



RLO DESIGN DOCUMENT

MAKING THE MARK

Assess Your Assess

Helping Nonprofit Development Staff Sharpen Their Graphic Design Skills

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INSTRUCTIONAL NEED

The third-largest workforce (Newhouse & Salamon, 2020, p. 4) and generator of income and tax revenue (Newhouse & Salamon, 2020, p.7), the nonprofit sector continues to grow and evolve at a significant rate. According to Newhouse and Salamon at the Johns Hopkins Center for Civil Society Studies (2020), the nonprofit workforce increased by 18.6 percent between 2007 and 2017 (p. 9). Although the impact of COVID-19 led to a 13.2 percent decrease from pre-pandemic levels between March-May 2020 (2022), as of March 2022, the Center now projects that the overall sector will return to pre-pandemic levels within the next eight months (2022). As the visions of these nonprofit agencies evolve, so do the duties and expectations of their development and communications staff.

Nonprofit-related job listings with titles including “communications coordinator” and “development associate” often list graphic design under necessary job duties and preferred experience. At many agencies, nonprofit development and communications staff need to be able to design and maintain websites that cater to donors, clients, and new and existing staff. Staff also need to create graphics for social media and e-mail marketing campaigns. Finally, staff must be able to design event invitations and annual fundraising mail campaigns according to printer guidelines.

Yet, if staff members do not possess any education and background in graphic design, the quality and professionalism of the agency’s brand image often suffer. I found glaring errors when reviewing the websites and print materials of five healthcare-related nonprofits in Southern California. Website text was difficult to read or comprehend due to the font, colors, and spacing. Furthermore, some print materials included unintended white margins around the edges of the page, illustrating that staff members did not know how to apply bleeds. Many product research, marketing, and design-related blogs like Sageworld (2019), Axies (2021), and Visme (2015) list a lack of knowledge of design principles like hierarchy, balance, and color; improper file formatting; and inaccessible design as common novice errors. These reports echo my results from surveying three former and current graphic designers in the nonprofit sector. Interviewees listed web accessibility guidelines, principles of designs, and practical technical knowledge among top knowledge and skills they wish they had better possessed as entry-level employees.

In *Usability: Principles and Practices for Designing Digital Applications*, Schatter and Levinson (2013) attribute these knowledge gaps to the overlap of roles and diversity of disciplines (xii) from which professional graphic designers come. Given so many novice errors are rooted in both aesthetically pleasing and functional design, Schatter and Levinson (2013) call for better and more training in “visual usability” or “design grounded in principles and an understanding of people” (xii). At the intersection of user-centered design and usability also lies accessibility. The World Wide Web Consortium (W3C)’s Web Accessibility Initiative (WAI) (2022) states that accessible design “improves overall user experience and satisfaction, especially in a variety of situations, across different devices, and for older users.” The stakes for not adhering to web accessibility and visual usability guidelines are high, and there can be grave legal consequences as well.

Instead of hiring outside consultants or firing and rehiring new staff, nonprofit agencies can save significant time, costs, and resources by providing current staff members with the necessary training to help them excel at graphic design-related duties. This project aims to develop the training for development and communications staff to acquire the knowledge, skills, and experience necessary to abide by accepted industry design and accessibility standards. This project will also develop training to help staff members carry out tasks related to designing for the web and print production. Overall, this training ensures associates can fulfill their day-to-day duties effectively, helps nonprofit agencies enhance their visual brand images, and reduces the costs of hiring outside consultants for troubleshooting and additional support.

DELIVERY METHOD

This course will be delivered through computer-based training (CBT) eLearning modules on accessibility, file types, and design to reach as many learners as possible. SCORM-compliant means that agencies can fit their own LMSs. Given their diverse array of responsibilities, learners can take this course at their own time and own pace. Learners will also receive aids during the training to help them learn, practice, and retain their new knowledge, skills, and experience.

