Policy and Procedures for Using D2L Brightspace & Connected Tools

A guide for faculty and staff of Southern Illinois University Carbondale

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# Introduction

D2L Brightspace, sometimes referred to as Brightspace or D2L, is the official Learning Management System (LMS) of Southern Illinois University Carbondale. It is a web-based platform that enables instructors to create, manage, and deliver online courses and learning activities. It also provides students with access to course materials, assignments, quizzes, grades, and feedback.

This document outlines the policy and procedure for using D2L Brightspace at Southern Illinois University Carbondale. It covers the following topics:

* Roles and responsibilities of faculty and staff
* Course creation and enrollment
* Course content and assessment
* Course evaluation and reporting
* Technical support and training
* Security and online responsibilities

The purpose of this document is to ensure that D2L Brightspace is used in a consistent, effective, and secure manner that supports the academic goals and standards of Southern Illinois University Carbondale.

# Purpose of D2L

D2L Brightspace is designed and designated to be used for academic and educational pursuits. It is not intended to be used for non-academic communications or administrative functions such as time sheet submissions or document storage. Consult with [Office of Information Technology’s Salukitech](https://salukitech.siu.edu) to determine which tools would best suit non-teaching activities.

# Roles and Responsibilities

There are various roles involved in using D2L Brightspace at Southern Illinois University Carbondale. Each role has different access and permissions to the LMS and its features. Table 1 summarizes the roles and responsibilities of each user group.

Table 1. D2L Brightspace Roles defined

|  |  |  |
| --- | --- | --- |
| Role | Description | Responsibilities |
| Administrator | A staff member who manages the LMS at the institutional level. They have full access and control over the LMS settings, courses, users, and reports.⚠️Requires security background check. | * Create and maintain the LMS accounts for faculty, staff, and students
* Create and update the LMS courses and enrollments based on the official course catalog and registration system
* Monitor and troubleshoot the LMS performance and security issues
* Generate and analyze the LMS usage and learning analytics reports
* Provide technical support and training for faculty, staff, and students
* Administrators will not perform actions on behalf of an individuals that will directly impact a grade.
 |
| Helpdesk |  |  |
| Project Coordinator | A staff member who has the ability to add individuals to a course. In addition, to the same rights as faculty role.  | For non-credit courses this role can add and remove individuals from a course.  |
| Instructor | A faculty member who teaches a course using the LMS. They have access and control over the course content, activities, and grades for their assigned courses. | Design and develop the course content and assessment using the LMS tools and featuresCommunicate and interact with the students and guests using the LMS communication and collaboration toolsManage and grade the student submissions and provide feedback using the LMS gradebook and feedback toolsEvaluate and improve the course quality and effectiveness using the LMS evaluation and feedback toolsFollow the LMS policies and procedures and adhere to the academic integrity and accessibility standards |
| Grader | This role can only grade in the assigned course. |  |
| Teaching Assistant |  |  |
| Teaching Assistant-Restricted | The role only has access to the assigned section of the course. |  |
| Case Manager |  |  |
| DSS Support |  |  |
| Student | A registered student who takes a course using the LMS. They have access to the course materials, activities, and grades for their enrolled courses. | Access and complete the course content and assessment using the LMS tools and featuresCommunicate and interact with the instructor, peers, and guests using the LMS communication and collaboration toolsView and download their grades and feedback using the LMS gradebook and feedback toolsProvide feedback and evaluation for the course and the instructor using the LMS evaluation and feedback toolsFollow the LMS policies and procedures and adhere to the academic integrity and accessibility standards |
| Inc Student | A student that is manually added to a course to complete work beyond the registered semester. | Same as student |
| Demo Student  |  |  |
| Reviewer |  |  |
| Guest (External)\* | A non-registered user who is invited to access a course or a part of a course using the LMS. They have limited access to the course materials and activities depending on the instructor's permission. | Access and view the course content and activities using the LMS tools and featuresCommunicate and interact with the instructor, students, and other guests using the LMS communication and collaboration toolsProvide feedback and evaluation for the course and the instructor using the LMS evaluation and feedback toolsFollow the LMS policies and procedures and adhere to the academic integrity and accessibility standards |

\*Note: Faculty given temporary guest accounts in rare circumstances are the responsibility of their department.

## Why roles matter

* Data security: Having too many administrators who can access and modify the courses and content on D2L Brightspace increases the risk of unauthorized access, data breach, data loss, or data corruption. Administrators have the ability to view, edit, delete, or export sensitive and confidential information, such as student records, grades, assessments, feedback, and personal data. If an administrator's account is compromised, hacked, or misused, it could result in serious consequences for the university, the instructors, and the students, such as identity theft, fraud, academic dishonesty, or legal liability.
* Quality assurance: Having too many administrators who can access and modify the courses and content on D2L Brightspace reduces the quality and consistency of the online and blended courses offered by the university. Administrators have the ability to change, add, remove, or duplicate course content, activities, assessments, and grades, without the consent or knowledge of the instructors or the academic units. This could lead to confusion, inconsistency, duplication, or errors in the course design, delivery, and evaluation, as well as to dissatisfaction, frustration, or complaints from the instructors and the students.
* Consistency: Having too many administrators who can access and modify the courses and content on D2L Brightspace undermines the consistency and alignment of the courses and content with the university's standards, policies, and procedures. Administrators have the ability to create, enroll, or unenroll courses, users, or groups, without following the university's guidelines or processes. This could result in discrepancies, conflicts, or violations in the course catalog, the course schedule, the course prerequisites, the course outcomes, the course evaluations, or the accreditation requirements.
* Compliance: Having too many administrators who can access and modify the courses and content on D2L Brightspace jeopardizes the compliance of the courses and content with the federal, state, and local laws and regulations, as well as with the contractual obligations and agreements with the external partners and vendors. Administrators have the ability to enable, disable, or configure the tools and features on D2L Brightspace, such as accessibility, privacy, security, copyright, plagiarism, or integration. This could result in non-compliance, infringement, or breach of the laws and regulations, such as the Family Educational Rights and Privacy Act (FERPA), the Americans with Disabilities Act (ADA), the Digital Millennium Copyright Act (DMCA), or the Higher Education Opportunity Act (HEOA), as well as of the contracts and agreements, such as the D2L Brightspace license, the D2L Brightspace service level agreement, or the D2L Brightspace third-party integrations.

