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# 2022 Institutional Blueprint Report

Updated 8/26/2022

## Center for Teaching, Learning and Design Instructional Design Group

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## REPORT SUMMARY

Application of the MSU Denver Institutional Blueprint ensures that your course shell presents clear navigation and meets institutional guidelines and requirements. Applying the Blueprint to your course also ensures that your course will be on the path to continuous improvement regardless of whether you decide to make additional changes.

This report indicates the course design quality standards that have been automatically met with the application of the Institutional Blueprint, as well as highlights the portions that need your customization, and provides a brief overview of some of the new tools available to you.

Below are the details about how each of the course design standards are met or addressed in the Institutional Blueprint. For your convenience, we have introduced a three-tiered scale denoting the degree to which each of the standards is addressed by the Blueprint.

## QUALITY MATTERS COURSE DESIGN STANDARDS: THREE-TIERED SCALE

Depending on the specificity and requirements of the course design standard, we have introduced a three-tiered scale in which the standards addressed in the Blueprint are assigned the following status: *“Automatic”, “Minor Modification”,* and *“Modification Required”.*

Described below are all 43 course design standards and how each of them has been met through application of the Institutional Blueprint to your course shell. Addressing a course design standard is generally achieved by placeholders in various content areas and pages. If a standard is indicated as “Met”, no modification is required from instructors. If a “Minor Modification” status is assigned, little adjustments are required from instructors to meet the standard. If “Modification Required” is assigned, the standard addresses alignment and instructor’s significant time and effort are required to meet the standard.

### QM Standards At-a-Glance

*Table 1: Three-Tiered Scale for Quality Matters (QM) Specific Review Standards as Addressed in 2022 Master Institutional Template*

| **QM Specific Review Standard** | **Tier-1**  **Automatic** | **Tier-2**  **Minor Modification** | **Tier-3**  **Modification Required** |
| --- | --- | --- | --- |
| **General Standard 1: Course Overview & Introduction** | | | |
| Design Standard 1.1 |  | **✓** |  |
| Design Standard 1.2 |  | **✓** |  |
| Design Standard 1.3 |  | **✓** |  |
| Design Standard 1.4 | **✓** |  |  |
| Design Standard 1.5 | **✓** |  |  |
| Design Standard 1.6 | **✓** |  |  |
| Design Standard 1.7 |  | **✓** |  |
| Design Standard 1.8 |  | **✓** |  |
| Design Standard 1.9 | **✓** |  |  |
| **General Standard 2: Learning Objectives (Competencies)** | | | |
| Design Standard 2.1 |  | **✓** |  |
| Design Standard 2.2 |  |  | **✓** |
| Design Standard 2.3 |  |  | **✓** |
| Design Standard 2.4 |  |  | **✓** |
| Design Standard 2.5 |  |  | **✓** |
| **General Standard 3: Assessment & Measurement** | | | |
| Design Standard 3.1 |  |  | **✓** |
| Design Standard 3.2 |  | **✓** |  |
| Design Standard 3.3 |  |  | **✓** |
| Design Standard 3.4 |  |  | **✓** |
| Design Standard 3.5 |  |  | **✓** |
| **General Standard 4: Instructional Materials** | | | |
| Design Standard 4.1 |  |  | **✓** |
| Design Standard 4.2 |  | **✓** |  |
| Design Standard 4.3 |  | **✓** |  |
| Design Standard 4.4 |  |  | **✓** |
| Design Standard 4.5 |  |  | **✓** |
| **General Standard 5: Learning Activities & Learner Interaction** | | | |
| Design Standard 5.1 |  |  | **✓** |
| Design Standard 5.2 |  |  | **✓** |
| Design Standard 5.3 |  | **✓** |  |
| Design Standard 5.4 |  | **✓** |  |
| **General Standard 6: Course Technology** | | | |
| Design Standard 6.1 |  |  | **✓** |
| Design Standard 6.2 |  |  | **✓** |
| Design Standard 6.3 |  |  | **✓** |
| Design Standard 6.4 |  | **✓** |  |
| **General Standard 7: Learner Support** | | | |
| Design Standard 7.1 | **✓** |  |  |
| Design Standard 7.2 | **✓** |  |  |
| Design Standard 7.3 | **✓** |  |  |
| Design Standard 7.4 | **✓** |  |  |
| **General Standard 8: Accessibility & Usability** | | | |
| Design Standard 8.1 |  | **✓** |  |
| Design Standard 8.2 |  | **✓** |  |
| Design Standard 8.3 |  |  | **✓** |
| Design Standard 8.4 |  |  | **✓** |
| Design Standard 8.5 |  |  | **✓** |
| Design Standard 8.6 |  | **✓** |  |

### 

### GENERAL STANDARD 1: COURSE OVERVIEW & INTRODUCTION

*The overall design of the course is made clear to the learner at the beginning of the course.*

**DESIGN STANDARD 1.1 - *Minor Modification***

1.1 Instructions make clear how to get started and where to find various course components.

**Recommendation to Meet**: A “Welcome” message is included on the Home page that provides instructions for how students should get started in the course, including where they should go next on the navigation menu to view the syllabus, course schedule, and important course information. Furthermore, a “Navigating this Course” page is included in the “Course Information” module, which provides detailed navigation instructions for students to locate important course components.

**DESIGN STANDARD 1.2 - *Minor Modification***

1.2 Learners are introduced to the purpose and structure of the course.

**Recommendation to Meet:** Complete the course sections listed below.

The Syllabus section on the navigation menu has been designed with the following customizable sections:

* *Course Description:* Instructors are encouraged to provide students with a brief overview of the course purpose.
* *Schedule of Activities*: Instructors are prompted to list the schedule for the course as well as any relevant due dates.

The “Overview (Read Me First)” page in the“Course Information Module” has been designed with the following customizable sections*:*

* *General Course Overview*: Instructors are encouraged to get students excited about their course, what they are going to learn, and how to apply what they have learned.
* *About Course Organization*: instructors are prompted to describe how the learning process is structured for their course.
* *Outline of Course Topics:* Instructors are prompted to add an outline of topics covered in the course.
* *Course Format*: instructors are prompted to explain which portions of the course will be online, synchronous, or asynchronous.
* *Next*: This navigation button at the bottom of the page lets students know what their next step for the course is. This path will guide students to learn about their instructor, course grading policies, detailed navigation information, and institutional policies and academic support services pages.

**DESIGN STANDARD 1.3 - *Minor Modification***

1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.

**Recommendation to Meet**: “Your Online Community,” located in Tips for Online Learners in the University Policies and Resources module outlines expectations for communications, appropriate behavior and standards for communication. The Instructor Introduction page also includes a prompt for the instructor to add their own communication and interaction policy.

**DESIGN STANDARD 1.4 - *Automatic***

1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.

**MET:** Course and institutional policies with which the learner is expected to comply are provided in the University Policies and Resources module.

**DESIGN STANDARD 1.5 - *Automatic***

1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.

**MET**: Minimum technology requirements are provided by default in the blueprint University Policies and Resources module under Technical Assistance. Technology requirements are also provided in the Overview (Read Me First) page in the Course Information module with a prompt for SMEs/IDs to add additional requirements, as needed.

**DESIGN STANDARD 1.6 - *Automatic***

1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.

**MET:** Computer skills and digital literacy expectations are provided by default in the blueprint University Policies and Resources module under Tips for Online Students under the heading Using Technology in Your Online Courses. Digital literacy expectations are also provided in the Overview (Read Me First) page in the Course Information module.

**DESIGN STANDARD 1.7 - *Minor Modification***

1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.

**Recommendations to Meet:** Instructors are prompted to customize the “Prerequisites” section on the Syllabus page, located under “Syllabus” on the course navigation menu.

**DESIGN STANDARD 1.8 - *Minor Modification***

1.8 The self-introduction by the instructor is professional and is available online.

**Recommendations to Meet:** “Instructor Introduction” page, located under the “Course Information” module provides a self-introduction by the instructor, including instructor’s name, title, field of expertise, personal statement, etc.

