

UNIVERSITY OF PHOENIX
FIRST AND LAST NIGHT CHECKLIST FOR NEW FACULTY MEMBERS
WORKSHOP ONE

- ☐ **Identify yourself and the course.**
Post your name, course title, and the night's learning objectives (and any administrative items you need to address) on the white board.
- ☐ **Introduce yourself to the students and have students introduce themselves.**
- ☐ **Distribute the Attendance Roster—direct students to sign in ink.**
(Some students may not be on the roster. Have them print their full name and sign. All others are to sign next to their names. When completed, the faculty member is required to sign all pages and circle attendance date.)
- ☐ **Collect students' written assignment #1 due for this week.**
Anticipate that some students will not have done the assignment. Discuss instructions for late submission, if necessary. Procedures for handling late assignments should be covered in the syllabus.
Note: Assignments can be collected from students at any time during the class – some instructors do it at the beginning, others midway, still others, at the end. It is also best to ask students to submit assignments to their **Individual** Forum in the Online Learning System (OLS) set of forums for the class.
- ☐ **Distribute the Course Syllabus, review all sections, your expectations, and respond to student questions.**
Before the class begins post the Course Syllabus in the **Course Materials** forum for the class.
Note that some instructors go over the syllabus at the start of class while others do not introduce the syllabus during the first hour of the on-campus class meeting, preferring instead to engage students with some content first.
 - Course overview
 - Assignments
 - Use of OLS class forums
 - Grading guidelines - including accepting late assignments and participation points
 - Written and /oral expectations including the grading rubric you will use for each (see the standard University Oral Presentation and Written Feedback forms)
 - Learning Team expectations
 - Use of cell phones, pagers, laptops
 - Other classroom management details
- ☐ **Establish ground rules for the course.**
 - Food in the classroom.
 - Emphasize that children and pets are prohibited.
 - Number and length of breaks.
 - Cell phone use in the classroom.
 - Clarify that all attendance and participation occurs during the on-campus class meetings, not online.

- ☐ **Discuss Learning Teams.**
 - Explain Learning Team assignments, and review forms including the Learning Team Charter and Evaluation. Emphasize the importance of writing a team charter at the beginning of every course. Discuss purpose and function of learning teams and your role as mediator monitor. Discuss roles and responsibilities of team members and importance of the charter if problems arise.
 - Emphasize that students are expected to be active participants in the team process, for each team assignment. Virtual and teleconference meetings may be appropriate substitutes for some of the activities normally done face-to-face. Content and team objectives for the week need to be taken into account when decisions to meet other than face-to-face are made. Assign each team a **Learning Team** forum to use for asynchronous communications.
 - Explain how learning teams will be evaluated -- whether as a group or individually. If you use different methods of assessing written and oral learning teamwork, discuss the differences. Discuss any relevant evaluation forms, which should be attached to the syllabus, posted in the **Course Materials** forum, and distributed this first night.
- ☐ **Designate class time (15 – 20 minutes) for students to FORM Learning Teams or meet together.**
- ☐ **Review course objectives for Week One.**
 - Faculty lecture and chapter reviews.
 - Discussion groups, quizzes, and interactive class activities.
- ☐ **Summarize Week One content and discussion.**
- ☐ **Preview for assignments for NEXT WEEK.**
 - Individual chapters and reading.
 - Individual paper assigned
 - Team project assigned
 - Respond to student questions
- ☐ **Set up meeting with faculty mentor to go over grading and feedback of writing assignment. If the campus created a Mentorship forum for you and your mentor to use, communicate with your mentor in that forum.**
- ☐ **Helpful tips from experienced faculty:**
 - Anticipate at least 45 minutes for the syllabus overview and expectations on the first night of class.
 - Be flexible in the event that changes to your plan are needed.
 - Allow for sufficient breaks when developing your lesson plan. Remember that most students are coming directly from work and have not had time to eat.
 - Keep in mind that the more detail you provide about expectations for student work, the better the product and the fewer the grade grievances.

- Plan a minimum of two interactive activities during class.
- Use visual cues where applicable (white board, overheads, video, etc.). This keeps students engaged and also helps visual learners.
- Encourage full group discussion and small group discussion; observe participation. When doing small group work in class, divide students into groups that are different from their learning teams.
- Keep your own attendance record (this will be used to complete your final attendance report at end of course). It is also a good idea to make a copy of your signed and dated weekly attendance rosters before turning in the original.

WORKSHOP FIVE (OR LAST WORKSHOP)

Faculty Member will be provided:

- Final attendance roster to be completed by faculty member.
- Faculty end-of-course survey link on the Faculty Web site.

- ☐ Have students sign the attendance roster.
- ☐ Gather Week Five (or Six) individual student papers if they have not been posted in Individual forums.
- ☐ Gather Week Five (or Six) Learning Team Papers if they have not been posted in a class forum.
- ☐ Students will be prompted to complete the Student End-of-Course Survey" on the Student Web site during the last seven days of the class. Before the last week of class, encourage students to complete the survey.
- ☐ Student Oral Presentations for Week Five (or Six)
- ☐ Week Five (or Six) content and class learning activities
- ☐ Summarize the entire class

Following the final class:

- ☐ Grade Week Five (Six) student individual papers
- ☐ Grade Week Five (Six) team papers
- ☐ Compute students' overall grades
- ☐ Log on to the Faculty Web site to enter students' grades. Grades must be entered online no later than seven calendar days after the class ends. If you are using the Online Grade Book, final course grades can be entered through the Grade Book.
- ☐ If students turned in hard copies of final papers or exams and if your campus provides this service, return final papers and exams to the Learning Center so students can pick-up papers at their convenience.
- ☐ Submit the Final Attendance Report to the university at the front desk of the Learning Center where you are teaching.

Reminders:

Keep a copy of your syllabus, student feedback, and grades week by week, and the final attendance roster for the course for six months following the end date of the class. You do not need to keep copies if you have posted the syllabus in the

Course Materials forum and have posted all feedback and grade messages in the Individual forums.. The forum copies will be archived and will be available to the campus should a need for that information arise.