



Handbook of Online Teaching

Department of Online Education and Support - DOES

**JOHN
JAY** COLLEGE
OF
CRIMINAL
JUSTICE

Handbook of Online Teaching @ John Jay

Department of Online Education and Support

Spring 2020

INTRODUCTION

The John Jay College Handbook for Online Teaching is intended to be a resource for you, whether you are new to online teaching or have been teaching for a long time as a John Jay College faculty member. It has been prepared to support your work because we value and appreciate your time and commitment to our students. It provides an overview of our unique mission, recommends best practices and tools for teaching online students, and highlights some of the academic and administrative policies, protocols, procedures, and best practices that are most relevant to faculty.



We know a handbook can never capture all that you will need to know, so we strongly encourage you to reach out to your Department Chair or (graduate) Online Program Director when you have questions or concerns. In addition, we strongly encourage you to participate in our faculty development programs, offered by the Department of Online Education and Support and the Teaching and Learning Center, as you continue with us.

John Jay College is proud to serve our student body and we thank you for your commitment to our students' success!

Judith Cahn, EdD

Director, Department of Online Education and Support

jjay.cuny.edu/OnlineEducation

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Notes:

Online courses in this document refer to all for-credit, fully online, online, and hybrid online courses; Online Programs refer to John Jay Online for-credit, distance education graduate degree and advanced certificate programs.

One credit hour requires the equivalent of approximately 15 hours of instruction time and minimum of 30 hours of additional student work, “regardless of teaching and learning formats or delivery mode.” (as is specified in the Credit Hour Policy of the Middle states Commission on Higher Education).

The purpose, scope, assessments, learning outcomes, and academic rigor of any online course are expected to be equivalent to those of its traditional counterpart, as students earn the same course credits regardless of its delivery mode.

All courses, whether envisioned for online or traditional instruction, are subject to the same academic governance structures and processes.

Use of the CUNY’s official learning management system (currently Blackboard) is the system supported for online course delivery, but may be supplemented with other systems or technologies.

Use of up-to-date teaching methods is required to promote student learning (e.g., interactions among the students, faculty, and content).

Support and advance diversity, in your course material and with your students, in accordance with the mission of John Jay College.

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KEY TERMINOLOGY

COURSE MODALITY TERMINOLOGY

As defined by the City University of New York (CUNY) a hybrid or online course is any course in which some class meetings are replaced with online meetings or activities. The CUNY registrars use the terms below to designate the mode of instruction in the courses. Courses with online components are those designated as Partially Online, Hybrid, Online, and Fully Online. Codes identifying course modality are in parentheses.

- **In-Person (P):** No course assignments and no required activities delivered online.
- **Web-Enhanced (W):** No scheduled class meetings are replaced, but some of the course content and assignments, as well as required or optional activities, are online.
- **Partially online:** Up to 32% of scheduled class meetings are replaced with online activities or virtual meetings. (*Note: JJC does not use this mode.*)
- **Hybrid (H) (Blended):** CUNY defines hybrid as between 33% and 80% of scheduled class meetings are replaced with online activities or virtual meetings (synchronous). *Note: JJC schedules Hybrid courses as 50-50, meaning, 50% of time is in the classroom, 50% of the course is online.*
- **Online (O):** More than 80% but less than 100% of scheduled class meetings are replaced with online activities or virtual meetings.
- **Fully online (FO):** 100% of scheduled class meetings are replaced with online activities or virtual meetings. All of the class work, including exams, is online, asynchronous. This type of course is offered entirely through the internet so students worldwide have access. There are no scheduled meeting days and times. Students complete their course work at any time, meeting any due dates set by the instructor. **Note:** Faculty cannot require students to do any in-person activities or require them to virtually meet at a specific time, online.

John Jay Online: The brand for John Jay College's fully online programs. A complete listing of all fully online programs can be found at online.jjay.cuny.edu as well as a Student Hub for online students enrolled in the fully online programs.

BLACKBOARD LEARNING MANAGEMENT SYSTEM TERMINOLOGY

- **Course shell:** A course shell is the basic Blackboard repository for all of the content, materials, and activities for a particular academic course. A course shell is automatically created for every course listed in CUNYfirst, and all enrollments (both students and faculty) are processed automatically based on CUNYfirst enrollment data.
- **Organization shell:** A Blackboard repository for content, materials, and activities for non-academic and non-credit earning campus groups, such as academic departments, student activities groups, and co-curricular training. Organizations feature all of the same functionality as course shells.
- **Course copy:** Course copy is the Blackboard function by which an instructor can copy content, materials, and activities from one course they are teaching to another.

ABOUT THE DEPARTMENT OF ONLINE EDUCATION AND SUPPORT

<http://www.jjay.cuny.edu/onlineeducation>

OnlineEd@jjay.cuny.edu

The Department of Online Education and Support (*DOES*):

- Builds the College's capacity for online learning and online initiatives through the development of high-quality and accessible online learning experiences and online degree programs (John Jay Online)
- Supports the college community in online learning activities
- Develops and supports the John Jay Online graduate degree programs and Advanced Certificate programs in collaboration with the graduate academic departments
- Develops and supports the online Professional Studies non-credit programs
- Develops and facilitates professional development programs that foster best practices in online education, in collaboration with the Teaching and Learning Center
- Introduces digital education technologies and innovations within online education to promote student engagement
- Advises on policies and procedures to support effective management and administration for online initiatives
- Collaborates with the greater CUNY academic technology community about all issues related to online learning

The *DOES* is comprised of an Instructional Design team, an Online Faculty Training Specialist, a Multimedia Specialist/Videographer, a Student Support manager, and the Learning Management System (Blackboard) Support Team. Located in the BMW Building (555 W 57th Street), Suite 610, and the New Building, Room 7.65.33 – 35, *DOES* offers faculty access to an eLearning Lab with drop-in hours and scheduled appointments with instructional designers, webinars, and other online faculty development opportunities.

Offices: BMW610

Judith Cahn, Director, jcahn@jjay.cuny.edu

Holly Davenport, Associate Director, Instructional Design, hdavenport@jjay.cuny.edu

Brian Tomlinson, Online Faculty Training and Support Specialist, btomlinson@jjay.cuny.edu

Michael Nusbaum, Videographer, mnusbaum@jjay.cuny.edu

Demy Spadideas, Operations & Compliance Officer, dspadideas@jjay.cuny.edu

Ritu Boswell, Student Support Manager, rboswell@jjay.cuny.edu

New Building 7.65-33 -35

Helen Keier, Associate Director for Learning Management Systems, blackboard@jjay.cuny.edu

Caroline Peppers, Blackboard Support Coordinator for Students, blackboardstudent@jjay.cuny.edu

FACULTY REQUIREMENTS TO TEACH ONLINE

Faculty designing, developing, and delivering an online/hybrid course at John Jay College are:

- Required to demonstrate successful completion of the CUNY School of Professional Studies Preparation to Teach Online workshop, for which faculty receive a stipend from Academic Affairs
<https://cunyonline.commonsgc.cuny.edu>
- Encouraged to self-enroll and review the JJC Online Faculty Orientation workshop on Blackboard
- Encouraged to participate in ongoing professional development offered by DOES and the Teaching and Learning Center

INSTRUCTIONAL WORKLOAD

Instructional workload credits for online instruction are comparable to classroom-based instruction.

ACCOUNT AND LOG-IN INFORMATION

You will use different accounts to access various systems at CUNY and John Jay. Often, which account is used is dependent on whether the system is university-wide or local to the John Jay campus. University-wide systems (CUNY Login, CUNYfirst, and Blackboard, etc.) are administered by CUNY Computing and Information Services (CUNY CIS), but local systems such as the computer network and email are supported by the John Jay Department of Information Technology (DoIT). Knowing if the system you are accessing is university-wide or local to John Jay can be important when determining whom to contact for assistance.

CUNYFIRST

URL: <https://home.cunyfirst.cuny.edu>

- Services: Personnel data, course information and assignments, official grade reporting, student course registration, procurement and business functions, CUNY Alert signups
- All users are assigned an 8-digit unique identifier known as the EMPL ID
- Username and password: User must use the CUNY Login account credentials. Username is predetermined and displayed at CUNYfirst account activation, user sets password at first log in. Username is firstname.lastnameXX (last two digits of user's EMPL ID number) followed by @login.cuny.edu
- CUNYfirst and CUNY Login account support is provided by the Department of Information Technology Help Desk: 212.237.8200 or helpdesk@jjay.cuny.edu

LEARNING MANAGEMENT SYSTEM - BLACKBOARD

URL: <http://www.cuny.edu>

- Services: Blackboard
- Username and password: User must use the CUNY Login account credentials. Username is predetermined and displayed at CUNYfirst account activation, user sets password at first log in. Username is firstname.lastnameXX (last two digits of user's EMPL ID number) followed by @login.cuny.edu
- CUNY Login account support is provided by the Department of Information Technology Help Desk: 212.237.8200 or helpdesk@jjay.cuny.edu
- Blackboard support is provided by the Blackboard Support Services, part of the Department of Online Education and Support: 212.484.1197 or blackboard@jjay.cuny.edu

How Do I ReSet My CUNY Login Password?

