Blackboard Ultra
Build a Course in Ultra with the Course Template
Build a Course in Ultra Course View

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Overview

This guide is designed to help you develop courses in Ultra Course View that utilize the recommended course format template. If you do not have a course format template applied to your course (or sandbox), you can request one. Click Request Service button and then select Apply course template when completing the form.

If you have not used Blackboard much in the past, now is a great opportunity to learn. We are all in this transition together with the goal of providing Drake students with consistent quality experiences.

Other Resources:
- Design Dialogue recordings
- Faculty Resources website
- Blackboard Learn Ultra Training
- Request for assistance (includes template request)

Ultra Course Template

After the template is applied to a blank course, your course will look like this:

If the template is applied to a course with existing content, this template format will display below your content.

Tips for Getting Started

For starters, it is extremely helpful to open two browser windows — one for Original course view, the other for Ultra course view. If you do not have multiple monitors, resize your screens so you can view both browsers side by side.

Moving Items

If at any point you need to move an item, hover over the item to display the double arrows near the right side. Click and drag the arrows icon to move the item to the desired location. It works best if your browser is sized to full-screen.
To begin, edit the name of the course information folder.

1. Click the *ellipsis* and select *Edit*.
2. Enter the Course ID, Course Name, Term, and Dates. 
   a. Use the [Registrar’s Academic Calendar](#) to find semester dates. The following are folder name suggestions:
      i. ABC 123: Course Name | Term Year | Semester Start Date – Semester End Date
      ii. ABC 123: Course Name | Term Year | Term Start Date – Term End Date
   b. Edit the description. Folder descriptions are limited to 255 characters. This will display on the *Course Content* page. Example: “Instructor contact information, syllabus, schedule, and more…”
   c. Click *Save*.

The content within the course information folder will look like this:

Next, learn how to edit this content.
The *Meet your Instructor* Document in the course information folder serves as a template for you to modify with your own contact information.

Update this Document by:
- Editing each block with your own details.
- Editing and/or removing all of the purple text and deleting blocks you don’t want.
- Removing the photo of Griff and replacing it with your own photo or headshot.

NEW IN ULTRA: You now have access to a Course Room that can be used for easy virtual meetings. This is referenced in the “Meet your Instructor” document. This Course Room can be found in the “Details & Actions” list on the left side of your course. It is always there and available. This tool can be used for office hours and course meetings. If you prefer to use Zoom, you can set up your own virtual meetings and update the Virtual Meetings section to include your Zoom details.

As you edit Documents in Ultra, here are a few tips to consider:
- **Heading Styles:** To format text as a title, header, or subheader within the Document (such as Contact Info, Communication Expectations, About Me, Virtual Meetings, etc.), you can choose to apply a Header Style from the Text Style drop-down menu on the text editing toolbar. Text Styles chunk the content for learners, making it easier to read and digest, as well as makes the content more ADA compliant.
- **Adding Images:** To add your photo, refer to **ULTRA: Insert images in the editor**. In the example above, the image is set to display inline.
- **Alternate Methods:** There are several ways to build your document. For more details, review **ULTRA: Create a Document**.
In the course information folder, you will see a Document entitled Syllabus and Schedule. This is simply a placeholder.

Please delete the placeholder document and then proceed to upload your syllabus and schedule.

Before you begin, see the “Tips for uploading files” section below.

To upload a file:
1. From within the course information folder, click the plus (+) sign.
2. Select Upload.
   - Browse local computer to locate your PDF(s).
   - **Important**: Changes made to the version saved to your computer do NOT automatically update the version in Blackboard.

Before you upload your syllabus, here are some tips to consider:
- **ULTRA**: Watch a video about adding content
- Consider adding a term date or last updated date somewhere in the Word document for clarity.
- Always save your source file (e.g., editable Word document) and create a PDF at the same time to avoid version control issues.
- A best practice is to provide students with the PDF version because it opens in a browser and does not need to be downloaded, which is particularly helpful on mobile devices. This applies to documents created in Microsoft Word, PowerPoint, etc.
- **Important**: For external resources in PDF format, always try to link to the source (if available) versus uploading the PDF to your course in Blackboard. This best practice helps with copyright clearance. If available from Cowles Library, provide the permalink.

