

Teaching at Granite State College

Resources | Expectations | Course Requirements

Please refer to <https://faculty.granite.edu/index.php/plan-teach-inquire-2-2/> for complete details.

Teaching Resources, Expectations & Course Requirements

Granite State College (GSC) strives to provide positive experiences for adult learners from New Hampshire and beyond. We do this by developing learner experiences that incorporate real-world practice and feedback, extending critical thinking throughout the curriculum, and cultivating collaboration and inquiry with faculty. As a faculty member at Granite State College, you are part of a talented and dedicated community of practitioners who have a passion for student success.

GSC is committed to provide faculty with instructional, technical, and administrative teaching resources. Among these resources are: hiring or other appropriate Academic Affairs administrators (Assistant Dean of Faculty, Associate Dean, or Program Director), Instructional Design (ID) Team, faculty development opportunities, and online resources.

With the goal of providing students with the highest quality learning experience, GSC has established policies and procedures to ensure that our students' experience is consistent across all courses and supports faculty in their continuous development. All faculty are expected to be familiar with and adhere to established GSC policies and procedures in the [Faculty Handbook](#). In addition, faculty are required to become conversant with teaching expectations and course requirements as outlined in this document. The assessment and refinement of high-quality education offerings at GSC are informed through direct and indirect means during several phases:

- course construction
- teaching and implementation, and
- post hoc evaluation

GSC's Academic Affairs administration works in concert with faculty to provide students with the most optimal learning environment. High levels of engagement, inquiry, and reflection are at the core of the model for continual enhancement of quality teaching practice. These items are informed through multiple data points, including periodic course checks. The following resources and checklists are designed to help guide faculty based on evidence-informed practices in teaching, learning, and course design.

GSC Resources

The following resources provide faculty with additional resources to teach effectively:

- [Online Teaching & Learning Collaborative \(O-TLC\) Website](#)
- [Instructional Design Support](#)
- [GSC Technology Help Desk Portal \(IT Help\)](#)
- [Student Affairs](#)
- [Student Supports](#)

Plan, Teach & Inquire: Minimum Requirements & Best Practices

Lead faculty, program directors, and select adjunct faculty, in collaboration with hiring supervisors and colleagues, plan courses according to GSC guidelines. If teaching from a planned course or one that has a lead faculty, please consult with them about course-specific details, such as common textbooks and assignments. The minimum standards and best practices below are rooted in evidence-based practices for quality teaching and learning.

Minimum Standards: Course Readiness				
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 the designated course area. Use the current template (do not alter templated 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, contact information, and how you will be available to students each week.	✓	✓	✓
Gradebook	<input type="checkbox"/> The gradebook should reflect the grading criteria in the syllabus, including assignment titles and weights totaling 100%. Columns should be organized to facilitate ease of use. See Gradebook Overview.	✓	*	*
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, experience and 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"/> Significant assignments should be included early in the course for student engagement and to provide opportunities for formative feedback . In addition, 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.	✓	✓	✓
Assessments	<input type="checkbox"/> Assessments should be ecologically valid (e.g., link to learning outcomes/mirror what learners will do in real life) and include a rubric or clearly state criteria for competencies and grades.	✓	✓	✓

Forums	<input type="checkbox"/> Include at least one content-focused discussion forum / collaborative activity in each module, with deadlines and clear guidelines. Module 1 should also include an Introduction Forum for students and faculty to build community.	✓		
Template	<input type="checkbox"/> Course shells adhere to GSC's course template.	✓		
ADA	<input type="checkbox"/> Ensure course meets ADA compliance.	✓	✓	✓
Ready for Review	<input type="checkbox"/> Courses are ready for review by deadlines .	✓	✓	✓
Ready for Students	<input type="checkbox"/> Three days prior to start of course: courses are made available to students with required elements in place.	✓	✓	✓
	<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 College-issued e-mail.	✓	✓	✓

Minimum Standards: Teaching & Course Management				
Timing	Task	OL/HY/BL	F2F	Other
Before Course Begins	<input type="checkbox"/> Profile includes a recent professional photo and a current bio per guidelines. The photo, College-issued email and a link to the bio is automatically added to the Instructor block.	✓	✓	✓
	<input type="checkbox"/> College-issued e-mail activated	✓	✓	✓
	<input type="checkbox"/> Information added to the Instructor block such as: time you will be available for synchronous communications (virtual office hours) and expected response time for communications.	✓	✓	✓
	<input type="checkbox"/> Instructor's welcome posted in Announcements Forum .	✓	✓	✓
Week 1	<input type="checkbox"/> Reach out to and report no-show students in a timely manner to advisors.	✓	✓	✓
	<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, etc., to actively promote critical thinking, community-building, and experience sharing. Treat online interaction as the heart of the classroom in online, blended, or hybrid classes.	✓	✓	✓
	<input type="checkbox"/> Bring professional expertise and experience to the classroom in course content materials and discussions.	✓	✓	✓
	<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 changing assignments and/or forums, post additional content materials and discussion topics 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 <u>rare</u> mitigating circumstances • Model appropriate written and verbal communication • 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 course Gradebook according to deadlines outlined above. Be sure to include a "0" grade for assignments not submitted so that grades are accurate.	✓	✓	✓
	<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"/> 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.	✓	✓	✓

Minimum Standards: Inquiry				
Topic	Task	OL/HY/BL	F2F	Other
Student Course Evaluation	<input type="checkbox"/> Remind students to complete Student Course Evaluations ; check these when they become available after the term ends to enhance teaching and courses as appropriate.	✓	✓	✓
Peer Review (if applicable)	<input type="checkbox"/> Explore feedback from GSC's peer review process, if applicable (every two years for all full-time faculty; adjuncts who teach four or more courses per year)	✓	✓	✓
Performance Evaluation (if applicable)	<input type="checkbox"/> Full-time faculty should include evidence-informed teaching goals in annual performance evaluations.	✓	✓	✓

Best Practices

The following best practices help create rewarding learning environments for our students.

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 when appropriate.	✓	✓	✓
Trust & Openness	<input type="checkbox"/> Create a climate of trust and openness in the classroom	✓	✓	✓
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.	✓	✓	✓
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)	✓	✓	✓
UDL	<input type="checkbox"/> Strive for course design that embraces Universal Design for Learning (UDL)	✓	✓	✓
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).	✓	✓	✓
Reflective Teaching Analysis	<input type="checkbox"/> Complete the annual Reflective Teaching Analysis to explore current teaching practices and spark ideas for future growth.	✓	✓	✓