

Online Faculty Teaching Guide

Navigating Online Learning at Goucher College

**Master of Arts in
Arts Administration**

**Master of Arts in
Creative Nonfiction**

**Master of Arts in
Cultural Sustainability**

**Master of Arts/
Master of Fine Arts in
Digital Arts**

**Master of Arts in
Environmental Studies**

**Master of Arts in
Historic Preservation**

**Master of Arts in
Management**

2017

GOUCHER | college

Robert S. Welch Center for Graduate and Professional Studies
1021 Dulaney Valley Road, Baltimore, MD 21204
800-337-6200 ■ www.goucher.edu/graduate-programs

Welcome!

Thank you for your interest in teaching at Goucher College in one of our professional graduate programs. Whether you are new to teaching, new to distance learning or a veteran online instructor, this guide will help you better understand Goucher's teaching and learning environment. We have included sections on –

- Our professional graduate limited-residency programs
- Teaching at the Welch Center
- Tools to evaluate your readiness for teaching online
- Our standards of excellence
- Basic information on course design
- General teaching guidelines for good online courses
- Time requirements for teaching
- Course preparation information
- Faculty contracts and compensation
- Resources for planning your course, and
- A sample rubric for evaluating the quality of your course

With this guide we endeavor to be comprehensive without overwhelming you with materials, tips or guidelines. We hope you will find the information helpful and exciting.

If you decide to pursue a teaching opportunity with us, rest assured that you will have the support of a dedicated team of distance learning professionals to help you design, develop and deliver your course.

We look forward to working with you. Please contact us for more information.

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Education without Boundaries

Goucher College is a selective, private, coed, liberal arts college dedicated to providing a multidisciplinary, international education. Empowered by rigorous academics, a close-knit residential campus community and hands-on experience in the world, Goucher students graduate as true global citizens.

Since it was founded in 1885, Goucher College has built an extremely strong, varied, and innovative tradition of a liberal arts and sciences education. In 2006, Goucher became the first college in the nation to require all of its undergraduates to study abroad at least once before graduation. The college also was among the first in the country to introduce independent study, field work, early admissions, accelerated college programs and individualized majors, and it was the second in Maryland selected to host a Phi Beta Kappa chapter. Goucher developed one of the first political science internship programs in the country and later expanded it to all academic areas.

GOUCHER COLLEGE TODAY

Today, Goucher is a college of about 1,500 undergraduates and 1,500 students in graduate and professional studies across the United States and around the world. The college offers 33 majors and six interdisciplinary areas for undergraduates, and it encourages students to design their own majors. Thoroughly accomplished in all of the areas of study it has embraced, the college is particularly noted for its stellar programs in dance, the sciences, and creative writing.

Since 1990, the college has added several new graduate programs and now offers master's degrees in education, teaching, historic preservation, arts administration, cultural sustainability, digital arts, creative nonfiction, environmental studies and management, plus a post-baccalaureate pre-medical program that prepares college graduates for medical school.

Goucher's 287-acre wooded campus is home to impressive facilities in technology, the sciences and the arts, including a scientific visualization laboratory; nuclear-magnetic resonance spectrometer; and several computer, multi-media and language labs. The campus is fully wired, featuring "smart" classrooms and providing widespread access to the Internet, cable television and internal networks. Students have access to well-equipped laboratories and research facilities; superb performance and studio art spaces, including the Meyerhoff Arts Center and the 1,000-seat Kraushaar Auditorium; and the Hughes Field Politics Center, which arranges high-quality political science internships in Washington, D.C., and elsewhere. The brand-new Athenaeum, completed in Fall 2009, is a 103,000-square-foot building that is open 24 hours a day and features a new, technologically superior library; a spacious open forum for performances, public discussions, and other events; a café; an art gallery; a center for community service and multicultural affairs programming; and spaces for exercise, conversation, and quiet reflection and relaxation.

THE ROBERT S. WELCH CENTER FOR GRADUATE AND PROFESSIONAL STUDIES

The Robert S. Welch Center for Graduate and Professional Studies provides adults with opportunities for a degree, career change, professional advancement and

enrichment. The center offers nine master’s degree programs, including seven programs offered exclusively in limited–residency, distance learning formats.

Graduate students receive a high level of individual attention from a world-class faculty committed to delivering an education that meets students’ life goals in the most convenient way possible. The distance education format is simple, convenient and effective. Goucher pioneered the limited-residency master’s degree to give working professionals an education that will strengthen their abilities to address the complex and ever-changing professional world.