PRIMARY AUDIENCE

Nonprofit development staff

SECONDARY AUDIENCE

Development staff managers

Freelancers

Instructional designers

Entry-level graphic designers

GENERAL LEARNER CHARACTERISTICS

Experience: Entry- and mid-level

Education: Bachelor's degree

Design-Related KSAs: Beginner to intermediate experience with little to no formal design education

PREREQUISITE SKILLS

Project Management 

Mac/PC Platforms 

Email Marketing 

Social Media 

Website Management 

Canva 

Adobe Creative Suite 

ATTITUDINAL CHARACTERISTICS

Learners are motivated by:

- salary and job security
- public-facing work
- meaningful agency impacts
- professional growth
- future opportunities

TOP 3 COMMON ERRORS

Low accessibility

- No knowledge of WAI's perceivable guidelines (e.g., low color contrast)

Design knowledge gaps

- Issues with alignment, hierarchy, balance, and scale

Incorrect file formatting

- Color profiles
- Image resolution
- Margins and bleeds
- Web and print file types

OVERVIEW

In today's world, the KSAs of nonprofit development staff encompass many different professional fields. In addition to event planning and fundraising, staff members often design agency websites, social media assets, e-mail marketing campaigns, print advertisements, and event invitations. To be successful, staff members must have a comprehensive understanding of graphic design. Yet, without formal education or prior experience, staff members struggle to apply design principles, differentiate between web and print file specifications, and design accessibly for a diverse range of audiences. With their time and services already being pulled in multiple directions, they also struggle to effectively apply outside feedback when revising their designs.

CONTEXTUAL ANALYSIS

ORIENTING CONTEXT

Learner Goals: Learners want to successfully complete their graphic design-related job tasks without error and become adept graphic designers.

Training Purpose: This instruction equips learners with the knowledge and skills necessary to abide by industry design standards and W3C's Web Accessibility Initiative's (WAI)'s Web Content Accessibility Guidelines (WCAG). This instruction will also train learners how to format their files correctly according to web and print specifications.

Accountability: Attitudinal characteristics relating to professional growth along with the direct consequences of their public-facing work hold learners accountable.

Potential Misconceptions: New technology, terminology, and tasks that require memorization and dexterity may rouse insecurity and confusion. Time constraints alongside a steep learning curve may cause learners to feel unmotivated and less invested. Because these factors could decrease the chances of on-the-job knowledge transference, training will employ practice activities, job aids, and self-reflection questions to help increase learner confidence and post-training success.

INSTRUCTIONAL CONTEXT

Because learners wear so many different hats at their jobs and take on a range of tasks each day, this training will be delivered through self-paced eLearning modules to offer learners agency in managing their time and learning progress.

TRANSFER CONTEXT

Learners will directly apply design knowledge to their daily tasks, which include the creation of social media posts, event flyers, website banners, and e-newsletters. Learners will be given job aids following the instruction for additional support.

TECHNOLOGY INVENTORY

Learners have access to cell phones and desktop computers along with printers. Learners subscribe to Adobe Creative Suite along with Canva. They also have company social media and website logins.

TARGETED SPONSORING ORGANIZATIONS

This training targets nonprofit agencies along with freelancers, instructional designers, and other small business employees handling a myriad of tasks. The missions of these kinds of organizations often support local communities. To meet their annual budgets, these agencies rely on donations through seasonal web and print fundraising campaigns along with annual fundraising events. Nonprofit development staff members usually report to CEOs, development directors, and boards of directors, which help advance agencies' missions by managing their future and day-to-day decisions.

RLO DESIGN & DEVELOPMENT DETAILS

COURSE TERMINAL OBJECTIVES

1. Using Adobe Creative Suite, create designs that adhere to ten principles of design (*Emphasis, Hierarchy, Balance, Alignment, Contrast, Proportion, Movement, White Space, and Unity*).
2. Using Adobe Creative Suite, create designs that adhere to the World Accessibility Initiative's (WAI)'s perceivable Web Content Accessibility Guidelines (WCAG).
3. Using Adobe Creative Suite, create, alter, and save files according to designated web and print specifications.

