



***Canvas* Transition Plan: Touro University Western Division**

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Canvas Transition Co-Chairs**

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Touro College and University System (TCUS) is transitioning from *Blackboard Learn* to the *Canvas* learning management system (LMS) created by Instructure. Starting in summer 2018, individual units within the Touro University Western Division (TUWD) will begin the transition process. *Blackboard Learn* will still be available for instructors to access courses and necessary content information until June 30, 2019.* Following this deadline, *Blackboard Learn* courses will be available in archived format only and instructors will have to request access to their archived content by submitting a ticket to the TouroOne NonStop Helpdesk. By Fall 2019, all TCUS course websites will be hosted in *Canvas*.

*subject to change based on vendor contract negotiations

Background

During the spring 2018 semester, eight schools/programs in the TCUS participated in a *Canvas* pilot. This included the Graduate School of Education (GSOE) and the School of Nursing (SON) at Touro University California (TUC) and the School of Education at Touro University Nevada (TUN). Pilot participants were asked to offer feedback about the *Canvas* LMS through an evaluation survey. Based on those results, and the recommendations from the TCUS *Canvas* committees, Touro has decided to transition from *Blackboard Learn* to *Canvas* starting in summer 2018.

Pilot by the Numbers

Based on the evaluation data for all of TCUS:

- approximately 10% of Touro students participated in the pilot;
- 140 faculty members from various TCUS institutions participated in the pilot;
- 40% of pilot participants responded to the *Canvas* evaluation survey;
- 75% of all pilot users who completed survey reported it took them two weeks or less to feel comfortable with *Canvas*; and
- 74% of all pilot users who completed survey preferred *Canvas* to *Blackboard Learn*.

It is important to note that at TUC 88% of GSOE users and 87% of SON users preferred *Canvas* over *Blackboard Learn*, while at TUN 60% of users preferred *Canvas* over *Blackboard Learn* (although there were only five respondents at TUN).

For more information about this pilot, please visit the TCUS *Canvas* website at:

<https://tinyurl.com/tcus-canvas>

Impact on the TUWD

The *Canvas* transition will impact nearly every dean, chair, faculty member, instructional staff member, support staff member, and student within the TUWD.

- The *Canvas* interface will be unfamiliar to most users (with the exception of in-coming students, many of which will have had experience with *Canvas* at previous institutions), with slight variances in functionality that will require some course and administrative restructuring.
- Course materials will need to be transferred into or developed in the LMS, along with administrative resources stored on organization websites and in the Content Collection. Some of this work can be off-loaded to IT support staff, but much of it will need to be completed by FSU instructors and staff.
- Any *Blackboard Learn* integrated tools will need to be integrated into *Canvas* or an adequate substitute installed, as well custom-built applications and scripts will need to be redeveloped.

However, the long-term benefits of the move to *Canvas* will be worth the challenge.

- Students will love their new online learning experience. No more hunting around course websites for a syllabus or assignment link. Far fewer clicks. Extensive notification options, including text messaging, push notifications, and summary email formats. Account connections to social media, including *Twitter*, *Skype*, *Google*, and *LinkedIn*. Finally, a much improved mobile app experience.
- Instructors will have a straightforward way to build and maintain their course websites. Most of the standard workflows (e.g., viewing and grading an attempt, emailing a student, creating an assignment) take fewer clicks and less time than they did in *Blackboard Learn*.
- Third-party apps and system updates will stream in easily. The TCUS Canvas Project Team in New York can develop apps and tools using *Canvas*' open-source model, leveraging EduAppCenter.com and the massive 'Canvas Commons' public resource. Because *Canvas* is cloud-based, we no longer have to host LMS servers. Instructure also will administer seamless system updates, so we no longer have to manage planned maintenances and upgrades.

Within the TUWD, the responsibility for transitioning to *Canvas* will be undertaken by the Center for Innovative Learning and Teaching (CILT).

Canvas Transition Team

TUWD has created a Canvas Transition Team that will move TUC and TUN forward in the adoption of *Canvas* and the complete retirement of *Blackboard Learn*.

Transition Team Composition

The team includes appointed co-chairs; LMS system administrators; senior administrators within TWUD, TUC, and TUN; CILT fellows; and local unit *Canvas* champions.

