities and resources which enable the student to succeed on the assessment(s). As a guide and documentation, please review and complete the [Align Learning Objectives Module Worksheet](#).

[More Resources for Step 2: Assessment and Learning Activities](#)

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## Step 3: Regular and Substantive Interaction (RSI)

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In Step 3, you will complete the following objectives:

1. Discuss the new regulations for distance education (online) courses by the U.S. Department of Education.
2. Differentiate between contact hours and non-contact hours.
3. Define “regular and substantive interaction.”
4. Identify the types of assignments and interactions are required to achieve 3 contact hours and 6 non-contact hours for a 3-credit hour course using the Workload Estimator.

Topics

- Contact vs Non-Contact Hours---what is the difference?
- What is regular and substantive interaction (RSI)?
- Workload Estimator - <https://www.jsu.edu/online/faculty/WorkloadEstimator.html>

Complying with US Department of Education Regulations (as of July 1, 2021) at Jacksonville State University

*RSI (regular and substantive interaction)* compliance is the legal federal requirement that distinguishes the status of courses between **distance education** and **correspondence courses**. Correspondence courses are *not* eligible for financial aid.

As of July 1, 2021:

- **Interaction** – Mostly initiated by the instructor.
- **Substantive** – has a list of activities (instruction, assessment, tutoring, answering questions)
- **Regular** – Predictable and scheduled and tracking and intervention.
- *All three components are required.*

Definitions

- **Instructor:** Responsible for delivering course content and meets qualifications for instruction established by JSU’s accrediting body.
- **Distance Education Course:** A course in which instruction is delivered by one or more types of technology, including the internet, various wired and wireless media, or audio conference to students who are separated from the instructor(s). These technologies support *regular and substantive interaction* between the students and the instructor or instructors, either synchronously or asynchronously.
  - At Jacksonville State University, distance education courses are primarily online courses.



- **Predictable and Scheduled Interaction: Regular interaction** requires an institution to ensure, prior to the student's completion of a course or competency, that there is the opportunity for **substantive interactions** with the student on *a predictable and scheduled basis* commensurate with the length of time and the amount of content in the course or competency.
- **Monitoring Student Academic Engagement and Success:** The institution is responsible for monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed based on such monitoring, or upon request by the student.
  - The instructor plays a vital role in monitoring student academic engagement and success in an online course.
- **Academic Engagement:** Academic engagement requires active participation by a student in an instructional activity related to the student's course of study as defined by the institution consistent with any requirements imposed by its state approval or accrediting agency. Academic engagement can include such activities:
  - as attending a class where the students and instructor can interact,
  - turning in an academic assignment or taking a test,
  - participating in an interactive computer-assisted instruction,
  - participating in an institutional-directed group activity or online discussion, or
  - interacting with the instructor regarding academic matters.
- **Regular and Substantive Interaction must:**
  - Be with an instructor as defined by the institution's accreditor.
  - Be initiated by the instructor.
  - Be scheduled and predictable.
  - Be academic in nature and relevant to the course.
  - Substantive interaction assumes **direct interaction** between the learner and the instructor and requires direct instruction from the instructor including:
    - Assessing or providing feedback on a student's coursework.
    - Providing information or responding to questions about the content of a course.
    - Facilitating a group discussion regarding the content of a course or competency.
    - Other instructional activities approved by the institution's or program's accrediting agency.

- **Textbook/Cartridge-Based Courses:** Jacksonville State University does not support or endorse online courses in which **85%** of all course material, resources, activities, assessments, and feedback are provided by a course cartridge. For example, Pearson, McGraw-Hill, Cengage, etc.
  - A textbook course cartridge can be used to **supplement** course material, resources, activities, and assessments.
  - Exceptions are made on a case-by-case basis.
  
- **Course Certification at Jacksonville State University:** To earn “certification” at JAX State, an online course must do the following:
  - Pass the course review at the 85% level, and
  - Pass all “essential” standards at the 85% level - must be “Minor Revision” or “Sufficiently Present”, and
  - Pass all “alignment” standards at the 85% level - must be “Minor Revision” or “Sufficiently Present.”
  
- **Online Course Review & Certification (OCRC) Rubric:** The OCRC Rubric is the course review and certification instrument used to review and certify courses at JAX State. The rubric is a synthesis of two rubrics considered to be industry standards in higher education for online course design and development: [Quality Matters](#) and the Online Learning Consortium’s [OSCQR](#).
  - The 85% standard is derived from Quality Matters.
  - [Download the OCRC Rubric.](#)

## Contact Hours vs Non-Contact Hours: What is the difference?

### Credit Hours

Jacksonville State University (JSU) defines a credit hour as 1 contact hour (60 minutes, direct instruction) and a minimum of two non-contact hours (out-of-class student work or study time) for a minimum of 3 hours of course activities per week for a typical semester of not less than 14 weeks. **Most classes at JSU are 3 credit hours per semester.** Therefore, the typical 14-week semester requires 42 contact hours and 84 non-contact hours per semester for a total of 126 hours per 3-hour class.

- Contact hours = direct instruction
- Non-contact hours = out-of-class-student work, study time, and homework

For classes offered in a shortened format, such as summer terms, the hours are prorated so that classes contain the same total number of contact hours and instructional activities as if the classes were scheduled for a full 14-week semester.

See [Section 2.13 Credit Hours Awarded for Courses](#) in the Faculty Handbook for the full policy.

Table 1 shows the number of contact or direct instruction hours per week that are required based on the number of course credits and the length of the academic term.

**Table 1: Contact Hours per Week**

Course Credits	Contact Hours	4-Week Term	6-Week Term	7-Week Term	14-Week Term
1	1	3.5	2.4	2.0	1.0
2	2	7.0	4.7	4.0	2.0
3	3	10.5	7.0	6.0	3.0
4	4	14.0	9.4	8.0	4.0

Non-contact or out-of-class student work or study time per week is shown in Table 2.

**Table 2: Non-Contact Hours per Week**

Course Credits	Non-Contact Hours	4-Week Term	6-Week Term	7-Week Term	14-Week Term
1	2	7.0	4.8	4.0	2.0
2	4	14.0	9.4	8.0	4.0
3	6	21.0	14.0	12.0	6.0
4	8	28.0	18.8	16.0	8.0

### Contact Hours

Contact hours quantify the amount of *regular and substantive interaction between students and their instructor* and are most traditionally associated with the number of hours that a class meets on campus. In some online formats (e.g., Synchronous class meetings using Teams), this can be interpreted as the number of hours of synchronous online instruction. However, in asynchronous online classes, which is the most common online delivery method at JSU, the general guideline is that an asynchronous online activity must (a) be required for all students, and (b) involve substantive and sustained interaction with the instructor to count as a functional equivalent of contact time.

### Online Asynchronous, Regular and Substantive Activities

Instructors may engage in several **asynchronous** activities that can be considered equivalent to **contact hours**. The list below provides a few examples:

- **Video lectures:** A lecture video, or series of lecture videos, recorded by the instructor that all students are required to view.
- **Instructor-mediated online discussion forum:** Students respond to discussion forum prompts in the Canvas LMS or through other technology.
- **Instructor-mediated online video discussion forum:** Students respond to discussions with recorded videos using technology such as FlipGrid or other technology.

- **Assignment Feedback:** Regular feedback provided to students while grading assignments. Feedback can be in the form of text or video.
- **Email Responses:** Responding directly to student email inquiries about course content procedures, due dates, etc.
- **Live required office hours:** Regularly scheduled office hours held through online technologies such as chat rooms, Microsoft Teams, Zoom, or other online synchronous technologies.

**Online Live/Synchronous, Regular and Substantive Activities**

Contact hours may be met through live synchronous class meetings and office hours, as well as organized live discussion groups between students.

- **Live class meetings:** Class meetings, such as student check-in meetings, assignment debrief meetings, project introduction meetings, clinical meetings (and more) delivered online through technology such as Microsoft Teams or Zoom.
- **Live class lectures:** Traditional lectures delivered in an online, live format using technology such as Microsoft Teams or Zoom.
- **Live required office hours:** Regularly scheduled office hours held through online technologies such as chat rooms, Microsoft Teams, Zoom, or other online synchronous technologies.
- **Guided student groups:** Situations in which instructors guide students through the completion of an assignment or activity with the use of guides and instructional materials using online technologies such as Microsoft Teams and Zoom. Breakout Rooms also count as a guided student group.

The table below outlines **examples** of synchronous and asynchronous contact hours, as well as examples of non-contact hour activities.

<b>Contact Hours</b> (3-hour Credit Course)	<b>Synchronous</b> (Must Total 3 Hours)	<b>Asynchronous</b> (Must Total 3 Hours)
Contact Hours Per Week	<ul style="list-style-type: none"> <li>□ Live class meetings via Microsoft Teams or Zoom</li> <li>□ Live required office hours through Microsoft Teams, Zoom, or other technology</li> <li>□ Guided live student groups using Microsoft Teams, Zoom, or other technology</li> <li>□ Individual Teacher-Student Conferences</li> <li>□ Teacher led group conferences</li> </ul>	<ul style="list-style-type: none"> <li>□ Instructor recorded video lectures</li> <li>□ Video lectures by guest expert (planned and invited)</li> <li>□ Interviews with an expert (Recorded video)</li> <li>□ Instructor mediated online asynchronous discussion forums in Canvas</li> <li>□ Instructor moderated asynchronous video</li> </ul>

- Listening to, or attending virtual symphony or musical performance together
- Looking at and reviewing a work of art together
- Watching and discussing a video together
- Synchronous Class Discussions
- discussions using Flip or other Technology
- Assignment feedback using text or video
- Email responses using GEM Outlook 365 Email, Canvas Inbox, or other technology

Non-Contact Hours Per Week  
(Must Total 6 Hours)

- Reading textbook material
- Reading research articles/peer review research
- Reading website articles
- Web-searching for articles/websites/videos/sources
- Looking at infographics, images, works of art
- Working on math, chemistry, or physics problems
- Examining maps and geological features
- Homework assignments
- Watching videos from non-JSU sources (e.g., TED Talk, PBS special, etc.)
- Canvas Quizzes (Tests and Exams)
- Essay assignments
- Literature reviews
- Case Studies
- Blogs and journals
- Listening to music
- Reviewing works of art
- Group work
- Group projects

## Examples

### *Example 1: 3-Hour Synchronous Online Course*

Example 1	Synchronous Instruction & Interaction (Contact Hours – 3)	Non-Contact Hours (6 Hours)
<b>A Week of Instruction for a Synchronous Online Course that Meets Twice/Week.</b>	<p>Tuesday</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Synchronous Teams Meeting (1 hour)</li> <li><input type="checkbox"/> Guided live student group chat (Teams) – (30 minutes)</li> </ul> <p>Wednesday</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Required live check-in office hours (1 hour)</li> </ul> <p>Thursday</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch and discuss YouTube video together (1 hour)</li> </ul>	<p>Tuesday – Wednesday</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading textbook (2 hours)</li> <li><input type="checkbox"/> Reading articles (2 hours)</li> <li><input type="checkbox"/> Practice Quiz (30 minutes)</li> </ul> <p>Thursday – Sunday</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Asynchronous Class Discussion (Discussion Board Assignment) - (1 hour)</li> <li><input type="checkbox"/> Chapter Quiz – (1 hour)</li> </ul>
<b>Total Hours</b>	<u>3.5 Hours</u>	<u>6.5 Hours</u>

### *Example 2: 3-Hour Asynchronous Online Course*

Example 2	Asynchronous Instruction & Interaction (Contact Hours – 3)	Non-Contact Hours (6 Hours)
<b>A Week of Instruction for an Asynchronous Online Course.</b>	<p>Tuesday</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lecture Capture Videos (30 minutes)</li> </ul> <p>Thursday</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lecture Capture Videos (30 minutes)</li> </ul> <p>All Week</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Moderating Asynchronous Online Discussion Board Assignment – (1 hour)</li> <li><input type="checkbox"/> Grade Discussion Board Submissions (1 hour)</li> <li><input type="checkbox"/> Grade Case Study Assignment (1 hour)</li> </ul>	<p>Tuesday – Wednesday</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading textbook and answer chapter questions (2 hours)</li> <li><input type="checkbox"/> Reading a research article (1 hour)</li> </ul> <p>Thursday – Friday</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discussion board participation (1.5 hours)</li> <li><input type="checkbox"/> Case Study Assignment (1.5 hours)</li> </ul>
<b>Total Hours</b>	<u>4 Hours</u>	<u>6 Hours</u>

### ***Your Turn (Practice): Activities***

Use the workload estimator to practice creating an instructional plan for a 3-credit hour course like example 1 and example 2. If you have a 4-credit hour course, create a plan that accounts for 4 contact hours and 8 non-contact hours.

### **Deliverable:**

Using the examples and the workload estimator, create a weekly instructional outline like example 1 and 2 for a typical 14-week Fall/Spring semester at JSU. Your instructional plan may change as you develop the course.

[More resources for Step 3: RSI](#)

## Step 4: Creating a Course Map

Outcomes from previous sections resulted in the completion and review of [Writing Learning Objectives \(Step 1\)](#), [Aligning Assessments and Activities \(Step 2\)](#), and developing [Course Interactions \(Step 3\)](#). Each of these steps culminated in a completed worksheet which now become the foundation for the course map. Follow the instructions below to create a Course Map for the entire course.

### What is a Course Map?

A course map is a blueprint of the entire course compiled in a format which makes it easier to envision the course from a high-level perspective. In the same way that contractors and builders use architectural blueprints to construct a home, you and the instructional designer will use the Course Map as a blueprint to construct the course. However, the Course Map, as a blueprint, does not include all instructions, materials, and design decisions needed to construct the course. Manifesting a course from the Course Map is referred to as “Development” and is a collaboration between the instructor and an instructional designer from Online@JSU.