The next item in the course information folder is a link to the Ultra Version Panopto Video Library. Click the link to activate Panopto in your course. Doing so creates a folder within your course to access your videos and also creates a folder within Panopto that is specific to your Ultra course. You may choose to make this link visible or hidden to students.

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**Syllabus and Schedule**
Visible to students

**Ultra Version Panopto Video Library**
Visible to students

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Add an Assignments Folder

If your students will be creating videos to share with you or the whole class, you will need a Panopto Assignments folder, which can be created after you activate the Panopto Video Library folder in your course. Learn more.

If you do not have video assignments and are not planning to add them, you can skip this step.

Student Visibility

The course information folder should now be complete. Please make sure that all of the **items** within the folder are set to “Visible to Students,” unless there are specific items you do not ever want students to see. Then, double-check that the visibility of **folder** is also set to “Visible to Students.”

The course itself is set to private so students will not see any content as you are developing your course. By default, all items you create in Ultra will be set to “Hidden from Students.” As you develop content, be sure to change this setting to “Visible to Students” so you don’t overlook it in the future.

You can set the availability at the learning module or folder level (rather than the individual item level), which will hide or show all the visible items within the learning module or folder. This prevents students from working ahead and supports student engagement.

Note: if you have an individual item hidden, it will remain hidden even if the learning module or folder is set to visible.

One option is to use Release Conditions to open one module per week on a certain day and time. For example, you can set each module to open every Monday at 6:00 a.m. This prevents students from seeing the entire course at once.

The learning module or folder availability can be changed manually or you can use ULTRA: Release Conditions to control the availability by date, membership, and/or performance. After your course is developed, you also use ULTRA: Batch Edit to apply visibility settings to several items at once.
The Help & Resources folder comes after the course information folder and includes two documents:

- Student Help & Resources
- Instructor Help & Resources

Take a moment to get familiar with both sets of resources. Your role will be to help answer student questions related to Blackboard Ultra course view.

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After you have finished adding the desired information to the course information folder, you are ready to begin adding content to the Learning Modules.

Learning modules are used to house the core content of your course (e.g., learning materials, assignments, quizzes, discussion forums, etc.). Learning modules can be organized by Module, Week, Topic, etc. They are similar to folders; however, they are designed to provide students with a superior experience through easy navigation and content immersion. Learning modules are the recommended format for posting course content.

Learning modules provide students with navigation arrows that allow them to move forward and backward through the content within the module. Folders do not provide the navigation arrows and require the students to close the current page before they can continue to the next item.

Note: if you ever copy a course from Learn Original to Learn Ultra, your content will come over as folders. In this case, you would need to drag the content out of the folder and into the learning module. You may need to create additional learning modules to house all of your content.
“Welcome & Introductions” is the first Learning Module in your course. While building community within your class can happen organically in courses taught on-ground, it is important to be intentional about building community from the start of class for those delivered online or virtually.

In this module, you will find a welcome message document and an Introduce Yourself discussion.

**Welcome Message from your Instructor**
The “Welcome Message from your Instructor” document serves as a template for your own message. We highly recommend recording a welcome video as a way to connect with students. If you do not wish to create a welcome video, consider adding a welcome message in this space instead.

Update this Document by:
- Editing the block to include your own welcome message.
- Editing and/or removing all of the purple text.
- Adding a link to your video message (instructions on next page).

**Discussion: Introduce Yourself**
Establishing a community is an important part of this course. Let’s start by getting to know one another. Post your responses to these questions: [First question] [Second question] [Third question]

**Instructor-Created Videos**
Panopto, or other recording software, can be used to record a welcome video, mini-lectures, demonstrations, podcasts, etc.