All of Goucher’s Graduate and Professional Studies degrees and programs share an unwavering commitment to educational excellence and to students’ future success in whatever field they choose.

Goucher College is a participating institution of the Southern Regional Education Board’s (SREB) Electronic Campus. Goucher has reviewed its master’s degree programs against SREB’s Principles of Good Practice, with programs being approved for inclusion in the SREB Electronic Campus through the Maryland Higher Education Commission (MHEC).

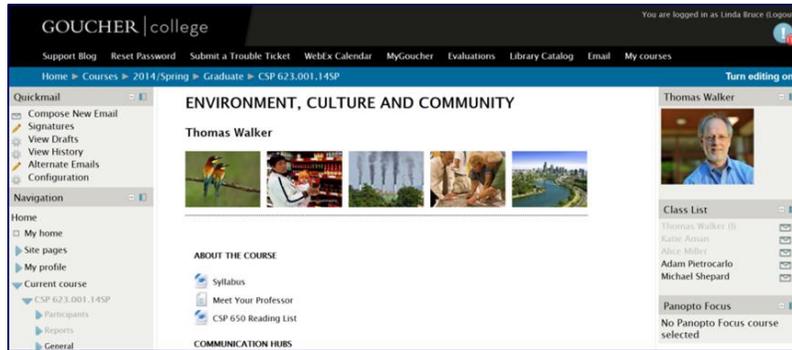
THE LIMITED-RESIDENCY FORMAT

Students in the limited-residency programs participate in courses in two formats: 1) a 9-day in-person, on-campus residency followed by three weeks of online work; and 2) a 7-week or 14-week distance learning online course. These formats are designed to give working professionals greater flexibility in participating in a graduate education. When students enroll, they will be able to continue working full-time while enhancing their skills and knowledge.

- Students begin by meeting their faculty mentors and fellow students face to face in an invigorating, nine-day Fall or Spring residency. During this time they get to know the whole learning community—their cohort who will progress with them through the program.
- They then study online in focused, small classes, and receive personal attention from faculty—national and international leaders in the field.
- Students return to Goucher’s beautiful campus for two years during the Summer/Fall and Winter/Spring to continue their progress in residencies dedicated to intensive study, exchange, and discovery.

Teaching in the Welch Center

Graduate programs in the Welch Center place a high priority on students being able to study with faculty who are practitioners in their fields and who can model professional practice. So faculty contracted to teach here are able to maintain their careers and professional affiliations while teaching. The limited-residency format may especially appeal to these faculty, as courses are delivered either in a highly-condensed residency taking place over nine days (plus three weeks online), or are delivered online for seven or fourteen weeks.



Online course main page in GoucherLearn, the College's course management system

Working professionals may be attracted to other adjunct-teaching rewards and opportunities, such as being able to explore and engage ideas and issues in new ways that they may not be possible through other work. As teaching fosters critical and academic thinking for both faculty and students, adjunct faculty can be proud to directly influence and expand the professional career directions of their students. Additionally, adjunct faculty enjoy greater flexibility in deciding when and where they teach, in having access to a wide variety of online materials and tools, in gaining 21st-century skills in teaching online, and in increasing career opportunities.

IS ONLINE TEACHING RIGHT FOR YOU?

Online instructors at Goucher College play a critical role in maintaining and expanding the viability of the distance programs. To be successful, they must possess a unique set of skills, particularly in the areas of technology use, course facilitation and course management, according to MarylandOnline, a higher-education organization dedicated to championing distance education and enhancing the quality and availability of e-learning in Maryland and worldwide. <http://www.marylandonline.org/>

TECHNICAL SKILLS:

- Writing, typing, word processing and delivering electronic presentations
- Web navigating and searching
- Managing files
- Using computer-related storage devices (disks, CDs, USB drives, DVDs, etc.)
- Using the institution's course management system and communication tools to send email, upload files, conduct threaded discussions, etc.