**DESIGN STANDARD 1.9 - *Automatic***

1.9 Learners are asked to introduce themselves to the class.

**MET:** A “Student Introductions” discussion forum was added to the “Course Information” module for students to introduce themselves to the class.

### GENERAL STANDARD 2: LEARNING OBJECTIVES (COMPETENCIES)

*Learning objectives or competencies describe what learners will be able to do upon completion of the course.*

**DESIGN STANDARD 2.1 - *Minor Modification***

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.

**Recommendations to Meet:** A “Course Learning Objectives or Outcomes” section has been included in the “Overview (Read Me First)” page. Instructors are prompted to copy and paste these from the official course syllabus.

**DESIGN STANDARD 2.2 - *Modification Required***

2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

**Recommendations to Meet:** A “Course Alignment Map” is provided under the “Course Information” module, guiding instructors to break down the course-level objectives to measurable module/unit-level objectives. Instructors can publish this page to make it available to students. The blueprint templated module overview page gives instructions on writing clear outcomes, but Instructors will need to ensure module and course level outcomes are aligned.

**DESIGN STANDARD 2.3 - *Modification Required***

2.3 Learning objectives or competencies are stated clearly, written from the learner’s perspective, and are prominently located in the course.

**Recommendations to Meet:** “Course Learning Objectives or Outcomes” and “Measurable Module/Unit Learning Objectives” sections have been created on the “Overview (Read Me First)” page. The “Module Overview” pages in the sample module include a spot for MLOs. Instructors are prompted to create/include measurable course-level and module/unit-level learning objectives which are clearly stated and written from the student’s perspective.

**DESIGN STANDARD 2.4 - *Modification Required***

2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.

**Recommendations to Meet:** A “Course Alignment Map” is provided under the “Course Information” module, guiding instructors to break down the course-level objectives to measurable module/unit-level objectives.

**DESIGN STANDARD 2.5 - *Modification Required***

2.5 The learning objectives or competencies are suited to the level of the course.

**Recommendations to Meet:** A guidance to consider taxonomies is provided on the Course Alignment Map page. Instructors are prompted to use measurable verbs when creating learning objectives appropriate to the level of the course.

### GENERAL STANDARD 3: ASSESSMENT & MEASUREMENT

*Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.*

**DESIGN STANDARD 3.1 - (3 Points)** **– *Modification Required***

3.1 The assessments measure the achievement of the stated learning objectives or competencies.

**Recommendations to Meet:** A “Course Alignment Map” is provided under the “Course Information” module, guiding instructors to provide alignment of course-level, module/unit-level objectives, and assessments in the course. While the assessment map will illustrate alignment between assessments and learning objectives, the objectives and assessments themselves will need to be conceptualized by the instructor.

**DESIGN STANDARD 3.2 - *Minor Modification***

3.2 The course grading policy is stated clearly at the beginning of the course.

**Recommendations to Meet:** A “Course Grading Policy” page is provided in the “Course Information” module, prompting instructors to present students with a clear and easy to understand explanation that fully describes how their grades will be calculated in this course and describe the relationship between final grades and accumulated points or percentages throughout the course. The grading policy template includes and will need instructor input on point distribution, late work policy, extra credit, grading scale, and response time.

**DESIGN STANDARD 3.3 - *Modification Required***

3.3 Specific and descriptive criteria are provided for the evaluation of learners’ work and their connection to the course grading policy is clearly explained.

**Recommendations to Meet:** A “Criteria for Evaluation” section is provided on the “Course Grading Policies” page, prompting instructors to describe the criteria used for evaluating course work, provide students with the exact locations of rubrics, checklists, quality and originality of comments and/or contributions to discussion postings, blogs, etc. Instructors will need to not only complete these templated sections, but will also need to create specific criteria for evaluation of work to meet this standard.

**DESIGN STANDARD 3.4 - *Modification Required***

3.4 The assessments used are sequenced, varied, and suited to the level of the course.

**Recommendations to Meet:** A “Types of Assessments/Assignments” section is provided on the “Course Grading Policy” page, prompting instructors to ensure that assessments/assignments directly assess what has been outlined in the objectives and meet the appropriate level of rigor. and to specify the types of assessments available in the course, such as: a paper, a case-study, discussions, simulations, collaborative presentations, projects, reflective journals, blogs, role play, portfolio, interviews, field work, peer reviews, experimentations, etc. Instructors must include these materials in the course.

**DESIGN STANDARD 3.5 - *Modification Required***

3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.

**Recommendations to Meet:** A “Practice Opportunities and Feedback” section is created on the “Course Grading Policy” page, prompting instructors to describe the type of practice opportunities in the course and how the students will track their progress and receive feedback. For example: self-check quizzes with built-in feedback, sample writing assignments, etc. Instructors must create and provide such opportunities to meet this standard.

### GENERAL STANDARD 4: INSTRUCTIONAL MATERIALS

*Instructional materials enable learners to achieve stated learning objectives or competencies*.

**DESIGN STANDARD 4.1 - *Modification Required***

4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.

**Recommendations to Meet:** The “Course Alignment Map” provides guidance for showing alignment between the instructional materials used in the course with the course and module/unit-level learning objectives. The instructor will need to consider how their instructional materials align with their course and module learning objectives.

**DESIGN STANDARD 4.2 - *Minor Modification***

4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.

**Recommendations to Meet:** Located on each “Content” page in the “Sample Module,” the “Inform the Student” section reminds instructors to provide students with the purpose of the material and how the material will be used for learning. Instructors are encouraged to duplicate the “Sample Module” in order to add to and edit these pages for new modules.

**DESIGN STANDARD 4.3 - *Minor Modification***

4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.

**Recommendations to Meet:** The “Instructional Materials Citations” section on the Syllabus prompts instructors to list source references and permissions for their instructional materials. The “Content” pages within the “Sample Module” include prompts for references and permission statements.

**DESIGN STANDARD 4.4 - *Modification Required***

4.4 The instructional materials represent up-to-date theory and practice in the discipline.

**Recommendations to Meet:** It is recommended that a majority of the materials in the course are five years old or newer. It is recommended to not use materials that exceed 10 years of age, unless the resource requires it (i.e., a primary source in a history class will be from a historic period; thus it can/will exceed the 10 year rule). A recommendation for recent up-do-date materials is provided, though instructors will need to provide such resources.

**DESIGN STANDARD 4.5 - *Modification Required***

4.5 A variety of instructional materials is used in the course.

**Recommendations to Meet:** “Content” and “Video” pages are included in the “Sample Module,” reminding and encouraging instructors to vary the types of instructional materials used in the course. The “Materials” section in the “Syllabus” includes a recommendation to vary the types of instructional materials used in the course.

### GENERAL STANDARD 5: LEARNING ACTIVITIES & LEARNER INTERACTION

*Learning activities facilitate and support learner interaction and engagement.*

**DESIGN STANDARD 5.1 - *Modification Required***

5.1 The learning activities promote the achievement of the stated learning objectives or competencies.

**Recommendations to Meet:** The “Course Alignment Map” prompts instructors to align all learning activities to the course and module/unit learning objectives. The instructor will need to create learning activities that are closely aligned with outcomes to meet this standard.

**DESIGN STANDARD 5.2 - *Modification Required***

5.2 Learning activities provide opportunities for interaction that support active learning.

**Recommendations to Meet:** A “Learning Interactions” section is provided on the “Overview (Read Me First)” page, prompting instructors to describe the opportunities for learning interactions in the course, to list what are some of the activities for learner-learner (group discussions, group projects), learner-instructor (project, paper, assignment), and learner-content interaction. The instructor will still be responsible for creating learning activities that include these three kinds of interaction on order to meet this standard.

