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Section I: Introduction
Welcome to the 2019–2020 Orientation for New Faculty

Thank you for attending New Faculty Orientation (NFO). The impact you will have on UMSL’s teaching and learning environment is immeasurable. That’s why the orientations offered by the Center for Teaching and Learning introduce you to campus, colleagues, and offices that provide supports for you and your students. We plan to point you to valuable information that you can use to support students’ success and to initiate networking opportunities for your own professional development. Orientation outfits you with key tools for your immediate use:

- A single sign-on (SSO) ID and password that you will use to access campus services and offices including email and vehicle registration for campus and one-day parking passes. Your SSO is also the key to access myVITA, MyGateway, Canvas, MyView, MyHR, and MyConnect, UMSL’s online software supports for courses, records, and payroll;

- A temporary parking permit for immediate parking privileges on campus lots;

- A faculty ID for use at UMSL Libraries and to enjoy discounts at the UMSL Bookstore and the Touhill Performing Arts Center.

This Guide is a collection of campus resources that is updated annually to reflect changes in UMSL policies, procedures, personnel, and offices. Thanks to input from new and veteran colleagues, it improves each year. As you will soon learn, the CTL relies upon participants’ feedback to strengthen our programs and services. This book of resources offers ready access to a storehouse of information to support your work on campus.

Consider the Center for Teaching and Learning a central part of your support network. We host a variety of seminars and services designed to support your professional success. Bookmark our web page, umsl.edu/services/ctl/, and return to it often for information about upcoming programs and events. If you will be offering a course online, confer with our instructional designers about the best way to develop the course so that it meets UMSL standards and is compliant with accreditation guidelines. Consider joining us in May for a week-long opportunity to design/redesign a face-to-face course. Transitions to a new campus may feel like a jigsaw puzzle: some pieces are easy to fit; others require help with the solution. Call us first. We’ll be happy to steer you in a productive direction.

On behalf of the Provost and the Office of Academic Affairs, I wish you a smooth transition and a successful start to your work on campus. Welcome to UMSL!

J. Andy Goodman
Director
Center for Teaching and Learning
Vision
The University of Missouri–St. Louis will be a beacon of hope, a force for good, and a leader in the pursuit of excellence in education, impactful research and community service. We boldly assert that education is for everyone who is willing and able to seek it out. We honor the duties inherent in our land-grant beginnings by positioning ourselves as partners in the search for knowledge, progress and positive change for ourselves, our communities, our world.

Mission
We transform lives.

Values
Trust – Our Foundation
At UMSL, trust is sacred. We understand it is actively established and earned at every moment. We build trust through goodwill, transparency, accountability and positive, measurable results. We model trust for our students, colleagues and friends through respectful interactions, clear expectations and soundly ethical research pursuits.

Inclusion – Our Guiding Principle
We believe celebrating and appreciating diversity is not enough. We strive to create a truly inclusive community, one where equity is reality. We recognize individual attributes and respect individual differences while firmly asserting that we are better together.

Innovation – Our Driving Force for Transformation
We know innovation is about far more than coming up with new ideas, and that at the heart of every great innovator lies the desire to see a problem solved or a person helped. We believe we are all innovators, driving change for the purpose of the greater good.

Access – Our Challenge and Promise
Our classrooms, our campus, our research, our creativity, our service to the community – all of it – is for everyone. Access is something we constantly seek to better understand and to improve. We believe that a learning environment free from barriers for any one person makes that environment better for all people. We recognize that our commitment to access demands continual change. We embrace it. Always.

Success – Our Greatest Commitment
The expectation of success, for each and every one of our students, is something we believe in at every moment, without exception. It is the reason we’re all here. We are committed to meeting our students wherever they are, to inspiring and empowering them to meet their goals, break through their barriers, and define and achieve what success means for them.

Engagement – Our Consistent, Steadfast Action
We believe it is our duty and responsibility to reach out with open minds, invite others into conversation, and create solutions. We use our energy, wisdom and resources to forge partnerships – across campus and within the community – that are built in the spirit of collaboration. We have much to share and much to learn, and we understand that the two go hand in hand.
Directory of Resources for Faculty

If calling from your office phone, only the extension is necessary. If calling from your cellphone, dial Missouri’s area code (314) and UMSL’s prefix (516) before entering the extension number.

Please you add UMSL Police Department’s phone number (314-516-5155) into your cellphone and encourage your students to do the same.

<table>
<thead>
<tr>
<th>CAMPUS UNIT</th>
<th>LOCATION</th>
<th>PHONE</th>
<th>WEB SITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs</td>
<td>426 Woods Hall</td>
<td>ext. 5371</td>
<td>umsl.edu/services/academic</td>
</tr>
<tr>
<td>Academic Integrity</td>
<td>426 Woods Hall</td>
<td>ext. 5304</td>
<td>umsl.edu/services/academic/academic-units/integrity.html</td>
</tr>
<tr>
<td>Center for Teaching and Learning</td>
<td>519 Lucas Hall</td>
<td>ext. 4508</td>
<td>umsl.edu/services/ctl</td>
</tr>
<tr>
<td>Counseling Services</td>
<td>131 Millennium Student Ctr.</td>
<td>ext. 5711</td>
<td>umsl.edu/~webdev/counseler</td>
</tr>
<tr>
<td>Disability Access Services</td>
<td>131 Millennium Student Ctr.</td>
<td>ext. 6554</td>
<td>umsl.edu/services/disability</td>
</tr>
<tr>
<td>English for Academic Purposes</td>
<td>554 Clark Hall</td>
<td>ext. 6240</td>
<td>umsl.edu/lang/Languages/English%20for%20Academic%20Purposes.html</td>
</tr>
<tr>
<td>Equal Opportunity and Diversity</td>
<td>127 Woods Hall</td>
<td>ext. 5695</td>
<td>umsl.edu/services/odei</td>
</tr>
<tr>
<td>Learning Resource Lab</td>
<td>105 Express Scripts Hall</td>
<td>ext. 6704</td>
<td>umsl.edu/technology/trl</td>
</tr>
<tr>
<td>Health &amp; Wellness Services</td>
<td>131 Millennium Student Ctr.</td>
<td>ext. 5671</td>
<td>umsl.edu/services/health</td>
</tr>
<tr>
<td>Human Resources – Faculty Benefits</td>
<td>211 Arts Administration Bldg.</td>
<td>ext. 5805</td>
<td>umsl.edu/services/hrs</td>
</tr>
<tr>
<td>Instructional Computing</td>
<td>103 Social Science Business Bldg.</td>
<td>ext. 6852</td>
<td>umsl.edu/technology/iss</td>
</tr>
<tr>
<td>Libraries – Thomas Jefferson</td>
<td>North Campus</td>
<td>ext. 5057</td>
<td>umsl.edu/services/library</td>
</tr>
<tr>
<td>Math and Writing Academic Center</td>
<td>222 Social Science Business Bldg.</td>
<td>ext. 6863</td>
<td>umsl.edu/mathcs/math-academic-center</td>
</tr>
<tr>
<td>Parking &amp; Transportation</td>
<td>44 Campus Police Building</td>
<td>ext. 4190</td>
<td>umsl.edu/~transportation</td>
</tr>
<tr>
<td>Precollegiate &amp; Multicultural Student Services</td>
<td>225 Millennium Student Ctr.</td>
<td>ext. 6807</td>
<td>umsl.edu/~mcraa</td>
</tr>
<tr>
<td>Registrar’s Office</td>
<td>269 Millennium Student Ctr.</td>
<td>ext. 5545</td>
<td>umsl.edu/~register</td>
</tr>
<tr>
<td>Research Administration</td>
<td>341 Woods Hall</td>
<td>ext. 5899</td>
<td>umsl.edu/services/ora</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>301 Woods Hall</td>
<td>ext. 5211</td>
<td>umsl.edu/studentlife/dsa</td>
</tr>
<tr>
<td>Student Conduct &amp; Community Standards</td>
<td>301 Woods Hall</td>
<td>ext. 4026</td>
<td>umsl.edu/~studentconduct</td>
</tr>
<tr>
<td>Student Social Services</td>
<td>144 Millennium Student Ctr.</td>
<td>ext. 6369</td>
<td>umsl.edu/studentssocialservices</td>
</tr>
<tr>
<td>Student Enrichment and Achievement</td>
<td>107 Lucas Hall</td>
<td>ext. 5300</td>
<td>umsl.edu/services/sea</td>
</tr>
<tr>
<td>Testing Center</td>
<td>93 J. C. Penney Building</td>
<td>ext. 6396</td>
<td>umsl.edu/~campustesting</td>
</tr>
<tr>
<td>Technology Support Center</td>
<td>190 Millennium Student Ctr.</td>
<td>ext. 6034</td>
<td>umsl.edu/technology/support</td>
</tr>
<tr>
<td>University Tutoring Center</td>
<td>225 Millennium Student Ctr.</td>
<td>ext. 6807</td>
<td>umsl.edu/tutoring/index.html</td>
</tr>
<tr>
<td>University of Missouri System Administration</td>
<td>University Hall, 1100 Carrie Francke Dr. Columbia, MO 65211-3020</td>
<td></td>
<td>umsystem.edu</td>
</tr>
<tr>
<td>UMSL Police</td>
<td>44 Campus Police Building</td>
<td>ext. 5155</td>
<td>safety.umsl.edu/police</td>
</tr>
</tbody>
</table>
Who Are Our Students?
Office of Diversity, Equity and Inclusion | ext. 5695 | 127 Woods Hall | umsl.edu/services/odei
umsl.edu/~registration/enrollment-reports.html

### Enrollment - On Campus, Fall Semester 2018

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total On-Campus Enrollment</td>
<td>59%</td>
<td>41%</td>
<td>10,461</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>54%</td>
<td>46%</td>
<td>7,480</td>
</tr>
<tr>
<td>Graduate</td>
<td>68%</td>
<td>32%</td>
<td>2,806</td>
</tr>
<tr>
<td>Professional</td>
<td>61%</td>
<td>39%</td>
<td>175</td>
</tr>
</tbody>
</table>

### Geographic Origin, Fall 2018 All Students

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missouri Counties</td>
<td>90%</td>
</tr>
<tr>
<td>St. Charles</td>
<td>18%</td>
</tr>
<tr>
<td>St. Louis County</td>
<td>49%</td>
</tr>
<tr>
<td>St. Louis City</td>
<td>10%</td>
</tr>
<tr>
<td>Jefferson County</td>
<td>8%</td>
</tr>
<tr>
<td>Other US Counties</td>
<td>8%</td>
</tr>
<tr>
<td>Foreign Countries</td>
<td>2%</td>
</tr>
</tbody>
</table>

### Enrollment by Known Race/Ethnicity, Fall 2018

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Minority Enrollment</td>
<td>3,274</td>
<td>29%</td>
</tr>
<tr>
<td>International Students</td>
<td>460</td>
<td>3%</td>
</tr>
<tr>
<td>African American</td>
<td>1,662</td>
<td>17%</td>
</tr>
<tr>
<td>American Indian</td>
<td>29</td>
<td>0.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>334</td>
<td>3%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>524</td>
<td>5%</td>
</tr>
<tr>
<td>White</td>
<td>6,810</td>
<td>68%</td>
</tr>
</tbody>
</table>

### Students with Disabilities, Fall 2017

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Deaf/Hard of Hearing</td>
<td>17</td>
</tr>
<tr>
<td>General</td>
<td>143</td>
</tr>
<tr>
<td>Mental Health</td>
<td>271</td>
</tr>
<tr>
<td>Orthopedic Impaired/Mobility</td>
<td>27</td>
</tr>
<tr>
<td>Mobility/Wheelchair</td>
<td>60</td>
</tr>
<tr>
<td>Visually Impaired (Blind/Low Vision)</td>
<td>23</td>
</tr>
<tr>
<td>Specific Learning Disorder (LD)</td>
<td>167</td>
</tr>
<tr>
<td>Attention Deficit/Hyperactivity Disorder (ADHD)</td>
<td>167</td>
</tr>
<tr>
<td>Cognitive Disorders/TBI</td>
<td>26</td>
</tr>
<tr>
<td>Asperger’s/PDD/Autism</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>941</strong></td>
</tr>
</tbody>
</table>

### Age, Fall 2018

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average age of all undergraduate full-time students</td>
<td>25</td>
</tr>
<tr>
<td>Average age of all undergraduate students</td>
<td>33</td>
</tr>
</tbody>
</table>

### New Transfer Students, Fall 2018, by Transfer Type

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Missouri Four Year</td>
<td>368</td>
</tr>
<tr>
<td>Missouri Two Year</td>
<td>810</td>
</tr>
<tr>
<td>Out of State/Foreign</td>
<td>338</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,516</strong></td>
</tr>
</tbody>
</table>

Sources: University of Missouri-St. Louis Fact Book, umsl.edu/~registration/enrollment-reports.html, Enrollment Summary from the Office of the Registrar, and Disability Access Services.
Section II: Policies and Procedures
Academic Dishonesty
Office of Academic Integrity | ext. 5371 | umsl.edu/services/academic/policy/academic-dishonesty.html

Did you know?
Research reveals that 80% to 90% of students admit to engaging in behaviors identified as academically dishonest at least once during their undergraduate years (e.g., McCabe & Trevino, 1997; Williams & Hosek, 2003).

What is academic dishonesty at UMSL?
umsystem.edu/ums/rules/collected_rules/programs/ch200/200.020_rules_of_procedures_in_student_cond uct_matters (Collected Rules) Dishonesty is a broad category defined in the University of Missouri Code of Student Conduct, which includes, but is not limited to:

Cheating
- Use of any unauthorized assistance in taking quizzes, tests, or examinations
- Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments
- Acquisition or possession without permission of tests or other academic material belonging to a member of the University faculty or staff
- Knowingly providing any assistance to another student on quizzes, tests, or examinations

Plagiarism
- Use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with footnotes, citations, or bibliographical reference
- Unacknowledged use of material prepared by another person or agency engaged in the selling of term papers or other academic materials
- Unacknowledged use of original work/material that has been produced through collaboration with others without the release in writing from collaborators

Sabotage
- Unauthorized interference with, modification of, or destruction of the work or intellectual property of another member of the University community

What can I do to avoid academic dishonesty?
Make it very clear from the first day of class how you define cheating, plagiarism and unauthorized collaboration. Include this information (umsl.edu/services/ctl/files/pdfs/AcademicHonesty.pdf) in your course syllabus in addition to your course objectives and expectations. Do not assume that all students know what plagiarism entails. Many students do not have prior experience writing or may have never been taught how to properly document sources. Teach them. Familiarize students on how to use the appropriate style and format of your discipline. Certain disciplines’ styles may be unfamiliar to students who were taught in only one particular format.

What steps do I take if I suspect a student of academic dishonesty?
Should academic dishonesty be suspected, instructors must follow the steps listed below.
1. Remember, all student information is confidential and should only be shared on an “educational need to know” basis. At any time, faculty members or instructors can contact Academic Affairs at ext. 5304 for advice on how to proceed on a specific case.
2. In all cases of academic dishonesty, the instructor shall make an academic judgment about the student’s grade on that work. For most cases, students receive either a “0” or “F” on the work in question.

3. The instructor should send a written statement of the incident in question that includes the student’s name, student’s number, date of alleged incident, grade received for the work, and documented evidence (i.e. internet article) as well as any other relevant information to Dr. Tanisha Stevens, Director, Office of Academic Integrity.

4. The Office of Academic Integrity will investigate the reported student misconduct and give the student the opportunity to present a personal version of the incident or occurrence.

5. The Director will then issue a disciplinary sanction appropriate to the act of dishonesty and notify the student, the faculty member or instructor who initiated the charge, and/or all involved parties of the decision by mail.

6. A record of the student’s charge will also be kept in the Office of Academic Integrity/Affairs.

A Note on FERPA
The Family Educational Rights and Privacy Act (FERPA) of 1974 mandates that information contained in a student's education record must be kept confidential and outlines the procedures for review, release, and access of such information. FERPA states that access to students’ records will be granted only to those individuals who have been determined to have a legitimate educational interest. In part, the policy states that officials of the University may be given access to student education records on a “need-to-know” basis and that such assessment be limited to legitimate, educational interests. The Vice Provost for Student Affairs is the federal contact regarding our FERPA policy, and the Registrar is responsible for compliance documents.

Examples of inappropriate use of student records include:
- Accessing or reviewing a student's record without a legitimate, educational interest
- Releasing confidential student information (non-directory) to another student, University organization, person who does not have a legitimate educational interest, or parents of a student without the student's written authorization on file in the Registrar’s Office
- Leaving reports or computer screens containing confidential student information in view of others who do not have a legitimate educational interest in the data
- Discussing any information contained in the student record with individuals who do not have a legitimate educational interest in the information (need to know) on campus or outside of the University

Where can I find additional information?
There is a wealth of information that can assist in discovering and preventing academic dishonesty. A few websites are listed below. You may also contact Dr. Tanisha Stevens in the Office of Academic Integrity (Academic Affairs) at ext. 5304 for any questions.

UMSL Academic Dishonesty Procedures: umsl.edu/services/academic/policy/academic-dishonesty.html
Center for Academic Integrity: academicintegrity.org
Collected Rules and Regulations umsystem.edu/ums/departments/gc/rules/programs/200/010.shtml
Owl…Avoiding Plagiarism: owl.english.purdue.edu/owl/resource/589/01/
Plagiarism.org: plagiarism.org
Clever tutorial for students: library.camden.rutgers.edu/EducationalModule/Plagiarism/whatisplagiarism.html
Distinguishing plagiarism from bad writing: wpacouncil.org/positions/index.html

Updated July 2019
FERPA, Grades, and Maintaining Confidentiality
University of Missouri Collected Rules and Regulations Section 180.020 Student Records
ums.edu/services/academic/policy/gradeconfidentiality.html

Policy
Each faculty member is accountable for ensuring the confidentiality of all student educational records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), As Amended. In accordance with this responsibility, faculty of the University of Missouri-St. Louis will not post or display, either electronically or in hard copy, lists of students’ grades in personally identifiable forms, including the students name or any four consecutive digits of students Social Security numbers or student identification numbers.

Background
The Family Educational Rights and Privacy Act of 1974, As Amended (FERPA), governs access to records and data maintained by an educational institution and the release of such records or data. Grades, a part of a student's educational record, may not be released or posted in any personally identifiable form unless the student gives prior written consent. (Prior consent is not required to disclose a student's grade information to other UMSL officials whom the university has determined to have legitimate educational interests.) The Family Policy Compliance Office of the Department of Education has determined that the practice of posting grades by student number or Social Security number (or a portion of those numbers) is a violation of FERPA. Therefore, posting lists of examination scores or course grades or returning tests or papers to students in ways that make it possible for students to obtain information about other students' scores or grades is a violation of FERPA.

Acceptable Method for Faculty to Post Course Assignment Grades
Faculty may use features of Canvas to record grades for components (e.g., tests, papers, etc.) of each class they teach. By entering their username and password, students may access their recorded class-related grades, including the final grade earned in a class, from any location once the faculty member has electronically recorded these grades. Faculty should use this secure method of reporting class-related grades in lieu of posting grades in public places.

Use of E-mail to Inform Students of Their Grades
Notification of grades via e-mail is not permitted because confidentiality of e-mail cannot be assured.

Methods for Students to Obtain Course Final Grades
Because students may readily obtain their final course grades electronically, the four campuses of the UM System have not mailed grade reports to students via the U.S. postal service since Fall Semester, 2001. Electronic access makes grades available to students as soon as they have been recorded through the following options:

- **MyGateway** - Once students log in, they'll see a new icon for everything students will need to access – including Canvas, which is where they’ll see their Total grade (extra credit may not be included here).
- **Canvas** – Students access all grades by logging in and clicking on the Grades tab. Any grade alterations (like adding extra credit) may not appear here.
- **MyView** – This is the preferred method – because it is the most accurate. Students go to the Registration page of MyView and follow instructions.

Updated July 2019
MyView Faculty and Student Records

Family Educational Rights and Privacy Act
Before first time faculty, staff, and TAs new to UMSL can access MyView, the student information system, they must demonstrate their knowledge of and agreement to comply with FERPA (Family Educational Rights and Privacy Act). This is accomplished by completing an online tutorial and test: FERPA for Higher Education. Find the test in myLearn. Select the FERPA for Higher Education tile at the top of the page. More detailed instructions can be found here: umsl.edu/registration/Faculty-Staff/ferpa-course.html. If you have any problems accessing the tutorial, please contact Danielle Faucett in the Registrar’s Office at faucettld@umsl.edu. Please do this early in your first semester on campus.

Faculty Self-Service
The Faculty Center is a self-service component of MyView that provides instructors a single entry point from which to access class and student information. From the Faculty Center, instructors can do the following:
- view their teaching schedule and grade rosters
- view and print their class rosters
- view advisee information (if you have Advisor access)
- search for classes and browse the catalog
- enter, submit, and change grades

Access MyView
To login to MyView, use your SSO (single sign on/username) ID and password. You can access MyView through the direct link (myview.umsl.edu) or through the Faculty & Staff Resources page (umsl.edu/facstaff/index.html).

Tips for using MyView:
- Set your pop-up blockers to allow pop-ups from myview.umsl.edu
- DO NOT use your browser’s Back button
- If you have page display problems, clear your browser history and cookies
- English is the only supported language in MyView

Student Self Service (Student Center)
There are a wide range of services and information available for students through MyView:
- class registration and schedules
- financial aid to-do list and award information
- real-time account, billing information, and payment options
- grade reports and transcripts
- residential and meal plan details
- address and emergency contact information

Getting Help and Who to Contact
Faculty Center Guide: umsl.edu/asp/files/pdfs/faccenter.pdf
Entering and Posting Grades: umsl.edu/asp/files/pdfs/facgrading.pdf
Other MyView help umsl.edu/asp/Student/index.html
For help with online grade entry, contact the Learning Resource Lab at ext. 6704 or lrl@umsl.edu. For help with login and browser issues call the Technology Support Center at ext. 6034.

