

APPENDICES
TO THE
ACADEMIC GUIDELINES FOR
DEVELOPMENT OF DISTANCE (E-LEARNING) COURSES

- A. Summary of CAPP Recommendations
- B. A Development/Re-development Plan for Distance Courses (template for faculty use)
- C. A Revision Plan for Distance Courses (template for faculty use)
- D. Required course outline (Deans' Office)
- E. Sample annotated undergraduate distance course outline
- F. Undergraduate distance course outline (template for faculty use)
- G. Comparative table of MSVU media
- H. Student setup instructions (Moodle)
- I. Student setup instructions (Elluminate Live)



SEPTEMBER 2008
UPDATED: JUNE 17, 2010

APPENDIX A

SUMMARY OF CAPP RECOMMENDATIONS

SUMMARY OF CAPP RECOMMENDATIONS

CAPP Recommends that:

1. DLCE develop one or more course models to be used in all distance education courses. The purpose of the models is to ensure the integration of the principles of instructional design into all courses and programs. The models must be flexible enough to accommodate a variety of course levels and disciplines.

These models must include the following elements:

- Clear description of the course objectives and outcomes.
 - Selection of appropriate instructional technologies (digital video files, computer conferencing, teleconferencing, virtual classroom using Elluminate Live, etc.) for course delivery.
 - Instructional design support for the course development.
 - Ongoing support for the course delivery using a variety of instructional technologies.
 - Clearly defined responsibilities for faculty, departments and DLCE in the development, the delivery, and the review and revision of the courses to maintain the quality and currency of our distance education offerings.
2. An ad-hoc committee chaired by the Director of DLCE should develop the MSVU course model or models in consultation with current faculty, faculty not yet involved with DLCE, Deans, Librarians, DLCE staff and external advisors. Once completed, DLCE must provide the MSVU community with information on the course models, and demonstrations of the potential for distance education technologies to assist MSVU with its mission for teaching and learning.
 3. DLCE adopt one administrative structure which integrates Multi-Mode and Instructional Television delivery. The purpose for this integration is to implement the course planning model (see Recommendation 1 above) for all distance education courses.
 4. The resources of Instructional Television be integrated into the production of video learning objects and digital video files for distance education courses. Departments, faculty and DLCE develop a transition plan for the conversion of current Instructional Television courses using the new course models as they are required to be revised.
 5. Within one year of Senate receiving this report, the Director of DLCE and the Deans provide an update to CAPP on integrated academic planning for distance learning. Specifically, the update should include the programs to be provided by distance learning, and the plans for delivery of the programs for the next three to five years.
 6. DLCE provide stimulating demonstrations to show faculty what can be done with instructional technology. With a clearly articulated course development model, CAPP believes that more faculty will be interested in the integration of technology into their instruction, and will contribute to the development and delivery of distance education. This

will contribute to the goal of offering sufficient arts courses to complete a general BA by distance education.

7. The DLCE Director survey academic departments to develop an inventory of current non-credit continuing education and possibilities for future participation. The Director will report to CAPP on the nature and extent of current activity and possible models for future directions for continuing education programming.
8. The person or group designated as being responsible for addressing each of the recommendations above report to CAPP on their implementation, or reasons for choosing an alternative course of action, no later than one year following Senate's receipt of the CAPP Review Report.

APPENDIX B

A DEVELOPMENT/RE-DEVELOPMENT PLAN FOR DISTANCE COURSES



A DEVELOPMENT/RE-DEVELOPMENT PLAN FOR DISTANCE COURSES

Date prepared:

Date submitted:

COURSE DEVELOPER INFORMATION

Prepared by:

Faculty of:

Phone:

Fax:

Email:

Faculty status:

Full time

Part time

COURSE DEVELOPMENT INFORMATION

This plan is for the: development _____ or re-development _____ of a distance course.

Course title:

Course number:

SECTION I: *Course Logistics*

* For additional information to help you complete your development/re-development plan, please refer to the Guidelines document at

<http://www.msvu.ca/site/media/msvu/tlcAcademicGuidelines.pdf>

Instructions:

To enter information in each table cell, using your mouse, left click in the corresponding text box and type the requested information. The table cell will expand to accommodate your text as you type. To exit a table cell, using your mouse, left click outside the text box. (Note: Do not use the tab key while in the table cell to exit it, because doing so will create an unwanted cell).

