**Mayville State University**

**Online Course Evaluation Rubric**

Approved by Faculty Senate 09/25/13

**Instructions for Developers**

* 1. The “Yes/No” column is for the evaluator to indicate whether he or she thinks the course meets the rubric standard. Comments will be inserted where necessary for detailed feedback.
  2. The “Location” column is meant for the person developing the course to enter the location of each item so that the reviewers can save the time it would take to look for the item. This helps speed up the process of evaluation. Developers should not complete this column.
  3. Reviewers will give feedback using the “Comments” row. Many times you will see that you have met a standard and below in the Comments the reviewer will give suggestions. These are items that you should consider including in your course to make it even better, but as-is the course meets that standard anyway.
  4. When you make changes to your course based on the reviewer comments, please write an explanation in the “Response” row for each section of the evaluation form. If you decide not to make a suggested change, please indicate the reason in the same area.
  5. When you are done developing, send the rubric to the Director of Instructional Design and Technology to notify indicate that you are ready to have the course reviewed. If you would like someone other than your Division mentor to review your course, please make that request at this time.

**Instructions for Evaluators**

1. Ask a Moodle Administrator to add you the course you are about to review as a non-editing teacher and student (you must be a student in the course to obtain access to any Tegrity videos).
2. If you are the content evaluator, you are only asked to evaluate the highlighted items. You are welcome to evaluate the other items as well.
3. The “Yes/No” column is for you to indicate whether you think the course meets the rubric standard. Where necessary, insert comments in the “Review Comments” box for the section in which you are working.
4. If the developer does not use the “Location” column, feel free to use it yourself to indicate the location of certain items if you like.
5. Please make recommendations for improvement in areas where you believe the course is lacking. Remember to include both positive and negative feedback using language that is respectful of your colleagues' work and academic freedom.
6. When you are done reviewing the course, please send the completed form to the Director of Instructional Design and Technology.

**Online courses will meet all of the following requirements.**

**Course Info: Reviewer:**

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| --- | --- | --- | --- |
| **No.** | **Standard** | **Yes / No** | **Location** |
| 1. **Course Overview and Introduction**   The overall design of the course, navigational information, as well as course, instructor, and student information are made transparent to the student at the beginning of the course. | | | |
| 1.1 | The course syllabus is at the top of the Moodle course page. |  |  |
| 1.2 | The syllabus requirements in policy M490 are met [See Appendix B: Section A – Syllabi]. |  |  |
| 1.3 | The course syllabus is written for an online audience. (Phone numbers are complete with area code, no classroom locations listed, etc.) |  |  |
| 1.4 | The course materials are updated to avoid the use of broken web links, the wrong year in the header/file name, or references to pages/sections or chapters in older editions of a textbook and/or publisher provided resources. |  |  |
| 1.5 | A statement provides the purpose of the course. This should be a summary of the objectives of the course. (The Purpose of the Course is different than the Course Description which is a duplication of the information in the academic catalog.) |  |  |
| 1.6 | Instructions make it clear how to get started in the course and are located at the top of the main course page. For example, a “Getting Started” section or a Course Guide. |  |  |
| 1.7 | A valid, academically related Enrollment Verification Activity exists for the first 10 days of the course. Examples: quizzes, assignments, online discussion forums or knowledge pre-tests. *Please note:* Logging into Moodle and/or viewing course materials is NOT sufficient to verify attendance. [See Appendix A: Minimum Usage Agreement and Appendix C: Excerpts from the Federal Student Aid Handbook. Section – Counting excused absences as days in attendance] |  |  |
| 1.8 | Navigation of the course makes it clear where to find course components |  |  |
| 1.9 | Visual design of the course is logical, consistent and efficient with important information placed at the top of the Moodle page. |  |  |
| 1.10 | A *schedule* clearly indicates the existence of student coursework submission deadlines throughout the duration of the semester. [See Appendix D: e-Code of Federal Regulations 600.2 Section – Distance education] |  |  |
| Reviewer Comments |  | | |
| Developer Response |  | | |