Updated July 2019
The University of Missouri is committed to providing a positive work and learning environment where all individuals are treated fairly and with respect, regardless of their status. Intimidation and harassment have no place in the university community. To honor the dignity and inherent worth of every individual student, employee, or applicant for employment or admission is a goal to which every member of the university community should aspire and to which officials of the university should direct attention and resources.

**Students**
It is the university's special responsibility to provide a positive climate in which students can learn. Our chancellor expects faculty and staff to provide educational programs and resources to create serious measures designed to help students develop healthy attitudes toward different kinds of people. This practice fosters a climate in which students are treated as individuals, rather than as members of a particular category of people.

**Faculty and Staff**
The strength we have as a university is directly related to maintaining a positive work environment throughout the institution. The university strives to provide a positive recruiting and work environment focused on the requirements of the work to be performed. It is the expectation of the university that all employees and potential employees will be treated on the basis of their contribution, without regard to personal characteristics not related to competence, demonstrated ability, performance, or the advancement of the legitimate interests of the university.

**Grievance Policies**
The Board of Curators established procedures for faculty, staff, and students to raise concerns. The approved grievance procedures are as follows:

- Faculty - [Section 370.010](#)
- Staff - [Section 380.010](#)
- Students - [Section 390.010](#)
Discrimination
Human Resources | ext. 4538 | 211 Arts Administration Building | umsl.edu/title-ix
Executive Order 40, 4-8-14; Revised 6-19-14; Revised 9-22-14 by Executive Order 41; Revised 2-9-17 with an effective date of 3-1-17; Revised 6-13-19.

What is Discrimination?
Discrimination means treating someone inequitably based on:

- Race or color
- Age
- Protected Veteran Status
- Religion
- Disability
- Gender identity
- National origin or ancestry
- Gender expression
- Sex
- Protected Veteran Status
- Religion
- Disability
- Gender identity
- National origin or ancestry
- Gender expression
- Sex
- HIV/AIDS

A policy or practice that has an unfair impact on you as compared to others based on these categories might be discrimination. Harassment and retaliation are also types of discrimination and are not tolerated.

Sex Discrimination
As part of its policy to provide a positive discrimination-free environment, the University of Missouri prohibits any form of sex discrimination, sexual harassment, and/or sexual misconduct in the work place or educational environment. Individuals who sexually harass others are subject to discipline, and individuals who have been sexually harassed may seek resolution through the appropriate University procedures as well as through external procedures provided by law.

Reporting Sexual Harassment to the Title IX Office
Title IX Coordinators have the duty and responsibility of monitoring and overseeing overall implementation of Title IX compliance at the University, including the coordination of training, education, communications, and coordination with grievance procedures for faculty, staff, students, and other members of the University Community.

The Title IX Coordinator for the UMSL is:
Dana Beteet Daniels
211 Arts Administration Building
St. Louis, MO 63121
Email Address: dana@umsl.edu
Web Site: umsl.edu/title-ix

If the complaint involves the University’s Title IX Coordinator, complaints may be made to the System Title IX Coordinator. If the complaint involves the System Title IX Coordinator, reports may be made to the System President.

Additional University Resources
Victims of sexual harassment may have additional needs. UMSL provides University Health Services and Counseling Services at ext. 5711 for students, and the Community Psychological Service ext. 5824 for students and employees. The Employees Assistance Program (EAP) is available for employees and can be reached at ext. 7210 on Tuesdays and ext. 5824 Mondays, Wednesdays, Thursdays, Fridays, and Saturdays.

Updated July 2019
Student Absence Policy and Form
Office of Academic Affairs | ext. 5371 | 426 Woods Hall | umsl.edu/services/academic/index.html
umsl.edu/services/academic/PDFs/student-absence-form.pdf

This form should be completed by the student and faculty/staff sponsor. The student should then deliver this form to the instructor and arrange accommodations for the absence(s).

**UMSL STUDENT ABSENCE FORM**
(Office of Academic Affairs)

This form should be completed by the student and faculty/staff sponsor. The student should then deliver this form to the instructor and arrange accommodations for the absence(s).

TO: University of Missouri – St. Louis Faculty
DATE: ____________________________________________
RE: Request to Accommodate Absence for University-sanctioned activity for

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Course Number</th>
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</table>

FROM: Faculty/Staff Sponsor

<table>
<thead>
<tr>
<th>Phone Number</th>
<th>Email Address</th>
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</thead>
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</tbody>
</table>

The student named above is a member of ______ at the University of Missouri-St. Louis. During this semester, the student will miss class on the following date(s) due to activities of this university-sanctioned organization.

(Dates of absence)

The student understands that it is his/her responsibility to make necessary arrangements prior to his/her absence to fulfill the requirements of your course. If I may be of any assistance, please contact me.

Thank you for your cooperation and understanding.

**Student Absence Policy for University-Sanctioned Activities**
(Approved by UMSL Faculty Senate 2009)

Participation in extra-curricular activities is an important component of a student’s university education. The faculty of the University of Missouri-St. Louis values and supports participation in activities such as, but not limited to, intercollegiate athletics, music ensembles, performing arts troupes, field trips, student government, and the like. In this spirit, faculty members are asked to provide students participating in university-sanctioned activities with reasonable accommodations for classes, exams, and quizzes that are missed because of these university-sanctioned activities. It is a student’s responsibility to submit a “Student Absence Form” to his/her instructor identifying the scheduled absences as early as possible during each semester. It is also the student’s responsibility to fulfill the requirements of the missed class work in a timely manner. Students are responsible for the material covered in all classes, whether or not they are able to attend. When disagreements regarding this policy occur between a student and a faculty member, the issue will be first referred to the faculty member’s department chair, followed by the dean, and finally the Provost, for review and resolution.

Updated July 2019
Faculty Guidelines for Religious Accommodations for Students
Office of Academic Affairs | ext. 5371 | 426 Woods Hall | umsl.edu/services/academic/index.html
umsl.edu/services/academic/PDFs/Student%20Absence%20for%20Religious%20Observance%20Form.pdf

Introduction
UMSL is committed to creating an inclusive campus community that values and respects all its members and achieves educational excellence through diversity and non-discrimination. This commitment to equal opportunity and diversity is evident in how we support our students, regardless of religious affiliation or non-affiliation, in accordance with state and federal laws and regulations. As part of this commitment, the University makes good faith efforts to accommodate a student’s religious practice or belief, unless such accommodation would create undue hardship.

Definitions
- A “reasonable accommodation” is any change in an academic course or program of study with respect to the way tasks or responsibilities are customarily done that enables a student to observe his/her religious practice or belief without creating undue hardship
- A “religious practice or belief” is a practice or observance that includes moral or ethical beliefs as to what is right and wrong and that is sincerely held with the strength of traditional religious views
- “Undue hardship” occurs when granting a requested accommodation would require significant expense or difficulty for the University or would result in the inability of the student to perform an essential function of his or her course/program of study; the determination of undue hardship is dependent on the facts of each individual situation

Guidelines
UMSL provides reasonable accommodations for religious observances required by a student’s religious practice or belief. Such reasonable accommodations must be requested in accordance with these procedures and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. An accommodation request imposes responsibilities and obligations on both the University and the student requesting the accommodation. UMSL faculty are required, as part of their responsibility to their students and the University, to adhere to these guidelines to ensure full and fair implementation of our equal opportunity and diversity policies by reasonably accommodating individual religious practices or beliefs. Regardless of any accommodation that may be granted, UMSL students are responsible for satisfying all academic objectives, requirements and prerequisites as determined by their instructor and the University.

Faculty members may verify dates by consulting published calendars of religious holidays and dates. Be aware that some observances begin the evening prior to the date listed. One reliable resource is: washington.edu/students/reg/religcal.html - efs11.

Procedure
1. Students who miss classes, examinations, or other assignments because of a religious practice or belief must be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Accommodations for Religious Observance Form to their instructor early in the semester and no later than two weeks prior to the need for the accommodation. A student who submits a late Request for Accommodations for Religious Observance Form must show good cause for the late submission, and the late submission itself may be taken into account in determining whether the
student has a religious practice or belief requiring accommodation and whether granting the request would create undue hardship.

2. The instructor and the student should discuss what a reasonable accommodation should include in a given case. At a minimum, reasonable accommodations must provide that students who are absent on days of examinations or class assignments due to a religious observance have an opportunity to make up the work, without penalty, unless granting the make-up opportunity would create undue hardship.

3. If the instructor and student agree upon a reasonable accommodation, the accommodation is then documented and implemented.

4. If there is no consensus on a reasonable accommodation, either party or both should seek the advice of the department or division chair. In those cases where a request for a religious accommodation is denied by the instructor, and there is no resolution through discussion with the unit chair, the student may pursue a grievance. Where a timely request is made by the student but denied by the instructor, the grievance process shall be expedited as much as reasonably possible to ensure that a student pursuing a religious accommodation is not unduly disadvantaged by the passage of time.

5. Excused absences from classes or examinations for religious observances will not be counted against any mandatory attendance requirements, but they do not relieve students from responsibility for any part of the course work required during the period of absence. The instructor may appropriately respond if the student fails to satisfactorily complete any alternative assignment or examination.

Compliance
Failure to comply with these Guidelines may be a violation of University of Missouri policy.

390.010 Discrimination Grievance Procedure for Students
A. 1. “It is the policy of the University of Missouri to provide equal opportunity for all enrolled students and applicants for admission to the University on the basis of merit without discrimination on the basis of their race, color, religion, sex, sexual orientation, national origin, age or disability, or Vietnam-era veteran status” (umsystem.edu/ums/rules/collected_rules/grievance/ch390/grievance_390.010).

Updated July 2019
UMSL is committed to creating an inclusive campus community that values and respects all its members and achieves educational excellence through diversity and nondiscrimination. This commitment to equal opportunity and diversity is evident in how we support our students, regardless of religious affiliation or non-affiliation, in accordance with state and federal laws and regulations. As part of this commitment, the University makes good faith efforts to accommodate a student’s religious practice or belief, unless such accommodation would create undue hardship.

Accommodations for makeup assignments, presentations, homework, quizzes, or exams should be arranged with the instructor early in the semester and well in advance of the anticipated class absence and requested accommodation. To request an accommodation for a religious observance, submit this form to your instructor as the semester begins and no later than two weeks prior to the religious observance. Submit a separate form for each observance and for each course.

**Student Information**

<table>
<thead>
<tr>
<th>Date Submitted: __________________</th>
<th>Student Number: __________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Student Requesting Accommodation: __________________</td>
<td></td>
</tr>
<tr>
<td>Student Telephone Number: _______________</td>
<td>Student E-mail Address: __________________</td>
</tr>
<tr>
<td>Instructor’s Name: __________________________________________________________________</td>
<td></td>
</tr>
<tr>
<td>Course Name and Number: _________________________</td>
<td>Department: ____________________</td>
</tr>
</tbody>
</table>

**Religious Tenets Documentation**

I verify that the above information is complete and accurate to the best of my knowledge and I understand that any intentional misrepresentation contained in this request may result in disciplinary action. I acknowledge that UMSL may ask me to document my religious practice or belief or consult religious scholars or leaders to confirm the appropriateness of the requested accommodation.

| Student Signature: ___________________________________ | Date: ___________________________ |

**Request for Class Accommodation**

What specific accommodation(s) do you request? _________________________________________

_________________________________________________________________________________

Please identify the religious practice, belief, or observance in question and state how this accommodation will allow you to participate in it without affecting your ability to fulfill course requirements:

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

List the date(s) of requested accommodation(s) for this semester: _____________________________

_________________________________________________________________________________

If you have requested this accommodation before, approximately when was the request made, to whom, and what was the outcome of the request? _________________________________________

_________________________________________________________________________________
FOR INSTRUCTOR USE ONLY

Date accommodation request received: ____________________________________
Date accommodation request discussed with student: ____________________

ACCOMMODATION APPROVAL

What specific accommodations will be provided?
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

State date(s) or duration for the accommodation:
______________________________________________________________________________________
______________________________________________________________________________________

Instructor Signature: ___________________________ Date: __________________

ACCOMMODATION DENIAL

Ultimate outcome and reason for denial, e.g., requested accommodation required significant difficulty, significant interference with the essential functions of the course, or insufficient or inadequate notice given to instructor (please be specific):
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Instructor Signature: ___________________________ Date: __________________

APPEAL PROCEDURE

If, after discussion, there is no consensus on the accommodation, either party or both should seek the advice of the department/division chair. In those cases where a request for a religious accommodation is denied by the instructor, the student may pursue a grievance using the procedures outlined in the Student Planner and approved by the Board of Curators. Where a timely request is made by the student, but denied by the instructor, the grievance process shall be expedited as much as reasonably possible to ensure that a student pursuing a religious accommodation is not unduly disadvantaged by the passage of time. Either the instructor or the student may also appeal the decision to the Office of Equal Opportunity and Diversity.

RETURN THE COMPLETED FORM TO THE STUDENT.
Submit a copy to the department office.
Be sure to keep a copy of this form in your files.

Updated July 2019
Faculty Absence Policy
Office of Academic Affairs | ext. 5371 | 426 Woods Hall | umsl.edu/services/academic/index.html
umsl.edu/services/academic/policy/faculty-absence.html

It is UMSL policy that all classes will meet at the regularly scheduled time and be taught by the faculty member assigned to the course. Faculty members are expected to hold class meetings that are consistent with the course schedule, maintain a predictable number of office hours which shall be posted, and the faculty shall be available to students, colleagues, and others through their workload commitment in accordance with the university, college, and departmental policies.

Although it is the responsibility of the instructor to meet all scheduled classes, as well as their other commitments, there may be occasions when it is necessary for an instructor to miss a class or other obligation. Faculty members, whenever possible, should have prior approval from their supervisor and/or dean before missing classes or other scheduled duties. In the case of an emergency, notification is requested prior to the start of the class or other scheduled activity.

When a faculty member must miss an occasional class (i.e. for professional meetings, health reasons, religious observances, etc.) he or she is expected to arrange for a guest lecturer or provide an alternative form of instruction. University policy does not allow faculty to reschedule a class outside of the published class schedule, although waivers are available for Service-Learning or other similar course related activities. Student Retention Services and Career Services can assist with guest lectures when the faculty member must miss a class period.

When a faculty member brings a guest instructor to campus, it is that faculty member’s responsibility to (1) obtain a temporary parking pass for your guest, if needed; and (2) to accompany the guest instructor the entire time he/she is on campus, including in the classroom. If the guest instructor is replacing the faculty member for the time period, the faculty member may identify a proxy (often a colleague within the department or a department staff member) to escort and remain with the guest instructor for the guest instructor’s time on campus.

Faculty requesting absence during a semester must complete and submit the Faculty Absence Request Form (listed on the following page) as early as possible.

Updated July 2019
Faculty Absence Request Form

Name: _____________________________________________________________
Department/Area/Division:  ____________________________________________
Date(s) for which absence is requested ___________________________________
Course(s) that are involved _________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Reason for request:
☐ Illness
☐ Medical and Family Leave (with pay)
☐ Medical and Family Leave (without pay)
☐ Training
☐ Jury Duty
☐ Military Obligation
☐ Professional Conference
☐ Service to Unit, Campus, or Professional Organization
☐ Administrative Leave
☐ Religious Observance
☐ Personal

Explanation for request:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Mechanism(s) for accommodating the class absence: _______________________
____________________________________________________________________
____________________________________________________________________
Signature________________________________________               Date______________________

Approvals
Chair/Coordinator ________________________________  Date______________________
Dean ________________________________  Date____________________

Copy to the Office of the Vice Chancellor for Academic Affairs.

Updated July 2019
Guidelines for Tenure and/or Promotion
Center for Teaching and Learning | ext. 4508 | 519 Lucas Hall | umsl.edu/ctl

Whether you are hired on the tenure-track or as a non-tenure-track full-time faculty member, it is essential for new faculty members to discuss departmental and college guidelines with your chairs and deans to learn about the processes in place to seek tenure and/or promotion. These are referred to as unit guidelines since they are discipline-specific and may vary from department to department and from college to college. Unit guidelines are written to be consistent with the campus guidelines. Be sure to request a copy of each set of guidelines early in your first semester on campus.

Begin to document each of your campus activities by using myVITA, the UM online activity management system customized from Data180 software. This is the system you’ll use as to update biographical information and as a cumulative repository of your activities and accomplishments. myVITA includes templates to help you produce CVs, annual reports, and documents for tenure and promotion review. myVITA is still relatively new to UMSL and your seasoned colleagues are learning the new system along with you.

Each member of the faculty submits an annual report each spring that documents the year’s activities and accomplishments (publications, presentations, reviews, proposals submitted and funded, courses and student evaluations, guest lectures, editorial boards, committees, civic and community engagement, etc.). This report is intended as the basis for an annual meeting with the department chairperson, dean, or a committee of faculty colleagues charged with assessing your work. The format of the meeting varies between departments. A letter (or written record) documents the outcomes of that meeting. In addition, faculty who are in tenure-track positions, but not yet tenured, are reviewed annually regarding their progress toward tenure in light of the department’s guidelines. A letter (or written record) documents the result of this review. A post-tenure performance review is conducted at five-year intervals.

The University of Missouri System Rules and Regulations for Promotion and Tenure:
umsystem.edu/ums/rules/collected_rules/personnel/ch320/320.035_policy_and_procedures_for_promotion_and_tenure

The University of Missouri System Rules and Regulations about Non-Tenure Track Faculty:
umsystem.edu/ums/rules/collected_rules/personnel/ch310/310.035_non-tenure_track_faculty

The University of Missouri System Rules and Regulations Procedures for Review of Faculty Performance:
umsystem.edu/ums/rules/collected_rules/faculty/ch310/310.015_procedures_for_review_of_faculty_performance

UMSL’s Tenure and Promotion Procedures, Guidelines, Guides, and Timelines:
umsl.edu/services/academic/faculty/atp.html

myVITA is available with web links from a variety of sites. Use the Faculty & Staff tab from the home page for UMSL.

Attend Center for Teaching and Learning Faculty Colloquia on “Preparing for Promotion and Tenure,” “Preparing for Promotion as a Non-Tenure-Track Faculty,” “Introduction to myVITA,” and “Preparing Your Research and Philosophy of Teaching Statements.” Find the schedule and registration links here: umsl.edu/ctl

Updated July 2019
Parking Permits
Parking and Transportation Office | ext. 4190 | 44 Campus Police Building | umsl.edu/~transportation

Faculty/Staff Annual Parking Permits – Online Vehicle Registration
- The Parking and Transportation Department informs Faculty and Staff about registration dates via UMSL campus-wide email
- Full- or Part-time Faculty and Staff who wish to park vehicles on campus must register online at the Parking and Transportation webpage: umsl.edu/~transportation/parking/facultystaffparking.html
- After the Online Vehicle Registration is properly submitted, parking permits are issued to the Faculty or Staff member and mailed to their campus mailboxes
- Employees are required to renew their parking permit(s) annually by registering vehicles before October 31 of each calendar year
- All Faculty/Staff parking permits expire on October 31 of each calendar year

New Hires
New employees are issued a temporary Faculty/Staff parking permit. Once the employment is verified and employees receive SSO IDs, they must register online to receive their permanent parking permits.

Faculty Second Vehicle
- Faculty/Staff can register two vehicles for the initial registration
- Only one vehicle may be parked on UMSL property at any time
- No vehicles will display two or more valid parking permits

Meter Parking, Guest Parking, and One-day Temporary Permits
- Guest and Visitor parking is available on Lot C at no cost with a 2-hour maximum
- UMSL guest permits are $1.00 per day and can be obtained from the Parking and Transportation Office
- When a one-day permit is needed (rental or loaner car), faculty and staff can print a temporary permit from home by linking to: umsl.edu/~transportation/ARCHIVED/vehicle_registration.html

Updated July 2019
Campus Closing Information
Chancellor’s Office | 401 Woods Hall | umsl.edu/chancellor

University Marketing and Communications personnel will implement the emergency notification system to inform students, faculty, and staff when the decision is made to close the UMSL because of inclement weather. Individuals who have signed up for notification will receive a text message and email.

Additionally, staff will notify the following radio and television stations: St. Louis Public Radio [KWMU-FM 90.7] and KMOX [AM 1120], KTVI [Channel 2], KMOV [Channel 4], and KSDK [Channel 5]. An announcement also will be placed on the campus home page.

Notification announcements for day and evening closings will normally be made by 6 a.m. and evening-only closings by 3 p.m.

For information on closures affecting off-campus activities including classes, clinics and conferences, please refer to the host location. Please refer to the home pages of the Touhill Performing Arts Center and Department of Athletics for further information on their respective activities or events.

Faculty are asked to post an announcement on MyGateway for each class page. This is a beneficial way for instructors to communicate closing information to students. In addition, faculty members can place a temporary voice mail greeting on their office telephone voice mailbox to inform callers whether the campus is open or closed. When the syllabus includes instructors’ office telephone numbers, students can be advised to call the office in the event of adverse weather conditions. This is especially effective should an instructor need to cancel a class due to weather while the campus as a whole remains open.

Technology requires users to act responsibly. Using the recommended temporary greeting eliminates the need to change your external greeting. However, an employee who changes his/her external greeting to tell callers that the campus is closed, should change the external greeting once the campus reopens. That is why it is important to include day and date information. Without such information, problems may arise if students or staff members believe the campus is closed when it has, in fact, reopened.

Updated July 2019
Section III: Procedures for Crisis Preparedness
Case Study One
Kayla met with her professor, Dr. Johnson, expressing concern about her classmate Tyler’s unwanted advances. She says that Tyler keeps asking her out on dates and frequently asks to do things for her like carry her backpack and buy her coffee. She has asked Tyler to leave her alone, telling him on several occasions that his attentions are unwanted and unwelcome, but he has not changed his behavior. Dr. Johnson wants to help so he changes Kayla’s lab section to another day and time so that she will not have lab with Tyler. Out of concern for Kayla’s privacy, Dr. Johnson does not tell anyone else about the situation. The following week Kayla is absent from both the class and lab sections of the course. As she usually attends regularly, Dr. Johnson emails Kayla and invites her to meet during office hours. Kayla arrives in Dr. Johnson’s office with dark circles under her eyes and looking like she has been crying. Although reluctant to talk initially, Kayla eventually confides in Dr. Johnson that Tyler has been waiting for her outside of the lab and is often standing by the doors to their residence hall when she leaves for class in the morning and returns at the end of the day. She says that yesterday Tyler held the door open for her at their residence hall and ran his hand across her back as she entered the building.