# Course Creation and Enrollment

The LMS administrator is responsible for creating and updating the LMS courses and enrollments based on the official course catalog and registration system of Southern Illinois University Carbondale. The LMS courses and enrollments are synchronized with Banner on a daily basis. The following are the procedures for course creation and enrollment:

* The LMS administrator creates a course shell for each course offered by Southern Illinois University Carbondale in the LMS. A course shell is a template that contains the basic information and settings of a course, such as the course name, code, description, start and end dates, and instructor's name and email.
* The LMS administrator assigns an instructor to each course shell. The instructor receives an email notification with the course shell information and a link to access the LMS.
* The instructor logs in to the LMS and accesses the course shell. The instructor can customize the course shell by adding, editing, or deleting the course content, activities, and grades.
* The LMS administrator enrolls the students to the course shells based on the official registration system. The students receive an email notification with the course information and a link to access the LMS.
* The students log in to the LMS and access the course shells. The students can view and complete the course content, activities, and grades.
* The instructor can invite guests to access the course shells or a part of the course shells. The guests receive an email invitation with the course information and a link to access the LMS.
* The guests log in to the LMS and access the course shells or a part of the course shells. The guests can view and participate in the course content and activities.

The LMS administrator, instructor, student, and guest can access the LMS courses and enrollments at any time during the course duration. The LMS courses and enrollments are archived after the course end date. The archived courses and enrollments can be accessed by the LMS administrator and the instructor for reference and reporting purposes.

## Incomplete Student Enrollment

An INC (incomplete) grade is assigned when students, due to reasons beyond their control, cannot complete all class assignments despite doing passing work. This grade must be changed to a completed grade within a time frame set by the instructor, adhering to university policy.

### Required Documentation

To add a student who is finishing an incomplete grade to a current course, the following documentation is required:

* A note from the Registrar confirming the student's incomplete status.
* An incomplete contract outlining the terms and conditions for completing the course.

### Additional Information

For more information for faculty and units regarding incomplete grades and the associated procedures, please refer to the "Incomplete Grades" section on the [Office of the Registrar's website at Southern Illinois University (SIU)](https://registrar.siu.edu/grades/incomplete.php).

## **Sandbox Dev Course versus Live Course**

A **sandbox dev course** is a development environment where instructors can experiment, design, and test their course content and activities before publishing them to a live course. It is a safe space for instructors to try out new ideas and make changes without affecting the students or the course outcomes. **This course is created for a specific course with the course template.**

A **sandbox course** is a development environment where instructors can experiment, design, and test their course content and activities before publishing them to a live course. It is a safe space for instructors to try out new ideas and make changes without affecting the students or the course outcomes.

A **live course**, on the other hand, is the actual course that students are enrolled in and actively participating in. It is where the course content, activities, and assessments are delivered, and where student progress and performance are tracked and evaluated.

It is important to note that changes made in a sandbox dev course do not automatically transfer to the live course. Instructors must manually copy or import the content and activities from the sandbox dev course to the live course.

# Course Content and Assessment

The instructor is responsible for designing and developing the course content and assessment using the LMS tools and features. The course content and assessment should align with the course learning outcomes and objectives, and follow the Southern Illinois University Carbondale's academic standards and guidelines. The following are the procedures for course content and assessment:

* The instructor creates the course content using the LMS content tool. The course content can include text, images, videos, audio, links, files, and other multimedia resources. The instructor can organize the course content into modules, topics, and subtopics.
* The instructor creates the course activities using the LMS activity tool. The course activities can include assignments, quizzes, discussions, surveys, polls, and other interactive tasks. The instructor can set the activity instructions, criteria, deadlines, and feedback options.
* The instructor creates the course grades using the LMS gradebook tool. The course grades can include points, percentages, letters, or custom scales. The instructor can assign weights, categories, and calculations to the course grades.
* The instructor publishes the course content, activities, and grades to the students. The students can access the course content, activities, and grades using the LMS content, activity, and gradebook tools.
* The instructor monitors and manages the course content, activities, and grades using the LMS content, activity, and gradebook tools. The instructor can edit, update, or delete the course content, activities, and grades at any time during the course duration.
* The instructor reviews and grades the student submissions using the LMS gradebook and feedback tools. The instructor can provide feedback to the students using text, audio, video, or file attachments.
* The students submit and complete the course activities using the LMS activity and gradebook tools. The students can view their grades and feedback using the LMS gradebook and feedback tools.
* The guests view and participate in the course content and activities using the LMS content and activity tools. The guests can provide feedback to the instructor and the students using the LMS feedback tool.

