

Faculty Guide for Teaching – Spring 2021

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Faculty Guide for Teaching – Spring 2021

Guide Purpose:

This document was created by the Academic Task Force, and is intended to provide faculty with helpful guidance on the academic and operational aspects of course delivery during the COVID-19 pandemic. If you have remaining concerns not specifically addressed in the guide, we recommend the following:

- **For academic concerns:** reach out to your chair/dean.
- **For operational concerns:** check the regularly updated St. John's [coronavirus information page](#) and the St. John's Reopens: 2020-2021 Academic Year page.

SECTION 1: General Operational Information (FAQ) – Employee/Student

Health/Safety

How will faculty members know if a student is suspected to have COVID-19 or has been in close contact with a person with COVID19? Students have been instructed to contact Student Health Services first *and* to reach out to their professor(s) for accommodation. Professors should put wording into their syllabus reminding students of this policy. Faculty will need to make accommodations if a student needs to quarantine. If you notice that a student is not coming to class, please reach out to the student directly. If you do not hear anything from the student, please reach out your dean's office to ensure that a student does not fall through the cracks. It is important to note that exposure and subsequent need for quarantine is determined based on whether an individual has come into "close contact" with a person with COVID-19. Close contact is defined as someone who was within six feet of an infected person for at least 10 minutes starting from TWO days before illness onset. All classroom spaces have been configured to meet social distancing requirements; where all seated individuals and faculty are at least six feet apart.

What do I do if I (faculty member) get sick? Employees are instructed to contact the Benefits Department of Human Resources as well as their health care providers.

Scenarios

- If class meets "immediately," faculty should contact their Chairperson, as usual.
- If the faculty member normally teaches on campus, feels "okay" to teach remotely but needs to quarantine/isolate, do they have the authority to teach remotely, does the course go all online? *No, because **the students have signed up for a face-to-face/hybrid course and course modality should not be changed without consultation with your Chairperson and/or Dean.***

What is the on-campus masking policy? The "[Johnnies Cares Commitment](#)" makes clear that everyone is required to wear a face covering that covers the nose and mouth at all times. For more information, visit the "St. John's Reopens: 2020-2021 Academic Year" section of the St. John's [coronavirus information page](#), or the "[Preparing for the Fall 2020 Semester Frequently Asked Questions \(FAQ\) page](#)"

What should I do if I notice people not following mask or social distancing protocols? Our individual actions are fundamental to keeping our community safe and healthy, so if you observe an individual(s) not complying with protocols set forth in the plan, including social distancing or face covering protocols, we ask that you do the following:

- As a general rule, please remind your students/colleagues of the importance of observing health and safety protocols.
- Please avoid arguments or confrontations, and do not call Public Safety. They are unable to enforce face covering and social distancing protocols.
 - Prior to the add/drop date ([February 3, 2021](#) for most programs/colleges), students who are generally uncomfortable wearing face coverings should be directed to contact their dean's/advisor's office to consider a fully online schedule.

Past the add/drop date, if they continue to fail to comply and have chosen to remain in hybrid/in-person classes, please contact Student Affairs by filling out the "[Social Distancing Violation Reporting Form](#)."

- ***Employees are expected to comply with HR Policy 1101 [Social Distancing and Hygiene Guidelines](#).*** If the concern relates to employees/colleagues, please advise your supervisor or contact Cynthia Simpson in Human Resources (x6333, simpsoc1@stjohns.edu).

Where do I get personal protective equipment (PPE)?

Students were provided a single washable face covering by mail.

Faculty, Staff and Administrators should Contact their PPE Liaison, listed below.

- ***College of Pharmacy and Health Sciences:*** Marc Gillespie, William Malone, Sawanee Khongsawatwaja.
- ***Collins College of Professional Studies:*** Mary Anne DiRe
- ***School of Education:*** Faculty should inquire with Individual chairpersons, Madeline Larson will serve as Liaison for the Dean's office
- ***School of Law:*** Nancy Brady and Sarah Kelly
- ***St. John's College:*** Dean's office and Academic department offices should inquire with Dr. Eileen O'Connor; Specialized learning spaces (labs, studios, clinicals) should inquire with Dr. Alison Hyslop
- ***Tobin College of Business:*** Claudia Knoblauch
- ***University Libraries:*** Arlene Coscia

How does SJU manage contact tracing and COVID testing? Please visit the St. John's [coronavirus information page](#).