Course title:	
Course number:	
Course description: (from university calendar)	
Required text and/or readings:	
Credit weight: (half or full)	
Course goal(s): (high level broad statements)	The goal(s) of this course is/are:
When do you anticipate the course will need to be revised?	
Anticipated first offering of the course? (Winter, Summer I, Summer II, Fall, Fall/Winter)	
If applicable, what is/are the course pre-requisite(s)?	
What is the estimated course enrollment?	
If applicable, what is the course enrollment cap?	

SECTION II: *Learning Objectives*

(specific and measurable)

The performance statements you write that indicate what you want the student to know and/or be able to do

What are the course learning objectives? (overall, high level)	By the end of this course, the student should be able to: <ul style="list-style-type: none">•
---	---

SECTION III: *Module Information: List of all course modules*

Note: each module should represent a block of content and may or may not equate to one week’s work. There are no fixed rules on the number of modules required as you develop a course. The content or topic areas will define the number of modules.

List each of the course modules on a separate line at right.	

SECTION IV: *Module Information: Individual*

(Note: for each module of your course, copy and paste the table template below into this section of your development plan and complete the table for each module)

Module name:	
Module number:	____ of ____
Learning objectives: (module-specific)	Upon completion of this module, the student should be able to: •
Main content headings:	
Learning Activities: (may or may not be assessed)	
References and Resources: (video, articles, text chapters, websites, etc.) * Indicate if copyright clearance is required.	

Assignment details:	
Other information: (e.g., synchronous activity in Elluminate Live)	

SECTION V: Assessment and Evaluation (Summary)

How will you assess and evaluate student achievement of your course learning objectives?

Assessed components (e.g., mid-term, journal, quiz, etc.)	in module (title or number)	relates to learning objective (state or indicate number)	Value (total= 100)

SECTION VI: Course Outline

For background information, insert the most recent course outline for this course here.

Section VII: Course Development Approval

Print your Development Plan, sign below, and circulate to your Department Chair and then to the Director, Distance Learning, for review and for signature sign-off indicating approval.

Once this form is completed, you are ready to begin developing your distance course.

Course Author/Developer

Name (please print)

Signature

Date

Department Chair

Name (please print)

Signature

Date

Director, Distance Learning

Name (please print)

Signature

Date

APPENDIX C

A REVISION PLAN FOR DISTANCE COURSES (TEMPLATE)

Plan to Revise a Distance Course

Distance Course Revisions

Normal preparation for teaching any course requires preparing an updated course outline; changing assignments, tests and examinations; adapting to minor changes in textbooks as new editions appear; making minor changes to course content; updating course readings; and acquiring operational knowledge of course technologies (guidance and workshops provided by DLCE). For distance courses, this preparation is covered by the compensation provided for teaching.

Distance courses require revisions from time to time due to a variety of factors that can include the selection of a different textbook, curriculum changes, the need to replace significant amounts of outdated content, and the introduction of new models of distance course design. The following information will assist the Dean in determining compensation for proposed course revisions.

Course Name and Number	
Instructor	
Current Date	
Date the course was last revised (with pay)?	
Age of course	
1. Current course outline	Please attach
2. Existing course components: <ul style="list-style-type: none"> <input type="checkbox"/> Content and information (e.g. lecture using video, E-live, teleconference; course notes; readings in print or online) <input type="checkbox"/> Interaction (prof-students, student-student) <input type="checkbox"/> Assessment/Feedback <input type="checkbox"/> Other (Specify) _____ 	Describe how each component is implemented (scope & tools).

<p>3. Describe in detail why this course needs to be revised and how the revisions will improve the course (especially student learning experience and outcomes).</p>	
<p>4. Terms & years the revised course will be offered. Revised course to be used for how long? Explain.</p>	
<p>5. What elements will be added or <u>significantly</u> altered in the revised course? (Check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> New lectures (percentage of new content?) <input type="checkbox"/> Revised website content (percentage?) <input type="checkbox"/> Different textbook (not just new edition) <input type="checkbox"/> New supplementary material (new readings are regular preparation) <input type="checkbox"/> Changes/additions to interactive components <input type="checkbox"/> New uses of media (be specific) <input type="checkbox"/> New assignments <u>resulting from new content or new teaching strategies</u> <input type="checkbox"/> New assessment <u>strategies</u> <input type="checkbox"/> Other (specify) _____ 	