The instructor, student, and guest can access the course content, activities, and grades at any time during the course duration. The course content, activities, and grades are archived after the course end date. The archived course content, activities, and grades can be accessed by the instructor for reference and reporting purposes.

# Course Evaluation and Reporting

The instructor is responsible for evaluating and improving the course quality and effectiveness using the LMS evaluation and feedback tools. The course evaluation and feedback should reflect the course learning outcomes and objectives, and follow the Southern Illinois University Carbondale's academic standards and guidelines. The following are the procedures for course evaluation and reporting:

* The instructor creates the course evaluation using the LMS evaluation tool. The course evaluation can include questions, ratings, comments, and suggestions. The instructor can set the evaluation instructions, criteria, deadlines, and feedback options.
* The instructor publishes the course evaluation to the students and the guests. The students and the guests can access the course evaluation using the LMS evaluation tool.
* The instructor monitors and manages the course evaluation using the LMS evaluation tool. The instructor can edit, update, or delete the course evaluation at any time during the course duration.
* The instructor analyzes and reports the course evaluation using the LMS reporting tool. The course evaluation can provide insights into the course quality, effectiveness, satisfaction, and improvement.
* The students and the guests complete and submit the course evaluation using the LMS evaluation tool. The students and the guests can view their feedback using the LMS feedback tool.
* The instructor provides feedback to the students and the guests using the LMS feedback tool. The instructor can provide feedback using text, audio, video, or file attachments.

The instructor, student, and guest can access the course evaluation and feedback at any time during the course duration. The course evaluation and feedback are archived after the course end date. The archived course evaluation and feedback can be accessed by the instructor for reference and reporting purposes.

# Technical Support and Training

The LMS administrator is responsible for providing technical support and training for the LMS users. The technical support and training should ensure that the LMS users can use the LMS effectively and efficiently. The following are the procedures for technical support and training:

* The LMS administrator provides technical support for the LMS users using the LMS support tool. The LMS support tool can include FAQs, tutorials, guides, manuals, videos, and other resources. The LMS support tool can also include a help desk, a chatbot, a forum, or a ticket system.
* The LMS administrator provides training for the LMS users using the LMS training tool. The LMS training tool can include webinars, workshops, courses, certificates, and other learning opportunities. The LMS training tool can also include a calendar, a registration system, a feedback system, or a reward system.
* The LMS users access the LMS support and training using the LMS support and training tools. The LMS users can search, browse, or request the LMS support and training using the LMS support and training tools.
* The LMS administrator monitors and evaluates the LMS support and training using the LMS reporting tool. The LMS support and training can provide insights into the LMS usage, performance, satisfaction, and improvement.

The LMS administrator and the LMS users can access the LMS support and training at any time. The LMS support and training are updated and maintained by the LMS administrator on a regular basis.

# Security and Online Responsibilities

The LMS users are responsible for maintaining the security and online responsibilities when using D2L Brightspace. The security and online responsibilities should ensure that the LMS users protect their personal information, respect the privacy and intellectual property rights of others, and comply with the Southern Illinois University Carbondale's policies and regulations. The following are the procedures for security and online responsibilities:

* The LMS users create and use a secure password for their LMS account. The password should be strong, unique, and regularly updated. The LMS users should not share their password with anyone or write it down in an insecure location.
* The LMS requires the use of multi factor authentication (MFA).
* The LMS users log out of their LMS account when they are finished using it, especially when using a public or shared computer. This prevents unauthorized access to their LMS account and personal information.
* The LMS users protect their personal information when using the LMS. They should not post or share any sensitive or confidential information, such as their social security number, credit card number, or home address.
* The LMS users respect the privacy and intellectual property rights of others when using the LMS. They should not access, copy, or share any content or information that belongs to someone else without their permission. They should also give proper credit and citation when using someone else's work.
* The LMS users comply with the Southern Illinois University Carbondale's policies and regulations when using the LMS. They should follow the acceptable use policy, the code of conduct, and the academic integrity policy. They should also report any security or online responsibility issues to the LMS administrator or the appropriate authority.

# LTI Integration in D2L

## Introduction

LTI (Learning Tools Interoperability) is a standard that allows external applications or tools to integrate with learning management systems (LMS) such as D2L Brightspace.

LTI integrations can improve the LMS functionality and user experience, but they also have some challenges and risks. This policy explains how to evaluate, request, and approve LTI integrations for D2L Brightspace.

## Benefits and Risks of LTI Integrations

LTI integrations can benefit the LMS and the users by:

* Providing access to external resources and tools
* Simplifying the authentication and authorization process
* Enhancing the interoperability and compatibility of the LMS
* Improving the user interface and user experience
* Supporting the innovation and experimentation of teaching and learning

LTI integrations can also pose some risks and challenges for the LMS and the institution, such as:

* Compromising the security and privacy of the LMS and the user data
* Violating the accessibility and usability standards and regulations
* Creating conflicts or errors with the LMS features or updates
* Reducing the reliability and performance of the LMS
* Increasing the complexity and cost of the LMS administration and maintenance

## Criteria for Evaluating LTI Integrations

The following criteria should be considered and evaluated before requesting or approving an LTI integration for D2L Brightspace:

* The educational value and relevance of the LTI integration
* The quality and credibility of the LTI provider and the LTI integration
* The security and privacy features and policies of the LTI provider and the LTI integration
* The accessibility and usability features and standards of the LTI integration
* The compatibility and interoperability of the LTI integration with the LMS
* The reliability and performance of the LTI integration and the LTI provider
* The support and maintenance services and resources of the LTI provider and the LTI integration
* The cost and licensing terms and conditions of the LTI provider and the LTI integration

## Process for Requesting and Approving LTI Integrations

The process for requesting and approving LTI integrations for D2L Brightspace is as follows:

The instructor or the program coordinator should submit a request form to the Center for Teaching Excellence (CTE) with the information about the LTI integration and the LTI provider, the purpose and benefits of the LTI integration, the evaluation of the LTI integration based on the criteria, the evidence of the LTI integration's compliance, and the agreement to the LTI provider's terms and conditions and the LTI integration's license.