FACILITATION SKILLS:

- Engaging students in the learning process through appropriate questioning, listening and feedback
- Providing direction and support in managing online discussions
- Building online teams and promoting active learning
- Building relationships and motivating learners

MANAGERIAL SKILLS:

- Managing collaborative groups and managing time
- Managing course materials and managing online student disputes
- Coordinating activities and involving students in activities
- Following institutional procedures and policies for designing, developing and delivering an online course

Make sure you have technology in place in your home or office that includes an up-to-date computer with at least 4G memory; high-speed Internet connectivity; a headset microphone for synchronous meetings with students and faculty; a webcam for recording lectures; current software including Adobe Acrobat Reader, Adobe Flash Player, QuickTime and Java; and proficiency in using Microsoft Office products including Word and PowerPoint. [See Appendix F: Evaluating Your Readiness to Teach Online.](#)

TEST YOUR SKILL READINESS

Pueblo Community College has developed a survey to help you assess your overall readiness to teach online, through reflecting on your teaching style, circumstances and technical skills. When you submit the survey, you receive immediate, detailed feedback at the site. http://www.pueblocc.edu/Academics/AlternativeEducation/Faculty/Teach_Online.htm

TEST YOUR TEACHING STYLE

Instructors develop teaching styles based on personal preferences, abilities, perceptions of what constitutes good teaching, the norms of various disciplines and other influences. To find out about your teaching style and inclinations, take the Grasha-Riechmann teaching style survey. <http://longleaf.net/teachingstyle.html>

STANDARDS OF EXCELLENCE

Goucher College faculty bring educational excellence to the distance learning programs. **Please refer to the comprehensive *Course Quality Initiative* document for essential standards and guidelines for designing, developing and delivering your courses.**

The distance learning offerings are academically rigorous:

In each course, faculty integrate endorsed standards of good practice. A primary mechanism for accomplishing this is the deployment of a Distance Learning team, including a director, an instructional designer and a technology coordinator, to work closely with faculty. Together, faculty and the Distance Learning team develop online content, activities and assignments that encourage active learning and social learning, and promote the benefits of prompt student feedback, time on task, and

high expectations. Both synchronous and asynchronous discussions and meetings are regularly conducted in courses to encourage a high level of student and faculty interaction. The robust and accessible course management system, GoucherLearn (Moodle), encourages faculty and students to actively contribute to the learning environment. An accommodating low faculty-to-student ratio further ensures that all course participants are rewarded.

The distance learning offerings are evaluated for quality:

Welch Center faculty regularly evaluate the effectiveness of their distance learning courses. The process begins with program directors and faculty developing a comprehensive set of mapped goals and objectives. Student assessments within courses are weighed against these goals to measure teaching and learning effectiveness. Student evaluations are routinely conducted at the end of a course and at times also at mid-term, which faculty and the distance learning team analyze for opportunities to improve courses and ensure that goals are attained. Goucher College uses the Course Delivery Rubric from The Learning House as a basis of ensuring and evaluating quality in courses.

Faculty have access to professional development resources and activities that increase their distance learning skills and knowledge:

Goucher College recognizes that faculty responsible for delivering distance learning curricula and evaluating student success must be appropriately qualified, as well as effectively supported. So Goucher provides faculty with an instructional designer staff member in the Distance Learning office to assist in designing, developing and delivering the online or residency-format course.

Faculty have access to regular professional development opportunities and resources to ensure their preparedness. One such example is the 4-day intensive *Welch Center Idea Lab*, in which faculty immerse in learning their craft. Faculty also have opportunities to gain technology and other skills during the on-campus residencies.

Goucher also provides faculty with an email account; access to extensive library research databases; access to myGoucher and other college administrative portals; and 24/7 access to the *My Teaching Resources* site, with its compendium of technology-use tutorials, models of online teaching excellence, and checklists for standards of good practice. Goucher also has memberships with the WICHE Cooperative for Educational Technologies (WCET) and the Maryland Distance Learning Association (MDLA), through which faculty may benefit by participating in rich communication exchanges and professional development events.

Ownership of Materials

You retain ownership of all materials you develop for use in the course, including the syllabus and related course materials. You grant a non-exclusive, royalty-free, perpetual license to the college to make copies of, utilize, distribute, and display such materials for educational purposes. You also grant the college a non-exclusive, royalty-free, perpetual license to create derivative works from such materials and to copy, utilize, distribute, and display such derivative works for educational purposes.

Time Requirements for Teaching

DESIGN AND DEVELOPMENT

Developing a standard 14-week course will take at least four to six months. This allows for interacting optimally with the distance learning staff, and fully designing, developing, reviewing and tweaking all the course materials (lectures, exercises, assignments, quizzes, exams, website features, syllabus, schedule, etc.). Developing a 7-week course may take less time, but it is ideal to still allot 4-6 months to the task.