Deliverables (check all that apply):	Description and date due:
<ul style="list-style-type: none"><li data-bbox="237 323 467 352"><input type="checkbox"/> Course outline<li data-bbox="237 388 493 417"><input type="checkbox"/> Course schedule<li data-bbox="237 453 699 483"><input type="checkbox"/> Revised text for website content<li data-bbox="237 518 716 579"><input type="checkbox"/> Selection of text(s) and/or course readings (online where possible)<li data-bbox="237 615 711 676"><input type="checkbox"/> Videotaped lectures (number and duration of each to be specified)<li data-bbox="237 711 485 741"><input type="checkbox"/> Online activities<li data-bbox="237 777 696 806"><input type="checkbox"/> Assessment/feedback strategies<li data-bbox="237 842 745 903"><input type="checkbox"/> Plan for interaction (synchronous and/or asynchronous)<li data-bbox="237 938 711 999"><input type="checkbox"/> Grading scheme/assessed course components<li data-bbox="237 1035 355 1064"><input type="checkbox"/> Other	

April 2, 2008

APPENDIX D

REQUIRED COURSE OUTLINE (DEANS' OFFICE)



Excellence • Innovation • Discovery

INTER-OFFICE MEMORANDUM

To: All Faculty
Departmental Secretaries

From: Dr M Brook Taylor *M. Brook Taylor*
Acting Dean of Arts & Science

Subject: Course Outlines

Dr Mary Lyon *M.E.L.*
Dean of Professional Studies

Dr Jim Sharpe *J. Sharpe*
Dean, Faculty of Education

Please submit **electronic versions only*** of course outlines for the courses you are teaching during the academic year.

Education Faculty email: colleen.blacker@msvu.ca

Arts & Science and Professional Studies Faculty email: deanoff@msvu.ca

Please ensure you have a) 4-letter department code, b) course number and section number, in the file name. Name the file according to the course number being taught (for example: HIST 1100 01.doc). In each case the course outline should include:

- 1) **Syllabus:** General description of the course, topics covered, reading list and other references should also be given to the students.
- 2) **Method of evaluation.**
- 3) **Statement on Plagiarism and Cheating:** "University regulations on Plagiarism and Cheating and other academic offenses will be strictly enforced. These regulations including applicable procedures and penalties are detailed in the University Calendar and are posted on Department notice boards and on the website at www.msvu.ca on the Current Student's page under Academic Offenses."
- 4) **Statement on correct use of language:** "Correct use of language is one of the criteria included in the evaluation of all written assignments."
- 5) **Statement on penalties, where applicable:** Your policy and penalties for missed tests, late assignments, enrolling without prerequisites, etc. should be detailed.
- 6) **The following statement should be on all relevant course syllabi:** "Students who conduct research involving human participants must have their research reviewed in accordance with the *MSVU Policies and Procedures for Ethics Review of Research* before starting the research. Check with your course professor or Chair of the Department about proper procedure."

*PLEASE NOTE

Hard copies of Directed Studies are still required to be submitted to your respective Dean as they are processed separately. The Accumulated Course Relief Notification Form is available on the intranet at: <http://intranet.msvu.ca/deansoffice/forms.htm>

All course outlines are filed at: <s:\Dean-Off\Course Outlines>. Faculty and staff have "read only" access to this directory.

APPENDIX E

SAMPLE ANNOTATED **UNDERGRADUATE** DISTANCE COURSE OUTLINE

- * If you are writing a graduate distance course outline, replace the undergraduate references with graduate information from the university calendar at <http://www.msvu.ca/en/home/programsdepartments/graduatecalendar/default.aspx>*

This sample identifies and explains the content of an e-learning course outline and how to organize the content that you may wish to use, as applicable.

