



Academic Technology

Online Teaching Handbook

2024-2025

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Welcome

Welcome to Jacksonville University's online faculty handbook. This resource outlines key policies, guidelines, and best practices for faculty teaching online courses. The contents reflect minimum standards required across the university. Individual colleges, departments, or accrediting bodies may have additional or more stringent policies that supplement these baseline university expectations. Please be sure to consult your specific program's leadership regarding any unique requirements beyond what is documented here. Our goal is to provide you with a foundation of institutional knowledge, resources, and support to enable your success in online teaching. This handbook aims to set clear expectations while allowing flexibility for variation across diverse disciplines. We encourage you to review these guidelines thoroughly. Please reach out to the [Academic Technology](#) team with any clarification needed on policies or how to apply them to your context. We aim for this handbook to be a useful reference and welcome your feedback on improving it as a resource.

Mission

Jacksonville University empowers students for life-long growth as global citizens through a transformative, innovative educational experience, built on excellence in community-centered service.

Vision

Affirming the importance of scholarship, leadership, creativity, and service, Jacksonville University prepares students to build better communities and make meaningful contributions to an increasingly connected society. As a community, we aspire to:

- provide a distinctive campus experience for students, faculty, staff, and visitors.
- deliver undergraduate and graduate programs that are nationally recognized for quality and innovation.
- be a center for intellectual and creative excellence and respectful discourse.
- produce high-quality research through undergraduate and graduate programs.
- serve as an engine to economic vitality in northeast Florida.

Values

The Jacksonville University learning and living community values:

- leadership
- community
- wellness
- integrity
- respect
- curiosity

Faculty Requirements to Teach Online

Jacksonville University Instructional Designers will develop all-new online courses in collaboration with a subject matter expert*. Faculty who are designing, developing, or delivering an online course at Jacksonville University for the first time are required to participate in one of the following prior to the course running**:

- Completion of the Digital Teaching and Learning asynchronous course on Blackboard.
- Demonstrate successful completion of Jacksonville University Academic Technology Preparation to Teach Online workshops (1 Blackboard and 1 Online Pedagogy).
- Provide documentation of LMS and Online Pedagogy training within the past two years.

Faculty who continue to teach online are expected to complete one of the following every two years:

- Participate in at least two professional development opportunities offered by the Academic Technology Department and Center for Teaching and Learning related to LMS training or Online Pedagogy.
- Completion of the Digital Teaching and Learning Update course.

* By request, the Academic Technology Director has the authority to exempt subject matter experts from collaboration with an instructional designer when developing new online courses. The Academic Technology Director has the flexibility to delegate exemption approval permissions to college administrators with relevant experience evaluating instructional needs within their academic units, by request.

** In case of emergency, approved by the Dean, the instructor may be approved to complete the training during their first semester and meet with an instructional designer weekly.

Log-In Information

MyJU

URL: <https://my.ju.edu/>

Username and Password: Contact the Office of Information Technology helpdesk.

<https://www.ju.edu/it/> 904-256-7200 helpdesk@ju.edu

Blackboard

- Access through MyJU
- Username and Password: Same as MyJU (username is the portion prior to the @ sign in the JU email)
- Login account support is provided by the Office of Information Technology
- Blackboard support is provided by [Blackboard Support Services](#) and is available 24/7: 844-348-1615
- Instructional Design and Blackboard Support provided by [Academic Technology Support](#)

Office of the Provost

[Faculty Information and Resources](#)

Online Teaching Resources

[Academic Technology](#)

[Professional Development](#)

[Instructional Design](#)

[Course Design/ Redesign Options](#)

[Technology Tools](#)

If you are interested in viewing exemplary Blackboard courses, please reach out to the [Instructional Designers](#) to be enrolled.

