Continuing Education

Online Student Guidebook
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Welcome!

Congratulations on trying a new and innovative way of learning! Unlike a traditional class, this course will not take place in a classroom. All of the instruction will delivered through browser-based tutorials over the internet. As a student, you will have the flexibility and control to decide when and where your learning takes place. In doing this, however, you will not be isolated from your instructor or your fellow classmates. Through the use of e-mail you will have the opportunity to communicate, ask questions, or get help if needed.

The purpose of this manual is to improve your online experience. The most important thing to remember is to be involved!

The greater your participation and interaction, the stronger and more meaningful your learning.

Prospective Students
If you are a prospective student who is considering whether to enroll in this course, you might find the information given in this manual to be helpful in making your decision.

Be aware that a distance learning environment is not suited for everyone! To be successful in online classes requires a certain amount of self-discipline, independence, motivation, and time management. Students who tend to procrastinate and complete assignments at the last minute will not do very well, and are advised not to enroll without consulting your advisor.

Enrolled Students

Taking classes online requires self-motivation and good organization and planning skills. Not having to be in class at a specific time can sometimes make it easy to forget that setting aside the same amount of time you would ordinarily dedicate to a traditional class on campus is just as essential for the online class.

Using the Course Calendar and purchasing a planner, or setting an alarm on your computer, cell phone, or clock can remind you to log in.

Also, knowing the layout of the online course can help save you the time of exploring links and enable you to dive right into learning. For this reason, this guidebook provides detailed instructions about how to move around your online classroom in addition to an assortment of other important and helpful tips. It is your map toward online success! Read it thoroughly and be sure to let us know if you have any questions.

Sincerely,

CEP Director
Please note: Students with a verified disability, please notify your instructor of your needs for accommodations as soon as possible. Authorized accommodations and alternative media will be provided as appropriate.

Orientation to Online Learning at CEP at Hunter College

Getting into your classroom is the first step in beginning your online class. Be sure you have all of your materials ready and off you go!

First, you must access your online class through the portal. The portal can be located at https://hunter.acebb.cuny.edu/webapps/login/
Add this to your favorites so that you will not have to return to this page to retrieve it.

For a New Student Orientation to Blackboard, visit: https://help.blackboard.com/en-us/Learn/9.1_2014_04/Student/090_Tools/Discussion_Board

You must enter your Student ID and Password to log in.

Contact Tech Support if you are having technical difficulties accessing the portal or if you are unsure of your Student ID or Password. The contact information is as follows:

CE@hunter.cuny.edu
Also, please make sure that the information you provided during registration is current. This includes your mailing address, your phone number, and most importantly, a current e-mail address.

Once you log in, you will see: Welcome page that you can click see new future or close.

If you close you will see: My Courses on the upper right of your screen. Click on this to view your online courses.

Click on the link for the course you wish to enter and you are ready to get started! Your course navigation menu is on the left. It begins with a link for Attendance and ends with a link for your Syllabus.
The Main page, which loads automatically upon your log in, contains About This Course, Calendar, Announcements, Handouts and Bookmarks. This is everything you need to work successfully.

- About this course will provide you with a general welcome.
- Calendar will list your due dates.
- Announcements will provide reminders or special information from your instructor.
- Handouts will offer the tools necessary to complete assignments.
- Bookmarks provide additional resources to enhance your understanding of the course material.

The next link in the menu is Course Information. Here you will see your course name and number, the term, the faculty information and a course description. If you click under Orientation, you will find The Syllabus is the most important! The Syllabus is your map for the course. It contains all information necessary to meet the course requirements with ease, including the titles of your textbooks. Open it to view your instructor’s expectations, grading, assignments, due dates and more. You will also find due dates marked on the calendar.

- You will also see on the left menu that there is a list with each week class content.
Discussion

Discussion is where you will find your Discussion Questions. This is an important way to interact with your classmates and instructor during the class. Under the discussion link you will see Discussion Boards and Chat. Forums are threaded discussions. These are asynchronous, which means that they are not live in real time and that you can post at your leisure. However, your instructor will set a due date by which time you must respond to any posted questions or reply to posts made by your peers.

Please remember that if you are ever lost as you navigate the course, your instructor is there to help you! Also, you can contact us @ ce@hunter.cuny.edu so that we can assist you in getting back on track right away. Our goal is your success!

