

# Learning Management System Guidelines

*(Draft, updated 07/03/2017)*

## Introduction

The Learning Management System (LMS) is an integral and critical component of the academic programs at Western Oregon University. A top priority of the institution is to maintain stability and optimal performance of the system, and to ensure functionality for teaching and learning activities.

This document contains guidelines that govern the use and administration of the university LMS. These guidelines apply to all faculty, staff and students at Western Oregon University and should be periodically reviewed and modified (as necessary) by campus stakeholders.

## User Management and Access

### User Accounts

- I. All users must access the university LMS using WOU PawPrint login credentials.
- II. All user accounts are generated and managed by University Computing Services (UCS).
- III. All name changes are managed by University Computing Services (UCS).

### User Roles

- I. Teacher: Teachers have full administration rights within a course
- II. Non-editing teacher: This role is assigned at the course level by the instructor of record or the Moodle Administrator. Non-editing teachers cannot alter activities, but have other administration rights within a course, such as grading students. This role might, for example, be used by other teachers in the department to facilitate collaboration and sharing of materials.
- III. Students: Students can view and participate in what instructors make available to them.
- IV. Moodle Support Specialists: This role is assigned at the course level by the Moodle Administrator based on the requests from instructor of record. By default, a Course Support Specialist has the same role as a teacher, but this role can be customized based on the instructor's requests.
- V. Disability Services Staff: This role is assigned at the course level by instructor of record or the Moodle Administrator. It is for Disability Services Specialists who may be enrolled in a course for note-taking, captioning, or other purposes. This role has the same access as a student, but users with this role will not appear in a course gradebook.

- VI. Multimedia Specialist: This role is assigned at the course level by instructor of record or the Moodle Administrator. This role has the same privileges as the teacher role within a course. People with this role are staff members at the Digital Media Center.
- VII. Guest: This role is assigned at the course level by the instructor of record or the Moodle Administrator. This role functions like a student role. This role may be assigned to, for example, colleagues and auditors.
- VIII. Online+ Tutor: This role is assigned at the course level by the instructor of record or the Moodle Administrator. This role functions like a student role, and is designed for Online+ course tutors.
- IX. Grader: This role is assigned at the course level by the instructor of record or the Moodle Administrator. This role has the same privileges as the teacher role within a course. People with this role are undergraduate or graduate students who are helping instructors with grading.
- X. Teaching Assistant: This role is assigned at the course level by the instructor of record or the Moodle Administrator. This role has the same privileges as the teacher role within a course.
- XI. Moodle Administrator: Our current Moodle administrators are Weiwei Zhang from Center for Academic Innovation (CAI) and Dave McEvelly from University Computing Services (UCS). UCS staff Bill Kernan, Michael Ellis, Ron Swartzendruber and Dave Diemer also have administrative rights in the LMS to ensure the system is fully supported in all backend aspects. Other UCS staff may be assigned to this role based on the needs of system level technology support.

## **User Enrollment and Access**

- I. Instructors of record are enrolled by UCS in the LMS standard blank course shells 6 weeks prior to the first day of class.
- II. Registered students are enrolled by UCS in the LMS course shell 2 weeks before the first day of class.
- III. Students who drop the course before the first day of class are programmatically unenrolled by UCS from the LMS course shell. Students who drop the course on or after the first day of class need to be unenrolled by the instructors manually.
- IV. The instructor of record can manually enroll any users with WOU PawPrint credentials to their courses. Moodle administrators will only enroll users not officially enrolled in the course with written approval from the instructor of record or the department chair .

## **System Administration**

### **System Maintenance**

- I. The university employs the latest stable release of the LMS and related software. This decision is made collaboratively by the LMS administrators.
- II. All plugins, patches, and upgrades must be appropriately tested and approved by UCS before they are installed in a production environment.
- III. A clean install of the LMS will take place periodically to ensure the stability of the system and provide all users optimal experience in using the system. This clean install will typically occur every 2 years.
- IV. UCS is responsible for the integration of Moodle with other campus/non-campus databases and applications. This includes course shell creation, instructor assignment, student enrollment, email system and single sign on.
- V. Moodle Support (see *support* on page 4) is responsible for providing users immediate and temporary solutions to integration related issues, and reporting these issues to UCS for further investigation.
- VI. System upgrades and significant configurations are made immediately after the grade submission deadline for the regularly scheduled Summer term. Moodle support is responsible for announcing all scheduled LMS system maintenance windows to campus.

### **System Customization**

- I. All requests of additional plugins or third party tool installations must be submitted to the LMS administrators at the end of the academic year. The integration will be installed and verified on a test server in the Summer, and scheduled to be implemented on the live site in the Fall.
- II. All request for Moodle feature changes must be submitted to the LMS administrators a month before the upgrade. The changes will be tested on a test server before implementing.
- III. Any requests for standard course shell modifications need to be discussed with and approved by the LMS administrators.
- IV. All system level changes will be documented and shared with campus.

## **Content Management**

- I. Content published to the LMS must adhere to all applicable federal copyright laws and university policies. WOU is not responsible for the content of externally linked resources.

- II. After a clean LMS installation, all courses and content in the previous version of LMS are retained in the LMS archive site for 2 years unless removed by the instructor of record. The instructor of record who wish to retain content for over 2 years is responsible for creating and retaining course archives. *(This needs in depth discussion with faculty and administration.)*
- III. The instructor of record is responsible for course migration, which includes content backup, import and/or restoring within and between Moodle sites.
- IV. Moodle Support (under CAI) will provide instructors support and guidance in content management.

## Support

- I. Moodle Support is responsible for end-user support, which includes training, professional development workshops, course design consultations, troubleshooting, bug reporting, developing tutorials, and maintaining the Moodle Support website.
- II. UCS is responsible for system level technology support, which include Moodle upgrades, installations, integrations, course creations, enrollment, and maintaining stability of the system.
- III. Moodle Support and UCS work collaboratively to ensure optimal performance of the system.

## Governance (suggested)

- I. As of July 2017, the WOU LMS is governed by UCS and CAI. Although faculty input and recommendations are greatly valued and taking into consideration, it is important for faculty to have a more formalized role in the process of LMS decision making. We recommend the establishment of a shared governance body, such as an LMS steering committee, to help provide strategic direction and regulatory oversight for the LMS. Alternatively, oversight duties could be assigned to a related currently existing (or imminent) body (AIC?, TEC? ATAC?).