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| --- | --- | --- | --- |
| **No.** | **Standard** | **Yes / No** | **Location** |
| 1. **Learning Objectives**   Learning objectives are clearly defined and explained. Objectives help the learner to focus on learning what the instructor intends for them to learn. | | | |
| 2.1 | The course-level objectives are specific, clearly stated and support the purpose of the course. [See Appendix B: Policy M490 Section B – Standards of Instruction.] |  |  |
| 2.2 | All course-level objectives are promoted by evaluated learning activities. |  |  |
| Reviewer Comments |  | | |
| Developer Response |  | | |

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| --- | --- | --- | --- |
| **No.** | **Standard** \*Essential standards bolded | **Yes/No** | **Location** |
| 1. **Learner Support**   Courses are effectively supported for learners through fully accessible instructors, resources and other learner support. | | | |
| 3.1 | The Resources block in Moodle has been left undisturbed. |  |  |
| 3.2 | Instructor expresses willingness to engage with student questions and concerns and has provided a preferred method of contact. *Recommendation*: The preferred method of contact can be displayed as part of the instructor block on the main course page. |  |  |
| 3.3 | Clearly defined statements inform students what to expect in terms of instructor response time regarding questions, concerns and problems. |  |  |
| 3.4 | Clearly defined statements inform students what to expect in terms of instructor response time regarding academic feedback. [See Appendix B: Policy M490 Section B – Standards of Instruction.] |  |  |
| Reviewer Comments |  | | |
| Developer Response |  | | |

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| **No.** | **Standard** | **Yes / No** | **Location** |
| 1. **Student Performance Expectations and Evaluation**   Grading and evaluation strategies are established to measure effective learning and learner progress. | | | |
| 4.1 | The course grading policy is stated clearly. (A=100-90, B=89-80, etc) [See Appendix B: Policy M490 – Section A Syllabi] |  |  |
| 4.2 | A detailed breakdown of all graded materials is provided at the start of the course. Example:  Breakdown of Grades – Total points possible = 500  4 exams = 50 points each for a total of 200 points – 40% of final grade  Research paper = 100 points – 20% of final grade  Presentation = 100 points – 20% of final grade  Discussion Forum 10 posts & responses = 10 points each = 100 points total – 20% of final grade  [See Appendix B: Policy M490 – Section A Syllabi] |  |  |
| 4.3 | If participation is graded, a detailed explanation of expectations is provided. |  |  |
| 4.4 | A clear and detailed explanation of expectations for each assignment is provided. For example, a grading rubric. [See Appendix G: Excerpts from the MSU Syllabus Template] |  |  |
| 4.5 | A mechanism is in place that allows the students to monitor their course progress and performance. For example, Moodle gradebook or a spreadsheet for students to use to track their grades. |  |  |
| 4.6 | The Important Student Information document is available on the main Moodle course page and accessible by students. [See Appendix G: Excerpts from the MSU Syllabus Template] |  |  |
| Reviewer Comments |  | | |
| Developer Response |  | | |

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| **No.** | **Standard** | **Yes / No** | **Location** |
| 1. **Resources and Materials**   Instructional materials (Materials, other than standard textbooks are produced by recognized publishers, are prepared by the instructor or distance educators skilled in preparing materials for distance learning.) | | | |
| 5.1 | If online resources or materials are required, they are easily found and instructions are clear. For example, the Tegrity Classes block should be at the top of the course with instructions on how to find it as needed. |  |  |
| 5.2 | Instructional materials are designed for an effective online environment. For example, a variety of multimedia elements are used; text should not be the only instructional medium (PowerPoint slides alone are not sufficient); video, audio, and other elements like quizzes and discussion forums, offer students more than one way to learn the material. |  |  |
| Reviewer Comments |  | | |
| Developer Response |  | | |

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| **No.** | **Standard** | **Yes / No** | **Location** |
| 1. **Learner Engagement**   The effective design of instructor-learner interaction and meaningful learner cooperation is essential to learner motivation, intellectual commitment, and personal development. | | | |
| 6.1 | A *mechanism* has been designed to provide regular and substantive\* interaction between the instructor and students through the use of synchronous and/or asynchronous tools. This can be accomplished by providing students a method to submit their work and instructors to give feedback throughout the duration of the semester. Examples: forums, homework and regular and consistent deadlines. [See Appendix D: e-Code of Federal Regulations 600.2 Section – Distance education] |  |  |
| 6.2 | Learning activities foster content-student interactions. This can be accomplished by assigning forums, homework, practice quizzes, projects and/or papers throughout the *duration* *of the semester*. [See Appendix D: e-Code of Federal Regulations 600.2 Section – Distance education] |  |  |
| 6.3 | A mechanism is in place to allow for optional student-student interaction. For example, Blackboard IM or discussion forum. |  |  |
| Reviewer Comments |  | | |
| Developer Response |  | | |