1. In your web browser, go to www.cuny.edu
2. Click on the Login button in the upper right corner and select CUNYfirst from the drop-down menu.
3. On the CUNYfirst Log-In page, click on the Forgot your Password or Change Password links, as needed. On the Validation Page, enter your username or EMPL ID as requested. Click the OK button to continue the process

NOTE: *You may reset your password at any time. Never save your passwords or use the auto-fill feature in browsers. This is a security risk and could cause issues when resetting your password in the future.*

JOHN JAY NETWORK AND EMAIL ACCOUNTS

URL: <https://www.jjay.cuny.edu/department-information-technology-doit>

- ☐ Services: Email accounts, technical support for college issued computers and laptops, network and wireless connectivity issues, Classroom/Lab Technology Support Services, access and support for CUNYfirst
- ☐ Username and password: Username is predetermined. In most cases, it is first initial, full last name, with the default password jjXXXX, where the numbers are the last four digits of your social security number. An example of a faculty or staff username would be *jdoe*. If that username is already taken, you may have additional letters of your first name inserted into your username, such as *jadoe*.
- ☐ Email addresses are your username, followed by the school email domain. For example, jdoe@jjay.cuny.edu.
- ☐ Self-service password resets are available for John Jay accounts at <http://reset.jjay.cuny.edu/>
- ☐ Department of Information Technology Help Desk: 212.237.8200 or helpdesk@jjay.cuny.edu
- ☐ To access your John Jay email account, go to: www.jjay.cuny.edu and click on Email link at the top of the home page

WHERE YOUR DATA COMES FROM

All computer systems at CUNY rely on data in CUNYfirst, the university-wide comprehensive information management system. The data you provide to Human Resources is entered into CUNYfirst and becomes the basis of your accounts in other systems administered on campus and by CUNY Central Information Services (CUNY CIS), such as the CUNY Login and Blackboard. This section of the Handbook will walk you through the data sharing process that underlies your accounts on these systems. Understanding the data sharing process can be important in troubleshooting account-related issues that arise for new hires.

Please note: *Your enrollment in your Blackboard course is dependent on completion of steps in administrative processes that begin in Human Resources and must pass through multiple offices before your*

information appears in the Learning Management System. Due to data processing requirements, Blackboard Support is prohibited from manually enrolling official instructors of record directly into Blackboard courses.

Department of Human Resources

- Responsible for the initial data collection and entry of personal information into CUNYfirst

Finance and Business Services

- Enters additional information into your personnel records in CUNYfirst, which releases your personal data for sharing into other CUNY systems
- Data sharing with CUNY CIS is automated and begins when your record is complete
- In most cases, CUNY CIS systems are accessible 24-48 hours after your CUNYfirst record is complete

Academic Affairs

- Enters faculty into the CUNYfirst Instructor Table, the listing of all instructors at John Jay
- Adds your approved courses to your CUNYfirst record

Office of the Registrar

- Assigns instructors to courses in CUNYfirst
- Maintains course information used for the creation and enrollment of faculty and students into Blackboard course shells
- After being assigned a course in CUNYfirst, it should be accessible in Blackboard 24 – 48 hours later

BLACKBOARD SUPPORT

Blackboard support at John Jay is provided by the *DOES* Blackboard Support Center. The Blackboard Support Center assists faculty, staff, and students with Blackboard through email, phone, one-on-one consultations, workshops, and in-class visits. In addition, the Support Center provides assistance with related technologies, such as Turnitin.

Blackboard Support Center Hours and Contact Information

Monday through Friday, 9 am to 5 pm during the Fall and Spring semesters.

- Faculty may send inquiries about Blackboard to: blackboard@jjay.cuny.edu
- Students may send inquiries to blackboardstudent@jjay.cuny.edu
- For Blackboard related questions please call 212-484-1197

Helen Keier, Associate Director for Learning Management Systems – NB Rm. 7.65.33

Caroline Peppers, Blackboard Support Coordinator for Students – NB Rm. 7.65.36

Brian Tomlinson, Faculty Support Specialist – BMW 610

LISTSERV ANNOUNCEMENTS

The Blackboard Support Center Staff regularly communicates with faculty through a dedicated announcements-only listserv. Announcements are limited to maintenance notices, workshop schedules, and issues of specific interest to faculty. Faculty who use Blackboard will be subscribed a few weeks into the Fall and Spring semesters, but instructors can self-subscribe by sending an email containing "SUBSCRIBE BLACKBOARD-LIST" in the body of the message to LISTSERV@LISTSERVER.JJAY.CUNY.EDU. You may also leave the list at any time by sending an email containing "SIGNOFF BLACKBOARD-LIST" to the same address.

Additional online resources are provided through the following websites.

- CUNY-wide: CUNY Blackboard Resources -URL: <http://www.cuny.edu/blackboard>. The CUNY Blackboard Resources site can also be found by clicking on the "Blackboard Resources" link at the top of the Blackboard site once you have signed in.
- Blackboard Help: URL: <https://help.blackboard.com/Learn/Instructor>

ONLINE FACULTY TEACHING RESOURCES

DEPARTMENT OF ONLINE EDUCATION AND SUPPORT

Faculty are encouraged to participate in ongoing professional development opportunities available at John Jay College through the Department of Online Education and Support and the Teaching and Learning Center. They include:

eLearning Lab

The Online Education instructional design staff are here to assist you. We provide drop-in hours via our eLearning Lab as well as one-on-one sessions to work with faculty to achieve excellence in online teaching and learning. Whether you are looking for ways to elicit more meaningful dialogue online, create a learning community online in your course, need help designing an effective individual or group assignment, or adding multimedia, we can help you as you design and teach an online course.

Faculty teaching online courses at the College are welcome to visit the *eLearning Lab* on a drop-in basis every **Tuesday and Wednesday** during community hour (**1:40-3:00pm**).

One-on-one consultations with the instructional design staff may be scheduled at other times through the department by visiting <http://www.jjay.cuny.edu/elearning-lab-reservation>

Webinars

As we prepare for the next academic semester, the Department of Online Education and Support will begin offering 45-minute webinars during community hour for faculty on various topics related to achieving excellence in the online classroom. These fully online webinars are facilitated by DOES staff and most feature insights from a faculty co-host with expertise on the topic. Each webinar consists of the pedagogical “Why” as well as the practical “How”. At the end of each webinar, time will be allotted for attendees to comment, share their views, and to ask questions of all webinar presenters.

These 45-minute webinars are conveniently delivered online, and are easily accessed from a desktop, phone, or tablet. If you are interested but unable to attend a webinar, please register. A recording of the webinar, and the webinar presentation slide deck will be shared with faculty. Upcoming webinar topics, dates as well as previous recordings may be found by visiting <http://www.jjay.cuny.edu/online-education-support-webinars>.

Online Faculty Micro Grants

\$1000 microgrants will be awarded to faculty wishing to enhance their existing online course in collaboration with an instructional designer from the Department of Online Education and Support. Faculty will be given the opportunity to apply for these competitive grants and those selected will be asked to meet with their partnered instructional designer twice a month for during an academic semester (no fewer than 6 meetings). Upon completion of the grant, the faculty will be asked to create a short screencast showcasing the final project.

JOHN JAY COLLEGE TEACHING AND LEARNING CENTER

Haaren Hall 335

Gina Rae Foster, Director

tlc@jjay.cuny.edu and 646-557-4661

The John Jay College Teaching and Learning Center provides a variety of opportunities for faculty and staff to develop teaching and learning capacities in themselves and their students. Face-to-face events include yearlong seminars, individual workshops and workshop series, guided conversations with peers and students, and mentoring. Online resources include the [Teaching and Learning Center](#) website, a [Teaching Resources](#) page, a [Teaching Resources for Difficult Times](#) page, a [Learning in Difficult Times](#) website, and our [Faculty Development Day](#) website.

The Teaching and Learning Center offers funded faculty seminars in online pedagogies in the fall and spring semesters. These fully online professional development seminars are designed for faculty who have at least one year of experience teaching online, and who would like to enhance their online courses. Each three-week seminar focuses on a particular topic (e.g. improving student engagement, designing effective online assignments), and a specific pedagogy (e.g. backward design, collaborative learning). In the seminars, faculty review resources, reflect on their teaching, and examine best practices. The seminars have a workshop component: faculty are asked to share, peer-review, and revise their work. To further enrich the content of the seminars, there are optional synchronous webinar sessions scheduled weekly, featuring guest speakers who are experts in online education and educational technology.