TUWD Transition Team

<i>Steering Committee</i>			
	Co-Chair	Jim O'Connor	TUWD
	Co-Chair	Michael Barbour	TUC
	Chief Information Officer	Jose Noriega	TUWD
	Canvas Administrators	Julia Bondarenko	TUN
		Michele Jenkins	TUC
	CILT Fellow	Debbie Millican	TUN
<i>Canvas Project Team</i>			
	Steering Committee +		
	Provosts	Sarah Sweitzer	TUC
		Ray Alden	TUN
	<i>CILT Fellows</i>	Michael Barbour	TUC
		Debbie Millican	TUN

TUC Canvas Champions

<i>CILT Fellow</i>	Michael Barbour	
<i>College</i>	<i>School/Department</i>	<i>Champion</i>
CEHS		Michael Barbour
	GSOE	Michael Barbour
	PA	Josie Hunt
	PH	Deirdra Wilson
	SON	Julian Gallegos
COM		Glenn Davis
	Basic Science	Barbara Puder
	OMM	Victor Nuño, Jordan Keys & Sara Colt
	Primary Care	Kim Pfothenhauer & Alesia Wagner
	Preclinical Education	John Ligda
	Clinical Education	Nathalie Garcia-Russell & Jennifer Weiss
COP		David Malewski
	Track 1&2	Daniel Keppler
	Track 3	David Malewski
	Track 4	Mohamed Jalloh
	Track 5	Adrian Wong
	Staff	Christina Alvarez
Library		Amy Castro
		Pilot site

TUN Canvas Champions

<i>CILT Fellow</i>	Debbie Millican	
<i>College</i>	<i>School/Department</i>	<i>Champion</i>
CHHS		Debbie Millican
	Education	Rob Askey
	Nursing	Debbie Millican
	Occupational Therapy	Robyn Otty & Shannon Martin
	Physical Therapy	Jacki Randa
	Physician Assistant Studies	Brian Sady & Tabitha Hornyak
COM		Kristina Lindquist
	Doctor of Osteopathic Medicine	TBD
	Medical Health Sciences	TBD
		Pilot site

Roles and Responsibilities

The Canvas Transition Co-Chairs is ultimately responsible for the success of the transition and provides leadership, coordination, communication, and other resources. The specific responsibilities of the Canvas Transition Co-Chairs include, but are not limited to the following:

- provides oversight and guidance regarding strategic direction and decision-making during the transition phase;
- create, maintain and execute project plans for respective units (e.g., academic, library, etc.);
- ensures that the project has sufficient resources to successfully execute project plans;
- manages communications to the internal and external communities regarding TUWD's implementation of *Canvas*;
- assists in resolving any issues that arise on the project;
- regularly reviews the status of the project to ensure that project goals are being met and tracks the achievement of project milestones; and
- ensures that appropriate support resources are available to units, faculty and stakeholders in a timely manner.

The Information Technology personnel are primarily responsible for the administration of the LMS and other technical issues. The specific responsibilities of the Information Technology personnel includes, but are not limited to the following:

- ensure that the Transition Co-Chairs receive adequate information for preparing status updates and monitoring technical issues related to project;
- aid in the creation of project plans where the activities are within the IT mandate;
- provide technical expertise to the team;

- ensure technical team members stay on schedule and that the scope does not increase;
- resolve day-to-day issues that occur and escalate them to the TCUS Canvas Project Team in New York when required;
- to provide weekly technical status reports to the Transition Co-Chairs; and
- to regularly attend and actively participate in scheduled meetings.

Local Canvas Champions will be appointed in each of the colleges and units on both TUC and TUN. The responsibilities of the Canvas Champions include, but are not limited to the following:

- attend irregular Champion meetings via *Zoom* (approximately 1 hour);
- attend locally provided *Canvas* training;
- assist faculty and students with the use of *Canvas* in their respective programs;
- feel comfortable and confident navigating a computer and using technology in daily tasks;
- share pertinent *Canvas* related information with faculty, students, and staff in their respective programs; and
- report any issues and/or challenges regarding *Canvas* to the transition task force in a timely manner.

These roles within the TUWD must operate within the roles outlined by the larger TCUS Transition Plan (see pages 2-3 in Appendix A).

Meetings Overview

Meetings (routine and ad-hoc) are a primary method of communications and transparency to transition team members and stakeholders. A cadence will be established for the following routine project meetings.