\* Significant instructor and student interaction that fosters an instructor/learner relationship

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| **No.** | **Standard** | **Yes / No** | **Location** |
| **VII. Accessibility \***  Access to course resources is in accordance with the Americans with Disabilities Act and US copyright laws are followed. | | | |
| 7.1 | Alt text or some other means of description is included for all images related to evaluated materials.\*  ***Descriptive images****: ALT text is the alternative text for images that gets read by screen readers. This description should be succinct, accurately represent the image and/or convey the purpose of the image. For recordings, provide a verbal description of visual materials.* |  |  |
| 7.2 | The course title is formatted as H1 in HTML code and the section titles are formatted with H2 or H3 HTML code to make the course navigation screen reader friendly.  ***Notes on Screen Readers:*** *Headings written in HTML code provide vital information to a screen reader user. Headings use a hierarchy. There are six levels of the heading hierarchy: H1, H2, H3, H4, H5 and H6.* ***H1*** *tells the screen reader, "The following information is the most important thing on this page." Many screen reader users skim a Moodle page by tabbing from header to header. If your course does not use HTML Header code, and you rely on formatting to emphasize headings, a screen reader can't "see" this so the heading will not be announced any differently than normal paragraph text. Every main course page in Moodle should have ONE H1 heading - the course title. This design practice also helps users easily skip content that is not needed at that time. If headers are not on a Moodle page, the learner will have to wait for the screen reader to read through everything that falls above the desired item on the page.* |  |  |
| 7.3 | All hyperlinks in the course use descriptive text such as the title of the document or webpage (“Moodle Home Page”), instead of “click here” or the URL (http://www.google.com).  ***Note****: Screen reader users can browse through Moodle pages by calling up a list of links to navigate. Non-descriptive link text such as ‘click here’ should be avoided at all costs as it makes no sense whatsoever out of context.* |  |  |
| 7.4 | When using colored text, additional formatting is added for emphasis by using bold, italic and/or underline to accommodate color blind learners. |  |  |
| 7.5 | There are no flashing elements (graphics or text) that may cause seizures (content should not flash more than 3 times in any 1 second period). |  |  |
| 7.6 | Readable fonts such as Arial, Calibri, Verdana, or Times New roman are used. |  |  |
| Reviewer Comments |  | | |
| Developer Response |  | | |

\* If a need arises, Student Services will contact the instructor and they will work together on behalf of the student.

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| --- | --- | --- |
| **No.** | **Standard** | **Comments** |
| **VIII. Optional**  This section offers several options for improving your course. | | |
| 8.1 | Ongoing multiple assessment strategies are used to measure content knowledge, attitudes, and skills. |  |
| 8.2 | Students’ self-assessments and peer feedback opportunities exist throughout the course. |  |
| 8.3 | Course offers access to a wide range of resources supporting course content and different learning abilities. |  |
| 8.4 | Instructor offers multiple opportunities for students to give feedback on course content (For example, a “muddiest point” exercise). |  |
| 8.5 | Instructor offers multiple opportunities for students to give feedback on ease of online technology and accessibility of course. (For example, a Moodle poll on use of the forum tool). |  |
| 8.6 | Instructor uses formal and informal student feedback in an ongoing basis to help plan instruction and assessment of student learning throughout the semester. |  |
| Reviewer Comments |  | |
| Developer Response |  | |

**Overall Comments:**

Evaluator signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Resources and Appendices**

Minimum Usage Agreement Approved by Faculty Senate 9/25/13 Appendix A

University Policy Manual Policy M490 Sections A & B. Appendix B

Chapter 1 of the [Federal Student Aid Handbook](http://ifap.ed.gov/ifap/byAwardYear.jsp?type=fsahandbook&awardyear=2013-2014). Appendix C

