

ABC 1234 Course Map

[Course Title]

Open the Navigation bar to view course map sections.

Overview: The purpose of the Course Map is to create a comprehensive overview of your course to ensure a successful learning experience.

Instructions: To complete your Course Map, please view the incomplete or bracketed text in the tables below and provide information about:

- The course details (Title, Credit Hours, etc.)
- The course or student learning outcomes
- The gradebook setup
- Course welcome
- Course modules, including,
 - o Course or student learning outcomes aligned to the module learning objectives
 - o Module learning objectives aligned to the module activities and assessments
 - o Instructional materials
 - o Activities and assessments
 - o Time on task to complete the module

Course Details

Course Title	[e.g. ABC 1234 - copy from HPU Online Catalog]
Course Description	[Copy from HPU Online Catalog]
Credit Hours	[Copy from HPU Online Catalog]
Course Context	[Identify where this course fits into the program, assumptions about learner preparation, etc.]
Textbook & Required Materials	[Contact program leadership about college/school book ordering process with the book store prior to entering textbook(s) here]
Instructional Designer	
Course Creator	

Program Learning Objectives (PLO): What will students learn by the end of the degree program?

Instructions: Fill out the Course Learning Outcomes in the table below, using the [HPU Online Catalog](#). Add or delete rows, if necessary.

PLO 1	
PLO 2	
PLO 3	
PLO 4	
PLO 5	
PLO 6	
PLO 7	
PLO 8	
PLO 9	
PLO 10	

Course Learning Objectives (CLO): What will students learn by the end of the course?

Instructions: Fill out the Course Learning Outcomes in the table below. Add or delete rows, if necessary.

CLO 1	
CLO 2	
CLO 3	
CLO 4	
CLO 5	
CLO 6	
CLO 7	
CLO 8	
CLO 9	
CLO 10	

Gradebook Setup: How are grades earned?

Instructions: Use the table below to demonstrate how your course gradebook will be organized.

- **Table 1: Categories** - Are your grades organized into broader categories (e.g., Exams, Discussions, Participation, etc.)? If yes, please provide those Categories in the table below. If not, delete the table.
 - **Category Weights:** If using, please provide the Category Weights for the course (e.g., Participation = 30% overall grade; Essays = 50% overall grade, etc.).

- o **Assessment Weights:** Please provide the grade system that will be used in the course within the Category Weights.
- o For example, the individual assignments are calculated on a Point or Percentage Value (e.g., Essay #1 = 300 points; Essay #2 = 350 points, etc.) or on an Incomplete/Complete basis (INC/COM).
- o For example, your course uses a Point Value system where the sum of the total points of all the course assignments adds up to the cumulative Point Value number determined by the instructor (e.g., 1000 points). End-of-course letter grades are calculated based on the total Point Value (e.g., 1000-900 points = A; 899-800 points = B, etc.). Incomplete/Complete grades can also be assigned but must equate to a Point Value or a Percentage.

Table 1: Categories (include % of Total Grade)	
Category	Weight
(e.g., <i>Exams</i>)	(e.g., <i>30%</i>)

[illegible]

Course Introduction: How will you welcome students to the course?

Overview: The Course Introduction can be in a more narrative and informal format, sharing the “story” of your course, why you love teaching it, and why it matters to students. The tone can be more personalized than the catalog course description.

Instructions: Aim for between 200 – 500 words. Please feel free to create a video. You do not need to include your Course Learning Outcomes.

Introduction:

[enter introduction here]

Course Modules: How is the course organized?

Overview: The most common way to organize online course modules is by weeks. However, some instructors prefer to use a thematic format, particularly for courses that are longer than 8 weeks, where modules can encompass several weeks of a thematic or topic-based coverage. Please feel free to revise the text below to suit your preferred course module organization. For example, you can rename each of the modules from “Module 1: [Title]” to “Week 1: [Title]”, “Week 2: [Title]”, etc. We have highlighted the text for you in the event you would like to revise it.

Instructions: There are 4 columns to complete in each Module table.

In the first column, identify which of the Course Learning Outcomes (CLOs) are aligned to smaller Module Learning Objectives (i.e., create 3-5 unique statements about what students will learn/do in the Module). Each module does not need to address all CLOs; however, these should be equally dispersed and addressed throughout the course to support students in achieving those broader outcomes.

The following columns, Instructional Materials, Learning Activities & Assessments, Time on Task, extend the alignment established in the previous two columns to the students’ engagement with module materials and activities, asking you to provide an estimate of how much time they will spend on those materials and activities.