Where is the COVID screening questionnaire, and how do I get a "pass" to enter campus? Please also visit the St. John's [coronavirus information page](#).

What should I do if a student comes forward with family losses or other challenges? If students are experiencing challenges please complete this [Student Referral Form](#) to facilitate successful referral of students for case-by-case assistance.

Space

Offices/Office Hours

Though we recommend that the vast majority of office hours take place virtually, if in-person appointments are needed, social distance and face covering protocols (i.e., mask wearing and at least 6 feet of distance) apply. Those same rules apply with colleagues—6 feet of distance and mask-wearing are always required on campus.

Landing/Touchdown Spaces

These spaces provide students and faculty with a place to spend time between classes and are especially important for students who live off campus and faculty members who do not have private offices. The Return to Campus Taskforce has provided a list of spaces below. They will be available on first-come, first-served basis and will not be monitored. However, they have largely been reconfigured to ensure that seats and other furniture only accommodate safe social distancing. If you notice a problem with social distancing and/or face covering compliance, please notify the appropriate party listed above.

Spring 2021: Touch Down Spaces:

Bent Hall Incubation Lab Room 103

DAC Multipurpose Room 416A

DAC Multipurpose Room 416B

DAC Multipurpose Room 416C

Marillac Hall - CVS Lounge Room 216

St Augustine Hall Writing Center 150

St Augustine Hall Quiet Study Room 115

St Augustine Hall Learning Commons 103

St Augustine Hall Library 3rd Floor South

Sullivan Hall First Floor Computer Lab 103

Administrative & Other Offices

Even with face coverings in use, we will limit occupancy of public-facing offices (e.g., Human Resources, Student Financial Services) to 50 percent of their usual maximum capacity, with signs posted to reflect these changes. Services that require one-to-one interaction in small spaces may be provided remotely or by appointment only; however, all services will continue to be available. Each office has been asked to update their websites regarding access, hours, and “by-appointment” details, where applicable.

SECTION 2: Course planning and Teaching Resources

General Course Guidelines

Course Planning

To ensure that students have as much information as possible at the outset of the term, we ask faculty members to make the following additions to fall 2020 course planning:

Beginning-of-Semester Email Notification:

By day's end on **January 24, 2021 (11:59PM EDT)**, faculty members need to contact students through email via UIS, or via your chosen Learning Management System (LMS) platform.

- [Instructions for emailing students via UIS](#)
- [Instructions for mailing students via Blackboard](#)
- [Instructions for mailing students via Canvas](#)

That email communication should include information on:

- **Your course's LMS (Blackboard or Canvas).** Let students know which LMS will serve as the central online repository and "meeting point" for your course (as needed). IT has already set up course shells for all courses in both LMS systems (Canvas and BlackBoard). ***Faculty should make their courses available/visible in only ONE LMS system and*** leave the course inactive in the other system.
 - [Directions to make your course visible/active in Bb](#) (leave course "inactive" in Canvas)
 - [Directions to make your course visible/active in Canvas](#) (leave course "inactive" in BlackBoard)
- **How online (a)synchronous communication for the class will work,** either because that communication plan will always be central to your class, or because an online communication plan *could* become central in the event of a shift to fully online instruction.
- **How students can access your office hours.** For example, should they make an appointment by email for a Webex session?
- **Their assigned rotation** (applies only to rotating classes). Let students know which in-person/online group they have been assigned to (either A/B, or A/B/C, depending on the nature of your course's rotation), and what their assignments means for class participation. For example, students in group "A" need to know that they are expected to attend in-person classes with you the first week, while students in group "B" (and "C" if relevant) need to know to log in from home. (For more information, see "Rotating Course Planning" below.)
- **Course Outline Additions:**

As you prepare your Spring 2021 course outlines, please include the following:

 - **Your course's LMS.** (see above).
 - **Contingency plan.** Students should have a clear sense of how your course will proceed in the event of a move to a fully online semester, to ensure as seamless a transition as possible. Be sure that students are clear on the potential new course format (i.e., "where," how, and when will you meet?), remote office hours, and potential shifts in assessment methods. Note that your dean's office will collect contingency plans as well. For contingency plan assessment tips, please see "Remote Assessments," below.