- * Although the words course outline and syllabus are used interchangeably, they are not the same thing, as this sample will illustrate. **



FACULTY OF...(E.G., ARTS AND SCIENCE)
DEPARTMENT NAME/COURSE NUMBER (E.G., ENGLISH 1001)
COURSE TITLE AND NUMBER (E.G., INTRODUCTORY ENGLISH 1001)
SECTION: NUMBER(S) (IF APPLICABLE) (E.G., SECTION 18)
COURSE OUTLINE *effective for Winter 2010*

WELCOME/INTRODUCTION (CONTEXT OF THE COURSE TOPIC): *write a brief statement that welcomes the student to the course and introduce the course to the student...this is especially important for distance courses when the student may never meet face-to-face with other students and/or the course instructor. Why is the course worth paying tuition to study? This sets the tone for the remainder of the course outline and the course itself.*

ABOUT YOUR INSTRUCTOR:

WEBSITE (IF APPLICABLE): *if you have a website, provide the u.r.l.; you may wish to include your picture and a brief bio on your website and/or in the course outline*

OFFICE LOCATION: *if you have an office, state where the student can find you; (you could include a map on your website with directions to your office); if you do not have an office, state alternative methods for how you would meet with the student online and in person (if possible)*

OFFICE HOURS: *indicate when the student could meet with you face-to-face and/or online*

PHONE: *state the contact number a student should use to call you; if you have a policy about when the student should expect a reply from you to a phone message from the student, state it here*

FAX: *if you will accept faxes from the students, state the fax number students should use; if you have a policy about when the student should expect a reply from you to the student's fax if applicable, state it here*

EMAIL: *state the email address students are to use to communicate with you during the course; if you have a policy about when the student should expect a reply email from you, state it here*

ABOUT YOUR COURSE:

TEACHING AND LEARNING PLATFORM: *describe the online learning environment(s) the student will use in the course (e.g., Moodle, Elluminate Live). You may wish to insert the urls for the Moodle (Appendix H) &/or Elluminate Live (Appendix I) student setup instructions documents here (if applicable):*

Moodle: [http://www.msvu.ca/site/media/msvu/MoodleStudentGuide\(1\).pdf](http://www.msvu.ca/site/media/msvu/MoodleStudentGuide(1).pdf)

Elluminate Live: http://www.msvu.ca/site/media/msvu/Elluminate_Setup_Instructions_Mar-10.pdf

Technical Help: If you require assistance with Moodle and/or Elluminate Live, please first contact Distance Learning: online@msvu.ca

FORMAT OF THE COURSE: *discuss how the e-learning course will work, how the course might be similar to and/or different from a similar course offered face-to-face, how the online community of learners will be constructed, how the student will use the media you selected for the course, why you selected the media, how the media will enhance the student learning experience, what is unique about the course, what students should expect from the course, if the student will be working independently and/or in small groups, estimated contact time with the instructor and other students, course-related activities, special notes, etc.*

CLASS MEETS: *if the class has a defined scheduled meeting time in the online learning environment, indicate the (local) time when the student is required to interact with other students and the course instructor throughout the course; if the class meeting schedule is t.b.a. or will be sporadic, indicate same in this section*

LAB: *If the course includes a lab component, state its details*

COMMUNICATION: *state how the student will interact with other students and with you throughout the course in the online learning environment*

COURSE DESCRIPTION: *include the course description, verbatim, from the undergraduate calendar*

COURSE PRE-REQUISITES: *if applicable, state the course pre-requisites; if the student does not have the course pre-requisite(s), but can still enroll in the course, suggest what the student should/needs to do before the course begins (e.g., contact the course instructor for permission to enroll in the course)*

COURSE GOAL: *state the course goal, which is different from the student learning objectives*

STUDENT LEARNING OBJECTIVES: *list the student learning objectives for the course: measurable statements that describe what you expect the student to know and/or be able to do because of the course; write S.M.A.R.T. learning objectives: each learning objective should be **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**imely*

The list of objectives should be preceded by the statement:

At the conclusion of this course, the student (or, you) should be able to:

COURSE TEXT(S): *list the course text(s) and how/where/when the student can obtain the text(s). Explain why you selected the course text(s) and how it/they will contribute to the quality of the course. As an example of best practice, you may wish to cite the text(s) in this section using your department's preferred citation style. This section of the course outline could then serve as a teaching tool for you: when necessary, you could refer the student to this section for examples of correct text citation 'how to.'*

COURSE READING(S) (REQUIRED): *depending on the number of required readings, you could list them all in this section or list each reading in the respective module section. If the student will be using hardcopy of a reading, state how/where the student can obtain the reading(s). If the course reading(s) is/are online, provide the u.r.l.(s). Explain why you selected the course reading(s) and how it/they will contribute to the quality of the course. As an example of best practice, you may wish to list the online reading(s) using your department's preferred citation style. This section of the course outline could then serve as a teaching tool for you: when necessary, you could refer the student to this section for examples of correct reading citation 'how to.'*