What to do if you can’t see all the content on your Browser

IF YOU ARE USING FIREFOX BROWSER, click on the upper left corner to DISABLE INSECURE CONTENT.
IF YOU ARE USING INTERNET EXPLORER: at the bottom of the page you should click SHOW ALL CONTENT

IF YOU ARE USING GOOGLE CHROME on the upper right corner and click on LOAD UNSAFE SCRIPTS

An Overview of Student Tools on the Portal

Once in your course, you will notice a menu to the left that includes the following:

Attendance:
Your attendance is crucial for your success. Be sure to post no less than six replies per week for discussion questions. This should be spread across at least three days rather than all at once on one or two days.

Zoom.us:
Hold virtual office hours through Chat are done here.
Course Information:
This is where you can find the course name and description, the term and the instructor name.

Coursework:
Weekly assignments and directions can be found here.

Gradebook:
This feature keeps track of your grades.

Main Page
- About This Course: You are here now. This contains your welcome along with supplementary materials listed below.
- Handouts: This link includes handouts and reading to help you understand the material more clearly.
- Bookmarks: This link contains web addresses that add to your learning experience.
- Announcements: College and class events can be found here.
- Calendar: The calendar contains due dates and helps you to plan effectively.

Syllabus:
The syllabus is your course guide. It presents information on objectives, assignments, assessments, grading, expectations and more

FAQs
The following questions are those asked continuously by students. If you have one that does not appear here please contact us at ce@hunter.cuny.edu so that we can answer your question and add it to the list.

Q: How can I get my password for CEP’s Portal?
A: Please email us @ ce@hunter.cuny.edu or call us @ 212-650-3850

Q: How can I get my Grades and/or Student Schedule?
A: First, see question one to get your portal password. Then, after you sign in, click on the Academics tab. If there is an “Access Suspended” message at the top of the page, then you will need to call the tech support phone number before you can see the Academics tab.

Q: What is my CEPOnline e-mail username?
A: Your CEPOnline username is your e-mail address is John-Smith@xxxxxx and your password will be provided by us by email
Q: How do I get my e-mail password?

A: Once you registered for a class an email will be sent to you with the logging and password. If you need assistance with your account, send an e-mail to ce@hunter.cuny.edu

Q: I have Microsoft Works / Microsoft Office 2007 on my home computer/laptop. Will my files work in the labs?

A: Only in the right file format. When saving your document, make sure you save the document as a .rtf (Rich Text File) or .txt (Text Document). These are universally compatible with most word processors, including all of those on campus. You also will need to read your class syllabus and see what is required for your class.

How do I submit an attachment or email my instructor?

All work should be submitted through the LMS (Blackboard) IF you are having problems please contact us and you instructor via e-mailing and ask the instructor if is ok to email your homework or assignment

*Keep in mind that your professor will post a Questions thread where you should ask any questions that are not personal. This way, the whole class can benefit from the answer.

How can I participate in discussions?

You can participate in the discussions through the Collaboration page under each course home page. Just go to the My Courses link, click on the course, then Collaboration, and then click on “Open Discussion” and that will take you to the discussion threads that your professor has posted. Click Reply to add your bright ideas to the mix!

Your Syllabus

A syllabus is a map of your course. It is an essential document because it provides you with important resource information, as well as your instructor’s expectations. CEP syllabi follow a standard format so that students know what to expect. The following components will be found in your syllabus regardless of the course for which you have enrolled.

CEP Syllabus Components

- Course Number and Course Name
- Welcome
- Course Dates
- Textbook Information
- Instructor Contact Information and Availability
- Due Dates and Late Penalties Policy
- Course Purpose
- Learning Objectives
What You Can Expect from Faculty

An important ingredient in online success is an instructor who makes their presence known and who is eager to provide the help that you need in order to be productive. To that end, CEP online instructors pledge to:

- Provide a syllabus to assist you in understanding expectations and in managing time
- Post tips, due dates, rubrics, handouts or whatever type of supplemental material they deem necessary for your success
- Provide opportunities for collaboration through discussion – and join in to ensure that your thinking is right on track
- Provide weekly previews and summaries to help you to focus on the crucial components of each lesson
- Respond to questions within 24 hours
- Return assignments within one week (7 days) with helpful feedback
- Hold virtual office hours through Chat Zoom.us for at least one hour at some time during the week

Course Evaluation

For the final week of your class, you will have an opportunity to evaluate your class through a mandatory reflection. CEPOnline strives to ensure that your learning is meaningful; therefore, your feedback is thoughtfully considered as changes are continually made to enhance your experience.