### Course Map Components

- [Course Learning Objective \(CLO\)](#)
- [Module Learning Objectives \(MLOs\)](#)
- [Assessments aligned with CLO/MLO](#)
- [Learning Activities, Materials, and Resources aligned with Assessments](#)
- [Notes as needed](#)

### Course Map Example – (One Learning Unit/Module)

Module Topic	Module Learning Objectives (MLO)	Activities	Assignments	Technologies & Material Citations
Module #1: Music in Culture	<p><b>MLO1.1:</b> Explain why it is important to understand music as a part of its social context. (CLO2,5)</p> <p><b>MLO1.2:</b> Compare the role of music in American society to its role in other cultures. (CLO2,5)</p> <p><b>MLO1.3:</b> Describe the differences among different kinds of music around the world, taking cultural context into account. (CLO2,5)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Ch 1 (Textbook) (MLO1.1)</li> <li><input type="checkbox"/> Video: Music from around the World (MLO1.1 - 1.3)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discussion: Social context (MLO1.1)</li> <li><input type="checkbox"/> Module Quiz (MLO1.2-1.3)</li> <li><input type="checkbox"/> Presentation (MLO1.3)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presentation Rubric</li> <li><input type="checkbox"/> Embedded YouTube video</li> <li><input type="checkbox"/> Example presentation</li> <li><input type="checkbox"/> Canvas Discussion</li> <li><input type="checkbox"/> Canvas Quiz</li> </ul> <p><i>Textbook Citation</i></p> <p><i>YouTube video Citation</i></p>



## Deliverable 4: Course Map

Your goal is to create a high-level view or blueprint of the course which includes all information and components of the course. Drawing from the worksheets from Steps 1-2, complete the Course Map Worksheet. Update and revise any information as needed. The Course Map will be the basis of all development work going forward.

More information and examples are contained within the [Course Map Worksheet](#).

## Resources

- [Course Map Worksheet](#)
- [Course Map Sample](#)

[More Resources for Step 4: Course Map](#)

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## Step 5: Course Review & Development Options

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The course review process is outlined for the purposes of clarity and transparency. Each course and program review are tailored to the needs of faculty and the online courses. There are two review processes for online courses at JSU.

1. Single Online Course Reviews
2. 100% Online Program Reviews

### Single Online Course Reviews

Initiating a Course Review for Single Online Courses

Instructors at Jacksonville State University may request a course review at any time. At the time of the request, instructors will indicate whether they are requesting:

- A. Course Review Only: a course review with feedback and suggestions provided for improvement, or
- B. Course Review for Certification: a course review that leads to certification.

**Option A:** If Option A is selected, instructional designers will review the course, provide feedback, provide suggestions or recommendations for improvement, and work with the instructor, if requested, to assist the instructor in making the recommended changes to the course.

**Option B.** If Option B is selected, the instructor has completed much of the course development either on their own, with a partner, or with a team prior to the request. In this situation, it is expected that the course is already close to certification at the time of the request.

### The Review Process for Single Online Courses: An Overview

**Selection Option A:** After selecting Option A, the instructional design team from Online@JSU will review the course.

Process Overview:

1. Instructor completes the dynamic form to request a course review.
2. Instructional design team reviews the course. During the review process, the design team provides comments and provides recommendations.
3. The review and recommendations are communicated with the instructor via dynamic form. The instructor and the design team sign the form to indicate instructor receipt.
4. The instructor takes the recommendations and decides whether to apply them to the online course. The instructor may also request assistance from the design team in applying the recommendations to the online course.

**Selecting Option B:** After selecting Option B, the instructional design team begins the review process.

Process Overview:

1. Instructor completes the dynamic form to request a course review for certification. The dynamic form
2. Instructor is provided with a dynamic form that explains the process and expectations for the instructor and the instructional design team. The instructor and the design team sign the dynamic form.
3. Instructional design team reviews the course. During the review process, the design team provides comments and provides recommendations.
4. The review and recommendations are communicated with the instructor via dynamic form. The instructor and the design team sign the form to indicate instructor receipt.
5. If revisions are necessary to achieve course certification, the instructor decides whether to apply the recommendations and proceed with the course certification process.
6. The instructor may request assistance from the design team in the course revision process or applying the recommendations on their own or with a team of other instructors they select.
7. Once revisions are complete, the instructor communicates with the design team that the course is ready for review once more.
8. The process continues until the course is certified.

### 100% Online Program Reviews

Leaders of 100%, fully online programs at Jacksonville State University may request a program review at any time. During a program's review period, the program leaders (deans, department chairs, program coordinators, etc.) and instructional designers agree upon a course review schedule/timeline and instructional designers (IDs) review each online course within the program and work with instructors to revise, or develop, courses if needed. At that time, IDs also offer services such as course building, template building, and more assistance as needed. (*Instructors cannot sign up for this option. This process begins at the department level.*)

### Key Points of Emphasis:

The following conditions are necessary to successfully complete a program review:

1. The academic leader who requests the review must play an active role in the process.
2. It is expected that the academic leader has communicated the review request and the review's expectations to their faculty **before** the program review begins.
3. The instructional design team from Online@JSU will review the courses within the program and provide feedback, recommendations, and course templates that instructors may use in any requested course revision.
4. At this point in the process, the academic leader may request a continuation of the partnership between the instructional design team and instructors to revise the courses together as partners. If this request is

submitted, instructors will be expected to partner as subject matter experts (SMEs) with the instructional design team to make course revisions together. Instructors are experts in their field; instructional designers are not.

- a. During this process, if instructors choose not to communicate or collaborate with the instructional design team, or become resistant to the recommendations and suggested revisions, the instructional design team may decide to discontinue the collaborative process and allow the academic leader and the instructors to discontinue the program revision process or to continue the revision process internally within the program. Once the academic leader and instructors believe their courses are ready for another certification review the leader may submit the program for review once more.
5. Once course revisions are completed as requested, the courses will be reviewed again for certification.
6. Based on the certification rubric, instructional designers will review and provide recommendations in the following areas:
  - a. Learning Objectives
    - i. All online courses must be comprised of complete learning units with corresponding module/unit learning objectives. A course review cannot be completed if units and learning objectives are not present.
  - b. Course Organization
  - c. Course Navigation
  - d. Course Alignment
  - e. Course Engagement (instructor to student; student to student; student to instructor; student to content)
  - f. Accessibility
  - g. Mobile Compatibility
7. Instructional designers will **not** do the following:
  - a. Change the content instructors teach.
  - b. Require that content be taught with specific course material.
  - c. Require that content be taught using specific teaching strategies in lieu of preferred strategies.
  - d. Note: Instructional designers may suggest trying different teaching strategies or incorporating types of material or resources to achieve different objectives for certification, but instructors have complete control of these decisions.

## Dynamic Form: Request a Course or Program Review

Please complete this form to request a course review or program reviews:

<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=0ad2edf8-00c9-40ba-9e0b-4c086579866a&targetUrl=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f018e6e57-eecc-474a-91d2-1afb21b0d0b0>

Please contact Online@JSU at [online@jsu.edu](mailto:online@jsu.edu) if you have any questions.

More Resources for [Step 5: Review & Development](#)

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## Step 6: Standard Canvas Course Templates Package

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The instructional design team with Online@JSU have created a standard version of a Canvas course template package that incorporates and supports the goals and objectives mentioned in this workbook. The template package provides a consistent course design that will help instructors “pass” a course certification review. The contents of the template package includes a homepage, student and academic support modules and pages, and sixteen complete learning units on the modules page that can be edited by instructors as needed.

- Preview the template at this web address: <https://jsu.instructure.com/courses/42421>
- You can import the course package template from Canvas Commons into your Canvas course. It is titled “General Course Package or Template.”

Here are the basic parts of the course template package.

### Homepage

The homepage template provides the following characteristics:

1. Course Navigation Menu – should contain at least the following active navigation links:
  - a. Home
  - b. Announcements
  - c. Modules
  - d. Grades
  - e. Library
  - f. Microsoft Teams classes
  - g. Studio – (Students do not see Studio in the course navigation menu)
  - h. Academic Support
  - i. Tutor.com 24/7 Online Tutoring
  - j. Tutorials
2. Course Name/Title – instructor must edit the text to add the name of the course
3. Course Banner – banner image can be replaced by the instructor
4. Introduction Section – instructor must edit this section
  - a. Instructor provides a personal introduction and an introduction to the course. The course purpose should be added as well.
5. Communication Section -instructor must edit this section

- a. Instructor provides contact information, communication expectations, and communication media/channels (GEM, Inbox, Teams, etc)
6. Start the Course Section – instructor must edit this section
  - a. Instructor provides instructions for students that guide them in how to start the course

☰ COURSE-TEMPLATE-COI-JAX

---

**Home** 1

[Announcements](#)

[Modules](#)

[Grades](#)

[Library](#)

[Microsoft Teams classes](#)

[Studio](#)

[Academic Support](#)

[Tutor.com: 24/7 Online Tutoring](#)

[Tutorials](#)

[Collaborations](#) ↻

[Files](#) ↻

[Outcomes](#) ↻

[Pages](#) ↻

[People](#) ↻

[Discussions](#) ↻

[Quizzes](#) ↻

[Assignments](#) ↻

[Rubrics](#) ↻

[Syllabus](#) ↻

[Settings](#)

JAX STATE
Type Your Course Name 2

3

🔄 Modules
📄 Grades
🌐 JSU.EDU
📅 Academic Calendar

**🔊 Introduction** 4

Welcome to **XXX (enter course ID and course name)**. My name is **XXXX**, and I am your instructor. I am excited to work with you this semester.

The purpose of this course is to **XXX**

**💬 Communication** 5

**[Adapt/Change this information as needed.]** This is an online course and most of the communication occurs in the Canvas Learning Management System. Sign into Canvas daily to stay updated on assignments, tests, etc. You can also contact me using the Canvas inbox or JSU GEM Outlook email. My email address is **XXX**. I will respond to email within **XXX** hours.

I will also respond to email between **XXX am and XXX pm, XXX through XXX**. You can also find me on Teams during my stated virtual office hours (please see the syllabus to see virtual office hours.) If you would like a one-on-one virtual meeting, please email me in advance to schedule one.

**🚩 Start the Course** 6

Let's get started! To begin, click on the Modules link in the menu at the top of the page and complete the Course Orientation Module. Then, begin Module 1. **[Change as needed.]**

## Start Here Module

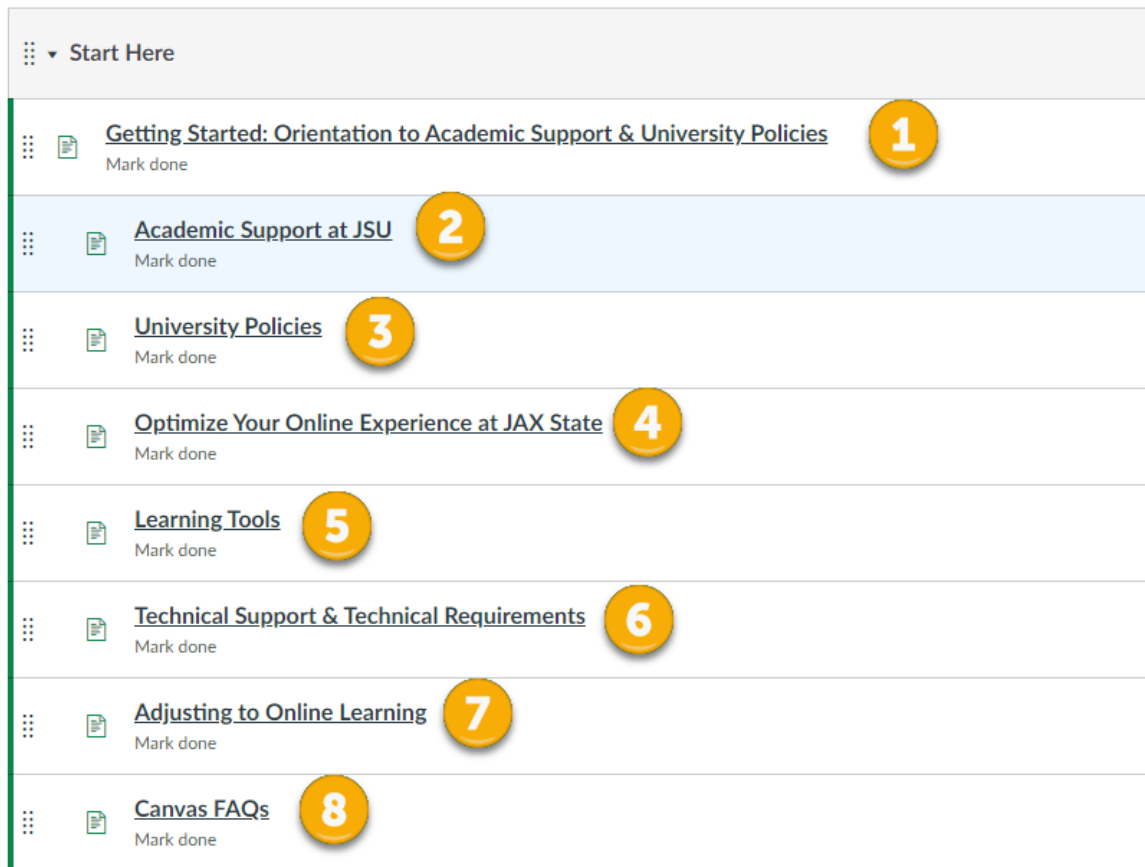
The Start here module can be renamed to suit the needs of the instructor, however it should include the following elements at a minimum:

1. Getting Started: Orientation to Academic Support & University Policies page
2. Academic Support at JSU page – includes the following support information:

- a. Tutor.com
  - b. Student Success Center
  - c. The Writing Center
  - d. Office of Disability Resources
  - e. Counseling Support
  - f. RMC/JSU Health Center
  - g. Resource Quick Links
3. University Policies page – includes the following policy statements:
    - a. Academic Honesty at JSU
    - b. Disability Resources
    - c. Military-Connected
    - d. Title IX
    - e. Student Privacy
  4. Optimize Your Learning Experience page – includes the following information:
    - a. JSU Student Laptop Policy
    - b. MyJaxState, GEM, & Office 365 information
    - c. Interent Browser Selection – Chrome or Firefox
    - d. Canvas Quick Links
    - e. Canvas Student Mobile App
  5. Learning Tools page – includes links to tool guides, privacy statements, and accessibility statements for the following learning tools:
    - a. Canvas LMS
    - b. Microsoft Teams
    - c. Canvas Studio
    - d. YouTube
    - e. Honorlock
    - f. Turnitin
  6. Technical Support & Technical Requirements page – includes information about who to contact for assistance and how, and minimum technical requirements for Canvas, Studio, Honorlock, and Turnitin.
  7. Adjusting to Online Learning page