Visit <http://www.jjay.cuny.edu/tlc-teaching-and-learning-center> to learn more.

Join the online teaching and learning listserv, which shares bimonthly newsletters containing resources, announcements, and teaching tips and connects our online teaching and learning community. Email the Teaching and Learning Center to subscribe: tlc@jjay.cuny.edu

Contact the Teaching and Learning Center for individual mentoring by the Director and Faculty Fellow.

Gina Rae Foster: gifoster@jjay.cuny.edu; Beata Potocki: bpotocki@jjay.cuny.edu

LLOYD SEALY LIBRARY ONLINE TEACHING TOOLBOX

The Library supports online teaching and learning. Incorporate Library resources into your online course and provide your students with engaging, high-quality information, documents, and multimedia. For more information, visit, <https://www.lib.jjay.cuny.edu/resources-for/faculty/toolbox>.

ONLINE COURSE ENROLLMENT ADMINISTRATION

CLASS SIZE

The class size policy for online courses shall conform to the College's current Class Size Policy.

All undergraduate online course sections shall have a Primary Enrollment Limit of 28, which were originally established in the College's Class Size Policy for "intensive undergraduate, such as remedial English composition, ESL, speech, foreign languages, and writing intensive" classes. The limit for 400 level courses is 24 students.

All graduate online course sections shall have a Primary Enrollment limit of 23, as specified in the College's Class Size Policy.

ATTENDANCE AND EARLY WARNINGS

Documenting Attendance when Students are Enrolled in Distance Education Courses

The City University of New York is not an attendance-taking school, however, certifying attendance roster is a CUNY requirement. *Instructors are required to verify student attendance in CUNYfirst a few weeks into the semester in compliance with state and federal financial aid regulations and some public assistance programs that require school attendance. If we do not certify rosters accurately and a student receives funds but is not attending your class, we are obliged to repay the State of New York for TAP or the Federal Government for Pell. The new Excelsior Scholarship program includes a similar penalty.*

In distance education courses, logging into an online class is not sufficient, by itself, to demonstrate academic participation by the student.

Faculty are encouraged to use participation in course activities as a positive indicator of attendance. Best practices suggest creating an ongoing activity in your course, such as a discussion board, quiz, or assignment, where it is communicated to the student that participation in that activity will count as an indicator of attendance. It is not necessary that the activity carry a grade, but it should be a task that requires the student to interact with the course in a way that the interaction is saved in the learning management system (currently, Blackboard), and may serve as documentation of the participation.

(See <https://www.baruch.cuny.edu/facultyhandbook/Attendance.Policies.March.2015.htm> for more information.)

In essence, the policy related to attendance for any online course is equivalent to that of its traditional counterpart. Please refer to the policies as posted in the Undergraduate and Graduate College Bulletins.

UNDERGRADUATE

<https://jjay.smartcatalogiq.com/2019-2020/Undergraduate-Bulletin/Academic-Standards-and-Policies>

Attendance

<https://jjay.smartcatalogiq.com/2019-2020/Undergraduate-Bulletin/Academic-Standards-and-Policies/Academic-Standards/Attendance>

Grades

<https://jjay.smartcatalogiq.com/2019-2020/Undergraduate-Bulletin/Academic-Standards-and-Policies/Grades>

GRADUATE

<https://jjay.smartcatalogiq.com/en/2019-2020/Graduate-Bulletin/Academic-Requirements>

Attendance

<https://jjay.smartcatalogiq.com/2019-2020/Graduate-Bulletin/Academic-Requirements/Class-Attendance>

Grades

<https://jjay.smartcatalogiq.com/2019-2020/Graduate-Bulletin/Academic-Requirements/Grades>

BLACKBOARD RETENTION CENTER

The Retention Center feature in Blackboard can be configured based on criteria faculty wants to use to signal an early alert. See https://help.blackboard.com/Learn/Instructor/Performance/Retention_Center

Note: *The Retention Center can also provide feedback and information to the instructor about their own engagement in the course.*

COURSE CANCELLATIONS

The course cancellation policy for online courses conforms to the College's current Course Cancellation Policy.

ACADEMIC STUDENT SUPPORT

- Academic services to students taking online courses shall be comparable in both scope and quality to those provided for students who take courses on campus.
- All academic services, materials, and forms should be made accessible through appropriate technologies, such as the web, email, and phone
- Virtual office hours or appointments are to be regularly scheduled and publicized for all service offices
- Planning, delivery, assessment, evaluation, and on-going improvement of academic services shall be based on best practice standards of online education embraced by the Middle States Commission on Higher Education and recognized academic professional organizations that set national standards for online education, e.g. Quality Matters, Online Learning Consortium, etc.

INTELLECTUAL PROPERTY

Ownership of course materials and any other intellectual property created during the development of online courses shall be determined by the CUNY Intellectual Property Policy as it is written at the time when the materials are created. (Note: Course materials refer to any original work created during the development of the course, such as the syllabus, assignments, audio recordings, video recordings, and activity instructions.

The CUNY Intellectual Property Policy specifies that:

“Courses designed to be delivered over the internet, by computer or through similar technologies may involve both Copyrightable Works and other Intellectual Property. Consistent with its intent to recognize the Creator as the owner of Scholarly or Pedagogical works, the University claims no ownership rights in either the intellectual content of such courses, or the tools and technologies used to present them, unless the work was the result of Sponsored Research or is Commissioned Work.”

Online courses shall not infringe copyright, violate property or other rights of third parties, or contain libelous or unlawful material.

Students shall retain ownership of intellectual property they create, such as forum posts, audio recordings, video recordings, and peer evaluations. Course instructors will ask permission from students to use their work (e.g. as a good example of a forum post or essay) outside of the course or after the completion of the course.

Consistent with the above, the University may contract with faculty members for the use of course materials previously developed by such faculty members, by means of license or assignment, provided that the faculty member also retains the right to future use of the material involved for all purposes other than online course delivery outside of the City University of New York.

The University may contract with faculty members for online course development for College online program initiative, licensing intellectual property, per the Online Course Content License Agreement.

POLICY FOR POSTING CONTENT AND MATERIALS IN AN ONLINE COURSE

- Copyright is taken very seriously and is not to be violated. If a submission is copyrighted and cannot be obtained via the library, it should not be included. In some cases, the work may be used, if just a portion is used for educational purposes: this is the Fair Use Provision of the Copyright Act (see #5 below).
- CUNY encourages the use of materials that are without cost to the students, including openly licensed and library licensed content. These open access resources serve the college's commitment to making education accessible to traditionally underrepresented groups.
- Guidelines for acceptance and posting of submissions include:
 1. Resources designated as open access, provided via the Internet with unrestricted access to peer-reviewed scholarly research.
 2. Resources designated as open content, provided via the Internet with unrestricted access to information for which the creators have formally asserted a statement that the information is licensed under open content standards, such as a Creative Commons license.
 3. Library licensed, content free, to the student and accessed via a permalink on the Internet using John Jay credentials. Materials should not be copied and uploaded.
 4. YouTube videos can be used if they are licensed by Creative Commons or in the public domain, and linked from the course. Do not download a video and upload into the course.
 5. Since the online/hybrid course is for educational purposes, some copyrighted material may be used under the Fair Use provision of the copyright act. The definition of "Fair Use" in education is the following:
 - a. Fair use allows limited use of copyrighted material without permission from the copyright holder for purposes such as criticism, parody, news reporting, research and scholarship, and teaching. "Fair Use" is the right to use "portions" of copyrighted works. This means you can't copy and upload an entire book. A good rule of thumb is no more than 10% of a work.
 6. Guidelines for posting materials in online course work
 - a. All material should be linked to the Internet, not scanned, copied or uploaded.
 - b. Material must be open access, a library resource, licensed by Creative Commons, in the public domain or fair use.

Policy for Posting Content and Materials in an Online Course (cont'd)

7. Resources

JJAY Library Link: <https://www.lib.jjay.cuny.edu/>

Copyright Act Videos: <https://www.copyright.gov/learning-engine/>

Creative Commons Link: <https://creativecommons.org/>

YouTube Creative Commons Link: <https://www.youtube.com/user/creativecommons/featured>

- Sound Music
 - <https://www.bensound.com/royalty-free-music>
 - <http://dig.ccmixter.org/>
 - <https://freesound.org/>
 - <https://soundcloud.com/> - site is mixed type for search “copyright free” or “royalty free”
 - <https://epidemicsound.com>
- Photos & Images
 - <https://www.freeimages.com/>
 - <https://unsplash.com/>
 - <https://pixabay.com/photos/> - illustrations, vectors, and short video clips
- Audio Editing
 - <https://www.audacityteam.org/download/>
 - <https://community.ardour.org/download>
- Photo Editing
 - <https://www.gimp.org/downloads/>
 - <https://pixlr.com/editor/> - (browser based)
- Video Editing/Recording
 - <https://www.openshot.org/download/>
 - <http://www.videosoftdev.com/free-video-editor> (Windows only)
 - <https://obsproject.com/>
 - <https://www.apowersoft.com/free-online-screen-recorder>

ONLINE COURSE DEVELOPMENT PROCESS

JOHN JAY ONLINE: FULLY ONLINE GRADUATE PROGRAMS

John Jay Online refers to fully online degree programs that are College initiatives. Each course is developed in collaboration with an Instructional Designer in the Department of Online Education and Support.