The CTE will review the request form and conduct a technical assessment of the LTI integration and the LTI provider.

The CTE will consult with the instructor or the program coordinator and the LMS administrator(s) to discuss the feasibility and implications of the LTI integration.

The CTE will make a recommendation to the LMS administrator(s) to approve or reject the LTI integration based on the assessment and the consultation.

The LMS administrator(s) will make the final decision to approve or reject the LTI integration based on the CTE's recommendation and the LMS and the institution's policies and standards.

The CTE will notify the instructor or the program coordinator and the LMS administrator(s) of the decision and the rationale.

If the LTI integration is approved, the CTE will assist to install and configure the LTI integration for the course or program.

If the LTI integration is rejected, the CTE will provide alternative options or suggestions.

## Reasons for Not Installing LTI Integrations

An LTI integration might not be installed for D2L Brightspace if:

* The LTI integration does not meet the criteria for evaluating LTI integrations
* The LTI integration poses significant risks or challenges for the LMS and the institution
* The LTI integration duplicates or conflicts with the LMS features or updates
* The LTI integration requires excessive resources or costs for the LMS administration and maintenance
* The LTI integration violates the LMS and the institution's policies and standards

## Final Decision Authority

The LMS administrator(s) have the final decision authority for approving or rejecting LTI integrations for D2L Brightspace. They are responsible for ensuring the security, privacy, accessibility, compatibility, reliability, and performance of the LMS and the LTI integrations. They are also accountable for complying with the LMS and the institution's policies and standards.

SIUC encourages the use of LTI integrations that are compatible with the latest version of the LTI standard (version 1.3), which offers more security and functionality features than the previous versions.

# Policy for Teaching Assistants in D2L Brightspace LMS

## Introduction

Teaching assistants (TAs) play a vital role in supporting instructors and students in online courses. They can help with various tasks, such as grading assignments, answering questions, facilitating discussions, and providing feedback. However, TAs also need to be aware of the policies and practices that govern their use of the D2L Brightspace Learning Management System (LMS), which is the online platform where online courses are hosted and managed. The LMS contains sensitive and confidential student data and information, which must be handled with care and respect. Therefore, this document outlines the policy for TAs who use the D2L Brightspace LMS to assist instructors in delivering online courses. The policy aims to ensure that TAs are qualified, authorized, and accountable for their actions in the LMS, and that they follow good online practices to protect student data and privacy.

## Requirements for TAs

TAs who use the D2L Brightspace LMS must meet the following requirements:

* They must have an active contract with Southern Illinois University Carbondale (SIU) as a TA for the course they are assisting.
* They must complete the [D2L Brightspace LMS training](https://cte.siu.edu/ta-teaching-support/) for TAs offered by the Center for Teaching Excellence (CTE).
* They must adhere to the [SIU Code of Conduct](https://srr.siu.edu/student-conduct-code/).
* They must follow the instructor's guidelines and expectations for their role and responsibilities in the course.

## Good Online Practices for Student Data

TAs who use the D2L Brightspace LMS must follow these good online practices to protect student data and privacy:

* They must use their SIU email account and password to access the LMS and not share them with anyone.
* They must not download, copy, or share any student data or information from the LMS without the instructor's permission and the student's consent.
* They must not post or disclose any student data or information on any external platforms or websites without the instructor's permission and the student's consent.
* They must report any suspected or actual breach of student data or privacy to the instructor and the LMS administrator immediately.

## Instructor's Responsibility

The instructor of the course is responsible for the TA's actions and verifying that they have an active contract with SIU. The instructor must:

* Request and confirm the TA's contract status with the department or the Graduate School before assigning them to the course.
* Provide the TA with clear and specific guidelines and expectations for their role and responsibilities in the course.
* Monitor and supervise the TA's activities and interactions in the LMS and provide feedback and guidance as needed.
* Review and approve any student data or information that the TA intends to download, copy, or share from the LMS.
* Ensure that the TA complies with the SIU Code of Conduct and the SIU Academic Integrity Policy.
* Address any issues or concerns that arise from the TA's performance or conduct in the LMS.

# Data Retention Policy for LMS

## Introduction

The purpose of this document is to define the data retention policy for the learning management system (LMS) that Southern Illinois University Carbondale (SIUC) uses for courses. The LMS is a web-based platform that allows instructors and students to access course materials, assignments, quizzes, discussions, grades, and other learning activities. The LMS also collects and stores various types of data related to the users, courses, and interactions within the system.

This policy aims to ensure that the LMS data is managed in a secure, ethical, and compliant manner, and that the data is retained only for as long as necessary to support the educational and administrative purposes of SIUC. The policy also outlines the roles and responsibilities of the data owners, data custodians, and data users, as well as the procedures for data access, backup, deletion, and disposal.