## 8. Canvas FAQs page



### About this Course Module

The About this Course Module includes the following Canvas pages:

1. Course Welcome – instructor must edit this page
  - a. Introduce the purpose, structure, and goals of the course in text format
  - b. Record and embed short introduction video/welcome video with Studio and order machine captions
  - c. Add Course Learning Objectives to the page
  - d. Add Module Learning Objectives to the page
2. Meet Your Faculty – Instructor must edit this page
  - a. Add faculty profile image
  - b. Add faculty name, title, email address, phone number, and office hours
  - c. Add faculty bio

3. Syllabus – not required *if* instructor uses the Syllabus tool in the course navigation menu
4. Course Calendar/Schedule
5. Course Policies
6. Course Map
7. Introduce Yourself Discussion Forum



### Module Overview Page

The module overview page contains the following sections or areas:

1. Module Introduction
  - a. Instructor adds introduction to the unit/module via text. Adding an introduction video is optional but recommended.
2. Module Objectives
  - a. Instructor adds the unit/module learning objectives
3. Module Activities (also considered a Task List)
  - a. Learn
    - i. Instructor adds a task list and timeline for when readings and activities should be completed
  - b. Discuss
    - i. Instructor adds discussion board participation and completion timeline (if a discussion forum is part of the unit/module)

#### 4. Assignment Submission

- a. Instructor adds assignment title and completion timeline (if an assignment submission is a part of the unit/module)

The first half of the module overview page can be viewed in the next image:


1. Module Introduction Text
2. Module Introduction Video (placeholder image)
3. Module Learning Objectives


View All Pages

---

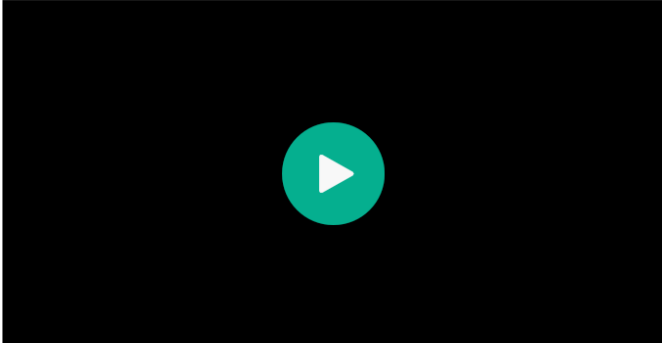

**JAX STATE** Module 2: Overview

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 **Module Introduction**


Type an introduction, and/or add a video introduction to the module here. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed pulvinar gravida turpis, sit amet pharetra orci. Sed vel ornare turpis. Vivamus eget ante porta, mollis tortor ut, pulvinar mauris. Nunc ultricies gravida arcu. Sed condimentum congue convallis. Donec quis purus ornare, feugiat neque non, tempor ante. Nunc tempus feugiat arcu non suscipit. Suspendisse nec blandit enim. Donec ac pellentesque mi. Aliquam sit amet sem orci. Curabitur placerat venenatis commodo. 

*Click the video below to watch the introduction from your faculty.*


[TRANSCRIPT](#)

---

 **Module Objectives**

At the end of this module students will be able to:

1. Add a module objective here. Add objective mapping in parentheses at the end. (CO1, CO4)
2. Add a module objective here. Add objective mapping in parentheses at the end. (CO2, CO4)
3. Add a module objective here. Add objective mapping in parentheses at the end. (CO1)
4. Add a module objective here. Add objective mapping in parentheses at the end. (CO4)



The second half of the module overview page can be viewed in the next image:

1. Module Activities
2. Learn
3. Discuss

4. Assignment Submission
5. Module Progress Bar

## Module Activities 1

**LEARN**

**DUE: Early in the week**

Read the following early in the week to help you respond to the discussion questions and complete your assignment(s).

Required Textbook Readings

1. Add textbook reading here. - (MO 1,2)
2. Add textbook reading here. - (MO 3,4)

2

**DUE: Early in the week**

Online Lecture Material: Read and listen to the online lecture material on the following topics.


1. Add lecture topic here. - (MO 1,2,3,4)
2. Add lecture topic here. - (MO 1,2,3,4)

**DISCUSS**

Respond to the discussion prompts and questions by the due dates outlined in the assignment. You should contribute your first post no later than Day 3. Then, follow up on the posts of your classmates and faculty and respond to your own posts.

1. Add discussion title here- (MO 1,2) **DUE: Day 3 - 7**
2. Add discussion title here. - (MO 3,4) **DUE: Day 3 - 7**

3


 **ASSIGNMENT SUBMISSION**

Submit your completed written assignment by Day 7 of this week. For detailed instructions on completing this assignment, see the associated course page.

1. Add assignment title here. - (MO 1,2,3,4) **DUE: Day 7**
2. Add assignment title here. - (MO 1,2,3,4) **DUE: Day 7**

4

5



### Lesson Materials Page

Each module includes a lesson materials page. The lesson materials page is intended to include any lesson materials students require to complete the unit and may include items such as lecture videos, PowerPoint presentations, website links, journal articles, textbook material, images, infographics, charts, graphs, practice problems (mathematics/biology/chemistry/etc), diagrams, and more.

Each lesson materials page includes the following areas:

1. Lesson Title
2. Lesson material introduction area

3. Video lecture area
4. Additional lesson materials area
5. Module progress bar

Instructors can edit this page depending on the number and type of resources included in the unit.

---

**JAX STATE** Module 2: *Lesson Title* **1**

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**Lesson Material** **2**

---

Write a brief introduction to the lecture materials, teeing up what the students should expect to see, do and take away from the content. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed pulvinar gravida turpis, sit amet pharetra orci. Sed vel ornare turpis. Vivamus eget ante porta, mollis tortor ut, pulvinar mauris. Nunc ultricies gravida arcu. Sed condimentum congue convallis. Donec quis purus ornare, feugiat neque non, tempor ante. Nunc tempus feugiat arcu non suscipit. Suspendisse nec blandit enim. Donec ac pellentesque mi. Aliquam sit amet sem orci. Curabitur placerat venenatis commodo.

Click the video below to watch the online lecture.



[TRANSCRIPT](#)

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**Additional Lesson Materials**

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Provide students with any other lecture materials or links that they should be expected to review. Be sure to add contextualization to each content asset to provide students with information on why the asset is important, how it ties in with the main ideas, etc.

**Lecture, Book, or Article Title with link** **4**

Add a brief description of the video/resource or its purpose. Include appropriate citations where needed. Link the resource to the typed name of the resource.



## Module Discussion Template

Each module includes one discussion board forum that instructors can edit to use as needed. If the instructor does not need the discussion board forum assignment for a module/unit, they can remove it from the module and delete it from the course.

Each discussion board template contains the following areas:

1. Discussion Title
2. Discussion Prompt
3. Submission Instructions area
4. Grading Rubric information area
5. Module progress bar

JAX STATE

Module 2: Discussion 2 - Discussion Title

1



### Discussion Prompt

Include the instructions that you will post for students in this area. The instructions should detail what students need to do to be successful. There should be a clear reference or contextualization of how the assignment directly aligns with the course and module learning objectives. The instructions should provide information related to due dates, and submission instructions and should include any required materials as links or attachments. A rubric containing grading and assessment material should be linked and referenced. The assignment instructions should clearly reference the performance objectives and criteria from the course and the provided grading rubric. As a practice, include the due date and time in military time and include the time zone. Using generic language to describe the due date instead of listing the exact date (April 24, 2024, for example) will help prevent having to make detailed changes in future iterations of the course.

Instructions:

2

- Discussion prompt, resource or idea/example
- Discussion prompt, resource or idea/example
- Discussion prompt, resource or idea/example

Please post your initial response by 23:59 CST Wednesday of Week X, and comment on the posts of two classmates by 23:59 CST Sunday.



### Submission Instructions

3

Include assignment-specific and university/program policies related to the assignment here. These can include late work policies, expectations regarding proper citations, acceptable means of responding to peer feedback, and other expectations.



### Grading Rubric

4

Please review the attached grading rubric to see how your assignment is graded.



5



Reply

## Assignment Submission Template


Each module includes one assignment submission that instructors can edit to use as needed. If the instructor does not need the assignment submission for a module/unit, they can remove it from the module and delete it from the course.

Each assignment submission template includes the following areas:

1. Assignment Title
2. Instructions area
3. Submission Instructions
4. Grading Rubric information
5. Module Progress bar

**JAX STATE** Module 2: Assignment 2 - Assignment Title **1**

---

 **Instructions**

Include the instructions that you will post for students in this area. The instructions should detail what students need to do to be successful. There should be a clear reference or contextualization of how the assignment directly aligns with the course and module learning objectives. The instructions should provide information related to due dates, and submission instructions and should include any required materials as links or attachments. A rubric containing grading and assessment material should be linked and referenced. The assignment instructions should clearly reference the performance objectives and criteria from the course and the provided grading rubric. As a practice, include the due date and time in military time and include the time zone. Using generic language to describe the due date instead of listing the exact date (April 24, 2024, for example) will help prevent having to make detailed changes in future iterations of the course...


**Instructions:** **2**

Insert rationale, set-up, background, or general instructions for this assignment. Complete and submit the assignment by 23:59 CST Sunday.

**Subtitle or Section:**


Insert specific instructions.

---






 **Submission Instructions** **3**

Include assignment-specific and university/program policies related to the assignment here. These can include late work policies, expectations regarding proper citations, acceptable means of responding to peer feedback, and other expectations.

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 **Grading Rubric** **4**

Please review the attached grading rubric to see how your assignment will be assessed.

    **5** 

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Points 0

Submitting a file upload

## Module Summary

Each module includes a module summary page. The module summary page is intended to provide a “wrap-up” of the module/unit, provide key takeaways, and connect the module/unit to the next module/unit. Instructors can remove the summary page if they do not wish to use it.

Each module summary page includes the following areas:

1. Lesson Summary area
2. Key Takeaways area
3. Module Progress bar

[View All Pages](#)

## Module 2 Summary



### Lesson Summary

Write a summary of the module here. You can also use this opportunity to tee up the information and concepts that you will cover next week.

1  
Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed pulvinar gravida turpis, sit amet pharetra orci. Sed vel ornare turpis. Vivamus eget ante porta, mollis tortor ut, pulvinar mauris. Nunc ultricies gravida arcu. Sed condimentum congue convallis. Donec quis purus ornare, feugiat neque non, tempor ante. Nunc tempus feugiat arcu non suscipit. Suspendisse nec blandit enim. Donec ac pellentesque mi. Aliquam sit amet sem orci. Curabitur placerat venenatis commodo.

### Key Takeaways

2  
Insert content here.





## APPENDIX A- Worksheets

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The following worksheets are referenced and linked to in the various steps of this design document. The worksheets are intended as helpful tools to facilitate thought and analysis for the many elements of a course. Worksheets also serve as documentation of progress and for conveying information and plans to instructional designers. There are sample worksheets provided as a reference.

### Instructions & Worksheets

[Instructor Teaching & Interaction Plan: How Will You Create Regular and Substantive Interaction in Your Online Course?](#)

[RSI: Interaction and Engagement Plan](#)

[Course Learning Objectives](#)

[Module Learning Objectives](#)

[Assessment and Activities](#)

[Course Map](#)

### Sample Worksheets

[Course Learning Objectives](#)

[Module Learning Objectives](#)

[Assessment and Activities](#)

[Course Map](#)

## Instructor Teaching & Interaction Plan: How Will You Create Regular and Substantive Interaction in Your Online Course?

**Instructors:** Use this worksheet to help you prepare your online course. The worksheet will help you comply with new federal guidelines. **Be as thorough and descriptive as possible. *This is your in-course teaching and interaction action plan.***

Course ID & Number: [Click or tap here to enter text.](#) Course Name: [Click or tap here to enter text.](#)

Instructor: [Click or tap here to enter text.](#) Date: [Click or tap to enter a date.](#)

<b>Section 1: Substantive Interaction</b>			
<i>Standard: Instructors must use at least two (2) of the following types of substantive interaction in an online course.</i>			
	<b>Interaction</b>	<b>Course Usage</b>	<b>Explanation (Explain your usage/How will it work in your course?)</b>
1	1. Direct Instruction – Synchronous Class Meetings Or 2. Direct Instruction – Asynchronous Class Meetings Or 3. Both	Choose an item.	
2	Provide Feedback <ul style="list-style-type: none"> <li>• <b>Write your feedback plan. (Students should know when to expect feedback on assignments and discussions)</b></li> </ul>	Choose an item.	
3	Provide Information to Students or Respond to Questions about Course Content or Competency <ul style="list-style-type: none"> <li>• <b>Write your plan to respond to student questions and inquiries about course content/course competencies. (Students should know when and how you will respond to email.)</b></li> </ul>	Choose an item.	
4	Facilitate Group Discussion Regarding Course Content or Competency <ul style="list-style-type: none"> <li>• <b>Write your plan for facilitating group discussions in your course. (Students should know the requirements and expectations for a quality post and quality peer responses. They should also know exactly how they are assessed. Using a rubric is the standard practice.)</b></li> </ul>	Choose an item.	
5	Other Instructional Activities Approved by the Institution's or Program's Accrediting Agency <ul style="list-style-type: none"> <li>• <b><i>Other activities and experiences may be included and required. These experiences include, but are not limited to the following:</i></b> <ol style="list-style-type: none"> <li><i>Recitals</i></li> <li><i>Plays/Theatre</i></li> <li><i>Concerts</i></li> </ol> </li> </ul>	Choose an item.	

	d. <i>Community Service</i> e. <i>University Sanctioned Events</i> f. <i>Student Organizations</i> g. <i>Professional Organizations</i> h. <i>Clinical Experiences</i> i. <i>Internships</i> j. <i>Other</i>		
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<b>Section 2: Regular Interaction</b>				
<i>Standard: Instructors must schedule regular, substantive interactions with students on a predictable and scheduled basis.</i>				
<b>Interaction</b>	<b>Usage</b>	<b>Standard</b>	<b>Yes/No</b>	<b>Explanation (Explain your usage/How will it work in your course?)</b>
Direct Instruction – Synchronous Class Meetings	Choose an item.	I will schedule online synchronous meetings in advance.	Choose an item.	
		I will include the synchronous class meeting schedule in the course syllabus.	Choose an item.	
		I will include the synchronous meeting schedule in the course calendar/schedule.	Choose an item.	
		I will record and archive the synchronous class meeting.	Choose an item.	
		I will record attendance during the synchronous class meetings.	Choose an item.	
Direct Instruction – Asynchronous Class Meetings	Choose an item.	I will include module/topic dates in the course syllabus and course calendar/schedule.	Choose an item.	
		I will include assignment due dates in the course syllabus and course calendar/schedule.	Choose an item.	
		I will monitor student activity in the course using Canvas course analytics and the Canvas People page.	Choose an item.	