[Credit Hour Policy](#)

Course Modalities

- Traditional - meets in a traditional face-to-face format.
- Hybrid - meets face to face and online (synchronously or asynchronously)—face-to-face meetings include all students enrolled in the class and typically happen 1 or 2 days a week—the remainder of the class content is handled online.
- Flex/Split Section - meets face-to-face, online synchronously via video stream, and has online asynchronous learning activities— face-to-face meetings happen every day that the class is scheduled and have a reduced class size due to social distancing—students are assigned days to attend class face-to-face by instructors, and they follow along via live stream on days when they are not in the live class session.
- Online - meets online asynchronously.
- Virtual - meets online synchronously via video stream on noted days and times—used primarily in online graduate programs.
- Virtual Hybrid - meets online synchronously via video stream on noted days and times and has online asynchronous learning activities—used primarily in online graduate programs.

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 virtually through appropriate technologies.
- Virtual hours should be available and advertised for all service offices.
- Planning, delivery, assessment, evaluation, and ongoing improvement of academic services shall be based on best practice standards of online education embraced by The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and recognized academic, professional organizations that set national standards for online education, e.g., Quality Matters, Online Learning Consortium, etc.

Disability Support Services

The mission of the Disability Support Services (DSS) office is to support students with disabilities and/or any medical condition that may affect their academic progress by collaborating with faculty and staff in removing barriers while pursuing excellence in education and service. Faculty can learn more about the [Disability Support Services Office](#). Once notified of student accommodations from the DSS office, faculty can apply an approved time limit or due date [accommodation](#) for students throughout the semester in Blackboard. Additional [exceptions](#) can be provided per assignment as needed.

Academic Support Center

The Academic Support Center (ASC) provides academic support services free of charge to all JU undergraduate students. We are here to serve you and do everything possible to ensure that you are successful in your studies. Undergraduate students have access to peer in-person and virtual peer tutors during the Fall and Spring semesters. During the Winter and Summer semesters, undergraduate students have tutoring available through [Brainfuse](#) accessed through their Blackboard course. Graduate students have access to Brainfuse through their Blackboard course year-round. Students can make appointments through Starfish and find additional information on the [ASC](#) webpage.

Writing Center

Undergraduate students have access to peer in-person and virtual writing tutors during the Fall and Spring semesters. During the Winter and Summer semesters, undergraduate students have writing tutors available through Brainfuse accessed through their Blackboard course. Graduate students have access to a writing consultant year-round for in-person and virtual meetings. Students can make appointments through Starfish and find additional information on the [Writing Center](#) webpage.

Swisher Library

The Swisher Library offers a wide variety of services and resources to support you and your students. Browse the [website](#) to learn more about library instruction, course reserves, interlibrary loan, and more. Students have access to a wide variety of services and resources to support their academic career. The [website](#) has more information about how to book-a-librarian, citing sources, study spaces, and more. The faculty and staff of the Swisher Library look forward to working with you and your students.

Student Counseling Center (SCC)

There are a variety of issues that might bring a student to the SCC, and no concern is too large or too small. Some of the possible reasons for seeking counseling include:

Self-exploration, personal growth, stress management, anxiety, depression, adjusting to college, relationship issues, homesickness, decision-making, self-esteem, spirituality, grief and loss, test anxiety, missing classes, trouble concentrating, academic issues, trauma (e.g., abuse, rape,

accidents), body image, eating disorders, sexual identity, alcohol and drug use, sleep problems, anger management, self-harm, and suicidal ideation.

Visit <https://www.ju.edu/counseling/counseling-contact-us.php> or call 904-256-7180 to schedule an appointment or for additional resources from the Student Counseling Center.

Online Faculty Expectations for Best Practices

The Online Teaching Expectations for Best Practice was developed to support the Mission, Values, and Vision of Jacksonville University. Refer to [Course Quality Standards](#) for more information.

