



## BlueLine Course Set Up Guide

- See [CU Online Course Development Checklist](#) for specific requirements based on the Quality Matters Emergency Remote Instruction Checklist for specific requirements and details
- Become familiar with BlueLine prior to creating the course. Resources can be found on [TLC Faculty Development page](#) and in [Faculty Guides](#).
- Follow best practices for accessibility so that students with disabilities are easily able to access course content. [The TLC Accessibility/Accommodations webinar](#) and [UDOIT Guide](#) are valuable resources for information regarding accessibility.

### Welcome Module – Start Here

#### ☐ **Welcome from instructor/instructor bio**

This is a way for the instructor to introduce themselves to the class, just like in a face-to-face course. It Can be created in writing or as a BlueCast video.

#### ☐ **Course Introduction**

This should include a course description and objectives

#### ☐ **Intro to BlueLine/BlueLine 101 Course** ([self-enroll](#))

This will help students become familiar with BlueLine so they can more confidently navigate through the course.

#### ☐ **Course textbook and Resources**

#### ☐ **Grading and Course Policies**

These can be found in the syllabus but can be a good idea to isolate it in a page for student ease of access.

The page can include but is not limited to:

- Contact information (email, phone number(s), office hours, etc.)
- Learner expectations
- Asynchronous vs. synchronous activities
- Guidelines for communicating with peers
- Location of BlueLine and IT support

#### ☐ **Syllabus**

This is optional for the welcome module depending on the instructor, as well as department standardized BlueLine design. The syllabus can also live in the Syllabus link in the course navigation on the left-hand side. When in the Welcome module, a syllabus is usually added to the module as a file. Check with individual departments to see if there is a plan for standardized course design.

## Content Modules

### ☐ **Module overview page**

The purpose of the module overview page is to organize content in one place so students get an overview of what they will need to accomplish throughout the course of a module.

Module overview pages can include (but are not limited to) descriptions of:

- Relationships of activities to outcomes/objectives
- Module readings
- BlueCast Videos
- Assignments
- Quizzes
- Discussions

### ☐ **Assignments**

Common assignments can include written work, papers, or anything that you wish to grade. While discussions and quizzes are also graded and are considered assignments in the Assignments tab in the Course Navigation, they are created in a separate area than other assignments. See the [Faculty Guide on Assignments and Discussions](#) for more information.

### ☐ **Discussions**

An online forum for written discussions where both instructor(s) and students are able to contribute. Discussions can be threaded, so they read similarly to a social media platform or text messaging thread and are responding to the instructor and each other, or they can be focused so that students are all replying to the instructor. Discussions can be between all students in a class or can be set up in groups. See the [Faculty Guide on Assignments and Discussions](#) for more information.

### ☐ **Quizzes**

Quizzes in BlueLine is a way to set up quizzes, exams, or surveys to assess student comprehension of course content. There are a variety of settings for instructors to choose from including (but not limited to) time limits, multiple attempts, lock dates, viewing/hiding answers, and Respondus LockDown Browser and Respondus Monitor. Question types include (but are not limited to) multiple choice, true/false, fill in the blank, multiple answers, matching, and essay.

### ☐ **Files**

Files can be added in a variety of places. In order to keep the module as neat and organized as possible, files can be linked directly to text in the Rich Content Editor of pages, assignments, discussions, and quizzes. Files can also be added directly to a module, similarly to how a page is added to a module.

## Navigation

The course navigation is the list of blue links on the left-hand side of the page. The instructor can control which parts of the navigation is visible to students. The navigation can be set up in any way the instructor prefers and is oftentimes organized alphabetically. See the [Canvas Navigation](#) page for more information about enabling and disabling links in the Course Navigation.

#### ☐ **BlueCast Content**

BlueCast/Panopto videos that you wish for students to have easy access to in the course navigation can be accessed via the BlueCast Content tab. Enable it in course navigation so that it is visible to students.

#### ☐ **ADA Tools**

The ADA Tools tab will be visible to the instructor only. This tab is what you will use to check the course to make sure it is as accessible as possible for students that need various accommodations. It must be enabled in course navigation so that instructors can run the UDOIT check for accessibility.