The development of a fully online course for an online program is a multi-step process that can take 12 to 16 weeks when working in collaboration with an instructional designer:

- The Department Chair or Program Director selects a course for development and communicates that to Judith Cahn, Director, Department of Online Education and Support.
- A faculty member is selected by their department to design the course as the subject matter expert. (Ideally, this person has completed the CUNY workshop and has experience teaching the course to be developed as well as teaching online.)
- If the course is designated for a fully online program, a College initiative, faculty review, sign and return the Online Course Content License agreement and a CUNY Vendor Application. The Agreement is co-signed by Steve Titan, VP of Finance. The Vendor Agreement is sent to CUNY to ensure a quick turn-around for payment upon completion of online course development.
- A “kick-off” meeting is scheduled between the faculty member/SME, instructional designer and videographer to define educational needs, introduce video samples and discuss success strategies, review accompanying Blackboard developmental course, review current syllabus, and discuss best practices including rubrics for online course quality.
- Faculty are assigned small manageable tasks to complete for each scheduled meeting with an instructional designer.
- Each meeting will review past work and prepare for work on the next segment of the course (generally 2 weeks of instruction). The instructional designer requests and reviews all faculty-created materials to be added to the development shell on Blackboard. (This portion of the process generally consists of at least 4 meetings)
- Faculty developers are partnered with a videographer to discuss subject matter of course and ideas for video. Instructors are featured in the online course to provide context to complex topics, further enhance instructor presence, expand modalities of instruction to accommodate various learning styles.
- Upon 60% completion of the content, video scripts are requested. Once reviewed and accepted, video appointments are made with the videographer.
- Once course content has been completed to include all resources, activities, assignments, course policies, communication mechanisms, etc., the instructional designer performs a review for quality assurance.
- The review is shared with faculty and adjustments are made as needed.
- Faculty Developer and Instructional Designer sign off on the completion of the course and payment process proceeds.

UNDERGRADUATE DEPARTMENT ONLINE COURSE DEVELOPMENT PROCESS

- The Department Chair determines and schedules an online course and assigns faculty to teach who meet the College's requirements for teaching online.
- Faculty are encouraged to contact the Department of Online Education and Support to schedule appointments with an instruction designer who can support faculty in designing the course by defining educational needs, videos, student success strategies, reviewing Blackboard, syllabus and assessments and reviewing best practices for online course quality.

ONLINE INSTRUCTOR SUPPORT

To ensure the success of faculty while in the design and development course process, DOES provides the following means of support:

- One-on-one consultations with instructional designers
- Access to videographer for planning and production of organic course media
- eLearning Lab drop-in hours

PREPARING THE ONLINE COURSE FOR THE UPCOMING SEMESTER

BEFORE THE SEMESTER

A. Master Course Development (DEV Shell) Process and Course Copy

Using data supplied from CUNYfirst, CUNY Computing and Information Services (CUNY CIS) creates courses in Blackboard well before the start of a given semester, in order to give faculty time to build their course content. However, some faculty elect to build their course content independent of their actual live courses in what are commonly referred to as development or DEV shells. Development shells are requested by sending an email to blackboard@jjay.cuny.edu containing the department, course number, and if the course duration is less than the traditional 15 week semester, the duration of the course. Development shells are automatically created for all courses in John Jay degree programs offered completely online.

For most courses, faculty are responsible for copying their content from their DEV shell to their live course. However, for courses in our completely online degree programs, DOES will copy content from DEV shells to live courses in the weeks immediately preceding a semester. Instructors in completely online degree programs who wish to repurpose content from previous course offerings must secure and forward to DOES approval from their department chair or program coordinator.

B. Review Course Calendar and Check Links

Review course calendar/schedule to be sure it is accurate. Check all links and functionality in the course.

C. Check Student Roster

Check Student roster in Blackboard against the CUNYFirst Roster.

D. Make Course Available

Make course available in Blackboard prior to the start of the semester/session.

INSTITUTIONALLY MANDATED INSTRUCTOR ACTIVITIES THROUGH THE SEMESTER

Documenting Attendance when Students are Enrolled in Distance Education Courses

The City University of New York is not an attendance-taking school (see <https://www.baruch.cuny.edu/facultyhandbook/Attendance.Policies.March.2015.htm> for more information), so you are not required by the university to take attendance at each class session. However, instructors are required to verify student attendance in CUNYfirst a few weeks into the semester to comply with state and federal financial aid regulations and some public assistance programs that require school attendance.

In distance education courses, faculty are encouraged to use participation in course activities as a positive indicator of attendance. Best practices suggest creating an ongoing activity in your course, such as a discussion board, quiz, or assignment, where it is communicated to the student that participation in that activity will count as an indicator of attendance. It is not necessary that the activity carry a grade, but it should be a task that requires the student to interact with the course in a way that the interaction is saved in Blackboard and may serve as documentation of the participation.

Posting the Course Syllabus Online

The syllabus is a key document for the course. Essentially, this is your contract with the student. There are key requirements for what must be included within the syllabus, listed on the following page.

You should check with your department if a standard format is required. This requirement may change depending on the type of course (certificate, undergraduate, graduate, etc.).

The syllabus for online courses should include the following, if applicable:

- Faculty bio and Contact Information
- Procedures for faculty contact hours (e.g., times, communication tools)
- Policies – College and Department policies, such as Accessibility, ADA policy, Military and Veterans Support, Academic Integrity.
- Expectations for student participation and interactions
- Expectations that students can have of the instructor, e.g., when the instructor will review materials online during the week, turnaround time for assignment review, etc.
- Technology requirements – Students are expected to ensure the equipment (including both hardware and software) is in good working order, prior to the start of an online course.
- Blackboard support information for students
- Encourage students to complete the “Are You Ready?” one-hour, online workshop in Blackboard to prepare for online learning.
- Administration of assessments and exams, associated rubrics and graded weighting
- Submission of course assignments
- Access to course materials
- Calendar/Schedule - a weekly representation of the dates, topics, reading assignments, activities assignments and due dates. The calendar could be a separate document or a part of the syllabus.
- Grading policies

Each instructor of online courses should provide students with at least a printable, full version of the syllabus, such as a PDF document available for download as a link from the course site on Blackboard.

Grade Reporting

Semester grades for credit-bearing courses at CUNY are reported through CUNYfirst. Toward the end of each semester, the Registrar will open grade rosters in CUNYfirst and announce a deadline for the submission of grades. Please note, final grades or official course grades are not shared from Blackboard into CUNYfirst through automated data processes. Official grades must be manually reported in CUNYfirst by the course instructor of record.

The Academic Calendar

Online courses follow the same academic calendar as on-campus courses. The academic calendars can be found at <https://www.jjay.cuny.edu/academic-calendar>

Enrolling Teaching Assistants (TA's) in Online Courses

Teaching Assistants (TAs), who are graduate students, may be added to your course by sending a request via email to blackboard@jjay.cuny.edu, containing the course information, the name of the teaching assistant(s), and the teaching assistants' eight digit CUNY EMPL ID numbers. The TA role includes access to the Blackboard Grade Center; therefore, undergraduate students cannot be enrolled as TA's in accordance with the Family Educational Rights and Privacy Act (FERPA) regulations.

END OF COURSE ACTIVITIES

At the end of semesters, we recommend the following practices to close out your Blackboard course.

A. Make your courses unavailable

Make your courses unavailable once students no longer need access, by reversing the course availability setting. However, if you have students fulfilling incompletes or who need access to the course after the semester is over, you can maintain the course as available, but make the students no longer needing access unavailable within the course itself.

B. Create and download an archive of your course

We strongly recommend that faculty create personal archives of each Blackboard course they teach, including the course Grade Center history. Not only for good recordkeeping and compliance with university document retention policies, personal course archives ensure that your course materials will be readily available should you want to reuse content in the future.

C. Report Official Grades

Revise course development shell to incorporate changes and course development done while course was underway, if necessary.

D. Revise Course Development Shell

If the course was developed using a course development shell as with most John Jay Online program courses, revise the development shell at the end of the semester to incorporate changes and any course development done while the course was being taught.

E. End of Semester Student Course Access

If you have students fulfilling incompletes or who need access to the course after the semester is over, you can maintain the course as available, but make the students no longer needing access unavailable within the course itself.

