

## Teaching FAQ

Did you know that John Jay has a teaching eHandbook? Many of your questions can be answered here: <http://resources.jjay.cuny.edu/ehandbook/x.php>

We've tried to pull out the most commonly asked questions for your convenience, as well as answer some questions that are not in the handbook.

- 1) Can I see an example syllabus for the class I'm teaching?
  - a. Yes. The department administrator will have copies of syllabi from prior semesters. These can be very helpful, as some have the "official" learning objectives for a particular class already listed on the syllabus.
- 2) How do I order books?
  - a. <http://www.jjay.cuny.edu/1698.php>
- 3) What are the requirements for each course level?
  - a. The college has established writing requirements for each level of courses. This PDF details these requirements: <http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/watcmemo.pdf>

The department does not yet have official language for what is required for 100-, 200-, 300- and 400-level courses otherwise, but learning objectives from sample syllabi and course descriptions are an excellent place to begin.

- 100-level courses tend to be survey-based courses that introduce basic material.
- 200-level courses are also often survey courses of sub-disciplines in the field (e.g., cognitive, social, developmental psychology) that might rely heavily on textbook material. However, some writing is expected and in most cases, students should be *introduced* to literature searching and/or reading original published research. The goals are understanding and comprehension of concepts in a domain.
- 300-level courses are focused on analysis and evaluation, with emphasis on original research readings, rather than solely textbooks, and a beginning ability to critique those readings.
- 400-level classes tend to be small, senior seminars with a nearly exclusive focus on reading original research, in-class discussion of the readings and exercises, writing papers, integration and analysis of ideas, and doing literature searching and critiquing.

- 4) How do I find out where my class is?
  - a. Go to the course search on the Registrar webpage & look for your class: <http://student.cuny.edu/cgi-bin/SectionMeeting/SectMeetColleges.pl>

- 5) Where can I find the academic calendar?  
 a. <http://www.jjay.cuny.edu/academics/655.php>
- 6) How do I submit attendance?  
 a. You will receive an email at the beginning of the semester telling you how to log into the attendance website and multiple emails reminding you when attendance is due. Your roster and attendance can be found here:  
<https://regapps.jjay.cuny.edu/attendance/main1.jsp>
- 7) How do I submit grades?  
 a. You will receive a piece of paper in your mailbox towards the end of the semester with a link and a password for submitting grades.
- 8) What happens if I am sick one or more class periods and cannot teach?  
 a. You are required to find someone to cover your class. You are also required to notify the department chair of any class cancelations.  
[http://resources.jjay.cuny.edu/ehandbook/policy\\_absence.php](http://resources.jjay.cuny.edu/ehandbook/policy_absence.php)
- 9) What scale does John Jay use to assign grades?

A	93.0 % and up
A-	90.0 - 92.9 %
B+	87.1 - 89.9 %
B	83.0 - 87.0 %
B-	80.0 - 82.9 %
C+	77.1 - 79.9 %
C	73.0 - 77.0 %
C-	70.0 - 72.9 %
D+	67.1 - 69.9 %
D	63.0 - 67.0 %
D-	60.0 - 62.9 %
F	Below 60%

- 10) How do I figure out when the final exam is?  
 a. Final Exam Schedules are posted on the registrar webpage:  
<http://www.jjay.cuny.edu/4056.php>
- 11) Who do I go to for problems with Blackboard? Classroom equipment?

- a. For problems with Blackboard contact DoIT at 212-237-8200 or [helpdesk@jjay.cuny.edu](mailto:helpdesk@jjay.cuny.edu). For problems with your classroom equipment there is a phone and a list of contact numbers in every classroom.  
\*\*\*PLEASE NOTE: At the beginning of each semester you will have to change your class from “unavailable” to “available” so that your students can see the content. To do this click on your class -> “control panel” -> “settings” (under course options) -> “course availability” -> “yes.”

12) Who do I go to for problems with students?

- a. If you are TA-ing or teaching recitation for larger course sections, go to the course professor first to discuss problems with students. If you are the primary course professor, you can discuss ways to address issues with students with 1) advanced graduate students, 2) your primary mentor and/or other faculty, or 3) the department chair or deputy chair, depending on the severity of the problem. It is often helpful to have documentation of the issue with the student and how you addressed it, if possible.
- b. If there is a more pressing or emergency situation, see the information below from Academic Affairs.

As a result of the work of our Advisory Committee for Students in Crisis, this letter introduces a series of steps to sustain the safety of our College community and support the needs of our students. The letter provides information on what you can do if you have concerns about unusual, disquieting, or threatening behaviors on the part of a student, faculty, staff or visitor and an update on campus crisis prevention resources.

One of the lessons from numerous recent campus and public tragedies is to develop effective ways for any member of the college community – faculty, staff, security officer, fellow student, coach or administrator to identify students of concern at the first signs of difficulty. Working within the parameters of privacy laws, it is imperative that our college be able to identify and respond to emergencies and students in crisis in an expeditious and timely manner. Therefore, as a first step the following provides basic guidance in recognizing and responding to behavioral warning signs for potential threats to community safety.

### **Emergency or Extreme Situations**

Report emergency or extreme situations immediately to the Public Safety Department at 212.237.8888 and/or 911 (as appropriate), if a person displays an imminent threat to self or others, serious disruptive or threatening behavior, damages property, or breaks the law.

### **Elevated and Severe Behavioral Concerns**

Elevated and severe behavioral concerns such as suicidal thoughts or impulses, violent and aggressive impulses, depression, disruptive behavior, emotional/behavioral dysregulation, stalking, intimate partner violence or clear indication of physical and sexual abuse should immediately be reported to the Dean of Students for referral to the Behavioral Intervention Team. Dean of Students,

Student Development Office, 3121 North Hall, 212.237.8100 or email  
BIT@jjay.cuny.edu.

