

Distance Education Course Design Plan

Course Name and Number: Instructor Name:		Project Started:	Target Delivery:
Course Designer/Author:	Email:	Phone:	
Lead Instructional Designer:	Program Coordinator/Chair (for college):		

Effective course design begins with meaningful, measurable course learning outcomes (CLOs), then identifies how achievement of those outcomes will be measured (e.g., through various types of assessments and activities). Once assessments that align with the CLOs have been identified, the learning activities can be created. This strategy is known as **backward design**. To use this strategy effectively, sections 1.3-4.1 should be completed in order.

1.1 Course Structure: Blended or Online. Explain some of the course cadence and structure (e.g., percentage of online vs face-to-face)

1.2 Course Description: Copy and paste the description of your course as it will appear in the Chapman course catalog. This description must be approved by your program dean/chair.

1.3 Course Learning Outcomes (CLOs): In the space below, write your course outcomes (these may be provided by your program/department). Course outcomes describe what students will be able to do after completing this course (recommend no more than 10 outcomes). Each learning module will have specific objectives that you desire for your students to achieve.

- The CLOs must be observable and measurable (e.g., we cannot observe “understand” and “know.” What will students **do** to demonstrate they understand or know a given concept?)
- All CLOs are stated clearly and written from the learner’s perspective.
- The CLOs are suited to the level of the course and align with the program learning outcomes (PLOs).

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By the completion of this course, students will be able to:	Bloom's Taxonomy Level	PLO to which CLO aligns
1.		
2.		
3.		
4.		
5.		

You may add more rows as needed.

2.1 Module Learning Objectives: Please fill in the following table, with module and/or week numbers, corresponding course learning outcome(s) the module supports, and specific module/week learning objectives. This is designed to align your weekly learning objectives with the course learning outcomes.

The module/week learning objectives clearly describe learning activities that are measurable and consistent with the course-level objectives. Objectives guide the learning activities that will take place within a particular module or week and are written from the learner's perspective. The learning objectives are suited to the level of the course and support progress towards achievement of the CLOs.

Module/Week	CLOs Supported	Module/Week Learning Objectives
Week 1	CLO 1 CLO 2	1. 2. 3.

You may add more rows as needed.

3.1 Course Assessments: The instructor must identify what is acceptable evidence that students have met the course learning outcomes (CLOs). These assessment activities will align with the CLOs and learning objectives within each module/week and may take the form of either *formative* (progress-monitoring) or *summative* (evaluative) assessments. As a best practice, consider including several lower-stakes performance opportunities throughout the semester rather than just a few high-stakes performance assessments (e.g., a mid-term and final comprehensive exam or performance).

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Example activities include:

Formative: Quizzes, homework, short paper, reflective journals, group activities, discussions (synchronous or asynchronous), etc.

Summative: Mid-term/final exams, longer/research papers or projects, presentations or products, portfolios, etc.

Key concepts:

- The assessments demonstrate measurement of the stated CLOs.
- The assessment instruments selected are sequenced, varied, and suited to the work being assessed.
- The course provides learners with multiple opportunities to track their learning progress.

Planned Assessments	Assessment Methods: Formative/Summative	Course Outcome(s) Assessed	Grade Points/ Percentage
1.			
2.			
3.			
4.			
5.			

You may add more rows as needed.

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4.1 Modules: Complete the table below, providing an overview of the materials and learning activities you plan to include in each module/week, the learning objective(s) to be addressed, the assessments that will be completed by students. This will help you map out each module/week as you begin to develop and organize content for the Canvas course.

Module/Week Number: For online and blended courses, you will need to organize course content into weekly modules (week 1, week 2, etc.; see the online/blended course template).

Module Learning Objectives: Please enter the learning objectives from **2.1 Module Learning Objectives**.

Instructional Materials & Content Delivery: Please enter your instructional materials and planned mode of content delivery. The instructional materials contribute to the achievement of the stated course and module/week learning objectives or competencies. Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.

Planned Learning Experiences and Interaction Activities: This could be your group activities, online discussions, self-checked exercises, etc. The learning activities promote the achievement of the stated learning objectives or competencies and provide opportunities for interaction that support active learning. Learning activities might include: Facilitated discussions, group projects, peer reviews, virtual field trips, polls/surveys, debates, role-playing, case studies, student presentations, blogs, journals, web conferencing, and so on.

Assessments: Please list the planned assessments for the module/week from **3.1 Course Assessments**.

Technologies Used: Enter any technology being used to deliver content or engage students for the module/week. The technology tools used in the course should support the learning objectives or competencies and promote learner engagement and active learning. Technologies required in the course must be readily obtainable and current. Examples: Zoom, YuJa, Camtasia, Captivate, Blog, Journal, Twitter, Prezi, Padlet, Poll Everywhere, etc. In your course planning, consider how students will be introduced to any new technologies and provided with the necessary training or guidance.

Module /Week #	Module Learning Objectives (e.g., 1.1; 1.3)	Instructional Materials (e.g., chapters, articles, videos, PPTs)	Learning & Interaction Activities (Indicate A for asynchronous interaction or S for synchronous interaction next to each activity)	Assessments (Indicate formative or summative for each assessment)	Technologies Used (e.g., Zoom, YuJa)

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You may add more rows as needed.