[e-Code of Federal Regulations Title 34: Education Part 600.2](file:///C:\Users\christine.crawford\Documents\2A.Course%20Development\Course%20Development%20Rubric\New%20and%20Improved\e-Code%20of%20Federal%20Regs%20600.2%20–%20add%20definitions) Appendix D

Alt Text by [*WebAIM*](http://webaim.org/techniques/alttext/)  Appendix E

Accessible Design by [*WebAIM*](http://webaim.org/services/design/) Appendix F

Excerpts from the MSU Syllabus Template Appendix G

Moss, Trenton, Webcredible, [“Improving Usability for Screen Reader Users”](http://www.webcredible.co.uk/user-friendly-resources/web-accessibility/screen-readers.shtml)

**APPENDIX A**

## Minimum Usage Agreement

## Approved by Faculty Senate 9/25/13

The minimum level of technology usage by of all MSU faculty requires that each faculty member needs to:

* post syllabi and the majority of electronic course materials in the current LMS
* provide class cancellations and announcements (in the current LMS or Microsoft Outlook)
* provide enrollment verification and report unsatisfactory student perform and/or continuous absences in DropGuard
* send and receive e-mail from their secure MSU e-mail account (in Microsoft Outlook)
* check class rosters in ConnectND as directed by the Registrar
* submit final grades in ConnectND

for all courses. In addition to the minimums listed above, faculty teaching distance courses need to have their newly created or re-developed online courses pass the online course development rubric and have their more mature online courses pass a quality assurance review periodically.

**APPENDIX B**

**Policy M490 Sections A & B**

Each person receiving a faculty appointment becomes a member of an academic division. A division is an administrative grouping of disciplines served by a Division Chair. A faculty member may be a member of more than one division simultaneously, but such appointments will designate one division as “Primary”. There are five academic divisions at Mayville State University:

1. Business and Computer Information Systems;
2. Education and Psychology, including Education, Psychology, and Library Science;
3. Health, Physical Education and Recreation:
4. Liberal Arts, including English, Speech, Foreign Language, Political Science, Social Science, Geography, Economics, Sociology, History and Humanities;
5. Science and Mathematics, including Biology, Chemistry, Mathematics, Physics, and Science.

**A. Syllabi**

Each faculty member will, at the beginning of each course, provide a course syllabus to all students enrolled. The Vice President of Academic Affairs will provide faculty with a syllabus template to serve as a guide for writing course syllabi. Copies of current syllabi will be filed electronically with the Division Chair and the Vice President for Academic Affairs and posted into the current LMS. The course syllabus must contain the **course description, purpose of the course, program student learning outcomes, course improvements based on most recent assessment findings, course objectives (including references to INTASC standards applicable to your course), list of required materials, instructional strategies/learning experiences, method of evaluation/grading/grade distribution for the course, and reference section (if applicable)**. Academic Division Chairs are responsible to ensure that all course syllabi each semester fulfill the minimum standards are stated in Policy M490.

**B. Standards of Instruction**

Faculty are responsible for stating in writing the **objectives** of each course they teach at the beginning of each semester. This includes IT objectives for courses that are part of the IT Certificate. It is expected that each of the faculty will direct his or her instruction toward the fulfillment of these objectives. Faculty are also responsible for orienting the content of the courses they are assigned to the course descriptions approved by the faculty of the University.

It is expected that graded examinations and papers will be provided to the student for inspection and discussion. Final examinations should be retained for three class weeks to provide the opportunity for review, should the student so request. Examinations should be graded and used as a part of the student’s learning experience.

Faculty recognize the need for **student feedback** to be conducted in a timely manner. The **best feedback is specific, constructive, and immediate.** Faculty should make this clear on the syllabus and to students on the first day of class and at other appropriate times throughout the semester.

Faculty of all courses--distance, hybrid, and on-campus--will provide students with **timelines for feedback on all graded materials (**i.e. assignments, projects, quizzes, tests, exercises and activities), and will strive to meet those timelines, communicating with students any reason for not meeting expected timelines.

Faculty are evaluated by students on their timeliness and appropriateness of feedback, and may be evaluated by division chairs using the same standards.

