Forward-Focused:

LMS Usage Standards

Effective Fall 2026; Pilots Spring 2026

The purpose of these standards is to transform the digital learning experience at Old Dominion University by ensuring consistent, high-quality use of the Learning Management System across all courses (online, on-campus, and technology-enhanced). These standards will elevate the student experience and streamline the faculty experience through a unified, purposeful digital environment.

The LMS is the core digital foundation that enables personalized and engaging education. It is more than a course shell, it is the avenue through which AI-enabled tools, digital tutoring, adaptive learning, and advising for student retention are delivered.

By adopting consistent minimum standards, ODU ensures that all students benefit from:

- A cohesive and predictable digital experience across courses, reducing unnecessary cognitive load.
- Access to AI-powered supports such as tutoring, personalized pathways, and early-alert advising tools that rely on robust LMS data.
- Validated engagement and learning behaviors, captured through integrated digital tools, classroom technologies and LMS analytics.

For faculty, consistent LMS standards mean:

- Streamlined course design and management through ready-to-use templates, reducing administrative burdens.
- Integrated teaching support via feedback mechanisms, AI assistance, engagement analytics, and pre-configured tools.
- Enhanced impact as student engagement and outcomes can be better tracked, analyzed, and supported institutionally.

In short, the LMS is the gateway to transformative learning at ODU, supporting Forward-Focused initiatives in digital learning, AI integration, and student success. By establishing and adhering to these standards, we are laying the foundation for a future where every course, regardless of modality or discipline, offers students an equitable, engaging, and AI-enabled learning journey.

ACCOUNTABILITY & GOVERNANCE

Standards Enforcement

- Academic Affairs will hold colleges and faculty accountable for meeting the minimum standards.
- DTT will deliver training, provide templates, and maintain LMS tools.

Dashboards & Monitoring

- Spring 2026 (Pilot): Launch LMS utilization dashboards (viewable by Department Chairs, Deans, and Academic Affairs) to monitor compliance and engagement analytics.
- Fall 2026 (Full): Dashboards fully implemented with semesterly compliance reporting.

Action on Non-Compliance

- Courses failing to meet minimum standards will be flagged for review and must undergo redesign before the next offering.
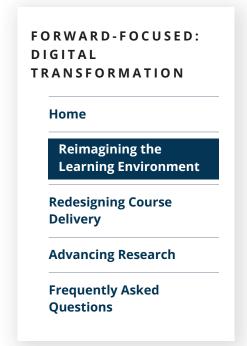
Annual Review

- Standards and adoption rates reviewed annually, with updates based on student feedback, LMS analytics, and faculty input.

CORE LMS ELEMENTS FOR ALL COURSES

Regardless of modality, every course must include:

1. Basic Course Structure – Clearly organized LMS shell with a "Start Here" section and weekly, topic-based, or content-based modules grouping related materials and activities.
2. Learning Outcomes – Posted at the course level.
3. Essential Course Materials – Syllabus, required readings, and assignment descriptions available in LMS.
4. Assignment Submission in LMS – All graded work submitted via LMS tools unless an approved exception is granted.
5. Accessibility Compliance – All posted materials pass basic Ally/Yuja accessibility checks.

DIFFERENTIATED STANDARDS BY MODALITY

	ON-CAMPUS / FACE-TO-FACE	ONLINE (ACCELERATED / ASYNCHRONOUS)

Minimum	• Weekly, topic-based, or content-based modules containing lecture slides, readings, and assignments
	• Class resources uploaded prior to or immediately after each session
	• Minimum of two technology-enhanced activities per semester in tech-enabled classrooms
	• All graded assignments must be posted in the LMS with:
	  • Due dates and grading criteria
	  • Rubrics when applicable
	  • Submission capability in the LMS when appropriate (e.g., written work, projects, attachments)
	• Lab, field, or performance work must still include LMS-based instructions and grading details
		• All modules published and accessible one week prior to course start
		• Short written or video welcome posted before the course begins
		• Module-level outcomes listed at start of each unit
		• At least one engagement activity per week (discussion, poll, collaborative tool)
		• At least one technology-enhanced learning tool per module (interactive media, AI feedback, adaptive quiz)
		• All graded assignments, assessments, and projects must be posted in the LMS with:
		  • Clear due dates and point values
		  • Associated rubrics or grading criteria
		  • Submission through LMS tools unless an exception is formally approved
		  • Linked instructions and relevant resources in the same module