COURSE READING(S) (OPTIONAL, IF APPLICABLE): *same as above*

ONLINE RESOURCES: *if the student will be using instructor-assigned websites for coursework, discuss why you selected the websites and how they will contribute to the course. List the title of each website and provide the u.r.l. beneath the website name; for example:*

Mount Saint Vincent University

<http://www.msvu.ca>

TEACHING AND LEARNING STRATEGIES: *describe your instructional approach for the course and how the student will benefit from it/them.*

SYLLABUS (WHAT WE WILL BE DOING, LEARNING AND WHEN THROUGHOUT THE COURSE)

Provide a comprehensive 'at a glance' schedule of the course activities for the student; a table format with the following headings may be most effective:

Class	Topic	Activity	Reading(s)	Assignment #	Due
1					
2					
3					
4					
5					

You may wish to add: In consultation with the class, the instructor reserves the right to amend the above course plan.

ASSESSMENT AND EVALUATION: if possible, use a cross-section of different assessment and evaluation methods in the course to accommodate for different student learning styles. Determine and list the components of the course that will be assessed/evaluated and the assigned value for each.

ASSIGNMENTS: DELIVERABLES AND EXPECTATIONS: list each of the course assignments and assign a number to sequence the assignments (e.g., 1, 2, 3, 4, etc.) Indicate the corresponding value for each assignment. Write a detailed, clear description of your expectations for each assignment. You may wish to negotiate the due dates for each assignment with the students when you review the course outline at the first class; if not, state each assignment's due date. State how the assignment is to be submitted; indicate an approximate turn-around time for when the student could expect to receive feedback to the assignment submission and how the student will receive your feedback (may vary depending on the assignment type).

TESTS/EXAMS

Describe the format of the course test(s) and/or exam(s) and the value of each; if applicable, describe how the student will write the course test(s) and/or exam(s) via the course media, followed by:

Refer to the MSVU Grading & Examinations website from the undergraduate calendar:

<http://www.msvu.ca/en/home/programsdepartments/undergradprograms/regulations/gradingexaminations.aspx>

MISSED TESTS/EXAMS

If the student will be permitted to write a missed test and/or exam, state the conditions a student must meet to write the missed test and/or exam; e.g., if ill, medical certificate required.

LATE ASSIGNMENTS

If late assignments will be accepted, state the conditions under which a late assignment will be accepted; if applicable, state the penalty that will be applied to the late assignment submission, e.g., lose 1/point/day.

GUIDELINES FOR WRITTEN ASSIGNMENTS (IF APPLICABLE)

This section might read:

You must submit all written assignments to receive a final grade. You must submit a hardcopy and/or an electronic version of your written assignment, which should be an example of an original,

acceptable piece of scholarly work and follow the minimum/maximum page range indicated in the assignment details.

Your written assignment must include the following information:

- a cover page: your name, course name/number, your student I.D. #, title of assignment, date
- Format:
- Times Roman font
 - 12 point font
 - 1" margin
 - double-spaced
 - paginated (numbered)
 - use the department's preferred citation style, if applicable

You are responsible for keeping a back-up copy of all your written work.

If the student is to use a method other than email via Moodle to submit written assignments to the instructor, state the information here.

LANGUAGE

Correct use of language is one of the criteria used to assess and evaluate all your written assignment submissions.

UNDERGRADUATE GRADING SCHEME

Refer to the MSVU Undergraduate Course Guidelines for Marking:

<http://www.msvu.ca/en/home/programsdepartments/undergradprograms/regulations/gradingexaminations.aspx>

COURSE POLICIES

ACADEMIC INTEGRITY

You play a vital role in contributing to and maintaining the culture of academic integrity expected of everyone at MSVU. Statement on Plagiarism and Cheating: "University regulations on Plagiarism and Cheating and academic offenses will be strictly enforced. These regulations including applicable procedures and penalties are detailed in the University Calendar and are posted on Department notice boards and on the website at <http://www.msvu.ca/en/home/programsdepartments/undergradprograms/regulations/academicoffenses.aspx>

Read them!

If you have any questions, please contact your instructor.