MODULE TERMINAL AND ENABLING OBJECTIVES

Using Adobe Creative Suite, create designs that adhere to the World Accessibility Initiative's (WAI)'s perceivable Web Content Accessibility Guidelines (WCAG).

Enabling Objectives:

- Identify and define the WAI's perceivable WCAG and corresponding success criteria.
- Use these guidelines to develop WCAG-compliant color palettes, text, and audio options in digital and print design.
- Given a web accessibility checker, such as Adobe's Color Contrast tool, pass at the WCAG level.

RLO OBJECTIVE

Identify and define the WAI's perceivable WCAG and corresponding success criteria.

COURSE LEARNING ASSESSMENT

- Pre-assessments
- Practice activities with formative feedback
- Scenario-based performance simulations with formative and summative feedback

RLO LEARNING ASSESSMENT

- Pre-assessment confidence check
- Scenario-based case studies with multiple-choice and fill-in-the-blank questions

LEARNING THEORIES

SCENARIO-BASED AND EXPERIENTIAL LEARNING

This RLO is informed by experiential learning theory, scenario-based learning instructional learning strategies from Scenario-based E-Learning: Evidence-Based Guidelines for Online Workforce Learning by Richard Mayer and Ruth Clark, and insights from leading instructional designer Cathy Moore. Experiential learning theory encourages learners to expand their knowledge through direct experience while a core facet of scenario-based learning includes providing little training or guidance at the beginning of the course. Instead, learners absorb and retain knowledge by direct practice and trial-and-error. In short, learners learn by doing. By using a plausible real-life scenario and imparting automatic feedback from a mentor-like figure, this course demonstrates the real-world effects of accessibility and offers learners a more personalized learning experience. On her page "Where's the research support for scenarios?," Cathy Moore quotes several research studies from cognitive scientist Peter Brown's Make it Stick to show the benefits of scenario-based learning.

"It's not the failure that's desirable, it's the dauntless effort despite the risks, the discovery of what works and what doesn't that sometimes only failure can reveal. It's trusting that trying to solve a puzzle serves us better than being spoon-fed the solution, even if we fall short in our first attempts at an answer." (Brown, 2014, p. 94)

This training will provide learners with examples of what web accessibility actually entails and strategies for conforming to WAI's guidelines. The target audience will learn how to both recognize and resolve inaccessible web content. Given

RLO DESIGN & DEVELOPMENT DETAILS

differentiated learning structures and learners' varying motivations, this training will also offer learners optional resources, instructions, and hints to help them succeed. Understanding my target audience on an acute level ensures that my content remains relevant and well-aligned.

CHUNKING AND COGNITIVE LOAD

At first glance, WAI's Web Content Accessibility Guidelines Overview and Quick Reference can seem exhausting and overwhelming to new web designers. My RLO will ease the learning process by chunking the information and assessment into four tasks. By categorizing accessibility guidelines and limiting the amount of information on each screen, I hope to reduce cognitive load and help learners better integrate their new skills into their long-term memories.

MAYER'S MULTIMEDIA PRINCIPLES

Mayer's Multimedia principles will be instrumental in sketching out the visual design and outline of this training to present a professional, engaging, and cohesive learning experience. Following the contiguity principle, I will use the rule of thirds and complementary colors to carve out easily identifiable relationships between graphics and text. Adhering to the multimedia principle, I will also provide many visual representations of key concepts.

UNIVERSAL DESIGN

Given my course centers on accessibility, it's important my course itself follows perceivable web accessibility guidelines. I will go through several rounds of visual design mock-ups to meet WAI's recommended color contrast ratios. Although my target audience includes learners who do not possess any vision or hearing impairments, I will still follow best practices by including customized focus orders for text, so that learners with screen readers could easily follow the content. I will also provide alternative text for images and avoided using drag-and-drop interactions, instead opting for tabbable dropdown menus.

