

Minimum LMS/Web Presence Policies – Ontario Colleges Summary

Version 8 (November 2018)

ALGONQUIN COLLEGE - **UPDATED FALL 2018**

YES, an official policy does exist. Up for renewal in 2018 and currently under review.

Website - <http://www.algonquincollege.com/policies/policy/aa42-learning-management-system/> &
http://www.learningatthecentre.com/Blackboard_Files/Blackboard%20Admin%20Standards%20Policy-15%2004%2017.pdf.

A rather robust policy that stresses the following - a course home page consistent with a design or template used within the program; professor and instructor contact information; approved Course Outline; Course Section Information (CSI); announcements, including but not limited to, general course updates, class cancellations, room changes, due dates of assignments, assessment dates for tests and final exam as applicable, and other relevant information; available course materials and other resources or materials, as appropriate; up-to-date progress and assessment results either through the use of the Grade Centre feature in Blackboard or through other means made available to students through the Blackboard course shell; links to online resources such as eTexts and eJournals and open educational resources as appropriate.

Hybrid courses need to add the following components - a description of how learning is planned in the course, such as an explanation of how the online and in-class sessions support each other and what students are expected to accomplish during the online learning; online assignments, such as quizzes, surveys, submission of materials and discussion forums, and group collaborative activities, such as blogs and wikis and other active learning activities as appropriate;

More details can be found here -

<http://www2.algonquincollege.com/directives/policy/aa42-learning-management-system/>

CENTENNIAL COLLEGE - **2013 RESPONSE**

The Academic Division's leadership team has made a decision to require the use of eCentennial by all faculty starting in the Fall 2011 semester. Each faculty member will work towards integrating eCentennial into their teaching practice. By the end of 2012 should have adopted eCentennial into all of their assigned courses. At minimum, each course supported by eCentennial will contain:

- faculty contact information
- the course outline and related weekly/topical outline,

-- documents related to assignments that will be graded (instructions, templates/forms, rubrics Etc...)

-- links to course specific and college resources

CAMBRIAN COLLEGE - UPDATED FALL 2018

No official policy exists and there is **no** agreement with faculty regarding minimum requirement guidelines.

However, there is a growing desire to have a policy created and it is currently under review.

CANADORE COLLEGE - UPDATED FALL 2018

No official policy exists, but they do encourage faculty to use the LMS.

A minimum standard required including the uploading of a Course Outline, Evaluation Schedule, Gradebook and attendance for all post-secondary courses excluding Con Ed courses.

COLLEGE BOREAL - UPDATED FALL 2018

No official policy exists, but they do encourage faculty to use the LMS.

Faculty are asked to use the Gradebook and Assignment functions.

CONFEDERATION COLLEGE - 2013 RESPONSE

No information.

CONESTOGA COLLEGE - UPDATED FALL 2018

YES, an official policy and requirements do exist.

Identified as **Essential Elements**, the requirements are referenced in various informal locations, as well as in their formal Online Learning Technology Policy. “The purpose of this policy is to support Conestoga’s strategic priorities through the use of a Learning Management System and standards related to online learning delivery. All courses delivered online recognize the obligation to be compliant with legislation including Accessibility for Ontarians with Disabilities Act (AODA) and college policies including Copyright Policy, Accessibility Policies and eConestoga Essential Elements (see References)”.

Essential Elements consist of:

- Course Outline
- Welcome Message
- Instructional Plan
- Evaluation Information (clear requirements for each evaluation item, rubric or marking scheme, and links to any assessments tools used for the evaluations)
- Content for Each Week or Project/Lab (e.g., handouts, presentations, readings, videos, etc.)
- Grade Items

6.0 - The Essential Elements in eConestoga are provided to ensure student access to necessary information and materials. A schedule of dates listing each evaluation component will be part of the instructional plan available on eConestoga prior to the start of the semester.

“Completion of the eConestoga Essential Elements” is listed as one of the items under “Faculty Responsibilities” in the Evaluation of Student Learning Procedure”.

DURHAM COLLEGE - UPDATED FALL 2018

YES, an official policy and procedure does exist. Talk are underway to **merge** these two documents. Under review.

