![UMSL | Center for Teaching and Learning]

Newsletter Table of Contents

This month's newsletter is organized in the order of timely relevance to starting the semester. The items highlighted we hope will save you time as you get ready for the start of the fall term.

Help for Starting the Semester

- Links to quick copy/paste/edit statements for your syllabus and messaging to students
- Reminders from the Registrar about FERPA
- Important In-Person Classroom Details: Masks, Social Distancing, and Logistics
- Considerations around Requiring Webcams including sample statement and link to Zoom strategies
- Need to Borrow a Webcam, Document Camera, Drawing Tablet, or Portable Whiteboard (11x14) Set
- Need to Record Lectures on a Lightboard or in our Recording Studio?

Help Once the Semester Starts

- Keep Learning: Technology Tool Trainings from the Office of eLearning
- Faculty Programs: Online Course Development and Online Teaching Programs from the Office of eLearning
- Early Alert System: A message from the Office of Student Enrichment and Achievement
- Register Now - Focus on Teaching and Technology Conference - September 24 & 25
- UDO IT Accessibility Checker for Canvas Courses
- Articles from the Web about Teaching and Learning

Adaptive Teaching, Being Flexible, but Remaining a Constant for Our Students
A Message from the CTL Director, Keeta Holmes

UMSL's Center for Teaching and Learning offers a number of resources for faculty and instructional staff as you prepare for undoubtedly a semester full of unknowns and rewarding triumphs. Some of you may be teaching online; some may be teaching in a blended format meeting students in person. No matter the modality, we know that meaningful learning happens when you engage students in supportive ways and when you create opportunities to interact with you, fellow students, as well as the course material and concepts. This summer, we have worked with an amazing number of innovative, creative, and student-focused faculty, and I am #UMSLproud to know our faculty are starting the fall semester with a solid plan.

This fall it may be necessary to adapt to changing contexts, individual student needs, your needs, or even to fully pivot to an online modality if that call is made. These situations will require us to be flexible and adapt our courses, materials and learning experiences, and I am hopeful that these resources will prove useful as you put the finishing touches on your syllabi and as you construct your plans for the unexpected.

- Sample syllabus statements for planning for the unexpected (including statements about backup plans, wearing masks, etc.)
- Syllabus statement if you are using Proctorio, web-based proctoring for online tests
- Syllabus templates for online or blended courses (sample schedule, language defining what "blended" means, improved academic integrity statement, online civility statements, and more)
- Ideas for Re-envisioning Classroom Activities in Synchronous and Asynchronous Environments
- Strategies for a) Structuring Your Course and b) Considering Flexible Options and c) Communicating with Students
- Start Safe. Stay Safe. Resource for Instructors (includes important Employee FAQs at the bottom about face covering requirements in the classroom, classroom related concerns, considerations for a return to remote learning, and more)

You are remarkable, and I continue to be inspired by your grace, creativity, and professionalism. The kindness and patience I've seen within the UMSL community sustains and strengthens us. Please remember to be kind and patient with yourselves, as well. You are a touchstone for your students amidst what might feel like turbulent times. These truly are unprecedented times that none of us has lived through before, so please take care, stay safe, and remain that constant for your students. I wish everyone a great semester and reach out to the CTL whenever you need us.

REMINDER TO USE YOUR OFFICIAL EMAIL ADDRESS WITH STUDENTS
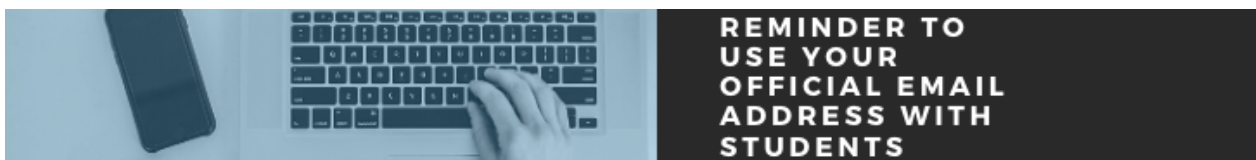
Important Reminder from the Office of the Registrar

Please remember it is university policy to use your university sanctioned email when conducting university business to ensure the University is adhering to FERPA (Family Educational Rights and Privacy Act) regulations. Considering FERPA prohibits the improper disclosure of a student's education record, utilizing any other email address will not provide the same degree of authentication and puts the institution at risk of a FERPA violation. In addition, since the university email requires a faculty member's SSO ID and password to log in, email from an institutional assigned email address can be considered the equivalent to your signature if

Please also remind your students to only use their university sanctioned email if they reach out to you via email. Due to the university established address and randomly assigned password known only by the student, it allows for reasonable authentication for the identity of the student. Thank you for your diligence in this matter and your help in ensuring the privacy of student data. For more information please see the email best practices found on the Registrar's website.

