



JACKSONVILLE STATE UNIVERSITY

# COURSE DESIGN WORKBOOK

A GUIDE FOR FACULTY

PREPARING  
ONLINE COURSES  
FOR CERTIFICATION

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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

### 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.

### 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**

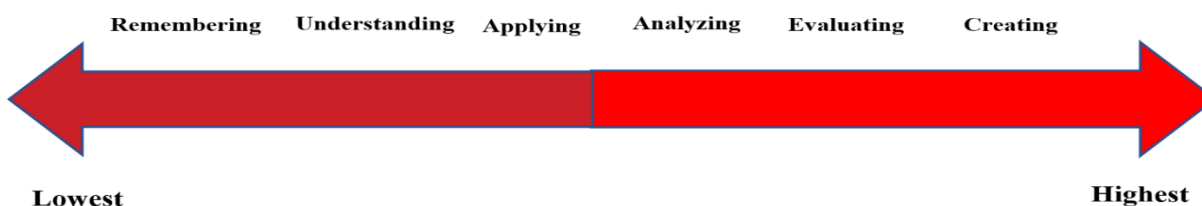
Consult Bloom's Revised Taxonomy as you write CLOs. The taxonomy organizes knowledge into six levels that range from lower order thinking skills to higher order thinking skills. From lowest to highest, the dimensions are:

Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Each level provides a list of verbs from which to choose when writing CLOs.

Bloom's Revised Taxonomy	
Level	Action Verbs
<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
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*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*

### 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 it should be a good guide.

For example, if you are teaching a 400-level senior course, most of the CLOs should not be at the remembering and understanding level and coursework should not be dominated with reading the textbook and answering textbook questions. These types of CLOs and activities and assessments can be part of the 400-level course, but they should not comprise the majority.

Likewise, courses at the graduate level should 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) a 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. Differentiate between contact hours and non-contact hours.
2. Define “regular and substantive interaction”
3. Determine how much and what types of work and interaction 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>

### 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.

## What is “Regular and Substantive Interaction?”

**Substantive interaction** is defined as “engaging students in teaching, learning, and assessment, consistent with the content under discussion.” It must include at least two of five components:

1. Providing direct instruction;
2. Assessing or providing feedback on a student’s coursework;
3. Providing information or responding to questions about the content of a course or competency;
4. Facilitating a group discussion regarding the content of a course or competency; or
5. Other instructional activities approved by the institution’s or program’s accrediting agency.

**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. The institution also 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 on the basis of such monitoring, or upon request by the student.

## 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.

Contact Hours (3-hour Credit Course)	Synchronous (Must Total 3 Hours)	Asynchronous (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> </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> </ul>



	<input type="checkbox"/> Guided live student groups using Microsoft Teams, Zoom, or other technology <input type="checkbox"/> Individual Teacher-Student Conferences <input type="checkbox"/> Teacher led group conferences <input type="checkbox"/> Listening to, or attending virtual symphony or musical performance together <input type="checkbox"/> Looking at and reviewing a work of art together <input type="checkbox"/> Watching and discussing a video together <input type="checkbox"/> Synchronous Class Discussions	<input type="checkbox"/> Instructor mediated online asynchronous discussion forums in Canvas <input type="checkbox"/> Instructor moderated asynchronous video discussions using Flip or other Technology <input type="checkbox"/> Assignment feedback using text or video <input type="checkbox"/> Email responses using GEM Outlook 365 Email, Canvas Inbox, or other technology
Non-Contact Hours Per Week (Must Total 6 Hours)	<input type="checkbox"/> Reading textbook material <input type="checkbox"/> Reading research articles/ peer review research <input type="checkbox"/> Reading website articles <input type="checkbox"/> Web-searching for articles/ websites/ videos/ sources <input type="checkbox"/> Looking at infographics, images, works of art <input type="checkbox"/> Working on math, chemistry, or physics problems <input type="checkbox"/> Examining maps and geological features <input type="checkbox"/> Homework assignments <input type="checkbox"/> Watching videos from non-JSU sources (e.g., TED Talk, PBS special, etc.) <input type="checkbox"/> Canvas Quizzes (Tests and Exams) <input type="checkbox"/> Essay assignments <input type="checkbox"/> Literature reviews <input type="checkbox"/> Case Studies <input type="checkbox"/> Blogs and journals <input type="checkbox"/> Listening to music <input type="checkbox"/> Reviewing works of art <input type="checkbox"/> Group work <input type="checkbox"/> Group projects	