What concerns do you have about how Dr. Johnson handled this situation?
What campus policies are in place to manage such an incident?
What offices might you contact?

Case Study Two
Dr. Smith’s routine is to return graded papers to her class and designate the last 15 minutes of class time to discuss them. She gives students the option of departing early or staying to discuss their papers. Today, after the graded papers were distributed, Brandon immediately approached Dr. Smith at the front of the room and asked why he had received an F on his paper. Dr. Smith pointed out the written note on the paper directing Brandon to schedule an appointment to meet with her privately. Ignoring Dr. Smith, Brandon continued his questioning, demanding to know why he had failed. Dr. Smith replied that she had found that multiple parts of Brandon’s paper were copied from the internet and various journal articles, without any citations or references to the original source. Brandon insisted that the work on the paper was his own and angrily stated that he had worked hard on the paper. As the conversation escalated, others in the class began to shift uncomfortably in their seats. One student began silently mocking Brandon’s non-verbal gestures, which drew nervous chuckles from some of the other students. Brandon suddenly stormed out of the room, mumbling something that sounded like “You’ll all be sorry.” As the rest of the students left class a short time later, the person who had been sitting beside Brandon gave Dr. Smith a paper that Brandon left on his desk. When Dr. Smith read the paper, she found that it contained some violent imagery and a reference to suicide.

What concerns do you have about how Dr. Smith handled this situation?
What campus policies are in place to manage such an incident?
What offices might you contact?

Updated July 2019
On their campus phones, faculty members can use ext. 5155 or 911. On their cell phones, faculty members and students can use (314) 516-5155.

UMSL is committed to creating and maintaining a safe environment for all members of the campus community (faculty, staff, students, and visitors). This document begins with an Emergency and Safety Statement that can be inserted into a course syllabus. Additional information alerts you to the procedures in place should an emergency occur on campus. Faculty can help alert students to these emergency procedures by including a statement such as this one in each course syllabus:

**Emergency and Safety Syllabus Statement**
UMSL is committed to creating and maintaining a safe environment for all members of the campus community (faculty, staff, students and visitors). Please familiarize yourself with the campus emergency procedures by reviewing the UMSL Police Department web pages at safety.umsl.edu/police/emergency/index.html

A good resource for students and faculty is the five-minute UMSL Campus Safety video located at umsl.mediaspace.kaltura.com/id/1_7qk7w76i?width=400&height=285&playerId=10768901

These pages highlight possible safety concerns and alert you to procedures to follow should there be an emergency on campus. The site also includes a link to the campus plan for disaster preparedness. A condensed version of this information is displayed on the walls of each building near the elevators. We encourage you to review this information and be prepared to take action in the event of an emergency. If a person’s safety is ever at risk, **immediately call the Campus Police at ext. 5155.**

**RAVE Guardian**
All four UM campuses are using RAVE Guardian – a free personal safety app. Guardian will allow you to communicate directly with Campus Police, set a safety timer when walking, and access campus safety information including an additional method for receiving emergency notifications. The app can be accessed at umsl.edu/mobile.

**Building Safety**
UMSL ensures the safety of persons in our buildings through the Building Emergency and Safety Teams (BEST) program. Building evacuations, sheltering during severe weather, and occupant response to threats from criminal behavior are issues dealt with by each Building Coordinator and their teams. For information about BEST, please visit mysharepoint.umsl.edu/sites/BEST/_layouts/15/start.aspx#. We recommend using Firefox or Safari to access this page.

**Desktop Panic Buttons**
A “Desktop Panic Button” application has been deployed on all Instructor Workstations in classrooms and is will be available for individual faculty and staff members to install on their personal workstations if desired. As of the publish date of this document, the system is undergoing an upgrade (not available) which will be completed prior to the fall semester. Instructions on how to download to your device will be posted at that time.
Mass Notification System (available via cell phones, text messaging, and e-mails)
The University of Missouri System provides a mass notification system so that all members of campus
 can be alerted to pending danger. A notice will be sent through this system for any significant emergency
or dangerous situation involving an immediate threat to the health or safety of students, faculty or staff
occurring on campus. Please review and update your account by linking to one of these options:

Students: Link to myview.umsl.edu
Employees: Link to myhr.umsystem.edu

Enrollment is free. Your cell phone carrier may charge you for a text message if you do not have a plan
that covers it; please consult your carrier. Successful delivery of the message is subject to the cellular
provider’s ability to reach and utilize cell towers. UMSL will not use this contact information except in an
emergency that has the immediate potential to affect your health and safety. UMSL will continue to use
its own e-mail notification system to inform you of operational issues and situations that do not pose an
immediate threat to your health or safety.

Alerts for Severe Weather Warnings
The Mass Notification System is programmed to automatically alert the campus member when the
National Weather Service issues a Tornado Warning for St. Louis County. UMSL Police dispatchers also
monitor the National Weather Service and will issue a Tornado Warning alert should the automated alert
fail. A Tornado Warning is the ultimate in severe warnings; it means that a tornado is either occurring or
imminent based on radar images. You should take cover immediately. A Severe Thunderstorm Warning is
issued when a severe thunderstorm is occurring or is imminent based on Doppler radar information.
For additional information and to discern a Warning from a Watch, see the National Weather Service’s
site: weather.gov/bgm/severedefinitions. For current severe weather information issued by the National
Weather Service please visit alerts.weather.gov/cap/wwaatmget.php?x=MOC189.

Saint Louis County Police Department will activate the “Outdoor Warning System” whenever the
National Weather Service issues a Tornado Warning for a county adjacent to St. Louis County. If a
Tornado Warning is subsequently issued for St. Louis County, the sirens will again be activated. St. Louis
County will not sound an “all clear” alert.

When you hear a warning siren (or are notified of severe weather):
- Take shelter in safe areas of the building—basements and lower floors, interior rooms and
corridors (close doors to rooms with windows and stay away from windows)
- Avoid corridors with exposed piping or utilities and rooms below large, free-span roof sections,
such as in gymnasiums and auditoriums
- If necessary, sit or kneel on the floor under heavy furniture or against the wall with your hands on
your head
- Do not leave your place of safety until the storm passes or you are instructed to do so
- A mass notification message will be sent when the Outdoor Warning System is activated and
again when the storm has passed

After the emergency has passed:
- Check on others in the area—contact police to report injuries.
- Watch for broken glass or damaged electrical lines—report damage to police.
- Immediately leave a badly damaged building and report to outdoor rally points for accountability
and post-disaster operations.
- If there is no damage or injury, you may return to your class.
- When possible a mass notification message will be sent to update, conclude, or provide final
instructions.
Workplace Violence
Workplace violence may take the form of various types of personal assaults and may include weapons such as knives or handguns. The only warning during such an incident may be the sound of gunfire, scuffling, or someone yelling a warning. If you hear gunfire, consider removing yourself and others from the area or seek refuge in an area that can be locked, secured or barricaded from the inside. If a phone is available and it is safe to use it, call Campus Police at ext. 5155. Provide as much information as possible. Stay on the phone with the police dispatcher for as long as it is safe to do so. Remain calm and quiet.

Immediately notify Campus Police at ext. 5155 if you:
- Observe a crime in progress,
- Observe behavior that you suspect is criminal, or
- Fear for your own safety or the safety of another.

The Campus Police Department recommends that all faculty/staff/students view a short instructional video entitled “Run, Hide, Fight!” concerning workplace violence. The video is located at safety.umsl.edu/police.

The Dos
- Be observant and careful at all times
- Encourage colleagues and students to walk in groups of two or more and stay on lighted walkways
- If you do not feel safe, call Campus Police if you’d like an escort from a building to your car
- Familiarize yourself with the emergency phones in buildings and on parking lots
- Lock your car and office
- Download the RAVE Guardian mobile phone safety app

The Don’ts
- Don’t leave valuables in plain sight unattended or unsecured
- Don’t think that you are bothering the police department when you call. You are our eyes and ears. Please call when safety is a concern
- Don’t challenge suspicious persons – call the Campus Police at ext. 5155
- Don’t take enforcement action to correct a criminal violation – call the Campus Police at ext. 5155

Updated July 2019
Frequently Asked Questions about Student Behavior
Student Conduct & Community Standards | ext. 5211 | 301 Woods Hall | umsl.edu/~studentconduct

All students are expected to conduct themselves in a respectful and appropriate manner at all times - this includes complying with federal, state, and local laws. In order to support the academic environment, faculty members are expected to report all alleged violations of the Student Code of Conduct to Student Conduct & Community Standards.

Kasey Fraser-Smith (Assistant Director, Student Conduct & Community Standards) and Dr. D’Andre Braddix (Associate Vice Provost) are responsible for administrative adjudication of all non-academic student misconduct as set forth by the Collected Rules and Regulations. The student conduct process is designed to ensure that accused students are afforded their right to due process.

If you believe a student has violated the Student Code of Conduct, please contact Student Conduct & Community Standards at ext. 5211. You may also complete an online referral form by visiting umsl.az1.qualtrics.com/jfe/form/SV_0vTT5rhoioK2FCt.

What can I do in order to avoid situations of misconduct in my class?
- Treat students in a respectful and professional manner
- Respond to student’s inquiries in a timely manner
- Set expectations regarding behavior in the syllabus and model this behavior at all times
- Hold all students accountable for their behavior

How can I deal with situations immediately?
If you have students within the classroom who are:
- argumentative or challenging – respectfully attempt to deescalate the student
- threatening or disruptive – immediately contact Campus Police at ext. 5155

DON’T HESITATE! If you are unsure if an action is a violation of the Student Code of Conduct, please contact Student Conduct & Community Standards at ext. 5211. We are here to help.

Updated July 2019
**Procedures for Disruptive Student Behavior**
Student Conduct & Community Standards | ext. 5211 | 301 Woods Hall | umsl.edu/~studentconduct

Preventing Disruptive Behavior
When students’ behavior interferes with teaching, the instructor should address this right away. It’s best to start with a classroom environment that makes disruptive behavior less likely. Here are strategies that others have found helpful:

- Treat colleagues and students respectfully and professionally
- Be sure each course syllabus states expected classroom behaviors – sample statements are available at umsl.edu/services/ctl/files/pdfs/CivilitySamples.pdf
- Discuss expectations on the first day of class and send reminders as needed
- Ask students for their input as expectations are discussed with the class
- Acknowledge that addressing unacceptable behavior is the responsibility of everyone in the class or lab

Responding to Disruptive Behavior
Unfortunately, even with prevention strategies in place, inappropriate behaviors may still occur. It is important to address disrespectful, disruptive, sexist, or racist comments or behavior appropriately and quickly:

- Tell the student either in class or in private that the behavior is unacceptable and will not be tolerated (privately is often better at first, if possible)
- Deflect aggressive questions to the class (“What does everyone else think?”)
- Use humor or ask the student to explain his/her reasoning
- Ask the student to leave the room if the behavior continues
- Report disruptive behavior to Student Conduct & Community Standards so that the incident can be documented and investigated

If you perceive that the situation is threatening to you or your students, or if the behavior is escalating to that point, contact Campus Police at ext. 5155, and report the incident immediately.

Campus Contacts
When faced with an incident of disruptive behavior, as soon as possible contact Student Conduct & Community Standards within Student Affairs, located in 301 Woods Hall at ext. 5211. Once an incident is reported, Student Conduct & Community Standards initiates a thorough investigation and makes a decision on how to proceed. Academic misconduct (e.g., plagiarism, cheating, sabotage, etc.) must be reported to the Director of Academic Integrity, Dr. Tanisha Stevens, at ext. 5304. If you need support for enhancing your classroom environment, feel free to contact the Center for Teaching and Learning by email at ctl@umsl.edu or by telephone at ext. 4508.

When to Contact
Promptly documenting and reporting disruptive behavior allows early intervention so that students get the help they need to prevent these behaviors from escalating. Contacting Student Conduct & Community Standards helps to establish a pattern of conduct and provides faculty with information on appropriate disciplinary actions. The Center for Teaching and Learning is also available as a faculty resource.

Updated July 2019
Section IV: Supports for Faculty and Students
Promoting Student Success: What would YOU do? Questions

Offices of Equal Opportunity and Diversity, Multicultural Student Services, Disability Access Services, and Student Enrichment & Achievement

1. There are 3 weeks remaining in class and a student states that he/she is having a personal problem and would like to schedule a private appointment. You:
   a. Say that you might find time to meet in a couple of weeks since you are so busy.
   b. Say that you would be glad to discuss course content only, not personal problems.
   c. See this as an opportunity to develop a more personal relationship and offer to meet the student after class, perhaps over a cup of coffee.
   d. Meet with the student to learn the nature of the concerns and if appropriate, make a referral to a campus resource.

2. As the semester begins, a student brings you a letter, identifying him as a student with a disability and requesting academic accommodations of extended time on exams in a least distracting environment. You recognize the student as someone a colleague found very difficult to deal with during the previous semester. The student is disruptive in class early in the semester. He calls out without being acknowledged, brings up irrelevant topics, and frequently leaves his seat. You:
   a. Correct his behavior in class and remind him to be civil.
   b. Decide to consult with someone in Disability Access Services.
   c. Speak with him after class and ask him what his disability is.
   d. Send your colleague an e-mail message to learn how she handled this student last semester.

3. An African-American first year, female student, who sits in the front row of class, seems to be distraught after class meetings. She never volunteers an answer in class and never asks a question, so it is difficult to gauge her thoughts or how well she is learning. Her unhappiness is so apparent that you inquire about her well-being. She shares that she understands the information but is having trouble adjusting to the size and the "unfriendliness" of UMSL. You suggest that:
   a. She should be patient because she will adjust to UMSL with time.
   b. She should visit her old high school frequently to maintain those contacts.
   c. She should use the web to find campus support services and visit the Office of Student Involvement to build some campus connections.
   d. She should visit Multicultural Student Services where she can become involved in cultural activities and be assigned an upper-class student mentor.

4. You receive a message from a student who is often absent asking you to call him after class so that he can learn what he missed and find out about the assignment for the next class. You:
   a. Don’t return the call since it is his responsibility to call back or to get the information from another student.
   b. Suggest that he contact Student Enrichment & Achievement and sign up for the workshop on procrastination.
   c. Access the campus’s early warning system and submit a concern about this student’s attendance concern/excessive absences.
   d. Return the call and explain the class procedure for getting information on missed assignments.

5. In the middle of a fine lecture on a topic you have carefully researched, a cell phone rings out from the center of the classroom. A student climbs over others in his/her row of chairs and leaves the room. You:
   a. Gracefully continue your presentation without skipping a beat.
   b. Make a note to yourself to speak to this student about this rude behavior.
   c. Remind the class that professional behaviors include turning off mobile devices during class.
   d. Stop the class to remind the exiting student that he/she will be considered absent if he/she leaves.
6. Your course has a writing component and you wish to use it to improve the writing skills of your students. You:
   a. Include in your syllabus a detailed assignment for the one major term paper due as the semester ends.
   b. Assign a lengthy term paper with a mid-term draft due. You routinely comment on the draft, return it for revision, and refer students, as necessary, to the Writing Center.
   c. Assign in detail papers of increasing length and complexity over the course of the semester. You encourage peer editing, distribute information about the Writing Center, and invite a Writing Center staff member to talk to the class.
   d. Assign one or two papers that will be revised three or four times in response to your comments and peer editing. You provide samples of what you consider good student writing, and you encourage students to use the Writing Center.

7. You notice a tense and unpleasant exchange between two students in the rear of your class. One student, who uses crutches, is standing and the other student, a large individual, is seated at the only table and chair. The seated student gets up abruptly, angrily moves, stands in the back near the door, and within a few minutes, leaves the room. This person returns after class to explain to you that the desks are too small for a large person, he/she has paid for the course, and wants to sit at the table on a chair. You:
   a. Suggest that this person arrive earlier to class next time and not move when the student using the crutches requests the table and chair.
   b. Remind the person that the class is only 50 minutes and suggest that he/she squeeze into one of the desks for that short time period.
   c. Recommend the person contact Disability Access Services and inquire about making arrangements for special accessible furniture.
   d. Tell the large student to go on a diet.
1. There are 3 weeks remaining in class and a student states that he/she is having a personal problem and would like to schedule a private appointment. You:
   a. Say that you might find time to meet in a couple of weeks since you are so busy.
   b. Say that you would be glad to discuss course content only, not personal problems.
   c. See this as an opportunity to develop a more personal relationship and offer to meet the student after class, perhaps over a cup of coffee.
   d. Meet with the student to learn the nature of the concerns and if appropriate, make a referral to a campus resource.

Students may raise many concerns. How would you respond to these examples?
- I’m having foot surgery and will miss class
- I can’t finish the semester because I have been called on military leave
- I’m going to deliver my baby sooner than I thought
- I don’t understand the information and am lost
- I am so depressed that I can’t get out of bed
- I can’t do the group project since I don’t know anyone in class—can I drop?
- I would like to take an incomplete in this course

Question 1 was written to encourage thoughts about appropriate engagement of students, boundary issues, and ways of helping students adjust to UMSL. In question 1 the student has sought counsel from the faculty member about a “personal” concern followed by little information about what this personal concern might be. Choice “d” is the most appropriate choice because the faculty member took the time to listen and refer. Listening in no way means that the faculty member must solve the problem, unless the “problem” relates directly to class. Instead, listening allows the faculty member to gather enough information to make a reasonable referral and keeps the faculty member from misinterpreting students’ behaviors.

There are support services on campus for students such as Health, Wellness, and Counseling where licensed psychologists and nurse practitioners can either address issues directly or can refer as needed. Other resources are Disability Access Services, Student Enrichment & Achievement, and the Multicultural Student Services where trained professionals will also assess the student’s needs and will work accordingly. Because all student service offices work with one another, they are comfortable in seeing the student and making further referral. The main point is that the student feels that the faculty member cared enough to listen and make a referral. Information about the network of student supports available on campus can be found at umsl.edu/services/srs/Student%20Success%20Network/index.html

A caution in meeting with students is to be aware of possible implicit messages. Meeting over coffee might be seen as more of a social engagement than a professional one so while showing concern, be careful to maintain professional boundaries.

In some of the examples above there may be a need to give a delayed grade which students often refer to as an “incomplete”. If a delayed grade is given, a written agreement should be made with the student in which s/he acknowledges the work that needs to be completed and the time frame in which it would be completed in order to finish the course. When you submit a DL in MyView you will be required to enter the details of that arrangement under which the student will complete the course, and a reserve grade that will be granted if the work is not completed in the prescribed amount of time.
2. As the semester begins, a student brings you a letter, identifying him as a student with a disability and requesting academic accommodations of extended time on exams in a least distracting environment. You recognize the student as someone a colleague found very difficult to deal with during the previous semester. The student is disruptive in class early in the semester. He calls out without being acknowledged, brings up irrelevant topics, and frequently leaves his seat. You:
   a. Correct his behavior in class and remind him to be civil.
   b. Decide to consult with someone in Disability Access Services.
   c. Speak with him after class and ask him what his disability is.
   d. Send your colleague an e-mail message to learn how she handled this student last semester.

All students must abide by the Student Conduct Code which mandates that everyone behaves civilly and in a manner that is conducive for learning to occur in the class. Faculty members are expected to create and maintain an environment with minimal distractions to learning. Include a civility statement in the syllabus so that if distractions occur, you can refer to this statement as you remind students to behave professionally in class.

Students who have a disabling condition are expected to behave civilly just as students who do not have a disability. In each instance, continued disruptive behavior would violate the Conduct Code and would then be reported and handled by Student Conduct and Community Standards, umsl.edu/~studentconduct. For question 2, consulting with Disability Access is the best option (choice b). In both instances above, you may also need to speak with the student, either quietly during class (choice a) or after class (choice c) to remind him/her to be civil in class. In speaking with the student, however, you cannot ask him about the disability because it is against the law. The accommodations which are allowed are listed in the letter from Disability Access, umsl.edu/services/disability. Students’ information is protected by the Family Educational Rights and Privacy Act (FERPA) so discussing this particular student by e-mail or in person with a colleague is strictly prohibited (Choice d). Use the Triton Manual as a resource guide to assist in making referrals: umsl.edu/~studentplanner. For more information go to umsl.edu/~uhwes or umsl.edu/~mcraa/index.html.

3. An African-American first year, female student, who sits in the front row of class, seems to be distraught after class meetings. She never volunteers an answer in class and never asks a question, so it is difficult to gauge her thoughts or how well she is learning. Her unhappiness is so apparent that you inquire about her well-being. She shares that she understands the information, but is having trouble adjusting to the size and the "unfriendliness" of UMSL. You suggest that:
   a. She should be patient because she will adjust to UMSL with time.
   b. She should visit her old high school frequently to maintain those contacts.
   c. She should use the web to find campus support services and visit the Office of Student Involvement to build some campus connections.
   d. She should visit Multicultural Student Services where she can become involved in cultural activities and be assigned an upper-class student mentor.

UMSL is a diverse campus with students from different cultural and ethnic backgrounds coming together to pursue higher education. For some students, this may be the first time that they have encountered such diversity. The Faculty plays a vital role in assisting students in learning ways of mastering the University climate. While it is true that the student might adjust with time, a faculty member can be more proactive in recommending some potential actions that might be helpful. At first glance, the faculty member might want to refer students to Multicultural Student Services, but that referral might feel limiting and would be based on the assumption that because of the student’s ethnicity, the best fit would be Multicultural Student Services. A more appropriate course of action is to use the Triton Manual, the student planner, as a resource guide to show the student the wealth of opportunities for campus engagement and make a referral to The Office of Student Involvement in 366 Millennium Student Center.
Finally, the classroom provides an opportunity for learning interpersonal skills as well as academic content. In class, then, faculty members are encouraged to use teaching techniques that promote interactions and discussions such as icebreakers, dyadic discussions, and group work. In this way, the whole group can be broken into smaller subgroups which invite discussion and promote students’ engagement with one another.