STAYING SAFE IN THE CLASSROOM

IMPORTANT GUIDELINES AND REMINDERS

If you are teaching a blended course with in-person class meetings, we would like to remind you to consider the following guidelines when teaching in a socially distanced classroom:
Information retrieved from the UMSL Start Safe. Stay Safe website.

What will classrooms look like for fall 2020? Can I move the furniture around in my classroom so students can work in groups?

Seating has been removed from classrooms to meet COVID-19 physical distancing recommendations to retain a minimum of 6 feet apart in all directions. There will be tape on the floor to indicate where desks should be positioned in case they get moved out of place at any time – we ask faculty and students not to move the desks and chairs out of the approved arrangement. In spaces with immovable seating such as stadium seating classrooms there will be round green stickers or other indicators of where individuals should be seated. If you would like to see a video of your classroom please visit this ITS site.

Can I distribute papers/handouts to students or collect papers/assignments/exams from my students?

Faculty should minimize the risk of spreading the virus through the distribution or collection of paper. Please use Canvas to distribute electronic materials to students and to collect student work through the use of the Assignment tool. If you must collect student work, please bring a bin to collect the student work, ask students to remain 6' apart as they put their paper(s) in the bin, and do not touch the materials for at least three days. When you are grading student work, please minimize the risk of spreading the virus from you to the students by scanning and returning their work in Canvas. Another alternative is to use disposable gloves and wait another three days before returning their work to them.

What is the cleaning schedule for classrooms?

Our facilities team has ensured that custodial services will be cleaning rooms between classes as well as providing disinfectant spray and paper towels in each room for any additional needs. Facilities will also provide packages of disinfectant wipes to each faculty member teaching in person this semester to take to class to wipe down keyboards at the instructor station as well as provide them for student use in the case of classrooms with student computer stations or laptops.

How will employees, especially those teaching in person, access those wipes or other PPE?

Department chairs should order those through the PPE request form; note it is a Google form and requires your department chair to be logged into their UM System google account. Departments/units should arrange to have administrative staff pick up the wipes packets from facilities when they are notified of their availability.

Have ventilation concerns been taken into consideration in our buildings and classrooms?

Yes, in buildings that have central ventilation systems the settings have been adapted to bring in fresh air rather than circulate air within the building. In buildings where the ventilation system are de-centralized it will be necessary to have

Classrooms will include signage on the podium to remind you.

What if a student fails to comply within a classroom or other university setting where coverings are required?

In the event a student is violating the university's face covering policy and causing a significant disruption to the learning environment, additional steps such as involving university police personnel (314-516-5155), may be enacted in order to protect the health, safety and well-being of the community. While this should be the last option for faculty to consider, it is important for our community's health and safety for face covering requirements to be consistently followed. The UMSL Police Department is trained in de-escalation practices and can manage the situation professionally and with dignity.

Additionally, faculty and staff should submit a [Student Conduct & Community Standards referral form](#) so Student Affairs they may follow up with the student to determine if there are any issues that need to be addressed based on conduct and community standards. Sanctions for violations could include written warnings, university probation, loss of privileges and university suspension.

Where should I direct students who indicate that they require an accommodation but do not have a university-approved accommodation?

We must all recognize that there are circumstances where individuals may be physically or medically unable to wear a traditional cloth face covering. However, there are many options for compliant coverings that may meet a variety of needs, including loose coverings, clear plastic ear loop coverings, gaiters, bandanas and face shields. Students who require a health or disability-related accommodation, or are otherwise unable to place or remove a face covering without assistance must request an accommodation through [Disability Access Services](#).

As a faculty member, what can I do to further mitigate potential issues in the classroom?