- **Intellectual Property Statement.** Suggested wording: *“As course professor, I may make recorded sessions available to students to meet ADA, accreditation, or other needs. Under no circumstances should recordings/lectures be sold and/or otherwise transferred for someone else’s use. Students are prohibited from distributing recordings or other materials, a situation analogous to prohibiting students from recording a course with their cell phones.”*
- **Health Notification Accomodation Statement.** Students are responsible for sharing health issues directly with faculty members, including any potential effects of COVID-19. As a result, all course outlines should remind students of this obligation. Suggested wording: *“In addition to contacting Student Health Services, students are responsible for sharing any health issues with the professor, including the need to self-isolate or quarantine.”*
- **ODS/ADA Statement.** Suggested wording: *“If you are a student with a disability who requires accommodations, please contact the Office of Disabilities Services during the first few days of the semester. Learn more by visiting St. John’s University ODS services.”*

Remaining Responsive to Shifting Health Guidance

To ensure that we maintain the health of our community in an era of near-constant change, all courses should be:

- **Ready to move fully online at any time.** Though we hope to avoid changes in course modality, courses designated as partially- or fully-in-person will need to remain responsive to potential shifts in guidance from national, state, and/or local authorities. Shifts could take place at any time—from day one onward—if health guidance requires a change. As noted above, contingency plans should be clearly articulated on the course outline and will be due to your dean’s office.
- **Sensitive to the needs of our full student body.** We are often reminded that good pedagogy is inclusive pedagogy, which ensures that all students learn and thrive, especially given our current context. Of particular concern, international students may be unable to travel due to visa/border restrictions and may therefore be unable to join synchronous sessions due to time differences. We also have an ethical and legal obligation to meet ADA requirements for students with disabilities. In both cases, including where the groups overlap, recordings of synchronous class sessions are necessary for *student success and to ensure the parity of student experience*. In short, the University standard is to use this *best practice* for all courses—except for those offered fully in-person—which entails offering recordings to ensure that we meet the needs of *all* our students. We understand that some faculty have intellectual property concerns, which we’ve addressed in greater detail below (see the “Intellectual Property Statement,” above, and the section called “Intellectual Property,” below).
- **Accommodating to student needs:** *We are grateful for any efforts made to assist students as they work through a difficult semester. However, faculty should not make changes to course modality (e.g., from hybrid or rotating*

to fully online) for several reasons that we consider more fully in the next section.

Constraints on Our Responsiveness

While the University has tried to balance faculty and student requests in planning course offerings, ***once a specific course modality has been finalized in UIS, it should not be changed, even in an attempt to accommodate students.*** Reasons for maintaining the course format include:

- **Fairness to Faculty Members:** You have already begun to prepare your courses based on the mode determined by your department. If many students participate via a different modality, that preparation becomes less effective, and the planned interpersonal dynamics of the course may no longer cohere.
- **Students Expectations/Needs:** Students have made and continue to make decisions based on course modes. For example, because they prefer in-person instruction, they may plan to live in our residence halls or sign leases with nearby landlords. Also, students may have little choice: for example, most new international student must take at least some courses either in an in-person or hybrid mode. (NB: this rule does no longer apply to continuing students, and regulatory guidance in this area continues to evolve.)
- **Online Course Incompatibility:** Many courses are either unsuited or more poorly suited to online delivery (e.g., some labs and art studios).
- **Room Assignments:** In order to maintain social distancing, larger in-person classes have been placed in rooms that may be unequipped to livestream or record classes.
- **Legal Liability:** Students have selected their courses and made arrangements with specific modes in mind. Changes could result in lawsuits.

Course Change Scenarios, Questions & Responses

- **Scenario A—Hybrid Courses:** Can faculty “adjust” the in-person portion of a hybrid or rotating course and place more sections online?
 - No. Students have made course selections and housing decisions based on the modality specified in UIS. As a result, ***faculty cannot make changes to course modality unless prior approval is obtained from the Department Chairperson and/or Dean***
- **Scenario B—Hybrid Courses:** Can the faculty move a hybrid or rotating course to a fully online format?
 - No. In addition to the reasons listed in scenario “A,” such a change could jeopardize the visa status of new international students, could affect how ADA accommodations have been met, and adversely program accreditation.
- **Scenario C—Any Modality:** How do I ensure academic continuity for a student who falls ill, or who needs to self-isolate or quarantine?
 - Each case will be different, so ***accommodations should be made based on the individual in consultation with, and approval, of their Chairperson and/or Dean.***

Reporting Illness

An individual who feels sick, has COVID-19 symptoms, or has been potentially exposed to someone with COVID-19 should not come to campus under any circumstances.