## Examples

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

<b>Example 1</b>	<b>Synchronous Instruction &amp; Interaction (Contact Hours – 3)</b>	<b>Non-Contact Hours (6 Hours)</b>
<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>☐ Synchronous Teams Meeting (1 hour)</li> <li>☐ Guided live student group chat (Teams) – (30 minutes)</li> </ul> <p>Wednesday</p> <ul style="list-style-type: none"> <li>☐ Required live check-in office hours (1 hour)</li> </ul> <p>Thursday</p> <ul style="list-style-type: none"> <li>☐ Watch and discuss YouTube video together (1 hour)</li> </ul>	<p>Tuesday – Wednesday</p> <ul style="list-style-type: none"> <li>☐ Reading textbook (2 hours)</li> <li>☐ Reading articles (2 hours)</li> <li>☐ Practice Quiz (30 minutes)</li> </ul> <p>Thursday – Sunday</p> <ul style="list-style-type: none"> <li>☐ Asynchronous Class Discussion (Discussion Board Assignment) - (1 hour)</li> <li>☐ 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*

<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>	<p>Tuesday</p> <ul style="list-style-type: none"> <li>☐ Lecture Capture Videos (30 minutes)</li> </ul> <p>Thursday</p> <ul style="list-style-type: none"> <li>☐ Lecture Capture Videos (30 minutes)</li> </ul> <p>All Week</p> <ul style="list-style-type: none"> <li>☐ Moderating Asynchronous Online Discussion Board Assignment – (1 hour)</li> <li>☐ Grade Discussion Board Submissions (1 hour)</li> <li>☐ Grade Case Study Assignment (1 hour)</li> </ul>	<p>Tuesday – Wednesday</p> <ul style="list-style-type: none"> <li>☐ Reading textbook and answer chapter questions (2 hours)</li> <li>☐ Reading a research article (1 hour)</li> </ul> <p>Thursday – Friday</p> <ul style="list-style-type: none"> <li>☐ Discussion board participation (1.5 hours)</li> <li>☐ 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](#)

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## Step 4: Creating a Course Map

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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

Module Topic	Module Learning Objectives (MLO)	Activities	Assignments	Technologies & Material Citations
<b>Module #1:</b> <b>Music in Culture</b>	<b>MLO 1.1:</b> Explain why it is important to understand music as a part of its social context. (CLO2,5) <b>MLO 1.2:</b> Compare the role of music in American society to its role in other cultures. (CLO2,5) <b>MLO 1.3:</b> Describe the differences among different kinds of music around the world, taking cultural context into account. (CLO2,5)	<input type="checkbox"/> <b>Read Ch 1 (Textbook) (MLO 1.1)</b> <input type="checkbox"/> <b>Video: Music from around the World (MLO 1.1 - 1.3)</b>	<input type="checkbox"/> <b>Discussion: Social context (MLO 1.1)</b> <input type="checkbox"/> <b>Module Quiz (MLO 1.2-1.3)</b> <input type="checkbox"/> <b>Presentation (MLO 1.3)</b>	<input type="checkbox"/> <b>Presentation Rubric</b> <input type="checkbox"/> <b>Embedded YouTube video</b> <input type="checkbox"/> <b>Example presentation</b> <input type="checkbox"/> <b>Canvas Discussion</b> <input type="checkbox"/> <b>Canvas Quiz</b> <i>Textbook Citation</i> <i>YouTube video Citation</i>

## 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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### Working with an Instructional Designer (ID)

As an instructor at Jacksonville State University, there are two online course certification options available for courses that are not included within a 100%-online program.

Select the option that is best for you.