Required use of the LMS includes faculty encouraging time on task and effective communications in the LMS by using the News tool to welcome new students and broadcast relevant class communications; posting appropriate course assessment dates in the Calendar tool; posting their college - mail, telephone contact information, hours of availability outside of class, and office location in each of their LMS courses; and stating their preferred method of electronic communication and setting an accurate expectation as to their intended response time. They must also effectively communicate grade information by setting up the grade book to match the specificity in the course outline; posting and revealing student grades for all assessments on an ongoing basis within the parameters of access to student records and protection of privacy policies and procedures; submitting midterm grades for 1st year students and final calculated grades for all courses. Finally, making relevant content available by publishing the final approved course outline from MyCampus; posting notices of absence or lateness and faculty will make every reasonable effort to adhere to copyright laws when posting information.

Expanded use of the LMS - In the spirit of continuous improvement, faculty will be expected to develop their expertise in utilizing the functionality of the LMS. Examples of this functionality could include:

Feedback - Faculty will look for ways to facilitate the workflow and timely return of assignments as they are created, submitted, marked and returned. Faculty will utilize the assessment capabilities of the LMS to provide self-assessment and marks-based assessment opportunities.

Content - Faculty will make their course materials available in the LMS, in a variety of accessible formats such as documents or pre-built LMS tools (e.g. links, learning modules, html pages).

Student Engagement

4.2.3. Student engagement

- . a) Faculty will leverage the online environment to enrich the classroom experience (e.g. discussion tool, online readings).
- . b) Faculty will accommodate different learning styles through the use of online tools, multimedia, and other accessible methods of communication.

4.3. Orientation to the LMS

. 4.3.1. Faculty will familiarize the students with how to best use LMS site for their course. Expectations regarding use of the LMS functions and the preferred communication protocol will be clearly articulated by faculty along with the timing and availability of marks, as well as in college and program documents.

. 4.3.2. Students who have technical difficulty that prevents them from completing academic work related to the functioning of the LMS must contact the IT Support Services desk and obtain a ticket number. The student provides this number to the faculty. The faculty member can elect to make an exception to acceptance of the late submissions based on this information/evidence of technical difficulty.

FANSHAWE COLLEGE - UPDATED FALL 2018

YES, an official policy.

The policy states that the LMS should be used in all **(100%)** of their courses. However, enforcing this policy and the definition of “use” is very grey.

FLEMING COLLEGE - 2013 RESPONSE

No information.

GEORGE BROWN COLLEGE - UPDATED 2017

No official policy exists, but have minimum requirement guidelines.

Faculty are required/encouraged to post a welcome message, announcements, welcome message, course outline and the grade book. They are forced to use the grade book as they will be adding Blackboard Grades Journey later this year -

<https://help.blackboard.com/Learn/Administrator/SaaS/Integrations/Student Information System/SIS Integration Types/Grades Journey>.

However, all new faculty hires are mandated to use the LMS.

GEORGIAN COLLEGE - UPDATED 2017

No official policy exists, but they do have minimum **expectations**.

SCOPE: Faculty are expected to use Blackboard as part of their course delivery and support. At a minimum, faculty are expected to use the LMS for sharing course syllabus, faculty availability and contact information, student grade/progress and general communications with students.

HUMBER COLLEGE - UPDATED 2017

No official policy exists, but have minimum requirement guidelines.

Faculty are required/encouraged to upload a course outline, a welcome letter and a critical path into their LMS course site.

LA CITE COLLEGIALE - UPDATED FALL 2018

No official policy exists, but have minimum requirement guidelines.

Although no policy exists, there is a minimum usage of the LMS that is required, which includes mid-term grades, final grades, early warning system (SAVOIR), and the course outline, that is created on the course homepage.

Faculty are required/encouraged to review, update and produce the course syllabus through the LMS, use the gradebook to enter midterm and final marks, and enter feedback that is based on qualitative observations, twice a semester, in SAVOIR – an early warning system that is built into the gradebook.

LAMBTON COLLEGE - UPDATED 2017

No official policy exists, but have minimum requirement guidelines.

Faculty are required/encouraged to post their course outline and setup and maintain their grade book.

LOYALIST COLLEGE - UPDATED FALL 2018

No official policy exists, but have minimum requirement guidelines. A policy was drafted, but **never** left the draft phase and essentially was rejected. Loyalist relies on 3 AOPs to clarify the role of the faculty member and LMS usage.

AOPs 202, 204 and 224 speak to the LMS usage recommendations.

<https://www.loyalistcollege.com/about-loyalist/policies/aop-203-full-time-faculty-development-and-evaluation-process/>

MOHAWK COLLEGE - UPDATED FALL 2018

No official policy exists, but have minimum requirement guidelines/recommendations.