MEDIA

Text, video with audio, visual graphics (photos, hoverable/interactive website mock-ups, and icons)

508 ACCOMMODATIONS

This RLO includes multiple-select assessment with instructions, help options, and detailed formative and summative feedback. The learner also controls their pace and navigation. Following the WCAG Perceivable principle, this course's color scheme uses a high color contrast and multiple visual signifiers for text hyperlinks. Keyboard navigation, alternative image tags, and accessible text options will also be available.

RLO COURSE STRUCTURE DESCRIPTION

1 Unit (Perceivable Accessibility Guidelines)

4 Subtopics (Color, Text, Audio & Video, and General Content)

Chunked into 6 Modules:

- Scenario Introduction, including Pre-Assessment/Confidence Check
- 4 Scenario-Based Case Studies with Multiple-Select Assessment, Automatic Formative Feedback, and Optional Help/Guidance
- Summative Feedback and Resources

(excludes Course Credits)

COURSE SEAT TIME

Approximately four weeks

RLO SEAT TIME

30 minutes

RLO DESIGN & DEVELOPMENT DETAILS

NUMBER OF SCREENS

19-20

KNOWLEDGE CHECKS OR OTHER ASSESSMENTS

1 dichotomous (Y/N) confidence check question with automatic feedback.

4 Case Studies with a blend of pick-one, multiple-select, and drop-down fill-in-the blank questions. Automatic formative and summative feedback will be provided.

ROLLOVERS/ CLICK EVENTS

14+ total click events:

- 4 “Learn More” click events on “Review WCAG” slide
- 2+ click events on each case study (Instructions, Help, and mock-up website) (8 total)
- 1 click event on navigational menu (Instructions)
- 1 click event on end-of-course summative feedback slide (Course Credits)

Rollover notes:

- All navigational buttons will employ hover states.
- Interactive case study website mock-ups will also employ hover states and interactive text fields for navigational menus, forms, and buttons.

Text fields/forms:

- 1 text field for users to enter their names to personalize course

RLO NAVIGATION



Instructions pop-up window button



Hint/help pop-up window button



Close pop-up windows



Multiple-select dropdown tab

BEGIN

Button #1 layout/color (dark background)

BEGIN

Button #1 hover state

SEND ↗

Button #2 layout/color (light background)

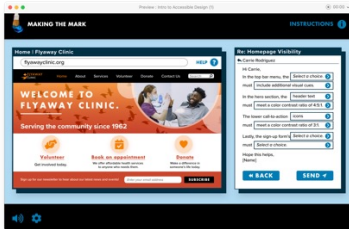
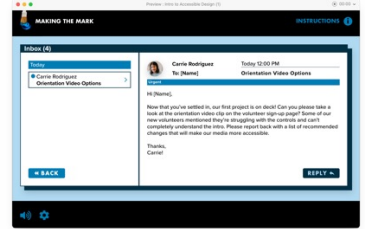
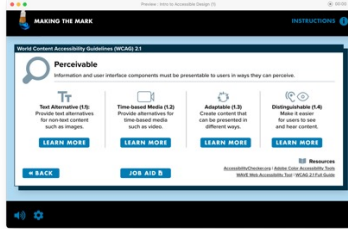
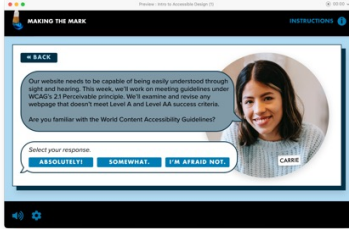
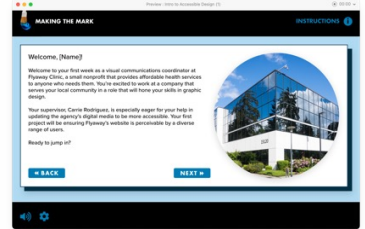
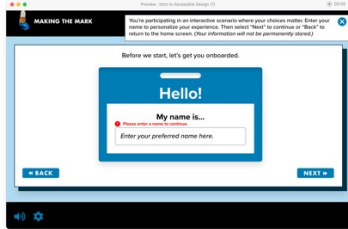
SEND ↗

Button #2 hover state

Buttons will be used to control the entire navigation of the course. (Y/N answers, Back, Next, Reply, Exit Course, Try Again)

RLO DESIGN & DEVELOPMENT DETAILS

SCREEN LAYOUTS



RLO DEVELOPMENT TOOLS

Mindmeister, Microsoft Word, Adobe Photoshop, Adobe Illustrator, Adobe XD, Adobe Audition, Adobe InDesign, Vyond, Articulate Storyline

OWNERSHIP

Winona León will develop and maintain this course for her 767 coursework and online portfolio.

