

CareerPLUS+

Instructor Overview

-Bachelor of Applied Studies (BAS) Degree Program-

About the CareerPLUS BAS Degree Program

The online Bachelor of Applied Studies (BAS) degree from Clarke University is designed for adult learners and allows students to tailor their degree to them as they pursue a major (contract major) in Liberal Studies. Emphasis areas include Leadership & Management and Strategic Marketing & Public Relations. To pursue a BAS degree at Clarke, a student must first already hold an AA, AS, or bachelor's degree from an accredited institution, but if they do not yet hold an AA, AS, or Bachelor's degree, they have the option of earning an AA degree through Clarke University.

BAS courses will all be offered in an online, asynchronous format in 7- or 8-week terms (6 start dates per year). Course content will be designed with a professional, working adult in mind who can apply content to their workplaces. Clarke faculty or other Clarke subject matter experts still serve as instructors for the BAS courses.

Clarke is partnering with Ruffalo Noel Levitz (RNL) – formerly Helix Education – for support in instructional design, enrollment management, marketing, and academic coaching/advising for the BAS program/students.

Instructor Qualifications

- Master's or Ph.D. degree in the relevant skills area
- Five or more years' experience working or teaching in the field preferred
- University teaching experience preferred
- Commitment to the Clarke University mission

Course Length	<p>Fall & Spring: 7 weeks + 1 week of finals</p> <p>Summer: 7 weeks (no finals week)</p> <p>Online, asynchronous</p>
Load or Pay Equivalent	3 credit load or \$2700
How to Apply	Complete this Interest Form

Instructor Expectations

- *Course content will be imported for you in Moodle by Pat Maddux prior to the course start date.*
- Update course content prior to running the course (review for broken links, outdated content, etc.)
- Make updates to the course shell in Moodle - align dates for the term, and make any other term-specific or instructor-specific customizations before students enter the course
- Update the course syllabus each term with term and instructor specific information
- Send welcome message to students through Moodle prior to or at start of course.
- The instructor (or SME, in some cases) is encouraged to create an optional Welcome video that introduces students to the course in a warm, engaging way. Instructors/SMEs can use the integrated video tool in Moodle to self-record their Welcome video. This video is an opportunity to generate excitement about the topic, provide a brief overview, and relate the course topic to the workplace. Please include the following items in the Welcome video:
 - About the SME or Instructor - education credentials/work experience
 - Overview of specific course – what learners can expect to gain and how content is relevant to the workplace.
- Establish a regular schedule for when you will be logging in to the course and communicate this to students. Normally this is once per day. Many of the students in your course are adult learners who have work and family responsibilities. These students tend to be more active in courses on weekends, so you may also wish to reserve time in your schedule to monitor courses at least once on weekends.
- Post a message or announcement to your class at least once a week, to tell students what you will be covering in the coming week and to remind them of any due dates.
- Provide feedback to student inquiries within one business day. In other words, be accessible. Because online learners must manage their time carefully, timely instructor feedback is especially important to them. Without it, they may not be able to make progress on their course work. If you cannot provide a detailed response within one business day, it is good practice to respond to the student within one business day to let them know when you will provide them a more detailed response.
- Review/grade assignments. Communicate to your students in advance when you will grade and return all assignments and exams. Online students need to self-regulate their time and learning and will need to adapt as needed. If you do not tell them this information, students will likely ask you to provide it. How long it will take to grade assignments and send meaningful feedback to students depends, of course, on the nature of the assignment. However, students may not be able to proceed in your course until they get your feedback on how they are doing. Please strive to get graded assignments, complete with meaningful feedback, to your students as promptly as possible. As a general rule of thumb, it seems reasonable to expect that student will receive their grades, including feedback, within one week of submitting an assignment.
- If you will be unable to log into the course for several days or more (e.g., during professional travel), give prior notice to your students and to the administrative unit overseeing your course (e.g., your academic department). Providing this information upfront will help to forestall many student inquiries.
 - You should also consider finding coverage for your online course if you are going to be out of contact with students for more than a couple of days, especially if they are to be working on assignments while you are gone.

- If you will be away from the course in cases of personal emergency, you are asked to notify students and your learning designer as soon as possible.
- Connect students with the appropriate resources. If a student does self-identify as needing assistance, help them find it.
- Post final grades in accordance with Clarke University policy.
- Provide detailed feedback to the Director of the Institute for Professional Excellence following the term the course was offered
- Encourage your students to complete your end-of-course survey (IDEA survey).
- Contribute to the continual update and improvement of the course content. When teaching face-to-face, it is expected that an instructor is keeping the content of the course current and is routinely "tweaking" the course based on feedback from students, peers, and administrators. Teaching an online course is no different! Because your course is online, however, as you update your course content, learning activities, and assessments, you'll need to also pay attention to spelling and grammar, as well as copyright, usability, and accessibility best practices to ensure compliance with legal requirements and Clarke University policy.