- *CILT Fellows Meetings*: will be held weekly to review relevant project topics, decisions, issues, and concerns on both campuses.
- *Steering Committee Meetings*: will be held bi-weekly to provide a collective overview of assigned work activities, address issues, and to provide direction and support as necessary to ensure transition is positioned to succeed.
- *Transition Team Meetings*: will be held in an ad hoc fashion to update the overall team on the status of the Canvas transition.
- *Champions Meetings*: Will be held at irregular intervals as determined by the Transition Team to provide information, receive input, and feedback related to decisions being made regarding Canvas.

Additionally, the TCUS Canvas Transition Team in New York host weekly meetings each Wednesday at 1:00pm Pacific Time. The TUWD Transition Co-Chairs, CILT Fellows, and *Canvas* LMS administrators should attend these meetings as they are able.

Western Division Timeline for Canvas Transition

The following timeline highlights the key aspects of the *Canvas* pilot and transition.

Items in red are undertaken by the TCUS Canvas Project Team in New York.

Items in blue are slated to occur on the TUC campus.

Items in green are slated to occur on the TUN campus.

Items in bold and italics are official go live starts for each unit.

Date	Campus	Activity
Nov 2017	TCUS	<ul style="list-style-type: none"> TCUS champions group formed
	TUC	<ul style="list-style-type: none"> Begin faculty training for pilot sites
Dec 2017	TUC	<ul style="list-style-type: none"> Begin Blackboard content conversion
Jan 2018	<i>TUC</i>	<ul style="list-style-type: none"> <i>Pilot semester begins for GSOE & SON</i>
Feb 26, 2018	<i>TUN</i>	<ul style="list-style-type: none"> <i>Pilot semester begins for SOE</i>
Mar 12, 2018	TCUS	<ul style="list-style-type: none"> Evaluation opens
Mar 26, 2018	TCUS	<ul style="list-style-type: none"> Evaluation closes
Apr 2018	TUC	<ul style="list-style-type: none"> Begin to identify local champions
	TUN	<ul style="list-style-type: none"> Begin SON content creation/development
Apr 11, 2018	<i>TCUS</i>	<ul style="list-style-type: none"> <i>Announcement made that system has selected Canvas as a new LMS</i>
May 2018	TUC	<ul style="list-style-type: none"> Pilot semester ends Begin COM content creation
	TUN	<ul style="list-style-type: none"> Begin to identify local champions Begin faculty training for OT & SON
May 22, 2018	TUC	<ul style="list-style-type: none"> GSOE continues transition
May 23, 2018	TUC	<ul style="list-style-type: none"> Begin faculty training for COM
Jun 2018	TUC	<ul style="list-style-type: none"> General faculty training begins COP determining course template

Jun 4, 2018	<i>TUC</i>	<ul style="list-style-type: none"> • SON continues transition • <i>PA begins transition</i>
Jun 13, 2018	TUC	<ul style="list-style-type: none"> • COM readiness assessment of course development
Jun 22, 2018	TUN	<ul style="list-style-type: none"> • Pilot semester ends
Jul 2, 2018	TUC	<ul style="list-style-type: none"> • COM course structure available to students
Jul 9, 2018	<i>TUN</i>	<ul style="list-style-type: none"> • <i>SON & OT begin transition</i>
Jul 11, 2018	TUC	<ul style="list-style-type: none"> • Begin faculty training for COP
Jul 24-26, 2018		<ul style="list-style-type: none"> • InstructureCon (Keystone, CO)
Aug 2018	TUN	<ul style="list-style-type: none"> • Begin faculty training for PA
Aug 1, 2018	<i>TUC</i>	<ul style="list-style-type: none"> • <i>COM (DO), COP & PH begin transition</i>
Sep-Oct 2018	TUN	<ul style="list-style-type: none"> • Begin faculty training for COM
Nov 2018	TUN	<ul style="list-style-type: none"> • Begin faculty training for PT
Nov 5, 2018	<i>TUN</i>	<ul style="list-style-type: none"> • <i>PA begins transition</i>
Mar 1, 2019	TUC	<ul style="list-style-type: none"> • Begin COM (MSMHS) content creation
Mar 4, 2019	<i>TUN</i>	<ul style="list-style-type: none"> • <i>PT begins transition</i>
Jun 30, 2019	<i>TCUS</i>	<ul style="list-style-type: none"> • <i>Blackboard contract ends</i>
Aug 5, 2019	<i>TUC</i> <i>TUN</i>	<ul style="list-style-type: none"> • <i>COM (MSMHS) begins transition</i> • <i>COM begins transition</i>

Additional items and milestones will need to be added as the *Canvas* transition progresses.