RESEARCH (IF APPLICABLE)

Students who conduct research involving human participants must have their research reviewed in accordance with the *MSVU Policies and Procedures for Ethics Review of Research*

before starting the research. Check with your course professor or Chair of the Department about proper procedure.

OTHER COURSE-SPECIFIC POLICIES YOU IDENTIFY

OTHER COURSE-SPECIFIC TOPICS YOU IDENTIFY

HELPFUL ONLINE STUDENT RESOURCES AT MSVU:

Distance Learning and Continuing Education

<http://www.msvu.ca/Distance/index.asp>

For course-related/administrative inquiries, textbook inquiries, proctor inquiries, etc.

Email Distance Learning: distance@msvu.ca or call (902) 457-6511, toll free 1-800-665-3838.

MSVU Undergraduate Calendar

<http://www.msvu.ca/calendar/undergraduate.asp>

MSVU Library

<http://www.msvu.ca/library/>

MSVU Writing Resource Centre

<http://www.msvu.ca/en/home/student-services/academic-advising-support/writing-resource-centre/default.aspx>

MSVU Student Affairs

<http://www.msvu.ca/student-affairs/index.asp>

FINAL COMMENTS

PLEASE NOTE

Class Cancellation Line: 457-6566

APPENDIX F

UNDERGRADUATE DISTANCE COURSE OUTLINE (TEMPLATE FOR FACULTY USE)



FACULTY OF...
DEPARTMENT NAME/COURSE NUMBER
COURSE TITLE AND NUMBER
SECTION: NUMBER(S)
COURSE OUTLINE *effective for...*

WELCOME/INTRODUCTION (CONTEXT OF THE COURSE TOPIC):

ABOUT YOUR INSTRUCTOR:

WEBSITE (IF APPLICABLE):

OFFICE LOCATION:

OFFICE HOURS:

PHONE:

FAX:

EMAIL:

ABOUT YOUR COURSE:

TEACHING AND LEARNING PLATFORM:

Moodle: [http://www.msvu.ca/site/media/msvu/MoodleStudentGuide\(1\).pdf](http://www.msvu.ca/site/media/msvu/MoodleStudentGuide(1).pdf)

Illuminate Live: http://www.msvu.ca/site/media/msvu/Elluminate_Setup_Instructions_Mar-10.pdf

Technical Help: *If you require assistance with Moodle and/or Illuminate Live, please first contact Distance Learning: online@msvu.ca*

FORMAT OF THE COURSE:

CLASS MEETS:

LAB:

COMMUNICATION:

COURSE DESCRIPTION:

COURSE PRE-REQUISITES:

COURSE GOAL:

STUDENT LEARNING OBJECTIVES:

At the conclusion of this course, the student (or, you) should be able to:

COURSE TEXT(S):

COURSE READING(S) (REQUIRED):

COURSE READING(S) (OPTIONAL, IF APPLICABLE):

ONLINE RESOURCES:

TEACHING AND LEARNING STRATEGIES:

SYLLABUS (WHAT WE WILL BE DOING, LEARNING AND WHEN THROUGHOUT THE COURSE)

Class	Topic	Activity	Reading(s)	Assignment #	Due
1					
2					
3					
4					
5					

ASSESSMENT AND EVALUATION:

ASSIGNMENTS: DELIVERABLES AND EXPECTATIONS:

TESTS/EXAMS

Refer to the MSVU Grading & Examinations website from the undergraduate calendar:

<http://www.msvu.ca/en/home/programsdepartments/undergradprograms/regulations/gradingexaminations.aspx>

MISSED TESTS/EXAMS

LATE ASSIGNMENTS

GUIDELINES FOR WRITTEN ASSIGNMENTS (IF APPLICABLE)

This section might read:

You must submit all written assignments to receive a final grade. You must submit a hardcopy and/or an electronic version of your written assignment, which should be an example of an original, acceptable piece of scholarly work and follow the minimum/maximum page range indicated in the assignment details.

Your written assignment must include the following information:

- a cover page: your name, course name/number, your student I.D. #, title of assignment, date
- Format:
- Times Roman font
 - 12 point font
 - 1" margin
 - double-spaced
 - paginated (numbered)
 - use the department's preferred citation style, if applicable

You are responsible for keeping a back-up copy of all your written work.

LANGUAGE

Correct use of language is one of the criteria used to assess and evaluate all your written assignment submissions.

