# Course Description

Orientation to Gwynedd Mercy University mission, academic programs, teaching philosophy, and administrative systems. The course provides a review of faculty policies, expectations, and support resources, along with best practices in online and accelerated learning to provide faculty with clear expectations and strategies for success as a School of Graduate and Professional Studies faculty member.

# University Learning Outcomes (ULO)

* **ULO1:**Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:**Intellectual and Practical Skills
* **ULO3:**Personal and Social Responsibility
* **ULO4:**Integrative and Applied Learning­
* **ULO5:**Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Course Learning Outcomes (CLO)

* **CLO1:** Integrate the university mission into the role of a Graduate and Professional Studies faculty member.
* **CLO2:** Recognize the importance of the master course, the Faculty Instructional Guide (FIG) and the Alternative Instructional Equivalencies.
* **CLO3:** Analyze the role of faculty in upholding academic and administrative policy.
* **CLO4:** Demonstrate knowledge of Graduate and Professional Studies faculty expectations with regard to best practices in accelerated and online learning.
* **CLO5:** Identify academic resources and support services available to students and faculty.
* **CLO6:** Recognize the importance of a detailed course policies document.

# Student Expectations

Students are expected to:

* ask probing and insightful questions related to course content.
* make meaningful and relevant connections and application to their own learning process.
* be productive and contributing members of class discussions.

# Suggested Point Values

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| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Participation | 50 |  |
| Discussion Question 1 | 50 |  |
| Personal Blog | 100 |  |
| Scavenger Hunt | 100 |  |
| **Week 2** |  |  |
| Student Issues Worksheet | 150 |  |
| Attendance Case Studies | 100 |  |
| Wiki Reflection | 100 |  |
| **Week 3** |  |  |
| Course Policies | 150 |  |
| Quiz | 200 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

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| --- | --- |
| **Grade** | **Range** |
| A | 93–100 |
| A- | 90–92 |
| B+ | 87–89 |
| B | 83–86 |
| B- | 82–80 |
| C+ | 77–79 |
| C | 73–76 |
| C- | 70–72 |
| D+ | 67–69 |
| D | 63–66 |
| D- | 60–62 |
| F | 59 |

# Course Schedule

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| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |

# Weekly Learning

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| **Week One: Introduction to Teaching at the School of Graduate and Professional Studies** | | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Integrate the university mission into the course experience. | CLO1 | |
| * 1. Evaluate how faculty expertise can enhance the FIG and the Master Course. | CLO2 | |
| * 1. Locate key policies and resources outlined in the Faculty Handbook. | CLO3, 5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model. |  |  |

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| **Readings**  **Read** the Gwynedd Mercy University School of Graduate and Professional Studies: Faculty Handbook.  **Read** the Guidelines for Alternative Instructional Equivalencies Across Formats.Review the GMercyU Online Faculty Expectations and the GMercyU School of Graduate and Professional Studies On-Ground Faculty Expectations document. You only have to review this document; you will read these in further detail in Week 2. | | 1.1, 1.2, 1.3 |  |
| **PowerPoint Presentations**  **View** the following Microsoft® PowerPoint® presentations:   * School of Graduate and Professional Studies Mission Orientation * Meet the School of Graduate and Professional Studies Team | | 1.1, 1.3 |  |
| **Welcome Video**  **View** the “[Welcome from the Dean](https://vimeo.com/synergiseducation/review/162141019/7ef2c4eb82)” video.  **Post** any questions or comments to the General Questions & Discussion forum. | | 1.1 | Lecture Activity = **1 hour** |
| **FIG Tutorial**  The Faculty Instructional Guide, short for FIG, contains a lot of information you will need for your course. The information you see on the FIG is transferred into Blackboard as the Master Course. The Master Course is copied over for various faculty as they teach a course.  **Review** the [FIG Tutorial](http://synergiseducation.com/academics/schools/Gwynedd-Mercy/FIG_Tutorial).  **Post** any questions or comments to the General Questions & Discussion forum. | | 1.2, 1.3 | Lecture Activity = **1 hour** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** the [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and will discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  **Note.** A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Values**  **Pos**t a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers.   * After reviewing the University Mission and core values, consider the relationship between Gwynedd Mercy and your course content. How do you make Gwynedd Mercy real in your course? Provide an example.   **Note.** Initial answers to the questions are due by 11:59 p.m. EST on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. EST on Sunday. | | 1.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Personal Blog**  **Pos**t a clear and logical response in 200 to 250 words to the following, providing specific examples to support your answers.   * How do I bring my personal experience and expertise to the FIG and the Master Course? Provide an example.   **Note.** Initial answers to the questions are due by 11:59 p.m. EST on Thursday.  **Respond** to at least threestudents in a manner that is thought provoking and appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. EST on Sunday. | | 1.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Scavenger Hunt**  **Complete** and submit the Scavenger Hunt document. | | 1.3 | Problem Solving = **1 hour** |
| **Total** |  |  | **5 hours** |

# Faculty Notes

**Course Setup**

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Make sure to monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and monitor and post regularly to build engagement.

**Wiki Assignments:** Before the course begins, set up all Wiki assignments in Blackboard. Setup instructions are located in the weekly faculty notes in each weak a Wiki is used.

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they'd like to be addressed ahead of time. You can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That one-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording should be posted to the course page so any student who misses the session can review it later in the week.