Communications Plan

Throughout the transition, the Canvas Transition Co-Chairs will seek to be transparent and proactive in communicating with stakeholders, faculty and campus partners about the plans and status of the LMS replacement. A major goal is to build trust and cultivate partnerships with those who can help the LMS replacement project to be successful.

Communication channels will include the following.

- *Project Status Reporting:* The Co-Chairs will provide monthly e-mail updates to the complete Transition Team on the progress of the project. Reporting will include updates on key milestones, issues, risks, and completed tasks.
- *Project Webpage:* CILT will establish a ‘Canvas Transition’ section within its website that provides relevant information regarding the transition, its purpose, milestones, and timeline.
- *Listserve Notifications:* Through the CILT Director, e-mails will be sent directly to faculty that provide pertinent information about the transition. In the event that the CILT Director is unable to send these messages, they will be sent with the following text in the subject line “[Sent on Behalf of Jim O’Connor]”.

In the longer term, the communications plan will focus more broadly on promoting an enhanced vision of teaching and learning by highlighting instructional approaches and innovations made possible by *Canvas*.

Training and Support

During the summer and fall semesters, *Canvas* workshops offered will target outreach to TUWD faculty and students. The Transition Co-Chairs will work collaboratively with the TCUS Canvas Transition Team in New York to design, and conduct e-trainings for both students and faculty.

Faculty Training

Workshops/trainings will be offered in the following formats:

1. **General Live Training via Zoom:** Starting in June, the TCUS Canvas Transition Team in New York will be offering regularly scheduled general training sessions via *Zoom*. These sessions will be open to all faculty. You can see all currently schedule training sessions on the Touro Canvas website. Each session will be 1.5 hours – about 45 minutes of presentation and 45 minutes of questions and answers. The following topics will be covered during these training sessions:

- accessing and navigating Canvas,
- viewing rosters,
- adding course files,
- using the Canvas Syllabus,
- adding an Assignment,
- previewing the course as a student,
- making the course available to students,

- messaging students,
- using the course calendar,
- grading assignments with SpeedGrader,
- viewing the Gradebook and student mastery
- using different course layouts.

These training sessions will be offered multiple times throughout the TCUS transition to *Canvas*. To see a schedule of these sessions:

- go to the TouroOne Portal and under *Canvas* click on ‘Touro Canvas Website’ then select ‘Training Calendar,’ or
- click on or copy the following link <http://www.touro.edu/canvas> and then select ‘Training Calendar.’

2. Canvas Help: 24/7 chat, email and phone support from *Canvas* is available for all instructors. *Canvas* helpdesk agents can assist instructors with their live courses, answer how-to questions, and troubleshoot any problems. To access *Canvas* help, click on the Help button on the bottom left of the dark blue navigation bar in *Canvas*. Note: users must be in your *Canvas* account to contact *Canvas* help.

3. Self-paced Training Courses in Canvas: All instructors are automatically enrolled in *Canvas* training courses. These courses will help users get oriented and learn about some of the most commonly used *Canvas* features.

4. School-specific Training: The TUWD Canvas Transition Team is working with local contacts at TUC and TUN to schedule school-specific live training – either in person or via *Zoom*. Each session will be ~1 hour – about 40 minutes of presentation and 20 minutes of questions and answers.

Please note that all of these methods of learning *Canvas* (i.e., the *Zoom* sessions from TCUS, the online course in your *Canvas* dashboard, and the local training sessions that we will be scheduling) will cover roughly the same material, so faculty are encouraged to take advantage of whichever method or methods best suit their own schedule and manner for learning a new tool.

While these four avenues for faculty training are available to all faculty, there is a concern that it may be difficult to reach adjunct faculty members through these avenues. The Transition Co-Chairs are actively working with units at TUC and TUN to identify these individuals and implement the appropriate plans. One general plan that has already been decided upon is that as the complete “School-specific Training” schedule is released, the TUWD Transition Team will schedule a series of evening and weekend *Zoom* sessions in the period immediately before the beginning of each semester to try and reach this population of faculty.