4. You receive a message from a student who is often absent asking you to call him after class so that he can learn what he missed and find out about the assignment for the next class. You:
   a. Don’t return the call since it is his responsibility to call back or to get the information from another student.
   b. Suggest that he contact Student Enrichment & Achievement and sign up for the workshop on procrastination.
   c. Access the campus’s early warning system and submit a concern about this student’s attendance concern/excessive absences.
   d. Return the call and explain the class procedure for getting information on missed assignments.

Question 4 may reflect a student who is earnestly trying to stay on top of classroom assignments. As a faculty member, though, you must be careful in taking on too much responsibility. Refer the student to the syllabus where you have included statements about how to get assignments when a class is missed. This action meets the student’s needs but does not foster overdependence.

If this is a situation where the student has repeated absences and offers little or no pertinent reasons for the absences, such as “I had a late night and overslept again”, the course of action might be more direct and substantive. In instances such as this it would be appropriate to encourage the student to attend the workshops offered by Student Enrichment & Achievement on time management and procrastination. It might also be appropriate to submit an early alert to Student Enrichment & Achievement so that a professional can talk to the student about his excessive absences. Try to see this circumstance as an opportunity to assist a student in developing appropriate interpersonal skills that promote successful college interactions.

5. In the middle of a fine lecture on a topic you have carefully researched, a cell phone rings out from the center of the classroom. A student climbs over others in his/her row of chairs and leaves the room. You:
   a. Gracefully continue your presentation without skipping a beat.
   b. Make a note to yourself to speak to this student about this rude behavior.
   c. Remind the class that professional behaviors include turning off mobile devices during class.
   d. Stop the class to remind the exiting student that he/she will be considered absent if he/she leaves.

All students must abide by the Student Conduct Code which mandates that everyone behaves civilly and in a manner that is conducive for learning to occur in the class. Cell phone ringing, loud comments, and other disruptive behaviors distract students from their primary purpose in coming to school, learning. Faculty members are expected to create and maintain an environment with minimal distractions to learning. Include a civility statement in the syllabus so that if distractions occur, you can refer to this statement as you remind students to behave professionally in class (Question 5, Choice c).
6. Your course has a writing component and you wish to use it to improve the writing skills of your students. You:
   a. Include in your syllabus a detailed assignment for the one major term paper due as the semester ends.
   b. Assign a lengthy term paper with a mid-term draft due. You routinely comment on the draft, return it for revision, and refer students, as necessary, to the Writing Center.
   c. Assign in detail papers of increasing length and complexity over the course of the semester. You encourage peer editing, distribute information about the Writing Center, and invite a Writing Center staff member to talk to the class.
   d. Assign one or two papers that will be revised three or four times in response to your comments and peer editing. You provide samples of what you consider good student writing, and you encourage students to use the Writing Center.

Best teaching practices recommend that students be given the opportunity to learn with frequent feedback from faculty and peers and chances to build upon their learning. It is always helpful if students can see samples of good student writing as well as use the support of the Writing Center in improving their writing skills. A combination of choices “c” and “d” would follow the best practices for improving students’ writing skills.

7. You notice a tense and unpleasant exchange between two students in the rear of your class. One student, who uses crutches, is standing and the other student, a large individual, is seated at the only table and chair. The seated student gets up abruptly, angrily moves, stands in the back near the door, and within a few minutes, leaves the room. This person returns after class to explain to you that the desks are too small for a large person, he/she has paid for the course, and wants to sit at the table on a chair. You:
   a. Suggest that this person arrive earlier to class next time and not move when the student using the crutches requests the table and chair.
   b. Remind the person that the class is only 50 minutes and suggest that he/she squeeze into one of the desks for that short time period.
   c. Recommend the person contact Disability Access Services and inquire about making arrangements for special accessible furniture.
   d. Tell the large student to go on a diet.

The classroom provides an opportunity for learning interpersonal skills as well as academic content. The role of the faculty is to create a safe environment where views can be expressed in a respectful way. It is important, then, to lay ground rules for discussions. Students can be engaged in the creation of the classroom atmosphere by providing suggestions for the ground rules. Once these ground rules are developed, they can serve as a safeguard in discussions because students can be referred to those ground rules when needed. Some students may need to be educated about the impact of their statements in a nonjudgmental way because they may not be aware that their statements are offensive to others. A referral to Student Conduct and Community Standards may be appropriate if restating the ground rules and meeting to educate the student do not result in behavioral change.

There are other instances where there is an opportunity to learn interpersonally. In question 7, the tension comes from both students being in need of special furniture, one because of using crutches, the other because of their size. As faculty members you may find yourself in the middle of such disputes and will, again, consult with Disability Access Services. In this instance, both students should be referred to Disability Access Services so that they may make known their needs for special furniture to allow comfortable seating in class.

Updated July 2019
Early Alert Program
Student Enrichment & Achievement | ext. 5300 | 107 Lucas Hall | umsl.edu/services/sea | umslsea@umsl.edu

Early alerts/flags are electronic notes initiated when a student experiences a success barrier in a course. The goal of the Early Alert Program at UMSL is to initiate prompt communication and effective intervention with students when they become at-risk of not achieving success in a course. In most cases, early alerts are typically utilized for students in undergraduate study only. Currently, UMSL uses the MyConnect system to record and report alerts on student progress. Through this proactive program, Student Enrichment & Achievement aims to:

- Connect instructional faculty with a direct link to support services for referring students that encounter success barriers in a course
- Provide students with the opportunity to increase their chances of success in a course by participating in active and effective strategies for improvement
- Support student learning by connecting students with necessary support services
- Encourage a culture of support between students, faculty, and support units at UMSL

Flags can be raised manually by faculty members at any time throughout the semester or in response to institution-initiated survey periods (start of term, pre mid-term, and late term surveys are initiated by the institution). There are many different flags a faculty member can raise. Each flag is managed based on its type. Flag managers are assigned based on the nature of the concern, the anticipated intervention, and the communication needs from the institutional perspective. Below is a chart providing an overview of the flags and designated flag manager.

<table>
<thead>
<tr>
<th>Flag</th>
<th>Support Specialist</th>
<th>Faculty Member</th>
<th>Office of Academic Integrity</th>
<th>Office of Student Affairs</th>
</tr>
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<tr>
<td>Academic Misconduct Concern</td>
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<td>Attendance Affecting Grade</td>
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<td>Attendance Concern</td>
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<tr>
<td>Decrease in Performance</td>
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<td>Failed Quiz</td>
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<td>In Danger of Failing</td>
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<td>Low Performance on Graded Work</td>
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<td>Major Assignment not Submitted</td>
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<td>Missing Homework/Lab Assignments</td>
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<td></td>
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<tr>
<td>Other</td>
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<tr>
<td>Student Conduct Concern</td>
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<td>X</td>
</tr>
</tbody>
</table>

For more information on the Early Alert Program or for instructions on how to raise flags, visit our website at umsl.edu/services/sea/services/alerts.html.

Updated July 2019
Office of Multicultural Student Support Services
ext. 6807 | 225 Millennium Student Center | umsl.edu/multicultural | multicultural@umsl.edu

Mission
Office of Multicultural Student Services (MSS) strives to provide comprehensive support services and resources to UMSL students by providing quality programs and services that complement the campus academic experience and provide opportunities that enhance the holistic development of our students. Through creating a strong inclusive community amongst students, faculty, and staff that personifies respect, accountability and acceptance. MSS supports and empowers students to achieve degree completion by maintaining strong partnerships and collaborations across the campus and the St. Louis community to increase degree completion.

Goals and Outcomes
The goals and outcomes of providing comprehensive support services to UMSL’s diverse student population include:

• Striving for outstanding academic achievement
• Fostering a sense of belonging at UMSL
• Promoting self-development, goal setting, accountability and persistence
• Assisting in leadership and professional development
• Serving as a liaison and provide resources to UMSL’s student body
• Facilitating cultural awareness and diversity activities for the campus community

Student Development Services
As a comprehensive academic support service department, the primary goal is to develop students academically and professionally so that, as they complete their bachelor’s degrees, they are prepared to transition into their professions. MSS promotes student development through:

• Education and career planning and professional development
• Faculty/staff, peer-to-peer, and gender-specific mentoring
• Individualized academic coaching and events
• Cultural enrichment programs and activities
• Effective study skills development
• Tutoring referral assessments

Outreach and Collaborations
The promotion of scholarship amongst Multicultural Student Support Services students is achieved through collaboration with campus faculty, staff and resources. These collaborations are accomplished by our speaker series, partnerships with various departments on campus, encouraging students to use campus resources while providing some support services for specific target populations.

Cultural Presentations
Supporting the campus mission for promoting cultural awareness, the Office of Multicultural Student Services sponsors:

• Speaker series
• Strong campus and community partnerships
• Heritage months: Hispanic, Asian American, Native American, African-American
• Cultural activities and events (i.e. Multicultural Festival, Giving Thanks, Diversity Training)
Internal Departments/Organizations

- African American Chapter/ UMSL Alumni Association
- Associated Black Collegians
- Black Leadership Organizing Council
- Campus Recreation
- Career Services
- Center for Teaching and Learning
- Chinese Student Association
- Disability Access Services
- Health, Wellness, and Counseling
- Hispanic Latino Association
- Indian Student Association
- International Studies
- Judicial Affairs
- Korean Student Organization
- Mathematics and Writing Academic Center
- Music Department
- Office of Admission
- Office of Advancement
- Office of Equal Opportunity and Diversity
- Office of Student Life
- Office of Transfer Services
- Residential Life
- Student Enrichment and Achievement
- Student Financial Aid
- UMSL Afro Cuban Ensemble
- UMSL’s seven academic colleges

Faculty Services
As an academic support service unit, the MSS has considerable expertise in working with students from diverse cultural backgrounds. We stand ready to be consultants to faculty who have questions about working with students from different cultures or who desire diversity workshops and presentations for their courses. When you have a question or request, feel free to contact the Office of Multicultural Student Services at ext. 6807.

Updated July 2019
Accommodating Students with Disabilities
Disability Access Services | ext. 6554 | 131 Millennium Student Center | umsl.edu/services/disabled

Frequently Asked Questions
What are UMSL’s policies and procedures regarding students with disabilities?
The current policy, 240.040, Policy Related to Students with Disabilities, covers all four UM campuses. This policy ensures that mandated reasonable classroom accommodations are provided to students with disabilities:
umsystem.edu/ums/rules/collected_rules/equal_employment_educational_opportunity/ch600/600.070_policy_related_to_students_with_disabilities.

What is a reasonable academic accommodation?
A reasonable accommodation is designed to give a student with disabilities equal access to learning opportunities, course content, classroom setting, programs, etc. Reasonable accommodations are determined after reviewing the students’ documentation related to their disability. The Disability Access Services (DAS) Office determines which accommodations are reasonable based on the specific ways the students’ disability affects their ability to access buildings, information, or resources related to their academic experience. The students will provide faculty with a letter from the DAS office, outlining appropriate accommodations. Academic accommodations include, but are not limited to testing accommodations, adaptive technology services, and assistance in arranging other support services (e.g., interpreter, note-takers, scribes, and readers).

What are the responsibilities of students with disabilities?
- Self-identify and register with DAS before services and accommodations can be provided
- Provide documentation of disability when registering with DAS to verify the condition they are seeking accommodations for
- Consult with DAS regarding specific needs and accommodations
- Communicate with each instructor regarding the accommodations they will use during the semester
- Request that the instructor sign a copy of the DAS Faculty Notification Memo as proof of communication to be returned to the DAS office

What are the responsibilities of the DAS staff?
- Discuss with and determine appropriate accommodations for students with disabilities
- Provide DAS Faculty Notification Memos for the student to give to instructors with the student’s ADA accommodations
- Assist instructors in providing the afforded accommodations
- Maintain confidential records for each student with a disability

What are the responsibilities of an instructor when working with a student with a disability?
First and foremost, your responsibility is to provide the accommodations as listed on the DAS Faculty Notification Memo. You may consult with our staff when a question arises regarding specific accommodations for an individual student. You might need to refer a student to DAS who requests accommodations but is not currently registered. Instructors should not provide accommodations for students not registered with the office, as it may be seen as preferential treatment unless the accommodation is provided to the entire class. It is critical that all matters relating to a student with a disability remain confidential. Students are not required to disclose the specific diagnosis, nor should an instructor ask about a student’s specific diagnosis as it is protected health information.
Does the student need to request accommodations from a faculty member at the beginning of the semester?
No, accommodations can be requested any time during the semester, but they are NOT retroactive. We encourage students to request accommodations early and to discuss their accommodations with professors as soon as accommodations are approved by DAS.

How do I accommodate a student whose disability causes them to miss class?
Determine to what extent class absences may fundamentally interfere with the student completing your course objectives and learning outcomes. Each student’s situation should be evaluated on a case-by-case basis. Standard attendance guidelines may need to be re-evaluated for a student with “Disability Related Absences”. It is important to note that you must not lower your academic expectations; ultimately, the student is responsible for gaining the knowledge and skills required in the class. Additional questions or concerns should be discussed with Disability Access Services.

What do I do when a student requests a note taker in my class?
When student are eligible to receive note taking services, they will provide you with a DAS Faculty Notification Memo that includes “volunteer note taker” as an accommodation. Instructors are required to assist the student with disabilities in acquiring a volunteer note taker in the class. This is generally accomplished by making an announcement in class for a volunteer note taker, sending out an email to the class roster, approaching a peer in the class specifically to assist the DAS student, etc. Information regarding a student’s disability is confidential so please remember to NOT identify students with disabilities in class. Contact DAS for additional assistance if needed.

Can a faculty member forbid a student with a disability to record class lectures?
An instructor is required to allow a student to record the course if recording the class is determined to be an appropriate accommodation for a student’s disability. Permission to record lectures will be listed as an approved accommodation on the student’s DAS Faculty Notification Memo. Recorders are specifically mentioned in Section 504 of the Rehabilitation Act as a means of providing full participation in educational programs and activities. Contact the DAS office with specific questions or concerns about recording lectures.

What is the policy regarding the disclosure of information about a student’s disability?
Disability information is confidential and must be treated as such. Avoid discussing disability issues publicly in class or in the presence of other students. Information about a student’s disability should not be shared with other faculty members or staff unless they have a legitimate educational need to know. Written material, such as letters of accommodation, are confidential and should be filed with restricted access.

Whether or not students with a disability prefers to discuss the nature of their disability with their instructors is entirely up to the student. Students are NOT required to tell instructors specifics about their disability and should not be asked the details of the diagnosis.

What happens when a student’s behavior and/or accommodations are brought up in class?
It is important that the student’s disability, accommodation(s), and registration with DAS remain confidential. Explain that these issues will be discussed privately and will not be addressed in class.

What if a student with a disability is failing?
It is important to know that providing reasonable accommodations to a student with a disability does not guarantee success in the course. Like other students, those with disabilities may not master the course material or pass the course.
What if a student with a disability is disruptive in class?
A student with a disability who is disruptive in class should be treated as any student who is disruptive in class. If an instructor feels that there is a disability-related reason for the student’s behavior, the instructor may call upon the DAS staff for help resolving the problem. However, it is the instructor’s responsibility to protect the integrity of the classroom and protect the rights of all students.

Test Taking Accommodations
How do I know if a student needs accommodated testing?
Students will provide you with a DAS Faculty Notification Memo that will indicate the appropriate test accommodations for the student. DAS students requesting to test outside of the classroom with accommodations should provide the instructor with an Adaptive Testing Request Form prior to each exam that outlines where and when the student has made alternate testing arrangements.

What happens when a student makes a late request for accommodated testing?
Students are responsible for providing timely notice to faculty and/or DAS in order to receive test accommodations. DAS instructs students to discuss testing accommodation needs with the instructor early in the semester and return a completed test request form to the appropriate testing location (DAS or CTC) a week in advance of the exam or a minimum of 3 days before a scheduled exam.

When a student submits a late request and there is insufficient time to arrange for the test accommodations, the student may need to take the exam without accommodations. The student and faculty member should meet to discuss arrangements for the remaining exams in the semester.

Will students take the exam at the same time as the class?
Generally, students will take the exam at the same time as the regularly scheduled class exam, but in the DAS office (131 MSC) or at the Campus Testing Center (93 JC Penney). Occasionally, if conflicts arise concerning course schedules or with other scheduled exams, students may have to take exams before or after the scheduled exam time in order to utilize accommodations. Instructors should allow for adjustments to testing times (when appropriate) so as not to interfere with a student’s attendance in another course. Failure to allow for alternate testing times could constitute denying students equal access to their education.

I want to create lecture recordings and/or show publicly available video clips from YouTube in my class. Do these need to be captioned?
YES. In compliance with the American Disabilities Act of 1990 and the internationally accepted WCAG 2.0 (Web Content Accessibility Guidelines) accessibility standards, any piece of media that is shown in class should be captioned (and is required at least to be scripted or information made available in another format). This practice applies to lecture videos posted on Canvas using tools like Kaltura, Panopto, or VoiceThread. Captioning helps individuals who are deaf or hard of hearing, who have an auditory processing disorder, or those who learn visually.

External media provided in your course should also be captioned. To find captioned videos on YouTube, search for a video, click the Filter dropdown menu, and then, under the Features subheading, click CC (Closed Captions). If the media is not on YouTube, be sure to check for closed captioning options on the site where the video is posted.

For more information about WCAG 2.0, please visit w3.org/TR/WCAG20 and the US Department of Education's Office for Civil Rights: www2.ed.gov/about/offices/list/ocr/letters/colleague-20100629.html For further questions regarding closed captioning or transcripts, please contact the DAS office at ext. 6554.
How do I provide accommodations in an online course?
It is the instructor’s responsibility to ensure that online courses, administered through Canvas, are accessible for all students. This includes all course content, supplemental materials, exams, and quizzes. When a student requests extended time on an online exam, the time clock can be adjusted for that particular student or the exam can be manually graded. Contact the Learning Resource Lab (ext. 6704) to learn how to adjust the timer. When an instructor requires that an exam be proctored, students with disabilities can take online exams by contacting the DAS office or CTC.

When do exams need to be sent to the office?
Please send exams to the designated testing site at least 48 hours prior to the exam. This will allow sufficient time to process receipt of the exam and, if needed, convert the exam to an alternative format, print it, and prepare it for proctoring.

How can I encourage students that may have disabilities to visit or register with DAS?
Include a statement in your syllabus and make the announcement on the first day of class. We suggest that the statement regarding DAS be highlighted. A sample syllabus statement is available below, on our website, or upon request. You may also want to mention other support services on campus such as the Writing Lab, Math Lab, Student Enrichment and Achievement, University Tutoring Center, Counseling Services, University Health Services, Multicultural Student Support Services, etc.

Suggestions for Accommodating Students with Disabilities
Please join the many UMSL faculty members who include statements in syllabi regarding Disability Access Services. This is the best way to inform students of the responsibility each has to identify themselves and request accommodations in a timely manner. When students have access to the syllabus in Canvas, it is always available when they need a policy reminder.

Our institution values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are accessible, inclusive, and welcoming. Here are examples of statements for a syllabus that you may use, change, or modify.

Student who feel they may need an accommodation based on the impact of a disability/medical condition should contact DAS in the MSC, First Floor, Suite 131, ext. 6554, which authorizes accommodations for students with disabilities. For more information visit umsl.edu/services/disability.

Individuals who have any situation/condition, either permanent or temporary, which might affect their ability to perform in class or access class materials, are encouraged to inform the instructor at the beginning of the term. It is recommended that student request a meeting with the instructor in confidential environment to review course requirements and discuss their need for accommodations. The instructor will connect the student with the DAS office to establish reasonable accommodations on a case-by-case basis due to variation in functional limitations of each individual and special demand of the course.

Your academic success is important. If you have a documented disability that may have an impact on your work or attendance in this course, please contact me to connect with DAS (MSC, Suite 131, ext. 6554). You must provide documentation of your disability/condition to the DAS office to receive accommodations. The DAS staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. I look forward to working with you to meet your learning goals.

Updated July 2019
Identifying and Referring a Student in Need

Student Social Services | ext. 6369 | 144 Millennium Student Center | umsl.edu/studentsocialservices
Robin Kimberlin | Director | kimberlinrm@umsl.edu

Student Social Services assists students needing support, guidance, advocacy, and resource referrals. This program focuses on empowering students, primarily underserved student populations, to problem-solve and overcome barriers to their academic success and degree completion that are the result of factors they encounter in their lives outside of campus, but impact their academic goals.

Some of the issues our students face that create barriers to achieving their academic goals include:

- Food insecurity and hunger
- Homelessness and housing instability
- Risk of utility disconnection
- Need for safe, affordable childcare
- Difficulty navigating public assistance programs

If students disclose any of these issues to you, please refer them to Student Social Services, here’s how:

- Use the “refer a student” link on umsl.edu/studentsocialservices
- Email (kimberlinrm@umsl.edu) or call (ext. 6369) the Director, Robin Kimberlin, with the student’s name, student number, and relevant information about your concern
- Provide the student with Student Social Services website and/or contact information, and encourage them to reach out
- Notify the social worker that a referral was made

Student Social Services can then provide a spectrum of services to meet the unique needs of students at-risk including:

- Guidance with applying for public assistance
- Triton Pantry access and resource referrals
- Crisis assistance and advocacy

As faculty, you are on the front lines of student disclosure of these challenges and barriers. Here are some red flags you may notice regarding students potentially in need of services:

- Sleeping in a car, motel, public area, or empty building
- “Couch surfing” or don’t have a regular place to stay
- Has been kicked out or evicted
- Staying in an overcrowded or unsafe environment
- Change in appearance or personal hygiene
- Has not eaten in several days or mentions being hungry
- Has recently experienced a cut in Food Stamp or other benefits
- Brought children to class
- Mentions being behind on their bills
- Has had their electricity or gas shut off

Updated July 2019
Testing Center
93/94 JC Penney Building, ext. 6396 | umsl.edu/testing | testing@umsl.edu

The Testing Center, a component of the Center for Teaching and Learning, shall furnish a facility and personnel for proctoring:
- Exams for fully and partially online courses
- Classroom makeup exams
- Exams with disability accommodations
- Special institutional or departmental exams (placement, test-out, comprehensive, etc.)

