

College of Science Requirements and Best practices

COS required practices

All COS courses must

1. **Establish a D2L website.** The only exceptions to this rule are for individualized instruction courses like *Independent Study, Masters or Doctoral Candidate Reports etc.*
2. **Post a syllabus on the D2L course website.**
3. **Keep students informed of their current grade via D2L.**
4. **Make use of the calendar feature in D2L**
5. **Make use of the D2L website for posting course materials.**
6. **Post sufficient material for students in diverse situations to follow the course.**
7. **Not require students to use cameras in Zoom classrooms. The only exception is the use of Zoom for proctoring exams. (See below)**
8. **Adhere to FERPA protections when using Zoom recordings.**

COS required practices for Fall 2020

9. **Except for essential, hands-on courses with in-person components that start on 8/24/20, instructors may not require physical attendance. Instructors must also accommodate students who occasionally cannot attend synchronously (whether physically or virtually), due to illness or life circumstance. For those situations, we suggest either a generous missed session policy or make-up assignments for live activities that were missed.**
10. **Instructors must include a policy on mask usage in their syllabus for in-person and flex/hybrid courses.**

COS best practices

1. **Instructors are encouraged to include a syllabus statement welcoming all students.**

COS best practices for Fall 2020

Instructors are encouraged to

2. **Provide accommodations for in-person or flex courses for students who can only attend remotely**
3. **Consider scheduling their office hours as recurring event through the Zoom portal in D2L.**

4. Ask students to inform them of any technology issues that may impede their participation in the course as early in the semester as possible.

5. Consider that many students do not have access to the same resources at their homes as they do when they have access to campus. This is particularly important to keep in mind after the Thanksgiving break.

Additional information

COS required practices

The College of Science requires the use of D2L for all classes. The D2L guidelines in this document rely heavily on a document developed in the Geosciences department. We have adopted much of their original wording for the COS. This document lays out minimum requirements for the adoption of D2L as an instructional tool. Its adoption will help provide better support for students by centralizing the majority of tools they need for classroom learning. These centralized tools also provide support for instruction. We believe that we should only add new requirements for faculty when the benefits clearly outweigh the costs. Based on feedback from students regarding the challenges they faced in the spring 2020 semester we believe the benefits of these requirements to students outweigh the costs to instructors.

The Value of Desire to Learn (D2L) as an Instructional Tool for COS Faculty

Although D2L has limitations, it provides key functions central to our teaching mission:

Connectivity: D2L provides a means for easy, effective and systematic communication between instructors and students. College surveys of students last semester indicate that 100% of students were able to access course materials through D2L.

Storage and Organization of Instructional Materials: D2L provides ready access to students, TAs and instructors of all class materials without requiring time-consuming individual requests from students to their instructors.

Record Keeping and Grading Access: D2L allows grades to be automatically compiled (and if desired, linked to the grading of individual assignments). It also fulfills university requirements for record keeping, transparency and administrative access to records if needed (as in the case of grade disputes etc.).

Minimal Requirements for Adoption of D2L in the COS for the Fall 2020 Semester

1. All COS courses must establish a D2L website.

The only exceptions to this rule are for individualized instruction courses like *Independent Study, Masters or Doctoral Candidate Reports etc.*

Instructions for setting up a new Desire to Learn (D2L) website:

- a: Go to d2l.arizona.edu and log in when prompted with your UA NetID Login
- b: Click on the *Course Site Request Tool* (CSR) in the green box part way down the page.

Instructor Resources Brightspace ▼

Getting Help with D2L

- Course Site Request Tool (CSR)
- D2L Help Pages for Instructors
- Online D2L Help Request Form

Other Useful Links

- UA Booklist
- Student Course Surveys (TCEs)
- Disability Resource Center (DRC)