Student Training

At present, the TCUS Canvas Transition Team in New York has outlined two different avenues for student training on the use of Canvas.

1. **Canvas Help:** 24/7 chat, email and phone support from *Canvas* is available for all students. *Canvas* helpdesk agents can assist students with their live courses, answer how-to questions, and troubleshoot any problems. To access *Canvas* help, click on the Help button on the bottom left of the dark blue navigation bar in *Canvas*. Note: users must be in your *Canvas* account to contact *Canvas* help.

2. **Self-paced Training Courses in Canvas:** All new students are automatically enrolled in *Canvas* training courses. These courses will help users get oriented and learn about some of the most commonly used *Canvas* features.

During the pilot, there was very little formal training provided to students at TUC. At the beginning of the semester, the TUC Canvas Champion made himself available during the first class of each course to go over some aspects of *Canvas*, primarily related to account management (e.g., how to add a secondary e-mail address and cell phone number, how to customize alerts, how to connect their *Google* accounts in *Canvas*, etc.). Additionally, the TUC Canvas Champion created a short video that also demonstrated for the students how to personalize their notification settings that instructors were asked to share with their students (which could be updated for under the CILT logo).

It is the expectation of the Transition Co-Chairs that each instructor would illustrate how they planned to use *Canvas* with their students individually (i.e., to allow them to show only those things that they would want the students to be able to use for the purposes of their own course). In instances where a unit has decided on a specific model that is applied to all courses, that unit might consider including a brief *Canvas* overview as a part of their in-coming student orientation.

Expected Results

While we strive for the smoothest transition possible, we are aware there will be challenges along the way. Our goal is to obtain the following results, in no particular order:

1. Migration of course content will be as free from difficulties as possible.
2. Course sites will be streamlined, student friendly, and easy to use.
3. Course materials and design will follow UDL framework and meet accessibility requirements.
4. We will see an increased use of Rubrics, SpeedGrader, and the Grade Book.
5. We will see no loss of functionality between *Blackboard Learn* and *Canvas*.

6. We will see seamless integration of our third-party tools, in particular *Kaltura, Turnitin, Zoom, Google Apps, ExamSoft, Respondus*, etc. by the TCUS Canvas Project Team in New York.
7. We will have transitioned our organizations into *Canvas*.
8. The TCUS Canvas Project Team in New York will have archived all *Blackboard Learn* course sites.
9. We will have easy retrieval of data for reporting and researching purposes.
10. We will have quick response time from *Canvas* support for any issues that arise.
11. We will see fewer support interactions with end users than when using *Blackboard Learn* after one year.
12. We will see an increased interest in using *Canvas* to improve teaching and learning, communication, and data analytics.
13. We will reach a broader audience for training and resources as *Canvas* continues to add features and functionality that enhance teaching and learning.

Note that this Canvas transition plan was developed using text from the transition plans of the following: Touro University School of Health Sciences, Florida State University, Richland Community College, Simon Fraser University, University of California-Berkeley, and Washington University in St. Louis.

Appendix A



TOURO COLLEGE &
UNIVERSITY SYSTEM



Touro College and University System (TCUS) Canvas Transition Plan

TCUS is a dynamic and complex system of schools. Transitioning from one Learning Management System (LMS) to another is a big undertaking. Each Touro school has specific requirements for LMS. All faculty and students need to be trained on how to use Canvas, and course content either needs to be moved from Blackboard (or another LMS) or recreated directly in Canvas. To successfully accomplish this, **coordination, communication, and local resources within every school** are required. (Click on the arrow to the left of each question below to expand.)

How will the transition to Canvas be managed?

The Canvas project began with a large, well-organized pilot, and the full TCUS transition will be managed the same way as the pilot. The Canvas pilot team is now managing the transition for all of TCUS. The core Canvas transition project team consists of a project manager, an instructional technology lead, instructional technologists, trainers, technical resources, and vendor resources. During the pilot, the core project team was supplemented by departmental instructional designers, local IT support staff, and designated Canvas champions at each pilot location. This approach proved to be effective during the pilot and will be replicated and expanded for the full TCUS Canvas transition. The core project team is already coordinating with Touro schools and providing training to local support staff and faculty. The project team is also in the process of scheduling school-specific and general Canvas training for faculty.