1. **Option 1: Submit an Online Course for Immediate Review for Certification** - By selecting this option, you are opting to do the following BEFORE submitting a course for review:
  - a. Review the Course Design Workbook & Certification Rubric.
  - b. Make all reasonable efforts to prepare your course for review prior to submission.
  - c. If you select this option, you may use the Course Design Workbook & Certification Rubric during these activities:
    - i. Work alone to prepare your course for review and certification
    - ii. Work with a partner or small group to prepare your course for review and certification
    - iii. Attend optional workshops provided by Online@JSU and Faculty Commons to prepare your course for review and certification
    - iv. Consult with instructional designers from Online@JSU if you have any questions
  - d. *Note: Please address all areas outlined in the certification rubric prior to submission for review.*
2. **Option 2: Online Course Development & Review for Certification** – By selecting this option, one of the three situations is present:
  - a. You are interested in redesigning an existing online course, or
  - b. You expect a significant amount of redesigning and rebuilding of an existing online course, or
  - c. You are creating a new online course.
    - i. This option also includes completion of the newly redesigned Certified Online Instructor Course (COI). Completing the COI is not a mandatory part of the process – it is merely an option available to instructors.

### Select a Course Review Option

Choose the option of your choice by completing and submitting this form to initiate the process:

<https://forms.office.com/r/pAqwdZqWvi>

You may also scan this QR code to access the form.



## Online Program Reviews

100%, fully online programs at Jacksonville State University live on a rotating course review and certification schedule. 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.)*

### [Start an Online Program Review](#)

You may also scan the QR code to start an online program review.



## Course Map Components: Developing Content (Creating Copy)

As you progress through this workbook, you are “creating copy” or “developing content.” We advise you to continue the backward design process to create your course content. Additionally, you should keep the concept of “universal design for learning (UDL)” in mind as well. These two processes, backward design and UDL, will ensure that your content is in complete alignment and accessible to all students.

## The Course Development Process Overview

This section provides a broad overview of the development process and expectations required of instructors during the course development and review process.

- If you select “**Option 1: Submit an Online Course for Immediate Review for Certification,**” this process will be completed by the instructor *prior to a course review* by working independently, or with colleagues, and may also include attending optional workshops and/ or consulting with instructional designers as needed.
- If you select “**Option 2: Online Course Development & Review for Certification,**” this process will be completed with the assistance of an instructional designer before the online course is submitted for a review. The overall goal of this option is to redesign/ rebuild an existing online course or create a new online course in preparation for a successful course review which leads to certification.

# The Course Development Process in Action

## Write Course Learning Objectives and Module Learning Objectives

1. Write course learning objectives (outcomes) that guide teaching and learning in the course.
  - a. If you are reviewing an existing course, analyze and evaluate the existing course learning objectives. Review the workbook section ([Step 1](#)) and ensure that your course objectives contain the required components.
2. Write unit/ module learning objectives. These objectives are derived from the course learning objectives and guide the learning for each learning unit/ module in the course. Review the workbook section (Step 1) and ensure that your unit/ module objectives contain the required components.

## Course Design – Design or Outline the Course with the Course Map

3. Use the course map to organize your course into learning units/ modules. ([as completed in Step 4](#))
  - a. As you determine the types of activities and assignments that align with your objectives, make sure that you review course alignment in [Step 2](#), and regular and substantive interaction in [Step 3](#).

## Course Development - Locate Resources ([as completed in Step 2](#), but you may still be looking for and collecting resources)

4. Locate and/ or develop resources and content.
  - a. Select and adopt course textbooks
  - b. Select and adopt course packages
  - c. Contact the library for assistance in selecting articles
  - d. Locate websites and other resources
  - e. Record and/ or locate tutorial videos, supplemental videos, or lecture capture videos
  - f. Identify and adopt course apps, technologies, and hardware

## Course Development - Create Assessment (as outlined in [Step 2](#))

5. Create assessments and assessment measurement instruments.
  - a. Create Canvas assignments and write assignment instructions
  - b. Create Canvas discussions and write discussion prompts
  - c. Create Canvas quizzes and write test questions
  - d. Create and attach Canvas rubrics to assignments and discussions