## Scope

This policy applies to all LMS data that is created, collected, stored, processed, or transmitted by SIUC, its faculty, staff, students, or affiliates. This includes, but is not limited to, the following types of data:

* User data: personal information, login credentials, profile settings, preferences, and communication preferences of the LMS users.
* Course data: course information, syllabus, learning objectives, course materials, assignments, quizzes, discussions, feedback, and grades of the LMS courses.
* Interaction data: data that captures the actions, behaviors, and interactions of the LMS users within the system, such as page views, clicks, time spent, completion status, scores, submissions, posts, comments, messages, and peer reviews.
* Analytics data: data that is derived from the analysis of the LMS data, such as reports, dashboards, visualizations, insights, and recommendations.

## Policy

The LMS data is classified as confidential data, which means that it contains sensitive or personal information that is protected by law or regulation, or that may cause harm or damage to SIUC or its users if disclosed, modified, or deleted without authorization. Therefore, the LMS data must be handled with the highest level of security and privacy, and must comply with the applicable laws and regulations, such as the Family Educational Rights and Privacy Act (FERPA), the Illinois Personal Information Protection Act (PIPA), and the General Data Protection Regulation (GDPR).

The LMS data is owned by SIUC, which means that SIUC has the ultimate authority and responsibility for the data, and can determine who can access, use, modify, or delete the data. The LMS data is also subject to the SIUC Data Governance Policy, which defines the roles and responsibilities of the data owners, data custodians, and data users, as well as the data governance principles, processes, and standards. Additionally, faculty will be held responsible for copyright infringement. If this content is identified SIU will provide a warning to the faculty.

The LMS data is retained by SIUC for as long as necessary to support the educational and administrative mission of SIUC, and to comply with the legal and regulatory obligations of SIUC. The retention period of the LMS data varies depending on the type and purpose of the data.

For D2L Brightspace at mycourses.siu.edu

|  |  |  |
| --- | --- | --- |
| Data Type | Minimum Retention Period | Retention Purpose |
| User data | 4 years after the user's last login to D2L; if they have never logged into the system the will be removed annually | To maintain the user's account, profile, and preferences, and to facilitate the user's access and use of the LMS |
| Course data\* | 2 years after the semester in which an official (Banner-generated) course is taught the course will be inactivated. 4 years after the semester in which the official (Banner-generated) course is taught the course will be deleted. For non-Banner courses created manually, the policy applies to the semester in which the course is listed.  | To provide the course materials, assignments, quizzes, discussions, feedback, and grades to the instructors and students, and to support the academic and administrative functions of SIUC |
| Analytics data | 3 years after the end of the course | To generate and provide reports, dashboards, visualizations, insights, and recommendations to the instructors, students, and administrators, and to support the decision-making and planning of SIUC |

\*Course data and users created outside of Banner may be deleted sooner. Ex. Guest accounts etc…

After the retention period expires, the LMS data will be deleted or disposed of in a secure and irreversible manner, unless there is a valid reason to extend the retention period, such as a legal hold, a dispute, a research project, or a special request. The deletion or disposal of the LMS data will be performed by the data custodians, who are the IT staff or contractors who are responsible for the technical management and maintenance of the LMS. The data custodians will follow the SIUC Data Disposal Policy, which defines the methods and procedures for the secure and proper disposal of the data.

## Procedures

The following procedures are established to implement and enforce this policy:

* Data access: The LMS data can be accessed only by the authorized data users, who are the faculty, staff, students, or affiliates who have a legitimate educational or administrative need to access the data. The data users must follow the SIUC Data Access Policy, which defines the rules and guidelines for the appropriate and ethical access and use of the data.
* Data backup: The LMS data will be backed up regularly by the data custodians, who will use the appropriate backup tools and media to ensure the availability, integrity, and recoverability of the data. The data custodians will follow the SIUC Data Backup Policy, which defines the frequency, scope, and location of the data backup.
* Data deletion: The LMS data will be deleted or disposed of after the retention period expires, unless there is a valid reason to extend the retention period. The data custodians will use the appropriate deletion or disposal tools and methods to ensure the security and irreversibility of the data disposal. The data custodians will follow the SIUC Data Disposal Policy, which defines the methods and procedures for the data disposal.
* Data breach: In the event of a data breach, which is an unauthorized access, use, modification, or disclosure of the LMS data, the data custodians will notify the data owners and the SIUC Information Security Office as soon as possible, and will take the necessary steps to contain, investigate, and resolve the incident. The data custodians will follow the SIUC Data Breach Policy, which defines the roles and responsibilities, reporting procedures, and response actions for the data breach.

## Course Deletion Schedule

|  |  |  |
| --- | --- | --- |
| Term | Inactivation Date | Deletion Date |
| All courses prior to academic year 2020─2021 |  | August 2026 |
| Academic Year 2021─2022 (Fall 21, Spring 22, Summer 22)  | July 2025 | August 2027 |
| Academic Year 2022─2023 (Fall 22, Spring 23, Summer 23) | July 2026 | August 2028 |
| Academic Year 2023─2024 (Fall 23, Spring 24, Summer 25) | July 2027 | August 2029 |
| Academic Year 2024─2025 (Fall 24, Spring 25, Summer 25) | July 2028 | August 2030 |
| Academic Year 2025─2026 (Fall 25, Spring 26, Summer 26) | July 2029 | August 2031 |
| Academic Year 2026─2027 (Fall 26, Spring 27, Summer 27) | July 2030 | August 2032 |
| Academic Year 2027─2028 (Fall 27, Spring 28, Summer 28) | July 2031 | August 2033 |
| Academic Year 2028─2029 (Fall 28, Spring 29, Summer 29) | July 2032 | August 2034 |
| Academic Year 2029─2030 (Fall 29, Spring 29, Summer 30) | July 2033 | August 2035 |
| Academic Year 2030─2031 (Fall 30, Spring 30, Summer 31) | July 2034 | August 2036 |

## Compliance

All data owners, data custodians, and data users must comply with this policy, as well as the other related policies, laws, and regulations that govern the LMS data. Any violation of this policy may result in disciplinary action, up to and including termination of employment or affiliation, suspension or expulsion from SIUC, loss of access to the LMS, legal action, or other sanctions.