The Testing Center, an appointment-based service, is also an authorized professional testing site contracted with respected testing companies for state and national assessment programs.

Mission
The Testing Center is committed to supporting student learning and success by providing collaborative, courteous, and secure testing services to UMSL students, faculty, and greater metropolitan area. We adhere to the Standards and Guidelines for post-secondary test centers as established by the National College Testing Association.

Testing Center Hours
Monday-Thursday  8:00am – 8:00pm
Friday    8:00am – 1:00pm

Fall 2019 Saturdays (8:00am-1:00pm): September 14, October 12, November 9, and December 7
Spring 2020 Saturdays (8:00am-1:00pm): February 15, March 14, April 11, and May 9

Testing Center Policies & Procedures
Responsibilities of Faculty
Faculty must submit required documentation and exam materials to the Testing Center before the student(s) arrives to the appointment. **An Exam Transmittal Form is required to be submitted with each exam that faculty requests the Testing Center to accommodate. The only exception to this policy is if all exam information has already been submitted through ProctorU.** It is vital that all applicable items be completed, and a separate request filed for each exam (note that one form will suffice for multiple students taking the same exam). To protect exam integrity, the Center will not administer exams that have been submitted without the required documentation. The Exam Transmittal Form is available on Faculty tab of the Testing Center website.

Faculty who wish to utilize the Testing Center alongside ProctorU for fully/partially online course exams must submit the Exam Transmittal Form by **no later than the second week of the semester** to reserve space for students on particular dates. Requests submitted past the second week of the semester will be approved or denied based on the Testing Center’s schedule.

Besides classroom makeup and accommodated exams for students with registered disabilities, **fully face-to-face courses are not eligible for Testing Center services.** Please contact the Testing Center Coordinator directly if you would like us to consider an exception to this policy.

Faculty are strongly encouraged to administer exams through an online LMS, but paper/pencil exams will be accommodated. Faculty must provide the Testing Center with paper exams that exceed a total of 50 pages. The Testing Center will hold paper exams for faculty to pick up, send via campus interoffice mail, or send a scanned PDF via email, but will not return in multiple formats.
Testing facilities are designed for high-security, high-stakes exams only. **Faculty should consider alternate testing sites for un-monitored, open-Internet assessments where security is not an issue. Students may not use personal devices to access e-books, notes, or any other resource.**

The Testing Center will not distribute nor accept homework assignments, review sheets, or return graded exams to students.

Exam scheduling is the sole responsibility of the student. Appointments may be scheduled or requested on the Testing Center website.

The Testing Center automated online testing appointment system pulls information directly from Canvas. Once your Canvas quiz has been created and the time limit, availability, and proctor password has been set, the exam will appear for students to schedule. Please note that the system is only compatible with Canvas quizzes. The Learning Resource Lab can assist faculty with using the online testing appointment system with a different LMS (Cengage, etc.).

**At the time of publication, the online testing appointment system is undergoing an upgrade. Some features may change. Please check the Testing Center website for updates.** Paper/pencil exam appointments must be requested by the student on the Testing Center website.

**Responsibilities of Students**

As the Testing Center is an appointment-based service, only those students who have scheduled accordingly are guaranteed to sit for any exam. Students can schedule an appointment by visiting the Testing Center website. Appointments must be reserved one week in advance of the test date (minimum acceptable notice is one business day). Walk-ins may only be admitted per staff discretion.

All students must present proper **picture identification** at check-in. This may be a TritonCard, driver’s license, passport, military ID, green card, or other un-expired government-issued photo ID card. Students are expected to have submitted their exam and exited the Testing Center by the posting closing time. As a rule, exams are not permitted to start within one hour of posted closing time, however, later start times may be permitted per staff discretion. Under no circumstances will an exam be permitted to begin within 30 minutes of posted closing time.

Only those items that are authorized by the test administration may be present during testing. A limited number of lockers and non-secure storage is available for personal items. Proctors are not responsible for student or candidate personal belongings.

Unless prohibited by the instructor or testing company, restroom breaks are permitted during testing, but to minimize distraction to others, students are asked that restroom breaks be taken before checking-in if possible. No other breaks are allowed. Frequent or extended restroom breaks will be reported as an exam irregularity, and proctors will ask students to empty pockets and lift arm/pant legs when exiting and returning to the testing room.

Children, parents, friends, and spouses are not allowed to accompany students in the testing room. Children cannot be left unattended in the reception area or in the hallway.

Testing staff can only answer administrative questions and are not authorized to discuss exam questions, materials, or results.
Special Testing Accommodations
In cooperation with Disability Access Services, the Testing Center will proctor exams for students with extended time or reduced-distraction environment accommodations. Students have the responsibility to provide the university with official documentation of any disability that may affect the outcome of testing. DAS is solely responsible for determining if a student is eligible for any special testing accommodations. DAS policies apply to all students utilizing the Testing Center for accommodated exams.

Academic Integrity Policy
All student users of the Testing Center are subject to UMSL’s academic integrity policy. Any student caught cheating or engaging in misconduct will be dismissed, and the incident reported to the instructor, Office of Academic Integrity, and/or Office of Student Conduct & Community Standards.

Prohibited Items
- Electronic devices capable of wireless communication, including, but not limited to: cell phones, smart watches, fitness trackers, laptops, tablets, beepers, earpieces, etc. Excludes those devices specifically designated as medical necessity.
- Bags, backpacks, purses, pencil cases, etc.
- Outerwear (jackets/sweaters/hoodies/etc. must remain on student’s person for duration of testing; hats subject to inspection)
- Food and drinks
- Textbooks, notes, calculators, or any other supplemental resource that is not explicitly stated by faculty on Exam Transmittal Form or ProctorU terminal

Examinee Misconduct
- Accessing or attempting to access a prohibited item during an exam
- Attempting to remove from the testing room exam questions in any format, scratch paper, erasable note boards, or any other exhibits issued by the proctor
- Giving or receiving exam assistance of any kind
- Attempting to take an exam for someone else or having someone take an exam for you (proxy testing)
- Caus ing a disturbance of any kind
- Taking unusually long or extended restroom breaks or refusing to empty pockets and empty pant legs upon returning from restroom break
- Tampering with the computer, connecting personal devices, accessing prohibited electronic resources or browsers, or attempting to use the technology involved for any function other than taking the exam
- Theft of another test-taker’s personal property
- Exhibiting rude, abusive, or threatening behavior toward the proctor or others

Offsite Testing
Offsite Testing Centers
Students residing at a distance from campus who do not wish to utilize ProctorU for online exams may schedule to take the exam under the supervision of an approved proctor. It is the responsibility of the student to locate an individual or testing facility that will offer such services and to pay any sitting fees. Students must submit an Offsite Testing Request Form (located on Testing Center website) or contact the Testing Center Coordinator at least one week prior to the date the exam is expected to be taken. The Coordinator will verify proctor information and institutional accreditation before releasing any exam information or materials to an outside individual or organization.
ProctorU
ProctorU is a virtual proctoring service that allows students to take exams for online courses at home while ensuring the integrity of the exam. ProctorU uses real proctors who monitor test-takers by authenticating identity, observing test-taker via a webcam, and watching the exam screen in real time. To get started with ProctorU, visit go.proctoru.com/registrations or contact the Testing Center Coordinator for assistance.

Security of Materials
The Testing Center will maintain security of exams and exam information entrusted to its care. Paper exams and sensitive files shall be held in a secure locked cabinet behind a locked door. No unauthorized person(s) shall have access to these materials. Per NCTA Standards, student exams and testing records will be safely stored for a period of one year, and then destroyed.

Confidentiality
The Testing Center recognizes and subscribes to the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974.

Fairness & Non-Discrimination
Testing staff will avoid all activities that are, or appear to be, inappropriate including discussing specifics of any exam or assisting or coaching examinees on any aspect of an exam. Staff will not proctor exams for family members and will not proctor professional exams that they have taken within the past 24 months or are expected to sit for within the next 24 months. Exams will be administered in a fair, impartial and uniform manner with instructions clearly communicated to the test-taker. No examinee will be given an advantage over any other. The Center does not discriminate on any basis in the administration of any exam.

Questions? Concerns?
Contact the Testing Center Coordinator at butlersr@umsl.edu. We look forward to working with you and your students!

Updated July 2019
Assisting the Troubled and/or Troubling Student
Health, Counseling, and Disability Access Services | ext. 5711 | 131 Millennium Student Center
umsl.edu/services/counsel | umsl.edu/sos | asklistenrefer.org/umsl

Troubled or Distressed Students
- Their problems are primarily internal and affect their own adjustment to the university environment and their academic achievement.
- They may show a tendency to withdraw or to set self in opposition to others.
- They may exhibit behavioral patterns that are outside the bounds of accepted norms.
- They may or may not verbalize problems to you. Problems may manifest themselves in written work or non-verbal behavior. For example, written work may have disturbing, suicidal, or homicidal content.

Possible Interventions with the Troubled Student
- Always take statements of suicidal or homicidal intent seriously – get consultation immediately, even if it seems like a “bid for attention,” or “just a cry for help.” When there is an immediate safety threat, call Campus Police, ext. 5155 (or 911 from your office phone).
- Speak with the student, acknowledge their distress (if appropriate) and express your concerns.
- Counseling staff are available to consult with you about how to proceed. In crisis situations, this may include our staff coming to your office or classroom. We are also available on a confidential basis to look over disturbing written material.
- Refer the student to HCDAS for counseling, or encourage them to contact their current or past therapist/psychiatrist (if the student discloses that they have a current or previous mental health provider). We are available to coach you through making a referral to counseling.
- If the student exhibits a clear need for assistance but refuses your recommendation that they seek help, contact the UMSL CARE Team (umsl.edu/care) for assistance.
- Avoid confusing your responsibility as a faculty member with the role of therapist. The student’s issues might take you into areas beyond your comfort, expertise, and/or appropriate personal boundaries, and might be seen by other students as compromising your objectivity as an instructor.
- Realize that sometimes verbal or written expressions of shocking, graphic, or bizarre thoughts may not be evidence of danger to self or others. Other possible explanations of such statements include that they may be:
  - intended to emotionally shock the reader/listener,
  - an expression of student culture (e.g., dark, depressing thoughts may be seen as cool or deep),
  - intended to camouflage academic deficiencies, or as an excuse for not fulfilling an assignment. HCDAS counselors are available to consult with you and help figure out the problem.
- Consult with Disability Access Services, if you have received an accommodations letter for a student.

Troubling or Disruptive Students
- Their outward behavior is problematic, causing disruption in the classroom and/or campus environment. Their behavior may be immature, manipulative, or anti-social.
- Their behavior tends not to improve, even with learning and experience (e.g. reminders and routine interventions from you).
- They may or may not show clear signs of serious psychological disturbance (although difficulties may be of a psychological nature).
Possible Interventions with the Troubling Student

- When there is an immediate safety threat, call Campus Police, ext. 5155.
- Notify the UMSL CARE Team (umsl.edu/care) for assistance with addressing concerns with students.
- When physical violence seems possible, but not an immediate risk, develop a safety plan for yourself and your students. Consult with other offices (CARE Team, Campus Police, Student Affairs, HCDAS counselors) about the situation and your safety plan as needed.
- When possible, it’s best to talk privately to the student about his/her behavior.
- Document your concerns, including the nature and dates of disruptive incidents.
- Discuss your concerns with your department chair and/or dean.
- Notify the Office of the Vice Provost for Student Affairs (Dean of Students, ext. 5211), particularly when there is a possible violation of the Student Conduct Code.
- Get to know the Student Conduct Code to understand students’ responsibilities and the consequences of their disruptive behavior.
- Consult with Counseling Services staff regarding behavior management.

Characteristics of Students Who Are Both Troubled and Troubling

- Demonstrates behaviors that are a problem both for self and others.
- Both patterns warrant assessment and intervention.

Possible Interventions with the Combination Student

- Regardless of whether the student is troubled, always address safety issues first.
- Ruling out psychopathology is a helpful first step (with the aid of HCDAS staff or an external evaluation). For some students, taking or resuming appropriate and adequate medication (referral back to psychiatrist) can lead to surprisingly rapid amelioration of disruptive behavior.
- All interventions above, from both troubled and troubling students.

For additional information on identifying and intervening with students who may be at risk for suicide, see the Ask-Listen-Refer online tutorial: asklistenrefer.org/umsl.

Adapted from the work of Ursula Delworth "Dealing with the Behavioral and Psychological Problems of Students" (New Directions for Student Services, No. 45)
How to Refer Students to Psychological Counseling

As a member of the UMSL faculty or staff, you will at times encounter students who are in psychological distress. There may be occasions when you will want to refer them to a professional counselor for assistance. Counseling Services’ professional staff is available to consult with you about ways you can help students in distress, or to assist you in making effective referrals to counseling.

When to Refer Someone to Counseling

- If you are concerned that the students may be self-destructive, suicidal, dangerous to others, severely depressed, or out of contact with reality
- If the students have experienced problems or symptoms over an extended period of time, such as
  - Depression and/or suicidal thoughts
  - Interpersonal/social problems
  - Self-confidence or identity issues
  - Death of a family member or close friend
  - Stress and anxiety (including test or math anxiety)
  - Sexual/physical assault, abuse, or other trauma
  - Anger, aggression, resentment
  - Excessive weight loss or gain, or eating disorder
  - Drug or alcohol abuse
  - Difficulty concentrating
  - Juggling multiple responsibilities/time management
- If you have had contact with the students on multiple occasions and it appears that the students are unable to find a way to feel better or to make changes in their lives
- If you are starting to feel burdened or overwhelmed by the students’ needs

Making the Referral

Many first-time counseling clients have strong apprehensions about counseling. You may be able to help ease these apprehensions. The following steps can be useful in making a referral:

Give your reason for making the referral. State specifically why you are concerned, describing the behaviors and, if relevant, the magnitude and duration of these behaviors. For example, “I'm concerned about you because you've been very withdrawn and unusually quiet in class for the past three weeks.”

Recommend that the student get counseling. For example, “You and I have talked several times, and it seems that things aren't getting better for you. I think it might be helpful for you to talk with a counselor.” Suggest Counseling Services as a possible resource, rather than telling the students to go because they “needs help” or are “causing problems” for others.

Ask for feedback from the student. Find out how they feel about the idea of going to counseling. If they respond negatively, listen for the reasons. Being referred for counseling can have many different meanings to the students. For example:

- Do the students say they don’t need counseling because they’re not “crazy”?
- Are they concerned about what friends or family members will think of them?
- Are they concerned that counseling will go on their academic record?
- Do they believe that counseling implies “weakness”?
- Have they had a bad counseling/therapy experience before?
- Do they say that they can’t afford the cost of counseling?
Reassure them about counseling. You may want to give some reassurance that many students who use the Counseling Service do not have a mental illness. Counselors see many people who can use some help with normal problems in living or with making an important decision. Having the courage to face problems in counseling involves strength, not weakness. If there has been a negative experience with counseling in the past, reassure the students that not all counselors are the same. At Counseling Services, clients may request to see a different counselor. It is also important to reassure the students that what they discuss with a counselor will be held in confidence and will not be on their academic record. If finances are an issue, explain to the students that the first session at Counseling Services is free of charge. Although there is a small fee for subsequent sessions, the fee can be adjusted or waived in situations of financial hardship.

Recommend that the student set up an appointment soon by calling University Health, Wellness and Counseling Services at ext. 5711. In some situations, you may want to urge the students to call Counseling Services when they are in your office with you. If it would help to have a specific counselor’s name to whom you can refer your student (depending on students’ schedules and counselor availability), feel free to call our office and ask to speak to the Director.

In an emergency, you can walk a student to Counseling Services' office at 131 MSC (in this case, it will facilitate the process to call ahead and let the receptionist know you are coming). Our staff can also go to your office to meet with you and your students. For immediate, life-threatening emergencies, call University Police at ext. 5155.

If students exhibit a clear need for counseling assistance but refuse to seek help, contact the Office of the Vice Provost for Student Affairs at ext. 5211. Assistant Dean D'Andre Braddix can arrange a confidential meeting with individual students to discuss their concerns and to help connect them with additional support.

Follow up with the students later to see if they kept their appointments. Recognize, however, that they may not want to discuss their counseling and that our staff must carefully guard the confidentiality of all client contacts. We must have written permission from a client to let you know whether they have come to counseling.

For additional information on identifying and intervening with students who may be at risk for suicide, see the Ask-Listen-Refer online tutorial: asklistenrefer.org/umsl.

Updated July 2019
Career Services Information for Faculty
ext. 5111 | 278 Millennium Student Center | careers.umsl.edu | careerservices@umsl.edu

How Career Services Can Help You
Career Resource Assignments
Consider helping your students engage in the career-decision making process while enhancing their academic skills. Many faculty assign projects such as writing a research paper on careers of interest, attending Career Services events and career fairs. Contact Career Services at ext. 5111 or careerservices@umsl.edu if you are interested in partnering with us.

Classroom Presentations
Our professional staff is available to make presentations to your students on career-related topics, including:
- Are You Career Ready? Articulating Your Core Competencies
- Targeted Resume Writing
- Benchmarking Salaries
- On-Line Career Resources
- Employer Expectations

To schedule a class presentation, please contact our office at ext. 5111. Advance notice is required.

Gain Access to Employer/Job Database—TritonCareers
Gain access to our employer database which includes internship & job postings. You will be able to search on:
- Employers listed in the database
- Current internships and jobs listed in the database with the ability to search by organization name, major, job type and job category
- Career Events (both on-campus and off-campus)

To be activated in this system, please request an account by emailing your name, title and department to careerservices@umsl.edu. You will be notified via email once your account has been set-up.

Post a Job
If you and/or your department hire student workers (through work-study funding or department budget) Career Services posts these positions on our website. These postings are accessible to all students.

Employer Inquiries and Requests
When you receive employer inquiries or requests for student referrals, please consider referring the employer to Career Services as another campus resource to post a position. Contact us at ext. 5111 or careerservices@umsl.edu.
How Career Services Can Help Your Students

Services are available to all degree-seeking students and recent graduates (up to two years after graduation).

Career Readiness & Job Search Assistance
Students can make an appointment with a Career Counselor to get assistance in the job search. We are available to assist in guiding students and recent graduates in the search for internships/co-ops and full-time degree-related positions. We also have walk-in hours Monday-Thursday 11am-1pm.

Career Counseling & Exploration
Students can meet with a Career Counselor to evaluate their career development. Career development services are designed to help students with choosing a major and/or career. We offer career assessments, on-line resources and individual assistance to guide students in their career decision-making.

Career Coaching
Individual assistance is available to all students who need the tools for a successful job search. This assistance includes resume writing, interviewing, networking, and other related topics.

Programs
- Annual career fairs—admission is free to students who pre-register
  - September 27, 2019  UMSL Internship & Job Fair | 10am-2pm | Mark Twain Building
  - March 6, 2020  UMSL Spring Career Fair | 10am-2pm | Mark Twain Building
- Job Search Panel for Educators - Designed for education majors to gain first-hand knowledge of the job search process from District Human Resources Superintendents & Directors
  - October 25, 2019  9am-11am | MSC Century Rooms
- Targeted events scheduled throughout the year in collaboration with academic units
- Employer Information Tables and On-Campus Interviews

Access to Internship & Job Leads
Our web-based software, TritonCareers, enables students and recent graduates to conduct a job search online 24/7. They will have access to job leads (internships, co-ops, and part-time degree-related and professional positions), on-campus interview opportunities, and resume referrals to employers. Visit careers.umsl.edu and click TritonCareers.

College Liaisons
Career Services has designated professional staff members to connect with the colleges. Call ext. 5111 to speak with:
- Humanities majors within Arts & Sciences & Nursing – Rachel Boehlow
- Business, Computer Science & Economics – Lynn Willits
- Science & undeclared majors within Arts & Sciences, Education & Engineering – Scottie Floyd
- Arts & Communication majors within Arts & Sciences – Emily Rapko McEneny

Updated July 2019
About Us
The mission of the Department of Military and Veterans Studies is to enable success for current and future veterans on campus, and to create a researched-based curriculum for students who are interested in studying the veteran experience. With this mission in mind, the UMSL Veteran and Military Services organization was created in 2013 to provide administrative support to veterans, servicemembers, and their families in their pursuit of higher education. The UMSL Student Veterans Center is a one-stop resource center that provides an array of services including accessing GI Bill benefits, academic support, and employment opportunities.

Campus Liaison
If you have any questions or concerns about student veterans in your classroom, please contact Joshua Perschbacher, VETS Center Director, at ext. 5705 or email veteransoffice@umsl.edu.

Cross-list a Course with Military & Veteran Studies
Offering or developing a course that pertains to the veteran experience, the military, military policy, or military history? Contact Jim Craig, Chair of the Dept. of Military & Veteran Studies, to determine if cross-listing your course is an option.

Green Zone Training
Green Zone is a 4-hour training program for faculty and staff members designed to develop a campus community of support for veterans, current servicemembers, and their families. UMSL faculty and staff will gain tools to enhance the overall college experience for military-connected students so they may better guide and assist these students toward degree completion and onto a successful future. We achieve this by providing an encouraging, structured environment and promoting greater knowledge about campus and community resources focused on veteran student success. The learning objectives include:

- Comprehending the basics of military structure, culture, and jargon
- Gaining insights into the military-to-college transition issues veterans face
- Understanding the key GI Bill educational program concepts and procedures
- Discussing the services available to military-connected students at UMSL
- Recognizing ways to make departmental services, programs, and interactions more military-friendly

Training is offered once per semester. Visit the website to sign up for the next training: umsl.edu/veterans/Military-and-Veterans-Studies/Green-Zone-Training.html.

Updated July 2019
About
The Writing Center is every writer’s campus resource for face-to-face as well as online writing consultation. The Center can help students become better writers and develop confidence in their writing. It can make excellent writers even better. In its large, wired, and conveniently located space, SSB 222, it easily facilitates collaborative learning projects and other kinds of group work. The Center is free to all UMSL students, staff, and faculty. The writing services are especially helpful to international students, where the Center’s writing consultants have training and experience working with ESL students on specific writing issues. Center services are available online through the appointment website at umsl.mywconline.com.