Individuals who become ill while on campus should return home immediately.

- **Students** should immediately contact [Student Health Services](#) during business hours and the Department of Public Safety after hours, especially if they reside on campus.
- **Employees** should immediately contact the [Benefits Department of Human Resources](#) as well as their health care providers.

Course Modality/Delivery Modes

These delivery modes will help us offer as many in-person sessions as possible while maintaining appropriate social distance in each classroom. Faculty can log into UIS to review their teaching schedule and planned course modality. [Click here for how to identify each course's modality on UIS.](#)

Fully In-Person Courses

This mode is the most traditional. As noted above, you must be prepared for these courses to shift fully online if needed.

Hybrid Courses

Hybrid courses come in two varieties. In all cases, faculty must be prepared for these courses to shift fully online if needed.

- **Traditional Hybrid:** In these courses, the faculty member and all enrolled students meet in person one day a week and online for a second weekly session.
- **Rotating Courses:** This mode was developed to better reflect social distancing requirements in larger class sections. In this model, faculty members teach each session in person, but a rotating group of students attend either in person or online on a 2- or 3-week rotation (i.e., the students spend either 1 week in person/1 week online, or 1 week in person/2 weeks online). During their online weeks, students will participate in the course via a livestream and/or via a recorded session. The UIS schedule will indicate whether your students will be committed to a 2- or 3-week rotation cycle (for more information, including assigning students to A/B or A/B/C rotations, see "Rotating Course Planning" below).

Fully Online Courses:

Online courses can be delivered in synchronous or asynchronous formats.

- **Synchronous:** In this format, faculty members livestream courses to remote learners on the exact days and times specified for the course. In addition, lectures/sessions are recorded for student use.
- **Asynchronous:** In this format, all interaction is asynchronous. If any sessions are offered synchronously, the University best practice is that they should be recorded for student use, particularly by students who may be taking courses in very different time zones across the U.S. and abroad.

Rotating Course Planning

“Rotating” classes present the most adjustment. We have detailed all the basics in the sections that follow.

Spring 2021 “Rotating” Calendars

As mentioned above, in the rotating mode, faculty members teach entirely in person, but the students physically present in class switch on a 2- or 3-week rotation (i.e., the students either spend 1 week in person/1 week online, or 1 week in person/2 weeks online). For simplicity’s sake, 2-week rotations are identified by “A” and “B” student groups, while 3-week rotations add a “C” group.

The dates below indicate weeks when a given group will *attend in-person classes*.

Classes on a 2-Week Rotation:

- “A” Weeks: January 28, February 8, February 22, March 8, March 22, April 5, April 19, May 3.
- “B” Weeks: February 1, February 15, March 1, March 15, March 29, April 12, April 26.

Classes on a 3-Week Rotation:

- “A” Weeks: January 28, February 15, March 8, March 29, April 19.
- “B” Weeks: February 1, February 22, March 15, April 5, April 26.
- “C” Weeks: February 8, March 1, March 22, April 12, May 3.

Dividing Student Rosters in Rotating Groups

Unless your dean’s office has communicated alternate instructions to you, you will need to divide your class into 2-week (A/B) or 3-week (A/B/C) groupings, depending on the nature of your class’s rotation. For example, the teaching modality of a given course in UIS may be described as follows:

This class will meet on campus, with appropriate social distancing, every third week. 1/3 of the class will meet in-person one week, while 2/3 of the class participates through synchronous broadcast. The groups will continue to trade off on a rotation basis for the full semester.

In this case, you would divide the class into 3 groups, breaking them apart by the alphabetical order of their last names. For example, a group of 30 would be divided into 3 groups of 10, with the first 10 alphabetically listed last names comprising group “A,” the second 10 comprising group “B,” and the final third comprising group “C.”