**DESIGN STANDARD 5.3 - *Minor Modification***

5.3 The instructor’s plan for interacting with learners during the course is clearly stated.

**Recommendations to Meet:** A “Response Time and Assessments/Assignments Feedback” section is provided on the “Course Grading Policy” page, prompting instructors to provide information about the response feedback to emails, discussion postings, projects, papers, and when feedback on assignments and assignments would be expected. The “instructor introduction” also includes a communication and interaction policy to be filled out by the instructor.

**DESIGN STANDARD 5.4 - *Minor Modification***

5.4 The requirements for learner interaction are clearly stated.

**Recommendations to Meet:** A “Requirements for Interactions” section is provided on the “Overview (Read Me First) page, prompting the instructors to add a statement of expectations for student interactions and participation; to specify frequency, length, timeliness of discussion postings, or other synchronous or asynchronous activities in the course.

### GENERAL STANDARD 6: COURSE TECHNOLOGY

*Course technologies support learners’ achievement of course objectives or competencies.*

**DESIGN STANDARD 6.1 – *Modification Required***

6.1 The tools used in the course support the learning objectives or competencies.

**Recommendations to Meet:** The “Course Alignment Map” prompts instructors to identify how the tools used in the course support the objectives. While the course alignment map provides guidance for showing alignment between the technologies and module and course learning objectives, it does not provide guidance on how to align the tools with the MLOs and CLOs. The instructor will need to consider how tools align to specific CLOs and MLOs.

**DESIGN STANDARD 6.2 - *Modification Required***

6.2 Course tools promote learner engagement and active learning.

**Recommendations to Meet**:Collaborative tools can be made available in the course. Instructors can choose to use the following tools: Canvas Pages can be used as publicly editable pages to simulate a collaborative document, assignments can be set up as journals, discussion boards can be set up to simulate interactive journals and blogs, and groups can be used in many of the tools such as assignments, discussions, and quizzes. Microsoft Teams can also be integrated through the Rich Content Editor for live engagement and learning opportunities.

**DESIGN STANDARD 6.3 - *Modification Required***

6.3 A variety of technology is used in the course.

**Recommendations to Meet:** An “Academic Research” content area is created in the “Course Information” module. The content area contains links to the Auraria Library, which provides various subscription options to online journals and databases, Google Scholar, and Wikipedia. The area also contains links to tutorials for using Auraria Library and a tutorial on how to use Wikipedia for academic research. Furthermore, discussion boards, assignments, quiz tools, and telecommunication tools such as Microsoft Teams and VoiceThread are available. Instructors will need to make note of the technology expectation, decide what to include and implement it in their course.

**DESIGN STANDARD 6.4 - *Minor Modification***

6.4 The course provides learners with information on protecting their data and privacy.

**Recommendations to Meet:** Links to privacy policies for Canvas, YuJa, YouTube, VoiceThread, Facebook, Twitter, Instagram, and Microsoft are provided on the “Privacy Policies of Course Tools” page in the “Course Information” module. Any additional course tools will need an added privacy policy provided by the instructor.

### GENERAL STANDARD 7: LEARNER SUPPORT

*The course facilitates learner access to institutional support services essential to learner success.*

**DESIGN STANDARD 7.1 - *Automatic***

7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.

**MET**: Access to a “Technical Assistance” page is provided under the “Course Information” module. The “Technical Assistance” page provides a detailed description for students of all technical support services provided by the institution, how to access and submit a help desk ticket, etc.

**DESIGN STANDARD 7.2 - *Automatic***

7.2 Course instructions articulate or link to the institution’s accessibility policies and services.

**MET:** Pages for the institution’s accessibility policies and an ADA policy statement are provided in the “Course Information” module. The “Course Information” module also contains pages for “Course Tool Accessibility” and “ Disability Support Services”.

**DESIGN STANDARD 7.3 - *Automatic***

7.3 Course instructions articulate or link to the institution’s academic support services and resources that can help learners succeed in the course.

**MET:** Pages for academic support services and resources, including “ Research Resources” and “Support for Online Learners” can be found in the “Course Information” module.

**DESIGN STANDARD 7.4 - *Automatic***

7.4 Course instructions articulate or link to the institution’s student services and resources that can help learners succeed.

**MET:** Descriptions of all academic support services are provided through the “Course Information” module on the “Student Services” page, including guidance on how to access and obtain each of the services listed.

### GENERAL STANDARD 8: ACCESSIBILITY & USABILITY

*The course design reflects a commitment to accessibility and usability for all learners.*

**DESIGN STANDARD 8.1 - *Minor Modification***

8.1 Course navigation facilitates ease of use.

**Recommendations to meet:** The course design enables easily locating course components, navigation throughout the course is consistent, logical and efficient. Tables are used with the appropriate table headers for easy use and accessibility, and headers are used throughout the course sample pages, on the “Syllabus”, and in the “Course Information” pages. The navigation menu contains a small number of sections that make locating main course components and tools easy and efficient. Instructors who follow the blueprint closely when adding or editing content should meet this standard.

**DESIGN STANDARD 8.2 - *Minor Modification***

8.2 The course design facilitates readability.

**Recommendations to Meet:** All course content located on the “Syllabus” and in the “Course Information” module is clearly presented with uniformity in style and font. Similar content is grouped together and text is clearly distinguished from the background. All additional added content will need instructor input to retain readability. Templated content pages and course information should assist with this considerably.

**DESIGN STANDARD 8.3 - *Modification Required***

8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.

**Recommendations to Meet:** The pages in the syllabus, course information module, and sample module model the accessible format and style for text. Instructors are encouraged to copy the sample module so that any newly created pages are accessible. Instructors will need to ensure that any additional text or images are accessible as they create new pages.

**DESIGN STANDARD 8.4 - *Modification Required***

8.4 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.

**Recommendations to Meet:** Instructors will need to ensure that multimedia content added to their courses is accessible with features such as captions, transcripts, and accessible slideshow pages. They are encouraged to copy the video page in the sample module when adding multimedia such as videos or podcasts, but they will need to take the extra steps to ensure accessibility for any multimedia.

**DESIGN STANDARD 8.5 - *Modification Required***

8.5 Course multimedia facilitate ease of use.

**Recommendations to Meet:** A video page has been added to the sample modules to encourage instructors to present videos in a format that is easily accessible for all learners. Instructors will need to ensure that there are alternative means of access for any interactive video elements, audio podcasts, videos, or presentations. Instructors will need to ensure that presentations allow students to easily move through the slides.

**DESIGN STANDARD 8.6 - *Minor Modification***

8.6 Vendor accessibility statements are provided for all technologies required in the course.

**Recommendations to Meet:** Accessibility statements are provided for all technologies required in the course on the “Accessibility of Course Technologies” page in the “Course Information” module. Any additional course tools will need to have an accessibility statement provided by the instructor.

## PROCES Fall 2022 Online Course Goals Three-Tiered Scale

Depending on the specificity and requirements of the PROCES Standards to be met, there is a three-tiered scale introduced: “Automatic,” “Minor Modification,” and “Modification Required.” This appendix lists all six standards and their attendant requirements and identifies how each of them is already met in the blueprint, or how it is addressed. Addressing a specific standard is generally achieved by a placeholder in areas on the navigation menu, pages, or tool and feature availability. If a standard is indicated as “Met,” no modification is required from instructors. If a “Minor Modification'' status is assigned, little adjustments are required from instructors to meet the standard. If “Modification Required” is assigned, instructors’ significant time, effort, and involvement are required to meet the standard.

The information below describes in detail how each of the PROCES Fall 2022 Online Course Standards are addressed in the blueprint according to the custom three-tiered scale.