Types of Aid
The writing consultants are friendly graduate students from the English Department. They help students understand assignments, generate ideas, focus thesis statements, integrate sources, and re-organize drafts, among other tasks. Consultants also show students how to identify and correct their grammatical errors. Students need to understand, however, that the Center does not serve as a proofreading service. While students may visit the Center during any stage of the writing process, they will get the best results if visiting early—both in the writing of a paper and in the semester.

Appointments
To work with a consultant, students are advised to make an appointment online at umsl.mywconline.com. The consultants see walk-ins without appointments as time permits, but it is important for students to understand that scheduled appointments are always seen before walk-ins. At the same site, umsl.mywconline.com, students also have the opportunity for an online consultation. Student can submit papers as electronic files, which consultants will read and make marginal comments on, and return them via the appointment software and email. In addition, the Center’s university web page (UMSL Writing Center) includes advice on writing topics from punctuation to academic citation styles, as well as information on the Center schedules, policies, Turnitin, and staff.

Class Presentations
Writing consultants visit classes at an instructor’s request to introduce the Center or talk about writing topics. Some instructors choose to encourage their classes, or individual students, to use Center services by offering extra credit, or by simply requiring a visit. The Center coordinator, Chris Schott (schotcr@umsl.edu), is happy to work with instructors on these or other matters. Every semester, the Center also presents workshops on grammar, punctuation, writing research papers, and issues surrounding intellectual property and plagiarism.

Updated July 2019
Math Academic Center
ext. 6863 | 222 Social Sciences and Business Building | umsl.edu/mathcs/math-academic-center
Al Stanger | Math Center Supervisor | stangera@umsl.edu

**What is the Math Academic Center?**
The Math Center is a free, walk-in tutorial service that offers assistance to students in mathematics courses from basic math through calculus. No appointments are needed; students are helped on a first-come, first-served basis. Because the Math Center is designed to assist as many students as possible, we cannot offer extensive, one-on-one tutoring. Students who need extensive tutoring may want to consider hiring a private tutor. The Department of Mathematics and Computer Science maintains a list of students willing to do private tutoring.

**Why should students come to the Math Academic Center?**
For those currently enrolled in a math course, the Math Center is a good place to sit and do homework. As questions arise on a homework assignment, tutors are available to answer them. Having questions answered as the need arises, allows students to finish assignments in less time and with less frustration.

For those having trouble understanding the material taught in class, Math Center tutors can offer a quick review of underlying mathematical concepts that may not be fully internalized. The Math Center is not a substitute for class, but tutors will help those who miss a day of class catch up on the material presented in class.

Tutors are also available to help students prepare for a math assessment test by reviewing and working on comprehension of the test preparation materials.

**When should students come to the Math Academic Center?**
Students are welcome to visit the Math Center any time it is open. They are encouraged to make the Math Center a regular part of their study routines. That way they are assured of being up to date and more comfortable with concepts when test time comes.

The Math Center tends to be busier during testing periods (usually the fourth, eighth, and twelfth weeks of the semester) and during final exams. Keep in mind that when the Math Center is busier, tutors must divide their time among more students, so individual students may not be able to get as much individual attention during those times – another good reason to encourage students to take weekly advantage of the Center.

**What happens when students come to the Math Academic Center?**
Many students use the Math Center as a convenient place to do their homework, so it's not unusual to see students quietly working on their own or in small groups. Students can make themselves comfortable at tables or easy chairs, working alone or with others.

The Math Center is a place where active learning occurs. Students are advised, “…if you like to be in stony silence while you study, you may find the discussions taking place around you in the lab a distraction. If you need complete silence to study, the Math Center is still a good place to get your math questions answered, but you may decide your intensive studying is better done in a place like the library.”

**Who works in the Math Academic Center?**
Math Center tutors are graduate and undergraduate students who are majoring in math, business, chemistry, computer science, economics, and physics. A full-time faculty member supervises the Math Center.
What are the Math Center Hours?

Fall and Spring Semesters:
Monday   9:00 a.m. — 7:00 p.m.
Tuesday  9:00 a.m. — 8:30 p.m.
Wednesday 9:00 a.m. — 8:30 p.m.
Thursday 9:00 a.m. — 7:00 p.m.
Friday   9:00 a.m. — 1:00 p.m.
Saturday CLOSED
Sunday   1:00 p.m. — 5:00 p.m.

Check the Math Center website for hours during finals.

Updated July 2019
Seminar for International Teaching Assistants (ITAs) (EAP 5400)
International graduate students are required to attend this seminar, which is at no charge, to understand cultural differences in teaching, improve the organization of lectures, and to reduce accent and improve the pronunciation or word stress of field-specific vocabulary. Strategies to facilitate communication such as elicitation, interaction and dealing with questions or tricky situations are also emphasized. International faculty members may audit this course as well.

Informal Conversations for International Faculty
This ongoing program, created for faculty members, offers informal gatherings, is usually held over lunchtime at various local restaurants, to discuss a variety of topics selected by the group. They include but are not limited to:

- understanding U.S. students’ attitudes and behaviors
- using strategies to engage students and increase effective communication
- helping students respect and value the international perspective you bring to UMSL
- catching on to idioms, cultural references and humor in American English
- reviewing pronunciation rules and intonation patterns in American English
- living and working in the St. Louis area

To register, contact Denise Mussman, Teaching Professor of EAP, at ext. 5186 or denise@umsl.edu. For questions, contact J. Andy Goodman, Director, Center for Teaching and Learning, at ext. 7133 or goodmanjam@umsl.edu.

Individual Consultation Sessions
Faculty members at UMSL may request individualized feedback on speaking skills and professional presentations. There is no cost to participate.

EAP Courses
UMSL also offers an EAP course in English Conversation and Pronunciation for those who would like to improve their oral communication patterns. In addition, there are advanced EAP courses in Reading and Writing and Listening to improve vocabulary, fluency, writing, editing, and comprehension skills.

Updated July 2019
UMSL is proud of its diverse student population. With over 1000 students representing 100 countries, international students enrich UMSL’s academic experience with their varied backgrounds and perspectives. During their first semesters, however, new international students are still making adjustments to their new language, culture and academic system. To assist this transition and help students achieve their academic goals, UMSL offers courses in English for Academic Purposes (EAP).

When international students arrive for Orientation Week, they take the EAP Proficiency Exam to ensure that their language skills are strong enough for the rigorous courses they will take at UMSL. Results are made available to students and their academic advisors before students can finalize their schedules.

EAP courses are offered at intermediate and advanced levels in Reading, Writing and Speaking, practicing Grammatical Structures, and developing Skills for Academic Success. There are advanced courses in writing research papers and a seminar for International Teaching Assistants. Three 1000-level courses will count toward the graduation requirement in the Colleges of Business, Arts and Sciences, and Fine Arts and Communication.

EAP courses are
- taken for credit and affect the grade point average
- taken concurrently with other academic courses
- completed during an international student’s first year
- taught by qualified, experienced instructors who possess graduate degrees in TESOL

Other campus resources that assist international students include:
- ESL/EAP tutors through the Department of Language and Cultural Studies in 554 Clark Hall
- The Writing Center in 222 SSB
- Student groups such as Friends without Borders, the Japanese-American Student Association, the Chinese-American Corner, and the International House
- Please check the Languages website for current meeting times and dates
The Thomas Jefferson Library (T.J. Library, ext. 5060) contains thousands of books and periodical subscriptions in a variety of disciplines such as the social sciences, humanities, sciences, and business. The T.J. Library also has numerous items in microfilm and microfiche and is a United States Federal Government Documents Depository. Access to numerous electronic resources is available through the Library’s website. Free Bookeye Scanners with email and USB capabilities are located on levels 3 and 5.

St. Louis Mercantile Library
The St. Louis Mercantile Library (Mercantile, ext. 7240), located on levels 2 and 1 of the T.J. Library, was founded in 1846 and is the oldest cultural institution west of the Mississippi. The Mercantile is comprised of books, manuscripts, and art that focus on St. Louis and the Westward Expansion. The Mercantile also houses the Barriger and Pott Libraries, special libraries focused on the American Rail and River experiences.

Archival Collections
The UMSL Libraries house two independent archival collections on level 2 of the T.J. Library:
- The University Archives (ext. 7243) is a collection of UMSL’s documents and records
- The State Historical Society of Missouri Research Center – St. Louis (ext. 5143), collects, preserves, and makes available primary materials documenting the history of the city, the state, and the region

Institutional Repository Library
The Institutional Repository Library (IRL) provides a variety of services to the UMSL community and acts as an online showcase for UMSL faculty research, student works and historical documents, with an aim to preserve and provide electronic access to these materials. IRL is a resource for sharing and promoting open access data, and for helping to meet funder mandates, creating custom metadata and retaining persistent URLs. Explore IRL at irl.umsl.edu.

SelectedWorks profiles showcase UMSL faculty expertise and scholarly works. SelectedWorks includes access to an Author Dashboard which provides reports and insights on readership and usage statistics. Please email marvinh@umsl.edu about your faculty profile.

Single Search with Summon
A prominent feature of the Libraries’ homepage is the single search box, Summon. This easy-to-use search tool can be used across the UMSL Libraries’ online resources to find books and journal / newspaper articles. Summon searches can be refined in many ways including Content Type (journal articles, books), Subject Type, and Library Location. More traditional searching is also available from the UMSL Libraries’ homepage by clicking the Books/Catalogs link for books or the Articles/Databases link to search for journal articles.

Café TJ Is Open Fall and Spring
Stop by the T.J. Library during the regular semester to enjoy a full range of Starbucks’ coffees plus snacks, wraps and sandwiches, prepared by Sodexo.
Library Selectors and Departmental Liaisons
Each department on campus is represented in the library by a staff member. This person consults with the departmental liaison and selects new materials to be added to the libraries’ collections. If you have a suggestion for a book/resource the library should purchase, please contact the library selector or your departmental liaison.

Library Services
Library Instruction
UMSL Librarians are available to conduct library instruction sessions for classes, either at the Thomas Jefferson Library or through visits to classrooms. Contact Chris Niemeyer (ext. 7008, niemeyer@umsl.edu) to schedule an instruction session.

Interlibrary Loan
The Interlibrary Loan (ILL) Department borrows materials from, and lends materials to, other libraries. To use Interlibrary Loan, please come to the Thomas Jefferson Library Public Service Desk or call the ILL extension at ext. 5066. There are links for ILL and other library services on the library website.

Reserves
Faculty can request that books or videos be put on reserve for their classes (paper materials such as articles and copies of tests should be embedded directly into Canvas). To reserve a book or video, please come to the Thomas Jefferson Library Public Service Desk or contact Barbara Hufker (ext. 5399, sbjhufk@umsl.edu).

Electronic Resources at the University Libraries
In addition to Summon, the one-search box service, the libraries offer the following electronic resources:

- MOBIUS Union Catalog which allows faculty and students to retrieve books from over 60 libraries in Missouri
- Peer-reviewed, full-text journal articles which are available to faculty and students through subscription databases
- Online library instruction tutorials covering search techniques, database searching, peer review, nursing, and much more (look under “Research Help” on the library homepage)
- Research Guides covering many topics in the arts, humanities and sciences (look under “Research Help” on the library homepage)

Library Update Listserv
Email your name and address to e-ref@umsl.edu to subscribe.
Section V: Teaching and Learning
A well-constructed syllabus is an agreement between instructor and students that conveys instructor expectations and course requirements, stimulates student interest in the course, and clearly outlines student responsibilities during the semester. When these details are included in writing in the syllabus and attention is called to them as the semester begins, faculty members are likely to avoid problems later in the semester. This guideline is offered as an aid. Its basic elements may be expanded and customized to the course. Items on the first two pages are generally in each syllabus while the remainder of the topics may be selected to suit your individual needs. Submit a copy of the syllabus for each course to the department office each semester.

Identifiers
Instructor Identifiers: Name, office location and office hours, phone number(s), online and web addresses for course materials, email address (and frequency with which you respond to messages)
Course Identifiers: Bulletin title, curricular designation and number, semester and year

Course Description
Get the course description from the University Bulletin and supplement with 3-5 sentences addressing the following:
- General overview statement of the course
- Specific examples of course content
- A statement regarding learning methodologies (e.g. group exercises, cases, self-assessments)

Course Objectives, Goals, or Learning Outcomes
What will students know and be able to do at the end of the semester? How does the course support knowledge in general education or the major, the program, or other requirements? These objectives guide students to see the relevance of the assignments and requirements listed under Evaluation Criteria and Grading. It should be focused on course-end outcomes – the big picture view – thinking about what students will know/be able to do ~5 years after completing the course. These should also easily lead to assessment. They guide students to see the relevance of assignments. Outcomes must be consistent across all course sections, regardless of delivery mode.

Goals should not be focused on process or learning methodologies, nor should they be a laundry list of topics to be discussed throughout the semester.

Consider the following examples.
- Design and present a comprehensive marketing plan for a specific client
- Use laws of statistics to determine the reliability of a given data set
- Determine the era of creation for a work of art when the artist is unknown
- Debate the pros and cons of different forms of government

Materials – Required and Recommended
Texts, workbooks, supplements, equipment, software and hardware, reserved readings. Note where students can procure hard-to-find materials (including libraries, Canvas, web links). Delineate which purchases are essential and which are recommended.
Evaluation Criteria and Grading
List and describe each course requirement such as assignments, projects, tests, exams, community, lab, and field experiences, attendance, participation, and professionalism. Include the point value of each relative to the course total. Include a grading scale showing how points earned during the semester are assigned letter grades.

- Indicate how and whether incremental (plus/minus) grading applies to this course
- Indicate how tardiness, attendance, and class participation affect semester grades
- Indicate, when applicable, the minimum grade required for degree or certificate programs
- Include any rubrics, scoring guides, or grading criteria for major assessments in Blackboard, but not necessarily in the syllabus

A common grading scale might look like this:

**Grading Scale**
The UMSL Grading System is based on a four-point scale. The grade value for each letter grade is as follows:

- **A** = 4.0
- **A-** = 3.7
- **B+** = 3.3
- **B** = 3.0
- **B-** = 2.7
- **C+** = 2.3
- **C** = 2.0
- **C-** = 1.7
- **D+** = 1.3
- **D** = 1.0
- **D-** = 0.7
- **F** = 0
- **EX** = Excused
- **DL** = Delayed
- **FN** = Failure/Non-Participation

Course Schedule (subject to modification)
Include due dates for point-earning assignments. Identify the semester, year, and reference number for the course. Indicate for each week (or class or module) of the semester the specific readings/preparation and assignments that are due. Include the lab schedule, when films, field experiences, tests, and exams are planned, etc.

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Topic</th>
<th>Reading/preparation</th>
<th>What’s due</th>
</tr>
</thead>
</table>

Accreditation
When a program is accredited by an accrediting or certifying agency and a course fulfills a disciplinary standard of the accrediting organization, indicate this on the syllabus by identifying the professional organization and the standards met by completing this course.

General Education
When a course is designated in the UMSL General Education Plan, include a sentence in the syllabus that indicates which goals it addresses: *This course meets the Gen Ed requirement(s) for these goals:__, ___, and ___.* In the table below, list the goal, identify how each goal is addressed (lecture, readings, in-class activities, labs, homework, etc.), and list the assessments, both formative and summative (quizzes, reports, exams, papers, presentations, projects, performances, etc.), used to determine attainment of the goals (examples in italics):

<table>
<thead>
<tr>
<th>General Education Goal</th>
<th>How this course meets the goal:</th>
<th>How the goal is assessed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficiency in the basic mathematical skills</td>
<td>Applying geometry in the real world</td>
<td>Students must submit real-world examples of geometric concepts</td>
</tr>
<tr>
<td>Consider geometric concepts which involve abstract reasoning and spatial skills</td>
<td>7 assignments require students to apply geometric concepts to spatial reasoning ( # of apples needed to fill a bushel bin)</td>
<td>Students estimate average size of an apple and area of circular bin merging concept and skill</td>
</tr>
</tbody>
</table>
Instructional Strategies
Indicate the instructional formats (lecture, discussion, demonstrations, activities, lab, seminar, service-learning, online, on campus, etc.) and supports you intend to use so that students make plans to participate, work in groups, work online, schedule practica, labs, and projects. Indicate how technology will support the course. Explain your plans to use Canvas to post assignments and grades; your expectation that students regularly check their UMSL email; indicate the software and hardware students will access to participate fully in class. Encourage students who experience initial academic difficulty on the first graded assignment to meet with you to discuss the work so that you can identify and suggest strategies to improve their performance.

Communication Strategies
Indicate how students may contact you and when they can expect a response. Please encourage students to stop by during Office Hours, and tell them how to contact you (email, campus mail, Discussion Boards on Canvas). Alert students to how you will use MyConnect, UMSL’s new academic alert system. Here’s one example of a syllabus statement you can adopt:

**UMSL Cares About Your Success**
Important information is available to you through MyConnect. Throughout the term, you may receive emails regarding your course grades or academic performance. Please pay attention to these emails and consider taking the recommended actions. They are sent to help you be successful!

MyConnect allows me to (1) request that you schedule an appointment by going to MyConnect, (2) share information regarding your course progress with your assigned academic advisor, Student Retention Services, or other support offices, and (3) recommend that you contact a specific campus resource, such as tutoring or counseling. You may also be contacted directly by one of these services.

Course Policies
Send clear messages to students about your expectations, requirements and standards for coursework and behavior. Create your own or modify, adapt, or use the messages available in the Course Syllabus Guidelines document and the examples below.

Participation (expectations)
It is vitally important that our classroom environment promote the respectful exchange of ideas. This entails being sensitive to the views and beliefs expressed during discussions whether in class or online. Please speak with me before recording any class activity. It is a violation of University of Missouri policy to distribute such recordings without my authorization and the permission of others who are recorded.

Your success in this course will heavily depend on your ability to communicate, engage and participate in all course activities. Successful completion of this course requires that a student keep up with all assignments, coursework and discussions. Active participation in discussions is a very important part of this course and participation in these discussions, and other activities as assigned, is not optional. You are expected to prepare for each class period. Daily preparation is essential to steady and sustained learning in this course. Lack of preparation for class negatively affects your learning and the learning of your teammates.

If you are unable to participate in the scheduled class activity or discussions you must notify the instructor within the week of that class period. The instructor reserves the right to make judgment to accept and/or make–up assignments missed because of failed participation in the course activities.
E-mail etiquette: E-mails to faculty are a type of professional communication. They should include an appropriate salutation (Dear Prof. XX) and your name at the bottom of the message. If the answer to your question can be found in your notes, text, or assignment, then first consult the appropriate resources such as this syllabus. This is an important skill to acquire, practice and demonstrate while in college. Please think about what you are asking and saying before hitting “send.” I’ll respond to e-mail messages M-F at these times ___.

Attendance Policies

- Attendance in class will be measured in the following ways:
- Make-up tests must be taken within a week. Arrangements will be made with the Campus Testing Center to administer this test. A make-up test may be offered only if the absence is documented (doctor’s note, evidence of emergency) and only if you contact your instructor prior to the test. Please arrange to take the test as soon as you return to campus.
- Lab reports are due on Fridays. Points will be deducted for each day that the report is overdue.
- Create a plan to ensure papers will be submitted on time as I do not accept late work.
- UMSL does not have a grade of Incomplete. Please speak with me early to resolve problems you encounter.
- Class attendance and participation is essential for success. When you are absent, it is your responsibility to clarify missed assignments with classmates or with me prior to the next class.
- If you expect to miss class to participate in a university-sanctioned activity, be sure to submit a Student Absence Form early in the semester so that we can discuss your responsibilities and make plans to fulfill the requirements of the classes you will miss. If you expect to miss class due to a religious observance, early in the semester submit a Request for Accommodations for Religious Observance so that we can discuss your responsibilities and plan so that you meet course obligations and requirements.
- Please make an appointment to discuss with me any requests for exceptions to these policies.

Academic Integrity/Plagiarism

Explain the style format (e.g., MLA, APA, etc.) expected for citation.

Academic dishonesty is a serious offense that may lead to probation, suspension, or dismissal from the University. One form of academic dishonesty is plagiarism – the use of an author's ideas, statements, or approaches without crediting the source. Academic dishonesty also includes such acts as cheating by using any unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior specifically prohibited by the faculty member (e.g., copying someone else’s answers on tests and quizzes). Unauthorized possession or distribution of academic materials is another type of academic misconduct. It includes the unauthorized use, selling or purchasing of examinations or other academic work, using or stealing another student’s work, unauthorized entry or use of material in a computer file, and using information from or possessing exams that an instructor did not authorize for release to students. Falsification is any untruth, either verbal or written, in one’s academic work. Facilitation is knowingly assisting another to commit an act of academic misconduct. Plagiarism, cheating, and falsification are not acceptable.

All instances of academic dishonesty will be reported to the Office of Academic Affairs who will determine whether you will appear before the Student Conduct Committee for possible administrative sanctions such as dismissal from the university. The instructor will make an academic judgment about the student’s grade on that work in this course. The campus process regarding academic dishonesty is described in the “Policies” section of the Academic Affairs website.
Plagiarism is the use of another person’s words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, and dismissal from the University, per the UMSL academic dishonesty policy.

You are responsible for being attentive to and observant of University policies about academic honesty as stated in the University’s Campus Policies and Procedures in the Triton Manual (p. 30)

Students are responsible for being attentive to and observant of campus policies about academic honesty as stated in the University’s Student Conduct Code.

Class Behavior
Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Everyone is entitled to his/her opinion. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences.

Meaningful and constructive dialogue is encouraged in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One’s words and use of language should be tempered and within acceptable bounds of civility and decency.

Since every student is entitled to full participation in class without interruption, all students are expected to come to class prepared and on time and remain for the full class period. Disruptive behaviors, including excessive talking, arriving late to class, sleeping, reading newspapers, using unauthorized electronic devices during class is not permitted.

Please remember:
- Without giving up your own convictions, accept that disagreement will exist.
- Speakers take turns; don’t interrupt. Be a respectful listener.
- Comments are made on issues, not on individuals. Comments are supported by reasons and logic.
- Respectful words and strategies should be used. If you don’t agree with a classmate, seek to understand your peer first.
- Begin with “Help me understand…”
- Non-verbal expressions and body language should reinforce a positive learning environment. Avoid rolling your eyes, crossing your arms in anger, or gasping out loud.
- Understand your triggers or “hot buttons.” Knowing what makes you angry and frustrated enables you to manage your reactions and respond in a more appropriate manner.
- Consider how your use of technology helps or hinders a respectful learning environment.