Whether you divide the students into groups, or whether your dean has divided them into groups for you, as noted in the “Course Planning for the “COVID Semester” section above, **your initial communication to students, sent no later than day’s end on January 24**, should inform students of their rotation group assignment. **This communication is essential:** students need to know whether to come to in-person classes or log on from home prior to the beginning of the semester. Please note that add/drop continues through August 29, so students may shift in or out of a specific section. As a result, **we ask you to update your groups prior to each class meeting**

through February 8, (as needed, to accommodate late registrations) and communicate changes to students as they occur.

For your convenience, the following links provide some instructions on implementing these processes.

- [Instructions on how to identify each course's format/modality on UIS](#)
- [Spring 2021 Academic Calendar, with rotation Groups](#)
- [Instructions for emailing students via UIS](#)
- [Instructions for mailing students via Blackboard](#)
- [Instructions for mailing students via Canvas](#)
- [Instructions for making your course visible/active in BlackBoard](#) (leave course "inactive" in Canvas)
- [Instructions for making your course visible/Active in Canvas](#) (leave course "inactive" in BlackBoard)
- [Instructions for using Single SignOn System](#)

You may also wish to communicate to your students about how they will access your course in Blackboard/Canvas. Here is some suggested wording: *"Students should visit the SignOn site at <https://signon.stjohns.edu> to access to all SJU applications, including online course Learning Management Systems (LMS) of BlackBoard and Canvas. Once signed in, students should click on either 'Blackboard' or 'Canvas,' depending on the LMS your professor has chosen. By clicking on "courses" on the left-hand navigation bar—in either Blackboard or Canvas—students will see all the visible courses in that LMS."*

Planning a rotating course:

You are no doubt quite familiar with in-person teaching and may also have substantial experience with fully online or traditional hybrid models; The rotating model (also referred to as HyFlex below) is different in that you will be simultaneously managing the student educational experience in two realms at once. Educause offers an overview covering [7 Things You Should Know About the HyFlex Course Model](#) and Brian Beatty, Associate Professor of Instructional Technologies at San Francisco State University, offers some advice for [designing a rotating course](#). Though we recommend reading the full article, we have included a few key excerpts below, (**emphasis** added):

"When designing for HyFlex, three primary instructional tasks are typically considered: (1) providing content, (2) evaluating learning [or assessment], and (3) engaging students throughout the course."

"Content used in face-to-face delivery ...should be provided to online students as well. This may not require any additional work if materials are already available in digital format and posted to the LMS. Likewise, new content created for online students should be provided to classroom students. Assessment approaches may need to change to serve online students, but most faculty are able to use identical or very similar assessment strategies for students in both modes. If a faculty member decided to shift from a high-stakes testing format to an

*‘authentic assessment’ approach in which comprehensive projects or papers are used for learning assessment instead of tests, then more work may be involved, especially in evaluating learning and providing feedback to students. Engaging with students who are participating online will require new approaches, though the effort required may not be substantial. For example, faculty can engage with synchronous online students during the regular class session by using most web conferencing tools. Incorporating multiple methods of engagement may take some new skills, but it can be managed. Some faculty recruit student volunteers from the classroom to help facilitate online synchronous students. If an asynchronous track is provided, faculty are likely to facilitate discussion forums to support learning between class sessions. **Facilitating discussion forums may require more of a change to workflow than an increase in workload.** Scheduling several twenty-to-thirty-minute discussion moderation periods per workweek may be sufficient for most classes. Some faculty also recruit (or assign) student facilitators to help with larger class discussions.”*

Accessible Online Course Content

St. John’s offers a number of resources for identifying materials that can easily be used in online formats:

- **The Bookstore:** On-site colleagues can help faculty to locate textbooks that offer both print and online versions, including free Open Textbooks and low-cost Courseware through the Follett partnership with Lumen Learning. For more information, visit the [SJU Bookstore website](#).
- **Uploaded Documents:** IT offers suggestions for ways to upload/store/distribute files on for online access in the [Remote Teaching Tools section of the IT website](#), including a tutorial on sharing documents via OneDrive.
- **Campus Libraries:** St. John’s library liaisons work with faculty to locate scholarly, peer-reviewed materials for your courses, including library-licensed e-books/streaming films from our collections and Open educational resource (OER) collections. You may wish to pull together resources for electronic reserves as well. For more information, visit the [library liaisons website](#). To establish online course materials reserves, email [Dorothy McGovern](#).
- **Constraints on E-Textbooks availability:**
 - Unfortunately, *textbooks are unavailable to license/distribute through libraries in any format other than print*. Textbook publishers have built their profit models around selling e-textbooks directly to students; they offer individual licenses to students (and faculty) but do not make library licenses available. For legal reasons, even when the libraries have the print copy of the professor’s textbook available, they are constrained by copyright/licensing law from making electronic versions available for online access.

