Course Map Template

**COURSE TITLE:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **COURSE NUMBER:** \_\_\_\_\_\_\_\_\_\_\_

**INSTRUCTOR:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **SEMESTER/YEAR:** \_\_\_\_\_\_\_\_\_\_\_\_

**What:** This Course Map is a tool for organizing one’s thinking prior to finalizing your syllabus and building course content in Canvas. The chart shows alignment among objectives, activities and assessments, as well as increasing focus on essential, important components that measure and increase student performance.

**Why:** To design a robust course, to improve the student experience, and to decrease faculty frustration, rework, and time spent responding to avoidable questions.

**How:** Your course quality will reflect the quality of your plan. Always “begin with the end in mind…”( i.e., what will students be able to do at the end of the course that would convince you that they are successful?) Use the final content to add to your syllabus schedule and to build out your Canvas course within the supplied Canvas template. Add your final Equivalency Chart (supplied on the last page) to your syllabus to communicate Contact Hours and Student Engagement as required by State regulations.

## Course Learning Objectives (CLOs)

Provide a numbered list of the course-level student learning objectives below. These course Learning Objectives (CLO’s) should be standardized by your department. Please review the [Bloom’s Taxonomy Verb List](https://wp.lasalle.edu/idteam/course-learning-outcomes/) to assist in developing measurable outcomes. You should reference each CLO by number in parentheses next to each Module Objective, (MO), to show alignment. Reference each Module Objective (MO) by number in parentheses next to each resource and assessment to show alignment. See example below.

**Course Learning Objectives**

1.

2.

3.

4.

5.

Example Course Map

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MODULE**  (Usually a module is a week.) | **MODULE TOPICS** | **MODULE LEARNING OBJECTIVES**  **(with CLO# Alignment)** | **READINGS AND MULTIMEDIA**  (PPT slides/video lecture/websites / textbook/articles**,)** **(with MO# ALIGNMENT)** | **ACTIVITIES**  (web conference/field trips/guest speakers) | **ASSESSMENTS**  **(with MO# ALIGNMENT)** |
| **EXAMPLE MODULE** | Distance Education Fundamentals: Introduction, History, Theory | 1.Synthesize your own definition of distance education based on readings **(CLO # 1,2,5)**  2. Apply research from the field of distance education on a literature review **(CLO # 1,4,5)**  3. Apply an instructional design process to create an effective online experience in discussion **(CLO # 1-3)** | Lecture Recording – Intro (Aligns to MO#1-5)  Textbook – Chapters 6,7 and 9 **(MO#1-5)**  Website Link – Popular vs. scholarly articles **(MO#1,3)**  Youtube Video – Instructional Design **(MO#2,3,5)**    Article – Addie Model vs. Sam Model **(MO#1,2,3)** | Synchronous Session with University Library on research methods and literature review requirements | Assignment 1 – Submit distance education definition. **(Aligns to MO#1,2)**  Discussion Forum – Describe how to implement the key elements of Lasallian pedagogy and instructional design process into a distance learning experience.  **(MO #1-5)** |

Your Course Map

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| MODULE | MODULE TOPICS | MODULE LEARNING OBJECTIVES | READINGS AND MULTIMEDIA  with Module Objective Alignment (MO#) | ACTIVITIES | ASSESSMENTS with Module Objective Alignment (MO#) |
| Module -1 |  |  |  |  |  |
| Module 2 |  |  |  |  |  |
| Module 3 |  |  |  |  |  |
| Module |  |  |  |  |  |
| Module 5 |  |  |  |  |  |
| Module 6 |  |  |  |  |  |
| Module 7 |  |  |  |  |  |
| Module 8 |  |  |  |  |  |

## Direct Contact Hours and Academic Engagement

*When completed, the Equivalency Chart should be added to your online/hybrid course syllabus.*

According to the Middle States Commission on Higher Education’s Credit Hour Policy, the total amount of time spent during the duration of a 3-credit online/hybrid course is 42 hours of class time (direct contact with instructor) and roughly 84 hours spent outside of class (student preparation). In an online or hybrid course, direct contact hours also include online activities that engage students during the weeks when the class does not meet in person.

Federal Title IV regulations require instructors to engage in at least two forms of “substantive interaction” during each course. The interactions with the students must occur on a predictable and scheduled basis. The *Direct Contact Hours* chart below links student activities with possible opportunities for substantive interactions.

Fill out the chart below to provide an estimate of the direct contact hours for both in-person and online activities in your course. Add the completed chart to your syllabus; the “Academic Engagement” column should not be added to your syllabus. (You may delete activities that you are not using to save space.) For a detailed reference of activities to add, see the extended, [Equivalency Chart.](https://wp.lasalle.edu/idteam/wp-content/uploads/sites/28/2021/06/Online-Instructional-Equivalency-and-Substantive-Interaction-Grid-20210629.pdf) (*Example: 1 hour recorded lectures in each week of a 7-week, 3-credit course is 7 hours towards the required 42 contact hours*.)

Direct Contact Hours

*Fill in your estimated contact hours by activity. (Add and delete activity rows as needed)* Final exams are NOT included in the 42 hours of direct contact, but quizzes during the term can be included.

|  |  |  |
| --- | --- | --- |
| **Activity** | **Contact Hours** | **Academic Engagement** |
| *Live Lectures* |  | Provide Direct Instruction |
| *Asynchronous Lectures* |  | *Provide direct feedback to questions or problems within the lecture* |
| *Discussion Forums* |  | Facilitate Group Discussion |
| *Synchronous Meetings* |  | Provide Information or Respond to Questions |
| *Case Study/Field Study/Simulations* |  | Assess and Provide Feedback |
| *Lab Sessions (Live or Online)* |  | Assess and Provide Feedback |
| *Office Hours* |  | Provide Information or Respond to Questions |
| *Quizzes (Final Exams not included)* |  | Assess and Provide Feedback |
| *Student Presentations* |  | Assess and Provide Feedback |
| *Journals/Blogs* |  | Assess and Provide Feedback |
| *Online Resources/Computer-Based Training* |  | Direction and Feedback |
| *Group Projects/Peer Review* |  | Assess and Provide Feedback |
| *Review Instructor Feedback/Revise* |  | Assess and Provide Feedback |
| *Total* |  |  |