This policy will be reviewed and updated annually by the data owners, in consultation with the data custodians, the data users, and the SIUC Information Security Office, to ensure that it reflects the current needs and practices of SIUC and the LMS. Any changes or amendments to this policy will be communicated to the relevant stakeholders and will take effect immediately upon approval.

# Microcredentials and Badges

# Best Practices for Communicating with Students in D2L

Enhancing Student Engagement and Success

## Introduction

In the digital age, effective communication between educators and students is crucial for fostering an environment of learning and engagement. Desire2Learn (D2L) is a versatile learning management system that provides numerous tools and features to facilitate this communication. Understanding and utilizing best practices within D2L can significantly enhance the educational experience for both instructors and students. This document outlines key strategies and best practices for communicating effectively with students in D2L, ensuring clarity, engagement, and responsiveness.

## 1. Utilize Announcements for Broad Communications

### 1.1 Regular Updates

Announcements are an essential tool in D2L for disseminating information to all students simultaneously. Use announcements to provide regular updates about course activities, deadlines, and important changes. Consistency in posting announcements helps students stay informed and reduces confusion.

### 1.2 Engaging Content

Make announcements engaging by including multimedia elements such as images, videos, and links to relevant resources. This not only captures students' attention but also caters to different learning styles.

### 1.3 Timely Notifications

Ensure that announcements are timely and relevant. Avoid overwhelming students with excessive notifications, but also don't delay important information. Setting a schedule for announcements, such as weekly summaries or reminders, can strike a balance.

## 2. Leverage the Discussions Tool for Interactive Communication

### 2.1 Facilitate Student Interaction

The Discussions tool in D2L is designed to encourage interaction among students. Create discussion forums for different topics where students can share ideas, ask questions, and engage in meaningful conversations. This fosters a sense of community and collaboration.

### 2.2 Clear Guidelines

Provide clear guidelines for participation in discussions. Set expectations regarding the frequency and quality of posts, and encourage respectful and constructive dialogue. This helps maintain a positive and productive environment.

### 2.3 Instructor Participation

Participate actively in discussion forums to guide conversations, provide feedback, and address any misconceptions. Your presence in the discussions demonstrates your commitment to student learning and encourages more active participation from students.

## 3. Use Email and Video Note for Personalized Communication

### 3.1 Individual Feedback

Email is a powerful tool for providing personalized feedback to students. Use it to address individual concerns, provide specific guidance, and offer encouragement. Personalized communication helps build rapport and shows students that you value their progress.

### 3.2 Video Note for Personal Touch

Utilize D2L's Video Note feature to provide personalized feedback through short video messages. This method adds a personal touch, helping to convey tone and emotion more effectively than text alone. It also allows students to see and hear their instructor, which can enhance connection and engagement.

### 3.3 Prompt Responses

Respond to student emails and Video Note messages promptly, ideally within 24-48 hours. Timely responses help students feel supported and prevent small issues from escalating. Set expectations for response times at the beginning of the course to manage students' expectations.

### 3.4 Professional Tone

Maintain a professional and respectful tone in all email and Video Note communications. Be clear, concise, and courteous. This sets a positive example for students and fosters a respectful learning environment.

## 4. Implement Virtual Office Hours

### 4.1 Regular Availability

Virtual office hours provide students with the opportunity to interact with you in real-time. Schedule regular office hours using video conferencing tools integrated with D2L, such as Microsoft Teams. This accessibility fosters stronger relationships and allows for immediate feedback and clarification.

### 4.2 Open-Door Policy

Encourage an open-door policy during virtual office hours, where students can drop in without prior appointments. This approach can make students feel more comfortable seeking help and discussing their concerns.

### 4.3 Flexible Scheduling

Offer office hours at different times to accommodate students' diverse schedules. Consider conducting surveys to determine the most convenient times for the majority of students, ensuring that everyone has the opportunity to participate.

## 5. Provide Clear and Detailed Instructions

### 5.1 Assignment Guidelines

Provide clear, detailed instructions for all assignments and assessments. Use rubrics to outline expectations and grading criteria. This clarity helps students understand the requirements and how to meet them successfully.

### 5.2 Course Navigation

Ensure that the course layout in D2L is intuitive and easy to navigate. Provide a course orientation or tutorial at the beginning of the term to familiarize students with the platform and course structure.

### 5.3 Consistent Formatting

Use consistent formatting for all course materials and communications. This reduces confusion and helps students locate information quickly. Consistency in headings, fonts, and document structures can make a significant difference in usability.

## 6. Foster a Supportive Learning Environment

### 6.1 Positive Reinforcement

Use positive reinforcement to motivate students. Highlight their achievements in announcements, discussions, or emails. Celebrate milestones and progress to keep students engaged and motivated.

## 6.2 Address Challenges

Acknowledge and address any challenges students may face. Offer support and resources for academic and personal difficulties. Being empathetic and understanding can greatly enhance student well-being and performance.