Title IX Policies
In adherence to the policies of Title IX and to promote a safe and secure educational environment, consider copying these statements for use in your course syllabus:

Mandatory Reporting:
Under Title IX, all UMSL faculty, staff, and administrators (with limited exception) are required to report any incidents of sexual harassment, sexual misconduct, sexual assault, or gender discrimination to the Title IX Coordinator. The Title IX Office connects students with available resources, which include trained counselors and professionals. Note: There are several offices at UMSL whose staff are exempt from Title IX mandated reporting, when the information is learned in the course of a confidential communication (e.g., Counseling Services, Health Services, Community Psychological Service, Center for Trauma Recovery, and Student Social Services).
Content Advisory: (If your course contains material that may be psychologically disturbing, emotionally distressing, or graphic in nature, you may consider adding an advisory notice. Keep in mind, you may require students to participate, but when dealing with selected material, letting students know what is coming is a best teaching practice.) This course involves topics and/or media that may be emotionally disturbing, graphic, or otherwise sensitive in nature including [list topics]. I will try to provide specific warnings before each instance. I believe these topics (or materials) are important to the course [add pedagogical reasoning]. If you believe this may be a barrier to your learning environment, please contact me to discuss possible assignment or course alternatives.

Student Resources
Access, Disability and Communication
Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please contact Disability Access Services (DAS) immediately. Students must provide documentation of their disability to the office of Disability Access Services in order to receive official University services and accommodations. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. Information about your disability is confidential. Once DAS reviews your medical documentation, they will provide you with the information and steps to inform me about the accommodations to which you are entitled. Your accommodations will begin as soon as we discuss your approved accommodations. ext. 6554 | 144 Millennium Student Center | umsl.edu/services/disability | cramert@umsl.edu

If you have difficulty communicating in English with the instructor of this course, contact the Office of International Students and Scholar Services. ext. 5229 | umsl.edu/~intelstu/contact.html | iss@umsl.edu

Technical Support
UMSL provides students with a variety of technology supports on campus. The information listed below connects you with the most commonly sought supports.

If you have problems logging into your course on Canvas, or an issue within the course site, please contact the Technology Support Center. ext. 6034 | umsl.edu/technology/tsc | helpdesk@umsl.edu

If you are having difficulty with a technology tool in Canvas (wiki, Voicethread, Kaltura, etc.), explore these websites with more information about each toolset:
- Faculty Resource Center: umsl.edu/technology/lrl/Index.html
- Center for Teaching and Learning: umsl.edu/services/ctl/techguides/studenttechguide.html
- VoiceThread Support: pro-support@voicethread.com or voicethread.com/support/howto/Basics
- Google Apps for UMSL: umsl.edu/technology/google-apps

Academic Support
The Writing Center provides free face-to-face as well as online writing consultations. For face-to-face consultations, please make an appointment online at umsl.mywconline.com or visit SSB 222. At the Canvas site, students can send their papers to the tutors, who will read them and send them back with suggestions. They try to respond within 48 hours, but it may take longer, so allow ample time.

Student Enrichment and Achievement (formerly Student Retention Services) tailors assistance to specific student needs. ext. 5300 | 107 Lucas Hall | umsl.edu/services/sea | umslsrs@umsl.edu
Tutoring Services
Include a link to any discipline-specific tutoring resources you value for this course. Academic Support Centers across campus: umsl.edu/services/sea/Student%20Success%20Network/academicsupport.html.

NetTutor: Online tutoring tool in many subjects is now available through NetTutor. Students can get real-time, personal tutoring via video conference. In your courses on Canvas, click on Tools and select NetTutor® to log in.

MyConnect: Provides you with a central location to connect to the support services on campus. MyConnect makes it easy to schedule a meeting with your instructor, advisors or counselors. It can help you manage the steps you need to take to stay on track and meet your educational goals. Log in to your UMSL MyConnect Home page by going to Current Students from the UMSL website. Then, choose MyConnect.

Campus Safety
- UMSL is committed to creating and maintaining a safe environment for all members of the campus community (faculty, staff, students and visitors). Please familiarize yourself with campus emergency procedures by reviewing the UMSL Police Department web pages at: safety.umsl.edu/police/emergency/index.html. These pages highlight possible safety concerns and alert you to procedures to follow should there be an emergency on campus. The site also includes a link to the campus plan for disaster preparedness. It is important to review this information and be prepared to take action in the event of an emergency. If a person’s safety is ever at risk, call the Campus Police at ext. 5155 immediately.
- All members of the UMSL community are encouraged to register their home, cell, and office phone numbers to receive notification of any pending danger on campus. Find instructions here: safety.umsl.edu/police/notification/index.html.
- In the event of an emergency on campus, call Campus Police at ext. 5155. A call to 911 on a cell phone will go to the St. Louis County Police. The St. Louis County Police will notify UMSL Police, but this may cause a delay in response. Campus Police know the best way to escort emergency vehicles to locations on campus.
- If you do not feel comfortable walking to a parking lot, MetroLink stop, or anywhere else on campus, contact the Campus Police for an escort.

Note
The Center for Teaching and Learning’s website includes sample statements of civility, academic honesty, and disability access. These are available for faculty to adapt at: umsl.edu/services/ctl/faculty/resourcesforteaching/index.html

Some departments expect all syllabi to include standard statements of these policies in each course syllabus. Be certain to check whether this is the case in your program.

Updated July 2019
What is OER?

Open educational resources (OER), as defined by the William & Flora Hewitt Foundation, “are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others.” These digital resources can include (but are not limited to) full courses, course materials, Canvas modules, textbooks, videos, tests or quizzes, and software.

What is AER?

Affordable education resources (AER) are lower-cost textbooks and digital course materials. Combined with OER, this approach is designed to bring down student costs while broadening instructor creativity. Based on the licensing of individual materials, open pedagogy refers to a perspective on student learning that embraces the use of OER. Such an approach combines open processes of course development, student work product, feedback, and reflection. Open pedagogy relies upon instructors’ commitment to increasing access to learning and controlling students’ costs. Typically, AER costs never exceed $40 for all student materials in any given course.

How can I learn more?

Many units work closely to ensure a smooth experience. The A/OER supports include:

- Center for Teaching and Learning - oer@umsl.edu
- Library - Lena Marvin marvinh@umsl.edu or Lindsey Scales scalesl@umsl.edu
- Bookstore - Stephanie Eaton steph@umsl.edu

Getting Started

To use OER in your course design, begin by establishing how the principles of open pedagogy fit into your course objectives and learning outcomes. This will ensure that you are able to locate materials that work for your course.

Find/Evaluate OER

Open resources can be found in a wide variety of online repositories and are available through university libraries across the world. For a comprehensive list of resources, please visit oer.umsl.edu. Once you have found and evaluated an appropriate resource or suite of materials suitable for your course needs, you will integrate the resources into the Canvas site of your course.

Creating OER

OER offers tremendous flexibility to instructors. You are welcome -- and encouraged! -- to create any resources that you are unable to locate. A creative consultation can be obtained through the CTL or by contacting the OER Coordinators at the Library. Once your materials have been created, you can make them available to other instructors by uploading them to the Institutional Repository (IRL), located at irl.umsl.edu.

Grants

Funding is available for individual courses converting to the use of OER materials. For more details, visit umsystem.edu/ums/aa/oer.

Updated July 2019
Supplemental Instruction (SI) is a free and voluntary service available to all students enrolled in the supported course. This service uses peer-led study sessions to enhance student performance. The study sessions are facilitated by experienced students – called SI Leaders – who have taken the course in the past and done well. The SI Leaders work with the students to compare notes, discuss reading assignments, review lectures, develop study skills, and prepare for the exams. This gives the students an opportunity to learn from their peers outside of the classroom. Research indicates that when faculty offer SI in their courses, students are less likely to drop or fail the course.

Goals of Supplemental Instruction:

- Increase student success and retention, both in the course and at UMSL overall
- Decrease the rate at which students drop, fail, or withdraw from the course
- Develop a stronger sense of community in the supported course
- Provide student feedback for faculty members through the SI Leaders
- Help students establish better teaching and learning practices
- Offer multiple ways for students to access the course information (through faculty members, peers, etc.)

To request an SI Leader for your course, contact the Supplemental Instruction Coordinator Jenna Alexander at alexanderjm@umsl.edu or ext. 7194. For more information, visit the Supplemental Instruction website: umsl.edu/services/ctl/studentsupport/SI.html.

Updated July 2019
Teaching Tips
Center for Teaching and Learning | ext. 4508 | 519 Lucas Hall | umsl.edu/ctl

Syllabus Related
- Include guidelines of your expectations
- Include guidelines for behaviors expected in class
- Encourage respect for diverse perspectives
- Discuss the syllabus more than once
- Consider a syllabus “quiz” or recorded video tour of the syllabus

Welcome Student Participation
- Add a welcome announcement to each course on our Canvas
- Help students meet one another as you learn their names
- Welcome latecomers and gently urge them to catch up by conferring with a classmate
- Use “Wait Time”: offer time to think about a question before calling on someone to respond to it
- Reduce the anxiety of responding by first “talking to a neighbor”

Make Course Organization Public
- Include a semester schedule with due dates, test dates, academic calendar dates (e.g. last day to withdraw, etc.) – see “Nuts and Bolts of Teaching” page in this guide
- Note that the calendar is “subject to modification”
- Post an agenda for class meetings: students want to know your plan
- Take a restroom break in classes which meet for more than 75 minutes
- Present material that is already well organized: charts and graphs help illustrate complex concepts

Effective Learning is Engaging for Students and Professors
- Plan a variety of activities to illustrate concepts and ideas: discussion, small groups, videos, in-class exercises, case studies, online discussions
- Project slides that augment what you say
- Limit the messages you send each half hour – check for student understanding
- Listen to students’ questions, comments, interpretations, misconceptions
- Refer students to UMSL resources designed to support their academic success
- Rely on campus resources that support instruction
- Remember those doing the most work during class are most likely to retain the information processed

Updated July 2019
Mid-Semester Feedback

The Center for Teaching and Learning offers an online system for faculty to receive feedback from students at the mid-point of the semester. Mid-semester survey results enable instructors to know, use, and respond to students’ sentiments while the semester is in progress. Then instructors and students benefit from the adjustments and modifications made in response. Research demonstrates that end of semester course evaluations are stronger for faculty who use and attend to early feedback from their students.

Why ask my students for feedback in the middle of the semester?
Research shows that mid-semester feedback
- improves communication between students and instructor
- increases student motivation
- improves student learning
- assists instructors in tailoring the course to student needs
- improves end-of-semester evaluations

Do I have to use the service in all of my courses?
When you log into the system you select which courses, online or on campus, to include.

Who may request mid-semester feedback services for a course?
Feedback (1) may be requested by instructors of record and (2) is required for Teaching Assistants, whose professors must register them to receive student feedback.

Why does UMSL mandate that Teaching Assistants register to receive mid-semester feedback?
This allows the campus to comply with the University of Missouri Instructional Communication Policy (CR & R 330.090) to assess instructors' communication skills. If you are a Teaching Assistant, be advised that the Instructor of Record, Graduate Program Director, and the Graduate Dean may have access to your data as they implement the policy.

How do I prepare my students to participate?
It is helpful to announce in class that you have signed up to participate in a campus service that compiles students' feedback at the mid-point of the semester. Explain that you have registered the class and that they will be receiving an e-mail message in their student accounts that contains instructions for completing the survey. Indicate why their feedback is important to you and why you are participating. Ask them to complete the survey when they receive the message. Remind them again before the survey site closes. The timeline is posted online. Deadlines for registering allow all students to be notified at the same time about the survey and final response dates. This is a good opportunity to remind students that the message is sent to their student e-mail accounts – that’s how they receive official UMSL e-mail. Students login at apps.umsl.edu/webapps/ITS/Early_feedback/login.cfm.

Why isn't a course of mine listed as a choice to request mid-semester feedback?
This may indicate that you are not assigned as the instructor of record by your department. To update your teaching assignment, please ask your department assistant to contact Danielle Faucett in the Registrar’s Office by phone (ext. 5406) or by email (FaucetteD@umsl.edu).

www.umsl.edu/ctl
www.umsl.edu/ctl/apps/umsl.edu/webapps/ITS/Early_feedback/login.cfm

University of Missouri-St. Louis
Center for Teaching and Learning
Who has access to my students' results?
If you are the instructor of record, only you have access to these results. We recommend telling your students why you have chosen to participate. After you return to the login page to view the results, we recommend telling students how you plan to use their feedback in the current semester or in future semesters.

If you are a Teaching Assistant, Graduate Instructor, or Graduate Teaching Assistant, be advised that the Instructor of Record, Graduate Program Director, and the Graduate Dean may have access to your data as they implement the University of Missouri Instructional Communication Policy (CR & R 330.090) to assess instructors' communication skills.

If you would like to discuss the results with a consultant, please contact the Center for Teaching and Learning via phone (ext. 4508) or email (ctl@umsl.edu).

How do I see my results?
Return to the secure web page and login with your SSO ID and password, as you did when registering to participate. Preliminary results are available once students begin to respond. Watch the results accumulate and encourage students to participate. Once the system is closed, you will receive an e-mail message indicating that the results are final.

Whom may I contact for help as I use the mid-semester feedback request system?
Contact the Center for Teaching and Learning at ext. 4508.

What if I miss the registration deadline but really want the feedback?
We recommend printing out, copying, and distributing the survey to your students at the end of class one day. Identify a student to collect the completed surveys, seal them in an envelope you provide, and deliver them to your office. As with semester course evaluations, please leave the classroom while students complete the surveys.

How will the survey work if I am teaching an online course?
Faculty members teaching on campus or online find the survey useful. When items are not relevant to your class format or content, explain that to your students. Online instructors interested in receiving students’ feedback on the design of a course may contact the Center for Teaching and Learning and inquire about using a Mid-Semester Design Survey.

Where can I find the login page, FAQs, and view the survey?
The login page is at this link: apps.umsl.edu/webapps/ITS/Early_feedback/login.cfm. Before you log in, look to the left side of the web page to view the survey and FAQs.

Updated July 2019
Be alert to the class roster
Please remind students who are not on the roster to register. It is important for them to understand that if they are not on the roster, they will not be able to access course materials on Canvas, they will not appear in the Canvas Grade Center, and you will not be able to grant them a grade at the end of the semester, even if they have attended daily and completed all assignments.

If you have a class with a waitlist and you are willing to allow more students to register, indicate that in a signed note for the student to take to the Registrar or to the appropriate College advising center so that he or she will be able to add the course. An email to the appropriate Dean’s office or Registrar would also suffice.

Consider sending email messages to waitlisted students to suggest that they attend all classes until they know whether they’ll be added to the course; this way, they will not fall behind. If you are not providing hard copies of syllabi and other materials to students, please consider emailing these to waitlisted students until they are added to the Canvas course site.

You will receive an email at the end of the first week of class asking you to complete an enrollment verification form online. Students who have not attended class during the first week or who have not contacted you to make arrangements for missing class should be administratively dropped from the course through this enrollment verification process. Online courses should include an early assessment such as a syllabus quiz that can be used to determine if a student is engaging in the coursework in the first week for enrollment verification purposes as well.

The campus uses an online Drop/Add process for each term. You will receive an email notification at your UMSL email address when a student in your class requests to drop during a period when faculty signature is required. Simply click on the link embedded in the email notifying you of a drop request and sign into the application and approve or deny the drop request. If approved, you will also be able to communicate whether the student should receive an EX or EX-F grade in a secure manner. In addition, you may enter comments you consider necessary for the parties involved. (Please note the comments inserted will be viewable to the student). If the period of the requested drop also requires a Dean’s signature, the workflow is designed to automatically notify the Associate Dean for approval as well. In addition, the application is constructed to trigger a withdrawal survey completion if the student is dropping all classes. Students with advising holds will need to go to their advising office to add and drop classes. Please consult the academic calendar on the registrar’s webpage for the add/drop cut-off dates.

After the first week of class, please announce that those not able to register must leave.

It is never okay to suggest that a student retake a course by “sitting in” (rather than registering) for a semester on the assumption that you or another professor will replace a delayed grade with that semester’s grade. There is no mechanism for a student to be added to Canvas without being registered in the course.

When students are dropped from a class for non-payment, they will lose access to Canvas and will disappear from the Grade Center. They have multiple warnings before this happens. They are able to re-enroll after working with the Cashier’s office, but please notify students right away during the semester if they disappear from your gradebook but are still attending class.
Grades
Please include in the course Syllabus the grading scale for the semester and information about whether and how students will receive (or forfeit) credit for attendance, class participation, and submitting assignments on time. Refer to the CTL’s document called “Essential Elements of a Course Syllabus” for sample statements that you can adapt for your syllabus.

Many students do not understand that they must officially drop a course; even if they’ve stopped coming to class, faculty are obligated to assign a grade to them. Noting key drop dates on the course schedule of assignments helps to alert students to these responsibilities. The semester calendar with those important dates is always available on the Registration webpage.

If it is necessary to assign a delayed grade, do so only if the student has completed a majority of course assignments, activities, quizzes, or exams and very little remains incomplete. Do not use a delayed grade to avoid assigning an “F.” When you assign a delayed grade in MyView, you must indicate the agreement that you have with the student to complete the course (requirements and due dates).

It’s important to use the Grade Center in Canvas during the semester so that students know exactly how they are doing as the semester progresses. At regular intervals during the semester and at the end of the term, upload the grade book as an Excel file so that you can maintain records of each drop, excused, delayed grade, and letter grade you assign. In extenuating situations, record notes to document and justify your reasoning.

The complete explanation of the grade appeal procedure is linked here: umsl.edu/services/academic/policy/grade-appeal.html.

MyView is the official faculty web grading site. Access to MyView is contingent on completing the online FERPA tutorial and quiz. New faculty and Teaching Assistants with instructor-of-record responsibilities have access to MyView once they have completed the online FERPA tutorial and test. Allot at least 30 minutes to complete the tutorial and take the test. Contact the Registrar’s Office to make arrangements to get these online materials by calling ext. 5679 or sending a message to FaucettD@umsl.edu.

Consult the Academic Calendar for key dates for each semester and include them in the course syllabus: umsl.edu/services/academic/publications/academic_calendar.html.

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<thead>
<tr>
<th>Semester</th>
<th>Classes Begin</th>
<th>Last Day to Add</th>
<th>Last Day to Drop W/O Grade</th>
<th>Last Day to Drop W/ Excused Grade</th>
<th>Classes End</th>
<th>Semester Ends</th>
</tr>
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<tr>
<td>FS19</td>
<td>8/19/19</td>
<td>8/25/19</td>
<td>9/16/16</td>
<td>11/11/18</td>
<td>12/7/19</td>
<td>12/14/19</td>
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<tr>
<td>SP20</td>
<td>1/21/20</td>
<td>1/27/20</td>
<td>2/17/20</td>
<td>4/20/20</td>
<td>5/9/20</td>
<td>5/16/20</td>
</tr>
<tr>
<td>SS20</td>
<td>Dates vary based on session. See umsl.edu/registration/students/semester-calendars-important-dates.html.</td>
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</tbody>
</table>

Expectations for student behaviors:
Faculty should expect courteous behaviors and convey that in class and in the syllabus. Suggested messages include:

- Arrive on time and attend the entire class
- Turn off all mobile devices unless required for course activities
- Refrain from side conversations during class
- If you must eat during class, please do so without disturbing others
- Please dispose of trash when you leave class
- Please respect your fellow students by contributing to maintaining a civil classroom
Convey the import of academic honesty and note that all instances of academic dishonesty will be referred to the Office of Academic Integrity (ext. 5304). Faculty may fail the assignment that was completed dishonestly but cannot assign a failing semester grade based solely on that assignment.

**Use feedback**
Students thrive on positive feedback. They learn from constructive feedback. Use both.

**Need help with issues in class or with grading decisions?**
There will be times when students approach you about situations that feel catastrophic to them and may affect their performance in more than once class. When this happens, consider discussing the issue with your department chair and/or with your associate dean whose office may have suggestions for resolution:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Extension</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birgit Noll</td>
<td>Arts &amp; Sciences</td>
<td>ext. 5725</td>
<td><a href="mailto:nollb@msx.umsl.edu">nollb@msx.umsl.edu</a></td>
</tr>
<tr>
<td>Michael Elliott</td>
<td>Business</td>
<td>ext. 5832</td>
<td><a href="mailto:melliott@umsl.edu">melliott@umsl.edu</a></td>
</tr>
<tr>
<td>Shawn Woodhouse</td>
<td>Education</td>
<td>ext. 7397</td>
<td><a href="mailto:shawn_woodhouse@umsl.edu">shawn_woodhouse@umsl.edu</a></td>
</tr>
<tr>
<td>Haiyan Cai</td>
<td>Engineering</td>
<td>ext. 6351</td>
<td><a href="mailto:haiyan_cai@umsl.edu">haiyan_cai@umsl.edu</a></td>
</tr>
<tr>
<td>Dan Gerth</td>
<td>Honors College</td>
<td>ext. 7197</td>
<td><a href="mailto:gerthd@umsl.edu">gerthd@umsl.edu</a></td>
</tr>
<tr>
<td>Natalie Murphy</td>
<td>Nursing</td>
<td>ext. 8611</td>
<td><a href="mailto:murphyn@umsl.edu">murphyn@umsl.edu</a></td>
</tr>
<tr>
<td>Ralph Garzia</td>
<td>Optometry</td>
<td>ext. 5606</td>
<td><a href="mailto:garzia@umsl.edu">garzia@umsl.edu</a></td>
</tr>
</tbody>
</table>

Updated July 2019
Section VI: Technology
Seven Principles for Good Practice in Undergraduate Education

Principle 1: Encourage Student-Faculty Contact
Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students’ intellectual commitment and encourages them to think about their own values and future plans.

