

Live Online Course Minimum Classroom Requirements

During the Summer and Fall 2020 terms at EFSC, a **Live Online** class is one that was originally scheduled as a traditional face-to-face class on a specific campus, with a set meeting schedule at a specific day and time each week, that has now been converted to remote delivery through Canvas, the College's Learning Management System (LMS). While it is *not* required for a Live Online class, the instructor *may* choose to deliver live lectures or sessions through video conferencing in Teams (the College's approved Office 365 application), or live chatting during the scheduled class time to avoid scheduling conflicts with other Live Online classes. By contrast, a Standard Online (delivered through Eastern Florida Online) class is taught asynchronously; the instructor and the students do not interact in real time (unless by appointment or online office hours) but within a set timeframe by learning module. Accordingly, enrollment in Standard Online classes is credited to Eastern Florida Online and students are assessed a distance learning fee; enrollment in Live Online classes is credited to the original campus and students are not assessed a distance learning fee.

Pre-Term Requirements

- Is your classroom based on the most current course plans and objectives as found in the College eCPR?
- Does your syllabus have the Required Content found in the college-wide Required Syllabus Elements/Syllabus Addendum?
- Have you posted your syllabus and the Syllabus Addendum in the Syllabus section of your classroom?
- Have you included **ALL** due dates?
- Have you included **ALL** dates in your Course Schedule when attendance is required for live lectures, sessions, chats, office or consultation hours, or other synchronous activity?
- Have you prepared a Welcome Letter or Announcement to your students outlining the course and where to start during the first week?
- Have you analyzed the external content for copyright compliance by using the College's Fair Use Checklist?
- Have you verified the assigned educational course materials (textbook, etc.) on the Bookstore website?
- Have you run a UDOIT scan on the course section to determine if content is accessible for all students and corrected any errors? Are posted files created outside of Canvas (Word documents, for example), videos, or linked content accessible?
- If a proctored exam is required, have you submitted all test requests via ProctorU? Please ensure the exam is available during a scheduled day and time for the course so as not to interfere with any other Live Online courses.

- Will the classroom be made available by 8AM of the first day of the term? The answer to this **must be yes**. If this course is participating in “First Day” the course must be made available no later than the **Thursday [double check this]** before the start of term.

Active Course Management Requirements

- When completing your Census Report, check “People” in the LMS and make sure there aren’t any “observers.” Notify any “observers” that they must complete the LMS Orientation in order to participate in the course. Report any remaining “observers” as non-attending by the Census Report due date.
- Communicate expectations weekly to students via a week-at-a-glance page (Learning plan or a similar page within a module), announcement, or some other documentable method within the LMS course shell (e-mails on their own are discouraged unless they are then pasted within an LMS page for students to view at a later date).
- Communicate with the institution (Department Chair, etc.) via your EFSC Outlook account.
- Communicate with students via either your EFSC Outlook account or the LMS mail feature (preferred). Do NOT provide any academic information to a student via their personal email address. That is a possible FERPA violation.
- Respond to all EFSC Institutional email and student email within 48 hours of receipt of the email, Monday through Friday. If you will be unreachable for an extended period of time, please inform your students and Department Chair.
- Submit required reports by established EFSC deadlines, i.e., Census Reporting, Student Success Check (optional), Assessment Reporting, Final Grade Submission, etc.
- Evaluate and grade all assignments within the communicated timeline. It is **suggested** that shorter assignments (discussion boards, quizzes, etc.) should be returned within a week and longer assignments (papers, exams, etc.) should be returned within two weeks.
- Encourage students to complete Student Faculty Opinion Surveys.
- Verify all proctored exams have the correct password and that availability dates match the syllabus/course schedule dates.

End of Term Requirements

- ALL final grades are due by NOON, the Monday after finals week.
- Double check “People” in the LMS and make sure there aren’t any lingering “observers.” If there are, contact the Registrar and Department Chair immediately.
- Assign zeroes for any missing grades in the LMS gradebook.
- Submit final grades in TitanWeb. They DO NOT transfer automatically. Last date of attendance/activity/interaction will be required for any students with a final grade of F.

- If you have any students receiving an Incomplete Grade, complete the Incomplete Grade Form (IGF) located in the document center. For an Incomplete the student must have a documented extenuating circumstance, must have successfully completed at least 75% of the course work, and have a reasonable chance of making a passing grade.

ADJUNCT FACULTY ONLY

- After submitting final grades, email your syllabus and gradebook to the EF Online department administrative assistant and cc the Department Chair.
 - Syllabus in Word or PDF titled:

LAST NAME_FIRST NAME_SEMESTER CODE_COURSE PREFIX_NUMBER
SECTION_SYLLABUS

Example: Banner_Bruce_201840_PHY2025_02Z_Syllabus

- Semester Gradebooks (not just final grades) in Excel. Export your grades from Canvas, click "File;" then "Save As" and name the file as:

LAST NAME_FIRST NAME_SEMESTER CODE_COURSE PREFIX_NUMBER
SECTION_GRADEBOOK

Example: Banner_Bruce_201840_PHY2025_02Z_Gradebook

Instructional Design

- **[Required]** Verify that all competencies and learning objectives are covered in the modules.
- **[Suggested]** Identify which competencies are covered in each module for students.
- **[Suggested]** Create a learning activity to be completed by students before any Live Online session.
- **[Suggested]** Send a quick email or short survey to students before a Live Online session asking students about their opinions or experiences related to the course topic.
- **[Suggested]** Limit Live Online sessions to one or two hours, with as much interaction (discussions, focused questions, etc.) between instructor and students as possible to keep students focused and to better create an online learning community.
- **[Suggested]** Create an agenda for each Live Online session in order to ensure that students attend and to prevent duplicating content that is covered asynchronously elsewhere in the course.
- **[Suggested]** Record each Live Online session so that students can review later or to provide equitable access for any student who missed the session because of an excused absence.

- **[Suggested]** Send a recap of major discussion topics and other important information after each Live Online session to all students as well as a link to the recorded sessions.
- **[Required]** Communicate course interaction expectations, including live or synchronous sessions.
 - This can cover student to student interaction and student to instructor interactions in different modalities like discussion forums, projects, lectures, chats, etc.
- **[Required]** Provide a technology orientation during the first Live Online session.
- **[Required]** Communicate attendance policy (see Syllabus Addendum)
- **[Required]** Create a required graded academic activity that the students should complete within the first week of the term
- **[Required]** Create a method for communicating weekly expectations to students, including any Live Online sessions. This communication can come in many different forms including, but not limited to, the following:
 - Quiz with a weekly update as a question forcing students to read, and confirm they've read, the weekly update. In this case the assignment description should list the weekly update as well so students can reference it at a later date
 - Week-at-a-Glance page in modules
 - Announcements via LMS
- **[Required]** Provide a semester overview for graded assignments in either the course shell or the syllabus with anticipated due dates. Make sure to state that all due dates are subject to change.
- **[Required]** Explain your grading process (rubric, assignment comments, etc.) and feedback timeline.
- **[Required]** Create a method for submission of graded assignments that **does not** include e-mail submission.
- **[Required]** Incorporate documentable student-instructor interactions on a weekly basis such as:
 - Discussion board replies
 - Graded feedback:
 - End comments
 - Rubric feedback
 - Marginal comments
 - Gradebook comments
 - Canvas e-mail [NOT OUTLOOK or a personal account]
 - Canvas Conferences
 - Canvas Chat