## 7. Utilize Intelligent Agents for Proactive Communication

### 7.1 Automated Alerts

Intelligent agents in D2L can be set up to send automated alerts based on specific criteria. For example, you can create agents to notify students who have not logged in for a certain period or who have missed deadlines. This proactive communication helps keep students on track and engaged.

### 7.2 Personalized Messages

Use intelligent agents to send personalized messages to students. These can include reminders about upcoming assignments, congratulatory notes for high performance, or suggestions for additional resources based on individual progress. Personalized, timely communication can significantly enhance the learning experience.

### 7.3 Monitor Student Engagement

Leverage intelligent agents to monitor student engagement and participation. Set up agents to track forum postings, quiz completions, and other activities. This data can help identify students who may need additional support and allow for timely interventions.

## Conclusion

Effective communication in D2L is fundamental to creating a supportive and engaging learning environment. By utilizing these best practices, educators can enhance their interactions with students, foster a sense of community, and support student success. Clear, consistent, and empathetic communication is key to navigating the digital learning landscape and ensuring a positive educational experience for all students.

## Ethics Policy Application to D2L (Desire2Learn) at Southern Illinois University Carbondale

Commitment to Academic Integrity

Southern Illinois University Carbondale (SIUC) upholds a rigorous ethics policy to ensure academic integrity and promote an environment of trust, respect, and responsibility. This section outlines the application of the university's ethics policy specifically to the Learning Management System (LMS) Desire2Learn (D2L), which is a critical tool for the delivery of educational content, assessments, and communication.

### Introduction

The D2L platform is an integral aspect of the educational experience at SIUC, facilitating online learning, course management, and student engagement. Given its pivotal role, it is essential that the use of D2L adheres to the highest ethical standards, reflecting the university's commitment to academic excellence and integrity.

### Guiding Principles

The application of SIUC’s ethics policy to D2L is governed by the following principles:

#### 1. Academic Honesty

All participants in the D2L environment must engage in honest and ethical behavior. This includes, but is not limited to:

* Submitting original work for assignments, discussions, and assessments.
* Avoiding plagiarism by properly citing all sources of information. For guidelines on proper citation, refer to the SIUC Citation Guides.
* Refraining from unauthorized collaboration or sharing of answers.

#### 2. Respectful Communication

The D2L platform is a space for respectful and constructive communication. Users must:

* Engage in discussions with civility and respect for diverse perspectives. For more information, see the SIUC Policy on Civility.
* Avoid any form of harassment, discrimination, or offensive language. Refer to the SIUC Non-Discrimination Policy for further details.
* Respect the privacy and confidentiality of others’ information shared within the platform. See the SIUC Privacy Policy for guidelines.

#### 3. Accurate Representation

Students, faculty, and staff must accurately represent their identity and contributions on D2L. This includes:

* Using their own credentials to access and participate in the LMS.
* Ensuring all submissions and posts are their own work or correctly attributed.
* Maintaining the integrity of their academic records and performance data. For more information, refer to the SIUC Academic Integrity Policy.

#### 4. Fair Use of Resources

The ethical use of D2L resources ensures that all students have equitable access to educational materials. Users should:

* Avoid actions that disrupt or degrade the functionality of the LMS. See the SIUC IT Usage Policy for more details.
* Use university resources, including D2L, for educational purposes as intended.
* Report any technical issues or abuses of the system promptly. Contact the Office of Information Technology for support.

### Implementation and Enforcement

#### 1. Training and Awareness

SIUC will provide training and resources to ensure that all users of D2L are aware of the ethical expectations and the proper use of the platform. This includes:

* Mandatory orientation sessions for new students and faculty.
* Online tutorials and guides on academic integrity and ethical use of LMS. Access these resources through the SIUC Online Training Portal.
* Regular updates and reminders about the ethics policy and its application.

#### 2. Monitoring and Reporting

To maintain the integrity of D2L, SIUC will implement monitoring mechanisms to detect and address unethical behavior. This includes:

* Automated tools to check for plagiarism and unauthorized collaboration. See the Copyleaks guidelines for more information.
* Regular audits of user activity and submissions on the platform.
* Clear procedures for reporting and investigating suspected violations. Refer to the SIUC Reporting Policy.

#### 3. Consequences of Violations

Violations of the ethics policy in the use of D2L will be taken seriously and addressed promptly. Consequences may include:

* Warnings or reprimands for minor infractions.
* Academic penalties such as failing grades on assignments or courses.
* Disciplinary actions up to and including suspension or expulsion for severe or repeated violations. See the SIUC Disciplinary Policy for more details.

## Conclusion

The application of SIUC’s ethics policy to the D2L platform is essential to uphold the values of academic integrity, respect, and fairness. By adhering to these guidelines, SIUC students, faculty, and staff contribute to a positive and ethical learning environment, ensuring the continued trust and excellence of the university community.

We encourage all users to familiarize themselves with this policy and to commit to ethical behavior in all aspects of their engagement with the D2L platform. Together, we can maintain a culture of integrity and respect that benefits everyone in the SIUC community.

# Websites Used

* SIUC Citation Guides
* SIUC Policy on Civility
* SIUC Non-Discrimination Policy
* SIUC Privacy Policy
* SIUC Academic Integrity Policy
* SIUC IT Usage Policy
* Office of Information Technology
* SIUC Online Training Portal
* Copyleaks guidelines
* SIUC Reporting Policy
* SIUC Disciplinary Policy

Accessibility Policy for Southern Illinois University's Learning Management System (D2L)

Ensuring Equal Access to Education

# Introduction

Southern Illinois University (SIU) is committed to providing an inclusive and equitable learning environment for all students, faculty, and staff. In alignment with our mission to foster diversity and accessibility, we have established this Accessibility Policy for our Learning Management System (LMS), Desire2Learn (D2L). This policy outlines our commitment to ensuring that all digital learning materials and resources are accessible to individuals with disabilities, in compliance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and the Web Content Accessibility Guidelines (WCAG) 2.1 AA. Any relevant SIU policy will take precedence if required.