5.1 Determining Time for Tasks: It is important to make sure each course is designed to support the expected number of hours a student should spend completing learning activities, regardless of modality. In general, a 15-week, 3-credit course should require an investment of a total of 135 hours, or approximately 9 hours per week. This includes both direct instruction (content delivery) and “out-of-class” activities completed by the students. As you design your teaching and learning activities, be sure the course does not fall short or exceed the appropriate number of hours between in-class and out-of-class work.

5.2 Time on Task in Distance Education (DE) Courses: Instruction is provided differently in DE (online or blended) courses than in classroom-based courses. Despite the difference in methodology and activities, however, the total "learning time" in DE courses can usually be counted. Rather than try to distinguish between "in-class" and "outside-class" time for students, the faculty member developing and/or teaching a DE course should calculate how much time a student doing satisfactory work would take to complete the work of the course, including:

- Reading/viewing course presentations, videos, and/or attending lectures
- Reviewing course content and other materials
- Participation in online discussions
- Completing all course activities and assignments (e.g., projects, quizzes, presentations, papers, etc.)

Tools for Estimating Time on Task

- RICE/CTE has conducted research on the amount of time it will take to complete coursework. In their research, Elizabeth Barre and Justin Esarey have created a [Course Workload Estimator](#) that helps calculate the time necessary for taking tests, reading, and writing assignments.
- [RICE Enhanced Course Workload Estimator](#)

Example Tasks and Completion Times for One Week of an Online Course

Here is an example of one week (9 hours) of learning tasks or activities and respective completion times for a 15-week, 3-credit course:

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Task	Time
Viewing three, 15-minute lectures (text or video), with web links and/or short polls	1 hour
Reviewing lectures and exploring links	1 hour
Writing and submitting a short "knowledge check" self-assessment statement	1/2 hour
Reading assignments	1 hour
Completing a 10-item online quiz	1 hour
Posting to discussions (original post, responses to classmates' posts, responses to responses)	1.5 hours
Small group project meetings (web conference or asynchronous discussion)	1 hour
Work on research paper and presentation	2 hours
Total	9 hours

6.1 Regular and Substantive Interaction (RSI): All distance education (online or blended) courses must demonstrate that instructor-initiated regular and substantive interaction is taking place throughout the term. This must include interactions taking place on a regular, scheduled basis (such as weekly course announcements) *and* interactions with students initiated by the instructor that directly related to the academic content of the course (such as responding to students in an online discussion forum, facilitating synchronous group discussions, and providing personalized feedback on assignments). Interactions must be 1) initiated by the instructor, 2) frequent and consistent, and 3) focused on the course subject.

Regular interaction: Taking place on a *predictable* and *scheduled* basis; instructors must be responsive to students' requests for support.

Examples of regular interaction:

- Faculty presence, guidance, and initiation of contact.
- Participation in regularly scheduled learning sessions.
- The flow, sequence, and deadlines of the course are directed by the instructor and the timing of the course is set through use of learning activities, online discussion, lectures.
- Interaction with students happens frequently and students grow to expect it.
- Announcements concerning course assignments and additional guidance are made by the instructor via the Learning Management System (LMS) at strategic points throughout the course.
- Assignments and assessment deadlines that are spread throughout the term of the class.

Substantive Interaction: Students are engaged through teaching, learning, and assessment as well as at least two of these five activities, which must be initiated by the instructor:

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1. providing direct instruction;
2. assessing or providing feedback on a student's course work;
3. providing information or responding to questions about the content course or competency;
4. facilitating a group discussion regarding the content of a course or competency;
5. or other instructional activities approved by the institution's or program's accrediting agency.

Examples of substantive interactions:

- Follow-up questions on a discussion board to assist students in reaching a higher learning potential.
- Constructive feedback on student assignments, which identifies specifically what has been done correctly, needs improvement, or guides students to the next steps of learning. Brief comments like “good job” or “you need to improve” are not substantive.
- Course materials (e.g., recorded webinars, videos, and reading materials) which facilitate synchronous or asynchronous interactions and require the student to contact the instructor or participate in an online discussion moderated by the instructor.
- Instructor announcements to the class regarding course content and upcoming assignments.
- Synchronous online meetings and chats that further explore course material and answer student questions.
- Identify students struggling to reach mastery through observation of discussion activity, assessment completion, or even user activity and offer additional opportunities for interaction.
- Use of small working/study groups that are moderated by the instructor.

As per new federal guidelines, instructors teaching distance education courses must also **monitor student engagement** throughout the course and substantively engage with students based on that monitoring. Instructors must also be responsive to students' request for instructional support. Monitoring a student's academic engagement and success can be done through the Canvas LMS using the Analytics feature in each course and may include:

- Evaluating a student's level of participation in synchronous class sessions;
- Monitoring the student's activity on course websites or materials;
- Considering the quality of the student's coursework or understanding; or
- Other forms of monitoring the student's engagement and success.

6.2. RSI Plan: As part of this course design plan, the table below must be completed to demonstrate instances of regular and substantive interaction throughout the course. Chapman requires **at least one instance of instructor-initiated interaction per instructional week**. Drawing from the information provided in the table above (section 4.1), identify the type(s) of interactions occurring throughout the course.

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Type of instructor-initiated interaction	Specific activities (from table 4.1)	Week(s) in which the activities will take place
Providing direct instruction		
Providing feedback on students' work		
Providing information or responding to questions about course content		
Facilitating group discussion regarding course content		
Other approved instructional activities		
Please briefly describe how you will ensure RSI guidelines are met throughout the term.		
Please briefly describe your plan for monitoring student engagement throughout the term.		