### PROCES Standards At-a-Glance

*Table 2: Three-Tiered Scale for the Online Course Design Standards (PROCES Specific Review Standards) as Addressed in 2022 Master Institutional Template*

| **PROCES Specific Review Standard** | **Tier-1**  **Automatic** | **Tier-2**  **Minor Modification** | **Tier-3**  **Modification Required** |
| --- | --- | --- | --- |
| **Online Course Design Standard 1 - Course Introduction** | | | |
| Design Standard 1.1.1 | **✓** |  |  |
| Design Standard 1.2.1 |  | **✓** |  |
| Design Standard 1.2.2 |  | **✓** |  |
| Design Standard 1.2.3 |  | **✓** |  |
| Design Standard 1.2.4 |  | **✓** |  |
| Design Standard 1.2.5 |  |  | **✓** |
| Design Standard 1.2.6 |  |  | **✓** |
| Design Standard 1.2.7 |  |  | **✓** |
| Design Standard 1.3.1 | **✓** |  |  |
| Design Standard 1.3.2 | **✓** |  |  |
| Design Standard 1.3.3 | **✓** |  |  |
| Design Standard 1.3.4 | **✓** |  |  |
| Design Standard 1.3.5 | **✓** |  |  |
| Design Standard 1.3.6 | **✓** |  |  |
| Design Standard 1.3.7 | **✓** |  |  |
| Design Standard 1.3.8 |  | **✓** |  |
| Design Standard 1.3.9 | **✓** |  |  |
| Design Standard 1.3.10 | **✓** |  |  |
| Design Standard 1.3.11 | **✓** |  |  |
| Design Standard 1.3.12 | **✓** |  |  |
| Design Standard 1.3.13 | **✓** |  |  |
| Design Standard 1.3.14 | **✓** |  |  |
| Design Standard 1.3.15 | **✓** |  |  |
| Design Standard 1.3.16 | **✓** |  |  |
| Design Standard 1.3.17 |  | **✓** |  |
| Design Standard 1.3.18 |  | **✓** |  |
| Design Standard 1.4.1 |  | **✓** |  |
| Design Standard 1.4.2 |  | **✓** |  |
| Design Standard 1.4.3 |  | **✓** |  |
| Design Standard 1.4.4 |  | **✓** |  |
| Design Standard 1.5.1 |  | **✓** |  |
| Design Standard 1.5.2 | **✓** |  |  |
| **Online Course Design Standard 2 - Course Technology** | | | |
| Design Standard 2.1.1 |  | **✓** |  |
| Design Standard 2.1.2 | **✓** |  |  |
| Design Standard 2.1.3 |  |  | **✓** |
| Design Standard 2.1.4 |  |  | **✓** |
| Design Standard 2.1.5 |  |  | **✓** |
| Design Standard 2.1.6 |  |  | **✓** |
| Design Standard 2.1.7 |  |  | **✓** |
| Design Standard 2.1.8 |  | **✓** |  |
| **Online Course Design Standard 3 - Accessibility** | | | |
| Design Standard 3.1.1 |  |  | **✓** |
| Design Standard 3.1.2 |  |  | **✓** |
| Design Standard 3.1.3 |  |  | **✓** |
| Design Standard 3.1.4 | **✓** |  |  |
| Design Standard 3.1.5 |  |  | **✓** |
| Design Standard 3.1.6 |  |  | **✓** |
| Design Standard 3.1.7 |  |  | **✓** |
| Design Standard 3.1.8 | **✓** |  |  |
| Design Standard 3.2.1 |  |  | **✓** |
| Design Standard 3.2.2 |  |  | **✓** |
| Design Standard 3.2.3 |  |  | **✓** |
| Design Standard 3.2.4 |  |  | **✓** |
| Design Standard 3.2.5 |  |  | **✓** |
| Design Standard 3.3.1 |  |  | **✓** |
| Design Standard 3.3.2 |  |  | **✓** |
| Design Standard 3.3.3 |  |  | **✓** |
| Design Standard 3.3.4 |  |  | **✓** |
| Design Standard 3.4.1 |  |  | **✓** |
| Design Standard 3.4.2 |  |  | **✓** |
| Design Standard 3.4.3 |  |  | **✓** |
| Design Standard 3.4.4 |  |  | **✓** |
| Design Standard 3.4.5 |  |  | **✓** |
| Design Standard 3.4.6 |  |  | **✓** |
| Design Standard 3.5.1 |  |  | **✓** |
| Design Standard 3.5.2 |  |  | **✓** |
| Design Standard 3.5.3 |  |  | **✓** |
| Design Standard 3.5.4 |  |  | **✓** |
| Design Standard 3.5.5 |  |  | **✓** |
| Design Standard 3.5.6 |  |  | **✓** |
| Design Standard 3.6.1 |  |  | **✓** |
| Design Standard 3.6.2 |  |  | **✓** |
| **Online Course Design Standard 4 - Collaborative and Active Learning** | | | |
| Design Standard 4.1.1 | **✓** |  |  |
| Design Standard 4.1.2 | **✓** |  |  |
| Design Standard 4.1.3 |  |  | **✓** |
| Design Standard 4.2.1 |  |  | **✓** |
| Design Standard 4.2.2 |  |  | **✓** |
| Design Standard 4.2.3 |  |  | **✓** |
| Design Standard 4.3.1 |  |  | **✓** |
| Design Standard 4.3.2 |  |  | **✓** |
| Design Standard 4.3.3 |  |  | **✓** |
| Design Standard 4.4.1 |  |  | **✓** |
| **Online Course Design Standard 5 - Course Structure and Design** | | | |
| Design Standard 5.1.1 |  |  | **✓** |
| Design Standard 5.1.2 |  |  | **✓** |
| Design Standard 5.1.3 |  |  | **✓** |
| Design Standard 5.1.4 |  |  | **✓** |
| Design Standard 5.1.5 |  |  | **✓** |
| Design Standard 5.2.1 |  |  | **✓** |
| Design Standard 5.3.1 |  |  | **✓** |
| Design Standard 5.3.2 |  |  | **✓** |
| Design Standard 5.4.1 |  |  | **✓** |
| Design Standard 5.4.2 |  |  | **✓** |
| Design Standard 5.4.3 |  |  | **✓** |
| Design Standard 5.4.4 |  |  | **✓** |
| Design Standard 5.4.5 |  |  | **✓** |
| Design Standard 5.4.6 |  |  | **✓** |
| Design Standard 5.5.1 |  |  | **✓** |
| Design Standard 5.5.2 |  |  | **✓** |
| Design Standard 5.5.3 |  |  | **✓** |
| Design Standard 5.6.1 |  |  | **✓** |
| Design Standard 5.6.2 |  |  | **✓** |
| Design Standard 5.6.3 |  |  | **✓** |
| Design Standard 5.7.1 |  |  | **✓** |
| Design Standard 5.7.2 |  |  | **✓** |
| **Online Course Design Standard 6 – Diversity, Equity, and Inclusion** | | | |
| Design Standard 6.1.1 | **✓** |  |  |
| Design Standard 6.1.2 | **✓** |  |  |
| Design Standard 6.1.3 | **✓** |  |  |
| Design Standard 6.2.1 |  |  | **✓** |
| Design Standard 6.2.2 |  |  | **✓** |
| Design Standard 6.2.3 |  |  | **✓** |
| Design Standard 6.3.1 | **✓** |  |  |
| Design Standard 6.3.2 |  |  | **✓** |
| Design Standard 6.3.3 |  | **✓** |  |
| Design Standard 6.3.4 |  |  | **✓** |
| Design Standard 6.4.1 |  |  | **✓** |
| Design Standard 6.4.2 |  |  | **✓** |
| Design Standard 6.4.3 |  |  | **✓** |
| Design Standard 6.4.4 |  |  | **✓** |
| Design Standard 6.4.5 |  |  | **✓** |

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### Online Course Design Standard 1 - Course Introduction

Course introductory materials allow learners to meet the instructor as an individual, clearly understand their expectations, and provide access to information about their course and university experience.