# Objective

The primary objective of this policy is to ensure that all users of SIU's LMS can access and benefit from the educational resources provided. This includes, but is not limited to, students with visual, auditory, motor, or cognitive disabilities. Our goal is to eliminate barriers to digital content and create an accessible, user-friendly learning experience for everyone.

# Scope

This policy applies to all digital content and resources within SIU's D2L LMS, including course materials, multimedia, documents, and interactive elements. It covers content created by faculty, staff, and external vendors, as well as student-generated materials.

# Guidelines and Standards

SIU adheres to the following guidelines and standards to ensure accessibility within the D2L LMS:

The CTE guarantees that all individuals, irrespective of their abilities, are afforded the opportunity to engage in educational activities to the fullest. Certain key legal frameworks should be consulted as part of our decision-making processes, including the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and the Web Content Accessibility Guidelines (WCAG). We may also want to consult the [UN Disability Inclusion Strategy](https://www.un.org/en/disabilitystrategy/sgreport).

## 2.1.1. Americans with Disabilities Act (ADA)

The law guarantees that individuals with disabilities are afforded the same rights and opportunities as the general population, thereby promoting equality and inclusion. CTE staff are encouraged to comply with all requirements stated in [The Americans with Disabilities Act.](https://www.ada.gov/)

## 2.1.2. Section 504 of the Rehabilitation Act

This law requires colleges and universities to provide accommodation and modifications to ensure that students with disabilities have equal access to education. CTE staff are encouraged to comply with all requirements stated in [Section 504 of the Rehabilitation Act of 1973.](https://www.hhs.gov/civil-rights/for-individuals/disability/section-504-rehabilitation-act-of-1973/index.html)

## 2.1.3. Web Content Accessibility Guidelines (WCAG)

[The Web Content Accessibility Guidelines (WCAG) 2.1](https://www.w3.org/WAI/standards-guidelines/wcag/) prioritizes four fundamental principles: robustness, operability, perceived ability, and comprehension. We anticipate that educational institutions will follow these guidelines to ensure the accessibility of their digital resources, such as online courses and websites.

# Roles and Responsibilities

## Faculty and Instructors

Responsibilities include:

* Ensuring that all course materials, including documents, slides, videos, and interactive content, are accessible.
* Utilizing accessible templates and tools provided by the university.
* Participating in training sessions on creating accessible content.
* Collaborating with the Office for Access & Accommodations to provide accommodation for students with disabilities.

## Office of Accommodations and Access

Responsibilities include:

* Providing guidance and support to faculty and staff on accessibility best practices.
* Offering training and resources on creating accessible digital content.
* Coordinating accommodations for students with disabilities, including assistive technologies and alternative formats.

## Technical Support and LMS Administrators

Responsibilities include:

* Ensuring that the D2L LMS platform is accessible and compliant with WCAG 2.1 AA standards.
* Providing technical support for accessibility-related issues.
* Implementing accessibility features and updates within the LMS.

# Accessibility Features in D2L

SIU's D2L LMS includes several built-in accessibility features to support users with disabilities. These features include:

* Screen Reader Compatibility: D2L is designed to be compatible with screen readers, allowing visually impaired users to navigate and interact with content.
* Keyboard Navigation: Users can navigate the LMS using keyboard shortcuts, ensuring accessibility for individuals with motor disabilities.
* Captioning and Transcripts: Multimedia content, such as videos and audio recordings, must include captions and transcripts to support users with hearing impairments.
* Text Resizing and Contrast: Users can adjust text size and contrast settings to improve readability.

# Training and Support

SIU is dedicated to providing ongoing training and support to faculty, staff, and students to ensure the creation and maintenance of accessible content within the D2L LMS.

## Faculty and Staff Training

Regular training sessions and workshops will be offered to faculty and staff on topics related to accessibility, including:

* Creating accessible documents and multimedia content.
* Using accessibility features within D2L.
* Understanding legal requirements and best practices for accessibility.

## Student Support

Students will have access to resources and support to help them utilize the accessibility features within D2L. This includes:

* Guides and tutorials on using screen readers, keyboard navigation, and other assistive technologies.
* Access to the Office for Access & Accommodationsfor additional support and accommodations.

# Continuous Improvement

SIU is committed to the continuous improvement of accessibility within the D2L LMS. This includes:

* Regularly reviewing and updating digital content to ensure ongoing compliance with accessibility standards.
* Soliciting feedback from users with disabilities to identify areas for improvement.
* Staying informed about advancements in accessibility technologies and standards.

# Feedback and Reporting

We encourage all users to provide feedback on their experiences with accessibility within the D2L LMS. Users can report accessibility issues or suggest improvements by contacting the Office of Accommodations and Access.

# Conclusion

Southern Illinois University is dedicated to providing an accessible and inclusive learning environment for all members of our community. By adhering to this Accessibility Policy, we ensure that our D2L LMS supports the diverse needs of our students, faculty, and staff. Together, we can create a learning environment where everyone has the opportunity to succeed.

For any questions or additional information about this policy, please contact the Office of Accommodations and Access.