- c: Click on UA NetID login again. This should take you to a page where you have the option of modifying a previously requested course, requesting a new D2L course or requesting a D2L playspace. Choose **new D2L Course Site** (note, the system will only allow you to establish a D2L site for a course for which you are the instructor of record).
- d. You will be prompted to indicate the semester and number of D2L sites you want to set up, then click *Continue*.
- e. A box will next appear listing all the classes you are scheduled to teach during the selected semester. *Grab and drag* the appropriate class over to the D2L course ties box and then click *Continue*.
- f. At this point you will be prompted to either copy an existing course (i.e. from a prior semester) or to build a new D2L site from scratch. On the assumption that anyone who has previously used D2L knows how to proceed with copying, and that you are doing this for the first time, continue with the “Build” option. This will then create the basic D2L website framework for your course.
- g. Beyond this point there are many options for how to set up the site and how to use it, which are best handled individually by drawing on prior users’ expertise in your department or by contacting the D2L Support Team. <https://help.d2l.arizona.edu/content/contact-d2l-support-1>

2. All COS courses must post a syllabus on the D2L course website.

The syllabus is best placed within the *Content* area of the website which can be organized into sections. Files can be dragged and dropped into the indicated box within each section

Note: as office hours for Instructors and TAs can change in the semester we recommend that you do not post your office hours in your syllabus. You could instead point students to the calendar for your office hours (see more below under COS Best Practices, office hours)

3. All COS courses must keep students informed of their current grade via D2L.

The grade book gives students access to see how they are doing on individual assignments and cumulatively through the semester and thus is an important source of information for students.

Instructors can use the *Grades* on-line record keeping tool for managing grades by linking them to quizzes, assignments, and grading rubrics for assignments. Alternately, if instructors use online tools for instruction that are not fully integrated with D2L they can comply by periodically copying grades to D2L. We recommend that you do this each time you grade an assignment so students will stay current on their grade for your class.

Notes:

1. For courses using the *Grades* tool, student names are automatically populated into the gradebook but instructors will have to set up individual grading schemes with graded items through the *Manage Grades* and *Schemes* tools.
2. Some tools, e.g., Gradescope, can be linked directly to D2L, and can import rosters directly from D2L and export grades to D2L with a few button clicks.

4. All D2L classes must make use of the calendar feature in D2L (access under *Course Admin* at the class site home page)

One of the biggest challenges faced by students last semester was keeping track of all of their assignments, with instructors conveying due dates differently in different classes.

Assignments and quizzes can be set up to notify students (and they will also automatically populate the calendar).

Calendars can also contain links to documents, websites, etc, and students can set their D2L calendar to send text alerts.

Technical note: D2L calendars can be set up to automatically export to an external calendar whenever the calendar changes within D2L so that every change in the D2L calendar updates to the external calendar (after a time) (e.g. Google, Outlook, etc.). However, importing a calendar

into D2L is not automatic. Instructors must manually use the import function to update the calendar in D2L each time they update the external calendar.

5. Make use of the D2L website for posting course materials.

Based on student surveys, on prior experiences of instructors in classes that were already on-line, and experiences of instructors who transitioned to on-line instruction during Spring 2020 all classes are required to make use of the D2L website for posting PowerPoint lectures, homework/assignments, pre-recorded lectures, videos, lab exercises etc. These are all easily posted and organized through D2L. We will entertain exceptions on a case-by-case basis.

Technical notes regarding D2L usage

Both Zoom and Panopto can be accessed directly through your D2L Homepage via the *UA Tools* button at the top of the page (see other resources on this same menu).

We recommend scheduling Zoom lectures through the class D2L website. Instructors can set them up to auto-record and auto-post to the site.

Using the D2L *Calendar* functions (under *Course Admin* at the class site home page) you can create a regularly scheduled **event reminder** and links to, for example, the Zoom videoconference for your class lecture or holding office hours. This makes it easy for students to join scheduled zoom events without having to remember the URL or constantly refer to the syllabus

VoiceThread is another available D2L tool that is helpful. It is not live, but has an interactive capacity built in that static recordings do not have.

Find tutorials for all tools available on D2L at <https://oia.arizona.edu/content/932>. Also, Math has developed tutorials on D2L for using these resources (email deemer@math.arizona.edu for access to these modules).

6. All COS courses must post sufficient material for students in diverse situations to follow the course.

Posting recorded and sufficient material is necessary for accommodating students who become ill or who cannot access resources because of technological challenges. Materials are required to be posted in D2L (see policy 5 above).