**Warning:** Due to space constraints, do NOT upload video files directly to Blackboard.

Panopto is the best tool at Drake University for sharing self-produced recordings.
- If you create the recording in Panopto, you can easily share it with students in your course.
- If you used other recording software, upload the mp4 to Panopto and then share the recording with students in your course.
Add a Welcome Video

Click the Panopto Video Library link, located in the course information folder, and select Create to record a new video or upload an existing video from the Panopto Library.

After you have created or uploaded your welcome video, go into the “Welcome and Introductions” Learning Module to embed your video. Here you can choose to embed your video inside the Welcome Message from Your Instructor document, or you can delete that document and create a direct link to your video.

1. From within the welcome message document, or directly within the Welcome & Introductions learning module, click the + sign and select Content Market.
2. Scroll down and click Panopto Video Embed.
3. Select the recording you want to add from the folder that displays or from another folder to which you have access.
4. Near the bottom of the screen, click the action arrow above the Insert button to expand the Video Embed Options.
5. Review and update the Video Embed Options.

Introduce Yourself Discussion

As a way to build community and help your students get to know each other, an Introduce Yourself Discussion is in the Welcome & Introductions folder.

For blended or in-person classes, consider adding a more reflective discussion to supplement an in-class icebreaker or discussion. For example, have them share what they want to be able to do after the class is finished, an image that reflects them and why, etc.

Update the discussion by:

- Editing the discussion to include your own instructions.
- Removing all of the purple text.
- Updating the discussion Settings.

Tip: For more details, refer to ULTRA: New Discussion Page. Use the links on the right side of the page to quickly explore the information and find answers.

Tip: The subscription feature is no longer available for Discussions; however, notifications can be customized for the Activity Steam to include new discussion posts. In these settings, you can also elect to have emails sent immediately with this information, therefore acting similar to the subscription feature.
Discussion Settings

Steps to edit Discussion settings:
Click the Settings (gear) icon to update the Discussion Settings.

Review the following recommendations:

- Select “Display on Course Content page.”
  - This streamlines the process for students. They can access the discussion in context (instead of having to click the Discussions icon in navigation bar).

- In many instances, we recommend selecting “Post first.”
  - This helps students formulate their own responses without outside influence of peers who post before them.

- Decide whether to “Grade discussion.”
  - Several factors influence this decision:
    - Is it a formal or informal discussion? Formative or summative? Low stakes or high stakes?
    - Decide whether you will grade by points, letter, or percentage and enter the maximum points.
    - If you decide not to grade it but still want to enter a due date, select the box to grade the discussions and set the possible points as zero (0).

- Set the “Participate by” date and time.
  - This serves as a communication tool for students on the Course Content page and in the Activity Stream.
  - You can only set one due date per discussion. If you want students to post their first response by a certain date, include that in your instructions.
  - If a student participates shortly after the deadline or posts 24 hours late, plan whether you will be flexible with grading penalties. If posted shortly after the deadline, connection issues may have been a factor.

- Decide whether to add a grading rubric.
  - Currently, Ultra course view only supports percentage-based rubrics; however, these work with items graded by points, letter, or percentage.
  - To locate rubric samples and ideas, do a keyword search in Google or other search engine. For example, “sample rubric essay higher education” or “MBA capstone project rubric.”
  - For help on rubrics, refer to ULTRA: Rubrics.

- If you want this Discussion to be completed in groups, click Assign to Groups. For more help on groups, refer to Ultra: Groups.
Now you are ready to begin adding content to the core learning modules to house your course content. The template contains six modules. You may need to add or remove learning modules to fit your needs. For clarity, use consistent and concise naming conventions throughout your course (i.e., use the same titles in the syllabus, learning module, rubric, etc.).

The learning modules in the course template look like this:

The course template is organized by “module,” but you can choose how you want to organize your course. Here are three examples:

<table>
<thead>
<tr>
<th>Example 1</th>
<th>Example 2</th>
<th>Example 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Module</td>
<td>By Unit or Chapter</td>
<td>By Week</td>
</tr>
<tr>
<td>• Module 1: Topic</td>
<td>• Unit 1: Topic</td>
<td>• Week 1: Topic</td>
</tr>
<tr>
<td>• Module 2: Topic</td>
<td>• Unit 2: Topic</td>
<td>• Week 2: Topic</td>
</tr>
<tr>
<td>• Module 3: Topic</td>
<td>• Unit 3: Topic</td>
<td>• Week 3: Topic</td>
</tr>
</tbody>
</table>

Within each learning module, you can create documents, assignments, discussion forums, and more.