Recommended	• Interactive polls or collaborative activities • Supplemental materials, videos, or case studies • Faculty Welcome Message – Short written or video welcome posted before the course begins	• Weekly recap videos • Adaptive learning pathways • Embedded simulations or case studies

DIFFERENTIATED STANDARDS BY PROGRAM LEVEL

	BACHELOR'S	MASTER'S	PH.D.
Minimum	• Weekly/module outcomes • Required readings • Basic engagement activity each week • Assignment submission in LMS	• Same as Bachelor's + • Applied projects or case studies • Milestone tracking for major assignments	• Syllabus • Course-level outcomes • Reading list • Milestone schedule • Space for deliverables in LMS
Recommended	• Multimedia • AI-assisted quizzes • Supplemental engagement tools	• Recorded guest lectures • Peer collaboration spaces • Advanced simulations	• Research resource library • Milestone tracking • Collaborative research repository • Advisor feedback logs

SPECIAL COURSE TYPES

	INTERNSHIPS / CLINICALS / PRACTICUMS	RESEARCH / INDEPENDENT STUDIES
Recommended	• Syllabus, outcomes, supervisor contact, evaluation forms	• Project proposal, milestones, deliverable schedule, advisor communication plan
Optional	• Video orientation, progress tracking, resource library for site-specific materials	• Shared research repository, literature review tools, peer feedback spaces

TEMPLATES AND ORGANIZATION

Online Accelerated Standard Template:

- Pre-built with module shells, media placeholders, AI tool integration points, weekly checklists.

On-Campus Bachelor's/Master's/PhD Template Organization (differentiated):

- Lecture resource sections, lab/in-class activity areas, supplemental material sections.

Internship/Research Template Organization:

- Milestone-driven with progress tracking and reporting tools.

LMS MINIMUM & RECOMMENDED STANDARDS (SUMMARY)

LEARNING ACTIVITY	Minimum		Recommended	
	FTF	Online	FTF	Online
Basic course structure with clearly organized LMS shell, start here button and modules grouping related materials and activities.	X	X		
Learning outcomes at the course level	X	X		
Essential course materials (syllabus, assignment descriptions, readings)	X	X		
Assignment details, due dates, grading criteria, submission capabilities as appropriate	X	X		
Accessibility compliance	X	X		
Weekly, topic-based, or content-based modules containing lecture slides, readings, and assignments.	X			
Class resources uploaded prior to or immediately after each session.	X			
Minimum of two technology enhanced activities for tech-enabled courses	X			
Interactive polls or collaborative activities			X	X
Supplemental materials, videos, or case studies			X	X
Faculty welcome message		X	X	
Modules published one week prior to course start date		X	X	
At least one engagement activity (discussion, poll, collaborative tool) per week		X	X	
At least one technology-enhanced learning tool per module (interactive media, AI feedback, adaptive quiz)		X	X	
Weekly recap videos				X
Adaptive learning pathways		X		X
Multimedia			X	X
AI assisted tutoring/support			X	X
Recorded guest lectures			X	X
Peer collaboration spaces			X	X
Advanced simulations for graduate classes			X	X
Research resource library for graduate students			X	X
Graduate advisor feedback logs			X	X
Internships/Clinical/Practicums – syllabus, outcomes, supervisor information, evaluation forms			X	X
Research/Independent studies – proposal information, milestones, deliverable schedule, communication plan with advisor			X	X