Professional Development & IT Support

As you work through the fall semester, know that you are not alone. St. John's has resources and professional colleagues ready to assist and support. This section identifies key opportunities, offices, and personnel.

Sharing Teaching Practices among Faculty Peers

By incorporating inclusive and engaging pedagogical practices into our classrooms, we help ensure that all students learn and thrive. However, successful pedagogical approaches are as varied as our disciplines. In addition to the suggestions within this document, we encourage faculty to share ideas within their departments and connect with colleagues across campus to find resources and to initiate discussions regarding equitable and inclusive content, assessment, and engagement methods. Links to potential collaborators follow:

- Office of Online Learning and Services [OLS website](#)
- Center for Teaching and Learning events [CTL website](#)
- Office of Disability Services [ODS website](#)
- Academic Center for Equity and Inclusion [ACEI website](#)

Disability Accommodations

Accommodating students is a shared responsibility between the student, faculty, and the Office of Disability Services (ODS) based upon the documented needs of the student and in keeping with the requirements of the Americans with Disabilities Act (ADA), section 504. Students seeking reasonable accommodations, for a permanent or temporary disability, must register with the Disability Services team, which then reviews their documentation in order to verify the disability. The documentation is then assessed by the Disability Services Committee, a group of University health care professionals. If the committee confirms the authenticity of the disability, a letter regarding accommodations is provided by Disability Services to the student. Students present these letters to their faculty members to notify them of any disabilities and required accommodations. Common accommodations include: alternative testing (extended time in a separate location), a reader or scribe for testing, alternative texts, assistance with access challenges, a note taker, and sign language interpretation. The [ODS website](#) includes a "Resource Videos for Faculty" section that covers the accommodation letter and offers more information. The ODS will also work with you to help think through accommodations on a case-by-case basis and connect you with resources as needed.

Learn Management Systems /Course Platforms

Canvas LMS:

The University is transitioning from Blackboard to Canvas as our LMS. Independent of class modality this spring, all faculty members who are not OTE certified must complete either "**Canvas Instructor Training**" or "**Remote Pedagogy Fundamentals**."

We have therefore made these two self-paced courses available within Canvas to learn more.

- **Canvas Instructor Training:** To access the course, log into the SignOn site at <https://signon.stjohns.edu>, then select "Canvas LMS." Once you're within

Canvas, choose “Canvas Instructor Training (ModA).” NB: This module covers ADA features in Canvas

- **Remote Pedagogy Fundamentals:** To access the course, log into the SignOn site at <https://signon.stjohns.edu>, then select “Canvas LMS.” Once you’re within Canvas, choose “Remote Pedagogy Fundamentals (ModB).” NB: This module includes resources on Inclusive Teaching practices and Student Success strategies.

Please see the Center for Teaching and Learning’s [CTL events](#) website for more details on these modules, as well as on additional professional development opportunities.

The [Canvas section of the Information Technology website](#) also hosts resources and instructions to get started with Canvas and other tools used to complete common teaching tasks online.

If you have any difficulty logging on to Canvas, please call IT Support at (718) 990-5000.

BlackBoard LMS:

During the transition to Canvas, BlackBoard will still be available for use as a teaching platform this Spring. Please see the [BlackBoard section of the IT website](#) for BlackBoard tutorials

Remote Teaching Tools

CTL partners with IT to help faculty learn about the remote Teaching tools available to faculty. For tutorials on using IT-supported tools organized by pedagogical function (making documents digitally available, holding virtual office hours, etc), please visit the [Remote Teaching Tools section of the IT website](#). You may also find the [CTL Remote Teaching Tools site](#) helpful, as it organizes information on tools by name.

Course Recordings

As noted above, it is University best practice that all rotating and online courses offer recordings of **synchronous meetings** to ensure that we meet the needs of all our students.