### **Mild to Moderate Mental and Behavioral Health Concerns**

Mild to moderate mental and behavioral health concerns (e.g., signs of emotional difficulty, situational stressors, and changes in usual behavior) should be referred for consultation or intervention to the Counseling Center in room 3140 North Hall or call 212.237.8111 during normal business hours (9:00 AM – 5:00 PM M-F; 9:00 AM – 7:00 PM T/W).

John Jay College Emergency Response Guide

([http://www.jjay.cuny.edu/BIT/College\\_Emergency\\_Response\\_Guide.pdf](http://www.jjay.cuny.edu/BIT/College_Emergency_Response_Guide.pdf))

Behavioral Intervention Team (BIT) Policy & Procedure Guide

(<http://www.jjay.cuny.edu/3517.php>)

Counseling Center Brochure (<http://www.jjay.cuny.edu/2246.php>)

13) Who do I go to for TA/recitation problems?

This depends a little bit on the problem.

- a. If it is a problem with the initial assignment (e.g., conflicts with your schedule; workload concerns), contact the doctoral program – typically the person who is/was responsible for making the assignments.
- b. If it is a concern or problem with the interaction between you and a student or another TA or recitation leader, you can speak to the course professor, the DET and/or the DCT.
- c. If it is a concern with the course professor, please tell the DCT, DET and/or the Psychology Department Chair (or Kathy or the Deputy Chair).

14) How many hours a week should I devote to office hours?

- a. This can and should be discussed with the course instructor, but one to two hours is a good baseline. (With any luck – students will actually come!)

15) How do I get paid as an adjunct? Who do I talk to if there are problems?

- a. Kathy Marte will contact you to fill out paperwork to get paid as an adjunct. If this is your first time as an adjunct, you will likely have to fill out some paperwork at HR in the BMW building. If you want direct deposit, you will have to take a voided check over to payroll in the BMW building.  
<http://www.jjay.cuny.edu/HumanResources.php>

16) How do I request teaching as an adjunct/summer teaching? How is it allocated?

- a. The department sends out emails inviting students to “apply” to do adjunct/summer teaching. If interested, you should reply to these emails.
- b. The teaching opportunities tend to be somewhat limited, so hiring decisions include consideration of the following factors:

- i. Your mentor's consent to take on additional teaching. The department would hate to hire students to teach if they are struggling in the program and need that time/energy to complete program requirements. The goal is to supplement student training – not slow students down.
- ii. Teaching experience. Ideally, students will have been TAs, then recitation leaders, then teach courses.
- iii. Degree. Students should have their master's degree (or equivalent).
- iv. Fit with the courses that are available and need. The department wants to hire folks for classes that will be helpful for them to teach – and that they will be adequately prepared to teach. So, you might want to teach a course, but if the only one that needs an instructor is not in your area, you might not be hired.
- v. Experience and seniority. Newer students have more time to wait, so more senior students would have higher priority.
- vi. Appropriateness for teaching. The hiring decisions are NOT doctoral program decisions – they are departmental decisions. Hence, while helping students is a priority, they are subject to considerations any other College would have, such as whether the candidate would be an appropriate hire for their campus, their classes, and their students.

17) What do I do/say if student asks for extra credit/special consideration?

- a. You are not allowed to give extra credit to individual students. All extra credit opportunities must be offered to every student in the class. If a student comes to you for special consideration (e.g., wants to take an incomplete) use your discretion. Most professors require some form of documentation (e.g., a doctor's note). If you have questions about what to do please talk to the department chair or Angela Crossman, or ask your advisor what they would do.

18) What policies are in place for disability students?

- a. Disability students are required to register with the disability office and give you notice of their disability within the first few weeks of class. They cannot come to you at the end of the semester and say they've had a disability all along. You should inform students of this in both the syllabus and on the first day of class to avoid any issues. If something comes up mid-semester (e.g., a student develops health issues during the semester) encourage them to talk to the disabilities office: <http://www.jjay.cuny.edu/johnjay/johnJayDisability.asp>

19) How do I make exams? How do I get them printed?

- a. You have the freedom to make your own exams based on the content you cover in your classes. Some courses will also require you to put a handful of outcome assessment questions on each exam. These questions *do not* have to count towards student grades if you do not want them to. To get your exams printed make a copy of your exam, go to the copy center located in Room

1524, fill out a copy request form, have Kathy Marte sign it, and drop it off at least 2 days before the exam.

- 20) What are the outcome assessments? Do I have to count them in student's grades?
- a. The department (and the College at large) is required to conduct outcome assessments to evaluate how well students are learning the critical material in the major. The department has now drafted an assessment plan across several years to assess sections of various courses in the major. If you are teaching one of these courses you might be required to put a handful of outcome assessment questions on each exam – or you might be asked to administer a pre- and post-test common exam. These questions/exams *do not* have to count towards student grades if you do not want them to. Other sections might require that you submit student papers for grading by the assessment committee using a department-wide rubric (e.g., Psy 476). You would not be required to use the rubric yourself, although you might find it helpful for grading.

#### 21) Teaching Checklist

- a. Order books
- b. Make syllabus
- c. Take syllabus to copy center (make sure Kathy signs request)
- d. Print off Roster
- e. Make sure your class is on Blackboard. Also change from “unavailable” to “available”
- f. Make sure you contact DoIt to install any programs you may need on your classroom computer (e.g. updated SPSS, Turning Point)