## Course Development - Create Orientation Material

6. Create course orientation materials.
  - a. Create the course syllabus
  - b. Create the course calendar/ schedule, complete with topics and assignment due dates
  - c. Create course orientation material – how students begin the course

## Course Development – Build Canvas Units/Modules

7. Build Learning Units/ Modules - There are different ways to organize content, but complete learning units/ modules are expected. Some units are organized by topics, weeks, assignments, chapters, tests, etc. Learning units/ modules contain the following elements:
  - a. Learning unit introduction overview (text and or/ video)



- b. Unit learning objectives
- c. Task List
- d. Resources
- e. Activities (if any)
- f. Assessments (Assignments/ Discussions/ Quizzes/ etc.) – (if any)

### **Regular and Substantive Interaction (RSI)**

- 8. Use templates and the workload estimator to organize content and create learning units to ensure regular and substantive interaction. See [Step 3](#) for assistance.

Once you reach [Step 5](#), much of the actual course creation and building will take place. As you write and build, make sure you keep accessibility and mobile compatibility in mind.

- ☐ Use the Canvas Accessibility Checker
- ☐ Use tags, headers, and bullets on all Word documents and Canvas Pages/ Assignments/ Discussions
- ☐ All images should have alternative text, or be marked as decorative
- ☐ All videos should have captions
- ☐ Check mobile compatibility by logging into the Canvas Student App to analyze how your course design impacts mobile viewing.

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## **Summary**

This workbook is intended to assist faculty in developing and creating quality online courses for students at Jacksonville State University. By completing this workbook, you will have successfully:

- ☐ Step 1: Written course learning objectives for your online course that are broad, actionable, and measurable
- ☐ Step 2: Written unit/ module learning objectives for your online course that are specific, achievable, and measurable
- ☐ Step 3: Properly aligned your unit learning objectives with activities, resources, and assignments
- ☐ Step 4: Practiced how to create regular and substantive interaction when developing your course
- ☐ Step 5: Created a course map for your online course
- ☐ Step 6: Selected the continued course development/ certification process that is best for you
- ☐ In-Process - Begun to build your online course

Together, we will create quality online courses that ensure success for all our students. Thank you for your commitment to creating excellent online courses at Jacksonville State University.

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

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

## 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 Course Prep](#)

[Course Learning Objectives](#)

[Module Learning Objectives](#)

[Assessment and Activities](#)

[Course Map](#)

### Sample Worksheets

[Course Learning Objectives](#)

[Module Learning Objectives](#)

[Assessment and Activities](#)

[Course Map](#)

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## Instructor Course Prep Worksheet

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Instructors: Use this worksheet to help you prepare your online course. The worksheet will help you comply with new federal guidelines.

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.

Section 1: Substantive Interaction			
<i>Standard: Instructors must use at least two (2) of the following types of substantive interaction in an online course.</i>			
	Interaction	Course Usage	Explanation (Explain your usage/How will it work in your course?)
1	1. Direct Instruction – Synchronous Class Meetings  Or 2. Direct Instruction – Asynchronous Class Meetings  Or 3. Both	Choose an item.	
2	Provide Feedback <input type="checkbox"/> <i>What is your plan to provide feedback to students on assignments?</i>	Choose an item.	
3	Provide Information to Students or Respond to Questions about Course Content or Competency <input type="checkbox"/> <i>What is your plan to respond to student questions and inquiries about course content/course competencies?</i>	Choose an item.	
4	Facilitate Group Discussion Regarding Course Content or Competency <input type="checkbox"/> <i>How will you facilitate group discussions about course content in your course?</i>	Choose an item.	