<b>Section 3: Monitor Student Academic Engagement and Success</b>			
<i>Standard: Instructors must proactively engage with students to provide support, encouragement, and instructional support where appropriate.</i>			
	<b>Standard</b>	<b>Yes/No</b>	<b>Explanation (Explain your usage/How will it work in your course?)</b>

1	I will use Canvas course analytics (New Analytics) to assess student engagement with course content.	Choose an item.	
2	I will use the Canvas People page to see the last time a student has entered my course.	Choose an item.	
3	I will contact students who are struggling in the course to offer encouragement, support, guidance, or instructional assistance where appropriate.	Choose an item.	
4	I will provide students with opportunities to ask me questions and provide feedback about the course to me.	Choose an item.	
5	I will be available to students to contact me via email, phone, Teams or any appropriate communication channel.	Choose an item.	
6	I will hold consistent office hours (face-to-face, virtual, or both) and I will be available during those times. Students will be aware of these times.	Choose an item.	
7	I will provide feedback on assignments to students in a reasonable timeframe.	Choose an item.	

**Notes – Anything Else You Want to Share with the Instructional Designer (s)?:**

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## RSI: Interaction and Engagement Plan

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Complete the ***Regular and Substantive (RSI) Interaction and Engagement Plan*** for your online course(s). There are four types of interaction/engagement: teacher to student, student to teacher, student to content, and student to student. Plan and create opportunities for all four types. (The content below in *red, cursive font* is intended to serve as an example. Please delete as needed and create your own Interaction Plan.)

### Interaction Plan: ID 500: Instructional Design (fictional course)

#### Communication Policy

- *Students are expected to check university email and the Canvas LMS (GEM) at least three times per day: once in the morning, once during mid-day, and once in the evening.*
- *All course communication is required to take place using GEM, Canvas Inbox, or the Microsoft Team associated with the course.*
- *I will respond to student email, Canvas Inbox messages, and Microsoft Team texts or meeting requests within 24 business hours. I will respond to student communication until 7:00 pm during business hours. (If you email me on Saturday, Sunday, or holidays I will respond during the next scheduled business day unless it is an emergency.)*
- *You may request a Microsoft Team meeting with me at any time, but please contact me 24 business hours in advance of the meeting you would like to schedule.*
- *If you call my office phone number, please leave a message and I will return your message as soon as possible, within 24 business hours. All voice mail forwards to my GEM email address.*
- *Some instructors share their cell phone number with their students, but I do not.*

#### Helpful Apps

- *Download the Canvas Student App to help you stay connected to your courses. [Apple App Store](#) | [Google Play Store](#)*
- *Download the [Navigate Student App](#). The Navigate app connects to your advisors and to your class schedule.*
- *Download the [MyJSU Mobile App](#). The app helps you access your grades, your class schedule, your email, a campus map, and stay current on JAX State events and campus dining menus.*
- *Download the [Campus Safety App](#). The app connects you directly to first responders if you need assistance. The app is monitored 24/7 by the Jacksonville State University Police Department (UPD).*

#### Assignment Feedback Policy

- *I will comment during discussion assignments as needed.*
- *I will provide a grade and feedback (comments) as needed with 72 business hours of the assignment's submission or discussion assignment closure.*
- *I will return a grade and feedback within 2 weeks of submission for large projects and papers.*
- *All feedback will be provided to you through the Canvas SpeedGrader and associated Canvas Rubric. You should expect to see comments from me and a completed rubric that assesses your work. From time to time, I may also provide video or audio feedback as well.*

## Announcements

- *I will send course announcements via Canvas Announcement at the beginning of each week.*
- *Announcements are sent to your GEM email account, so you should be able to receive it and read it.*
- *Each announcement will summarize the previous week's high points, introduce you to the current week's high points, and highlight due dates.*
- *Announcements may also be used to share interacting insights and comments made by students during the previous week's discussion assignment.*
- *Announcements may also be used to reteach content if any patterns are identified by me (the instructor).*

## Lecture Videos

- *I have recorded several short lecture videos for you to view in each learning unit. Each lecture is 10 to 20 minutes in length. You are expected to watch the videos and use them to help you learn material and apply concepts as you complete assignments.*
- *Several of the lecture videos have associated PowerPoint slides. Download them and comment/write on them as you watch the video lectures. They are intended to help you learn the content.*

## Assigned Readings

- *Readings are assigned to you to read during each unit.*
- *Readings are in the form of interesting website articles, peer-reviewed academic articles, infographics, textbook selections, and more. You are expected to read the material to help you learn content and apply concepts as you complete assignments.*

## Activities and Exercises

- *Some units have extra activities or exercises for you to complete. These activities and exercises are intended to help you practice applying concepts you have learned while completing the unit tasks.*

## Discussions

- *Class discussions are the heart of this course. There are 6 scheduled, graded discussions.*
- *Each discussion is worth 10 points. (60 points total)*
- *Discussions are worth 60% of the course grade.*
- *You are expected to make a substantive initial post to address and answer the discussion questions. Posts from other students will appear after you submit your initial post. Students are not allowed to edit their posts, so make them count!*
  - *Initial Post: You can earn up to 6 points on the initial post. 6 points = Excellent Post, 4 points = Good Post, 2 points = Average Post*
  - *The discussion assessment rubric is attached to each discussion assignment.*
- *You are expected to contribute one post to two of your peers as part of the discussion.*
  - *Peer Posts: Each peer response is worth 2 points. 2 points = Substantive Contribution, 0 to 1 point = Average Contribution*

- *I will monitor each discussion and comment and redirect as needed. If I ask a question to you in the discussion, please respond and answer the question.*

### Case Studies

- *There are two regular case study assignments in the course.*
- *Each case study requires you to apply what you have learned as you solve the case. Each case has an associated assessment rubric.*
- *Each case study is worth 10 points. (20 points total)*
- *The case studies are worth 20% of the course grade.*

### Case Study Group Project

- *The case study group project is worth 20 points, and is worth 20% of the course grade.*
- *The course will be divided into small groups. Each group member will be presented with a different scenario. Each group member will create a new case study based on the scenario provided and content learned in the course.*
- *Each group member will share the case study on their group’s discussion board.*
- *Each group member will solve the case study provided by each group member.*
- *So, there are two parts to the assignment: 1 – Create a Case Study and share it with your group members, and 2 – Answer each group member’s case study.*

### Weekly Interaction Plan: ID 500

Please complete your weekly interaction plan. Attempt to touch on all four interaction types in each unit/week/module. It is understood that in some units, students may not be directly interacting or engaging with each other. Attempt to have at least four (4) scheduled opportunities for students to interact and engage with each other. These can be in the form of discussion board assignments, Flip video discussion board assignments, Perusall (student collaborative annotations and comments on readings), or other opportunities. In the table below, there is an example in *red, cursive text*. You may delete the example if you wish. Create your interaction plan based on your course organization – weeks, modules, units, chapters, etc., and your course’s duration. Remember though – as we progress through course development, each unit/module/lesson will require learning objectives.

Weeks/Modules/ Units	Interactions/Engagements			
	Teacher to Student	Student to Teacher	Student to Content	Student to Student
<i>EXAMPLE: Module 2 – Learning Theories that Undergird Instructional Design Theory (Asynchronous Online Course)</i>	<i>1. Short video lectures 2. Curated course materials (readings, videos, exercises, etc.) are organized into</i>	<i>1. Submission post for Discussion Assignment 1. 2. Two peer posts on Discussion</i>	<i>1. Watch short lecture videos. 2. Read Chapter 2 of text. 3. Read two peer-</i>	<i>1. Comment on 2 peer posts on Discussion Assignment 1.</i>

	<p><i>complete learning units on the Modules page.</i></p> <p><i>3. Monitor Discussion Assignment 1 and provide comments and guidance as needed.</i></p> <p><i>4. Announcement to students using Canvas Announcements.</i></p> <p><i>5. Provide individualized feedback to student posts and peer posts on Discussion Assignment 1.</i></p>	<p><i>n Assignment 1.</i></p> <p><i>3. Students can contact me (instructor) at any time before 7 pm via Canvas Inbox or GEM Email and expect a response within 24 business hours.</i></p>	<p><i>reviewed articles.</i></p> <p><i>4. Participate in discussion board assignment – Discussion Assignment 1.</i></p>	
Week 1 (or Module 1 or Unit 1)				
Week 2 (or Module 2 or Unit 2)				
Week 3				
Week 4				
Week 4				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				
Week 9				



Week 10				
Week 11				
Week 12				
Week 13				
Week 14				
Week 15				
Week 16				

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## Course Learning Objectives (Instructions)

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- When your course is reviewed for certification, the following objectives will be assessed:

### Objectives

1	The course learning objectives, or course/program competencies, describe measurable outcomes.
2	The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
3	Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.
4	The relationship between learning objectives or competencies and learning activities is clearly stated.
5	The learning objectives or competencies are suited to the level of the course.

- Refer to [Bloom's Revised Taxonomy](#) for assistance in choosing an Action Verb
- For a sample of a completed worksheet, review [Music Appreciation Learning Objectives Worksheet \(Sample\)](#).
- **Tip:** A Course Learning Objective (CLO) may be related to more than one Module Learning Objective (MLO)

---

## Course Learning Objectives (Worksheet)

---

[See a SAMPLE completed worksheet- Music Appreciation Learning Objectives Worksheet \(Sample\)](#)

By the end of this course, students will be able to:

CLO #	Action Verb	CLO
<b>Example</b>	Analyze	Analyze the characteristics of music through active listening.
1		
2		
3		
4		
5		

---

## Align Module Learning Objectives (Instructions)

---

When your course is reviewed for certification, the following objectives will be assessed:

### Objectives

1	The course learning objectives, or course/program competencies, describe measurable outcomes.
2	The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
3	Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.
4	The relationship between learning objectives or competencies and learning activities is clearly stated.
5	The learning objectives or competencies are suited to the level of the course.

- Compose Module Learning Objectives in this format: **Action Verb** + **Describe Knowledge**
- Refer to [Bloom's Revised Taxonomy](#) for assistance in choosing an Action Verb
- For a sample of a completed worksheet, review [Music Appreciation Learning Objectives Worksheet \(Sample\)](#).
- **Tip:** A Course Learning Objective (CLO) may be related to more than one Module Learning Objective (MLO)

---

## Module Learning Objectives Worksheet

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See a [SAMPLE completed worksheet – Module Learning Objectives Worksheet](#)

### Course Learning Objectives:

- CLO 1:
- CLO2:
- CLO3:
- CLO4:
- CLO5:

By the end of this module, students will be able to:

Module Title	Action Verb	Learning Description	MLO Learning Objective
1-	1.1-		
	1.2-		
	1.3-		
2-	2.1-		
	2.2-		
	2.3-		
3-	3.1-		
	3.2		
	3.3-		

---

## Align Module Learning Objectives (Worksheet)

---

See a [SAMPLE completed worksheet- Music Appreciation Learning Objectives Worksheet \(Sample\)](#)

By the end of this module, students will be able to:

Module	MLO	Assessment	Activities/Resources/Materials
<b>Example- Music in Culture</b>	Explain why it is important to understand music as a part of its social context	by responding to <b>discussion</b> prompts related to the social context of music	<input type="checkbox"/> Reading Chapter One <input type="checkbox"/> Prompts related to the social context of music
1- Add title	1A-		
	1B		
	1C		
	cont. as needed		
2- Add title	2A		
	2B		
	2C		
	cont. as needed		
3- Add title	3A		
	3B		
	3C		
	cont. as needed		

---

## Contact & Non-Contact Hours Worksheet – Synchronous Online Course

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See a [SAMPLE](#) completed worksheet – Synchronous Online Course

*Example 1: 3-Hour Synchronous Online Course*

	<b>Synchronous Instruction &amp; Interaction (Contact Hours – 3 Required)</b>	<b>Non-Contact Hours (6 Hours Required)</b>
<b>One Week Of Synchronous Online Instruction – 2 Class Meetings</b>	Monday or Tuesday <input type="checkbox"/>  Wednesday or Thursday <input type="checkbox"/>	Tuesday – Wednesday <input type="checkbox"/>  Thursday – Sunday <input type="checkbox"/>
<b>Total Hours</b>	<u>Hours</u>	<u>Hours</u>

- This is a worksheet for a 3-hour, synchronous online course.
- Edit the worksheet as needed (For example, if you teach three days per week make the necessary changes to reflect your course schedule.)
- Review [Step 3 \(RSI\)](#) as needed to determine the types of activities considered “contact” and “non-contact” hours.

---

## Contact & Non-Contact Hours Worksheet – Asynchronous Online Course

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See a [SAMPLE](#) completed worksheet – Synchronous Online Course

	Asynchronous Instruction & Interaction (Contact Hours – 3)	Non-Contact Hours (6 Hours)
<b>A Week of Instruction for an Asynchronous Online Course</b>	Tuesday <input type="checkbox"/>	Tuesday – Wednesday <input type="checkbox"/>  Thursday – Friday <input type="checkbox"/>
	Thursday <input type="checkbox"/>	
	All Week <input type="checkbox"/>	
	Saturday-Sunday <input type="checkbox"/>	
<b>Total Hours</b>	<u>5.5 Hours</u>	<u>6 Hours</u>

- This is a worksheet for a 3-hour, asynchronous online course.
- Edit the worksheet as needed
- Review [Step 3 \(RSI\)](#) as needed to determine the types of activities considered “contact” and “non-contact” hours.