1. Encourage contact between students and faculty.
 - a. Faculty will log into the learning management system and engage within the course consistently (a minimum of 5 days a week is recommended).
 - b. Faculty will abide by a 24-48-hour response time to student emails. Faculty will include their email response policy in their syllabus and keep in mind their student audience and the possibility of multiple time zones in online courses.
 - c. Faculty will provide students with methods to access faculty for assistance with the course. These methods may include (but are not exclusive of other means):
 - i. Post preferred method of contact in addition to email for students with specific hours of availability (for example: office phone number, cell number, BB Messages, or Collaborate link).
 - ii. Hold online office hours via Collaborate, Microsoft Teams, or other video conferencing platform.
 - d. Faculty will provide students a Welcome Message by the first day of instruction. Faculty are encouraged to include the following information or direct students to the area in Blackboard to find this information.
 - i. Introduction to the course and you.
 - ii. Explain course modality expectations.
 - iii. Explain how to access Blackboard and course materials.
 - iv. Technical and material (book) requirements.
 - v. Attendance verification requirements.
 - vi. Course communication policy / Office hours.
 - vii. Course attendance and participation policy.
 - viii. Course schedule.
 - e. Faculty are expected to hold 2 live sessions per term. The purpose is to increase engagement and connection among students and faculty.
 - i. The first session will be in Week One (toward the end of the week is recommended).
 - ii. The scheduling of the second session is at the discretion of the faculty member (at the beginning of the week is recommended).
 - iii. Post dates/times for the lectures at the beginning of the term.
2. Develops reciprocity and cooperation among students/encourages contact between students and faculty.
 - a. Discussion board facilitation-recommendations: Not all courses utilize discussion boards for delivery of course content. However, when discussion boards are used, the following criteria are recommended as a minimum for facilitation of discussion.
 - i. Interact with the student posts throughout the semester, ensuring that all students have a faculty interaction during the term.
 - ii. Answer any direct questions posed by a student.
 - iii. Intervene to clarify an issue.

- iv. Redirect when the discussion goes astray.
 - v. Ask probing questions to encourage students to think more deeply about course concepts.
 - vi. Introduce new ideas, insights, or resources when discussions are stifled to encourage further discussion.
 - vii. Students are to post a minimum of three discussion board posts per week. For example, the initial post is due by Wednesday or Thursday at 11:59 pm ET, and two replies are due by Sunday at 11:59 pm ET. This is the minimum requirement for all discussion board assignments.
 - viii. Additionally, provide a summary or recap of the class discussion as appropriate.
2. Discussion Board FAQ: Create a general FAQ discussion thread for students to post questions.
 - i. Interact with the student posts throughout the semester, ensuring that all students have a faculty interaction during the term.
 - ii. Answer any questions posed by a student.
 3. To encourage meaningful student-to-student and student-to-instructor connections in the online space, educators can leverage alternatives to traditional text discussion boards such as:
 - i. Facilitated video discussions enabling students to verbally elaborate on ideas and directly respond to classmates' video commentary.
 - ii. Structured peer review activities where students provide constructive feedback on assignment drafts prior to final submission.
 - iii. Collaborative group projects requiring coordination through shared documents, messaging, and meetings to produce deliverables greater than any individual effort.
 - iv. Casual, ungraded social discussion forums for students to interact, support each other on course topics, and strengthen relationships in low-stakes ways.
 - v. Brief weekly video updates from the instructor checking in on recent key learnings, upcoming assignments, and acknowledging student accomplishments or challenges.
3. Provide prompt feedback/communicate high expectations.
 - a. Undergraduate – Graded written assignments are expected to be returned to the student within 7 days of the due date or 7 days prior to a similar assignment with substantive feedback. If extenuating circumstances require additional time, faculty will communicate those circumstances to the students.
 - b. Graduate – Due to the length and depth of many of the graduate assignments, graded written assignments are expected to be returned to the student within 10 - 14 days of the due date with substantive feedback. If extenuating circumstances require additional time, faculty will communicate those circumstances to the students.
 - c. If assignments are similar in nature, ensure students have feedback before the next assignment is completed.
 - d. Written feedback on assignments that is constructive in both content and format is required.
 - e. Assessments align to goals, objectives, and content.

4. Course Design

- a. Content is organized in a clear and concise manner that allows for easy access to all course communications and materials.
- b. Content is enhanced with multimedia.
- c. Content is accessible to all students.