5	<p>Other Instructional Activities Approved by the Institution's or Program's Accrediting Agency</p> <p>□ <i>Other activities and experiences may be included and required. These experiences include, but are not limited to the following:</i></p> <ul style="list-style-type: none"> <li>a. <i>Recitals</i></li> <li>b. <i>Plays/Theatre</i></li> <li>c. <i>Concerts</i></li> <li>d. <i>Community Service</i></li> <li>e. <i>University Sanctioned Events</i></li> <li>f. <i>Student Organizations</i></li> <li>g. <i>Professional Organizations</i></li> <li>h. <i>Clinical Experiences</i></li> <li>i. <i>Internships</i></li> <li>j. <i>Other</i></li> </ul>	Choose an item.	
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Section 2: Regular Interaction				
<i>Standard: Instructors must schedule regular, substantive interactions with students on a predictable and scheduled basis.</i>				
Interaction	Usage	Standard	Yes/ No	Instructor Notes?
Direct Instruction – Synchronous Class Meetings	Choose an item.	I will schedule the 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. <i>(For traditional, synchronous lecture meetings only.)</i>	Choose an item.	
Direct Instruction – Asynchronous Class Meetings	Choose an item.	I will include module/topic 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. <i>(Optional-Pedagogical Choice)</i>	Choose an item.	
		I will monitor student activity in the course using Canvas course analytics, the Canvas People page, and/or via other strategies and tools.	Choose an item.	

Section 3: Monitor Student Academic Engagement and Success			
<i>Standard: Instructors must proactively engage with students to provide support, encouragement, and instructional support where appropriate.</i>			
	Standard	Yes/No	Instructor Notes
1	I will use Canvas course 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.	

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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)

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## Course Learning Objectives (Worksheet)

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[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		



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## 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)

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## 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-		

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## Align Module Learning Objectives (Worksheet)

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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		

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## 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.

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

				<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	<b>MLO2.1:</b> List the module objective with measurable action verbs ( <b>Indicate CLO</b> ) <b>MLO2.2:</b> List the module objective with measurable action verbs ( <b>Indicate CLO</b> ) <b>MLO2.3:</b> List the module objective with measurable action verbs ( <b>Indicate CLO</b> )	<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	<b>MLO3.1:</b> List the module objective with measurable action verbs ( <b>Indicate CLO</b> ) <b>MLO3.2:</b> List the module objective with measurable action verbs ( <b>Indicate CLO</b> ) <b>MLO3.3:</b> List the module objective with measurable action verbs ( <b>Indicate CLO</b> )	<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	<b>MLO4.1:</b> List the module objective with measurable action verbs ( <b>Indicate CLO</b> ) <b>MLO4.2:</b> List the module objective with measurable action verbs ( <b>Indicate CLO</b> ) <b>MLO4.3:</b> List the module objective with measurable action verbs ( <b>Indicate CLO</b> )	<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: Topic goes here	<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: Topic goes here	<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: Topic goes here	<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: Topic goes here	<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>	<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"/> 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 #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>	<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 #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>	<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 #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>	<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 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>

	<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>

Module #15: <b>Topic goes here</b>	<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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## 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:

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

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

### 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>	<p>Tuesday</p> <ul style="list-style-type: none"> <li>☐ Synchronous Teams Meeting (1 hour)</li> <li>☐ Guided live student group chat (Teams) – (30 minutes)</li> </ul> <p>Wednesday</p> <ul style="list-style-type: none"> <li>☐ Required live check-in office hours (1 hour)</li> </ul> <p>Thursday</p> <ul style="list-style-type: none"> <li>☐ Watch and discuss YouTube video together (1 hour)</li> </ul>	<p>Tuesday – Wednesday</p> <ul style="list-style-type: none"> <li>☐ Reading textbook (2 hours)</li> <li>☐ Reading articles (2 hours)</li> <li>☐ Practice Quiz (30 minutes)</li> </ul> <p>Thursday – Sunday</p> <ul style="list-style-type: none"> <li>☐ Asynchronous Class Discussion (Discussion Board Assignment) - (1 hour)</li> <li>☐ 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>	<p>Tuesday</p> <ul style="list-style-type: none"> <li>□ Lecture Capture Videos (30 minutes)</li> </ul> <p>Thursday</p> <ul style="list-style-type: none"> <li>□ Lecture Capture Videos (30 minutes)</li> </ul> <p>All Week</p> <ul style="list-style-type: none"> <li>□ Moderating Asynchronous Online Discussion Board Assignment – (1 hour)</li> <li>□ Grade Discussion Board Submissions (1 hour)</li> <li>□ Grade Case Study Assignment (1 hour)</li> </ul>	<p>Tuesday – Wednesday</p> <ul style="list-style-type: none"> <li>□ Reading textbook and answer chapter questions (2 hours)</li> <li>□ Reading a research article (1 hour)</li> </ul> <p>Thursday – Friday</p> <ul style="list-style-type: none"> <li>□ Discussion board participation (1.5 hours)</li> <li>□ Case Study Assignment (1.5 hours)</li> </ul>
<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>	<p><input type="checkbox"/> Read Ch 1 (Textbook) (MLO1.1)</p> <p><input type="checkbox"/> Video: Music from around the World (MLO1.1 - 1.3)</p>	<p><input type="checkbox"/> Discussion: Social context (MLO1.1)</p> <p><input type="checkbox"/> Module Quiz (MLO1.2-1.3)</p> <p><input type="checkbox"/> Presentation (MLO1.3)</p>	<p><input type="checkbox"/> Presentation Rubric</p> <p><input type="checkbox"/> Embedded YouTube video</p> <p><input type="checkbox"/> Example presentation</p> <p><input type="checkbox"/> Canvas Discussion</p> <p><input type="checkbox"/> Canvas Quiz</p> <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>	<p><input type="checkbox"/> Read Ch 2 (Textbook) (MLO2.1-2.3)</p> <p><input type="checkbox"/> Instructor video #2 (MLO2.1)</p> <p><input type="checkbox"/> Text videos #15-20 (MLO2.2-2.3)</p>	<p><input type="checkbox"/> Discussion: Define Music (MLO2.1)</p> <p><input type="checkbox"/> Module Quiz (MLO2.2-2.3)</p> <p><input type="checkbox"/> FlipGrid Assignment (MLO2.3)</p>	<p><input type="checkbox"/> Embedded Text videos</p> <p><input type="checkbox"/> Embedded Instructor video</p> <p><input type="checkbox"/> Canvas Discussion</p> <p><input type="checkbox"/> Canvas Quiz</p> <p><input type="checkbox"/> Canvas Practice Quiz</p> <p><input type="checkbox"/> FlipGrid instructions and sample</p> <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>	<p><input type="checkbox"/> Read Ch 1 (Textbook) (MLO3.1-3.3)</p> <p><input type="checkbox"/> Music Example List (MLO3.2)</p> <p><input type="checkbox"/> Instructor Video #3 (MLO3.2)</p>	<p><input type="checkbox"/> Discussion: Define Music (MLO3.1)</p> <p><input type="checkbox"/> Analysis Assignment A (MLO3.2-3.3)</p> <p><input type="checkbox"/> Analysis Assignment</p>	<p><input type="checkbox"/> Assignment A and B Rubric</p> <p><input type="checkbox"/> Embedded Instructor videos</p> <p><input type="checkbox"/> Canvas Discussion</p> <p><i>Textbook Citation</i></p>

		<input type="checkbox"/> <b>Instructor Video #4 (MLO3.3)</b>	<b>B (MLO3.2- 3.3)</b>	
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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 \(UDL\)](#)

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### 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 Course Templates](#)

- [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)

## Bloom Assessments and Activities Matrix (Conventional)

Bloom's Revised Taxonomy			
Level	Action Verbs	Assessments/ Activities	Example
<b>I. Remembering</b>	Define, Identify, List, Match, Memorize	Quiz, Discussion Post, Worksheet, Notecards	Quiz question- "Which of the following instruments belong to the 'brass family'?"
<b>II. Understanding</b>	Differentiate, Estimate, Discuss, Compare/ Contrast, Summarize	Quiz, Discussion Post, Worksheet, Short Essay	Quiz question- "What are notable differences between brass instruments and woodwind instruments?"
<b>III. Applying</b>	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.
<b>IV. Analyzing</b>	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.
<b>V. Evaluating</b>	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.
<b>VI. Creating</b>	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](#).*



## Bloom Assessments and Activities Matrix (Expanded)

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 href="#"><i>A taxonomy for learning, teaching, and assessing, Abridged Edition</i></a> . Boston, MA: Allyn and Bacon, and <a href="#"><i>Northeastern University</i></a> .			

