



# Teaching Expectations & Checklist for Faculty at Granite State College

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

All faculty members teaching for Granite State College (GSC) are expected to use Moodle, GSC's online course delivery system. Online, hybrid, and blended courses use Moodle to deliver and assess classroom activities; face-to-face courses use Moodle to support classroom activities. This document from the Office of Academic Affairs outlines faculty expectations of instructors, including the use of Moodle, to achieve GSC's goal of providing the highest-quality education for its students.

GSC is committed to providing faculty with instructional, technical, and administrative resources to teach effectively. Among these resources are the hiring administrator (Assistant Dean of Faculty, Associate Dean, or Program Director), faculty development, Instructional Design (ID) team, and online resources. Prior to teaching for the first time for the college, all faculty members are expected to be familiar with and adhere to established GSC policies and procedures in the GSC Faculty Handbook. In addition, all faculty are also required to become conversant with teaching and learning with Moodle to support classroom instruction. Please visit <http://faculty.granite.edu> for a complete list of resources supporting these expectations.

## Expectations Timeline for Preparing Your Course: Before Registration Begins / Start of Term

Timeline & Description of Tasks	Online, Blended, Hybrid	Face-to-Face
<b>Prior to the Beginning of Course Registration</b>		
<input type="checkbox"/> Review and respond to your electronic hire letter and reach out to hiring manager with any questions.	✓	✓
<input type="checkbox"/> Six weeks prior to registration: faculty will receive textbook request forms via e-mail. To ensure compliance with federal regulations, please complete the form before the deadline indicated in the e-mail.	✓	✓
<input type="checkbox"/> Four weeks prior to registration: submit textbook request; if a textbook is not selected, a core textbook will be selected and ordered for you.	✓	✓
<b>Prior to Start of Term</b>		
<input type="checkbox"/> Approximately eight weeks prior to the start of term, a Moodle course shell will be made available along with instructions via e-mail.	✓	✓
<input type="checkbox"/> Six weeks prior to start of term: Submit a complete syllabus, including grading information and course schedule. Faculty must use the most recent, approved <a href="#">Syllabus Template</a> provided by their hiring department(s). Faculty may not alter boilerplate information and should consult with the hiring manager or program director on suggested changes.	✓	✓
Three weeks prior to the start of term, all Moodle course shells will be reviewed using the <a href="#">Course Review Checklist</a> . At a <b>minimum</b> , all faculty are expected to have the following elements in their Moodle classroom(s) using the template provided by the College:  <input type="checkbox"/> <a href="#">Syllabus</a> in pdf or rtf format added to the main topic area of your course <input type="checkbox"/> Update your <a href="#">Moodle profile</a> to include a recent picture and current bio	✓	✓

<input type="checkbox"/> <a href="#">Go.Granite e-mail</a> activated; if applicable, <a href="#">sync Android and Apple devices</a> . <input type="checkbox"/> Information added to the <a href="#">Instructor Details</a> block in addition to what is already available, such as: preferred contact information, guidelines for individual consultation, the time you will generally be online and available for synchronous communications, and expected response time for communications.		
<p><b>Faculty teaching online, hybrid, and blended are expected to have the following elements in their Moodle classroom(s); faculty teaching face-to-face often find that adding these items helps them facilitate communications, assignments, and grading activities.</b></p> <p><b>In the Announcements Forum:</b></p> <input type="checkbox"/> Instructor's Welcome Message to welcome students to the course <input type="checkbox"/> Post an announcement regarding classroom management/"housekeeping" information about the class (preferred file formats, naming conventions for assignments, location(s) for assignment submissions, introductory information about the course, and any required departmental information). Clearly state policies and expectations <input type="checkbox"/> For Module 1, and prior to the start of each module, post an announcement to provide students with an overview of upcoming activities <p><b>Other</b></p> <input type="checkbox"/> In Module 1, include a <a href="#">Forum</a> for students to introduce themselves <input type="checkbox"/> Complete <a href="#">Gradebook Setup</a> including all assignment titles, due dates, and weights totaling 100%. Gradebook must reflect the grading criteria outlined in syllabus especially grading percentages	✓	N/A (suggested)
<input type="checkbox"/> Three days prior to start of term: courses are typically made available to students in Moodle. All faculty must have required elements in final format.	✓	✓
<input type="checkbox"/> Three days prior to start of term: send a welcome e-mail to the class. Include information on how to access the course. Be sure to do this via e-mail addresses located in <a href="#">WebROCK</a> 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 <a href="#">go.granite.edu</a> e-mail.	✓	N/A (suggested)
<input type="checkbox"/> Three days prior to start of term: ensure you are able to <a href="#">locate a student's academic advisor</a> or program director's contact information in Moodle.	✓	✓