If you need help with streaming/lecture capture for your course in a smart classroom, there will be instructions posted on the lectern. Instructions will also be available on the IT website and shared with the CTL website.

If you are offering a synchronous session in a hybrid or fully online course, outside of a classroom and need help with recording, hosting and sharing recordings. Instructions will be available on the IT website and shared with the CTL website.

Note that Cisco WebEx is available to record a flipped-classroom lecture, or to host online office hours, etc. Please see the [WebEx section of the Information Technology website](#) for more information. It is important to communicate with students the minimum

hardware requirements (found in the “Minimum Hardware Requirements” subsection of the WebEx/IT page above) to ensure that this tool operates properly.

Technical Assistance with WebEx, Canvas, and Blackboard

Please visit the [Information Technology \(IT\) website](#) for information about the services IT offers. If you need support, please submit the [IT Remote Support Request Form](#) and a member of the Information Technology support team will contact you to provide technical assistance. IT Technology Support is also available Monday to Friday from 7:30 a.m. to 7:30 p.m. (EST) by calling 718-990-5000.

Intellectual Property Concerns

St. John’s will not invoke any right of ownership over online courses or lectures that you deliver, whether that recording has been provided to meet ADA, accreditation, or other needs. Under no circumstances should lectures be sold and/or otherwise transferred for someone else’s use. To that end, as mentioned above, faculty members may wish to include a provision in their syllabi prohibiting students from distributing recordings or other materials (a situation analogous to prohibiting students from recording a course with their cell phones).

Planning for Remote Assessment

Since faculty should be prepared to move online at any moment, faculty members need to plan for assessments, in all courses, to be conducted entirely remotely. The sections below offer faculty guidance as you plan and consider alternate methods of assessment.

Synchronous vs. Asynchronous Assessment: Recommendation

Though suggestions for both synchronous and asynchronous assessment are detailed below, the Academic Task Force strongly recommends that you consider asynchronous assessment. While we acknowledge that examinations/assessments are usually administered synchronously, ***and while more classes **may** be able to hold synchronous, in-person assessments during Spring, requiring this form of testing when we need to be able to pivot to a fully online environment can raise access and equity concerns.*** Students have unequal access to hardware, such as modern laptops; updated software; and reliable internet. In addition, students may be participating across many domestic and international time zones that make it challenging to participate in exams synchronously. Whether you plan for synchronous or asynchronous assessment, please clearly communicate your expectations to students and encourage them to contact you with questions.

******Should you know of any student who has experienced a tragic family loss or experiencing other significant challenges please complete this [Student Referral Form](#) to facilitate successful referral of students for case-by-case assistance.******

Synchronous & Asynchronous Assessment: General Considerations

- ⊄ Be mindful of the technology gaps that exist among students. For example, if you want students to create a project requiring specific hardware or software (e.g. recording and editing a video, or creating a PowerPoint presentation), consider providing a lower-tech, but equally challenging, assignment that would be more manageable for students who do not have access to specific resources.
- ⊄ When possible, give students choices about the modality in which they present their work (e.g. they could do a PowerPoint presentations **or** a short video **or** write an essay, etc.) and choices about topics. This might mitigate the problem of their ability to access resources and produce required assessments.
- ⊄ Follow the recommendations found in the Online Learning Services [OLS guide on maintaining academic integrity](#).
- ⊄ It is important to note that there is no way to fully ensure that students are not cheating. However, reminding students of the Academic Honor Pledge offers a way to establish expectations and norms in a remote teaching and learning environment.

NOTE: The Office of the Registrar is still work with Deans and Provosts on Final exam logistics; more information will be forthcoming.

Asynchronous Assessment Considerations (Recommended)

Whatever your typical course format, if you choose asynchronous assessment, your course plans should account for the fact that students are likely to have multiple assessments due throughout the period. In particular, we recommend the following:

- Communicate your assessment/testing timeframes and due dates clearly and early so that students can plan for all their classes appropriately.
- Consider these suggestions for alternative assessments
 - Individual projects (written, multimedia, uploaded pre-recorded presentations)
 - Group/collaborative projects (written, multimedia, uploaded pre-recorded presentations)
 - Reflective papers/journaling projects
 - Long-form “at-home” exams

Synchronous Assessment Considerations (NOT Recommended)

Timed tests can be stressful for a variety of learners, and especially within the context of the pandemic, so we encourage you to consider offering an asynchronous assessment. (For details, see **Asynchronous assessment considerations**, above).

