# Canvas Minimum Requirements & Modality Definitions

## Background

As we enter the Fall 2020 semester with a blend of FLEX and ONLINE ENGAGED courses, each instructor must adopt one or both modalities for their courses, making the switch from in-person only delivery. In this 'new normal', it is important to ensure that students have access to course materials in a consistent and relatively complete manner. Therefore as a university community, we must use CANVAS in a consistent manner to promote the hallmarks of our small, personalized teaching and learning community. With this in mind, these minimum standards capture some of our existing requirements from fully in-person instruction, and add a few new, important requirements to the modalities that we have defined for the fall. As a part of this shift, we will provide resources for faculty that facilitate your course delivery with effective use of Canvas and the tools that it provides. These resources help faculty implement effective overall course delivery including course activities, and assessment. This is constructed to be both time effective for faculty and to provide faculty choice in the course organization while setting appropriate quality guidelines and consistency for the Poly Canvas classrooms. In all cases, the goal is to deliver our curriculum in a Canvas environment that allows for faculty flexibility and provides an easy to navigate repository of course information for students.

## Minimum standards

1. Publish the course by <u>1st day of classes on academic calendar</u>
    a. (this does mean that you <u>must</u> have chosen an organizational template for your course in Canvas)
2. Publish the course syllabus in Canvas by <u>1st day of scheduled delivery or upon department approval</u>
3. Canvas front page that is branded and includes:
    a. Instructor's contact information
    b. Instructor's office hours
    c. Link to syllabus
    d. Explanation of class delivery mode/meeting times expectations
4. Post grades to Canvas gradebook in a manner that is both timely and accurate such that a student can reasonably track their progress through the course and where the likelihood of a substantial difference between the Canvas grade and official CAMS posted grade at the end of the term is minimal.
5. Hide course navigation links that will not be used.
6. All course materials (including lectures) are present in canvas. (Outside resources require a link to the resource or a succinct description of how get to the resource).
7. Solutions to quizzes, assignments, and assignments as appropriate, noting that these will get around and all reuse of questions on exams is not advisable.
8. All assessed material (homework, quizzes, exams, papers, etc.) in some way "turned in" to Canvas. Student demonstrations may be an exception where the demonstration itself is not submitted but "notes for" or something equivalent may serve as an artifact.

## Definitions

**<u>Flex:</u>** A multimodal delivery method where the instructor conducts live, in-person lectures or problem-solving sessions and the students in person, or synchronously through a web-based meetings platform. Sessions are recorded for students to experience asynchronously. Classroom population is managed to make sure that social distancing guidelines are followed. Course content and assignments are delivered through Canvas enabling students regardless of mode of participation to engage in the class.

- **Questions:**
  - Can I manage the engagement of both groups (face-to-face and remote) simultaneously and what will my engagement with the groups look like?
    - Face-to-face students will be managed as "normal" and remote students will see two views of the classroom: the whiteboard and then also a view of the instructor. Engagement with the remote students will be managed via Teams through regular audio, chat, or both.
  - How do I manage office hours or other student interactions?
    - For remote students, we recommend Teams. For face to face students, you can meet them personally, but we need to be careful to provide a means of providing appropriate social distance for these meetings.

**<u>Online Engaged:</u>** Applies to courses where the learning outcomes support traditional online delivery but includes a degree of synchronous live lectures or problem-solving sessions. Students engage in the course with a mix of synchronous and asynchronous activity. Campus-engaged components include opportunities to meet with instructors during scheduled office hours if feasible for the student, discussions included as a part of the class (both synchronous and asynchronous), synchronous recitation sections, other activities designed into the course such as synchronous quizzes. Classes maintain their regularly CAMS scheduled days and times in order to ensure that exams and quizzes do not conflict with other courses. Other synchronous activities should be delivered during these times as well.

- **Questions:**
  - Am I required to come to campus to hold office hours?
    - No
  - What fraction of the time for an online course must be "Lecture" and what fraction must be "Engaged?"
    - There is not a specified fraction. Faculty should deliver their material in a way that paces the student through the semester, provides a mix of activities required to support the course, and provides a mechanism for students to participate in some way in a virtual class setting.