Tips: See Resources section at the end of the document for detailed information on Time on Task, Regular and Substantive Interaction, and online instruction techniques.

Module 1: [Title]

Module Introduction: [Provide a compelling introduction (~200-600 words) to the module, providing the “big picture” of what will be covered. Consider including a story to illustrate. Or use a short video (~3-10 mins.) to convey the module’s content and purpose.]

Module Learning Objectives	Instructional Materials	Learning Activities & Assessments	Time on Task
[what are the learning objectives for the module? Create smaller MLOs for the learning objectives in the module and align to broader CLOs.]	[What materials will students use for learning in the module? e.g., Case studies, peer-reviewed articles, clinical skills demonstrations, micro videos, readings,	[How will students demonstrate their learning in the module? e.g. Projects, simulations, papers, exams, quizzes, panel discussions, asynchronous and asynchronous	[How long will it take for students to complete the

	graphics, lecture, guest interviews, formative quizzes, etc. Align to the MLOs]	discussion, role plays, journals, group collaborations, paired activities, etc. Align to the MLOs]	module? Estimate the time here.]
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Module 2: [Title]

Module Introduction: [Provide a compelling introduction (~200-600 words) to the module, providing the “big picture” of what will be covered and how it connects to the previous module. Consider including a story to illustrate. Or use a short video (~3-10 mins.) to convey the module’s content and purpose.]

Module Learning Objectives	Instructional Materials	Learning Activities & Assessments	Time on Task
[what are the learning objectives for the module? Create smaller MLOs for the learning objectives in the module and align to broader CLOs.]	[What materials will students use for learning in the module? e.g., Case studies, peer-reviewed articles, clinical skills demonstrations, micro videos, readings, graphics, lecture, guest interviews, formative quizzes, etc. Align to the MLOs]	[How will students demonstrate their learning in the module? e.g. Projects, simulations, papers, exams, quizzes, panel discussions, asynchronous and asynchronous discussion, role plays, journals, group collaborations, paired activities, etc. Align to the MLOs]	[How long will it take for students to complete the module? Estimate the time here.]

Module 3: [Title]

Module Introduction:

Module Learning Objectives	Instructional Materials	Learning Activities & Assessments	Time on Task

Module 4: [Title]

Module Introduction:

Module Learning Objectives	Instructional Materials	Learning Activities & Assessments	Time on Task

Module 5: [Title]

Module Introduction:

Module Learning Objectives	Instructional Materials	Learning Activities & Assessments	Time on Task

Module 6: [Title]

Module Introduction:

Module Learning Objectives	Instructional Materials	Learning Activities & Assessments	Time on Task

Module 7: [Title]

Module Introduction:

Module Learning Objectives	Instructional Materials	Learning Activities & Assessments	Time on Task

Module 8: [Title]

Module Introduction:

Module Learning Objectives	Instructional Materials	Learning Activities & Assessments	Time on Task

Resources

Looking for additional resources? Please check out the following links:

Center for Teaching and Learning (CTL) Website

On the CTL website, you can find a plethora of resources for online teaching including:

- [Distance Learning Program Planning and Policies](#)
- [Instructional Resources](#) (e.g., Accessibility Guide, 200+ Interactive Techniques, and much more!)
- [Professional Learning Opportunities with HPU colleagues](#)

Time on Task Calculations

On the CTL [website](#), you will find explicit descriptions for calculating the Time on Task with a [Course Workload Estimator](#) to help you determine the time necessary for students to take tests, read, engage in discussions, and complete writing assignments. In the table below, we present the Time on Task hours per week for 3-credit course formats.

COURSE WEEKS	HOURS PER WEEK	TOTAL COURSE HOURS
16	7	112
8	14	112
3	37.5	112

Regular and Substantive Interaction

The U.S. Department of Education issued Final Rules on Distance Education and Innovation in September 2020, with the rules going into effect on July 1, 2021. The new regulations update the definitions of distance and correspondence education with the intent to provide more clarity on the differences between these two modes of course delivery. The U.S. Department of Education requires that all online courses for which students may use Title IV funds (federal financial aid) include regular and substantive interaction between students and instructors. In short, regular and substantive interaction (RSI) is one of the key elements distinguishing distance education from correspondence education and thus one of the central determinates for students' ability to use Title IV funds.

(<https://www.sunyempire.edu/dlis/design-your-course/regular-and-substantive-interaction/>).