DEVELOPMENT TIME OF RLO

10 weeks development time/80 hours for visual design mockups, flowcharts, text-based storyboard, XD prototype, video development, Articulate Storyline conversion, and user testing

SUPPORT REQUIREMENTS FOR RLO AND COURSE

RLO Development requires subscriptions to Adobe Creative Suite, Vyond, Articulate Storyline as well as user testing. This RLO will be web-based and accessible from a hyperlink on common Internet browsers such as Chrome or Firefox. Users will need a desktop computer with wi-fi.

TOPIC ANALYSIS

Goal: Design graphics that adhere to WAI's perceivable Web Content Accessibility Guidelines (WCAG), the international standards for creating accessible online content.

1. Principle Definitions

- 1.1. Perceivable: "Information and user interface components must be presentable to users in ways they can perceive."
 - 1.1.1. Text Alternative (1.1): "Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language."
 - 1.1.2. Time-based Media (1.2): "Provide alternatives for time-based media."
 - 1.1.3. Adaptable (1.3): "Create content that can be presented in different ways (for example simpler layout) without losing information or structure."
 - 1.1.4. Distinguishable (1.4): "Make it easier for users to see and hear content including separating foreground from background."
- 1.2. Differences between Success Criteria
 - 1.2.1. Level A (minimum/essential)
 - 1.2.2. Level AA (standard/ "the sweet spot")
 - 1.2.3. Level AAA (enhanced)

2. Color

- 2.1. Use more than just color to convey information. (1.4.1: Use of Color, Level A, Distinguishable, <https://www.w3.org/WAI/WCAG21/quickref/?showtechniques=141#use-of-color>)
 - 2.1.1. Display Information in different ways. Do not rely on one sensory characteristic. Use other text and visual cues.
 - 2.1.2. Read Guideline 1.3 for ideas of other forms of perception (<https://www.w3.org/TR/WCAG21/#adaptable>).
- 2.2. Follow a color contrast of 4.5:1 for text and images of text. (1.4.3, Contrast (Minimum), Level AA, <https://www.w3.org/WAI/WCAG21/quickref/#contrast-minimum>)
 - 2.2.1. Use a ratio of 3:1 for large-scale (18 pt.+ or 14 pt. bold +) text.
 - 2.2.2. Exceptions: decorative text, inactive interfaces, and logos.
- 2.3. Follow a color contrast ratio of 3:1 against adjacent colors for User Interface components and graphical objects. (1.4.11, Non-text Contrast, Level AA, <https://www.w3.org/WAI/WCAG21/quickref/#non-text-contrast>)
- 2.4. Level AAA Considerations:
 - 2.4.1. Follow a ratio of 7:1 and 4.5:1 for large-scale text for enhanced contrast. (1.4.6, Contrast (Enhanced))
 - 2.4.2. Allow users to select their own foreground and background colors. (1.4.8 Visual Presentations)