To help mitigate potential issues in the classroom while protecting the health and safety of our community, we encourage faculty to take the following steps:

- Add a statement to your syllabus reminding students that face coverings are required by university policy when occupying any university owned or managed facility – including all classrooms and labs – and that students will be required to leave if they do not have an appropriate covering (or accommodation letter from DAS). Faculty should advise that if a student is asked to leave a physical setting due to violation of university policy, a referral will be made to [Student Conduct and Community Standards](#). See [sample syllabus statement here](#).
- Prior to the first in-person class meeting, faculty are encouraged to send an email reminding students that face coverings are required by the university and will need to be worn during an all-person class sessions, in addition to while inside all university buildings, enclosed spaces such as campus shuttles and when unable to maintain a six foot physical distance when outside.
- For classes that meet less regularly, faculty are encouraged to send a reminder email about required face coverings to the entire class before an on-campus session.
- Give students grace. This is really stressful for us all. Although students should know about the face covering policy, addressing students respectfully will render a more positive response.
- Address any potential violations immediately and as privately as possible. While this may not be possible in every situation, faculty should do their best to ensure university policy is being applied consistently across campus.

Who can I contact if I have concerns with or questions about the face covering policy?

For questions or concerns, please contact Kasey Fraser-Smith at frasersmithk@umsl.edu, or D'Andre Braddix at braddixd@umsl.edu in the Office of Student Affairs.

Should I include information on my syllabus?

Yes, syllabus templates and sample statements are [available here](#).

The Webcam Dilemma

We miss our students. We want to see and hear them in our Zoom meetings. Some of you may be considering a requirement for students to have and turn on their webcams, and some of you may be hearing advice from articles and colleagues to reconsider that requirement. Wherever you land on this controversial issue, we would like to offer a possible statement below that we think strikes a balance between encouraging classroom interaction and engagement while recognizing that for some students, turning on the webcam may reveal more than they are comfortable with. The link below includes some great strategies on helping students become more comfortable in Zoom including other ways to engage students.

Sample Statement (Edited and shared with permission from CTL's Assistant Director and FYE Instructor Erin Whitteck)
This semester we will be meeting every week through Zoom instead of the classroom. I have to admit I am sad about this loss. I really enjoy being in the same space as my students and having that shared experience. We are used to having the opportunity to read people's expressions and body language. There is something missing over Zoom when we can only see empty boxes, still images or faces. I understand that all of us are still getting used to being on camera all of the time. I know that I do not like constantly seeing myself and all my imperfections all day long, but I do value when others choose to turn on their cameras and I am able to see smiles, frowns, laughter, surprise, etc. I would greatly appreciate if you choose to turn your camera on during our meetings but I also understand that there is a blurring of home and professional life. For this reason I choose to have a virtual background, and I welcome you to have an appropriate virtual background if that makes you feel more comfortable. I also enjoy seeing pets, family members, and your space if you choose to share that part of your life as well. If you do not have a webcam please reach out to your academic advisor or coach but supplies are limited so please reach out soon. If you choose not to turn on your camera, I will not shame you, and I ask that you not shame others who make that choice. I think there are many other ways that we can interact through Zoom that do not

sessions as possible. If you have any questions or concerns, please do not hesitate to reach out. We are all navigating and learning about this new way of interacting together. I am excited that this technology is available for us to connect and share. See you soon!

Want to learn more about the issue around requiring students to use cameras? This article from Karen Costa breaks it down and lists some excellent, practical strategies to engage students in your synchronous meetings.

Contact Keeta Holmes at keetaholmes@umsl.edu to make your request and arrange a time to pick up what you need. Limited quantities available.

Available for Checkout:

- HD Webcams (USB connector; Mac and PC compatible) (40)
- Document Cameras (5)
- Drawing Tablets (2)
- Classroom Student Whiteboard sets (60 11"x14" whiteboards, enough for 3 classes of 20 students)

Available for Use in the CTL:

two areas for lecture recording equipped with everything you might need to record a lecture. Room availability based on CTL or Office of eLearning personnel staffing and availability.