* **Standard 1.1 Greeting:** Learners are greeted with a welcome message in the university learning management system.
  + A welcome message in the university learning management system on or before the first day of class with next steps in the course, demonstrating the course will be taught by an active, engaged instructor. - ***Automatic***
    - **MET:** A “Welcome” message is included on the Home page that provides instructions for how students should get started in the course, including where they should go next on the navigation menu to view the syllabus, course schedule, and important course information.
* **Standard 1.2 Essential Course Information:** The course details essential information and learner responsibilities in the Syllabus and/or Course Information module.
  + A course description- ***Minor Modification***
    - A space is provided for the course description on the syllabus page. Instructors will need to modify the provided language to suit their course.
  + Course-level learning objectives- ***Minor Modification***
    - Space for course learning objectives is provided in two locations in the blueprint, both in the Course Overview module: Overview (Read me first) and Alignment Map. Instructors will need to provide the curriculum-approved objectives for their course to meet the standard.
  + Required and recommended resources/materials/texts and how to obtain them - ***Minor Modification***
    - Required materials is a provided section on the Syllabus page. Instructors will need to modify this section to the specifics of their course to consider this standard met.
  + A description of prerequisite knowledge, courses, and/or competencies -***Minor Modification***
    - Space for Prerequisites and Corequisites is provided on the Syllabus page. Instructors will need to modify this section to the specifics of their course to consider this standard met.
  + The grading policy - ***Modification Required***
    - Within the Course Information Module, the Course Grading Policy page provides space and primers to direct instructors towards the types of information necessary to communicate a complete grading policy to their students. Instructors will need to modify this section to the specifics of their course to consider this standard met.
  + Description of assessments, exams, and/or papers - ***Modification Required***
    - Within the Course Information Module, the Course Grading Policy page provides space and primers to direct instructors towards the types of information necessary to communicate a complete grading policy to their students. Instructors will need to modify this section to the specifics of their course to consider this standard met.
  + Course organization information - ***Modification Required***
    - Space is provided on the Overview (Read me first) page within the Course Information Module to instruct learners about the modality and organization of the course. Instructors will need to modify this section to the specifics of their course to consider this standard met.
* **Standard 1.3 Institution and Course Policies:** The course provides access to detailed academic policies, university policies, and resources.
  + Research resources - ***Automatic***
    - **MET:** A direct link to Research Resources is provided under the University Policies and Resources module.
  + Student services - ***Automatic***
    - **MET:** A direct link to Student Services is provided under the University Policies and Resources module.
  + Tips for online learners - ***Automatic***
    - **MET:** A direct link to Tips for Online Learners is provided under the University Policies and Resources module and in the General Course Overview.
  + Virtual services for online learners - ***Automatic***
    - **MET:** Virtual Student Services is provided under the Student Services link in the University Policies and Resources module.
  + Technical assistance - ***Automatic***
    - **MET:** A direct link to Technical Assistance is provided under the University Policies and Resources module and in the General Course Overview.
  + LMS support - ***Automatic***
    - **MET:** Various forms of LMS Help are provided in the Help icon on the global navigation menu within Canvas. Links therein direct users to support from both Canvas and MSU Denver.
  + University diversity, equity, and inclusion statement - ***Automatic***
    - **MET:** A direct link to University Diversity and Inclusion Statement is provided under the University Policies and Resources module.
  + Course tools accessibility -***Minor Modification***
    - **Recommendation to Meet:** University Policies and Resources for university supported materials. If an instructor uses other resources, it would require additional information.
  + The Access Center - ***Automatic***
    - **MET:** A link to The Access Center is provided in the University Policies and Resources module under that office’s new name: Disability Support Services.
  + Student Handbook - ***Automatic***
    - A way to navigate to the Student Handbook is provided via the University Policies and Resources module. The Student Handbook is actually the Access Center’s Student Handbook and is available within the link to Disability Support Services above.
  + Student Code of Conduct - ***Automatic***
    - A way to navigate to the Student Code of Conduct policy is provided via the University Policies and Resources module. To locate the Student Code of Conduct, follow the University Policies link, then select the undergraduate catalog Academic Policies and Procedures, then select the Student Code of Conduct link on the left navigation menu. Then click on the Policy for the Student Code of Conduct, which will take you to the description of the policy from the president’s office. To view the code of conduct, click on the link at the bottom of the page entitled “Student Code of Conduct”.
  + Academic responsibilities - ***Automatic***
    - A way to navigate to the Academic Responsibilities policy is provided via the University Policies and Resources module. To locate the Academic Responsibilities policy, follow the University Policies link, then select the undergraduate catalog Academic Policies and Procedures, then select the Student Rights and Responsibilities link on the left navigation menu. Then, click on the Academic Responsibilities link.
  + College and Departmental Policies ***Met***
    - **MET:** A direct link to College and Departmental Policies is provided under the University Policies and Resources module.
  + Student complaints and appeals - ***Automatic***
    - A way to navigate to the Academic Responsibilities policy is provided via the University Policies and Resources module. To locate the Student Complaints and Appeals policy, follow the University Policies link, then select the undergraduate catalog Academic Policies and Procedures, then select the Student Rights and Responsibilities link on the left navigation menu. Then, click on Student Complaint Policy, which directs you to a link at the bottom of the page. Click that link.
  + Withdrawal policy ***Met***
    - **MET:** A direct link to Withdrawal Policy is provided under the University Policies and Resources module.
  + Privacy policies for all third-party material used in the course -***Minor Modification***
    - Privacy policies are provided for supported third-party material in the University Policies and Resources module. However, if an instructor uses other resources, it would require additional information to meet the standard.
  + Copyright statement ***- Minor Modification***
    - A statement about the use and ownership of material in the course is provided in the Syllabus. Instructors should review and provide information about the copyright of materials they use in the course.
  + Late work/make-up - ***Minor Modification***
    - Space to provide this is included in the Course Grading Policy page within the Course Overview Module. Instructors would need to modify this section in order to meet the standard.
* **Standard 1.4 Communication:** Learners are provided with a clear communication plan.
  + Virtual office hours - ***Minor Modification***
    - Space is provided for instructors to include their office hours on the Instructor Introduction page within the Course Overview module. Instructors would need to modify this page to meet the standard.
  + Instructor contact information, including preferred form of communication - ***Minor Modification***
    - Space is provided for instructors to include their contact information and preferred methods of contact on the Instructor Introduction page within the Course Overview module. Instructors would need to modify this page to meet the standard.
  + Expectations of instructor communication, feedback, reply frequency, method/mode, and timeliness - ***Minor Modification***
    - Space is provided for instructors to include their communication plans and policies on the Overview page within the Course Overview module. Instructors would need to modify this page to meet the standard.
  + Guidelines for learners about how they are expected to interact with the instructor and with classmates - ***Minor Modification***
    - Space is provided for instructors to include their communication plans and policies on the Overview page within the Course Overview module. Instructors would need to modify this page to meet the standard.
* **Standard 1.5 Instructor & Learner Introductions:** The course includes an instructor introduction and provides a forum for learners to introduce themselves.
  + An instructor introduction with a brief academic/professional description and the instructor’s interest/experience in the discipline - ***Minor Modification***
    - Space is provided for instructors to include their biography and experiences on the Instructor Introduction page within the Course Overview module. Instructors would need to modify this page to meet the standard.
  + A discussion opportunity for learners to introduce themselves- ***Automatic***
    - **MET:** An introductory discussion board is included in the Course Overview module and mentioned in the welcome message.

### Online Course Design Standard 2 - Course Technology

Course technologies enhance the learning experience.