CUNY COURSE RETENTION POLICY

Blackboard courses remain on the Blackboard servers for three semesters after they are given, inclusive of summer semesters, to ensure that courses are available for re-use and to comply with university policies regarding the fulfillment of incompletes. Courses older than this timeframe are periodically archived and removed from the server. CUNY CIS will attempt to retrieve courses from archival storage if the department, course number, section number, and semester are identified, but retrieval is not guaranteed.

THE ONLINE COURSE DESIGN PROCESS

To support the online course design process, it is important to consider how the student will navigate through the content, how the student will move through assignments and activities and how it all supports their learning to meet the objectives of the course.

Storyboarding has been shown to be an effective way to generate holistic thinking to help the instructor determine how teaching and learning will be accomplished. It also provides a way for the instructor to demonstrate an understanding of the relationships of course elements and the application of learning theory, as well as raising awareness about how the student will journey through the course and the content.

Also, it serves as a plan of action.

To begin, the instructor is asked to fill out a matrix or table that outlines each week/module of the course. This helps to spotlight the relationship between the learning objectives, instructional materials, assignment/assessment/activities and the technology required.

STEP 1: Consider your future students.

- Who are they?
- What do they know?
- What do you want them know/master?
- What life experience do they bring to the classroom?
- What are their resources?
- What learning theory will you use?
- What teaching strategy will you use?

STEP 2: Develop your course learning outcomes and module learning objectives.

A good learning outcome/objective includes a description of performance, condition, and criterion or standard, and lastly, it is measurable. If you need help in finding terms to describe the action you need, refer to Bloom's Taxonomy of Learning. Terms are defined in domains, to include cognitive, perceptive, and psychomotor.

Learning objectives are statements that articulate the knowledge and skills you want the student to acquire and demonstrate by the end of the course, and include:

- An action word that identifies the performance to be demonstrated;
- A learning statement that specifies what learning will be demonstrated in the performance;
- A broad statement of the criterion or minimum standard for acceptable performance

Each learning objective should:

- Be student-centered
- Break down the task and focus on specific cognitive processes
- Use action verbs
- Be measurable

Remember to:

- Keep statements short and focused on one single outcome
- Avoid using verbs that are vague or cannot be objectively assessed
- If you use verbs like “know” or “understand”, make sure you state how the “knowledge” or “understanding” will be demonstrated

Example: “After successful completion of this week, the student will be able to *list three characteristics that make the weather patterns in the Pacific Northwest distinctive from those in the Midwest.*”

In the example, note the learning objective statement is comprised of the:

Action Word – *List*;

Learning – *weather pattern characteristics*;

Criteria – *distinctive areas identified*

STEP 3: Select the course content.

This is where the instructor and instructional designer can brainstorm on a range of possible solutions, approaches, and techniques to convey the core of the course.

Consider that the content:

- Is information a student must master to meet course learning objectives and module learning outcomes
- Must provide all the necessary information to enable students to achieve objectives/outcomes
- Leads the user to success in related course assessments

Examples of how the content can be transmitted, include:

- Syllabus
- Text-based materials (textbook, articles, journals, etc.)
- Video (instructor-created, news footage, documentaries, interviews, etc.)
- Audio/Podcast
- Student created content (Wiki, Blog, presentations, etc.)
- Diagrams, charts, photographs, checklists, rubrics, etc.

STEP 4: Plan your assessment methodology, types, frequency, and locations.

Keep in mind there are direct, indirect, and self-assessment types – formative and summative assessments - and each measure success in a different way and add value in the online environment. There are many different ways to assess student knowledge you can include both low-stakes and high-stakes assessments online:

- Discussions
- Assignments (consider including rubrics)
- Wiki and blogs
- Groupwork
- Case Study Analysis
- Project based learning
- Student presentations
- Research activities
- Papers (research, reaction, etc.)
- Quizzes
- One-minute Feedback
- High stake exams

The faculty subject matter expert determines how often an assessment is necessary, and where the assessment will be located in the flow of content.

Lastly, assessments must accomplish three things:

1. Cover course learning outcome
2. Cover module learning objectives
3. Take into consideration the performance, criterion, and condition of each outcome.

STEP 5: Plan your required student-to-student and instructor-to-student interactions and collaborations.

These can be used to develop student-created content, build connections in content, or develop community relationships.

STEP 6: Using the example image below, plan out the logical flow of these items in a storyboard fashion.

Be prepared to explain and expound these features during the instructional design meeting.

Module #1 - Achieving Alignment in Online Course Design

Goal of the Learning: Apply Bloom's Taxonomy in writing learning objectives.

Learning Objectives	Resources & Materials	Course Technology	Learning Activities & Engagement	Assessments & Measurements	Course Technology
The learner will be able to					
1. explain in their own words Bloom's taxonomy of thinking for the cognitive domain.	Presentation: Explain levels of thinking (contrast lower levels with higher levels). Article: Bloom's Taxonomy of Learning Domains	Link to VoiceThread presentation with narration Link to article	Have students listen to the presentation and comment or post a question on the content.	1. Explain purpose of Bloom's taxonomy in your own words and define each of the 6 levels.	Blackboard Assignment
2. match given learning objectives with the six levels of Bloom's taxonomy.	Video: Explain the importance of selecting an action verb for objective statements (contrast with vague verbs). Handout: List of "vague" verbs	Link to YouTube video Link to file (PDF)	Have students practice matching given learning objectives with each level of Bloom's taxonomy (provide feedback). Have a class discussion about Bloom's taxonomy to clarify understanding.	2. Match the six given learning outcome statements with the six cognitive levels of Bloom's taxonomy.	Self-graded Blackboard quiz with immediate feedback General Help/FAQs Discussion Board
3. create original learning objectives based on Bloom's learning taxonomy.	Class Notes: Give examples of learning outcome statements.	Link to file (PDF)	Have students practice writing original learning objectives based on Bloom's taxonomy (provide feedback).	3. Create original learning objectives for each level of Bloom's taxonomy.	Discussion Board activity requiring initial postings and critiques to classmates' postings

Course:

Goal of the Learning:

Learning Objectives	Resources & Materials	Course Technology	Learning Activities & Engagement	Assessments & Measurements	Course Technology
The learner will be able to					
Week 1.					
Week 2.					
Week 3.					
Week 4.					
Week 5.					
Week 6.					

Learning Objectives	Resources & Materials	Course Technology	Learning Activities & Engagement	Assessments & Measurements	Course Technology
Week 7.					
Week 8.					
Week 9.					
Week 10.					
Week 11.					
Week 12					
Week 13.					

Learning Objectives	Resources & Materials	Course Technology	Learning Activities & Engagement	Assessments & Measurements	Course Technology
Week 14					
Week 15					

TIPS FOR A SUCCESSFUL SEMESTER ONLINE

After checking the student roster in Blackboard against the CUNYfirst roster and making your course available in Blackboard prior to the start of the semester, the following Tips for a Successful Semester List, found on the next pages, can be used as a guide throughout the semester.

We encourage these forms to be shared within academic departments.

TIPS FOR A BETTER START TO THE SEMESTER

ADMINISTRATIVE



Introductory Email

- Send an introductory email to connect with students prior to the start of the semester.
- Provide information on how to access the course.
- Require a reply by the first day of the semester/session.
- Note students who do not reply and send a follow-up email.



Syllabus

- Instructor's name and contact information
- Preferred method of communication
- Expected response times to email and assignments
- Policies specific to the course and instructor



Course Calendar

- Current semester dates
- Due dates for assignments, exams, etc.



Grade Settings

- Clearly state how grades are calculated in your syllabus and in the online course.
- Check Grade Center columns for accuracy.

TIPS FOR A BETTER START TO THE SEMESTER

TECHNICAL



Firefox

Preferred browser for Blackboard.
Chrome and Safari may also be used, but Firefox is best.



Update Hyperlinks

Remedy dead or broken links.



Check All Media

Be sure it displays properly.
Remedy broken images, video playback, etc.



Test Course

Check navigation for accessibility.

TIPS FOR A SUCCESSFUL SEMESTER

COMMUNICATION



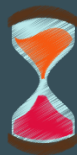
Use Announcements

to send information to all students. Announcements appear in the course and are emailed to students individually.



Send Weekly Announcements

Include reminders and/or weekly summaries.



Check Course Emails Often

Adhere to the expected response time stated in the course and/or syllabus.



Check Class FAQ Discussion Forum

Review this forum every time you log in to the course.

TIPS FOR A SUCCESSFUL SEMESTER

MULTIMEDIA



Use videos to:

- Establish instructor presence with bios, course/module intros, announcements, etc.
- Explain a specific process or system step-by-step.
- Interview an expert in the field and record video chats via Zoom, Skype, FaceTime, etc.



Instructor presence on video is great, but you don't need to reinvent the wheel.