As you move through the semester, think about how the course is improving your knowledge, skills, and abilities – and how you will use what you have learned in future classes or in the workplace. Reflect on what tools or explanations could have helped you to perform better. Consider whether you feel confident in the subject matter, or if there is course material that seems confusing or disconnected. And determine if you are meeting the course objectives set forth in the syllabus.

We are eager to hear your opinions, so be sure to share in detail and with honesty.
What Faculty Will Expect of You

Discussion Requirements

The online classroom is just like your traditional classroom in many ways. And this includes engaging in discussion!

Discussion greatly enhances your learning experience because it enables you to examine multiple, diverse perspectives by which to compare your own; it gives you an opportunity to ask questions and clarify your understanding of a topic; and it supplements your weekly learning and assignments to strengthen your new knowledge. Plus, your confidence builds when classmates react positively to your great ideas!

In order to benefit best from discussions, there must be consistent interaction. Therefore, you are required to post: Read your class syllabus and see how many times you are required to post.

Please use these helpful hints for formulating your discussion posts. Also, review the discussion question rubric in this guide to learn how to gain points by creating comments with substantive content.

Discussion Tips

Let's say you have two discussion questions per week (10 weeks class). Your initial reply to each question will fulfill two out of the 18 post requirements.

Then, to meet 16 more post requirements, read each of your classmates’ responses to the weekly discussion question(s) and be sure to do one or more of the following. You may want to print out this checklist to guide you.

- Agree and explain why.
- Respectfully disagree and explain why.
- Offer an opinion with an example to support it.
- Propose an idea or a suggestion.
- Tell a related personal story.
- Respond to classmates’ or instructor questions.
- Pose a question – and be sure to include your own answer as an example.
- Explain how the discussion question is connected to real life experiences.
## Discussion Rubric

<table>
<thead>
<tr>
<th>Discussion Rubric</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>4</td>
<td>2-3</td>
<td>0-1</td>
</tr>
<tr>
<td>Development of Ideas</td>
<td>Demonstrates a clear understanding of the question and uses examples as support</td>
<td>Demonstrates a basic understanding of the question</td>
<td>Does not directly answer the question</td>
</tr>
<tr>
<td>Evidence of Critical Thinking</td>
<td>Makes connections between class work and the discussion; supports the response with research, course material or personal perspective; and inspires interaction</td>
<td>Sometimes makes connections, adds support and perspective and inspires interaction</td>
<td>Does not make connections, add support and perspective or inspire interaction</td>
</tr>
<tr>
<td>Interaction</td>
<td>At least 2 messages are posted per day on at least 4 separate days (total 8) – one in response to the discussion question, and one in response to peers per question. Inspires interaction; avoids simply repeating what classmates have already said/posted.</td>
<td>6 messages are posted but not on separate days, or not one in response to the daily question and two in response to other students. Attempts to add to the discussion.</td>
<td>Less than 6 total messages are posted for the week. Peer responses do not add to the discussion—may simply agree with or repeat peers’ posts.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Responses model proper mechanics and style</td>
<td>Responses contain small mechanics errors but are understandable</td>
<td>Responses contain several mechanics errors or the meaning is unclear due to poor writing</td>
</tr>
</tbody>
</table>

### Modeling Mechanics

Good writing skills are critical to your success both academically and professionally. Upon completing our CEP online, those who possess excellent written communication skills will undoubtedly have the upper hand in most professional work environments. Therefore, practice these skills by ensuring that your posts, whether they are feedback, reminders, or answers to questions, do not have any grammatical, spelling, or punctuation errors.

### First Steps

**To begin, access your Syllabus** to get a jump-start on what is required for your course(s). Also, you will need to send an e-mail to the instructor to confirm that you have carefully reviewed and printed the Syllabus. So please be sure to ask if there is a portion of this document that is unclear to you.

**Second, go to your Collaboration link to introduce yourself to the class.** Your instructor will have set up a thread for you to reply with a short autobiography so that everyone can get to know
one another. Some examples for sharing might include where you live, what you do for work, your career goals, family life, hobbies, interests, etc.

**Tips for Success Online!**

Below you will find some general information that will help you to succeed in your online learning classroom. This handy checklist is a quick way to ensure that you are on track.

**Semester Calendar**

Please remember that these are Continuing Education non-credit classes. This doesn’t follow the traditional credit classroom semester. To view the complete our semester calendar, please visit:

[http://www.hunter.cuny.edu/ce/catalog](http://www.hunter.cuny.edu/ce/catalog)

**Text Book Ordering Instructions**

Please check your class syllabus

**Attachments**

Many of your instructors will require you to upload your assignments to Blackboard. Here are some things to keep in mind when posting attachments.