* **Standard 2.1 Use of Learning Management System:** The course uses the university-supported learning management system (LMS) as the hub for the course.
  + Syllabus - ***Minor Modification***
    - **Recommendations to Meet:** The blueprint uses the Canvas Syllabus tool to provide learners with key information about the course. The instructor must fill out the template in the Syllabus to customize it for their course.
  + Grades - ***Automatic***
    - **MET:** The Canvas gradebook is used to provide students with information about their grades. The instructor should use the gradebook instead of other methods, such as email, to share grades with students.
  + Quizzes, assignments, and discussions (if applicable and present in the course) - ***Modification Required***
    - **Recommendations to Meet:** The blueprint uses Canvas discussions, but instructors will need to use Canvas tools for other assignments and assessments in their course to meet this standard.
  + Course content (such as readings and videos) - ***Modification Required***
    - **Recommendations to Meet:** The blueprint provides a sample module that instructors can copy and edit to meet this standard.
  + Multimedia - ***Modification Required***
    - **Recommendations to Meet:** The blueprint provides a sample Video page that instructors on which can embed videos to meet this standard.
  + Links to websites and articles - ***Modification Required***
    - **Recommendations to Meet:** The blueprint provides a sample Third-Party Resource page that instructors can copy and edit to meet this standard.
  + Third-party content or publisher content (if applicable) - ***Modification Required***
    - **Recommendations to Meet:** The blueprint provides a sample Third-Party Resource page that instructors can copy and edit to meet this standard.
  + Privacy and accessibility information for third-party resources used in the course (if applicable) - ***Minor Modification***
    - **Recommendations to Meet:** The blueprint includes privacy and accessibility information for commonly used tools via the links to “Privacy, Terms of Service, and Security” and “Course Tools Accessibility” in the University Policies and Resources module. If instructors use any tools not listed on those pages, they will need to add privacy and accessibility information to a convenient location such as the Syllabus.

### Online Course Design Standard 3 - Accessibility

The course is designed for all learners in alignment with accessibility requirements and adheres to both federal and state compliance guidelines as well as best practices for accessibility.

* **Standard 3.1 Accessible Text/Color:** The course uses text and color in compliance with federal and state requirements.
  + Text:
    - Uses descriptive language for all links - ***Modification Required***
      * **Recommendations to Meet:** The blueprint contains accessible links, but instructors will need to use descriptive language for all links in their course to meet this standard.
    - Uses ordered, nested heading styles - ***Modification Required***
      * **Recommendations to Meet:** The blueprint uses accessible headings, but instructors will need to use ordered, nested heading styles for all pages in their course to meet this standard.
    - Avoids underlining text (other than links) - ***Modification Required***
      * **Recommendations to Meet:** The blueprint does not underline text, but instructors will need to do so for all text in their course to meet this standard.
    - Ensures text and items are sufficiently large and legible - ***Automatic***
      * **MET:** By default, text in Canvas is sufficiently large. Instructors will need to ensure that other items, such as images, are also large and legible.
    - Creates lists with the list button - ***Modification Required***
      * **Recommendations to Meet:** The blueprint includes semantic lists, but instructors will need to use only semantic lists in their course to meet this standard.
  + Math Text:
    - Math formulas are created using an accessible method - ***Modification Required***
      * **Recommendations to Meet:** The blueprint does not include math text. If the instructor adds math to their course, they will need to use an accessible method such as inline LaTeX, accessible typed symbols, or an image with sufficient alt text to meet this standard.
  + Color:
    - Color alone is not used to convey content - ***Modification Required***
      * **Recommendations to Meet:** The blueprint does not use color to convey content, but the instructor will need to continue to do so with all text and images to meet this standard.
    - Text color strongly contrasts with the background - ***Automatic***
      * **MET:** By default, text in Canvas is dark and the background is white. The instructor will need to continue to use strong color contrast in text and images to meet this standard.
* **Standard 3.2 Accessible Tables:** The course uses tables in compliance with federal and state requirements. The course design ensures:
  + Tables are not images (or accessible alternatives are also provided) - ***Modification Required.***
    - **Recommendations to Meet:** The blueprint does not use tables as images, but the instructor will need to continue to do so to meet this standard.
  + Tables are used to contain data, not to format content or pages - ***Modification Required.***
    - **Recommendations to Meet:** The blueprint does not use tables to format pages, but the instructor will need to continue to do so to meet this standard. External websites must follow this rule as well.
  + Tables are simple (no merged or split cells) - ***Modification Required***
    - **Recommendations to Meet:** The blueprint uses only simple tables, but the instructor will need to continue to do so for all other tables in the course to meet this standard.
  + Tables have a title (caption) - ***Modification Required***
    - **Recommendations to Meet:** The tables in the blueprint have captions, but the instructor will need to use captions for all other tables in the course to meet this standard.
  + Tables use header styles - ***Modification Required***
    - **Recommendations to Meet:** The tables in the blueprint use header styles, but the instructor will need to use headers for all other tables in the course to meet this standard.
* **Standard 3.3 Accessible Images:** The course uses images in compliance with federal and state requirements. The course design ensures:
  + All non-decorative images have concise, descriptive alt text (120 characters or fewer) - ***Modification Required***
    - **Recommendations to Meet:** The instructor will need to write alt text for all functional images.
  + Images are appropriately sized and can be viewed in their entirety without scrolling - ***Modification Required***
    - **Recommendations to Meet:** The instructor will need to add images that are large enough to easily view but small enough to be viewed without scrolling.
  + Complex images are described in the surrounding text, in a caption, or via a link to a long description - ***Modification Required***
    - **Recommendations to Meet:** The instructor will need to provide detailed descriptions for complex images, in addition to alt text.
  + Decorative images are indicated to screen readers - ***Modification Required***
    - **Recommendations to Meet:** The instructor will need to mark decorative images as decorative.
* **Standard 3.4 Accessible Multimedia:** The course uses audio and video in compliance with federal and state requirements. The course design ensures:
  + Accurate closed captioning and/or transcript - ***Modification Required***
    - **Recommendations to Meet:** The instructor will need to ensure that all video and audio resources include accurate closed captioning and/or transcripts.
  + Auto-generated captions are checked for accuracy and edited as needed - ***Modification Required***
    - **Recommendations to Meet:** The instructor will need to check captions that are automatically generated by programs such as YuJa. Whenever errors interfere with understanding, the instructor must edit the captions or use another method to provide clarification.
  + Audio annotation (detailed spoken description) of visual content is provided - ***Modification Required***
    - **Recommendations to Meet:** The instructor needs to describe all visuals in the videos they record and ensure that they only select third-party content that uses audio annotation.
  + Background noise does not interfere with main audio - ***Modification Required***
    - **Recommendations to Meet:** The instructor will need to record and select video and audio resources with sufficiently low background noise.
  + Video and audio are high quality and easy to understand (slow, clear language with sufficient wait time) - ***Modification Required***
    - **Recommendations to Meet:** The instructor will need to preview third-party resources and review their own resources to ensure that the video and audio are easy to understand.
  + Course does not use content that flashes more than three times per second - ***Modification Required***
    - **Recommendations to Meet:** The instructor will need to avoid content such as videos and gifs that include flashing.
* **Standard 3.5 Accessible Presentations:** The course uses presentations in compliance with federal and state requirements. The course design ensures:
  + Text on slides is limited - ***Modification Required***
    - **Recommendations to Meet:** The instructor will need to limit text on presentation slides. Instead, they can use narration to expand upon the limited text.
  + Presentations use simple layouts - ***Modification Required***
    - **Recommendations to Meet:** The instructor can use a presentation template or make their own design, but it should be simple and clean.
  + Written text on slides is at least 18pt font - ***Modification Required***
    - **Recommendations to Meet:** The instructor will need to use sufficiently large fonts in their presentations.
  + Slide titles are present and unique - ***Modification Required***
    - **Recommendations to Meet:** The instructor can use the Accessibility Checker in PowerPoint to ensure that every slide has a unique title.
  + Animations are unobtrusive - ***Modification Required***
    - **Recommendations to Meet:** The instructor can use simple animations and transitions such as Appear and Fade that avoid distracting students.
  + Presentations meet all appropriate requirements for text/color, tables, and images - ***Modification Required***
    - **Recommendations to Meet:** The instructor can use the Accessibility Checker in PowerPoint and refer to the previous parts of Standard 3 to create accessible presentations.
* **Standard 3.6 Accessible Tools, Activities, & Third-Party Content:** The course uses presentations in compliance with federal and state requirements. The course design ensures:
  + Activities focused on purely visual or audio information are accompanied with alternatives which do not rely on these senses - ***Modification Required***
    - **Recommendations to Meet:** The instructor must ensure that all activities added to the course are accessible. If an activity relies on visual/audio information, it must be accompanied by an alternative that aligns with the same objectives and does not rely on visual/audio information.
  + All functionality can be navigated by keyboard alone - ***Modification Required***
    - **Recommendations to Meet:** The instructor must ensure that all websites, software, and other third-party items added to the course are fully keyboard navigable.