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## Course Map- 15 Module Course (Worksheet)

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[See a SAMPLE completed worksheet- Music Appreciation Course Map Worksheet \(Sample\)](#)

### Course Learning Objectives

- CLO 1:
- CLO2:
- CLO3:
- CLO4:
- CLO5:

Module Topic	Module Learning Objectives (MLO)	Activities	Assignments	Technologies & Material Citations
EXAMPLE- Module 1: <b>Music in Culture</b>	<p><b>MLO1.1:</b> Explain why it is important to understand music as a part of its social context. (CLO2,5)</p> <p><b>MLO1.2:</b> Compare the role of music in American society to its role in other cultures. (CLO2,5)</p> <p><b>MLO1.3:</b> Describe the differences among different kinds of music around the world, taking cultural context into account. (CLO2,5)</p>	<p><input type="checkbox"/> <b>Read Ch 1 (Textbook) (MLO1.1)</b></p> <p><input type="checkbox"/> <b>Video: Music from around the World (MLO1.1 - 1.3)</b></p>	<p><input type="checkbox"/> <b>Discussion: Social context (MLO1.1)</b></p> <p><input type="checkbox"/> <b>Module Quiz (MLO1.2- 1.3)</b></p> <p><input type="checkbox"/> <b>Presentation (MLO1.3)</b></p>	<p><input type="checkbox"/> <b>Presentation Rubric</b></p> <p><input type="checkbox"/> <b>Embedded YouTube video</b></p> <p><input type="checkbox"/> <b>Example presentation</b></p> <p><input type="checkbox"/> <b>Canvas Discussion</b></p> <p><input type="checkbox"/> <b>Canvas Quiz</b></p> <p><i>Textbook Citation</i></p> <p><input type="checkbox"/> <i>YouTube video Citation</i></p>
Module #1: <b>Topic goes Here</b>	<p><b>MLO1.1:</b> List the module objective with measurable action verbs (CLO 1, 2)</p> <p><b>MLO1.2:</b> List the module objective with measurable action verbs (CLO 1, 3)</p> <p><b>MLO1.3:</b> List the module objective with measurable action verbs (CLO 2)</p>	<p><input type="checkbox"/> <b>Read Ch 1 (Textbook) (MLO1.1)</b></p> <p><input type="checkbox"/> <b>Read Article (MLO1.2)</b></p> <p><input type="checkbox"/> <b>Watch video (MLO1.3)</b></p>	<p><input type="checkbox"/> <b>Discussion 1 (MLO1.1)</b></p> <p><input type="checkbox"/> <b>Assignment 1 (MLO1.2)</b></p> <p><input type="checkbox"/> <b>Quiz 1 (MLO1.1 – 1.3)</b></p> <p><input type="checkbox"/> <b>Exam 1 (MLO1.1 – 1.3)</b></p>	<p><input type="checkbox"/> <b>Canvas discussions (MLO1.1)</b></p> <p><input type="checkbox"/> <b>FlipGrid discussion (MLO1.1)</b></p> <p><input type="checkbox"/> <b>Microsoft Teams Meeting/Zoom Meeting (MLO1.3)</b></p> <p><input type="checkbox"/> <b>Canvas Assignments</b></p> <p><input type="checkbox"/> <b>Turnitin (MLO1.2)</b></p> <p><input type="checkbox"/> <b>Studio Video Lecture (MLO1.3)</b></p> <p><input type="checkbox"/> <b>YouTube Videos (MLO1.3)</b></p> <p><input type="checkbox"/> <b>PPTs (MLO1.1)</b></p>

				<input type="checkbox"/> Canvas Quiz & Honorlock (MLO1.3)  <i>Textbook Citation</i> <i>Article Citations</i> <i>Website Citations</i>
Module #2: Topic goes here	<p><b>MLO2.1:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p> <p><b>MLO2.2:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p> <p><b>MLO2.3:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p>	<input type="checkbox"/> List activities and resources (indicate MLO) <input type="checkbox"/> List activities and resources (with MLO) <input type="checkbox"/> List activities and resources (with MLO)	<input type="checkbox"/> List assessments (indicate MLO) <input type="checkbox"/> List assessments (indicate MLO) <input type="checkbox"/> List assessments (indicate MLO)	<input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO) <input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO) <input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO)
Module #3: Topic goes here	<p><b>MLO3.1:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p> <p><b>MLO3.2:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p> <p><b>MLO3.3:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p>	<input type="checkbox"/> List activities and resources (indicate MLO) <input type="checkbox"/> List activities and resources (with MLO) <input type="checkbox"/> List activities and resources (with MLO)	<input type="checkbox"/> List assessments (indicate MLO) <input type="checkbox"/> List assessments (indicate MLO) <input type="checkbox"/> List assessments (indicate MLO)	<input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO) <input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO) <input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO)
Module #4: Topic goes here	<p><b>MLO4.1:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p> <p><b>MLO4.2:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p> <p><b>MLO4.3:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p>	<input type="checkbox"/> List activities and resources (indicate MLO) <input type="checkbox"/> List activities and resources (with MLO) <input type="checkbox"/> List activities and resources (with MLO)	<input type="checkbox"/> List assessments (indicate MLO) <input type="checkbox"/> List assessments (indicate MLO) <input type="checkbox"/> List assessments (indicate MLO)	<input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO) <input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO) <input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO)

Module #5: <b>Topic goes here</b>	<p><b>MLO5.1:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p> <p><b>MLO5.2:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p> <p><b>MLO5.3:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p>	<p><input type="checkbox"/> List activities and resources (indicate MLO)</p> <p><input type="checkbox"/> List activities and resources (with MLO)</p> <p><input type="checkbox"/> List activities and resources (with MLO)</p>	<p><input type="checkbox"/> List assessments (indicate MLO)</p> <p><input type="checkbox"/> List assessments (indicate MLO)</p> <p><input type="checkbox"/> List assessments (indicate MLO)</p>	<p><input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO)</p> <p><input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO)</p> <p><input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO)</p>
Module #6: <b>Topic goes here</b>	<p><b>MLO6.1:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p> <p><b>MLO6.2:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p> <p><b>MLO6.3:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p>	<p><input type="checkbox"/> List activities and resources (indicate MLO)</p> <p><input type="checkbox"/> List activities and resources (with MLO)</p> <p><input type="checkbox"/> List activities and resources (with MLO)</p>	<p><input type="checkbox"/> List assessments (indicate MLO)</p> <p><input type="checkbox"/> List assessments (indicate MLO)</p> <p><input type="checkbox"/> List assessments (indicate MLO)</p>	<p><input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO)</p> <p><input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO)</p> <p><input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO)</p>
Module #7: <b>Topic goes here</b>	<p><b>MLO7.1:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p> <p><b>MLO7.2:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p> <p><b>MLO7.3:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p>	<p><input type="checkbox"/> List activities and resources (indicate MLO)</p> <p><input type="checkbox"/> List activities and resources (with MLO)</p> <p><input type="checkbox"/> List activities and resources (with MLO)</p>	<p><input type="checkbox"/> List assessments (indicate MLO)</p> <p><input type="checkbox"/> List assessments (indicate MLO)</p> <p><input type="checkbox"/> List assessments (indicate MLO)</p>	<p><input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO)</p> <p><input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO)</p> <p><input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO)</p>
Module #8: <b>Topic goes here</b>	<p><b>MLO8.1:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p>	<p><input type="checkbox"/> List activities and resources (indicate MLO)</p>	<p><input type="checkbox"/> List assessments (indicate MLO)</p>	<p><input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO)</p>

	<p><b>MLO8.2:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p> <p><b>MLO8.3</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> List activities and resources (with MLO)</li> <li><input type="checkbox"/> List activities and resources (with MLO)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> List assessments (indicate MLO)</li> <li><input type="checkbox"/> List assessments (indicate MLO)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO)</li> <li><input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO)</li> </ul>
Module #9: Topic goes here	<p><b>MLO8.1:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p> <p><b>MLO8.2:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p> <p><b>MLO8.3</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> List activities and resources (indicate MLO)</li> <li><input type="checkbox"/> List activities and resources (with MLO)</li> <li><input type="checkbox"/> List activities and resources (with MLO)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> List assessments (indicate MLO)</li> <li><input type="checkbox"/> List assessments (indicate MLO)</li> <li><input type="checkbox"/> List assessments (indicate MLO)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO)</li> <li><input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO)</li> <li><input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO)</li> </ul>
Module #10: Topic goes here	<p><b>MLO8.1:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p> <p><b>MLO8.2:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p> <p><b>MLO8.3</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> List activities and resources (indicate MLO)</li> <li><input type="checkbox"/> List activities and resources (with MLO)</li> <li><input type="checkbox"/> List activities and resources (with MLO)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> List assessments (indicate MLO)</li> <li><input type="checkbox"/> List assessments (indicate MLO)</li> <li><input type="checkbox"/> List assessments (indicate MLO)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO)</li> <li><input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO)</li> <li><input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO)</li> </ul>
Module #11: Topic goes here	<p><b>MLO8.1:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p> <p><b>MLO8.2:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> List activities and resources (indicate MLO)</li> <li><input type="checkbox"/> List activities and resources (with MLO)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> List assessments (indicate MLO)</li> <li><input type="checkbox"/> List assessments (indicate MLO)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO)</li> <li><input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO)</li> <li><input type="checkbox"/> Canvas elements and other technology and materials (indicate MLO)</li> </ul>

	<b>MLO8.3</b> List the module objective with measurable action verbs ( <b>Indicate CLO</b> )	<input type="checkbox"/> <b>List activities and resources (with MLO)</b>	<input type="checkbox"/> <b>List assessments (indicate MLO)</b>	
Module #12: <b>Topic goes here</b>	<b>MLO8.1:</b> List the module objective with measurable action verbs ( <b>Indicate CLO</b> ) <b>MLO8.2:</b> List the module objective with measurable action verbs ( <b>Indicate CLO</b> ) <b>MLO8.3</b> List the module objective with measurable action verbs ( <b>Indicate CLO</b> )	<input type="checkbox"/> <b>List activities and resources (indicate MLO)</b> <input type="checkbox"/> <b>List activities and resources (with MLO)</b> <input type="checkbox"/> <b>List activities and resources (with MLO)</b>	<input type="checkbox"/> <b>List assessments (indicate MLO)</b> <input type="checkbox"/> <b>List assessments (indicate MLO)</b> <input type="checkbox"/> <b>List assessments (indicate MLO)</b>	<input type="checkbox"/> <b>Canvas elements and other technology and materials (indicate MLO)</b> <input type="checkbox"/> <b>Canvas elements and other technology and materials (indicate MLO)</b> <input type="checkbox"/> <b>Canvas elements and other technology and materials (indicate MLO)</b>
Module #13: <b>Topic goes here</b>	<b>MLO8.1:</b> List the module objective with measurable action verbs ( <b>Indicate CLO</b> ) <b>MLO8.2:</b> List the module objective with measurable action verbs ( <b>Indicate CLO</b> ) <b>MLO8.3</b> List the module objective with measurable action verbs ( <b>Indicate CLO</b> )	<input type="checkbox"/> <b>List activities and resources (indicate MLO)</b> <input type="checkbox"/> <b>List activities and resources (with MLO)</b> <input type="checkbox"/> <b>List activities and resources (with MLO)</b>	<input type="checkbox"/> <b>List assessments (indicate MLO)</b> <input type="checkbox"/> <b>List assessments (indicate MLO)</b> <input type="checkbox"/> <b>List assessments (indicate MLO)</b>	<input type="checkbox"/> <b>Canvas elements and other technology and materials (indicate MLO)</b> <input type="checkbox"/> <b>Canvas elements and other technology and materials (indicate MLO)</b> <input type="checkbox"/> <b>Canvas elements and other technology and materials (indicate MLO)</b>
Module #14: <b>Topic goes here</b>	<b>MLO8.1:</b> List the module objective with measurable action verbs ( <b>Indicate CLO</b> ) <b>MLO8.2:</b> List the module objective with measurable action verbs ( <b>Indicate CLO</b> ) <b>MLO8.3</b> List the module objective with measurable action verbs ( <b>Indicate CLO</b> )	<input type="checkbox"/> <b>List activities and resources (indicate MLO)</b> <input type="checkbox"/> <b>List activities and resources (with MLO)</b> <input type="checkbox"/> <b>List activities and resources (with MLO)</b>	<input type="checkbox"/> <b>List assessments (indicate MLO)</b> <input type="checkbox"/> <b>List assessments (indicate MLO)</b> <input type="checkbox"/> <b>List assessments (indicate MLO)</b>	<input type="checkbox"/> <b>Canvas elements and other technology and materials (indicate MLO)</b> <input type="checkbox"/> <b>Canvas elements and other technology and materials (indicate MLO)</b> <input type="checkbox"/> <b>Canvas elements and other technology and materials (indicate MLO)</b>

<p>Module #15: <b>Topic goes here</b></p>	<p><b>MLO8.1:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p> <p><b>MLO8.2:</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p> <p><b>MLO8.3</b> List the module objective with measurable action verbs (<b>Indicate CLO</b>)</p>	<p><input type="checkbox"/> <b>List activities and resources (indicate MLO)</b></p> <p><input type="checkbox"/> <b>List activities and resources (with MLO)</b></p> <p><input type="checkbox"/> <b>List activities and resources (with MLO)</b></p>	<p><input type="checkbox"/> <b>List assessments (indicate MLO)</b></p> <p><input type="checkbox"/> <b>List assessments (indicate MLO)</b></p> <p><input type="checkbox"/> <b>List assessments (indicate MLO)</b></p>	<p><input type="checkbox"/> <b>Canvas elements and other technology and materials (indicate MLO)</b></p> <p><input type="checkbox"/> <b>Canvas elements and other technology and materials (indicate MLO)</b></p> <p><input type="checkbox"/> <b>Canvas elements and other technology and materials (indicate MLO)</b></p>
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## Course Map Version 2 – 16 Week Course (Template)

### Creating a Course Map

Now that we have discussed CLOs, MLOs, Bloom’s Revised Taxonomy, and learning module components it is time to create a course map.