UNDERGRADUATE GRADING SCHEME

Refer to the *MSVU Undergraduate Course Guidelines for Marking*:

<http://www.msvu.ca/en/home/programsdepartments/undergradprograms/regulations/gradingexaminations.aspx>

COURSE POLICIES

ACADEMIC INTEGRITY

You play a vital role in contributing to and maintaining the culture of academic integrity expected of everyone at MSVU. Statement on Plagiarism and Cheating: “University regulations on Plagiarism and Cheating and academic offenses will be strictly enforced. These regulations including applicable procedures and penalties are detailed in the University Calendar and are posted on Department notice boards and on the website at

<http://www.msvu.ca/en/home/programsdepartments/undergradprograms/regulations/academicoffenses.aspx>

Read them!

If you have any questions, please contact your instructor.

RESEARCH (IF APPLICABLE)

Students who conduct research involving human participants must have their research reviewed in accordance with the *MSVU Policies and Procedures for Ethics Review of Research* before starting the research. Check with your course professor or Chair of the Department about proper procedure.

OTHER COURSE-SPECIFIC POLICIES YOU IDENTIFY

OTHER COURSE-SPECIFIC TOPICS YOU IDENTIFY

HELPFUL ONLINE STUDENT RESOURCES AT MSVU:

Distance Learning and Continuing Education

<http://www.msvu.ca/Distance/index.asp>

For course-related/administrative inquiries, textbook inquiries, proctor inquiries, etc.

Email Distance Learning: distance@msvu.ca or call (902) 457-6511, toll free 1-800-665-3838.

MSVU Undergraduate Calendar

<http://www.msvu.ca/calendar/undergraduate.asp>

MSVU Library

<http://www.msvu.ca/library/>

MSVU Writing Resource Centre

<http://www.msvu.ca/en/home/student-services/academic-advising-support/writing-resource-centre/default.aspx>

MSVU Student Affairs

<http://www.msvu.ca/student-affairs/index.asp>

FINAL COMMENTS

PLEASE NOTE

Class Cancellation Line: 457-6566

APPENDIX G

COMPARATIVE TABLE OF MSVU MEDIA

Tool → Essential element ↓ (application)	Moodle	Illuminate Live	Video	Teleconference
Content				
Syllabus/Course Outline	✓	✓	✓	✓
Learning Objectives	✓	✓	✓	✓
Assignments	✓	✓	✓	✓
Assessment & Evaluation	✓	✓		✓
Hot Potatoes Quizzes	✓			
Quiz/self-test	✓			
Journals	✓			
Resources	✓			
Communication				
Chats	✓	✓		✓
Closed Captioning		✓		
Whiteboard		✓		
Voice Over Internet		✓	✓	✓
Interaction	a/synchronous	a/synchronous	asynchronous	a/synchronous
Learning Activities	✓	✓	✓	✓
Student Support	✓	✓	✓	✓
Feedback	✓	✓	✓	✓
User Profiles	✓	✓	✓	
File transfer		✓		
Application sharing		✓		
Polling, hand-raising, etc.		✓		
Small group discussion	✓	✓		✓
Choices	✓			
Forums	✓			✓
Online office hours	✓	✓		✓
Instructional Strategies				
Simulations		✓	✓	
Models		✓	✓	
Glossaries	✓			
Lessons	✓			
Surveys	✓			
Wikis	✓			
Workshops	✓			
Graphing Calculator		✓		
Video		✓		
Web Tour	✓	✓		✓
Plus				
Use of multimedia	✓	✓	✓	✓
Synchronized notes		✓		
Presentation mode		✓		
Timer		✓		
Guest participation	✓	✓	✓	✓
Record for later playback		✓	✓	✓

APPENDIX H

STUDENT SETUP INSTRUCTIONS



This document can be found online at:

[http://www.msvu.ca/site/media/msvu/MoodleStudentGuide\(1\).pdf](http://www.msvu.ca/site/media/msvu/MoodleStudentGuide(1).pdf)

APPENDIX I

STUDENT SETUP INSTRUCTIONS



This document can be found online at:

[http://www.msvu.ca/site/media/msvu/Elluminate_Setup_Instructions\(1\).pdf](http://www.msvu.ca/site/media/msvu/Elluminate_Setup_Instructions(1).pdf)