Academic Integrity

Academic integrity is the deeply held belief that all intellectual and academic work should be done honestly by the individual or group submitting the work. Academic integrity forms the basis of intellectual property rights. It is rooted in values of honesty, trust, fairness, respect, responsibility, and courage. Read Jacksonville University's [Academic Integrity and Misconduct Policy](#).

At Jacksonville University, students are expected to do their own work and complete their assignments honestly. Jacksonville University provides two software integrations that assist faculty with maintaining academic integrity within their online courses.

TurnItIn

Turnitin submission is recommended for all substantial written papers. Turnitin is integrated into all courses. Assignments identified for submission to Turnitin are automatically submitted upon student upload to the LMS.

- a. Recommended practice:
 - i. Allow students to see the originality report (match percentage) upon submission.
 - ii. Make submission attempts final so the faculty member will be able to track each submission.

What is TurnItIn?

Turnitin® is a tool that students and instructors can use to identify *potential* instances of plagiarism. When a student submits their paper to Turnitin®, they will get a similarity report that should be reviewed carefully so they can make any needed revisions to your paper.

What Does TurnItIn Do?

Turnitin® highlights sentences or phrases that are *similar* to works or papers that have already been published, submitted, or found online. Similarity is not always the same as plagiarism. You might have something *similar* in your paper to what has been published, such as a direct quote, but this does not always mean that you have plagiarized. If you have put quotation marks around that direct quote and you have cited it, you have *not* plagiarized. Items on your references list are also going to show up as similar, but because these are citations, these similarities do not equal plagiarism.

If the highlighted area in your similarity report contains information or wording that you have obtained from a source, be sure you have properly summarized, paraphrased, or quoted that material, *and* you have cited the source. If you do not cite outside sources, it is considered plagiarizing.

Additional information on [TurnItIn](#) can be found here.

Respondus Software

Respondus is an assessment tool that helps faculty create and facilitate online exams in a secure environment. Faculty are encouraged to use Respondus LockDown Browser or Respondus Monitor with LockDown Browser as appropriate to provide additional testing integrity. There are three components to Respondus:

- a. Respondus 4.0 is a software tool for creating and managing exams that can be printed on paper or published directly to your Blackboard course. It supports up to 15 question types, including calculated and algorithmic formats. Questions created in a Word document, including embedded images, can be easily imported into it. Respondus 4.0 also enables faculty to export tests created in Blackboard to a Word document.
- b. LockDown Browser is a custom browser that locks down the testing environment within Blackboard. It prevents a user from printing, copying, going to another URL, or accessing other applications during an assessment.
- c. Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to prevent cheating during online exams. Respondus Monitor integrates with Blackboard, which is ideal for non-proctored testing environments. Students will use their own computer and a webcam to record assessment sessions without leaving the Blackboard course. **Faculty can no longer require an environment scan when using Respondus Monitor.**
- d. Additional information on each [Respondus](#) component can be found here.

Computer/Technology Requirements for Online Programs

Many programs use software and tools that can be CPU intensive – the faster the CPU, the faster programs will run. For minimal performance, we recommend teaching on a machine with a system configuration equal to, or greater than, the [student technology requirement](#).

Please note that faculty should have access to a webcam, microphone, and speakers. If your course uses third-party websites, make sure your computer meets their requirements.

Although these programs are accessible from mobile devices like tablets or smartphones, faculty should not use a mobile device as their only educational technology option. A laptop or desktop with reliable and daily access to the Internet is required.

Faculty's Expectations of Online Students

- Students will check the course Learning Management System (Blackboard), including course pages, announcements, discussion boards, course calendars, and JU email 5 out of 7 days.
- Students will use Jacksonville University email versus personal email for communications with faculty, staff, and students. Due to privacy standards, JU faculty must use the JU email system for all electronic communications.
- Students will log into the Blackboard website on a computer at least once a week (not just mobile access).
- Students will read the course syllabus and check Blackboard for special instructions.
- Students will practice good time management.
- Students will keep up with readings and assignments.
- Students will dedicate a specific time for coursework.
- Students will meet all course deadlines.
- Students will ask questions anytime that clarification is needed.
- Students will maintain a professional commitment to be active and engaged every week of class.
- Students will adhere to the Academic Integrity policy as explained in detail in the Academic Catalog.
- Students will communicate in a timely manner with the professor any issues that affect their ability to meet course expectations.
- Students will report IT issues immediately to technical support.
- Students will communicate professionally and practice good netiquette when interacting with their professor and peers. See [15 Essential Netiquette Guidelines](#).