### Online Course Design Standard 4 - Collaborative and Active Learning

The course design amplifies the instructor’s presence, expertise, and guidance.

* **Standard 4.1 Discussions:** The course includes meaningful discussions which are aligned with course learning outcomes. ***Modification Required***
  + A forum to share and discuss class-related questions -***Automatic***
    - **MET:** The blueprint includes Discussion forums for Course FAQ Forum.
  + A forum to have non-class related conversations to build a community within the class -***Automatic***
    - **MET:** The blueprint includes Discussion forums for Casual Conversation
  + Prompts aligned with course learning outcomes if content-based discussions are present and apply to specific outcomes ***Modification Required***
    - **Recommendations to Meet:** The blueprint does not include course specific discussions. The instructor will need to customize discussion prompts and verify alignments with course learning outcomes.
* **Standard 4.2 Interaction Opportunities:** Learning activities are structured to foster interactions and ensure expectations are clearly stated.- ***Modification Required***
  + **Recommendations to meet:** A “learning Interactions” section is provided on the “Overview (Read Me First) page prompting the instructors to add a statement of expectations for student interactions and participation/ to specify frequency, length, timeliness of discussion postings, or other synchronous or asynchronous activities in the course.
  + Learner-instructor interaction ***Modification Required***
    - **Recommendations to Meet:** The instructor will need to provide clear instructions and determine the interaction of Learner- instructor activity.
  + Learner-learner interaction ***Modification Required***
    - **Recommendations to Meet:** The instructor will need to provide clear instructions and determine the interaction of Learner- learner activity.
  + Learner-content interaction ***Modification Required***
    - **Recommendations to Meet:** The instructor will need to provide clear instructions and determine the interaction of Learner- content activity.
* **Standard 4.3 Instructor Pedagogy and Context:** The course includes materials and learning activities designed by MSU Denver faculty members.- ***Modification Required***
  + A majority of instructional materials and learning activities designed/created by MSU Denver faculty ***Modification Required***
    - **Recommendations to Meet:** The instructor will need to create and provide materials and activities relevant to the course outcomes.
  + Primers to introduce and provide context for all resources. Primers clarify the purpose of the material, explain how it will benefit learners, and/or explain how it aligns with objectives. ***Modification Required***
    - **Recommendations to Meet:** The instructor will need to provide primer language and alignment information.
  + Primers on all third-party materials provide the faculty member’s perspective on the purpose and value of each resource and explain how learners should use the resource. ***Modification Required***
    - **Recommendations to Meet:** The instructor will need to provide primer language and alignment information.
* **Standard 4.4 Learning Connections:** The course design provides context and connects learners' existing knowledge about the topic to what they will learn. - ***Modification Required***
  + Descriptions of how learners can apply what they have learned from previous modules or courses. This may be in the form of “review” and “introduction” descriptions that connect what learners already know about the topic to what they are learning ***Modification Required***
    - **Recommendations to Meet:** The instructor will need to provide “review” descriptions at the end of the module or course.

### Online Course Design Standard 5 - Course Structure and Design

The course structure and design are consistent and clear, minimizing extraneous effort for learners to engage with learning.

* **Standard 5.1 Structure:** The course structure is well-organized and makes it easy to navigate.
  + Long course activities, resources, and assessments are chunked; for example, a multi-week assignment will be broken up into multiple smaller assignments - ***Modification Required***
    - **Recommendations to meet:** Keep readings and videos to around 15 minutes or less, or chunk them so that there is a natural point to stop and return after a short break.
  + Consistent naming conventions for modules, learning resources, assessments, and activities are used - ***Modification Required***
    - **Recommendations to meet:** Students should be able to identify the material in the course by the title readily; consistently labeling material based on what it is (i.e. Video:, Homework:, Discussion:) can make this easier.
  + Resources and links are active - ***Modification Required***
    - **Recommendations to meet:** Check items like hyperlinks and embedded videos to ensure that they are functional. Doing this in Student View is best as sometimes links can work differently for the instructor.
  + Course content is posted in modules or linked within modules - ***Modification Required***
    - **Recommendations to meet:** Make sure a student can access any course content they need from the modules page. Make sure that any quizzes, assignments, discussions, pages, files, etc. that they might need can be found in this menu.
  + Multimedia (all external media such as videos, podcasts, etc.) is embedded or directly linked through Canvas - ***Modification Required***
    - **Recommendations to meet:** Students should not have to download multimedia files to their computer for them to function correctly. They should be embedded or directly linked in the Canvas page.
* **Standard 5.2 Academic Rigor:** The course is coherent, cohesive, and comparable in academic rigor to course offered in other instructional formats.
  + Course meets required Higher Learning Commission credit expectations (see [Alternative Instructional Equivalency Guide](https://msudenver.sharepoint.com/:w:/s/OnlineEducationProjects/EWG8jJmFb8tBqSyAPn49S1kB5o884jvg8WGqEMSW4MFaSw?e=VLdu8q)) - ***Modification Required***
    - **Recommendations to meet:** Use the linked guide to ensure your course meets this standard.
* **Standard 5.3 Module Introductions:** The course provides learners with an explanation of what to expect and plan for in each module.
  + Summarize the module, possibly including a clarification of the purpose of the learning activities and/or a description of how the module will benefit learners - ***Modification Required***
    - **Recommendations to meet:** The blueprint provides template pages for module overviews that could be duplicated to each module and filled out by the instructor.
  + Include measurable module-level learning objectives - ***Modification Required***
    - **Recommendations to meet:** Add the module-level learning objectives to the Overview in each module.
* **Standard 5.4 Module Objectives:** The course provides learners with an explanation of what they will learn in each module.
  + Clearly stated and describe what the learner will be able to do - ***Modification Required***
    - **Recommendations to meet:** Make sure that the language of the MLO’s is something the student will easily understand.
  + Measurable and can be objectively observed - ***Modification Required***
    - **Recommendations to meet:** Avoid MLOs that describe competencies that can’t be observed and measured through assessment.
  + Relevant to the needs of the learner and the course/program - ***Modification Required***
    - **Recommendations to meet:** All the MLOs should support specific CLOs to support the purpose of the course.
  + Timely and indicate when the objective will be completed (for example, by the end of the module) - ***Modification Required***
    - **Recommendations to meet:** Tell students in the Module Overview when they are expected to achieve these objectives.
  + Attainable for the learner within scheduled time - ***Modification Required***
    - **Recommendations to meet:** Avoid MLOs that require long periods of time to achieve. Those should be course-level learning objectives.
  + Appropriately rigorous, based on the level of the course and the objective’s position in the course - ***Modification Required***
    - **Recommendations to meet:** More difficult MLOs should be placed near the end of the course when students have had more time to build their skills. Higher-level courses should have suitably more challenging MLOs.
* **Standard 5.5 Course Structure and Learning Resource Alignment:** Learning objectives, learning activities, and assessments are aligned.
  + Course assessments align with stated course and module-level learning objectives - ***Modification Required***
    - **Recommendations to meet:** Make sure the assessments measure the competencies that the objectives describe. Match the operative part of the objective, like identify or discuss, with appropriate questions or tasks, like multiple-choice or short answer questions.
  + Learning activities align with stated course and module-level learning objectives - ***Modification Required***
    - **Recommendations to meet:** Make sure the learning activities develop the competencies the objectives describe. Match the operative part of the objective, like identify or discuss, with appropriate activities, like flashcards or discussion boards.
  + Learning materials (readings, videos, etc.) align with stated course and module-level learning objectives - ***Modification Required***
    - **Recommendations to meet:** Provide materials that will help students develop the skills identified in objectives.
* **Standard 5.6 Feedback:** The course design includes feedback opportunities.
  + Specific criteria for the evaluation of work, such as a list or explanation of how points are awarded or lost - ***Modification Required***
    - **Recommendations to meet:** Rubrics can very specifically outline expectations for assignments. Alternatively, provide detailed instructions about what is required.
  + Clear guidelines about when to expect feedback on assessments and activities and how/where feedback will be provided - ***Modification Required***
    - **Recommendations to meet:** This can be included in the course overview or grading policy. Students should know the general timeline of when they will be given feedback and how it will be given.
  + Formative feedback is provided before summative assessments to enhance learners’ understanding of their progress towards the stated learning objectives - ***Modification Required***
    - **Recommendations to meet:** Provide feedback before assessments so students have an opportunity to learn and correct mistakes
* **Standard 5.7 Copyright:** All 3rd party materials in the course are cited and comply with copyright laws and policies.
  + All 3rd party resources, including OER, are attributed to the source material and linked if possible - ***Modification Required***
    - **Recommendations to meet:** Model good academic integrity for students by providing citations and credit for any material used. This can be a brief citation before a reading, or a link to the website where a video was found.
  + All 3rd party materials are lawfully acquired and able to be legally used for the course in accordance with the university Fair Use of Original Works Guide - ***Modification Required***
    - **Recommendations to meet:** Follow the guide to avoid legal liability for copyright infringement.