If at all possible and if this makes sense for the class, lectures should be recorded live (using Zoom or Panopto) or pre-recorded (using Panopto). Obvious exceptions are lab or field courses that cannot be recorded. Other exceptions are flipped courses that already make extensive use of uploaded recorded lectures and lecture notes, that use class time for students to work through problems. Instead of recording classroom instruction, the instructor could post the problem sets or discussion topics for students who cannot attend (for example).

Simply providing PowerPoint slides and outlines of instructional material is unlikely to be an effective teaching strategy by itself. Students need the supplemental interaction and delivery of instruction that can only come from a lecture or discussion with the instructor, either delivered live or pre-recorded. Students convey in surveys that they find it particularly helpful to have access to PowerPoint slides when they are following live lectures.

7. COS courses must not require students to use cameras in Zoom classrooms. Students camera use is not required for synchronous participation in class lectures, notwithstanding the guidance on proctored exams (see below). With respect to equal access, diversity and inclusion, use of a camera 1) may not be possible for a student if they have limited internet bandwidth, and 2) forces them to disclose personal information about their home living environment.

Use of Zoom for proctoring exams. The only exception to not requiring camera usage is when instructors use Zoom for proctoring exams. Students who do not wish to be proctored with others can be assigned to a breakout room for one person. In some cases, instructors may have to carve out exceptions for proctoring a student exam. See example wording below from Math that may be helpful in your syllabus for managing zoom proctoring.

Students will be proctored using Zoom with video sharing. Any student who has concerns about sharing video during an exam must meet with their instructor at least two weeks prior to the exam to discuss options.

8. All COS courses must adhere to FERPA protections when using Zoom recordings.

https://privacy.arizona.edu/sites/default/files/ferpa%20guidance_04.16.2020_final.pdf

State in your syllabus that for lecture recordings, which are used at the discretion of the instructor, students must access content in D2L only. Students may not modify content or re-use content for any purpose other than personal educational reasons. All recordings are subject to government and university regulation. Therefore, students accessing unauthorized recordings or using them in a manner inconsistent with UArizona values and educational policies are subject to suspension or civil action. An example of unauthorized use is accessing a course recording on an external site (e.g., YouTube). Another example of unauthorized use is posting course videos to external sites.

Instructors should notify students if they are recording in Zoom and provide information to students about how to hide their name identity. Alternately, instructors can set their Zoom recordings to automatically hide names with the following instructions. Go to arizona.zoom.us, log in, go to Settings —>Recording tab —> Advanced cloud recording settings —> uncheck the box that reads “display participants’ names in the recording.”

COS required practices for Fall 2020

9. Except for essential, hands-on courses with in-person components that start on 8/24/20, instructors may not require physical attendance. Instructors must also accommodate students who occasionally cannot attend synchronously (whether physically or virtually), due to illness or life circumstance. For those situations, we suggest either a generous missed session policy or make-up assignments for live activities that were missed.

Some students may be precluded from attending synchronously throughout an entire semester. For courses critical to graduation, we ask that departments and instructors develop strategies to accommodate such students through alternate a) course assignments, b) course sections, or c) graduation requirements.

COS distinguishes between physical attendance in an in-person or flex/hybrid classroom and virtual attendance in a synchronous live-online class session. We define participation as completion of all assigned work.

The goal of this requirement is to accommodate students in diverse situations. **We will consider exceptions on a case-by-case basis if this policy prevents an instructor from utilizing all of the tools available for student engagement.** In this event, please work through your associate department head who will work with the COS Associate Dean of Student Academic Success.

Unless an instructor is teaching an essential, hands on course or has an exception, the only acceptable use of physical attendance is to determine how many of your students are attending class physically versus participating remotely. A department or the COS may ask instructors to take attendance periodically this semester for this purpose.

Instructors have a right to request that students who miss more than one week of classes provide a doctor's note of explanation to DOS-deanofstudents@email.arizona.edu.