Follow the steps below to create your course map.

#### Steps:

1. Identify the course.
2. Write course learning objectives (CLOs)
3. Identify your course modules.
4. Write module learning objectives (MLOs) for each module. (Align the MLOs with CLOs.)
5. List activities & resources.
6. List assignments/assessments.
7. Identify/indicate alignment between objectives and activities.
8. List course technologies and material citations

Now, outline your course by completing the charts below.

#### Step 1: Course Alignment for [JSU Certified Online Instructor Course – 2022/23 Course]

#### Step 2:

CLO #	COURSE LEARNING OBJECTIVES (CLOS)
CLO1	<i>Discuss the importance of course culture and communication in an online course.</i>
CLO2	<i>Create discussion boards in Canvas using the Canvas Discussion tool.</i>
CLO3	
CLO4	
CLO5	
CLO6	
CLO7	
CLO8	
CLO 9	
CLO10	
CLO11	

#### Steps 3 – 8:

Module Topic (Step 3)	Module Learning Objectives (MLO) (Step 4)	Activities (Steps 5 & 7)	Assignments (Steps 6 & 7)	Technologies & Material Citations (Step 8)
<b>Module #1:</b> <i>Course Culture, Communication, &amp; Facilitating Discussions</i>	<p><b>MLO1.1:</b> <i>Identify the steps to create a course culture. (CLO 1)</i></p> <p><b>MLO1.2:</b> <i>Identify the components and steps of a course communication plan (CLO 1)</i></p> <p><b>MLO1.3:</b> <i>Identify tips and strategies to facilitate</i></p>	<ul style="list-style-type: none"> <li>• <i>Benchmark 1 lesson (CLO 1; MLO1.1)</i></li> <li>• <i>Benchmark 2 lesson. (CLO 1; MLO1.2)</i></li> <li>• <i>Benchmark 3 lesson (MLO1.3)</i></li> <li>• <i>Read tutorials and instructions to complete the assignments</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Benchmark 1 lesson quiz. (CLO 1; MLO1.1)</i></li> <li>• <i>Benchmark 2 lesson quiz (MLO1.2)</i></li> <li>• <i>Benchmark 3 lesson quiz (CLO 1; MLO1.3)</i></li> <li>• <i>Add a profile picture to your Canvas</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Rise 360 Lessons (CLO 1 &amp; 2; MLO 1.1 – 1.3)</i></li> <li>• <i>Canvas Assignments ((CLO 1 &amp; 2; MLO 1.4-1.7)</i></li> <li>• <i>Canvas discussion prompt (CLO 1 &amp; 2; MLO1.7)</i></li> <li>• <i>Canvas Videos (CLO 1 &amp; 2; MLO1.1-1.7)</i></li> <li>• <i>Canvas User Guides (CLO 1 &amp; 2; MLO1.1-1.7)</i></li> <li>• <i>Instructions for discussion assignment (CLO 1 &amp; 2; MLO 1.7)</i></li> </ul>

	<p>discussions (CLO 2)</p> <p><b>MLO1.4:</b> Add a profile picture to your Canvas account. (CLO 1)</p> <p><b>MLO1.5:</b> Create a 'Student Café' discussion board. (CLO 2)</p> <p><b>MLO1.6:</b> Create a graded discussion with a rubric in Canvas. (CLO 2)</p> <p><b>MLO1.7:</b> Discuss how you would use discussions in your online course. (CLO 2)</p>	(MLO1.4- MLO1.7)	<p>Account (CLO 1; MLO1.4)</p> <ul style="list-style-type: none"> <li>• Create a 'Student Café' discussion board. (CLO 2; MLO1.5)</li> <li>• Create a graded threaded discussion with a rubric in Canvas. (CLO 2; MLO1.6)</li> <li>• Participate in discussion board forum about 'discussions.' (CLO 2; MLO1.7)</li> </ul>	
<b>Module #2:</b>	MLO2.1 MLO2.2: MLO2.3:	•	•	•
<b>Module #3:</b>	MLO3.1 MLO3.2: MLO3.3:	•	•	•
<b>Module #4:</b>	MLO4.1: MLO4.2: MLO4.3:	•	•	•
<b>Module #5:</b>	MLO5.1: MLO5.2: MLO5.3:	•	•	•
<b>Module #6:</b>	MLO6.1: MLO6.2: MLO6.3: MLO6.4:	•	•	•
<b>Module #7:</b>	MLO7.1: MLO7.2:	•	•	•
<b>Module #8:</b>	MLO8.1: MLO8.2:	•	•	•
<b>Module #9:</b>	MLO9.1: MLO9.2: MLO9.3:	•	•	•
<b>Module #10:</b>	MLO 10.1: MLO 10.2: MLO 10.3:	•	•	•



<b>Module #11:</b>	<b>MLO 11.1: MLO 11.2: MLO 11.3:</b>	•	•	•
<b>Module #12:</b>	<b>MLO 12.1: MLO 12.2: MLO 12.3:</b>	•	•	•
<b>Module #13:</b>	<b>MLO 13.1: MLO 13.2: MLO 13.3:</b>	•	•	•
<b>Module #14:</b>	<b>MLO 14.1: MLO 14.2: MLO 14.3:</b>	•	•	•
<b>Module #15</b>	<b>MLO 15.1: MLO 15.2: MLO 15.3:</b>	•	•	•
<b>Module #16</b>	<b>MLO 16.1: MLO 16.2: MLO 16.3:</b>	•	•	•

## APPENDIX B- Worksheet Samples

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### SAMPLE- Learning Objectives Worksheet (CLO- Music Appreciation)

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By the end of this course, students will be able to:

<b>CLO</b>	<b>Action Verb</b>	<b>Learning Description</b>
<b>1</b>	Analyze	the characteristics of music through active listening.
<b>2</b>	Describe	the syntax and structure of music and how its relationship to cultures.
<b>3</b>	Define, explain, and identify	the basic elements of music: melody, harmony, rhythm, musical form, texture, etc.
<b>4</b>	Identify	musical instruments and ensembles by a set of aural, visual, and other properties.
<b>5</b>	Compare and contrast	the differences in artistic style and culture of the Medieval, Renaissance, Baroque, Classical, Romantic, and Modern eras (Western Style Periods).

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## SAMPLE- Learning Objectives Worksheet (MLO- Music Appreciation Learning)

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### Course Learning Objectives

- CLO 1: Analyze the characteristics of music through active listening.
- CLO2: Describe the syntax and structure of music and how it relates to culture.
- CLO3: Define, explain, and identify the basic elements of music: melody, harmony, rhythm, musical form, texture, etc.
- CLO4: Identify musical instruments and ensembles by a set of aural, visual, and other properties.
- CLO5: Compare and contrast the differences in artistic style and culture of the Medieval, Renaissance, Baroque, Classical, Romantic, and Modern eras (Western Style Periods).

By the end of this module, students will be able to:

Module	Action Verb	Learning Description	Learning Objective
<b>1- Music in Culture</b>	1.1- Explain	why it is important to understand music as a part of its social context	Explain why it is important to understand music as a part of its social context. (CLO 2,5)
	1.2- Compare	the role of music in American society to its role in other cultures	Compare the role of music in American society to its role in other cultures. (CLO 2,5)
	1.3- Describe	the differences among different kinds of music around the world, taking cultural context into account	Describe the differences among different kinds of music around the world, taking cultural context into account. (CLO 2,5)
<b>2- Music Elements</b>	2.1- Define	"music"	Define "music." (CLO 3)
	2.2- Recognize and define	the different elements of music, including melody, pitch, rhythm, tempo, and harmony	Recognize and define the different elements of music, including melody, pitch, rhythm, tempo, and harmony (CLO 3)
	2.3- Identify	the groups of instruments as well as the individual instruments that make up an orchestra	Identify the groups of instruments as well as the individual instruments that make up an orchestra (CLO 4)
<b>3- Listening to Music</b>	3.1- Define	the Types of Listening and discuss the implications to one's musical consumption	Define the Types of Listening and discuss the implications to one's musical consumption. (CLO 1)
	3.2- Practice and experience	Active Listening	Practice and experience Active Listening. (CLO 1)
	3.3- Describe and discuss	specified musical traits	Describe and discuss specified musical traits. (CLO 1)

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## SAMPLE- Align Module Learning Objectives Worksheet (MLO- Music Appreciation)

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### Course Learning Objectives

- CLO 1: Analyze the characteristics of music through active listening.
- CLO2: Describe the syntax and structure of music and how it relates to culture.
- CLO3: Define, explain, and identify the basic elements of music: melody, harmony, rhythm, musical form, texture, etc.
- CLO4: Identify musical instruments and ensembles by a set of aural, visual, and other properties.
- CLO5: Compare and contrast the differences in artistic style and culture of the Medieval, Renaissance, Baroque, Classical, Romantic, and Modern eras (Western Style Periods).

Module	MLO	Assessment	Activities/Resources/Materials
1- Music in Culture	1.1- Explain why it is important to understand music as a part of its social context	Discussion prompts related to the social context of music.	Reading: Chapter 1, <i>Music Appreciation</i> YouTube Video: <i>Music from around the World</i>
	1.2- Compare the role of music in American society to its role in other cultures	Quiz questions related to the role of music in the US and abroad.	Reading: Chapter 1, <i>Music Appreciation</i> YouTube Video: <i>Music from around the World</i>
	1.3- Describe the differences among different kinds of music around the world, taking cultural context into account	Presentation which highlights three assigned music types from around the world.	Reading: Chapter 1, <i>Music Appreciation</i> YouTube Video: <i>Music from around the World</i> Presentation rubric Example presentation
2- Elements of Music	2.1- Define “music”	Discussion regarding personal and quantitative definitions of the word “music.”	Reading: Chapter 2, <i>Music Appreciation</i> Instructor Video: <i>Definitions of Music</i>
	2.2- Recognize different elements of music, including melody, pitch, rhythm, tempo, and harmony	Multiple-choice quiz which includes examples of musical elements topics.	Reading: Chapter 2, <i>Music Appreciation</i> Video examples from text Practice Quiz

	2.3- Identify the different elements of music, including melody, pitch, rhythm, tempo, and harmony	by marking instruments and groups on a video assignment (FlipGrid).	Reading: Chapter 2, <i>Music Appreciation</i> Video examples from text Sample assignment
3- Listening to Music	3.1- Define the Types of Listening and discuss the implications to one's musical consumption	Discussion regarding the types of listening and personal listening habits.	Reading: Chapter 3, <i>Music Appreciation</i> Instructor example post
	3.2- Practice and experience Active Listening	Write an analysis of three music examples for specified musical traits.	Reading: Chapter 3, <i>Music Appreciation</i> List of music examples to choose from with a short annotation Instructor overview video Sample assignment Rubric for assignment
	3.3- Describe and discuss specified musical traits	Present analysis of a personally chosen piece of music.	Reading: Chapter 3, <i>Music Appreciation</i> Video examples from text Instructor overview video Sample assignment Rubric for assignment

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## SAMPLE – Contact/Non-Contact Teaching Schedule for Synchronous Online Course

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A week of instructional activities within a 3-hr synchronous course.

Example 1	Synchronous Instruction & Interaction (Contact Hours – 3 Required)	Non-Contact Hours (6 Hours – Required)
<b>One Week of Instruction – 3 hr synchronous online course</b>	Tuesday <ul style="list-style-type: none"> <li><input type="checkbox"/> Synchronous Teams Meeting (1 hour)</li> <li><input type="checkbox"/> Guided live student group chat (Teams) – (30 minutes)</li> </ul> Wednesday <ul style="list-style-type: none"> <li><input type="checkbox"/> Required live check-in office hours (1 hour)</li> </ul> Thursday <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch and discuss YouTube video together (1 hour)</li> </ul>	Tuesday – Wednesday <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading textbook (2 hours)</li> <li><input type="checkbox"/> Reading articles (2 hours)</li> <li><input type="checkbox"/> Practice Quiz (30 minutes)</li> </ul> Thursday – Sunday <ul style="list-style-type: none"> <li><input type="checkbox"/> Asynchronous Class Discussion (Discussion Board Assignment) - (1 hour)</li> <li><input type="checkbox"/> Chapter Quiz – (1 hour)</li> </ul>
<b>Total Hours</b>	<u>3.5 Hours</u>	<u>6.5 Hours</u>

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**SAMPLE – Contact/Non-Contact Teaching Schedule for Asynchronous Online Course**

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A week of instructional activities within a 3-hr asynchronous course.

<b>Example 2</b>	<b>Asynchronous Instruction &amp; Interaction (Contact Hours – 3)</b>	<b>Non-Contact Hours (6 Hours)</b>
<b>A Week of Instruction for an Asynchronous Online Course.</b>	Tuesday <input type="checkbox"/> Lecture Capture Videos (30 minutes)  Thursday <input type="checkbox"/> Lecture Capture Videos (30 minutes)  All Week <input type="checkbox"/> Moderating Asynchronous Online Discussion Board Assignment – (1 hour) <input type="checkbox"/> Grade Discussion Board Submissions (1 hour) <input type="checkbox"/> Grade Case Study Assignment (1 hour)	Tuesday – Wednesday <input type="checkbox"/> Reading textbook and answer chapter questions (2 hours) <input type="checkbox"/> Reading a research article (1 hour)  Thursday – Friday <input type="checkbox"/> Discussion board participation (1.5 hours) <input type="checkbox"/> Case Study Assignment (1.5 hours)
<b>Total Hours</b>	<u>4 Hours</u>	<u>6 Hours</u>

## SAMPLE- Course Map (Music Appreciation Course)

- CLO 1: Analyze the characteristics of music through active listening.
- CLO2: Describe the syntax and structure of music and how it relates to culture.
- CLO3: Define, explain, and identify the basic elements of music: melody, harmony, rhythm, musical form, texture, etc.
- CLO4: Identify musical instruments and ensembles by a set of aural, visual, and other properties.
- CLO5: Compare and contrast the differences in artistic style and culture of the Medieval, Renaissance, Baroque, Classical, Romantic, and Modern eras (Western Style Periods).

