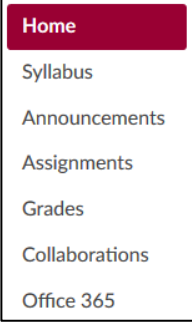


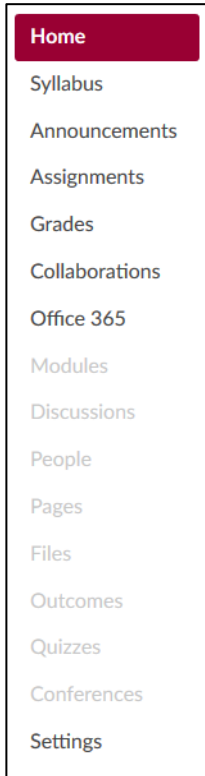
# DLE Course Template Design Approval Request

Item for Approval	Course Template Design		
DLE Workstream	Course Templates		
Created By:	Patricia Fairchild	Last Updated By:	
Date Created:	February 1, 2018	Last Revision Date:	
Approval Purpose:	The purpose of the Course Template Design is to align with the scope of the DLE Project Charter using a fixed/flexible framework with a learner-centered focus.		
Description of Process:	<p>The Course Template Design team completed the following workstream objectives during the process of identifying the final course template design.</p> <ol style="list-style-type: none"> <li>1. Identification of guiding principles for course template design.</li> <li>2. Identification of cases/scenarios requirements for template(s).</li> <li>3. Creation of course template design version 1 – based on small group input and training with vendor.</li> <li>4. Creation of course template design version 2 – based on focused feedback sessions with students and faculty on all campuses.</li> <li>5. Creation of course template design version 3 – based on feedback from stakeholders (students, faculty, and staff) from all campuses.</li> <li>6. Adherence to accessibility and accreditation related criterion.</li> </ol> <p><i>For consistency in language and intent:</i></p> <ul style="list-style-type: none"> <li>• <i>course template is defined as the navigation, layout, and settings in a blank Canvas course or offering</i></li> <li>• <b>fixed</b> elements provide a consistent experience for all UW-System students</li> <li>• <b>flexible</b> elements can be added by an institution/program as long as it doesn't affect the fixed elements</li> </ul>		
Analysis:	<p>After completing the steps for each of the course template design versions, reviewing survey feedback, and discussing related criterion, the team identified the following, <b>fixed</b> elements are required in the order stated in the student view for the course template.</p> <p><b>Home</b> – three (3) most recent announcements default to top of page; Modules with associated course contents display by default; To-Do list displays on this page only</p> <p><b>Syllabus</b> – default course syllabus with two sections: rich content/HTML editor and Course Summary listed course assignments with dates and details</p> <p><b>Announcements</b> – displays all announcements in collapsed format</p> <p><b>Assignments</b> – assignments displayed by date or type</p> <p><b>Grades</b> – displays grades</p> <p><b>Collaborations</b> – displays default collaboration tool</p> <p><b>Office 365</b> – allows user to access One Drive</p>		

Discoveries:	<p>The feedback and review process identified several discoveries.</p> <ol style="list-style-type: none"> <li>1. The use of Modules as the default for the Home Page created redundancy as identified in survey results. Faculty expressed confusion with the term “Modules” and suggested renaming the item. The team has identified this as an opportunity for the training team to address in documentation, training sessions, and the orientation course.</li> <li>2. Some feedback indicated concern with the Syllabus Course Summary area due to assignments without due dates displaying alphabetically. The ability to toggle the Course Summary area on/off is not available for Fall 2018 term. The team identified this as a future training opportunity once the on/off toggle becomes available.</li> <li>3. The Collaborations tool allows students to collaborate on group tasks using a web-based tool such as Microsoft Office 365 (Word, Excel, or PowerPoint) or Google Docs. Office 365 will be the default Collaboration tool. Campuses will have the option to make Google docs available by applying this permission at the Sub-Account level (similar to an LTI tool).</li> </ol>
Fixed Framework Requirements:	<ol style="list-style-type: none"> <li>1. Pedagogy first – Met</li> <li>2. Learner-centered focus – Met</li> <li>3. Accessible – Met (<a href="#">Canvas VPAT and WCAG 2.0 Checklist</a>)</li> <li>4. Consistency – Met (training will be key in providing the “why”) <ol style="list-style-type: none"> <li>a. Survey results</li> <li>b. Onsite feedback</li> </ol> </li> </ol>
Tools for Removal from the Student View:	<ol style="list-style-type: none"> <li>1. People tool - During a working session with the vendor, it was determined that the People tool posed a student privacy/FERPA violation for the student role. As a result, that tool will be available for the instructor role only. Students will have the ability to identify other students via the Collaboration tool or the Inbox (email).</li> <li>2. Modules, Pages, Quizzes, Discussions, Files tools – During a working session with the vendor, it was determined that having the link for these tools in the course menu created redundancy for the student. To remove confusion, these tools are removed from the student course menu.</li> </ol>
Impact:	<p>The team has identified several impacts associated with the recommendations above:</p> <ol style="list-style-type: none"> <li>1. Change request process – all requests for changes to the course template will be part of the change request process.</li> </ol>
Final Course Template Design:	<p>Course Template Design – Final* - all <b>fixed</b> elements appear in the same order</p> <p><b>Course menu – student view:</b></p> 

\*The course menu items as identified will be visible to all roles and will be “fixed” meaning all items will appear in the course menu in the same order. While other course menu items may be available to instructors (displayed as “grayed out”), those items will not be visible to the student role.

**Course menu – instructor role view:**



**References:**

1. Onsite Focus Group Feedback Notes (attached)
2. Survey results (attached)
3. Accessibility: <https://www.canvaslms.com/accessibility>
  - a. Canvas Voluntary Product Accessibility Template (VPAT)
  - b. LMS Web Content Accessibility Guidelines (WCAG 2.0 Checklist)
  - c. Accessibility Resources (Canvas, Web, Government):  
<https://docs.google.com/document/d/14O2ht92bNqimfwSDZdJQRtLljDGVoy30WCjX1SN8Kz4/edit>