- After you upload/attach your assignment, double check that you can open and read it before you send the email.
- If you worked on the assignment in multiple drafts, make sure the correct draft is attached.
- Make sure that you have uploaded/attached the assignment to the correct instructor and to the correct email address.

**Some Things to Remember:**

A wonderful benefit of online learning is its flexibility. After all, you can work on your classes in your pajamas! But online learning takes much motivation and discipline because it is highly independent. To help ensure your success:

- Log-on to your course daily.
- Check your e-mail daily.
- Keep in touch with your instructor and classmates.
- Pay attention to the requirements of each course by using the syllabus and calendar.
- Contact your instructor if you need help with an assignment.
- Contact the Portal manager if you are having technological issues.

[ce@hunter.cuny.edu](mailto:ce@hunter.cuny.edu)

- Be sure to meet discussion requirements. As in the traditional classroom, participation is mandatory and it will help make your learning more meaningful and memorable.
Netiquette

Online learning can make us feel confident in speaking out and sharing our ideas because it provides a certain sense of anonymity. But just as there are rules for polite communication in person, so are there rules for online communication that is respectful and effective. This is called netiquette!

1. Don’t be a novelist – messages should be concise and to the point.

2. Salutations – address the person in email like you normally would in person. In Message Board Forums, salutations are not usually necessary.

3. Signatures – keep it simple. For email signatures, do include your contact information in the signature.

4. Do not use all upper case – this is considered yelling or shouting.

5. Be patient – email was not designed for immediacy, but rather for convenience.

6. Always include a subject line in your email message – and make it descriptive.

7. Use correct grammar and spelling. Spelling isn’t always easy and typos and basic spelling mistakes will occur, but it distract readers from the brilliant ideas in the content of your work – like watching a sunrise through a dirty window!

8. Avoid public “flames.” Flaming is a form of verbal abuse when you intentionally attack or disrespect somebody for whatever reason. Maybe you didn’t agree with something they said, but there’s a nice way to share a different point of view without name calling or attacking someone; and you can be penalized for swearing.

9. Don’t Spam. This is an on-line course so let’s keep it educational, and always remember that there is no such thing as a secure email system.

10. Be honest! Faking website statistics, pretending to be someone else, or trying to cheat people online will not only hurt your reputation, but will cause you a lot of trouble.
Rubrics

Each week, please be sure to view the course Calendar as a reminder of when Assignments and Discussions are due. If you have questions about how to complete an assignment please don’t hesitate to ask for help! In the meantime, let rubrics be your guide.

A rubric is a scoring tool that tells you what the teacher expects on each assignment. It also highlights the most important elements of learning – in other words – what is important about a topic. For example, a writing rubric might judge your work on organization, spelling and use of references. But a math rubric might judge your work on the calculation process and the accuracy of the final answer.

Sometimes a very detailed rubric will describe the level of quality for each objective. For instance, a score of 1 under the heading Mechanics on a writing rubric might mean that you have many spelling and grammar errors while a score of 4 might mean that your writing is clear and well edited.

The rubrics help you to focus and to succeed. They tell you exactly what you need to do and they tell you exactly how many points each thing is worth. Use the rubrics to guide you as you work and it is possible to get 100% on everything you hand in!

Here is your rubric for class participation. Participation differs from discussions but is still a very important component of learning. The participation rubric lets you know exactly what is expected of you in your online courses.

<table>
<thead>
<tr>
<th>Class Participation Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
</tr>
<tr>
<td>You have logged in daily</td>
</tr>
<tr>
<td>You have participated on 3 separate days out of 7</td>
</tr>
<tr>
<td>You have contributed to class by joining in discussions or asking questions</td>
</tr>
<tr>
<td>All communication has been respectful and Netiquette has been observed</td>
</tr>
<tr>
<td>You have been consistently prepared and submitted assignments in a timely manner</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
</tr>
</tbody>
</table>
Academic Integrity

Students are expected to follow the University’s Academic Integrity Policy. If you are caught plagiarizing, you risk failing the course. To read the conditions of the AIP, visit the following website: http://www.hunter.cuny.edu/provost/academic-integrity and click on “Academic Integrity” for the policy.

Accommodations Statement

CE is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Those seeking accommodations based on a substantially limiting disability must contact and register with The Office of Disability Services (ODS) at www.ods.appstate.edu or 828-262-3056.

3056-Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.

Resources