3. Audio and Video

- 3.1. Allow users to pause, stop, or control the volume of background audio playing for more than three seconds. (1.4.2, Audio Control, Level A, <https://www.w3.org/WAI/WCAG21/quickref/#audio-control>)
- 3.2. Provide alternatives and/or audio descriptions for prerecorded video and audio. (1.2.1., Audio-only and Video-only (Prerecorded), 1.2.3, Audio Description or Media Alternative (Prerecorded), Level A, 1.2.5, Audio Description (Prerecorded), Level AA)
- 3.3. Provide captions for live audio. (1.2.4, Captions (Live), Level AA)
- 3.4. Level AAA Considerations:
 - 3.4.1. Provide ASL for prerecorded audio (1.2.6, Sign Language, Prerecorded)
 - 3.4.2. Provide extended audio descriptions for prerecorded video (1.2.7 Extended Audio Description (Prerecorded))
 - 3.4.3. Provide alternatives for all prerecorded media and live audio. (1.2.8, Media Alternative, Prerecorded 1.2.9, Audio-only (Live))
 - 3.4.4. For essential audio playing in the foreground, avoid background sounds, set background sounds to 20 decibels lower than foreground speech, or allow user to turn them off. (1.4.7, Low or No Background Audio)

4. Text

- 4.1. Ensure text is resizable up to 200 percent. (1.4.4, Resize Text, Level AA, <https://www.w3.org/WAI/WCAG21/quickref/#resize-text>)
 - 4.1.1. Use percentages, relative sizes, or ems when styling in CSS.
 - 4.1.2. Logos are considered essential.
- 4.2. Use text instead of images of text. (1.4.5, Images of Text, Level AA, <https://www.w3.org/WAI/WCAG21/quickref/#images-of-text>)
 - 4.2.1. Exceptions: The image can be resized by the learner, or the image presentation is essential.
- 4.3. Ensure text spacing relates to font size. (1.4.12, Text Spacing, Level AA, <https://www.w3.org/WAI/WCAG21/quickref/#text-spacing>)
 - 4.3.1. Line height (line spacing) is 1.5x the font size.
 - 4.3.2. Spacing following paragraphs is 2x the font size.
 - 4.3.3. Letter spacing (tracking) is 0.12x the font size.
 - 4.3.4. Word spacing is 0.16x the font size.
 - 4.3.5. Exceptions: Languages and scripts that cannot conform to these properties.
- 4.4. Present content without loss of information or functionality without both vertical and horizontal scrolling.* (1.4.10, Reflow, Level AA, <https://www.w3.org/WAI/WCAG21/quickref/#reflow>)
 - 4.4.1. Vertical scrolling content at a width equivalent to 320 CSS pixels.
 - 4.4.2. Horizontal scrolling content at a height equivalent to 256 CSS pixels.
- 4.5. Level AAA Considerations:
 - 4.5.1. Allow text to be resized without assistive technology and full-screen horizontal scrolling. (1.4.8, Visual Presentation)
 - 4.5.2. Use line spacing (leading) of at least 1.5 spaces within paragraphs and paragraph spacing of at least 1.5x larger than the line spacing. (1.4.8)
 - 4.5.3. Do not justify text. (1.4.8)
 - 4.5.4. Do not set width more than 80 characters or glyphs (40 if CJK). (1.4.8)
 - 4.5.5. When using text rather than images of text vs. text, consider logos essential. (1.4.9, Images of Text (No Exceptions))