If there is existing high quality material online, you can embed it into your course as well.



VIDEO LENGTH MATTERS.

According to studies from MIT instructors should segment videos into short chunks, ideally less than 6 minutes.



All instructor materials are properly cited and checked for copyright compliance.

BEST PRACTICES IN ONLINE TEACHING

INSTRUCTOR WELCOME MESSAGE

Pre-Course Welcome Message to Students

The instructor has the opportunity to prepare students by informing them of the information and tools needed to begin learning on or even before the opening day. This will significantly decrease the number of time-consuming emails received conveying messages of confusion and frustration during the first week.

One of the most effective methods is to send a message to each student through the Learning Management System (Blackboard). It takes only a few moments per student to generate a prewritten message and, if properly organized, can save hours of work later.

This opening message provides an opportunity to personally welcome students and review first steps. Even web-savvy students are often unclear about when and how an online class begins. Your letter should announce the first day of participation and express an expectation that students will log into the class on that date. Detailed, step-by-step instructions on how to get to the course site and log-in are critical.

Use the initial welcome message as a letter to explain ways in which students can acquire the needed texts, course packs, or other materials you expect them to have or access in the first few weeks. The pre-course letter is an excellent opportunity to let students know how you will be corresponding with them on the course platform during the semester. This initial message begins to create a sense of learning community. You can tell students a little about yourself and express how excited you are to have them in class. (See Sample Welcome Message)

SAMPLE WELCOME MESSAGE

Dear (Student's Name):

I am delighted that you have enrolled in *(Course Name)*, and I want to provide some early information about the course to give you a good start. As you are aware, this is an online class and will have no scheduled face-to-face sessions. Therefore, it required a different kind of preparation than does a traditional course.

First, let me introduce myself. I have been teaching this course online for 6 years, and I love the subject of sociology! I have lived in NYC (the Bronx, Manhattan, and now Brooklyn) my entire life and can't imagine living anywhere else. My spouse teaches high school, and we have two sons, one of whom graduated from college last year. We travel every chance we get and are always up for a new adventure! Next, let me give you some information about how the class will work.

Getting Into the Class: Our "classroom" is located on the College's Blackboard system. Because you are registered, you have Blackboard access. For instructions about how to log on, go to:

<http://www.jjay.cuny.edu/blackboard>

Are You Ready?: If you haven't yet completed the one-hour, Are You Ready? Preparation for Online Learning Student Workshop online, please do so. You can find it in Blackboard under the John Jay Student menu item at the top of the Blackboard screen. Please self-enroll and complete it. I will be asking you to upload the pdf certificate verifying your completion of it during the first week of the course.

Getting Your Books and Materials: You will not be able to access the course until *(enter date)*, so you can't explore the site before that time. However, you can purchase books for the class *(or access them according to instructions)*. We will be using the following materials and you will be required to read all or most of both.

(List Books/Materials here.)

Read the Syllabus: This week, I will be sending you a lengthy message describing how to initially navigate the course site. A copy of the course syllabus will be attached. Please copy and save the message and the syllabus with initial instructions until you can access the course site.

Start Date: We start (DATE). Log into the class that day to begin work.

Technology Needs: You will need a computer that has the capability of playing vidoes. Because you may be viewing short videos, you will also need a reliable, high-speed Internet connection (please use caution when using 3G/4G connections). Please let me know right away if you experience difficulty connecting to and viewing the videos.

Check Email: All correspondence for the course will be using your college email address. I will make the technological elements of the class as simple and transparent as I can. In addition to learning the subject matter, you will be increasing your ability to use technology.

I am looking forward to reading your introduction on the discussion board during the first week of class. See you online!

Yours truly,

(Instructor's Name)

SETTING UP STUDENTS FOR SUCCESS

Incorporate the following into your course(s):

- ***“Are You Ready for Online Learning” online module***
- ***The Academic Advisement Center Flyer: “Online Courses: How to be Successful!”***
- ***The Video: Tips to Success in an Online Course*** <https://johnjayonline.wistia.com/medias/j50q42ia1q>

The **“Are You Ready?”** online learning readiness course is designed to prepare students for taking an online course. Are You Ready? will cover a variety of topics that coincide with the online learning at John Jay. The course itself is online, in Blackboard. On average, students take about 1/2 - 1 hour to complete the course.

Topics include:

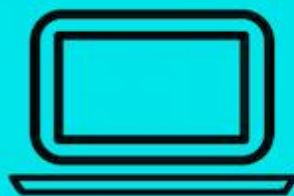
1. A brief self-assessment
2. Welcome to Online Learning
3. Basic Technology Proficiency
4. Using Blackboard
5. Technology Requirements
6. Netiquette and Services for Students at John Jay

We encourage all students to enroll in the course, whether they are taking an online course or not. To enroll in the course, students can click on the [Are You Ready link](#) in the John Jay Student tab on Blackboard or through a link in the **Blackboard Help section** of all John Jay courses.

Tips to Succeed in an Online Course <https://johnjayonline.wistia.com/medias/j50q42ia1q>



ONLINE COURSES: HOW TO BE SUCCESSFUL!



FOR MORE INFO ON ACADEMICS:

JJAY.CUNY.EDU/ACADEMIC-ADVISEMENT-CENTER

1

ARE YOU TECH SAVVY?

- Know your CUNY Login ID, EMPL ID and John Jay email.
- Access to Blackboard and John Jay email is needed to communicate with your professor and classmates.
- Familiarize yourself with Blackboard. You will submit ALL work including but not limited to: discussion responses, daily assignments, quizzes and tests. **Refer to tips #9 & #10 for the Blackboard User Guide and an online course tips video!**
- Access to a computer/laptop (not just a phone or tablet) with reliable internet access is necessary! Your professor may also require audio or video participation.

2

ONLINE COURSES ARE NOT "EASIER" THAN IN-PERSON COURSES!

- On the contrary, they may require *more* time and engagement to make up for the lack of in-person class time.
- This may mean daily Blackboard use, readings and class mate interaction.
- Writing skills are particularly important for online courses since they will rely more on written work for grading/assessment purposes.
- The structure of online courses may be ideal for students who are disciplined, organized and independent learners.
- Remember, for a fully online course, all quizzes and tests will be submitted through the Blackboard website!

3

NETIQUETTE!

- Become familiar with "netiquette"- conduct that is socially acceptable in an online setting.
- Treat your fellow classmates and professor with respect.
- Reread your responses before submitting to ensure your tone is coming across professionally.
- For example: TYPING IN ALL CAPS CAN COME ACROSS AS ANGER!
- Any criticism should be *constructive*.
- In addition, respect everyone's privacy by not engaging in harassment/spamming.

4

REACH OUT FOR HELP!

- Help is all around you even in an online class! If you are struggling in the online course, **contact the professor directly with any questions concerns**.
- Preferred contact info should be included in the syllabus.
- Build relationships with your classmates by introducing yourself in online discussion boards (most professors will require this). Your classmates can provide helpful feedback and assistance throughout the course.

5

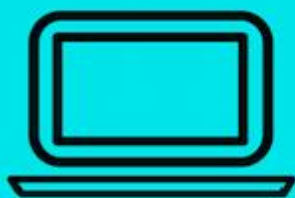
CREATE YOUR STUDY SPACE!

- Recommended for all courses, but especially online courses.
- Creating a dedicated learning environment for coursework and repeatedly working there will establish a routine.
- This will help with organization- knowing where all syllabi, files and books are stored will keep you on track.
- Your study space should include: high speed internet connection, up-to-date technology, headphones for lectures/discussions (if you are in a shared space).

ONLINE COURSES: HOW TO BE SUCCESSFUL!

FOR MORE INFO ON ACADEMICS:

JJAY.CUNY.EDU/ACADEMIC-ADVISEMENT-CENTER



6

MANAGE YOUR TIME!

- Time management is crucial for online courses!
- Plan ahead for all assignments/tests by using a planner or calendar reminder.
- Create to-do lists to stay on track with all your competing demands & block out time in your schedule for each task and assignment.
- Be sure to check in with yourself throughout the semester: "Am I dedicating enough time to this course?" "My grades are not what I expected, maybe I've been procrastinating too much."

7

HOLD YOURSELF ACCOUNTABLE!

- In an in person class, you may get verbal/visual reminders from professors about upcoming assignments/tests. Without a professor actively reminding you, you must take on the responsibility and action for your online courses!
- Be sure to allot yourself enough time in a week to complete all readings, necessary assignments and responses to class mates in a *timely manner*.
- Do not start assignments the day before they are due!

8

WANT TO TRY AN ONLINE CLASS? TRY A HYBRID COURSE FIRST!

- If you have no experience with an online course, trying out a hybrid course might be best!
- A hybrid course is 50% in person and 50% online. Meaning, you will attend class only 1x/week and the rest online.
- This will give you the experience of an online course and get you familiar with Blackboard.
- If you enjoy the online portion of the course, and feel comfortable with Blackboard, you can give a fully online course a try!