If you are teaching a hybrid and/or synchronous course and you chose to administer a synchronous exam, consider these suggestions for multiple choice exams:

- For multiple step problem-solving, ask students to show their work.
- If you would like to use Blackboard/Canvas:
 - Create several versions of a test. Vary the order of answers for multiple choice questions, change the order of test questions, or ask different questions (see link: [Create tests/surveys in BlackBoard](#)).([Shuffle Answers/Randomize Questions order in Canvas](#))
 - With forced-choice testing (e.g., multiple choice, true/false, matching), create a large pool of test questions, and have the platform serve up only a subset of this pool to each student. ([Options in Blackboard Tests](#) / [Creating Quiz/Question Groups in Canvas](#))
 - NOTE: While the university has access to Respondus/Monitor, it is important to know that not all students have computers that are compatible with this software nor do they have access to webcams. If you plan on using this option, please be sure to assess your student's software and hardware capabilities prior to settling on a particular technology.
- Consider questions that offer text-based responses, such as short-answer or essay questions that allow students to showcase a greater depth of knowledge.
- Please refer to the following [remote proctoring tip sheet](#) for managing online synchronous exams.

Test Modifications for Students with Disabilities

- The [Office of Student Disability Services](#) (ODS) can help instructors arrange appropriate modifications for students with disabilities while upholding academic standards.
- ODS staff members are specifically trained and have access to the confidential information needed to make determinations about the appropriateness of testing modifications; they have experience in determining specific modifications and can suggest approaches that have proved to be fair and equitable.
- For more information, see the [ODS Faculty Resource sheet](#).

Absence from Final Assessment

Regardless of whether your finals are synchronous or asynchronous, if a student misses a final exam or did not turn in work at the agreed-upon time, the faculty must offer and provide the exam or alternative assessment to students at a mutually agreeable time and date, **preferably on or before May 19, 2021**. ***The Office of the Registrar is still work with Deans and Provosts on Final exam logistics, including absence from final exams; more information will be forthcoming.***

SECTION 3: STUDENT RESOURCES

Below you will find resources for promoting student success and engagement.

Student Success resources in the Self-Paced Module for Faculty

As mentioned in “Canvas LMS” subsection of the “Professional Development & IT Support” section above, the self-paced “Remote Pedagogy Fundamentals Course” contains resources on student success strategies that you may wish to share with your students. Key sections include “General Strategies for Remote Learning Success,” “Strategies for Engaging in Online Discussions,” and “Strategies for Successful Studying.”

Self-Paced Module for Students on Academic Success in Remote Learning

Students may need assistance acclimating to hybrid, rotating or fully online courses. To meet that need, the Academic Task Force developed a new course specifically for incoming students, called “[Red Storm Rising: Achieving Academic Success](#).” This course also provides valuable information for returning students.

The modules include short video presentations by faculty members and students sharing their advice on how to succeed in a hybrid and online learning environment. Through the module, we also provide students with information on a broad range of support services available at St. John’s. The Red Storm Rising course and additional student success resources has been prepopulated into course shells in Canvas. Faculty are encouraged to publish the student success resource module and to add any additional course specific resources to that module

Technical Assistance for WebEx, Canvas, and Blackboard

Please visit the [Information Technology \(IT\) website](#) for information about the full range of software and other services available through St. John’s. If students need support, they should submit an [IT Remote Support Request Form](#) and a member of the IT support team will contact them to provide assistance.

IT Technology Support is also available Monday to Friday from 7:30 a.m. to 7:30 p.m. (EST) by calling 718-990-5000.

Note that Cisco WebEx is available to host online meeting, class meetups, group work sessions, and even videoconferencing. WebEx Meeting Center is available to students at this site by registering first with their @my.stjohns.edu email accounts.

- [WebEx Login and Quick Start for Students](#)
- [WebEx Attendee/Participant Guide](#)

Laptop Support

Please visit the [Academic Computing Initiative Policy Frequently Asked Questions](#) for the latest on laptop support throughout the fall semester.