Planning Worksheet: **Eight** **Week Course Map**

This course map template is provided as a tool to help you plan the overall design and sequence of your online or blended course while ensuring alignment between the course objectives, module objectives, assessments, learning activities, and instructional materials.

## How to use this Worksheet

1. Start by filling out the general course information section with details about the online or blended course which you intend to map.
2. Think through the overall structure and sequence of your course and then use the table provided to list the specific elements for each module (e.g., unit of learning). The table includes nine rows to align with the accelerated eight-week course format. The first row is for Welcome Module/Module 0. followed by the eight weeks of the course, feel free to modify as needed.
3. Once you complete a draft of your course map, use the [**Course Map checklist**](bookmark://_Course_Map_Checklist) and make improvements as needed. As you review your finalized course map, consider the ways that you might focus and clarify your objectives, beginning with the modular level and then using those components to ensure that you have scaffolded your course in a way that best supports learner success.

## General Course Information

Course Prefix and Number: E.g., ENG1234

Course Title: Click or tap here to enter text.

Course Modality: Choose a modality. Attribute: Choose an attribute.

List the course objectives below.

1. Click or tap here to enter text.
2. Click or tap here to enter text.
3. Click or tap here to enter text.
4. Click or tap here to enter text.
5. Click or tap here to enter text.
6. Click or tap here to enter text.
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12. Click or tap here to enter text.
13. Click or tap here to enter text.
14. Click or tap here to enter text.

**IMPORTANT NOTE:** Course mapping is integral to the sequencing of your course. Pay attention to the order of the course objectives and arrange them in a logical way (e.g., from least complex to most complex). Then consider which objectives can be grouped together into a single unit of instruction and how much time you will need to address them. In the table below there are nine rows to align with the accelerated semester, but you may choose to sequence your course differently.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Objectives (CO)** | **Modules and Topics** | **Module Objectives (MO)** | **Potential Assessment(s)** | **Learning Activities (LA)** | **Instructional Materials (IM)** | **Blended Integration** |
| To do:  List the number(s) of the corresponding COs that align with each module. | To do:  List the week(s) and topic(s) for each unit of instruction/module. Consider adding a title for each module if multiple topics are covered. | To do: List the measurable objectives for the module that align with COs and the module potential assessment. | To do:  List the assessment(s) that measure student learning as stated in the MO. | To do:  List the learning activities students will complete to help them successfully complete the assessment(s). If this is a blended course identify where the LA will take place. | To do:  List the resources and materials you will provide to students to help them prepare for the assessment(s), adding links to online digital materials. If this is a blended course identify where students will access the IM. | To do:  List how the online and in-person/Zoom activities will be connected to support a cohesive course. |
|  | 1. **Welcome Module** |  |  |  |  |  |
| **CO 1**  **CO 2** |  |  | **Online:**  **In-person:**  **Synchronous Online (e.g., zoom):** | **Online:**  **In-person:**  **Synchronous Online (e.g., zoom):** | **Online:**  **In-person:**  **Synchronous Online (e.g., zoom):** |  |
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## Course Map Checklist

The course map checklist below is adapted from and aligns with the [UCF Quality Initiative](https://cdl.ucf.edu/services/instructional/ucf-quality-initiative/) [core standards for quality course design](https://cdl.ucf.edu/services/instructional/ucf-quality-initiative/quality-review/) which is based on nationally recognized rubrics for quality course design.

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| **Objectives** |  |  |
| My course objectives describe outcomes that are measurable |  |  |
| My course objectives are achievable by the end of the course |  |  |
| My module objectives are clearly stated and written from a student perspective |  |  |
| My module objectives describe outcomes that are measurable |  |  |
| My module objectives are achievable by the end of the module |  |  |
| My module objectives are representation of how students will be assessed |  |  |
| Course Sequencing and Organization |  |  |
| My proposed course sequencing will lend itself to a consistent pace throughout my course |  |  |
| **Assessments** |  |  |
| There is an assessment that addresses each course objective |  |  |
| Assessments are appropriate for the course modality |  |  |
| Assessments provide multiple opportunities for students to demonstrate learning (variety of assessments) |  |  |
| Assessments are authentic (reflective of how students may apply concepts in the real-world) where applicable. |  |  |
| **Instructional Materials** |  |  |
| The course offers a variety of instructional materials (e.g., external readings, assignments, discussions, videos) |  |  |
| **Learning Activities** |  |  |
| The course provides opportunities for student practice |  |  |
| **Alignment** |  |  |
| Learning activities and assessments are aligned with the module objectives |  |  |
| **Engagement & Interaction** |  |  |
| The course offers multiple opportunities for different types of interaction (learner-learner, learner-content, learner-self, learner-instructor) |  |  |