LMS Transition to Canvas

LMS Use Guidelines
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**Objective**
- Determine and propose the appropriate and allowable use of the Canvas LMS for Rutgers University

**Deliverable**
- Proposal on the guidelines for the use of LMS
  - Primary purpose of a Learning Management System for Rutgers University
  - Allowable course types and/or use cases
  - Governance or oversight process
  - Exception process
  - Common Glossary of Terms and Definitions
  - Recommendations on alternative solutions

**Problem Statement**
- Lack of defined and enforced guidelines for the use of LMS systems have allowed the proliferation of non-traditional and non-academic implementations.
Learning Technology Glossary

• A collaborative document has been created and can be accessed at the following link for team members:
  Learning Techology Glossary.docx
Proposed Guidelines

- Primary purpose of the Learning Management System is to enhance the student's learning experience.
- A primary consideration for a request to use the LMS will be whether students are the audience.
- An exception process will be in place for determination and approval of the LMS for use cases outside of the "official list".
- Besides the instructional use of the LMS, course and template development, and testing of content and materials in support of future courses is (encouraged) allowed.
- Courses should be implemented with Canvas Out of the Box (OOTB) functionality, features and established 3rd party tools, else alternative solutions should be considered.
Use Guidelines - Considerations / Discussion Points

✓ Who is / are the target audience(s) for these guidelines?
  • Chancellors, deans, directors and department chairs
  • Faculty members
  • Academic administrators
  • LMS Technology support
• What types of courses are being delivered? (Brainstorm)

✓ Should courses delivered in Canvas be restricted to credit based instructional use only?  **NO**
✓ Can Canvas courses be used for internal use only purposes?  **YES**
• One-off courses?
✓ Should there be an exception process to gain approval on use?
  • Yes, to be developed. Should be consistent but handled at the school, departmental or program level.
✓ Should there be a governance or oversight process?
  ✓ Yes, to be developed.
Types of Courses

- Staff and Faculty training
  - Student training/tutorial
  - Onboarding / orientation
  - Community Groups
- Demographically based sites for students (i.e. graduation)
- Continuous Education (credit and non-credit)
  - Professional development Services/Courses
  - Certificate programs
- MOOC (Massively Open Online Course)
- Active/ Instructional learning courses (community sites)

- Compliance Training (RA training - student staff)
  - Clinical rotation
  - Assessments
  - Student project sites
  - Research sites
- Tenure tracking and promotion
  - Accreditation
  - Syllabi Repository
  - Faculty forums
  - Student governance
  - RU Core reporting
Governance - Proposed

• TLT to Chair meetings
• TLT to own and maintain guidelines, when appropriate will communicate updates
• Requests for exceptions to “approved” list of course types:
  – Course Description
  – Business Justification, including intended audience
  – Review of alternative solutions available
  – Intended interaction or functionality in LMS required
  – Third party integrations required
Next Steps

• Weekly meeting to further discussion
• Collaborative document editing
• Setting target dates for completion – Draft 8/2/19
• Steering Committee review – submitted ahead of the September meeting