What is the overall Timeline for the transition?

The transition from Blackboard to Canvas will be complete by June 30, 2019 when Touro Blackboard contract ends. Below are the primary milestones for Touro transition to Canvas.

Milestone	Start Date
Summer and fall courses live in Canvas: all summer and fall courses that exist in Banner are available in Canvas. All faculty can access Canvas. Students registered for summer and fall course, can access Canvas as well (via the TouroOne portal.)	May 4 th , 2018

School-specific Canvas training: the project team is working with schools to schedule school-specific training dates.	May 2018 - Ongoing
Canvas general training sessions: General Canvas Zoom training sessions begin and are open to all faculty.	June 2018 - Ongoing
Transition schedule defined: Touro schools decide the timing of their transition to Canvas.	By early June 2018
Blackboard use ends: Blackboard is no longer accessible. Archived Blackboard content continues to be available.	June 30 th 2019

What is the role of the Project Team?

The primary role of the project team is to coordinate with Touro schools, communicate high-level information, as well as schedule and provide training. The main areas that the team focuses on are:

- Gathering implementation information from each school (use of templates, TAs, grading schemes, LTIs, etc.)
- Training Sub-account administrators and support staff
- Scheduling training dates for faculty
- Training faculty via Zoom or in-person sessions
- Coordinating and strategizing with Canvas champions at each school
- Communicating high level information to faculty and students via the Touro Canvas website
- Providing transition information via the Touro Canvas website

What is the role of Touro school stakeholders?

Deans, Directors and other high level Administrators

- Coordinate with the project team
- Communicate with students and faculty
- Confirm the transition term with the project team
- Ensure that school-specific information is communicated by each school to faculty and students:
 - School transition timing
 - Training dates, times, locations
- Assign a Canvas champion from the school as a primary point of contact for the project team
- Assign local support staff to learn Canvas and assist faculty and students
- Be an enthusiastic supporter of the school's transition to Canvas

Students

- Get to know Canvas by taking the student self-paced training course Canvas
- Make use of support resources: 24/7 Canvas Help, local IT support staff, TouroOne Help Desk

Faculty

- Communicate with students about Canvas
- Get started by taking the self-paced training course in Canvas
- Participate in either a school-specific Canvas training or a Canvas General training session
- Make use of support resources: 24/7 Canvas Help, local IT support staff, TouroOne Help Desk
- Check out the [Canvas Community](#) for information on all Canvas-related topics

Canvas Champions

- Provide vital direct link between the Project Team and each school
- Identified and recruited by each school or department
- Have a variety of titles at the school or department level: Instructional Designer, IT Staff, faculty who are either LMS experts or are enthusiastic and tech savvy
- Meet regularly with the Project Team, gather required information from the school or department, and ensure that project announcements/information are distributed to faculty and students

School Sub Account Admins

- Manage the Canvas Sub-account for a school or larger location (TUN, TUC, Law, NY, HTC)
- Participate in Sub-account admin training with the Touro training team
- Coordinate with the project team on school specific implementation requirements
- Inform administrators and users of Canvas processes, such as 'How to Request a TA in Canvas'
- Direct faculty and students to Canvas resources

IT and Other Support Staff

- Provide Canvas support to faculty and students
- Participate in Canvas training provided by the Touro training team

- Support faculty and students in their Canvas learning and provide hands-on help
- Direct faculty and students to Canvas resources, such as the [Touro Canvas website](#), and Canvas Help

TouroOne Help Desk:

- Assist faculty and students by directing their questions and requests to the appropriate Canvas resource
- Assign school Canvas requests (add TAs/Librarians/Observers to departments or courses, add LTIs, add staff to Canvas) to the appropriate Touro Canvas team member

What resources are available for the transition?

Training Resources:

The Touro instructional technology and training team has created a range of effective training materials and classes since the beginning of the Canvas pilot project. These resources are ready to support the system-wide transition.