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## Bloom More Verbs

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Verbs	Knowledge	Understanding	Application	Analysis	Evaluation	Creation
	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	

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## Bloom More Assessments, and Activities

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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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## Canvas Course Templates

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[Access pre-made Canvas course packages and templates created by Online@JSU.](#) You may upload any of these course packages and templates into your Canvas course.

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## Online Course Review & Certification Rubric/Instrument

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Section 1: Course Overview and Introduction				
Obj.	Standard	Condition	Notes/ Comments	Score
1	Instructions make clear how to get started and where to find various course components. (Orientation/ Get Started/ Start Here content is available.)	Choose an item.		
2	Learners are introduced to the purpose and structure of the course.	Choose an item.		
3	Communication expectations for online discussions, email, and other forms of interaction are clearly stated. <ul style="list-style-type: none"> <li><b>Substantive Interaction: Assess or provide feedback on student's coursework</b></li> <li><b>Regular Interaction</b></li> </ul>	Choose an item.		
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.	Choose an item.	Available in Orientation & Student Support Module	
5	Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	Choose an item.	Available in Orientation & Student Support Module	
6	Expectations for prerequisite knowledge in the discipline and/ or any required competencies are clearly stated.	Choose an item.		
7	The self-introduction by the instructor is professional and is available online.	Choose an item.		
8	Learners are asked to introduce themselves to the class.	Choose an item.		
9	A printable syllabus and course calendar is available.	Choose an item.		
10	Course information states the course delivery format: face-to-face, hybrid, online-synchronous, or online-asynchronous.	Choose an item.		

11	Information or links to learner support services are available. (Tutoring, student services, academic services, writing center, etc.	Choose an item.	Available in Orientation & Student Support Module	
<b>Total Score for Section 1: Course Overview and Introduction</b>				<b>/ 33</b>
<b>Section 2: Learning Objectives</b>				
Obj.	Standard	Condition	Notes/ Comments	Score
1	The course learning objectives, or course/program competencies, describe measurable outcomes.	Choose an item.		
2	The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	Choose an item.		
3	Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.	Choose an item.		
4	The relationship between learning objectives or competencies and learning activities is clearly stated.	Choose an item.		
5	The learning objectives or competencies are suited to the level of the course.	Choose an item.		
<b>Total Score for Section 2: Learning Objectives</b>				<b>/ 15</b>
<b>Section 3: Assessment and Measurement</b>				
Obj.	Standard	Condition	Notes/ Comments	Score
1	The assessments measure the achievement of the stated learning objectives or competencies.	Choose an item.		
2	The course grading policy is stated clearly at the beginning of the course.	Choose an item.		
3	Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained. (Rubrics, grading schema, and exemplary work samples are provided where appropriate.)	Choose an item.		
4	The assessments used are sequenced, varied, and suited to the level of the course	Choose an item.		
5	The course provides learners with multiple opportunities to track their learning progress with timely feedback.	Choose an item.		



6	Learners have easy access to a well-designed and up-to-date gradebook.	Choose an item.		
<b>Total Score for Section 3: Assessment and Measurement</b>				<b>/ 18</b>
<b>Section 4: Instructional Materials</b>				
Obj.	Standard	Condition	Notes/ Comments	Score
1	The instructional materials contribute to the achievement of the stated learning objectives or competencies.	Choose an item.		
2	The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	Choose an item.		
3	The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials	Choose an item.		
4	The instructional materials represent up-to-date theory and practice in the discipline.	Choose an item.		
5	Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement. <i><b>Substantive Interaction: Facilitate a group discussion regarding the content of a course or competency.</b></i>	Choose an item.		
6	Course materials and resources include copyright and licensing status where applicable	Choose an item.		
<b>Total Score for Section 4: Instructional Materials</b>				<b>/ 18</b>
<b>Section 5: Learning Activities and Learner Interaction</b>				
Obj.	Standard	Condition	Notes/ Comments	Score
1	The learning activities promote the achievement of the stated learning objectives or competencies.	Choose an item.		
2	Learning activities provide opportunities for interaction that support active learning. <i><b>Substantive Interaction: Provide direct instruction</b></i>	Choose an item.		
3	Course offers opportunities for learner-to-learner interaction and constructive collaboration.	Choose an item.		
4	The instructor's plan for interacting with learners during the course is clearly stated. <i><b>Substantive Interaction: Provide information or respond to questions about the content of a course or competency.</b></i>	Choose an item.		