### Online Course Design Standard 6 – Diversity, Equity, and Inclusion

The course is welcoming, respectful, supportive, and invites full participation.

* **Standard 6.1 Inclusivity:** The course consistently uses inclusive design practices, including varied language, imagery, and multimedia in alignment with the university mission to serve all learners. The course design includes:
  + Resources at MSU Denver for English Language Learners and how to receive support - ***Automatic***
    - **MET:** The blueprint includes a link to a page called “Help for English Language Learners” in the University Policies & Resources module.
  + Links to procedures to change display names and pronouns in university systems - ***Automatic***
    - **MET:** The blueprint includes a link to a page called “Display Name and Pronouns” in the University Policies & Resources module.
  + Opportunities for learners to share their correct name, pronunciations, and/or pronouns - ***Automatic***
    - **MET:** The prompt for the “Student Introductions” discussion in the Course Information module of the blueprint includes the following language: “In addition to your preferred name, you may choose to share your pronouns and/or your name pronunciation.”
* **Standard 6.2 Equitable Use:** The course structure is usable by people with diverse abilities. The course design ensures:
  + The same means of use are available to all users (identical when possible, equivalent when not) - ***Modification Required***
    - **Recommendations to Meet:** The instructor must ensure that all activities added to the course are accessible. For example, activities should not rely on vision, hearing, or fine motor skills, unless an alternative activity that does not rely on such a skill and aligns with the same learning objectives is also present.
  + The course avoids segregating users by ability, disability, or level of knowledge/skill - ***Modification Required***
    - **Recommendations to Meet:** The blueprint does not group students by ability or level or reveal a student’s ability or level to their peers, but instructors will need to ensure that they choose accessible activities and avoid grouping students by ability or level to meet this standard.
  + Reasonable adaptability to learners’ pace (e.g., a learner has one week to complete a module) - ***Modification Required***
    - **Recommendations to Meet:** The instructor must implement a schedule that allows a reasonably flexible timeline. A template for a schedule of activities is provided in the syllabus page that instructors could use.
* **Standard 6.3 Simple and Intuitive:** The course design is easy to understand, regardless of the learner's experience, knowledge, language skills, or diverse abilities. The course design:
  + Uses the MSU Denver Blueprint - ***Automatic***
    - **MET:** Using the blueprint ensures that the course will meet this standard.
  + Uses concise, clear language at the appropriate course-level for all content. Avoids using abbreviations, acronyms, jargon or idioms without explaining them - ***Modification Required***
    - **Recommendations to Meet:** The Blueprint uses concise and clear language, but the instructor must pay attention to the rest of the language used in the course to meet this standard.
  + Navigation is intuitive and consistent with learner expectations - ***Minor Modification***
    - **MET:** The blueprint standardizes the course navigation menu and enforces the use of modules, making navigation consistent and easy for students in every course. Instructors will need to create modules and continue the intuitive navigation.
  + Distracting images and movement, such as automatically-playing videos and animations, blinking/flashing, irrelevant images, continuous background audio, and moving text, are not present - ***Modification Required***
    - **Recommendations to Meet:** The Blueprint does not include distracting images or movement, but the instructor must avoid using such visuals in the rest of the course content to meet this standard.
* **Standard 6.4 Perceptible Information:** The course design communicates necessary information effectively to learners, regardless of ambient conditions or the learners’ sensory abilities. The course design ensures:
  + Varied presentation (pictorial, verbal, etc.) of essential information - ***Modification Required***
    - **Recommendations to Meet:** The instructor can use a variety of resources, including visual, auditory, and text-based resources, to meet this standard. The Sample Module provides pages to support a variety of material.
  + Differentiation between essential information and optional information - ***Modification Required***
    - **Recommendations to Meet:** One way the instructor could meet this standard is to clearly write “Optional” in the titles of all optional resources and activities.
  + Compatibility with techniques or devices used by people with sensory limitations - ***Modification Required***
    - **Recommendations to Meet:** The Blueprint content is compatible with assistive technology, but the instructor must create and use only accessible materials in the course to meet this standard.
  + Instructions are presented clearly, in detailed and easy to understand language, possibly in a list format - ***Modification Required***
    - **Recommendations to Meet:** The Blueprint discussions have clear instructions, but the instructor must write clear and detailed instructions for the remainder of their assignments to meet this standard.
  + Pages and documents are well-organized and readable. Structures like headings, horizontal lines, images, and/or lists help chunk long sections of information. Font and color choices are not distracting - ***Modification Required***
    - **Recommendations to Meet:** The Blueprint pages and sample module use structures like ordered headings and easy-to-read dark sans serif text on white pages. The instructor must use similar structuring for the rest of their pages and assignments to meet this standard.

## ADDITIONAL ENHANCEMENTS & IMPROVEMENTS

The goals for the 2022 Institutional Blueprint-Template enhancements and improvements target several specific areas as mentioned in the background and summary:

* Targeting Mobile Learning Effectiveness: Responsive Design and Mobile Learning Practices
* Enhancing Usability: Navigation Menu Updates
* Improving Access to Policies: Relocation of Important Institutional, Departmental, and Course Policies
* Improving Access to Resources: Relocation of Academic Support Services and Other Resources
* Improving Access to Technical Support: Enhancing the Technical Assistance Resources
* Accommodating Instructors’ Requests: Print Functionality on Most Important Course Documents
* Effort in Saving Course Development Time and Process Efficiency: Course Building Resources Portal
* Continuous Course Improvement (CCI) Plan Alignment: Meeting Additional QM Specific Review Standards
* Continuous Course Improvement (CCI) Plan Alignment: Meeting MSU Denver PROCES Guidelines and Standards
* Institutional Blueprint-Template Compliance with Specific Success Criteria of Web Content Accessibility Guidelines (WCAG) 2.2 Specification
* Improving Course Alignment: Course Alignment Map

Overall the blueprint has been redesigned to save faculty members course development time, reduce the cost of new course development, provide better opportunities for engagement and interaction, and provide increased flexibility of user-friendly tools for multimedia incorporation. The blueprint is based on solid instructional design models, theories, and best practices that will allow faculty to focus more on their course content without losing a sound instructional foundation.