1. Lightboard. We have a new lightboard where you can record yourself writing on the lightboard while lecturing. This is great for problem-solving and showing illustrated flowcharts, diagrams, and more, as in this image below.
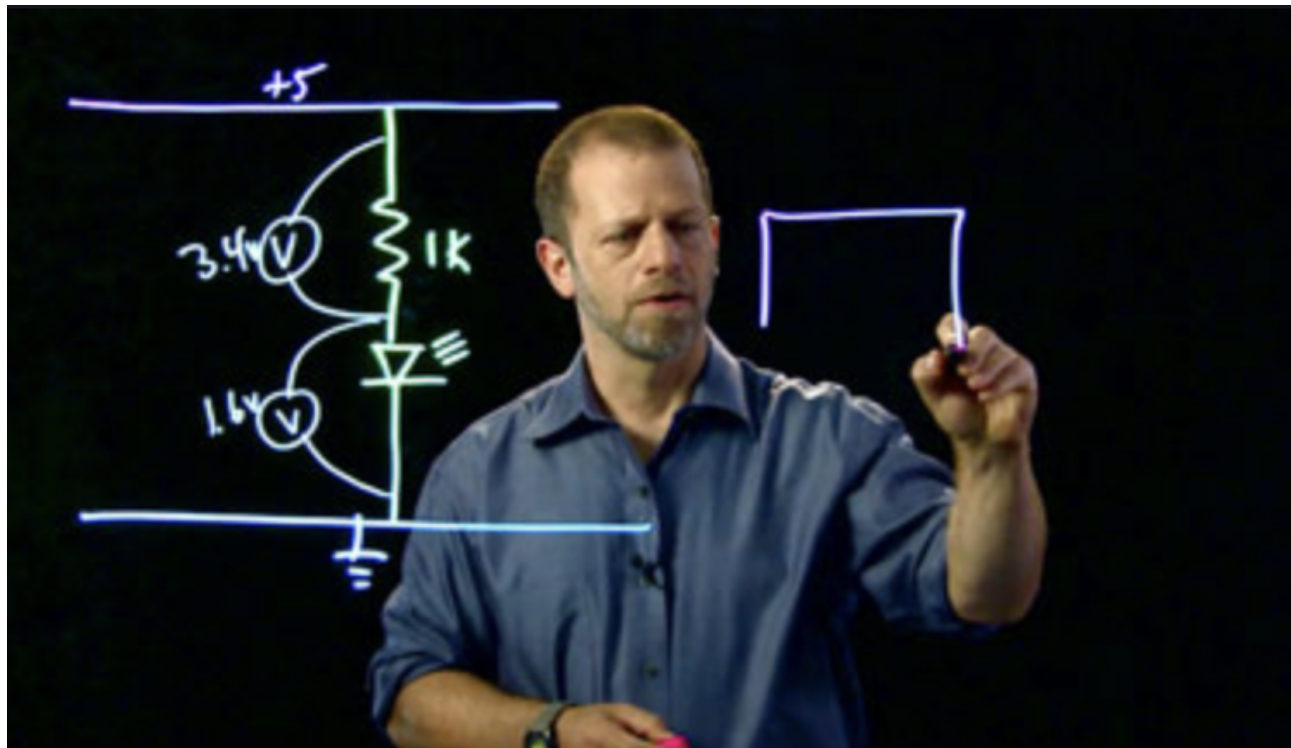
2. Document Camera/Webcam Setup on a Computer with green wall. Set up a time to record your lecture.

Do you have questions about Canvas or other UMSL technology tools? Get your answers to these questions and more from the Office of eLearning team.

- Register to virtually attend one of the upcoming tool trainings/workshops
- Explore the UM System Teaching Tools website

Additionally, the Learning Resource Lab is happy to provide personal or remote professional development on the following Canvas tools:

- Canvas basics-Modules, adding content, hiding left-hand menu items and notifications
- Canvas general and group discussion boards
- Kaltura, Panopto, VoiceThread, and Zoom
- Canvas assignment tool, Canvas quiz tool, and Turnitin
- Setting up group assignments and VoiceThread group presentations

- Copying Canvas DEV shell to your live course; and publishing your course
- Or schedule your own topic and time

Please contact the Learning Resource Lab to set up a consultation time. Contact Paul, Tom, or Dave with questions: lrl@umsl.edu.

Keep Learning
MU UMKC Missouri S&T UMSL

Contact the Office of eLearning *for more information about the following programs to support online course design and delivery programs.*

Start Here 101: Online Course Design Basics Workshop
Fall 2020: September 14 through October 12

Register Online

This high enrollment online course is asynchronous, and largely self-paced within each week. Some parts of it will be lightly facilitated by instructional designers from the Office of eLearning and there will be opportunities for peer interaction throughout. Participants must come to the workshop with a course already identified for designing in an online format.