9

ADDITIONAL RESOURCES JUST FOR YOU!

- **Academic Department Information** (if you are unable to get in contact with your professor directly):
 - <http://www.jjay.cuny.edu/academic-departments-and-interdisciplinary-programs>
- **John Jay Online Blackboard Support Services** located in 07.65.33, 07.65.35 and 7.65.36 NB
 - blackboardstudent@jjay.cuny.edu or 212-484-1197
- **Student User Guide for Blackboard**
 - <http://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/user-guides/student/>

10

A VIDEO JUST FOR YOU!

Learn more online course tips:

<https://johnjayonline.wistia.com/medias/j50q42ia1q>

INSTRUCTOR BIO

For the online student, there is a natural disconnect between student and instructor.

Creating an instructor bio or profile will help to bridge this gap. A good practice is to create a special menu item or folder solely devoted to you (usually titled Faculty Information, Meet Your Professor, etc.), with your photograph and your bio. This is a quick and easy way to foster instructor presence within your online course.

Also recommended is a short video introducing yourself. You can create this easily using the many multimedia tools available online, such as YouTube Capture, uploading it and inserting the link in Blackboard. For more information, contact the Department of Online Education at OnlineEd@jjay.cuny.edu.

Information you can include are:

- Name
- Title
- Field of Study/Expertise
- Contact info (email, office address, etc.)
- Virtual office hours (if applicable)
- Days you will review postings and assignments online
- Expected response time to emails, discussion posts, grading, etc.
- Teaching philosophy
- Any personal information you wish to share, such as family, hobbies, interests, vacation, etc.
- Advice to students

COURSE SCHEDULE/PLAN

Include a course calendar in the syllabus to help students meet expectations by allowing them to plan how much time to spend on each assignment. In addition to providing a course calendar, include tips for students on how much time to spend on an assignment. What will students be asked to do for particular class sessions? When will quizzes and/or examinations be given? What are the due dates for the papers, projects, or other assessments? Is there a final exam, and if so, when?

SET CLEAR EXPECTATIONS

What You Expect From Your Students

We cannot emphasize enough how important it is for you to have clearly specified expectations. It will help as you facilitate the course. We set expectations of our students and inform them what we expect related to learning outcomes. In addition, be sure to specify expectations about how students should navigate operationally through the course and indicate best practices for learning online.

Strategies may include:

- Make expectations for course participation and interaction clear.
- Provide students with a rubric for what good participation looks like.
- Provide study groups with tips for effective collaboration.
- Encourage and facilitate introductions at the start of the course.
- Post topics and questions that are interesting and thought-provoking.
- Identify and reiterate course goals throughout the course.
- Provide opportunities for students to ask questions.
- Ask students to reflect on what they have learned.

What Students Can Expect From You

Include and be clear what students can expect from you during the course. For example, when can they expect responses from you? Will you respond to every discussion post or synthesize what was posted and add your input? How often and what days will you be online reviewing their work? Will you have virtual office hours?

COURSE INTRODUCTION ASSIGNMENT AND STUDENT VALIDATION

The CUNY Committee for Academic Technology developed this response to Middle States regarding verification of student identity in online courses. It includes practices that are considered to be best practices in online courses and speaks to quality.

General response to the Middle States Commission on Higher Education re verification of student identity in online courses offered throughout CUNY

Description of the methods(s) used to ensure student identity verification in distance or correspondence education courses:

Students in online instruction offered by CUNY must log in through a system that uses IDs and passwords to invoke an authentication triangulated against name, date of birth, and social security number. (These are inaccessible but generate a unique access number; it is this access number that, invoked by the user ID/password combination, gives access to the system.) This secure login is a student's only means of access to the online learning management system (LMS). All courses (not just online courses) use this same system of authentication for registration. Enrollments are imported directly into the LMS without any action on the part of students, faculty, and staff. What's more, every action within a course site is recorded by the extensive tracking features of the LMS, which monitor each user in terms of time and duration of any action as well as the part of the site involved, even if there is no posting by the student.

Such mechanical means of verifying student identity and activity in online courses are supplemented by high levels of interaction in small classes. Students introduce themselves in terms of prior knowledge about a

course's subject and write posts at least weekly, including responses to one another. Many students also maintain blogs and/or wikis individually or in groups. Such interactivity creates a high degree of familiarity and even intimacy within each online course. And that is increasing as online courses move beyond piloting to program-wide implementations of increasingly sophisticated forms of self-presentation and interaction, including the growing use of cross-course portfolios, learning communities, and synchronous conferencing (including voice and video).

In other words, faculty teaching online courses make extensive use of performance-based assessment and active learning in online instruction. Through these activities, faculty are able to identify patterns in writing styles, levels of achievement, basic content knowledge, and typical types of interaction specific to each student. Such high exposure and high feedback instruction enable faculty to make professional judgments regarding any atypical assignments/assessments turned in that do not match noted student patterns established throughout the semester.

Every online course syllabus contains a statement of expectations and preventative measures to ensure academic integrity. Assessments include but are not limited to papers, projects, group discussions, and/or online chats on a weekly basis. Faculty can check any written work, from discussion posts to submitted papers, with anti-plagiarism software such as *Turnitin* or *SafeAssign*.

For the complete Academic Integrity Policy, please refer to: <http://jjay.smartcatalogiq.com/2019-2020/Graduate-Bulletin/Academic-Requirements/Academic-Integrity>

INSTRUCTOR PRESENCE

One of the most important factors in online student success is the instructor's presence and accessibility. Knowing the instructor is present provides a natural motivation and sense of student confidence. If possible, let students know when you plan to access the course. For example, will you work evenings or on weekends? Online office hours are also critical. While it would be ideal for John Jay College online instructors to check their online courses for student activity and interaction at least daily, but when necessary, not to exceed a 48-hour period.

Faculty should respond to student communication as quickly as possible—ideally in no more than two working days. A statement of expectation for response time should be provided in the syllabus so that students are aware of the parameters. If a student concern requires more than two days to resolve, faculty should send an acknowledgment email.

Faculty should log into the Blackboard course no fewer than three different days a week.

COURSE ABANDONMENT POLICY

If students report that an instructor has not responded, and the Blackboard Administrator determines that the instructor has not logged into the course over a period of 7% of a course (eg. 4 days in an 8-week course and 7 days and a few hours in a 15-week course), the Chair/Program Coordinator/Director for that course shall be granted administrative control of the course, will communicate with students enrolled in the course, and reassign the course to a different instructor. The Department Chair must follow up and have the official instructor of record changed in CUNYfirst in order for the instructor to report end of semester grades.

TECHNOLOGY INSTRUCTIONS

- The preferred browser for using Blackboard is Firefox. Chrome and Safari may also be used, but Firefox works best.
- Always check your course hyperlinks and remedy dead or broken links
- Check all media. Be sure it displays properly. Remedy broken images, video playback, etc.
- Do not upload large video files directly to Blackboard. It is best to upload to a video host, ie., YouTube, Vimeo, etc. and insert the link (or embed) within your course.
- Test your course and check navigation for easy accessibility.

EDUCATING STUDENTS AND ENFORCING ACADEMIC HONESTY

- Include clear instructions about the academic integrity policy and if you will be using *TurnItIn* within Blackboard for assignments.

COURSE ENGAGEMENT STANDARDS

Students learning online can feel isolated if not involved and engaged in the online course. Here are a few tips to foster student engagement:

- Make Discussions Meaningful: Be mindful of connecting discussion to the content and keep the discussion moving. You need not reply to every post online, but synthesize the comments and add something to give the discussion “legs” to keep it walking. You can use discussion forums for a variety of activities.
- Design interactive assignments, either group assignments or project-based. If possible, use experiential learning techniques so they can feel connected to the content, the students, and you, the instructor, through real-life examples and activities.
- Be responsive! Show up online by responding.
- Use multimedia to engage students – but be sure it is associated with the content and assignments.

USING MULTIMEDIA: VIDEO, IMAGES, DIAGRAMS

When used appropriately, videos, multimedia and graphics (images, diagrams, charts, tables, etc.) can be powerful tools in your online course. In addition to providing aesthetic appeal, these elements provide a visual component to your instructional materials that can complement or even enhance your written content. It is critical to ensure that the selected videos/multimedia/graphics are used in a way that support, rather than distract from, written course content. By remaining cognizant of types of media and how they can be used within fair use guidelines, you can maximize the use of these visual elements to enhance the instructional materials in your online course.