Self-paced Courses in Canvas

- All new students and instructors are automatically enrolled in Canvas training courses. These courses will help you get oriented and learn about some of the most commonly used Canvas features

School-specific Training

- The project team is working with Touro schools to schedule school-specific live training, either in person or via Zoom

General Canvas Training via Zoom

- Starting in June, the Touro training team will be offering regularly scheduled general training sessions via Zoom. These sessions will be open to all faculty. Each session will be 1.5 hours. These sessions will be offered multiple times throughout Touro's transition to Canvas

Support

24/7 Canvas Help

- All Touro Canvas users have access to Canvas help 24/7 from within their Canvas account. To access Canvas help, click on the Help button on the bottom left of the dark blue navigation bar in Canvas

Local IT and Support Staff

- Canvas/Blackboard administrators, some local IT resources and other academic support staff will be able to assist faculty with course building and migration, and provide ongoing support for the broader adoption of Canvas and its feature set

How will courses in Blackboard be recreated in Canvas?

The process of developing course content in Canvas is different at each Touro school. Some schools and departments want to build their courses fresh in Canvas while others want to have their courses migrated from Blackboard. While the project team does not have the resources and capacity to conduct a bulk course migration to Canvas, strategies and resources are available to assist schools with the process.

Simply migrating a course from Blackboard to Canvas is not a difficult task, and there are clear step-by-step instructions available on how to accomplish this. However, the project team gained valuable insight during the pilot about what works and does not work well during the course migration. If a course is either well organized or is relatively simple in Blackboard, it will transfer to Canvas cleanly. You still need to do a bit of clean up since your transferring a course from a nested folder structure (Blackboard) to a flat file structure (Canvas.) If a course has complex layers of course folders, and assignments, it will require a lot of additional work in Canvas to reorganize. *In this case, it is recommended to rebuild the course directly in Canvas.*

For schools that choose to migrate course content from Blackboard to Canvas, the Project Team recommends the following strategy:

Step 1: Course Content Review

- Identify local resources available to review Blackboard course content to assess for the following:
 - Which courses are simple or well organized that can be migrated *as is* into Canvas?
 - Which courses are more complex, or are not well organized, and cannot easily be migrated from Blackboard? It is recommended that these courses should be rebuilt directly in Canvas

Step 2A: If Migration Is Chosen

- Faculty should attend training that is scheduled for their school, or the Canvas general Zoom trainings
- The school should determine who will migrate courses - local support staff or faculty themselves

- The project team will train local support staff to migrate courses, or prepare them to assist faculty with the migration and cleanup of content
- Limited central resources may be assigned to assist faculty with their course migration. However, while the migration itself is not technical or difficult, depending on the complexity of the course, the cleanup may be time consuming

Step2B: If Rebuilding Directly in Canvas

- Faculty should attend training that is scheduled for their school, or the Canvas general Zoom trainings
- Local support staff can assist faculty with rebuilding directly in Canvas. Drop-in sessions can be scheduled so that faculty can get hands-on-help if needed

Support Resources

- 24/7 Canvas Help accessible from the Canvas dashboard
- [Canvas Community](#)
- Local IT and support staff
- The project team will assist with finding support resources if needed

What is the progression of the transition for individual faculty?

For each faculty member or instructor, there will be a progression for learning Canvas and for migrating or building course content. There is a range of LMS experience among Touro faculty, and of course complexity within Blackboard (and TWEN, the LMS of the Law Center). Below is a general progression that can be tailored for each faculty based on their experience and need for support.

Learn

- Faculty can get started with Canvas by taking the self-paced course in Canvas.
- School-specific training will introduce faculty to Canvas, including the most used features and functions, and will provide a complete overview that will allow for the basic understanding and use of Canvas.

- Regularly scheduled general Zoom training sessions will be offered on a range of topics, from a general overview of commonly used features to more in-depth look at various specific Canvas features so that faculty can expand their knowledge of Canvas over time.

Build

- Faculty can build their courses fresh in Canvas or they can migrate their courses from Blackboard. In both cases, there are resources available to assist: Canvas Help, Local IT and support staff, and Canvas Champions. In some cases hands-on-help will be available as well.

- Some Touro schools use course templates (Blueprints in Canvas) that provide a starting point for course content. There may also be school-specific technology policies that guide course requirements. Faculty should be aware of how their school is approaching the creation of course content in Canvas.

- When migrating courses from Blackboard, faculty should use best practices and also seek help throughout the process from Canvas Help and Touro support resources, including attending training sessions.

Teach

- Communicate with students about the use of Canvas in the class.
- Publish course assignments, modules and the Course at the appropriate time for the start of the class.
- Make use of support resources and participate in the [Canvas Community](#) to become a Canvas super user.