DELIVERY

Delivering a course (14 weeks, 7 weeks) is engaging. Plan to spend 7-10 hours per week on sending announcements, creating and posting new learning material, initiating activities, checking on learner work and interactions, engaging in forum discussions, giving feedback on assignments, and generally managing the class. As you become more adept at online instruction this may lessen the time devoted.

REVISION

Revising a course may take 4-6 weeks, to keep it fresh. In general, teaching a course in a new term or teaching in a subsequent term will take the same amount of time.

PRE-READINGS

It is expected that students will have the list of required pre-readings needed for residency courses at least a month in advance. Pre-readings are expected to be accessible, where possible, to students on the course website.

Course Preparation Policy

Faculty are expected to prepare, post and make available on GoucherLearn the following materials one month in advance of the start date of the course:

1. **Syllabus:** The course syllabus is prepared (using the syllabus template as a guideline).
2. **Grading Schema:** In the syllabus, a grading schema is included that indicates how much weight each major element of the course will have towards students' final grades.
3. **Schedule:** The course schedule is prepared (using the schedule template as a guideline) and includes relevant dates for major activities like lectures, assignments, activities, readings and WebEx meetings.
4. **Readings:** Reading assignments required for the course are posted, with textbooks and/or CoursePacks having been ordered in advance.
5. **The GoucherLearn course site should be opened** with these elements available for students to view.

Courses not meeting these criteria one month in advance will be cancelled.

Additional and essential materials like lecture recordings, detailed assignments instructions, and activity set-ups like drop boxes, wikis and discussion boards, should be established by the first day of class.

New faculty must work with an assigned *instructional designer* from the Distance Learning office to assist in designing, developing and delivering the online or residency-format course.

Faculty Contracts and Compensation

To begin working at Goucher College and to have access to the online teaching platform, GoucherLearn, you will receive an Agreement Letter (contract) along with payroll paperwork – a letter explaining how to complete the I-9, the I-9, state tax form (if required) and a W-2. Included with this information will be a confirmation letter that states when you will teach, the name of the course, remuneration, and when you can expect to receive payment.

These forms must be returned to the Welch Center for Graduate and Professional Studies before you can receive network credentials and be added to the Goucher College payroll. Federal law requires that a staff member from the college see the original documentation for the I-9 form. Therefore, it will be necessary for you to return these forms in person to the Welch Center for Graduate and Professional Studies at Goucher College. If you are unable to return these forms in person, a notary public must witness copies of your original identification. Please note that you cannot access the Goucher course websites or be paid until these forms are completed.

Once you return the completed forms, you will be sent your Goucher email address and network ID, along with a letter telling you how to use this information. The letter will also include directions on how to forward your Goucher email to your preferred email address and will enter you as the teacher or co-teacher of the course.

Length of Service

The term of the agreement is specified in your contract. You will receive a confirmation letter prior to each semester detailing the nature of services to be provided and compensation for that semester. The agreement may be renewed upon the mutual written consent of both parties. Goucher College retains the right to terminate this agreement for cause during any academic year.

COURSE CANCELLATION

Courses may be cancelled due to low enrollments; all possible effort will be taken to give faculty timely notice if a course is going to be cancelled.

COMPENSATION

Delivering a Course

The stipend for delivering a 3-credit course is \$3,400 (or \$1,700 for a 1.5 credit course). The fee is increased incrementally per student if there are more than 10 students enrolled. Likewise, if there are less than 6 students enrolled, the fee is

prorated from a baseline amount and the faculty member has the option to cancel the course, upon advisement with the Academic Director.

Faculty teaching a residency course will be paid in full on August 25th for a fall course and paid in full on February 25th for a spring course.

Stipends for 14-week courses are paid in four equal installments over the course of the semester:

- Fall – September, October, November and December
- Spring – March, April, May and June

Payment for teaching a summer course will be made in full on July 25.

Travel, communication, and other expenses are reimbursed as described in the faculty handbook for your program.

Developing a Course

Compensation for course development will follow the same guidelines noted above. Compensation for developing a 3.0 credit course is \$1,500 and \$750 for a 1.5 credit course. Requests for course development funding must be made in writing to the Academic Director. Funding is limited.

Fringe benefits

As an adjunct lecturer, you are not eligible to participate in Goucher College's fringe benefits program.