5	Learners have an opportunity to get to know the instructor. <b>Regular Interaction</b>	Choose an item.		
6	The requirements for learner interaction are clearly stated.	Choose an item.		
7	Course provides activities for learners to develop higher order thinking and problem-solving skills, such as critical reflection and analysis. <ul style="list-style-type: none"> <li><b>Substantive Interaction: Provide direct instruction</b></li> </ul> <b>Regular Interaction</b>	Choose an item.		
8	Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities. <ul style="list-style-type: none"> <li><b>Substantive Interaction: Provide direct instruction</b></li> </ul> <b>Regular Interaction</b>	Choose an item.		
<b>Total Score for Section 5: Learner Activities and Learner Interaction</b>				<b>/24</b>

## Section 6: Design and Layout

Obj.	Standard	Condition	Notes/ Comments	Score
1	The course homepage is functional and well-organized.	Choose an item.		
2	Large blocks of information are divided into manageable sections with ample white space around and between the blocks.	Choose an item.		
3	There is enough contrast between text and background for the content to be easily viewed.	Choose an item.		
4	Instructions are provided and well written.	Choose an item.		
5	Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.	Choose an item.		
6	Font size is consistent within each page and across pages.	Choose an item.		
7	Canvas Pages are used where appropriate rather than direct uploads of files (PDFs, WORD documents, PPT, etc.)	Choose an item.		

8	Video and audio material are chunked into easily digestible chunks no longer than 15 to 20 minutes in length.	Choose an item.		
<b>Total Score for Section 6: Design and Layout</b>				<b>/24</b>
<b>Section 7: Course Technology</b>				
<b>Obj.</b>	<b>Standard</b>	<b>Condition</b>	<b>Notes/ Comments</b>	<b>Score</b>
1	The tools used in the course support the learning objectives or competencies.	Choose an item.		
2	Course tools promote learner engagement and active learning.	Choose an item.		
3	The course provides learners with information on protecting their data and privacy.	Choose an item.	Available in Orientation & Student Support Module	
<b>Total Score for Section 7: Course Technology</b>				<b>/9</b>
<b>Section 8: Accessibility and Mobile Compatibility</b>				
<b>Obj.</b>	<b>Standard</b>	<b>Condition</b>	<b>Notes/ Comments</b>	<b>Score</b>
1	Course navigation facilitates ease of use.	Choose an item.		
2	The course design facilitates readability.	Choose an item.		
3	The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	Choose an item.		
4	Course multimedia facilitate ease of use.	Choose an item.		
5	Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").	Choose an item.		
6	The use of blue text or underlined text to signify importance of textual content is avoided.	Choose an item.		
7	All content is mobile compatible.	Choose an item.		
8	Videos are captioned.	Choose an item.		
9	Images are given proper alt-text or designated as "decorative"	Choose an item.		
<b>Total Score for Section 8: Accessibility and Mobile Compatibility</b>				<b>/27</b>

Totals Table	
Section 1	/33
Section 2	/15
Section 3	/18
Section 4	/18
Section 5	/24
Section 6	/24
Section 7	/9
Section 8	/27
Total	/168

#### Rating Scale

- *151 – 168 = Certified “Exemplary”*
- *134 – 150 = Certified “Accomplished”*
- **117 – 133 = Making Progress**
- **0 – 116 = Incomplete**