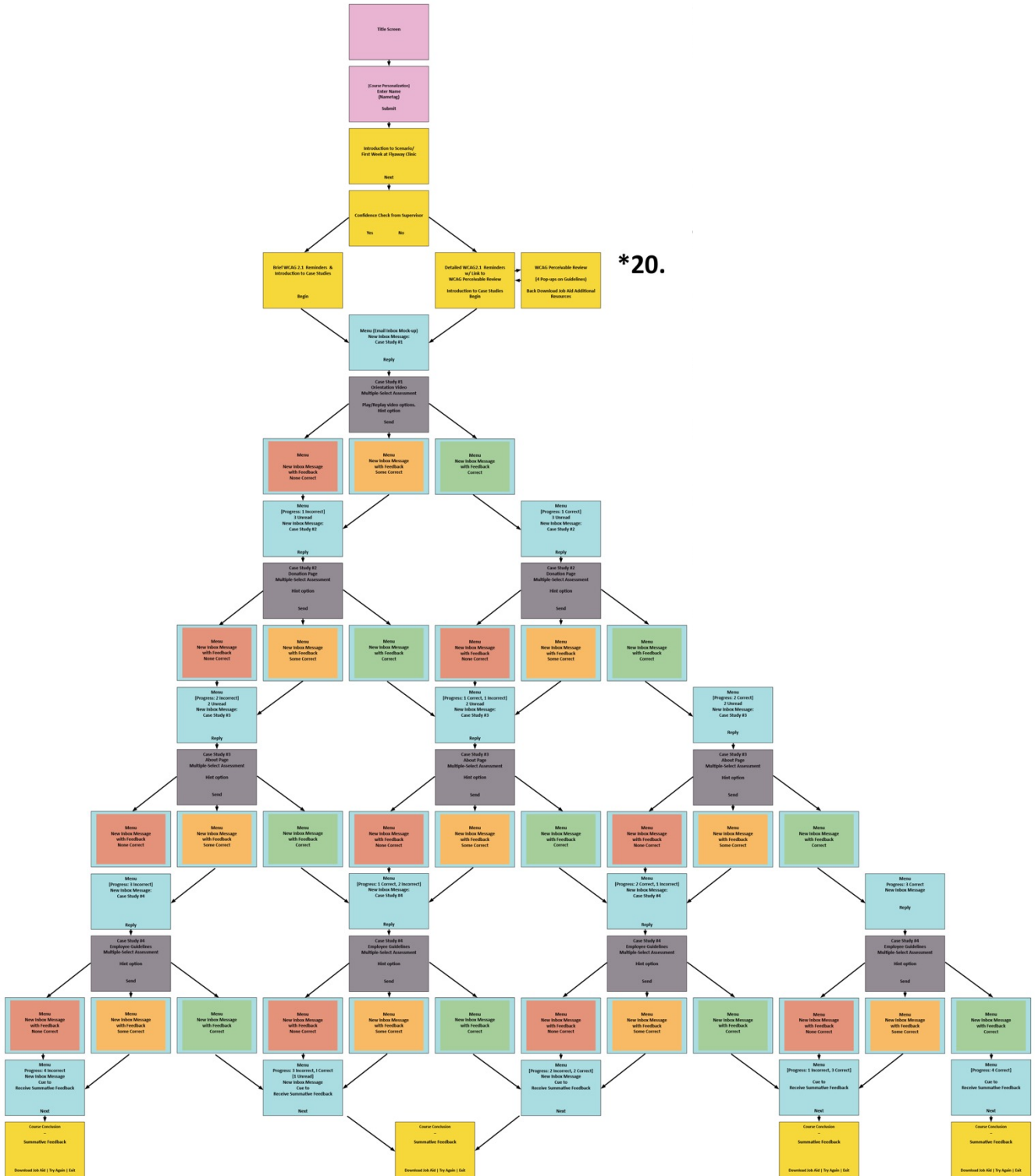
5. General Content

- 5.1. When receiving then removing the pointer hover or keyboard to prompt additional content to become visible and hidden, ensure users can easily dismiss the additional content without moving pointer hover or keyboard focus, unless the additional content communicates an input error or does not obscure or replace other content (dismissible), the pointer can be moved over the additional content without the additional content disappearing (hoverable), and the additional content remains visible until the hover or focus trigger is removed, users dismiss it, or its information is no longer valid (persistent). (1.4.13, Content on Hover or Focus, Level AA, <https://www.w3.org/WAI/WCAG21/quickref/#content-on-hover-or-focus>)
 - 5.1.1. Exceptions: The user has control over the visual presentation.
- 5.2. Ensure the information, structure, and relationships of content are easily inferable. (1.3.1, Info and Relationships, Level A, <https://www.w3.org/WAI/WCAG21/quickref/#info-and-relationships>)
- 5.3. When content's sequence affects its meaning, ensure a correct reading sequence can be programmatically determined. (1.3.2, Meaningful Sequence, Level A, <https://www.w3.org/WAI/WCAG21/quickref/#meaningful-sequence>)
- 5.4. Do not use sensory characteristics such as shape, color, size, visual location, orientation, or sound to format instructions for understanding and operating content (see 1.4). (1.3.3, Sensory Characteristics, Level A, <https://www.w3.org/WAI/WCAG21/quickref/#sensory-characteristics>)
- 5.5. Do not restrict view and operation of content to a single display orientation, such as portrait or landscape, unless this specific display orientation is essential (e.g. content is responsive). (1.3.4, Orientation, Level AA, <https://www.w3.org/WAI/WCAG21/quickref/#orientation>)
- 5.6. Ensure form input fields can be programmatically determined. (1.3.5, Identify Input Purpose, Level AA, <https://www.w3.org/WAI/WCAG21/quickref/#identify-input-purpose>)
- 5.7. Provide text alternatives to non-text content (e.g. alt text). (1.1.1, Text Alternatives - Non-text Content, Level A, <https://www.w3.org/WAI/WCAG21/quickref/#non-text-content>)
- 5.8. Level AAA Considerations:
 - 5.8.1. Ensure markup language User Interface Components, icons, and regions can be programmatically determined. (1.3.6, Identify Purpose)

1. Title Page
2. Course Personalization Name Entry Form
 - a. Layout: Nametag mockup with reminder information will not be stored
3. Introduction to Scenario
 - a. Details on first week at Flyaway Clinic, job role, and accessibility project (Case Studies) from supervisor