Principle 2: Encourage Cooperation among Students
Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one’s own ideas and responding to others’ actions sharpens thinking and deepens understanding.

Principle 3: Encourage Active Learning
Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packed assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

Principle 4: Give Prompt Feedback
Knowing what you know and don’t know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to assess performance and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

Principle 5: Emphasize Time on Task
Time plus energy equals learning. There is no substitute for time on task. Learning to use one’s time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators and other professional staff can establish the basis for high performance for all.

Principle 6: Communicate High Expectations
Expect more and you will get more. High expectations are important for everyone - for the poorly prepared, for those unwilling to exert themselves, and for the bright and well-motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

Principle 7: Respect Diverse Talents and Ways of Learning
There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students who are rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.
Implementing the Seven Principles: Technology Applications

Principle 1: Encourage Contacts Between Students and Faculty
Communication technologies can increase students’ access to faculty members, help them share useful resources, and pave the way for joint problem solving and shared learning. These contacts can augment face-to-face contact in and outside of class meetings.

Principle 2: Develop Reciprocity and Cooperation Among Students
One of the early surprises about computer-based tools was the extent to which they encouraged spontaneous student collaborations. A clear advantage of email (and texting and tweeting) for today’s busy, commuting students is that it opens up communication among classmates even when they are not physically together.

Principle 3: Use Active Learning Techniques
There is a staggering range of technologies that encourage active learning. Many fall into one of three categories: tools and resources for learning by doing, time-delayed exchange, and real-time conversation. Today, all three usually are supported by the software available on our laptops and desktop systems.

Principle 4: Give Prompt Feedback
Technologies provide feedback in many obvious and subtle ways. Computers play a growing role in recording and analyzing personal and professional performances. Teachers can use technology to provide critical observations for an apprentice. E-portfolio evaluation strategies provide rich storage and easy access to students’ products and performances.

Principle 5: Emphasize Time on Task
New technologies can dramatically improve time on task for students and faculty members. Some years ago a faculty member told one of us that he used technology to “steal students’ beer time,” attracting them to work on course projects instead of goofing off. Technology also can increase time on task by making studying more efficient. Teaching strategies that help students learn at home or work can save hours that may have been spent commuting and parking!

Principle 6: Communicate High Expectations
New technologies can communicate high expectations explicitly and efficiently. Significant real-life problems, conflicting perspectives, or paradoxical data sets can set powerful learning challenges that drive students to not only acquire information, but sharpen their cognitive skills of analysis, synthesis, application, and evaluation. Faculty members are reporting that students are stimulated when they realize their finished work will be “published” on the World Wide Web.

Principle 7: Respect Diverse Talents and Ways of Learning
Technological resources can ask for different methods of learning through powerful visuals and well-organized print; through direct, vicarious, and virtual experiences; and through tasks requiring analysis, synthesis, and evaluation, with applications to real-life situations. They can encourage self-reflection and self-evaluation. They can drive collaboration and group problem solving. Technologies can help students learn in ways they find most effective and broaden their repertoires for learning.
Starting a new position is exhilarating. The key challenge is to make the strange familiar as soon as possible. There are new policies to learn, new colleagues to get to know, and new surroundings to adapt to. All these aspects and more need to be understood and managed well in order to focus on the primary task at hand – teaching and learning. Of all that is new, to what should you attend first if you are committed to creating the conditions under which students learn best? How can you use your institution’s resources to help your students take advantage of opportunities to deepen their learning?

The suggestions offered here are based on an in-depth examination of 20 diverse four-year colleges and universities that have higher-than-predicted graduation rates and demonstrated through the National Survey of Student Engagement (NSSE) that they have effective policies and practices for working with students of differing abilities and aspirations. Consider adapting some of their approaches to assist new faculty at your institution.
1. Take the mission statement seriously

Mission statements are sometimes seen as the concern of administrators rather than faculty members, but that attribution sells short the power of the mission statement. Instead of relegating their mission statements to use only by a few people or only on ceremonial occasions, faculty members at strong performing campuses enact the mission on a daily basis; indeed, they are “living mission statements.” Faculty and staff members cite the mission statement as they speak about what they do, refer to the mission statement in their syllabi, and embrace the particular emphases of their institution’s statement. For example, Gonzaga University’s engagement in heated discussion and quiet reflection about its identity as both a regional Catholic university and a national presence helped faculty members claim the core values of a Jesuit education. These values undergird faculty decisions about pedagogy and curricula.

As you learn to embody the mission of your institution in your work, you need to discover how the mission already gets enacted in this particular setting. Putting aside blinders of previous expectations, you can focus on the realities of this campus. If you come from another kind of institution or expect students just like those from the institution you attended, you may need to widen your vision to understand another kind of institution and to focus your vision to understand and affirm your real students. For example, at George Mason University, faculty development workshops include an emphasis on understanding GMU students, who are often commuting, working, and caring for families.

As a new member of the campus community, you can bring fresh eyes to the mission, adding to the campus’s commitment to its mission and its students. It is important also, however, to understand the current ways in which the mission is central to the policies and practices of your institution.

2. Think of yourself as an integral cord in the institution’s safety net for students

To do this, you need to first become familiar with the academic and social support programs and resources available on your campus. Although your first reaction may be that it is often difficult to learn about your own department or unit, campus programs and resources may be just the help that you and your students need. For example, what services does the library have to help your students sort through all that is available on the Internet?

Where can you refer a student who is dyslexic? And where does a student go who needs technical help with producing a video for a class project?

Strong performing campuses are aware particularly of the needs of their incoming students. They provide a dense web of student success-oriented initiatives held together by redundant early warning systems and safety nets. For example, Ursinus College has a team of two or more staff or faculty members who contact a student individually if they sense that the student is struggling. At the University of Texas at El Paso, an Entering Student Program brings together in one place all the services that an entering student needs, including new student orientation, the Academic Advising Center, and the Tutoring and Learning Center. Other colleges, like Fayetteville State University, have a University College that provides specialized advising and learning assistance programs. Students can access such programs and services at your institution if you yourself know about them and alert students who need them to the services.

3. Learn the special qualities of your campus culture

When done well, rituals can portray in powerful ways what a campus values. Special convenings and campus-specific terms of endearment and other language help evoke an institution’s identity and go a long way to supporting a sense of community. Celebrations of scholarship are widespread practices at strong performing institutions. The University of Michigan’s Undergraduate Research Opportunity Program conference is a popular campus event where students present research in poster sessions. Wabash College’s Celebration of Student Research, Scholarship, and Creative Work features scientific research, poetry reading, dance, and music. Held when the Board of Trustees meetings and classes are cancelled, has become a campus tradition. In yet another annual event, Miami University’s Summer Scholars Symposium presents summer projects to students, faculty, and staff. Seek out the rituals and celebrations on your campus that you and your students can participate in for affirmation of learning. Space and location can be aesthetically and educationally important. For example, faculty know the cultural significance of landmarks and architectural features like Jayhawk Boulevard at the University of Kansas, the coherent brick buildings at Miami University, or the distinctive Bhutanese architecture at the University of Texas El Paso. George Mason takes advantage of its urban setting for service learning; University of Maine Farmington, its rural setting for
environmental education. Learn about how the attributes of your campus shape the emotional and educational experiences of your students.

4. Pay attention to information supplied to you about the campus

The two pager from the institutional researcher who summarizes alumni survey data may seem unimportant in the midst of preparing for the next day of a class you are teaching for the first time. At that point it may be. But, return to the two-pager because learning about how the educational experience of your institution is viewed by those who have graduated can help in your decision making as you refashion that course. What content proved helpful as students entered the work world? What realizations about the value of certain content were delayed but very important in the lives of graduates? Absorbing as much relevant information as possible about who your students are and what they want and need will in the long run help you improve your teaching and service to students.

5. Partner with other educators on your campus and get to know those faculty, staff, and administrators whom you see as innovative and student-oriented

Supportive educators are virtually everywhere at strong performing institutions—teaching faculty, residence life staff, groundskeepers, and presidents. Bound together by a shared talent development philosophy, they are sensitive to what is and is not effective through reflecting on their experiences and are open to adopting or adapting good ideas from their colleagues elsewhere. Students are often a source of good ideas, such as those at Wheaton College where students play important roles in curriculum revision and educational policy. At the University of Maine Farmington, students are intentionally included in decision-making bodies so that faculty can learn from and with them, and at the same time students develop their leadership talents. An apocryphal story comes from Wofford College, where a graduating student introduced her parents to the two most influential persons for her as an undergraduate: the college president and Miss Rita, who runs a coffee shop in the Science Center and dispenses advice about academic performance and social life to all students who come her way. When a philosophy of learning is aligned across a campus and all educators enact it, students are more likely to see coherence in their learning inside and outside the classroom.

6. Provide frequent and timely feedback to students about their performance

“But I have so many students; how can I write comments on papers—or even assign them?” Research makes clear that frequent and timely feedback helps students to improve, but you need to develop response strategies that can work in the reality of your teaching or work responsibilities. Find out what your colleagues who teach large classes or who include multiple assignments in courses do to respond in helpful ways to their students.

Students at strong performing colleges frequently comment on the importance of useful feedback. At California State University Monterey Bay, where many students live off-campus, that feedback is often on line so that it is readily accessible. At Sweet Briar College, students emphasize the quality of feedback that indicates ways to improve within a climate of high expectations. At The Evergreen State College, the practice of feedback is reciprocal: faculty members give extensive narrative feedback to students, and students offer feedback to faculty members on their teaching. You can model the importance of giving and of using feedback by asking your students about the helpfulness of your feedback to them and by telling them in what ways you are using their ideas to improve your own teaching.

7. Don’t be afraid of the “A” word

Too many faculty and staff members who hear “assessment” immediately assume it is an unnecessary intrusion into academic freedom or an unwanted extension of administrative accountability. But think again. You want students to do well. You need to know how your teaching is helping or hindering your students’ learning, and there are formal and informal ways to obtain this information.

Strong performing campuses have what may be called positive restlessness. They want to improve. For example, team teaching faculty members at Evergreen College reinvent their courses annually based on data from the past year. Faculty Learning Communities at Miami University focus on various topics, including assessing student learning in core courses. At Alverno College, assessment, collaborative problem solving, and improvement occur as part of a systematic ongoing process that shapes virtually every aspect of the institution. Through assessment, educators are able to create better conditions for learning and for helping students know how their learning is progressing.

8. Show that you value teaching and learning by taking advantage of and contributing to faculty development activities

Although you may have thrived in lecture-based graduate education, you need additional pedagogical strategies to engage the range of students in your college or university. When you are so busy as a new faculty member, you may be tempted to revert to what you experienced in graduate classes. If you need help in implementing alternatives, turn to the faculty development activities provided on your campus.
Collaborative, problem-based, service, and portfolio learning embody principles of learning clearly established in literature and practice. They acknowledge the importance of active learning and the varied ways students learn. For example, at Macalester, Sewanee, Wheaton, and Wofford, pre-enrollment summer reading activities establish the kind of intense discussions that will mark students’ classes. George Mason’s New Century College, Michigan’s living learning centers, and Gonzaga’s academic living communities offer interactive learning experiences. Find out what your campus does to encourage active learning and be a part of its initiatives.

Pressures on faculty for traditional research can divert attention from the central responsibility to educate students. At the beginning of your time on campus, establish that you value student learning and assert your need for attention, development, and assurance that can help you contribute to student learning.

Questions to Ponder:

1. List the people and units that you already know about that can help you be an effective teacher. What plan do you have to call on these resources?
2. Does your department, school, or college have teaching circles? Would you want to start one, perhaps with other new faculty members, to discuss teaching and learning issues and provide mutual support? Are there other practices that put you in regular contact with faculty and staff members with whom you can share challenges and triumphs?
3. Pretend that you are writing a letter to a graduate school friend who is now teaching at another institution. What physical features of your campus and what rituals and traditions can you describe to that person to introduce her to your campus? Why are the ones you mention important to your introduction?
4. How have you built feedback into your classes?
5. How are you building a support system among people in many roles on your campus? How are you getting to know people?

Answers to these questions from different types of strong performing institutions around the country are offered in Student Success in College: Creating Conditions That Matter. The book features what 20 diverse, educationally effective college and universities do to promote student success. The Documenting Effective Educational Practice (DEEP) project was supported with generous grants from Lumina Foundation for Education and the Center of Inquiry in the Liberal Arts at Wabash College. Altogether, the 24-member research team talked with more than 2,700 people during its 40 multiple-day site visits to the DEEP schools. Six properties and conditions shared by these colleges and universities are discussed along with a wide array of effective educational policies and practices that if adapted appropriately can help a campus create and sustain a culture that supports student success. The book can be used in faculty and staff development, strategic planning, institutional mission clarification, leadership development, and collaborative efforts between academic and student affairs. A companion volume, Assessing Conditions for Student Success: An Inventory to Enhance Educational Effectiveness, will be available in September 2005 and provides a template for institutions to use to identify areas of institutional functioning that can be improved to promote student success.

Sources:


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For additional briefs visit NSSE Institute Project DEEP Related Papers, http://nssci.iub.edu/institute/


Project DEEP Colleges and Universities

Alverno College (WI)
California State University at Monterey Bay (CA)
The Evergreen State College (WA)
Fayetteville State University (NC)
George Mason University (VA)
Gonzaga University (WA)
Longwood University (VA)
Macalester College (MN)
Sewanee: University of the South (TN)
Sweet Briar College (VA)
University of Kansas (KS)
University of Maine at Farmington (ME)
University of Michigan (MI)
University of Texas at El Paso (TX)
Ursinus College (PA)
Wabash College (IN)
Wheaton College (MA)
Winston-Salem State University (NC)
Wofford College (SC)
Instructional Support for Labs and Classrooms

What do we do?
Instructional Support Services (ISS) is a division of Information Technology Services specially designed to manage and provide real-time support to the 130+ open and technology enabled classrooms, the Cisco TelePresence room, Zoom conferencing enabled rooms, as well as the open computing labs. Some of the support services that Instructional Support provides include technical and AV classroom support, ensuring proper conditions in the classrooms and labs, and providing free training and workshops on a variety of technology related topics to better assist students, faculty, and staff. For more information go to umsl.edu/technology/iss

Solutions for New Semesters
Instructional Support is always trying to make new and exciting upgrades to better serve the technological needs of UMSL students and faculty. Some of the more recent changes have been new and expanded instructor podiums, redesigns in several labs, and our regular maintenance of replacing projectors, installing webcams, and introducing requested hardware. Please let us know how we can better serve you!

Collaborative Learning Spaces
Outside of the traditional Lab and Classroom environment, Instructional Support constructs various collaborative learning spaces across campus for both students and faculty to meet outside of the traditional classroom setting. The spaces range from casual, open-air spaces designed for a small informal gathering, to specially designed computing labs and technology classrooms which are outfitted with flexible furniture and, depending on the location, various technologies such as SMART Boards and MediaScape stations. Wireless Internet in these areas with access to TritonApps makes it easy for students to work together outside of class.

ISS Workshops and Trainings
Instructional Support offers a number of training opportunities designed to introduce students, staff, and faculty to campus software and computing topics, such as Google Apps, Technology Classroom overviews, SMART Technologies, and short courses on a variety of software, products and topics. To find out more and register, visit the training page at: umsl.edu/training. Check back regularly as this site updates frequently. We are always available during regularly scheduled classes for questions, assistance, or support.

Helpful Websites
Instructional Support Website: umsl.edu/technology/iss
UMSL Training Calendar: umsl.edu/training
UMSL ITS: umsl.edu/technology
24/7 365 on-line self-service support: help.umsl.edu

Updated July 2019
Getting Started with Canvas

This information will help you:
1. Login to Canvas and access courses
2. Post an announcement to students
3. Create an Assignment
4. Manage Gradebook entries
5. Upload a document
6. Add a homepage & add your contact information in Canvas
7. Use "student view" in Canvas
8. Create/enroll a test student account in a Canvas course

Login to Canvas
1. Use an updated internet browser for access (Google Chrome, Mozilla Firefox, or Safari)
2. Type in canvas.umsl.edu (bookmark this page)
3. Enter your username (SSO ID) and password
   a. To create a password or if you have forgotten your password, click the Help Link
4. If you do not know your username (SSO ID), click the Help link and follow these steps:
   a. Select the option St. Louis Students – click on MyView
   b. Choose Look Up My User ID (SSO ID)
   c. Type in your Employee ID number, Birthdate (mm/dd/yyyy), and for security purposes, enter the text you see in the box and press search
   d. The next window should show your username (SSO ID) information

Once you’ve logged into Canvas, you can complete any of the following sections.

Post an Announcement to Students
1. Click the Announcements link on the left sidebar
2. Click the +Announcement button
3. Type a title for the announcement and then add content in the Rich Content Editor
4. You can add a file attachment, if you choose
5. In the Announcement Options, you can delay the posting of your announcement, require students to reply to a post before seeing other replies, enable an announcement podcast feed and allow students to like announcement replies
6. Click Save

Visit community.canvaslms.com/docs/DOC-10405-415250731 to find out more information on how to create an announcement.

Create an Assignment
1. Click the Assignments link on the left sidebar
2. If you want to create an Assignment group, such as assignments, discussions, quizzes, surveys, click +Group
3. Once you create an Assignment group, you can add assignments to their respective groups
   a. For example, quiz assignments would fall under Quizzes assignment group
   b. Note: Grade weighting is established based on these groups
4. To create an Assignment, click the +Assignment button
5. Provide a name and description of assignment and insert content such links, files, or images
6. Assignment details also include fields for points possible, assignment group (if desired), grade display, submission type and due dates
7. Click Save and Publish
Columns are automatically created in the gradebook when assignments, graded discussions, and graded quizzes and surveys are created. Visit community.canvaslms.com/docs/DOC-9873 to learn more about creating assignments.

Manage Gradebook Entries
1. Click the Grades link on the left sidebar
2. The top of the Gradebook includes sorting options and settings you can use to organize your Gradebook which will populate student data and assignment data
3. To switch to Individual View, which allows you to assess one student and one assignment at a time, click the button in the upper right-hand corner
4. To switch back to the Default Gradebook click the Switch to Default Gradebook link, which allows you to see all the students and their assignments at the same time
5. If your course includes more than one section, you can filter your Gradebook by section
6. The default view shows all active students
7. To select a different section, click on the drop-down arrow in the upper right-hand corner to change Showing All Sections, to an individual section

Upload a Document
1. Click the Files link on the left sidebar
2. Click the Upload button
3. Select the file you want to upload and then click the Open button
Visit community.canvaslms.com/docs/DOC-10339 to learn more about the ways you can upload a file to a course.

Add a Homepage & Add Your Contact Information in Canvas
1. Select Pages on the left sidebar
2. Click the +Page button
3. Add a title. For example, the name of the course
4. Use the Rich Content Editor to create a welcome message, then add your faculty contact information (i.e. name, phone, email, office hours)
5. Leave the default for options as Only Teachers
6. You can select the option to notify users of updates
7. Click Save and Publish
8. On the next window that appears, select the gear wheel in the upper right-hand corner, then select Use As Front Page
9. Choose Home on the left sidebar
10. Select Choose Home Page on the right of the page
11. Select Pages Front Page; this information will appear for students when they access the course
Visit community.canvaslms.com/docs/DOC-10935-4152724253 to find out more information on how to create a new page in a course. Also, to learn more about changing the course home page visit community.canvaslms.com/docs/DOC-10458.

Remember, columns are automatically added every time you create and publish assignments, graded discussions and graded quizzes and surveys. A column is also automatically added for the Attendance tool. For additional information on how to manage gradebook entries or to learn about grading periods, gradebook settings, viewing and sorting student information, viewing assignments, viewing individual grades, working with a test student and importing and exporting grades visit community.canvaslms.com/docs/DOC-10241-4152220009.
Access Student View in Canvas
This option is only a “view” of the course and does not allow you to interact as a student. See the next section to learn how to enroll a test student to interact in a course.
1. Choose one of the courses listed
2. From the Home page, you should see a “Student View” link on the right (the link is also available under “Settings”)
3. You can now view the course as a student user
4. At the bottom of the page, you will notice a box with the option to leave or reset the student view

Visit community.canvaslms.com/docs/DOC-10058-415261153 for more information on how to navigate a Canvas site as a student.

Enroll a Test Student in a Canvas Course
This option allows you to experience your course as your students will. For example, you will be able to interact in groups.
1. Login to the Canvas Request System with your username (SSO ID) and password: shib-idp.umsystem.edu/idp/profile/SAML2/Redirect/SSO;jsessionid=BD78FEB10DE3C65982CF06337A239C15?execution=e1s1
2. Choose Test Student at the top of the page
3. Your test student account is your username (SSO ID), followed by “- stu”; for example, doej-stu.
   a. You will need to create a New Password and then confirm the New Password
   b. Click Change test account password
4. A list of your courses should appear with the option to enroll in each as a test student
5. Click Enroll next to each course you would like to have a test student enrolled in
6. Once you enroll the test student in the course, the option to Unenroll the test student will appear; select this option if you wish to unenroll the student user
7. To login to Canvas using your student user account, type in umsl.instructure.com/login/canvas
8. Enter your test student username (for example, doej-stu) and your password
9. You can now navigate your Canvas course as a student user

Updated July 2019
Learning Resource Lab
ext. 6704 | 105 Express Scripts Hall | umsl.edu/technology/frc | lrl@umsl.edu

The Learning Resource Lab provides instructors with the tools and materials needed to integrate technology into their teaching and learning objectives. Following is a list of our services, staff, location, and hours.

Services
- Individual consulting related to technology use including Canvas, and related tools
- Workshops which focus on a variety of technology topics
- Onsite visits consisting of tutorials and consultations with departments and individuals
- Support for students, faculty staff and in the use of Canvas tools and third-party LMS tools
- Offer in-class demos for teachers and students
- Scan text documents into electronic format
- Conversion of files and images into different formats for presentations, websites, etc.
- Transfer of various physical media to digital format
- Access to UMSL network and Wi-Fi
- Access to computers, printers and scanners
- Assistance with uploading files to various locations

Hours of Operation
Monday – Thursday, 7:00 a.m. – 6:00 p.m.
Friday, 7:00 a.m. – 5:00 p.m.

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Updated July 2019