**Note.** It is your choice as to which day you will schedule the Adobe Connect Live Session, but it is recommended that you schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: Faculty Expectations and Responsibilities | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the academic responsibilities and expectations of faculty. | | CLO3, 4 | |
| * 1. Determine key strategies in solving student issues. | | CLO4, 5 | |
| * 1. Recognize the importance of administrative responsibilities. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the document Why Do We Take Attendance?  **Read** the following documents regarding faculty expectations:   * GMercyU Online Faculty Expectations * GMercyU Graduate and Professional Studies On-ground Faculty Expectation   **Review** the Faculty Evaluation.  **Note.** You do not have to complete this document, but for future courses you plan to teach, you will complete a Faculty Evaluation document to assess your teaching availability and to provide a self-assessment for the course you have just taught. Once you complete the self-assessment, you will meet with the program director and establish a development plan for support.  **Post** any questions or comments to the General Questions & Discussion forum. | | 2.1 | Lecture Activity = **1 hour** |
| **Administrative Responsibilities**  **View** the following resources for information on your responsibilities as a faculty:   * “[Entering Attendance in Self-Service](https://cloud.ensemblevideo.com/Watch/Zp27GqBx)” [0:49] * “[Entering Grades in Self-Service](https://cloud.ensemblevideo.com/Watch/d8YFk5w2)” [0:54] * “[Viewing your Class List in Self-Service](https://cloud.ensemblevideo.com/Watch/w4CHm8g6)” [0:41]   **Review** the formal Incomplete policy in the latest [university catalog for information on incomplete grades](https://www.gmercyu.edu/about-gmercyu/publications).  **Note.**When giving an Incomplete Grade, be sure to complete a Contract for Incomplete Grade, and submit this to the college. Refer to the Contract for Incomplete Grade document for a sample.  **Post** any questions or comments to the General Questions & Discussion forum. | | 2.1, 2.3 | Lecture Activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Student Issues Worksheet**  **Complete** and submit the Student Issues Worksheet. | | 2.1, 2.2, 2.3 | Problem Solving = **1 hour** |
| **Attendance Case Studies**  **Complete** and submit the Attendance Case Studies worksheet. | | 2.1, 2.3 | Case Studies = **1 hour** |
| **Wiki Reflection**  **Reflect** on which aspects of the faculty expectations may be challenging for you after you review the expectations for the modality you will be teaching in.  **Consider** the following in your reflection:   * How will you manage your time to meet the requirements? * What is your level of comfort or competence with the use of Blackboard? * How will you provide feedback to students? * What support do you need to meet the requirements?   **Post** a 200- to 250-word reflection to the next open row in the Wiki by clicking ***Edit Wiki Content***. | | 2.1, 2.3 | Wiki = **1 hour** |
| **Total** |  |  | **5 hours** |

# Faculty Notes

**Wiki Reflection:** A Wiki has been created for this assignment. However, you must populate the Wiki with the table provided below. Students can then add their replies to each row. Complete the following steps to populate the Wiki:

1. Navigate to *Course Tools* 🡪 *Wikis*.
2. Click the Wiki for this assignment.
3. Enter the assignment title in the *Name* field.
4. Copy and paste the following table into the content area, and then click **Submit**.

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| **Student Name** | **[Heading]** | **[Heading]** | **[Heading]** | **[Heading]** |
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| Week Three: Policies and Resources | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Recognize the importance of academic integrity and late assignment policies. | | CLO3, 6 | |
| * 1. Identify academic resources available to students and faculty. | | CLO5, 6 | |
| * 1. Identify support services available to students and faculty. | | CLO5, 6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the Next Steps document.  **Review** the following resources that will assist you and your students in your teachings at Gwynedd Mercy:   * Reporting Academic Integrity Violations in Maxient * [Graduate and Professional Studies Academic Technology Resources for Faculty](https://sites.gmercyu.edu/gps-academic-support/) * Keiss Library Resources & Services for Faculty brochure * [Keiss Library and Learning Commons](https://www.gmercyu.edu/academics/library) * Smarthinking: System providing academic support and tutoring to students; be familiar with the services provided to assist students as needed by reading the following:   + Smarthinking Faculty Demonstration Account   + Smarthinking Student Handbook * [IT Resources](https://www.gmercyu.edu/about-gmercyu/gmercyu-administration/it-services/it-resources): Use this site to contact the IT Service desk or to guide students on where to go for IT issues. * Faculty Handbook from Week 1 for information regarding program directors and faculty development.   **Post** any questions or comments to the General Questions & Discussion forum. | | 3.1, 3.2, 3.3 | Lecture Activity = **1 hour** |
| **Microsoft® Powerpoint® Presentation**  **Review** the Writing Expectations and Academic Integrity Microsoft® Powerpoint® presentation.  **Post** any questions or comments to the General Questions & Discussion forum. | | 3.1, 3.2 | Lecture Activity = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Course Policies**  As an instructor, you are expected to create a course policies document informing students of your contact information, availability, late assignment policies, attendance, etc.  **Review** the Course Policies template for an example of how you may communicate to your students the policies for your class.  **Revise** the highlighted areas within the Course Policies document.  **Submit** the revised Course Policies.  **Note.**You may use this document to post your policies to students or you may use your own. If you choose to use your own, you must include information similar to what this template offers, such as contact information, availability, academic integrity, Smarthinking tutoring services, etc. | | 3.1 | Problem Solving = **1 hour** |
| **Quiz**  **Complete** the Quiz. | | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3 | Quiz = **1 hour** |
| **Total** |  |  | **4 hours** |

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 5 |
| Supplemental |  |
| **Week 2** |  |
| Required | 5 |
| Supplemental |  |
| **Week 3** |  |
| Required | 4 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 14 |
| **Total Supplemental Hours** |  |
| **Total Hours** | 14 |