We strongly encourage using a document as the first item in each learning module as a way to share course and module objectives. This is also a great place to share a mini-lecture setting the stage for the module. The course template includes this document as a starting point for you.
From within the learning module, click the Module 1 Introduction & Objectives document title to open the document. This document currently includes two blocks of content. You can choose to edit these to fit your needs.

Click the *ellipsis* next to any block and select *edit*.

Update this Document by:

- Editing the Course and Module Objectives to include measurable objectives or outcomes for the module.
- Editing and/or removing all of the purple text.
- Adding a link to a module introduction or mini-lecture.

Some tips to consider:

- **Module Introduction** – Here you can add a video lecture or detailed text introduction/summary of the module. Think about how you introduce content at the start of a face-to-face class or transition to a new topic. The content you add to the “Documents” is like that. A Document can set the stage and help students make transitions and connections.
  - **Panopto Video** – Select *Insert Content* >> *Insert LTI item* >> *Panopto Video Embed*. Panopto videos can be added from the course Panopto folder, uploaded from your hard drive, or recorded here.
- **Objectives**: – If available in an Original course, try copying and pasting it into the text block.
  - **Tip**: Use measurable verbs from Bloom’s Taxonomy to prompt higher levels of critical thinking.

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**Module 1 Introduction & Objectives**

**Module 1: Title**

**Introduction**
Module summary statement/hook, video introduction, or both

**Course Objectives**
Upon completion of this course, you will be able to:
- Apply ...
- Analyze ...
- Evaluate ...
- Create, present and defend ...

**Module Objectives**
Module objectives align with *bolded* course objectives.
Upon completion of this module, you will:
- Differentiate between ...
- Identify ...
- Describe ...
Now you are ready to add your own content to each learning module. Continue adding content (documents, assessments, discussions, etc.) to each module using the appropriate tools in Blackboard. This is an example of what a module might look like:

![Module Structure Example]

**Documents**

You can also think of “Documents” in Ultra as a [HyperDoc](https://example.com) that immerses students in a topic.

As you create a document, you can add different types of course material related to the topic — links, images, file attachments, videos, mini-lectures, etc.

You can then add contextual information to help make connections for the students:

- Explain why you selected the content and how the piece of content aligns with course and module objectives.
- Explain how various pieces of content relate to each other.
- Tie back to content from earlier in the course.
- Set expectations for how the content relates to future content.
The Document example on the next page includes five blocks related to the topic, “Learn about Research and Its Management.”

- The Document starts with an attached PDF with instructions on how to use it throughout class. The instructor clicked “Add Content” to add a text block and then attached the PDF.
- In the next text block, the instructor typed or copy/pasted content to explain the reading assignment and why it is important to the course outcomes.
- The third text block is a mini-lecture recorded by the instructor. It was added through Insert Content >> LTI Item >> Embed Panopto video. The instructor then added text to explain why the mini-lecture is important to watch and set expectations regarding the length of the recording.
  - The instructor added this line of text to the same content block but after the video: “For your reference or taking notes, download the PDF of the presentation that follows.”
- Below the mini-lecture, the instructor then created another text block and attached a PDF of the PowerPoint used in the lecture. Students can download the PDF for reference and taking notes.
- The last text block sets expectations about what is next in the course.
The Document example on the next page includes three text blocks related to the topic, “More about Ethics in Strategic Communication.”

- The first text block explains what to do with the next two items, as well as how they relate to the topic.
- The second text block includes a YouTube video that was added through Add Content >> YouTube Video. The instructor selected the video to display inline if allowed by browser. The instructor also added a question to get students thinking more about the topic before watching the video.

In the last text block, the instructor added a hyperlink to an external website, along with instructions for completing the activity and submitting their work in the next assignment.
Document Tips

For help on document, refer to ULTRA: Create Content Items or Documents.