Students' Expectations of Online Faculty

- Faculty will respond to email within 24-48 hours (refer to syllabus).
- Faculty will communicate their accessibility and preferred method of communication.
- Faculty will communicate course updates as needed through announcements in Blackboard.

- Faculty are expected to hold a minimum of 2 live sessions each term.
- Faculty will monitor discussion boards and participate when necessary.
- Faculty will provide constructive feedback and communicate expectations.
 - a. Graduate – written assignments 10 – 14 days.
 - b. Undergraduate – written assignments 7 days or 7 days prior to a similar assignment with substantive feedback.
- Faculty will communicate professionally.

Student-to-Student Expectations

- Students will communicate professionally and in a timely manner.
- Students will work collaboratively.
- Students will be clear regarding team roles, responsibilities, and tasks for group work.
- Students will meet established deadlines for completing assigned sections of the team assignments.

Jacksonville University Policies

Faculty, staff, and students are expected to adhere to policies, procedures, and guidelines as set forth by Jacksonville University and its respective departments, including, but not limited to, the following:

All University Policies outlined in the [JU Green Pages](#):

- [Academic Integrity and Misconduct Policy](#)
- [Academic Catalog: \(select academic year\)](#)
- [Code of Conduct](#)
- [Intellectual Property](#)
- [Sexual Harassment Policy](#)

Online Instructor Support

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

- One-on-one partnership with instructional designers
- Access to the video production studio for planning and production of course media
- Drop-in hours
- [24/7 Blackboard Support](#)

Preparing the Online Course for the Upcoming Semester

Before the Semester

- Review Essentials guide as needed - [Learn Original](#) / [Blackboard Ultra](#)
- Work with an Instructional Designer to design your course.
- Review your Blackboard course.
- Update all [Course Dates](#) (original) / [Course Dates](#) (Ultra)
- Check links.
- Make the course available.
- Create your Syllabus in [Simple Syllabus](#)
- Prepare a Welcome to the Course [Announcement](#).

During the Semester

- Attendance verification
- Enter the Blackboard course consistently during the week (a minimum of 5 days a week).
- Respond to email within 24-28 hours.
- Hold 2 live sessions.
- Participate in discussion boards, if utilized.
- Post weekly announcements.
- Provide feedback to assessments within a reasonable time.
- Report [midterm grades](#).

End of Course Activities

- Create and download an [Export](#) of your course content.
- Create and download an [Archive](#) of your course.
- Report Final Course grades.

Jacksonville University Course Retention Policy

Blackboard courses remain on the Blackboard servers with full enrollment for one semester after they are given to ensure that courses are available to comply with university policies regarding the fulfillment of incompletes. After the additional semester, students are removed from the courses.

The content of Blackboard courses remains available for one year after they are complete to ensure that courses are available for re-use.

If a course is an unusually large size, the course may be removed from the Blackboard servers prior to the retention guidelines discussed. The professor of the course will be contacted regarding the early course deletion.

Courses older than these timeframes are periodically archived and removed from the server. JU

AT will attempt to retrieve courses from archival storage if the semester and course ID/SYN numbers are identified, but retrieval is not guaranteed.

Jacksonville University Collaborate Retention Policy

Collaborate recordings will remain on the Blackboard servers for one year after the end of the semester that they were recorded. After the year, collaborate recordings will be deleted from the servers. Faculty can assist by deleting recordings that are not needed prior to the one-year period.