The course materials will lead you through the fundamentals and basic work involved with designing a functional online course, and you will be applying those concepts each week into your own course.

As you engage in this course, you will:

1. Explain how learning goals impact course structure
2. Define the goals for your course
3. Make a plan how you will connect with your learners
4. Connect your assessments to your course vision
5. Create course materials that are accessible and inclusive

Start Here 102: Best Practices in Online Instruction
Fall 2020: September 21 - October 19

Register Online

Instructors are invited to register for Start Here: Best Practices in Online Instruction, a workshop that is designed to help instructors deliver and facilitate quality online learning experiences for their students.

Instructors who complete both Start Here 101 and 102 will be considered certified to teach online for five years from the date of completion of Start Here 102.

This 100% online workshop will build upon the foundation built in the Start Here: Online Course Design Basics Workshop. It will help faculty discover strategies to help deliver quality learning experiences for their students. This high enrollment online course is asynchronous, and will be facilitated by instructional designers from the Office of eLearning.

Online Teaching Certification
Fall 2020 Options (two sessions available)
Session 4: September 14 - October 26, or
Session 5: October 12 - November 23

This 100% online course is asynchronous with a weekly schedule and regular peer-to-peer interaction requirements. The course will be facilitated by instructional designers

At the end of this course, participants will be able to:

1. Demonstrate proficient Canvas navigation.
2. Demonstrate an awareness of university academic policies and resources to support diverse learning needs.
3. Select appropriate university-supported technologies to enhance online teaching and student needs.
4. Analyze and integrate effective online instructional strategies.
5. Design communication and feedback strategies to engage and motivate students in the online environment.
6. Develop a learning community that fosters interaction
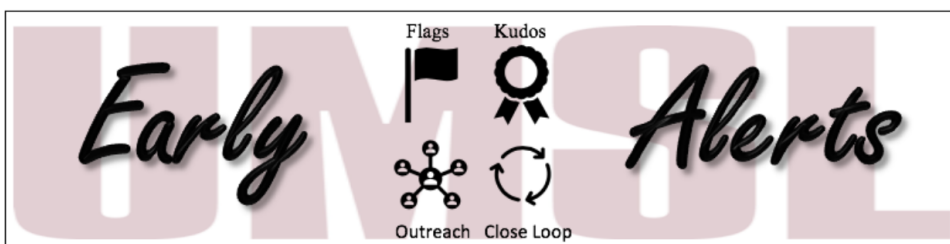
**A message from the Office of Student Enrichment and Achievement (SEA)**

CALLING ALL FACULTY! As many of you know, we have Early Alerts within the Starfish (MyConnect) platform. We are encouraging you to use these alerts throughout the semester - however, we would emphasize specifically in the beginning. This will give Academic Coaches, Success Coaches, Retention Coordinators, and Tutors more opportunities to help the student succeed. We appreciate your usage of the Early Alert system and applaud the time spent entering them.

In our most recent term (Spring 2020), there were 2,532 flags raised and 3,912 kudos raised. Of the 3,912 kudos raised during the Spring 2020 semester, 68.35% of them resulted in an A or A-. Looking at flags raised, 1,472 of them were initiated prior to the midway point of the semester, leaving 1,060 during the second half. As for the first half flags, they appear to have a better impact versus the second half flags - especially when looking at the students who didn't pass the course (C- through F/FN). If you would like further information about the Early Alert system or have questions, please feel free to contact Britne Bacca at bbacca@umsl.edu.
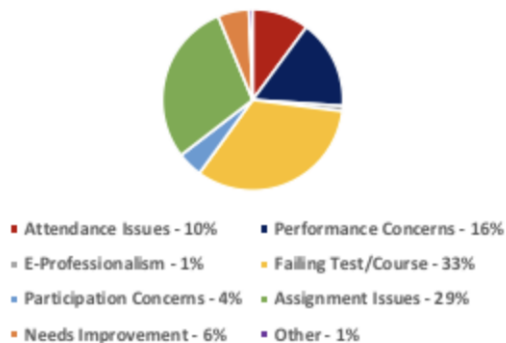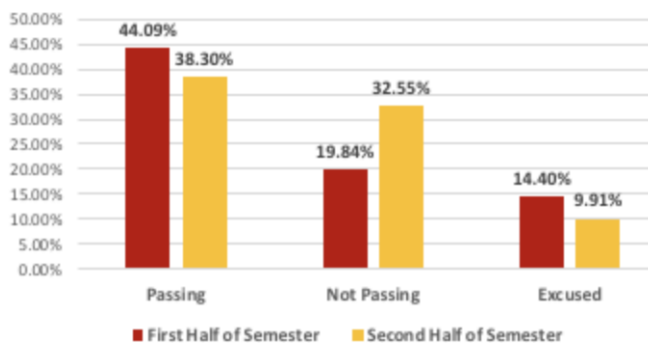
Join us!

