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Course Modality Definitions/Expectations

MICA has clear and consistent [credit hour policies](). In general, 3-credit studio courses are assigned to meet 5 hours each week of a 15-week semester (75 hours of contact time), and 3-credit academic courses are assigned to meet 3 hours each week of a 15-week semester (45 hours of contact time) with the understanding that all 3-credit courses require 135 total hours of work on the part of the student. The contact time described above meets the definition of Face-to-Face courses. Courses based on different contact formats–such as Hybrid or Online courses in which students have less contact time (hours of synchronous meetings) with their faculty–must demonstrate via the syllabus that they meet the College's definition of a credit hour.

The definitions and expectations below clarify the three course modalities offered at MICA. For a 3-credit course, faculty are expected to provide students with 135 total hours of course work regardless of the course modality. Further, faculty must meet the expectations articulated for the modality in which they are teaching.

Face-to-Face (F2F)
Definition: Instruction is provided in-person/on-site at a specific day/time as described in the course schedule.
Expectations: The course syllabus includes 15 weeks of in-person meetings for the specified day/time, and length of time, according to the course schedule.
- In accordance with [MICA's Attendance Policy](), students are expected to attend all in-person meetings.
- All students meet as a single group during each class meeting.
- Faculty use Canvas to support student learning.[1]
  - Material provided via Canvas does not displace any of the required contact hours that would normally occur during the in-person class meeting.

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[1]Faculty can also use other technologies such as Google Apps, Perusal, Padlet, etc. to support student learning, many of which integrate with Canvas. Posting the course syllabus in Canvas remains the minimum requirement.

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Hybrid

Definition: Instruction is provided in-person/on-site at a specific day/time for some of the scheduled course meetings and is supplemented with significant online instruction and remote learning.

Expectations: The course syllabus includes in-person/on-site meetings for at least 50% and up to 75% of the meeting times in the course schedule.

- The balance of the course to be completed via asynchronous and/or synchronous online engagements and remote learning must be sufficient to meet the same contact time requirements as in-person instruction, (See RTI's time on task document for assistance in calculating the time to complete typical online/remote learning activities.)
    - This may include things like watching video lectures and/or other videos, participating in video conferences, engaging in discussion boards, taking quizzes/tests, and other activities that push students to apply course material.
    - Remote learning cannot be fully comprised of completing homework or simply reading texts.

Faculty: please see the Resource Guide for Teaching Online (RGTO) in Canvas for more information about hybrid courses.[2]

Online

Definition: Instruction is provided entirely online through asynchronous and/or synchronous engagements.

Expectations: The course syllabus includes details on when students are expected to participate in synchronous meetings.

- Any/all synchronous meetings must take place at the specific day/time, and cannot exceed the length of time, described in the course schedule.
- There can be no required in-person/on-site meetings.
- Assignments can not require the direct use of MICA campus facilities/equipment, although students may be required to engage in fabrication through the use of remote production services.

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[2]The RGTO is a "course" in Canvas that all faculty have been invited to join. If you don't see an invitation to the course in your Canvas dashboard, contact EdTech@mica.edu to request another invitation.

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Additional expectations for hybrid and online courses:

- The course must be developed in and delivered through Canvas.
  - Faculty can also use other technologies such as Google Apps, Perusal, Padlet, etc. to support student learning.[3]
- The faculty must maintain a significant online presence including regular online office hours which must be listed in course syllabus.
- The course must include engaging discussions and/or activities that require interaction among students and between students and the faculty. (*Note: these interactions can be asynchronous or synchronous. See this overview of regular and substantive interaction in online courses as a guide.*)
- Faculty must provide timely feedback on assignments.
- The Canvas gradebook must be used and kept up-to-date so students can be aware of their progress throughout the course.

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[3] Many other learning/working technologies, such as those mentioned, integrate with Canvas for seamless access for instructors and students.