• Use the functions in the content editor to format text, add links, and attach files.

• Hover over each item in the editor to see what it does.

  o Use the Color picker to change the text color.
  o Click Lists to format a bulleted or numbered list.
  o Highlight the text you want to make clickable and then click Link to add the details. By default, the hyperlink will open in a new tab.
  o Select Insert content to add a YouTube video or LTI item, such as a Panopto video.

Documents are best when they are about a page long, give or take. A document should have more than just one or two sentences. If it is too short, you may not have enough contextual information describing your content or perhaps you can combine Documents. If it’s getting too long, consider breaking into two documents.

Assessments

When creating an item in Ultra, you have two options under the Assessment section:

• Test
• Assignment

New in Ultra: Assignments now provide the ability to include test questions in an assignment. This feature supports practice/drilling/check-for-understanding activities.

When you create an assessment, a gradebook item is created automatically. After you post grades, students can view their scores on their grades pages or in the activity stream. They can also access an assessment, associated rubrics, their submissions, your feedback, and their grades from the link on the Course Content page.

As you plan your assessments, please note the following question types are not available in Ultra:

• Calculated Numeric
• Either/Or
• File Response
• Hot Spot
• Jumbled Sentence
• Ordering
• Opinion Scale and Likert
• Quiz Bowl
**Steps to create a Test:**

1. Click the **plus (+) sign** and select **Create**. From the **Create Item** panel, scroll down to the **Assessments** section and select **Test**. The **New Test** page opens.
   a. Note: When you create a test, a gradebook item is created automatically. A test's score consists of the sum total of all the questions' points.

2. Name the test something meaningful to you and students.

3. To build your test, select the **plus (+) sign** to open the menu and make a selection. You can add text, files, questions, or a combination of these options.
   a. For question types, Multiple Choice, Fill in the Blank, and True/False are automatically graded. You will need to add both the questions and their corresponding answer options for the **Save** button to appear.

4. Select the **Settings** icon to open the panel where you provide the **Test Settings**.

5. Save your changes along the way. Close the test when you are finished.

For more information on creating tests, refer to [ULTRA: Create Tests](#), which includes how to:

- Create a test
- Build your test
- Select Test Settings
- Add files and text blocks
- Reorder items
Assignments

Steps to create an Assignment:

1. Click the plus (+) sign and select Create. From the Create Item panel, scroll down to the Assessments section and select Assignment. The New Assignment page opens.
   a. Note: When you create an assignment, a gradebook item is created automatically.
2. Name the assignment something meaningful to you and students.
3. Select the plus (+) sign to open the menu and make a selection. You can add text, files, questions, or a combination of these options.
   a. For question types, Multiple Choice, Fill in the Blank, and True/False are automatically graded. You will need to add both the questions and their corresponding answer options for the Save button to appear.
4. Select the Settings icon to open the panel where you provide the assignment's details and information.
5. Save your changes along the way. Close the assignment when you are finished.

Assignment Tips

There are numerous settings available for assignments. The purpose of this list is to provide a few tips as you get started. For additional information, refer to ULTRA: Create and Edit Assignments.

- **Due date and time** – Due dates appear on the calendar and in the activity stream. Encourage students to review what is due soon so they can ask questions in advance.
- **Allow class conversations** – This option enables students to ask questions in the context of the assignment.
- **Randomize questions and answers** – This option supports practice/drilling activities and helps students avoid academic dishonesty. To prevent confusion, don’t add numbers to reference other questions.
- **Collect submissions offline** – This option enables you to collect assignments without requiring students to upload a submission.
- **Attempts allowed** – Consider using multiple attempts (e.g., 2 or 3) to account for student upload errors. Choose how the final grade is calculated.
- **Grading rubric** – Rubrics can help increase clarity for students and efficiency for instructors when assessing student performance (i.e., grading) by clearly describing what performance looks like at various levels for each criterion. You can use a percentage-based rubric with a point-based assignment.
- **Assigned groups** – Creating group assignments is much easier to do in Ultra course view. Simply click Assign to Groups to select or create groups.
- **SafeAssign** – This is a tool that checks for potential plagiarism in student submissions when SafeAssign is enabled. You can use the results as a teaching tool, an evaluation tool, or both.
**Discussions**