4. Confidence Check from Supervisor
 - a. Includes more details on project and WCAG (Perceivable, Level AA (embedded definitions))
5. Confidence Check Feedback
 - a. Yes: Brief WCAG Reminders with Link to Begin Project
 - b. No: Detailed WCAG Summary with Links to Review and Begin
 - c. Somewhat: Detailed WCAG Summary with Links to Review and Begin
6. WCAG Review
 - a. Links/subheadings
 - i. Text Alternative
 - ii. Time-based Media
 - iii. No: Detailed WCAG Summary with Links to Review and Begin Adaptable
 - iv. Distinguishable
 - b. Download Job Aid.
 - c. Additional Resources (links)
 - d. Links back to menu
7. Menu
 - a. Layout: Inbox Mock-up
 - i. Each email message from Supervisor links details a new case study for the learner to assess. Learner must select “Reply” to begin. The first case study appears automatically as the first unread message.
 - b. Instructions
 - i. Instructions pop-up will appear at the top menu bar will appear at beginning of each slide with option to close/re-open.
8. Case Studies (4)
 - a. Orientation Video (assesses time-based guidelines)
 - b. About Page (assesses color contrast guidelines)
 - c. Donation Page (assesses content structure guidelines)
 - d. Employee Guidelines (assesses text alternative and text guidelines)
 - e. Layout:
 - i. Left Side: Website mockup that includes inaccessible elements that the learner must identify
 1. Hint/help option pop up
 - ii. Right Side: New inbox message to supervisor with multiple-select assessment via dropdown tabs on what exactly needs to be fixed and why
 - iii. Includes Instructions pop-up
9. Case Studies Feedback (3 Options for Each Case Study)
 - a. Layout: Back to menu with new reply from supervisor with feedback
 - b. None Correct
 - c. Some Correct
 - d. All Correct
 - e. Each result of case study influences the user’s path toward summative feedback.
10. Summative Feedback (4 Options)
 - a. All Correct (Great)
 - b. 3 Correct (Almost)
 - c. 1-2 Correct (You’re Getting Started)
 - d. None Correct (Need Practice!)
 - e. Links to Try Again, Download Job Aid, or Exit Course
 - f. Include course credits

RLO FLOWCHART

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- 19.



Please sign below indicating agreement with the proposed course plan and approving start-up of the storyboard and development phases.

Instructional Designer

Project Manager/Sponsor

- 8 graphic design mistakes to avoid. (2019, October 11). Sageworld. <https://www.sageworld.com/blog/index.php/2019/10/11/8-graphic-design-mistakes-to-avoid/>
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