



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.

Teach Your Course

GSC's faculty members share expertise, experiential engagement, and quality feedback with students, along with specific College-wide activities that are essential to student success.

Teaching Expectations Checklist				
Timing	Task	OL/HY/BL	F2F	Other
Before Course Begins	<input type="checkbox"/> Moodle profile includes a recent professional photo and a current bio. The photo and Go.Granite email and a link to the bio is automatically added to the Instructor block.	✓	✓	✓
	<input type="checkbox"/> Go.Granite e-mail activated; if applicable, sync Android and Apple devices .	✓	✓	✓
	<input type="checkbox"/> Information added to the Instructor Details block in addition to what is available, such as: preferred contact information, guidelines for individual consultation, time you will be online and available for synchronous communications when applicable, and expected response time for communications. Do not repeat information already in the Instructor Block.	✓	✓	✓
	<input type="checkbox"/> Instructor's Welcome Message posted in the Announcements Forum in Moodle to welcome students to the course and share information (e.g., preferred file formats, naming conventions for assignments, location(s) for assignment submissions, required departmental information, etc.).	✓	✓	✓
Week 1	<input type="checkbox"/> Ensure you are able to locate a student's academic advisor or program director's contact information; report no-show students in a timely manner.	✓	✓	✓
Week 1	<input type="checkbox"/> Get to know your students . For online courses, respond to each student's introduction post, and communicate frequently to engage students. For face-to-face courses, facilitate an activity that allows participants to get to know one another.	✓	✓	✓
Early in Course	<input type="checkbox"/> Provide a progress report on <u>ALL</u> students using the Student Progress reporting process through WebROCK.	✓	✓	✓
	<input type="checkbox"/> Undergraduate and School of Education faculty should inform the student's academic advisor of any At-Risk students and attempt to contact the students by phone and e-mail. Graduate faculty should contact their program director of any At-Risk students and attempt to contact the students by phone and e-mail. You are encouraged to reach out to the student at any point during the term if you feel the student is at risk.	✓	✓	✓
Ongoing	Teaching Presence and Engagement			
	<input type="checkbox"/> If an emergency or extenuating circumstance necessitates absence from a course meeting or from an online course for more than three days, immediately notify students, the GSC campus (for face-to-face sessions), and your hiring administrator, lead faculty, or program director. The notification is not complete until you receive an e-mail or verbal response from your hiring administrator so the College can help support you and your students during the absence.	✓	✓	✓

	<input type="checkbox"/> Manage and facilitate discussions, forums, blogs, virtual classes and chats to actively promote critical thinking, community-building, and idea and experience sharing, treating online interaction as the heart of the classroom in online, blended, or hybrid classes.	✓	✓	✓
	<input type="checkbox"/> Create a climate of trust and openness in the classroom	✓	✓	✓
	<input type="checkbox"/> Bring professional expertise and experience to the classroom in course content materials and discussions.	✓	✓	✓
	<input type="checkbox"/> Facilitate learning by maintaining high visibility in the classroom (e.g., check in/communicate frequently, respond to questions, comment or question to elicit further thought, clarify points, summarize key issues, and provide feedback).	✓	✓	✓
	<input type="checkbox"/> Determine your best teaching strengths and use them to be engaged and active in the classroom, including: <ul style="list-style-type: none"> • Respond to questions from students and administration within 24 hours (even if just sharing that you're working on the inquiry and will reply as soon as possible) • If using Moodle for assignments and/or forums, post any additional required content materials and discussion topic threads at least three days prior to the start of the upcoming module and let students know • Facilitate classroom discussions to promote deep understanding and authentic exploration of the topics • Maintain a friendly and professional attitude in all communications with students • Be encouraging, supportive, and flexible when students experience rare mitigating circumstances • Model an appropriate level of written and verbal communication skills • Telephone students when appropriate • Be accessible and assist students to solve problems that may impede successful course completion 	✓	✓	✓
Assessment, Student Support, and Student Issues				
Ongoing	<input type="checkbox"/> Feedback and grading for activities and assignments should be completed and shared with students no later than 7 days from the due date (and before the next due date if fewer than 7 days between due dates). Feedback should acknowledge strengths and offer recommendations for improvement and growth and can be in the form of audio, video, or text files.	✓	✓	✓
	<input type="checkbox"/> All grades and feedback should be posted in the Moodle course Gradebook according to deadlines outlined above.	✓		
	<input type="checkbox"/> Remain aware of all students' activity levels; privately contact students who are not participating or students who may be at risk of failing as a result of poor academic performance immediately by phone and e-mail. In addition, inform their Academic Advisor for undergraduate and SoE students or Program Director for graduate students (please reach out to a student's Academic Advisor or program director at any time)	✓	✓	✓
	<input type="checkbox"/> Contact your hiring administrator if you suspect academic dishonesty or plagiarism in student work.	✓	✓	✓
	<input type="checkbox"/> Student behavior issues should be directed to the Hiring Administrator, lead faculty or program director	✓	✓	✓
	<input type="checkbox"/> Student performance issues should be directed to the learner's academic advisor for undergraduate students and the program director for graduate students.	✓	✓	✓
	<input type="checkbox"/> All terms end on Friday; final grades are due by the following Monday at 10 p.m. EST and must be submitted via WebROCK .	✓	✓	✓

	Requests for grades of Incomplete (IC) must be submitted by the last day of class and approved by GSC before awarded.			
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