Module Topic	Module Learning Objectives (MLO)	Activities	Assignments	Technologies & Material Citations
Module #1: <b>Music in Culture</b>	<p><b>MLO1.1:</b> Explain why it is important to understand music as a part of its social context. (CLO2,5)</p> <p><b>MLO1.2:</b> Compare the role of music in American society to its role in other cultures. (CLO2,5)</p> <p><b>MLO1.3:</b> Describe the differences among different kinds of music around the world, taking cultural context into account. (CLO2,5)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Ch 1 (Textbook) (MLO1.1)</li> <li><input type="checkbox"/> Video: Music from around the World (MLO1.1 - 1.3)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discussion: Social context (MLO1.1)</li> <li><input type="checkbox"/> Module Quiz (MLO1.2-1.3)</li> <li><input type="checkbox"/> Presentation (MLO1.3)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presentation Rubric</li> <li><input type="checkbox"/> Embedded YouTube video</li> <li><input type="checkbox"/> Example presentation</li> <li><input type="checkbox"/> Canvas Discussion</li> <li><input type="checkbox"/> Canvas Quiz</li> </ul> <p><i>Textbook Citation</i></p> <p><i>YouTube video Citation</i></p>
Module #2: <b>Elements of Music</b>	<p><b>MLO2.1:</b> Define “music.” (CLO 3)</p> <p><b>MLO2.2:</b> Recognize and define the different elements of music, including melody, pitch, rhythm, tempo, and harmony (CLO3)</p> <p><b>MLO2.3:</b> Identify the different elements of music, including melody, pitch, rhythm, tempo, and harmony. (CLO4)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Ch 2 (Textbook) (MLO2.1-2.3)</li> <li><input type="checkbox"/> Instructor video #2 (MLO2.1)</li> <li><input type="checkbox"/> Text videos #15-20 (MLO2.2-2.3)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discussion: Define Music (MLO2.1)</li> <li><input type="checkbox"/> Module Quiz (MLO2.2-2.3)</li> <li><input type="checkbox"/> FlipGrid Assignment (MLO2.3)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Embedded Text videos</li> <li><input type="checkbox"/> Embedded Instructor video</li> <li><input type="checkbox"/> Canvas Discussion</li> <li><input type="checkbox"/> Canvas Quiz</li> <li><input type="checkbox"/> Canvas Practice Quiz</li> <li><input type="checkbox"/> FlipGrid instructions and sample</li> </ul> <p><i>Textbook Citation</i></p>
Module #3: <b>Listening to Music</b>	<p><b>MLO3.1:</b> Define the Types of Listening and discuss the implications to one’s musical consumption. (CLO 1)</p> <p><b>MLO3.2:</b> Practice and experience Active Listening. (CLO 1)</p> <p><b>MLO3.3:</b> Describe and discuss specified musical traits. (CLO 1)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Ch 1 (Textbook) (MLO3.1-3.3)</li> <li><input type="checkbox"/> Music Example List (MLO3.2)</li> <li><input type="checkbox"/> Instructor Video #3 (MLO3.2)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discussion: Define Music (MLO3.1)</li> <li><input type="checkbox"/> Analysis Assignment A (MLO3.2-3.3)</li> <li><input type="checkbox"/> Analysis Assignment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assignment A and B Rubric</li> <li><input type="checkbox"/> Embedded Instructor videos</li> <li><input type="checkbox"/> Canvas Discussion</li> </ul> <p><i>Textbook Citation</i></p>



		<input type="checkbox"/> Instructor Video #4 (MLO3.3)	B (MLO3.2- 3.3)	
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## APPENDIX C: Course Review Rubric

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### Course Review Rubric

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Instructional Designers will use the [JSU Online Course Review Rubric](#) to review your course according to widely accepted best practices in online course design and teaching online. The rubric has been provided for instructor reference only. Instructors do not need to use this instrument.

The JSU Online Course Review Rubric was created using both the [Quality Matters \(QM\) Rubric](#) and the [OSCQR – SUNY Online Course Quality Review Rubric](#). This rubric is used by instructional designers with Online@JSU during the course review process. For instructors, the rubric is available for reference purposes.

## More Resources

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### Step 1- [Learning Objectives](#)

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- [Writing Learning Objectives – Charlotte \(The Center for Teaching and Learning\)](#)
- [Writing SMART Learning Objectives](#)
- [Bloom’s Revised Taxonomy](#)
- [Bloom’s Action Verbs](#)
- [A Self-Directed Guide to Designing Courses for Significant Learning by Dee Fink](#)
- [Fink’s Significant Learning Outcomes](#)
- [Understanding by Design \(Wiggins & McTighe\) – Vanderbilt – Center for Teaching](#)
- [Universal Design for Learning \(UDL\)](#)

### Step 2- [Assessment and Learning Activities](#)

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#### Alignment Resources

To learn more about assignment alignment, visit this website:

<http://www.jsu.edu/online/faculty/coursedesign.html>

#### Assessment Development

- 6 Tips for Creating Powerful Assessments for Your Students - <https://www.gettingsmart.com/2017/05/27/6-tips-for-creating-powerful-assessments-for-your-students/>
- Difference between Formative & Summative Assessment - <https://www.cmu.edu/teaching/assessment/basics/formative-summative.html>
- Types of Formative & Summative Assessments - <https://poorvucenter.yale.edu/Formative-Summative-Assessments>
- Creating & Using Rubrics - <https://poorvucenter.yale.edu/Rubrics>
- Types of Rubrics - <https://examples.yourdictionary.com/simple-rubric-examples-for-teachers.html>

#### Activity Development

OER

- [OER LibGuide at JSU](#) (Great Starting Point!)
- [OER Repositories](#)

#### Writing instructions

- 4 Tips for Writing Good Online Assignment Instructions - <https://todayslearner.cengage.com/writing-good-online-assignment-instructions/>
- Attributes of Well-Written Assignment Instructions - <https://resilienteducator.com/instructional-design/attributes-of-well-written-assignment-instructions/>

#### Different types of resources

- Houston Cole Library - <https://www.jsu.edu/library/index.html>
- Subject LibGuides - <https://libguides.jsu.edu/>
- Houston Cole Library Services - <https://www.jsu.edu/library/services/index.html>
- TED Talks - <https://www.ted.com/talks>

#### Bloom's Matrix

- [Bloom's Assessment and Activities Matrix - Conventional](#)
- [Bloom Assessments and Activities Matrix – Expanded](#)
- [Bloom's – More Verbs](#)
- [Bloom's – More Assessments and Activities](#)

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### Step 3- Regular & Substantive Interaction (RSI)

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- [Regular & Substantive Interaction – SUNY](#)
- [Regular and Substantive Interaction – Background: Definitions of Distance Education and Correspondence Courses – SUNY Empire State College](#)
- [Distance Education Fact Sheet – U.S. Department of Education](#)
- [Distance Education Full Draft Regulations – U.S. Department of Education](#)
- [Analyzing ED's New Distance Education Rule – Webinar \(91 Minutes\)](#)

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### Step 4- Course Map

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- [The Online Course Mapping Guide](#)
- [Why Map Your Course?](#)
- Canva - <https://www.canva.com/>

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### Step 5- Course Development

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- Canvas Tutorials
  - [The Effective Online Course Syllabus \(by JSU\)](#)
  - [Online@JSU Canvas Tutorial Videos](#)
  - [Canvas Build Party \(Recorded Teams Workshop\)](#)

- [Canvas Basics – Creating Modules & Accessible Content](#)
- [Canvas Assignments, Discussions, & Quizzes](#)
- [Best Practices in Communicating with Students Online](#)
- [DesignPLUS by CIDI Labs \(Formerly CIDI Tools\)](#)
- [Accessibility – What is it and how do you do it](#)
- Other JSU Info
  - [Faculty Commons at Jacksonville State University](#)
  - [Online Teaching & Learning Central \(JSU – Online@JSU\)](#)
  - [Professional Development and Services \(JSU – Online@JSU\)](#)
- Subject Matter Experts (SMEs) and Instructional Designers (IDs)
  - [https://www.jsu.edu/online/faculty/sme\\_id.html](https://www.jsu.edu/online/faculty/sme_id.html)

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## Step 6: Standard Canvas Course Templates Package

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- Preview the template at this web address: <https://jsu.instructure.com/courses/42421>
- You can import the course package template from Canvas Commons into your Canvas course. It is titled “General Course Package or Template.”

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## Bloom Assessments and Activities Matrix (Conventional)

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Bloom's Revised Taxonomy			
Level	Action Verbs	Assessments/Activities	Example
I. Remembering	Define, Identify, List, Match, Memorize	Quiz, Discussion Post, Worksheet, Notecards	Quiz question- "Which of the following instruments belong to the 'brass family'?"
II. Understanding	Differentiate, Estimate, Discuss, Compare/Contrast, Summarize	Quiz, Discussion Post, Worksheet, Short Essay	Quiz question- "What are notable differences between brass instruments and woodwind instruments?"
III. Applying	Write, Construct, Determine, Develop, Interpret	Essay, Annotated Bib, Outline, Read/Response, Case Study	Annotated Bib- Find and annotate three journal articles related to the evolution of the brass section in a modern orchestra.
IV. Analyzing	Analyze, Criticize, Deduce, Estimate, Evaluate	Essay, Compare/Contrast, Report, Read/Response, Teach	Report- Attend a live concert. Using the attached prompts, write a report on the performance.
V. Evaluating	Assess, Critique, Evaluate, Justify, Rate	Case Study, Essay, Review, Report, Read/Response	Review- Listen to the recordings of three ensembles performing Mozart's <i>Eine Kleine Nachtmusik</i> . Using the attached criteria, write an evaluation of which performance best represents the Classical Style.
VI. Creating	Create, Collaborate, Write, Revise, Solve	Original Work, Implementation, Model, Performance	Choose a piece of music to perform on the ukulele. Include in your performance an chord and form analysis and description of the piece you have chosen

*Adapted from Anderson, L. W., & Krathwohl, D. R. (2001). [A taxonomy for learning, teaching, and assessing, Abridged Edition](#). Boston, MA: Allyn and Bacon, and [Northeastern University](#).*

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## Bloom Assessments and Activities Matrix (Expanded)

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Bloom's Revised Taxonomy			
Level	Action Verbs	Assessments/Activities	Example
<b>I. Remembering</b>	Locate, Reproduce, Recite, Tabulate, Tell	Video Recitation/Description, Video/Image Annotation, Word Game, Sketch	For the given brass instruments, draw a 'stick-figure' version of that instrument.
<b>II. Understanding</b>	Judge, Paraphrase, Trace, Transform, Translate	Video Recitation/Description, Video/Image Annotation, Word Game, Sketch	In a FlipGrid video, explain to a family member/friend how to recognize the trombone by sight and sound.
<b>III. Applying</b>	Choose, Dramatize, Manipulate, Recommend, Simulate	Infographic, Teach, Diagram/Chart/Map	Case Study- A friend asks you whether they should hire a brass quintet or a string orchestra quartet for their wedding. What is your recommendation?
<b>IV. Analyzing</b>	Appraise, Devise, Diagram, Calculate, Illustrate	Infographic, Journal, Teach, SWOT, Editorial	Case Study- A friend wants to hire a brass quintet for their wedding and has received demo recordings and quotes from three groups. Based on the attached criteria, make a recommendation for which group to hire.
<b>V. Evaluating</b>	Critique, Predict, Editorialize, Judge, Grade	Editorial, Review, Report, Survey, Case Study	Using the attached criteria as well as what you would like to add personally, write Music Review of a self-chosen piece of music. Write the review with a particular medium in mind (blog, newspaper, podcast, etc.).
<b>VI. Creating</b>	Hypothesize, Modify, Role-play, Revise, Compose	Original Work, Implementation, Model, Performance	Compose and perform a three-verse Country Blues song.