## Expectations Timeline for Teaching Your Course: During the Course Term & One Week After

Faculty members must create and implement the course according to GSC guidelines. This includes the syllabus, required textbook(s) and other course materials, activities, assignments, discussion questions, and assessments. Courses should use authentic learning activities, transfer of learning assignments, meaningful study / discussion questions, and assessments that are ecologically valid (e.g., the test mirrors what learners will need to do in real life).

Timeline & Description of Tasks
<b>First Week &amp; Beyond (all courses)</b>
<input type="checkbox"/> Week One: Get to know your students. For online courses, respond to each student's introduction post, and communicate frequently to get to know and engage students. For face-to-face courses, facilitate an activity that allows participants to get to know one another
<input type="checkbox"/> Teach your course (see "Expectations for Facilitating the Course" below)
<b>At-Risk Reporting:</b>
<input type="checkbox"/> Two weeks before the withdrawal deadline, GSC will send a prompt asking faculty to indicate <a href="#">At-Risk</a> students through <b>WebROCK</b> . At-Risk means the learner is in danger of academic failure. <ul style="list-style-type: none"><li>• Undergraduate faculty should inform the student's <a href="#">academic advisor</a> of any At-Risk students and attempt to contact the students by phone and e-mail</li><li>• Graduate faculty should contact their <a href="#">program director</a> 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.</li><li>• All grades are to be posted in the Moodle course <a href="#">Gradebook</a> no later than one week from the assignment for activity due date. Feedback should be provided within one week on all student work to acknowledge strengths and offer recommendations for improvement and growth. Instructor feedback can be in the form of audio or text files. Use of rubrics is encouraged to help structure the assignment expectations and assessment of the student's work.</li></ul>
<b>Post-Course Wrap-Up</b>
<input type="checkbox"/> Within three days of the last class, final grades are due. <b>Grades are submitted through WebROCK.</b>

Expectations for Teaching the Course
<b>ALL COURSES</b>
<b>Course Design &amp; Content:</b>
<input type="checkbox"/> Faculty will create and implement the course according to GSC guidelines. This includes syllabus, required textbook(s) and other course materials, activities, assignments, discussion questions, and assessments.
<input type="checkbox"/> Content must be clear and well integrated with meaningful activities. When developing your course, consider the following: <ul style="list-style-type: none"><li>• Teach the course based on the outcomes associated with the course and program standards</li><li>• Provide clear objectives and expectations early and often during the course</li><li>• When possible, build use of library resources into class assignments, in terms of reserved readings and/or research assignments, and promote student use of <a href="#">GSC's Library and Research Commons</a></li><li>• Clearly state criteria or create rubrics to manage student expectations regarding grading of all course requirements, including assignments, projects, and class participation</li><li>• Include the use of authentic learning activities, transfer of learning assignments, meaningful study/discussion questions, and assessments that are ecologically valid (does the test look anything like what the learners will have to do in real life)</li><li>• Keep the Moodle learning environment organized and easy to navigate</li></ul>

**Faculty Emergency Absence:**

If an emergency necessitates your absence from a course meeting or if you will be absent from an online course for more than three days, you are expected to 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 response or until you make contact via telephone with your hiring administrator