Focus on Teaching and Technology Conference 2020
at the University of Missouri - St. Louis
This year the conference will be virtual and free of charge. Registration is still required. Read our virtual conference FAQ's

September 24 & 25, 2020

Register Online Now

Scholars, educators and practitioners representing many universities share their technology innovations and teaching experiences. Join faculty from across the region in discussing topics surrounding teaching and technology.

James M. Lang, Assumption College

James M. Lang is a Professor of English and the Director of the D'Amour Center for Teaching Excellence at Assumption College in Worcester, MA. He is the author of five books, the most recent of which are *Small Teaching: Everyday Lessons from the Science of Learning* (Jossey-Bass, 2016) *Cheating Lessons: Learning from Academic Dishonesty* (Harvard University Press, 2013), and *On Course: A Week-by-Week Guide to Your First Semester of College Teaching* (Harvard UP, 2008).

His next book, *Teaching Distracted Minds*, will be published by Basic Books in late 2020. Lang writes a monthly column on teaching and learning for *The Chronicle of Higher Education*; his work has been appearing in the *Chronicle* since 1999. His book reviews and public scholarship on higher education have appeared in a wide variety of newspapers and magazines, including the *Boston Globe*, *Chicago Tribune*, and *Time*. He edits a series of books on teaching and learning in higher education for West Virginia University Press; he co-edited the second book in the series, *Teaching the Literature Survey Course: New Strategies for College Faculty* (2018). He has conducted workshops on teaching for faculty at more than a hundred colleges of universities in the US and abroad, and consulted for the United Nations on the development of teaching materials in ethics and integrity for college faculty. In September of 2016 he received a Fulbright Specialist grant to work with

from Northwestern University.

[Read more about James M. Lang](#).

For more information including program, logistical details including maps, parking information, and lodging, visit our website http://www.umsl.edu/services/ctl/fttc/index.html

---

UDOIT ACCESSIBILITY CHECKER
Now available in Canvas

UDOIT
UNIVERSAL DESIGN ONLINE content INSPECTION TOOL

What is UDOIT?

The Universal Design Online content Inspection Tool, or U**DO**IT (pronounced, "You Do It") enables faculty to identify accessibility issues in their Canvas course content. It will scan a course, generate a report, and provide resources on how to address common accessibility issues. It was created by the Center for Distributed Learning (CDL) at the University of Central Florida (CDL)

What does it do?

U**DO**IT will identify "errors" and provide "suggestions" in the following areas of your course:

- Announcements
- Assignments
- Discussions
- Files (i.e., .html files)
- Pages
- Syllabus
- Module URLs

It will check for the appropriate use of the following:

- [Use of headings in page structure](#)
- [Alternative text for images](#)
- [Table headers](#)
- [Color contrast](#)
- [Descriptive link text](#)
- [Video captions](#)

Please note: some items cannot be examined by U**DO**IT. These include external documents and some videos/audio files for captioning/transcripts.

More Information

For more information about U**DO**IT from the instructor perspective, visit the [U**DO**IT information page](#) or contact [an instructional designer](#).

[Inclusive Teaching and Learning Online](#)

With the rapid shift to online learning, instructors can draw on principles of inclusive teaching to help students feel a sense of belonging, ensure they can access course materials, and support them in achieving learning goals. The current context calls for empathy and resilience on the part of both students and instructors.

The following resource provides strategies for inclusive teaching online and is structured around the five principles of inclusive teaching as outlined in the *[Guide for Inclusive Teaching at Columbia University.](#)*