

Online MS Econ Faculty Requirements and Expectations

This guidance was prepared to share expectations, to provide recommendations to instructors, to ensure a positive student experience, and to make the teaching go smoothly. The teaching recommendations are especially useful since most online Masters students are in continued employment status.

1) Syllabus

3 weeks before the module begins, instructors are supposed to provide the syllabus and supporting materials via email to the Program Manager of the online program. The 3-week lead time ensures that last minute details (academic, technological, etc.) are worked through prior to the start of class. Students require as much lead time in planning for the next module as possible. Although course sites will not be activated until the Friday before the module begins (on Monday), the syllabus may be disseminated to students in advance of each module to assist in their individual module registration, text book and time management needs.

Course syllabi will be put into the program template and should include the following information:

- **Instructor Information** – Provide the conference details, email, and instructor webpage.
- **Course Outcomes** – Provide the high-level Course Outcomes that focus on what the course is holistically working toward. These are different from “Learning Objectives,” which are at the weekly or modular level, building up to the Course Outcomes.
- **Required Course Materials** – Any required textbook(s) or software need to be listed in the syllabus.
- **Expectations for Discussions and Homework** – Expectations for assignments and participation should be mentioned
- **Academic Integrity Policy** – https://www.purdue.edu/purdue/about/integrity_statement.php should be mentioned
- **Details on the Krannert Grading Policy** – A section in the syllabus should refer to the MS Econ grading policy (see MS econ webpage) and detail the grading expectations in the course.
- **Course Schedule** – Schedules should be included within the syllabus.

2) Course Website on the Learning Management System (LMS)

Courses in the Online MBA/MS programs are built from the same initial template, allowing for ease of navigation as students move from one course to the next. This format allows for personalization, while also ensuring continuity between courses and programs. Any changes should be coordinated with the Program Manager of specific programs.

The course site on D2L will include these items:

- **Course Introductory information & introductory video**
- **Course Syllabus**
- **Instructor Information**
- **Proctoring Information**
- **Q&A Discussion Forum** – This will be available within the LMS and accessible within the course.

An appropriate option is the provision of

- **Class Discussions** – Class Discussions can be utilized for engagement for each week, with the option of breaking these into smaller mini-discussion groups

3) Instructor Communication

High instructor-to-student engagement and communication in the online environment helps to foster Krannert's competitive strategy.

- **Regular Communication Initiated by the Instructor** – Instructors in the program will be expected to communicate with students at least once per week with a class announcement.
- **Virtual Office Hours** – The program requires that instructors hold at least 45 minutes of virtual office time each week. Flexibility and timing are expected by all instructors to meet student needs.
 - Office Hours will be conducted within the program's video conferencing tool.
 - A link will be added directly into the course, for ease of use.
 - Meetings by appointment, outside of the regular office hours, are up to individual faculty.
- **Weekly Synchronous activity** – Instructors have the option to offer an additional 45-minute synchronous activity each week for the students. (The guidelines for this activity and a list of suggested activities can be provided in a separate document.)
- **Communication Consistency** – Official Online MBA/MS program communication policy states the following:
 - Instructor response time of within 48 hours of student inquiry if Monday-Friday.
 - Students should have the option to use the open discussion area of the course.
 - Instructor will direct students to email for personal/private information.
- **Feedback Expectations on Assignments** – To avoid confusion, instructors will provide expectations on when assignment feedback will be provided to students.
 - For assignments that are automatically graded, directions for how to view automated feedback can be provided.
 - A timeframe of a 1-week turnaround will be considered the *maximum* for feedback, with the instructor notifying students of times when this needs to be adjusted.
 - Students should be notified of longer assignments that will require more time to grade (e.g. 2 weeks for a longer paper or project).

4) Student Engagement and Expectations

For learners who are unfamiliar with online programs, setting expectations of engagement is necessary.

- **Interactivity Requirement** – It is recommended to offer at least one student engagement activity each week.
 - This activity could involve student-to-student engagement.
 - This activity could have weight and be graded, but specifics are up to the instructor (a program-level rubric is available, if needed).
- **Peer Review** -- Peer review is a useful tool; the adoption it is up to the individual faculty based on course needs.