**Steps to create a Discussion:**
1. Click the *plus (+) sign* and select *Create*. From the *Create Item* panel, scroll down to the *Participation and Engagement* section and select *Discussion*. The *New Discussion* page opens.
   a. Note: When you create a discussion, a gradebook item is created automatically.
2. Name the discussion something meaningful to you and students.
3. Include guidelines and expectations. You can use the options in the editor to format text, attach files, and embed multimedia.
4. Select the *Settings* icon to open the panel where you provide the assignment’s details and information.

**Tip:** For more details, refer to [ULTRA: New Discussion Page](#). Use the links on the right side of the page to quickly explore the information and find answers.

**Journals**

**Steps to create a Journal:**
1. Click the *plus (+) sign* and select *Create*. From the *Create Item* panel, scroll down to the *Participation and Engagement* section and select *Journal*. The *New Journal* page opens.
2. Name the journal something meaningful to you and students.
3. Create a prompt to get students started with their journal entries.
4. Select the *Journal Settings* icon to open the panel where you provide the journal’s details and information.

Journals are a personal space for students to communicate privately with you. Journals cannot be made public in the Ultra experience. If needed, use Discussions for a collective “Journal” activity.

**Tip:** For more details, refer to [ULTRA: Journals](#). Use the links on the right side of the page to quickly explore the information and find answers.
**Steps to create a Learning Module:**
1. Click the plus (+) sign wherever you would like to create a new Learning Module and select *Create*. From the *Create Item* panel, select *Learning module*. The Learning Module is added to the *Course Content* page.
2. Click the pencil icon next to the title to rename the module.
3. Choose whether the learning module is hidden or available.
4. Click the gray area to access the description field. Click the pencil to add a description (optional and limited to 255 characters).

**Folders**

**Steps to create a Folder:**
1. Click the plus (+) sign wherever you would like to create a new Folder and select *Create*. From the *Create Item* panel, select *Folder*.
2. Click the pencil icon next to the title to rename the folder.
3. Choose whether the folder is hidden or available.
4. Type a description (optional and limited to 255 characters). The description will display on the *Course Content* page.

Folders are best suited to organize course documents such as a syllabus, instructor contact information, course schedule, resources, etc. Folders can be created inside a learning module or directly on the *Course Content* page.
As you put the final touches on your course, remember to double-check the availability of your individual items, learning modules, and folders. Most of your individual items (documents, assignments, discussions, etc.) should be set to “Visible to Students.” Again, our recommendation is to set availability at the learning module or folder level so students cannot see the entire course at once. This prevents students from working ahead and supports student engagement. You can set the availability at the learning module or folder level (rather than the individual item level), which will hide or show all the visible items within the learning module or folder. Note: if you have an individual item hidden, it will remain hidden even if the learning module or folder is set to visible.

The learning module or folder availability can be changed manually or you can use ULTRA: Release Conditions to control the availability by date, membership, and/or performance. After your course is developed, you also use ULTRA: Batch Edit to apply visibility settings to several items at once. You can use “Batch Edit” to quickly adjust settings at the folder level and learning module level.

Finally, when you are ready to open your course, click “Students can’t access this course” from the Details & Actions list. A pop-up window will appear where you can choose to open the course to students.

“A course map is a visual representation of your course that lists the components of your course and the alignment of the components with your learning objectives.” (NM State University)

This poster, Map your Way to a Quality Course: Course Mapping (2017 NMSU Board of Regents), explains the benefits of course mapping, as well as share tips, templates and resources, and helpful steps to try with your course.

Drake Online and Continuing Education provides this Course Map as a course-mapping template.

Drake Online and Continuing Education has a team of instructional designers and technologists ready to assist you. For support, please submit an Online Course Request and select from the options after clicking the Request Service button.