Faculty members are expected to schedule a reasonable number of **office hours** for student conferences. Office hours should be scheduled and posted at times convenient to both students and faculty, with the additional option of prearranged appointments.

**APPENDIX C**

**Excerpts from the Federal Student Aid Handbook**

Chapter 1—Withdrawals and the Return of Title IV Funds 5–59

*FSA HB May 2013 (Financial Student Aid Handbook May 2013)*

**Academic attendance and attendance at an academically related activity**

**For a school that is required to take attendance, the withdrawal date is always the last date of academic attendance as determined by the school from its attendance records.** A school that is not required to take attendance may always use as a withdrawal date a student’s last date of attendance at an academically related activity.

Moreover, the school (not the student) must document:

* that the activity is academic or academically related, and
* the student’s attendance at the activity.

Academically related activities include but are not limited to:

* physically attending a class where there is an opportunity for direct interaction between the instructor and students;
* submitting an academic assignment;
* taking an exam, completing an interactive tutorial, or partici­pating in computer-assisted instruction;
* attending a study group that is assigned by the school;
* participating in an online discussion about academic matters; and
* initiating contact with a faculty member to ask a question about the academic subject studied in the course.

A school that is required to take attendance may use the school’s records of attendance at these activities as evidence of attendance, provided there is no conflict with the requirements of an outside entity that requires the school to take attendance or, if applicable, the school’s own requirements.

Academically related activities do not include activities where a student may be present but not academically engaged, such as:

* living in institutional housing;
* participating in the school’s meal plan;
* logging into an online class without active participation; or
* participating in academic counseling or advisement.

**Participation in academic counseling and advising are no longer considered to be academic attendance or attendance at an academically related activity.**

**Counting excused absences as days in attendance**

A school may only count as days in attendance excused absences that are followed by some class attendance. That is, a school may not include as days attended any excused absences that occur after a student’s last day of actual attendance. **Volume 5—Withdrawals and the Return of Title IV Funds, 2013–2014 5–60** *FSA HB May 2013* **Documenting attendance when students are enrolled in distance education courses**

**In a distance education context, documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student**. A school must demonstrate that a student participated in class or was otherwise en­gaged in an academically related activity, such as by contributing to an online discussion or initiating contact with a faculty member to ask a course-related question.

**Documentation of a withdrawal date**

A school must document a student’s withdrawal date and maintain that documentation as of the date of the school’s determination that the student withdrew. A school must determine the attendance records that most accurately support its determination of a student’s withdrawal date and the school’s use of one date over another if the school has conflicting information. The determination of a student’s withdrawal date is the responsibility of the school. A student’s certification of attendance that is not supported by institutional documentation is not acceptable. If a school is required to take attendance, it is up to the school to ensure that accurate attendance records are kept for purposes of identifying a student’s last date of academic attendance.

**APPENDIX D**

**Department of Education**

e-Code of Federal Regulations 600.2 Definitions

The following definitions apply to terms used in this part:

*Correspondence course:*

(1) A course provided by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced.

(2) If a course is part correspondence and part residential training, the Secretary considers the course to be a correspondence course.

(3) A correspondence course is not distance education.

*Direct assessment program:* A program as described in 34 CFR 668.10.

*Distance education:*

means education that uses one or more of the technologies listed in paragraphs (1) through (4) of this definition to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include—

(1) The internet;

(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

(3) Audio conferencing; or

(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.

**APPENDIX E**

## Accessibility – Alt Text

## *WebAim*

## Introduction to Alt Text

Adding alternative text for images is the first principle of web accessibility. It is also one of the most difficult to properly implement. The web is replete with images that have missing, incorrect, or poor alternative text. Like many things in web accessibility, determining appropriate, equivalent, alternative text is often a matter of personal interpretation. Through the use of examples, this article will present our experienced interpretation of appropriate use of alternative text.

## Alternative Text Basics

Alternative text provides a textual alternative to non-text content in web pages. For the sake of discussion here, we will be discussing alternative text for images only, though the principles can be applied to media, applets, or other non-text web content.

Alternative text serves several functions:

* It is read by screen readers in place of images allowing the content and function of the image to be accessible to those with visual or certain cognitive disabilities.
* It is displayed in place of the image in user agents (browsers) that don't support the display of images or when the user has chosen not to view images.
* It provides a semantic meaning and description to images which can be read by search engines or be used to later determine the content of the image from page context alone.