5) Programmatic Logistics

At the programmatic level, courses will consider the following:

- **Consistency for Due Dates** – All regular weekly assignments should be due on the Monday following the week. Inter-week due dates should be used as needed for projects/multi-step assignments. Assignments should be consistently due at the end of day, at 11:59pm.
- **Course Content** – Course content (videos, readings etc.) should be made available at 12:00AM on Friday, 10 days before the start of the appropriate week.
- **Course Activities** – Course activities (assignments, simulations, discussions etc.) should be made available at 12:00AM on Friday, 3 days before the start of the appropriate week.

6) Video Expectations

With videos serving as a vital component of online courses, instructors will consider how these should be planned and created. Students benefit from videos framed as examples when working through sample problems.

- **Regular Course Video Content** –Video Lectures that will be utilized from semester-to-semester will be created in consultation with the Course Production Team’s Video Specialists using the studio.
- **Ad Hoc Course Video Content** – Spontaneous and/or topical videos can be created using Camtasia or another video software at instructor discretion. Ad Hoc content should be used to augment regular course video content, according to the original design plan of the course.
- **Shorter videos** – Though there may be multiple videos for each topic, it is strongly recommended that individual content videos (e.g. lectures) be approximately 5-8 minutes long.
- **Topic- or Unit-level Introduction** – It is recommended that instructors include at least one video for each week/topic/module, to introduce the unit and highlight key concepts
 - Further recommendations are: Instructors should be on-video for a least a portion of the required video highlighting key concepts. If multiple videos are in a week, instructors do not need to be in every video.
- **Style of Videos** – Videos can be effective as formal mini-lectures to highlight the key concepts of that week’s content. Videos can also be styled as interviews or “guest speaker” videos, for variety in the course.

7) Other Recommendations

Textbooks & Case Studies– If your course requires a textbook, an e-book option for students to purchase/rent must also be provided, ensuring the correct edition is available in both formats. It is not expected that students will purchase a paper version of required text books. When possible, use an open-access textbook. The program covers the cost of cases and simulations (recommended HBSP).

GPA and final course grades -- It is recommended to refer to the MS Econ Grading policy

Exams and Assessments---Final Examination periods are scheduled during the last week of every module/semester. If a Final Exam is scheduled, students should have access to exams beginning on Thursday (12:01 am) and ending on Sunday (11:59 pm).

Proctoring System – Courses that require proctoring will use the program’s chosen proctoring software and method for consistency across the program. Note that for every module or semester course no more than 2 proctored exams are covered by the program budget.

With high-stakes exams, faculty can consider:

- **Question Pools** – For courses that use multiple choice questions, these can be built with question pools. This allows the questions to be randomized and drawn from a larger pool of questions, to ensure that students in the same class receive different test questions on the same topics.

For **Low-Stakes Assignments** – It is recommended that each course include a number of low-stakes assessments to provide formative feedback and reinforce learning. The types of low-stakes assignments to include in the course will be left up to individual faculty in an effort to offer variety throughout the program.

- The percentage of the final grade resulting from low-stakes assessments can be left up to individual faculty.

Other Forms of Assessment – It is recommended that faculty consider utilizing projects, papers, simulations, or other types of High-Stakes Assessment in addition to traditional exams. This would give students another option to demonstrate their mastery of course objectives, and also further reduce concerns for academic integrity.

Assignment Format – Since this is a fully online program, assignments need to be able to be completed digitally. We want ensure that all students can access and complete assignments without using additional equipment, and that all material can be submitted within the LMS. Please talk to the Program Manager should you need to have an assignment where handwritten or other material needs to be scanned and uploaded for grading.

Initial Course Participation – ICP is a Financial Aid requirement mandated by the Department of Education. Individual instructors will be responsible for reporting ICP (via MyPurdue Faculty Tab) for students who have attended a class at any time during the first week of class.

Final Paper/Assignment, Final Exams, etc.

- It is recommended that no component of the student's grade has a weight higher than 40%, including the final exam/assignment.
- It is recommended that details on Final Exams (time limit, open book/notes, etc.) be submitted to the Program Manager at least 7 days before the exam start date. This will allow sufficient time for exams to be "activated" on the proctoring site as well as provide students adequate time to schedule their individual proctoring sessions.
- Examination requirements and expectations should be communicated to students in advance of the Finals period.
- If Final Exam includes an accompanying case reading, it can be posted prior the exam period should you wish to allow students time to read case prior to final exam. This will be left to the preference of each course instructor.
- After all course grades are submitted and released, faculty will receive their course evaluations.