10. Instructors must include a policy on mask usage in their syllabus for in-person and flex/hybrid courses.

Please direct students to this link on university policy for mask usage. Instructors may also want to read the information at this link that, for example, explains that masks with vents and face shields without a mask are unacceptable.

<https://covid19.arizona.edu/face-coverings>

COS best practices

1. Instructors are encouraged to include a syllabus statement welcoming all students. COS is committed to broadening awareness throughout our campus to ensure our students feel

represented and valued. Including statements affirming your support of diversity and inclusion will help support our values at an institutional level. See three examples below. There are many ways to do this.

From the Native American Student Affairs website: The University of Arizona sits on the original homelands of Indigenous Peoples who have stewarded this Land since time immemorial. Aligning with the university's core value of a diverse and inclusive community, it is an institutional responsibility to recognize and acknowledge the People, culture, and history that make up the Wildcat community. At the institutional level, it is important to be proactive in broadening awareness throughout campus to ensure our students feel represented and valued. <https://nasa.arizona.edu>

From lgbtq.arizona.edu: The University recognizes that many members of its community use names other than their legal or official names first provided to the University (official/legal name) to identify themselves. For some, a chosen or preferred name may be an important component of their identity, especially their gender identity. **If you would prefer that a different name from your legal one or the one that appears on the class roster be used in our classroom, please email me and/or your TA's before the first day of class, so that we can use the best name and pronouns for you.**

The University has also established guidelines that allow students and employees to indicate their chosen or preferred first names to the University community even if they have not changed their official/legal names. University of Arizona students and employees may choose to identify themselves within the University community using a preferred first name that differs from their official/legal name. A student or employee's preferred name will appear instead of the person's official/legal name in select University-related systems and documents, provided that the preferred first name is not being used for the purpose of misrepresentation. Please see the following link for more information:

<http://lgbtq.arizona.edu/use-chosen-or-preferred-names>

From the University of Arizona Diversity, Inclusion and Title IX website: Diversity Unites and Moves Us Forward. At the University of Arizona, students develop skills that are crucial to succeed in today's global marketplace. We provide accessible, engaging environments that inspire creativity, enhance our ability to think critically and challenge us to fully realize our leadership potential. As a result, we approach some of society's most complex problems without hesitation, enriched by many perspectives and challenge the status quo to achieve excellence in our teaching, research, and service.

<https://diversity.arizona.edu/>

COS best practices for Fall 2020

2. Provide accommodations for in-person or flex courses for students who can only attend remotely

Although the COS will not require all classes with in-person components to have fully-online sections we encourage all instructors to consider the fact that some students who must attend remotely may need such courses for graduation. Those students should first work with their advisors to come up with an alternative plan. If no alternative is possible, we recommend the instructor consider allowing the student to attend fully remotely with the caveat that the COS recognizes that some lab and field courses cannot support fully remote learning. Recorded lectures are the preferred mode of accommodating students who cannot attend in-person classes although adequate support in the form of uploaded materials developed for asynchronous learning or extensive notes are also acceptable.

3. Consider scheduling their office hours as recurring event through the Zoom portal in D2L.

This way the link will always appear on the student's (and instructor's) calendar when they log into D2L and students will not need to search for office hours in old emails or in an old syllabus in case the instructor changes the office hours listed in the syllabus.

4. Ask students to inform them of any technology issues that may impede their participation in the course as early in the semester as possible. These could include slow internet speed (so as not to be able to access class material synchronously) and lack of computing equipment/accessories. We advise that instructors address these problems no later than the first week of classes.

Instructors are also advised to convey information about assistance with technology support resources on campus which includes information for borrowing equipment, wifi hotspot locations, information about free wifi service, and more. See information at this link:

<https://student.it.arizona.edu/resources>

See also University of Arizona wifi description:

<https://it.arizona.edu/service/uawifi>

5. Consider that many students do not have access to the same resources at their homes as they do when they have access to campus. Please keep in mind that many students do not have access to the same resources at their homes as they do when they have access to campus. You may want to poll your students about their access to technical resources after Thanksgiving and plan accordingly. It may also be helpful to provide due dates within longer windows of time for students who can only access hotspots at certain times.