Known as Essential Elements, each faculty member is encouraged to upload a biography, identify avenues of communication, upload a course outline, configure LMS tools, upload a course information page, deploy the eLearn Discussion tool, and enable grades and much more. It is difficult to enforce. The Essential Elements document can be found at -

<https://www.mohawkcollege.ca/sites/default/files/CTL/documents/essential-elements-list.pdf>

NIAGARA COLLEGE - 2013 RESPONSE

At Niagara all course outlines are uploaded to Bb 9.1 under Course Documents. Mid-term and final grades are also entered through the LMS. However, there currently is no "policy" on minimum use.

NORTHERN COLLEGE - UPDATED 2017

No official policy exists, but have minimum requirement guidelines. A policy is currently being worked on, but no release date has been slated.

ST.CLAIR COLLEGE - 2013 RESPONSE

No information.

ST. LAWRENCE COLLEGE - UPDATED FALL 2018

With the course menu being the access point for all course content, it is important that students experience a consistent approach to how they navigate their course. It is therefore a College expectation that the course menu includes consistent headings (About This Course, Content and Assessment, and Communication) that will create a similar look and feel across all SLC courses. C

[http://www.learningatthecentre.com/Blackboard_Files/Blackboard%20Standards%20\(2017\).pdf](http://www.learningatthecentre.com/Blackboard_Files/Blackboard%20Standards%20(2017).pdf)

SAULT COLLEGE - 2013 RESPONSE

Minimum use for all faculty indicated as a VPA directive but not stated as policy. All course outlines are uploaded to LMS under Course Documents. Mid-term and final grades are also entered through the LMS.

SENECA COLLEGE - UPDATED FALL 2018

YES, an official policy and requirements do exist.

Students benefit from a consistent approach in the use of My.Seneca. To support this, employees will complete the following for each course section:

Post the approved course outline and accessible versions of the addendum and/or proposed schedule and weighted evaluation breakdown

Set up the Grade Centre to reflect the weighted evaluation breakdown and make grades available to students

Post their contact information, including preferred method of communication

Make the course available to students in My.Seneca

Use the announcement tool to post a welcome announcement and ongoing course updates

Review with students their My.Seneca course, its contents and the expectations for student-use.

Website - <http://www.senecacollege.ca/about/policies/my-seneca-minimum-requirements-policy.html>

SHERIDAN COLLEGE - **UPDATED FALL 2018**

YES, an official policy and procedure document do exist.

The **policy** includes the following:

4.3 All Sheridan courses will have a “minimal presence” on Sheridan’s learning management system.

4.4 Sheridan seeks to ensure that all required technologies used in content delivery are available to all students and faculty.

4.5 Sheridan ensures that support is available to all members of the Sheridan community for all supported instructional tools.

The **procedure** includes the following:

Minimal Presence Guidelines

The components² of “Minimal Presence” are:

4.2.1 Enable communications with students; Address frequently asked questions

or posting enquiries. This refers to utilizing one of the tools included in SLATE to directly communicate with students. This includes SLATE email, notifications, and/or news features. Faculty should select those tools they feel are most appropriate to their course and method of delivery.

4.2.2 Post assignments and expectations. Faculty members are expected to post course assignment material, which includes expectations for student performance, to students on the SLATE system. This is viewed as an alternative to providing such materials either on paper in class or verbally in class. This is intended as a convenience for both students and faculty members. Notably, the drop box function is intended to assist in this activity.

4.2.3 Post due dates for assignments and tests. There are a number of ways to post dates for assignments and tests. This information may be included in the posted assignment and/or faculty members may use the drop box, calendar and news/announcement functions.

4.2.4 Upload course content. Course content can include PowerPoint presentations, case studies, links to relevant content material, videos, graphics, sound files, general course documentation, and any other digital assets considered course content. Faculty members will select the course materials they feel are best accessed by students from the SLATE environment. Faculty members are expected to use the Sheridan mail system to communicate with students.

4.2.5 Link to existing course outlines in PeopleSoft (Course Outline System). SLATE must be linked to the existing course outline system to ensure consistent availability of the approved Sheridan course outline for students.

4.2.6 Posting student grades for tests and assignments. To help students gauge their course progression, faculty members are expected to use the SLATE grade book to post assignment/test scores. Although the grade book has advanced functionality, there are no expectations for faculty to use all available features.