When using video and/or multimedia, please keep in mind the following:

- Video can be used to
 - establish instructor presence with bios, course/module intros, announcements, etc.
 - explain a specific process or system step-by-step.
 - interview an expert in the field and record video chats via Zoom, Skype, FaceTime, etc.
- Instructor presence on video is great, but you don't need to reinvent the wheel.
- If there is existing high-quality material online, you can embed it into your course as well.
- Instructors should segment videos into short chunks, **ideally less than 6 minutes**, according to studies from MIT.
- All instructor materials are properly cited and checked for copyright compliance.

EXAM SECURITY

Blackboard offers several functions that can be used to enhance the security of exams for your students. We recommend using date restrictions to open and close exams to students; where possible, randomizing the presentation of question responses and the presentation order of questions so that each student has a unique experience; and when necessary, extending time for ADA accommodations using Blackboard's test exceptions feature. Additionally, we recommend carefully selecting test options controlling when to share exam results with students so that exam grades, and questions and answers, are not released to students while there are students still completing the exam.

To proctor online exams, John Jay College uses ProctorU, and students who opt to take exams remotely, pay a small fee to ProctorU. For more information, contact Ritu Boswell, Student Success Coach at rboswell@jjay.cuny.edu.

GRADING

Grading in online courses is critical motivation and informational feedback for students that they can use to gauge their progress, identify areas in which they need to improve, and celebrate their successes. You should communicate your grading practices to the students so they know when to expect grades will be posted to Blackboard, and assessment items should be returned to the students as soon as possible. When possible, we recommend that you utilize functionality within Blackboard to provide feedback to students, as this provides ease of access for students and an ongoing record of the student grades.

Additionally, you should retain copies of your grades in accordance with the CUNY Document Retention Policy. For more information, see <https://policy.cuny.edu/schedule/>. Instructor's grade records, test scores, and marking sheets must be retained for 2 years. Examination questions, completed examination papers and answer sheets, and term papers must be retained for 1 year after the course is completed. Semester grades for credit-bearing courses at CUNY are reported through CUNYfirst.

Toward the end of each semester, the Registrar will open grade rosters in CUNYfirst and announce a deadline for the submission of grades. Please note, final grades or official course grades are not shared from Blackboard into CUNYfirst through automated data processes. Official grades must be manually reported in CUNYfirst by the course instructor of record.

END OF SEMESTER STUDENT COURSE ACCESS

If you have students fulfilling incompletes or who need access to the course after the semester is over, you can maintain the course as available, but make the students no longer needing access unavailable within the course itself.

STUDENT EVALUATION PROCESS OF ONLINE COURSES

All John Jay College teaching faculty are evaluated by students at the end of every Fall, Spring, and select Summer semesters for each of their courses. Students have the opportunity to provide anonymous feedback on their experiences in your course. The survey is administered online.

PROGRAM LEADERSHIP (REASSIGNMENT TIME)

Reassignment time for chairpersons or program directors of online programs shall follow the following protocol:

- Six credits of total reassignment time to compensate for faculty work on the development of a new online degree program, or three credits of total reassignment time for the development of a new online certificate program.
- Six credits of reassignment time annually to compensate for faculty work on the academic administration of an online degree program, or three credits of reassignment time annually for the academic administration of an online certificate program, that enrolls 150 or fewer full-time-equivalent (FTE) students; three additional credits of reassignment time annually when the FTE count exceeds 150 in the online degree or certificate program.

REVENUE SHARING

A percent of net tuition revenue from each online program shall be reinvested to support the enhancement of the program, professional development of its faculty, and other initiatives contributing to the strategic goals of the College's current Master Plan, subject to the final approval by the Provost. The Budget and Planning Committee will annually recommend the percentage of the net revenue involved and the method for calculating net revenues.

DEPARTMENT CHAIR AND ONLINE PROGRAM DIRECTOR ONLINE COURSE RESPONSIBILITIES

Department Chair or Online Program Directors are responsible for:

- Scheduling Online Courses through the Course Scheduling Process, found at CSP <https://doitapps2.jjay.cuny.edu/csp>. You may use your JJay credentials to log in and access your department's schedule.
- If a course has been designed with an Instructional Designer, when scheduling through CUNYfirst, using the Course Attribute ONID to signify Online with Instructional Designer.
- Onboarding new faculty teaching online courses. (Share information from this handbook about Online Faculty Requirements, Account Log-Ins, and Best Practices)
- Implementing department periodic review and the online course evaluation process per Contractual Guidelines, below:

DEPARTMENT EVALUATION OF ONLINE COURSES

To be enrolled in an online course for purposes of observation, the Department Chair or Online Program Director should contact Helen Keier at blackboard@jjay.cuny.edu to make the arrangements within the appropriate time frame.

Industry-standard rubrics to evaluate online courses are available. If you are interested in selecting a rubric to use as a guideline for your department, contact the Department of Online Education at OnlineEd@jjay.cuny.edu

The PSC has included the following clause in the most recent contract related to observations of online courses.

Classroom Teaching Observations of Online Courses:

Amend Article 18.2 (b) 1 and **add** a new section, Section 18.2 (b) 3, as follows:

18.2 (b) 1. Regardless of the mode of instruction, at least once during each academic semester, non-tenured and non-certificated members of the teaching staff shall be observed for a full classroom period. One observation shall take place during any scheduled class, except as specified below in Article 18.2 (b) 3 for classes conducted wholly or in part through online technology, during the first ten weeks of the semester. Except as otherwise provided, the employee shall be given no less than 24 hours of prior notice of observation.

Tenured and certificated members of the teaching staff may be observed once each semester.

18.2 (b) 3. Teaching Observations for Online Courses:

1. For teaching observations of online or partially online courses, the parties intend to replicate as closely as possible the longstanding teaching observation practices established pursuant to this Agreement. Therefore, the provisions of Article 18.2 (b) 2 shall apply except as specifically modified herein.
2. In a fully online synchronous course (that is, a course that meets online for 100% of the semester's class meetings with a regularly scheduled class period during which students and the instructor are online at the same time), the designated observer shall be given limited access to the course platform, usually defined as "student" or "guest" access but in no event "instructor" or "administrator" access, only for the scheduled class period to be observed. Via the method for announcements normally employed by the instructor in the course, the instructor shall inform the students that the teaching observation is occurring. In no event shall the classroom teaching observation memorandum refer to the conduct of course activities outside of the observation period.
3. In a fully online asynchronous course (that is, a course conducted entirely online without a scheduled class period), the designated observer shall be given limited access to the course platform, usually defined as "student" or "guest" access but in no event "instructor" or "administrator" access, for no more than a 48-hour period that will commence at a specified time not earlier than seven calendar days after the notice of the teaching observation has been given to the instructor. Within 48 hours of receiving notice of the observation, the instructor shall inform the students of the teaching observation and its beginning and end time via the method for announcements normally employed by the instructor in the course.
4. In a fully online mixed course (that is, a course conducted entirely online using both synchronous and asynchronous instruction), the teaching observation shall take place according to the procedures for a fully online synchronous course, as specified above. At the request of the instructor, and with the consent of the Department Chairperson, the teaching observation may be conducted as it would be for a fully online asynchronous course, as specified above.
5. In a hybrid or blended course (that is, a course in which some face-to-face classroom periods are replaced by online instruction or any other modality that is not face-to-face), the following rules shall apply:
 - If at least 50% of the class sessions are conducted in a traditional face-to-face classroom setting, the observation shall normally take place during a face-to-face classroom period as set forth in Article 18.2(b). At the request of the instructor, and with the consent of the Department Chairperson, the observation may be conducted during an online class session. In such cases, the observation shall be conducted according to the procedures for a fully online synchronous course or a fully online asynchronous course, as applicable.
 - If fewer than 50% of the class sessions are conducted in a traditional face-to-face classroom setting, the observation shall be conducted according to the procedures for a fully online synchronous course or a fully online asynchronous course, as applicable.

- The Department Chairperson may decide that an instructor teaching a hybrid course who has been observed under this provision may have his or her next observation conducted in the other modality used for the course.
- 6. For observations of other than a fully online synchronous course, the observer shall not review online activity that occurred more than seven calendar days prior to the 48-hour period of access to the course platform, nor shall the post-observation memorandum refer to any course activities that occurred more than seven calendar days prior to the 48-hour period of access.
- 7. For a fully online course, the post-observation conference set forth in Article 18.2.b may be held, at the request of the instructor, in person, by telephone, or by video conference.

STATE AUTHORIZATION FOR OUT-OF-STATE STUDENTS (SARA)

John Jay College is a participating member of SARA – the State Authorization Reciprocity Agreement, that allows out-of-state students to study online at John Jay College. SARA is an agreement between member states, territories and districts of the United States of America. States apply to their relevant regional education compact for membership in SARA, and they agree to deal with the distance education offerings of out-of-state SARA-participating institutions in accord with SARA’s national policies.

The College benefits by enabling more efficient provision of the College’s fully online programs to a broader market, reduces the number of other-state regulations, applications, and individual state requirements.