*Adapted from Anderson, L. W., & Krathwohl, D. R. (2001). [A taxonomy for learning, teaching, and assessing, Abridged Edition](#). Boston, MA: Allyn and Bacon, and [Northeastern University](#).*

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## Bloom More Verbs

	<b>Knowledge</b>	<b>Understanding</b>	<b>Application</b>	<b>Analysis</b>	<b>Evaluation</b>	<b>Creation</b>
<b>Verbs</b>	Arrange	Defend	Apply	Analyze	Arrange	Appraise
	Define	Describe	Choose	Appraise	Assemble	Access
	Duplicate	Discuss	Demonstrate	Calculate	Collect	Argue
	Identify	Distinguish	Dramatize	Categorize	Combine	Attach
	Label	Explain	Draw	Classify	Compose	Choose
	List	Express	Employ	Compare	Construct	Compare
	Memorize	Extend	Generalize	Contrast	Create	Consider
	Name	Identify	Illustrate	Criticize	Design	Critique
	Recognize	Illustrate	Interpret	Differentiate	Develop	Criticize
	Order	Indicate	Operate	Discriminate	Formulate	Estimate
	Relate	Interpret	Organize	Distinguish	Hypothesize	Evaluate
	Recall	Interrelate	Paint	Examine	Invent	Judge
	Repeat	Locate	Practice	Experiment	Manage	Predict
	Reproduce	Match	Prepare	Infer	Organize	Rate
	Select	Paraphrase	Produce	Point out	Originate	Recommend
	State	Observe	Schedule	Prioritize	Plan	Relate
		Recognize	Sketch	Question	Prepare	Select
		Report	Solve	Select	Propose	Support
		Research	Use	Subdivide	Set up	Value
		Restate	Write	Teach	Write	Weigh
	Rewrite			Appraise		
	Review			Access		
	Summarize			Argue		
	Translate			Attach		
				Choose		
				Compare		
				Consider		
				Critique		
				Criticize		
				Estimate		
				Evaluate		



					Judge	
					Predict	
					Rate	
					Recommend	
					Relate	
					Select	
					Support	
					Value	
					Weigh	

## Bloom More Assessments, and Activities

Assessments and Activities	Knowledge	Understanding	Application	Analysis	Evaluation	Creation
	Ask	Construct	Construct	Advertise	Combine	Choose
	Discover	Experiment	Experiment	Categorize	Compose	Debate
	Identify	Interview	Interview	Classify	Estimate	Decide
	Listen	List	List	Compare	Hypothesis	Discuss
	Locate	Manipulate	Manipulate	Contrast	Imagine	Editorialize
	Match	Paint	Paint	Dissect	Infer	Evaluate
	Observe	Record	Record	Separate	Invest	Judge
	Research	Report	Report	Survey	Predict	Recommend
	Book	Stimulate	Stimulate	Chart	Produce	
	Diagram	Films	Films	Commercial	Role - play	
	Events	Book	Book	Diagram	Write	
	Films	Book	Book	Graph	Conclusion	
	Filmstrips	Diagram	Diagram	Questionnaire	Court trial	
	People	Filmstrips	Filmstrips	Report	Group discussion	
	Plays	People	People	Survey	Letter	
	Magazines	Plays	Plays		News item	
	Model	Magazines	Magazines		Panel	
	Newspapers	Model	Model		Recommendation	
	Radio	Newspapers	Newspapers		Self-evaluation	
	Recordings	Radio	Radio		Survey	
	Story	Recordings	Recordings		Valuing	
	Summary	Story	Story		Advertisement	
	Television	Summary	Summary		Alternative Action	
Text reading	Television	Television		Cartoon		
Videos		Text reading		Experiment		
		Videos		Game		
		Collection		Invention		
		Diagram		Magazine		
		Diary		News article		
		Diorama		Play		
		Drama		Poem		

		Forecast		Product	
		Illustration		Puppet show	
		Map		Recipe	
		Mobile		Set of Rules	
		Model		Set of Standards	
		Paint		Song	
		Photographs		Story	
		Puzzle		Structure	
		Scrapbook		Television, radio show	
		Sculpture			
		Stitchery			

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## Online Course Review & Certification Rubric/Instrument

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During the review process, objectives within each section will be evaluated for level of completeness. The following scale will be applied to each objective within each section:

- Sufficiently Present = 3 points
- Minor Revision = 2 points
- Moderate Revision = 1 point
- Major Revision = 0 points
- Not Applicable = 3 points

### Certification

To pass a review and earn certification, an online course must earn a level of “sufficiently present” for almost all objectives. A total of 127/150 points must be earned.

Section	Points Possible	Points Earned
1. Course Overview and Introduction	36	/36
2. Learning Objectives	15	/15
3. Assessment and Measurement	18	/18
4. Instructional Materials	18	/18
5. Learning Activities and Learner Interaction	21	/21
6. Design and Layout	15	/15
7. Course Technology	9	/9
8. Accessibility and Mobile Compatibility	18	/18
<b>TOTAL</b>	<b>150</b>	<b>/150</b>

### Certification Rating Scale

- Met (Certified) = 127-150 (85%)
- Not Yet Met = 105-126 (70% to 84%)
- Incomplete = 0-104 (0% to 69%)

During a course review, three conditions must be “met” in order for a course to receive a certification.calc

1. Any item marked "moderate" or "major" must be revised.
2. All "Essential Standards" must be rated as "Minor Revision" or "Sufficiently Present."
3. All "Alignment Standards" must be rated as "Minor Revision" or "Sufficiently Present."

Section 1: Course Overview and Introduction

Objective	Standard	Resource/Source
1	Instructions make clear how to get started and where to find various course components. (Orientation/Get Started/Start Here content is available.)	Aligns with Quality Matters, 7th Edition, 1.1. <b><i>This is an Essential Standard.</i></b>
2	Learners are introduced to the purpose and structure of the course.	Aligns with Quality Matters, 7th Edition, 1.2. <b><i>This is an Essential Standard.</i></b>
3	Communication expectations for online discussions, email, and other forms of interaction are clearly stated. <ul style="list-style-type: none"> <li>• <b><i>Substantive Interaction: Assess or provide feedback on student's coursework</i></b></li> <li>• <b><i>Regular Interaction</i></b></li> </ul>	Aligns with Quality Matters, 7th Edition, 1.3.
4	Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided	Aligns with Quality Matters, 7th Edition, 1.4.
5	Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	Aligns with Quality Matters, 7th Edition, 1.5.
6	Technical skills and digital information literacy skills expected of the learner are clearly stated.	Aligns with QM, 7th Edition, 1.6.
7	Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	Aligns with QM, 7th Edition, 1.7.
8	The self-introduction by the instructor is professional and is available online.	Aligns with QM, 7th Edition, 1.8.
9	Learners have the opportunity to introduce themselves.	Aligns with QM, 7th Edition, 1.9.
10	A printable syllabus and course calendar is available.	<a href="#">Aligns with OSCQR standard 4.</a>
11	Course information states the course delivery format: face-to-face, hybrid, online-synchronous, or online-asynchronous.	<a href="#">Aligns with OSCQR standard 7.</a>
12	Information or links to learner support services are available. (Tutoring, student services, academic services, writing center, etc.)	<a href="#">Aligns with OSCQR standard 6.</a>

Section 2: Learning Objectives

Objective	Standard	Resource/Source
1	The course learning objectives describe outcomes that are measurable.	Aligns with Quality Matters, 7th Edition, 2.1. <b><i>This is an Essential Standard. This is also an Alignment Standard.</i></b>
2	The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	Aligns with Quality Matters, 7th Edition, 2.2. <b><i>This is an Essential Standard. This is also an Alignment Standard.</i></b>
3	Learning objectives are stated clearly, are learner-centered, and are prominently located in the course.	Aligns with Quality Matters, 7th Edition, 2.3. <b><i>This is an Essential Standard.</i></b>
4	The relationship between learning objectives, learning activities, and assessments is made clear.	Aligns with Quality Matters, 7th Edition, 2.4. <b><i>This is an Essential Standard.</i></b>
5	The learning objectives are suited to and reflect the level of the course.	Aligns with Quality Matters, 7th Edition, 2.5. <b><i>This is an Essential Standard.</i></b>

Section 3; Assessment and Measurement

Objective	Standard	Resource/Source
1	The assessments measure the achievement of the stated learning objectives.	Aligns with Quality Matters, 7th Edition, 3.1. <b><i>This is an Essential Standard. This is also an Alignment Standard.</i></b>
2	The course grading policy is stated clearly, available at the beginning of the course, and consistent throughout the course site.	Aligns with Quality Matters, 7th Edition, 3.2. <b><i>This is an Essential Standard.</i></b>
3	Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.	Aligns with Quality Matters, 7th Edition, 3.3. <b><i>This is an Essential Standard.</i></b>
4	The course includes multiple types of assessments that are sequenced and suited to the level of the course.	Aligns with Quality Matters, 7th Edition, 3.4.

5	The types and timing of assessments provide learners with multiple opportunities to track their learning progress with timely feedback.	Aligns with Quality Matters, 7th Edition, 3.5.
6	Learners have easy access to a well-designed and up-to-date gradebook.	<a href="#">Aligned to OSCQR Standard 49.</a>

#### Section 4: Instructional Materials

Objective	Standard	Resource/Source
<b>1</b>	The instructional materials contribute to the achievement of the stated learning objectives or competencies.	Aligns with Quality Matters, 7th Edition, 4.1. <b><i>This is an Essential Standard. This is also an Alignment Standard.</i></b>
<b>2</b>	The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	Aligns with Quality Matters, 7th Edition, 4.2. <b><i>This is an Essential Standard.</i></b>
<b>3</b>	The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials	Aligns with Quality Matters, 7th Edition, 4.3. <b><i>This is an Essential Standard.</i></b>
<b>4</b>	The instructional materials represent up-to-date theory and practice in the discipline.	Aligns with Quality Matters, 7th Edition, 4.4. <b><i>This is an Essential Standard.</i></b>
5	Course offers access to a variety of engaging resources to present content, support learning and collaboration, and facilitate regular and substantive interaction with the instructor. • <b><i>Substantive Interaction: Facilitate a group discussion regarding the content of a course or competency.</i></b>	<a href="#">Aligns with OSCQR Standard 29</a>
6	Course materials and resources include copyright and licensing status where applicable	<a href="#">Aligns with OSCQR Standard 33</a>

Section 5: Learning Activities and Learner Interaction

Objective	Standard	Resources/Source
1	The learning activities help learners achieve the stated objectives or competencies	Aligns with Quality Matters 7th Ed., Standard 5.1. <b><i>This is an essential standard. This is also an alignment standard.</i></b>
2	Learning activities provide opportunities for interaction that support active learning. • <b><i>Substantive Interaction: Provide direct instruction</i></b>	Aligns with Quality Matters 7th Ed., Standard 5.2. <b><i>This is an essential standard.</i></b>
3	The instructor’s plan for regular interaction with learners in substantive ways during the course is clearly stated. • <b><i>Substantive Interaction: Provide information or respond to questions about the content of a course or competency.</i></b>	Aligns with Quality Matters 7th Ed., Standard 5.3. <b><i>This is an essential standard.</i></b>
4	The requirements for learner interaction are clearly stated.	Aligns with Quality Matters 7th Ed., Standard 5.4. <b><i>This is an essential standard.</i></b>
5	Learners have an opportunity to get to know the instructor. • <b><i>Regular and substantive Interaction</i></b>	<a href="#">Aligns with OSCQR Standard 40.</a>
6	Course provides activities for learners to develop higher order thinking and problem-solving skills, such as critical reflection and analysis. • <b><i>Substantive Interaction: Provide direct instruction</i></b> • <b><i>Regular Interaction</i></b>	<a href="#">Aligned with OSCQR Standard 30.</a>
7	Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities. • <b><i>Substantive Interaction: Provide direct instruction</i></b> • <b><i>Regular Interaction</i></b>	<a href="#">Aligned with OSCQR Standard 31.</a>



Section 6: Design and Layout

Objective	Standard	Resource/Source
1	Course navigation facilitates ease of use.	Aligns with QM Rubric 7th Edition - Specific Review Standard 8.1 - <b><i>This is an Essential Standard.</i></b>
2	The course design facilitates readability.	Aligns with QM Rubric 7th Edition - Specific Review Standard 8.2. - <b><i>This is an Essential Standard.</i></b>
3	Large blocks of information are divided into manageable sections with ample white space around and between the blocks.	<a href="https://oscqr.suny.edu/standards17/">https://oscqr.suny.edu/standards17/</a>
4	Instructions are provided and well written.	<a href="https://oscqr.suny.edu/standards19/">https://oscqr.suny.edu/standards19/</a>
5	Canvas Pages are used where appropriate rather than direct uploads of files (PDFs, WORD documents, PPT, etc.)	<a href="https://oscqr.suny.edu/standards34/">https://oscqr.suny.edu/standards34/</a>

Section 7: Course Technology

Objective	Standard	Resource/Source
1	The tools used in the course support the learning objectives or competencies.	Aligned with Quality Matters Rubric, 7th ed, 6.1. <b><i>This is an Essential Standard. This is an Alignment Standard as well.</i></b>
2	Course tools promote learner engagement and active learning.	Aligned with Quality Matters Rubric, 7th ed, 6.2.
3	The course provides learners with information on protecting their data and privacy.	Aligned with Quality Matters Rubric, 7th ed, 6.4.

## Section 8: Accessibility and Mobile Compatibility

Objective	Standard	Resource
1	The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners. (Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.)	Aligns with QM Rubric 7th Edition, Specific Review Standard 8.3. and 8.4. <i>This is an Essential Standard.</i>
2	Video and audio content in the course is accessible.	Aligns with QM Rubric 7th Edition, Specific Review Standard 8.5
3	Course multimedia facilitate ease of use.	Aligns with QM Rubric 7th Edition, Specific Review Standard 8.6.
4	Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").	<a href="https://oscqr.suny.edu/standard37/">https://oscqr.suny.edu/standard37/</a>
5	There is enough contrast between text and background for the content to be easily viewed.	<a href="https://oscqr.suny.edu/standard18/">https://oscqr.suny.edu/standard18/</a>
6	All content is mobile compatible.	Aligns with QM Rubric 7th Edition, Specific Review Standard 6.3.3 - "A mobile application that learners use to identify plants in a botany course"

Essential Standards	
1.1	Instructions make clear how to get started and where to find various course components. (Orientation/Get Started/Start Here content is available.)
1.2	Learners are introduced to the purpose and structure of the course.
2.1	The course learning objectives describe outcomes that are measurable.
2.2	The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objectives.
2.3	Learning objectives are stated clearly, are learner-centered, and are prominently located in the course.
2.4	The relationship between learning objectives, learning activities, and assessments is made clear.
2.5	The learning objectives are suited to and reflect the level of the course.
3.1	The assessments measure the achievement of the stated learning objectives.
3.2	The course grading policy is stated clearly, available at the beginning of the course, and consistent throughout the course site.
3.3	Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.

4.1	The instructional materials contribute to the achievement of the stated learning objectives or competencies.
4.2	The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.
4.3	The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials
4.4	The instructional materials represent up-to-date theory and practice in the discipline.
5.1	The learning activities help learners achieve the stated objectives or competencies
5.2	Learning activities provide opportunities for interaction that support active learning. • <b>Substantive Interaction: Provide direct instruction</b>
5.3	The instructor's plan for regular interaction with learners in substantive ways during the course is clearly stated. • <b>Substantive Interaction: Provide information or respond to questions about the content of a course or competency.</b>
5.4	The requirements for learner interaction are clearly stated.
6.1	Course navigation facilitates ease of use.
6.2	The course design facilitates readability.
7.1	The tools used in the course support the learning objectives or competencies.
8.1	The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.

### Alignment Standards

2.1	The course learning objectives describe outcomes that are measurable.
2.2	The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objectives.
3.1	The assessments measure the achievement of the stated learning objectives.
4.1	The instructional materials contribute to the achievement of the stated learning objectives or competencies.
5.1	The learning activities help learners achieve the stated objectives or competencies
7.1	The tools used in the course support the learning objectives or competencies.