To retain Collaborate recordings longer than a year, faculty can:

- [Download Collaborate Recordings and Delete from Blackboard](#)
- [Upload Recordings to Kaltura](#)

Simple Syllabus

All Jacksonville University faculty are required to enter their syllabus into the Simple Syllabus template by the end of the first week of the semester. Watch how-to videos and frequently asked questions about [Simple Syllabus](#) here.

Course Evaluations

All Jacksonville University faculty are evaluated at the end of every semester for each of their courses through the IDEA surveys. Students have the opportunity to provide anonymous feedback on their experiences in your course. The survey is administered online. Learn more about [IDEA surveys](#) here.

Online Students Grievances and Complaints

It is understood that students may have questions about policies, procedures, and decisions made within the academic programs. Most can be easily answered through consultation with the course instructor or JU Academic Advisor. Students can also refer to the [JU Catalog](#) (selecting the current academic year) and the [JU Student Handbook](#).

Online students, upon completing the internal university (outlined below) and appropriate state grievance processes, may appeal non-instructional complaints to the FL-SARA PRDEC Council. For additional information on the complaint process, please visit the [FL-SARA Complaint Process page](#).

For academic grievances or complaints, please follow the policy outlined in the student handbook.

For non-academic grievances or complaints, please contact the following individuals:

- Dr. Teresa MacGregor, Vice President of Enrollment Management, Jacksonville University tmacgre@ju.edu
- Dr. Kristie Gover, Dean of Students, Jacksonville University Kgover1@ju.edu

If you are a Florida Resident and your issue is unresolved by those individuals, please contact the Florida Department of Education here: <http://www.fldoe.org/schools/higher-ed/fl-college-system/about-us/complaints.stml>. Department of Education for other states can be found at <https://www2.ed.gov/about/contacts/state/index.html>.

Distance learning students: Need help?

If you are a distance learning student and have a **grievance or complaint**, you have options. [Learn more about the grievance process and the options available to you.](#)



Academic Technology

OFFICE OF INSTRUCTIONAL DESIGN

COURSE DESIGN PROCESS

1

ANALYSIS PHASE

THE SUBJECT MATTER EXPERT (S.M.E.) WILL MEET WITH INSTRUCTIONAL DESIGNER(S) (I.D.), ANALYZE LEARNERS, ANALYZE LEARNING OBJECTIVES, REVIEW AVAILABLE RESOURCES AND DEVELOPMENT OPTIONS, SET TIMELINES FOR COMPLETION, ESTABLISH COMMUNICATION PROTOCOLS BETWEEN I.D. AND S.M.E..

2

DESIGN PHASE

S.M.E. WILL DESIGN COURSE MAP, DESIGN ASSIGNMENTS AND ASSESSMENTS BASED ON ALIGNMENT WITH COURSE LEVEL OBJECTIVES IN COLLABORATION WITH I.D., EVALUATE CREDIT HOUR REQUIREMENTS AND APPROPRIATE AMOUNT OF ASSIGNED WORK.

3

DEVELOPMENT PHASE

IN COOPERATION WITH I.D., THE S.M.E. WILL DEVELOP ALL CONTENT FOR THE COURSE; THIS INCLUDES, BUT IS NOT LIMITED TO, SLIDE DECKS, ASSESSMENTS, INTERACTIVES, LECTURES, NOTES, VIDEOS, AND BLACKBOARD COURSE FORMATTING.

4

IMPLEMENTATION PHASE

IN COOPERATION WITH AN I.D., THE S.M.E. (OR DESIGNEE) WILL IMPLEMENT THE COURSE WITH LIVE STUDENTS, WORKING WITH I.D. TO ADJUST CONTENT AS NEEDED DURING PILOT SEMESTER TO ADJUST AND PERFECT DESIGN.

5

EVALUATION PHASE

UPON COMPLETION OF PILOT SEMESTER, S.M.E. WILL MEET WITH I.D. TO EVALUATE THE COURSE BASED ON STUDENT EXPERIENCE, MAKE ANY NEEDED ADJUSTMENTS AND FINALIZE COURSE DEVELOPMENT FOR A PERIOD NOT TO EXCEED THREE (3) YEARS.