**Student Diversity:**

Provide for student diversity (learning preferences and affinities, culture, and physical ability) in planning and managing the course:

- Present key content in more than one format, such as by providing activities, written discussion summaries and/or media-based content along with actively managing the weekly discussions
- Provide an appropriate variety and number of assessments (activities, learning checks, and assignments) to ensure that students can adequately demonstrate knowledge and skill in the subject
- Consider students' range of visual and cognitive capabilities when choosing font colors, sizes, layout, etc. Adhere to [ADA compliance](#) and basic web design standards
- Provide alternative text for images/video materials. This is a recommended best practice for Universal Design, which benefits many students and will be required for ADA compliance

**Student Support:**

The instructor is expected to do the following:

- Address the needs and abilities of individual students spanning the range of students from those who may need additional assistance to those who may need additional challenges and extensions
- Assist students to solve issues that may impede the successful completion of the course as appropriate
- Remain aware of all students' activity levels and privately contact students who are not participating actively
- Report no-show students to the academic advisor or program director in a timely manner
- Contact At-Risk students who may be at risk for failing their course as the result of poor academic performance immediately by phone and e-mail. In addition, please inform their Academic Advisor for undergraduate or Program Director for graduate students
- You are encouraged to reach out to a student's Academic Advisor or program director at any time
- Contact the hiring administrator if you suspect academic dishonesty or plagiarism in student work
- Ensure all aspects of the course are [ADA compliant](#)

**Be Engaged & Active****Online, Blended, Hybrid Courses****Discussion Board Facilitation:**

As an instructor, you should manage and facilitate discussions, forums, blogs, and chats to actively promote critical thinking, community-building, and idea and experience sharing, treating [online interaction](#) as the heart of the Moodle classroom. When building and facilitating discussion boards, you should:

- Include at least one content-focused discussion for each module
- Provide deadline and clear guidelines for discussion participation

**Face-to-Face Courses & Sessions****Engaging and Active Classroom:**

As an instructor, you should determine your best teaching strengths and use them to be engaging and active in the classroom. Demonstrate that you are caring, involved and listening through the following communications and activities:

- Respond to questions from students, administration, and hiring administrators within 24 hours, even if it is just to let them know that you are working on the inquiry and will reply fully as soon as possible
- If using Moodle for assignments and/or forums, post any additional required content

<ul style="list-style-type: none"> <li>• 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)</li> <li>• Create a climate of trust and openness in the online classroom</li> <li>• Bring professional expertise and experience to the classroom in terms of the substance and currency of both course content materials and discussions</li> <li>• Facilitate learning through discussion by maintaining high visibility in the classroom (e.g., check in and communicate frequently by responding to questions, commenting, or questioning to elicit further thought, clarifying points, summarizing key issues, and providing feedback)</li> <li>• Encourage students to focus and take responsibility for their own learning by providing resources and guidance, along with appropriate questions and suggestions</li> <li>• 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)</li> </ul>	<p>materials and discussion topic threads at least 24 hours prior to the start of the upcoming module</p> <ul style="list-style-type: none"> <li>• Facilitate classroom discussions in a way that promotes deep understanding and authentic exploration of the topics</li> <li>• Maintain a friendly and professional attitude in all communications with students</li> <li>• Be encouraging, supportive, and flexible when students experience mitigating circumstances</li> <li>• Model an appropriate level of written and verbal communication skills</li> <li>• Telephone students when appropriate</li> <li>• Be accessible and assist students in promptly solving any problem that may impede successful course completion</li> <li>• Student behavior issues should be directed to the Hiring Administrator, lead faculty or program director</li> <li>• Student performance issues should be directed to the learner's academic advisor for undergraduate students and the program director for graduate students</li> </ul>
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## ONLINE RESOURCES

- **Faculty Center:** <https://faculty.granite.edu/>
- **IT Support:** <http://it.granite.edu/>
- **Student Affairs:** <http://my.granite.edu/student-affairs>
- **Student Supports:** <http://my.granite.edu/support-services>