The key principle is that computers and screen readers cannot analyze an image and determine what the image presents. As developers, text must be provided to the user which presents the **CONTENT** and **FUNCTION** of the images within your web content.

Alternative text can be presented in two ways:

* Within the alt attribute of the img element.
* Within the context or surroundings of the image itself.

This means that the alt attribute (sometimes called the alt tag, though technically this is incorrect) is not the only mechanism for providing the content and function of the image. This information can also be provided in text adjacent to the image or within the page containing the image. In some cases where the equivalent cannot be presented succinctly, a link and/or [longdesc](http://webaim.org/techniques/images/longdesc) attribute that references a separate page that contains the longer description can be provided.

**Important**

The term alternative text, as used in this article, refers to the text equivalent for an image, regardless of where that text resides. It does not refer solely to the alt attribute of the image tag. Alt attribute will be used when referring to the attribute itself, which often will, but does not exclusively, contain the alternative text.

***Every image must have an alt attribute.\**** This is a requirement of HTML standards. Images without an alt attribute are inaccessible. When encountering images that are missing an alt attribute, screen readers may provide what information they extract from the page content (such as file name or dimensions or location on the page) in an effort to provide SOME alternative to the user. In many cases, images may be given an empty or null alt attribute (e.g., alt="").

\*At this time, Mayville State University requires alt text for all images used in *evaluated materials*. Alt text must be provided for other images when needed for accommodation as indicated by the Director of Disabilities Services.

**APPENDIX F**

## Accessible Design

## *WebAim*

## Accessible Design and Retrofitting

Whether you're looking at building a new, accessible site from the ground up or making an existing site more accessible, our team of accessibility experts, web developers, and programmers can ensure that your site meets accessibility guidelines. While we can build or retrofit the entire site for you, we prefer to provide assistance to your developers so that they both learn the principles of accessible design and can support and implement accessibility into the future. Our team has experience in building accessible sites that range from small informational sites to large e-commerce sites and have experience in a vast array of web and multimedia technologies.

## Accessibility as Part of Site Design

If you have a choice, it is usually best to include accessibility as part of a site design or redesign. Accessibility features will integrate more smoothly with the site and changes will be easier to make. Site changes at the time of design are usually more cost effective as well. If you update your site regularly, accessible design should be part of your next site design. WebAIM can design your site with accessibility in mind or can help you throughout the design process to ensure that the design decisions you are making support full accessibility.

## Retrofitting

Accessibility as part of design is usually more effective, but there are still several reasons why you may want to retrofit your your existing site. Here are just a few of them:

* The site is newly designed or redesigned, so it is not feasible to wait for the next site redesign to implement accessibility features.
* Your site has sections that are not updated as regularly as the new site or will not be modified as part of a site redesign.
* Most accessibility problems are included in the content of the site (e.g. images and tables in the body of the page) and not the navigation.
* Your site was designed by a third-party design group, so you are not staffed to repair accessibility errors, even with proper training.

We understand the unique issues involved in retrofitting web content for accessibility and can help you in ensuring accessibility of your redesigned web site.

**APPENDIX G**

**Excerpts from the MSU Syllabus Template**

The MaSU Syllabus Template reflects the requirements to be listed in all syllabi. It also provides recommended items to be listed in syllabi. The arrangement or look of a course syllabus as shown in this template is recommended but faculty and/or academic divisions may choose a different style as long as required items are included.

**Conceptual Framework** (required for EDUC/EC Block courses and Professional Education Core courses)

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See Moodle document ‘Conceptual Framework’

**Expectations/Protocols** (required for online courses)

* Describe what you expect of student with regard to communication, due dates, late submissions, etc.
* Describe what your students can expect of you in terms of your preferred method of communication as well as your expected turnaround and response time.

**Important Student Information** (required)

“Important Student Information” can be found in your Moodle course shell.

* English Proficiency and Other Academic Concerns
* Students with Disabilities
* Academic Honesty
* Emergency Notification
* Continuity of Academic Instruction for a Pandemic or Emergency
* Family Educational Rights and Privacy Act of 1974 (FERPA)