



Teaching at Granite State College

Resources | Expectations | Course Requirements

Please refer to the Faculty Center at <http://faculty.granite.edu/expectations-gsc-faculty> for complete details.

Course Readiness: Plan Your Course

Lead faculty, program directors, and select adjunct faculty, in collaboration with hiring supervisors and colleagues, are expected to plan courses according to GSC guidelines. If you are teaching from a planned course or a course that has a designated lead faculty member, please consult with them about course-specific details, such as common textbooks, activities, and assignments. The guidelines below are rooted in evidence-based practices for quality teaching and learning. Explore the [Faculty Center](#) for course planning deadlines (e.g., when course shells are available in Moodle, when ID Team reviews begin, etc.).

Course Readiness Checklist				
Topic	Task	OL/HY/BL	F2F	Other
Accuracy	<input type="checkbox"/> Ensure accuracy in all written materials, (i.e., they should be of exemplary quality, free of grammatical and spelling errors, and include accurate due dates and content)	✓	✓	✓
Description and Outcomes	<input type="checkbox"/> Design the course based on the outcomes associated with the course description, outcomes, and program standards (these may <u>not</u> be altered by faculty; suggested changes can be made to the relevant curriculum committee)	✓	✓	✓
Textbooks	<input type="checkbox"/> Confirm whether the course has a standard textbook ; if not, complete the textbook request form (if the deadline is missed, a core textbook will be selected and ordered for you by GSC).	✓	✓	✓
Syllabus	<input type="checkbox"/> Upload final syllabus to Moodle's main topic area. Use the current template (do not alter boilerplate information or meeting dates/times; consult with hiring manager or program director on suggested changes). Clearly communicate methods of instruction, schedule, expectations, assignments and assessments, and contact information.	✓	✓	✓
Gradebook	<input type="checkbox"/> The gradebook in Moodle should reflect the grading criteria established in the syllabus, including all assignment titles and weights totaling 100%. Columns should be organized to facilitate ease of use. Gradebook must reflect the grading criteria outlined in syllabus. See Gradebook Basics .	✓	*	*
Presence	<input type="checkbox"/> Course has consistent activities, assignments, and assessments that allow faculty to share expertise, build community, and provide consistent engagement .	✓	✓	✓
Activities	<input type="checkbox"/> Activities should help students tap into prior knowledge and experience, passion, and be aligned with learning outcomes, assignments, and assessments. Significant activities should be included early in the course to discern student engagement.	✓	✓	✓
Assignments	<input type="checkbox"/> Assignments should: 1) be strategically spaced to allow for formative feedback and student growth that build toward a culminating assignment, 2) be relevant to learning outcomes and transfer of knowledge into application, and 3) include accurate due dates. Significant assignments should be included early in the course to discern student engagement and provide opportunities for formative feedback .	✓	✓	✓

Assessments	<input type="checkbox"/> Assessments should be ecologically valid (e.g., it ties back to learning outcomes and mirrors what learners will need to do in real life) and includes a rubric / clearly states criterion for competencies and grades.	✓	✓	✓
Forums	<input type="checkbox"/> Include at least one content-focused discussion forum for each module, with deadlines and clear guidelines for participation. Module 1 should also include an Introduction Forum for students and faculty to build community.	✓		
Moodle Template	<input type="checkbox"/> Moodle course shells adhere to GSC's course template design and expectations	✓	✓	✓
GSC Library / Other Supports as a Resource	<input type="checkbox"/> Use library resources in class assignment when possible and/or research assignments, and promote student use of GSC's Library and Research Commons . Consider integrating other GSC resources, such as Field-Based opportunities or Career Planning tools.	✓	✓	✓
Rich Media	<input type="checkbox"/> Rich media is incorporated appropriately into assignments, activities, and assessments to promote forms of communication that are cognitively advantageous to learners.	✓	✓	✓
UDL/ADA	<input type="checkbox"/> Ensure all aspects of the course embrace Universal Design for Learning (UDL) and meet ADA compliance.	✓	✓	✓
Collaboration	<input type="checkbox"/> Encourage collaborative learning and active student involvement in the learning process and foster a highly interactive learning environment (e.g., peer reviews and requiring students to substantively respond to one another)	✓	✓	✓
Academic Credit Hour Check	<input type="checkbox"/> Review your course design to discern how closely it meets federal academic credit hour requirements for direct and indirect instruction (e.g., the time students invest in the class).	✓	✓	✓
Ready for ID Team Review	<input type="checkbox"/> Courses in Moodle are ready for review by hiring supervisors and GSC's ID Team (see the Course Review Checklist to review minimum standards for course design and readiness). For OL/HY/BL see Course Readiness Report in Moodle.	✓	✓	✓
Ready for Students	<input type="checkbox"/> Three days prior to start of course: courses in Moodle are made available to students. All faculty must have required elements in final format.	✓	✓	✓
	<input type="checkbox"/> Three days prior to start of course: send a welcome e-mail to the class with a final syllabus and pertinent information. Be sure to use e-mail addresses located in WebROCK and do not use course messages. This will be the only time you will use students' personal e-mail to communicate with them; once the course begins, you must use their go.granite.edu e-mail.	✓	✓	✓

** Not required at this time; the College is exploring whether to add the requirement beginning with the fall 2018 term.*