

Faculty Guide for Teaching – Fall 2020

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Faculty Guide for Teaching – Fall 2020

Guide Purpose:

This document is intended to be a useful guide for the academic aspects of the “social distancing” or “COVID” semester. The Academic Task Force has tried to anticipate questions faculty may have, but this is a static document. If you have remaining concerns, 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 forthcoming “St. John’s Reopens: 2020-2021 Academic Year” page.

SECTION 1: General Operational Information – 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 don’t hear anything from the student, please reach out your dean’s office to ensure that a student doesn’t 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 6 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 6 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 chair, 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 course type. Talk to your Chairperson or Dean for instruction.

What is the on-campus masking policy? The forthcoming “Johnnies Cares Compact” 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 *forthcoming* “St. John’s Reopens: 2020-2021 Academic Year” section of the St. John’s [coronavirus information page](#), or the current “[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 ([August 29](#) 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](#)." Further guidance is being developed, and will be distributed to the academic units.

- 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:** Kathleen Meyer

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 will provide a list of spaces in the coming days. 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.

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 for the “COVID Semester”

This semester will be different from any that has come before. 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 **August 17, 2020 (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 your students via UIS can be found here](#)). 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 format will always be central to your class, or because an online format *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 hybrid 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 Hybrid Course Planning” below.)
- **Course Outline Additions:**
As you prepare your Fall 2020 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 format, courses taught 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 New York City is no longer at “phase 4” or if other 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, changes to course format (e.g., from hybrid to fully online) should be avoided 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 format 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 format determined by your department. If many students participate via a different format, 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 formats. 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 format. (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 formats 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 course and place more sections online?
 - Answer: No. Students have made course selections and housing decisions based on the formats specified in UIS. As a result, faculty cannot make changes to course format, with exceptions to accommodate sick students.
- **Scenario B—Hybrid Courses:** Can the faculty move a hybrid course to a fully online format?
 - Answer: 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?
 - Answer: Each case will be different, so accommodations should be made based on the individual.

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 Formats

These formats 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 format/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 new format 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 Hybrid 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 Hybrid Course Planning

As our newest format, “rotating hybrid” classes present the most adjustment. We have detailed all the basics in the sections that follow.

Fall 2020 “Rotating Hybrid” Calendars

As mentioned above, in the rotating hybrid format, 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: August 24, September 7, September 21, October 5, October 19, November 2, November 16.
 - “B” Weeks: August 31, September 14, September 28, October 12, October 26, November 9.
 - After Thanksgiving week, all classes/exams/assessments will take place fully online.

- **Classes on a 3-Week Rotation:**

- “A” Weeks: August 24, September 14, October 5, October 26, November 16.
- “B” Weeks: August 31, September 21, October 12, November 2.
- “C” Weeks: September 7, September 28, October 19, November 9.
- After Thanksgiving week, all classes/exams/assessments will take place fully online.

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 August 17**, 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 August 30 (as needed) 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](#)
- [Fall 2020 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 hybrid 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 hybrid 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-hybrid 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](#).
- **Electronic reserves:** To establish online course materials reserves, visit the [“Course Reserves for Student Success” website](#).
 - NB: 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 professional resources and 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. We have therefore made two self-paced courses available within Canvas to learn more.

- **Canvas Instructor Basics:** 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
- **Online Pedagogy Basics:** 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 fall. 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 hybrid 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 hybrid course in a smart classroom, there will be instructions posted on the lectern. Instructions will 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

As part of the Fall 2020 academic calendar, students in most programs will return home during the weeklong Thanksgiving break (November 23-28), with remaining course work—mainly final assessments—taking place remotely thereafter. Since we need to 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, requiring this form of testing during the COVID-19 crisis can create 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.

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.
- € Give students choices about the format in which they present their work, where possible, as well as topic choices in cases where these choices might mitigate access issues. For example, could students meet challenging course requirements through a PowerPoint presentation, short video, *or* an essay?
- € Follow the recommendations found in the Online Learning Services [OLS guide on maintaining academic integrity](#). While there is no way to fully ensure that students are not cheating, reminding students of the Academic Honor Pledge offers a way to establish expectations and norms in a remote teaching and learning environment.

Asynchronous Assessment Considerations (Recommended)

- Have students submit assessments at end of your course's final exam schedule time slot designated by the University, or by the alternative departmental/college exam schedule set out by your school/college. Consider these suggestions:
 - 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)

- Administer them during the traditional exam period published on the Office of the Registrar website (to be updated shortly) or on the alternative departmental/college exam schedule set out by your school/college. This consistency is important to avoid time conflicts for students.
- Be mindful of the fact that *you will need to administer a makeup exam* for any students who cannot take the test at the scheduled time.
- 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.
 - Timed tests can be stressful for a variety of learners, so consider extending the time allotted for the exam.
 - 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, it is the faculty member's responsibility to provide a make-up examination or assignment. The faculty must offer and provide the exam or alternative assessment to students at a mutually agreeable time and date. Please check with your dean regarding the last possible date for make-up exams, particularly if the student needs the class to graduate. *Please note: This COVID/Distancing procedure is a departure from the ordinary process for make-up exams which are usually administered through the Deans' offices.*

- University Policy requires that students be permitted to make up examinations missed because of illness, mandatory religious observations, having more than 2 exams scheduled on a given day, or for other unavoidable circumstances.
- The exam should be equivalent to the original exam in content, difficulty and time limit.
- If you need additional assistance or guidance with respect to make-up exams, please contact your dean's office.

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, members of the Academic Task Force developed a new course specifically for incoming students, called "[Red Storm Rising: Achieving Academic Success](#)." *This course is scheduled to be publicly available to faculty and students on Monday August 12.* The module includes 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.

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.