SPH Instructor Resource Guide

Welcome to teaching at the School of Public Health! Whether teaching for one of our four undergraduate programs or one of our many graduate programs, the following resources are meant to ease your transition to teaching at the University of Maryland. Whether you are a veteran teacher looking for technical details about teaching at UMD, or are new to teaching and looking for tips and pointers across the board, this basic list of resources should help you get started. And if you can't find what you are looking for, please ask; this resource guide is continually updated to make it better.

We support excellent instruction to facilitate outstanding student learning experiences. Our programs are rigorous and engaging, preparing our students for the next steps in their academic and professional lives. Whenever you need assistance in making your course all it can be for our students, don't hesitate to reach out for help.

Getting Started
So new to campus you don't have an ID card? Directory ID? Etc.? Check out this place to start for the basics. You'll need an ID card to get into some classrooms, and your Directory ID is your gateway identification for all campus websites and services.
https://www.faculty.umd.edu/newfaculty/start.html

Our School of Public Health Administrative Team
While we have endeavored to include every possible tidbit of information you'll need in this guide, we all know that is impossible on a campus as large and complex at UMD. If in doubt (when in doubt!), please contact us for assistance. It is always best to have the right answer, even if it takes a few hours to get it. Our administrative team members include:
Assistant Dean for Undergraduate Affairs, Dr. Coke Farmer: cfarmer@umd.ed
Associate Dean for Academic Affairs (Graduate Programs), Dr. Stephen Roth: sroth1@umd.edu
Dean's Chief of Staff, Ms. Erin McClure: elmc@umd.edu

Campus Resources/Technology Resources
The Teaching and Learning Transformation Center (TLTC) is the campus' central home for all things teaching and learning. They have a great **"Get Started Teaching" guide** with links to great resources:
http://tltc.umd.edu/get-started-teaching

TLTC also provides information about teaching with technology:
http://tltc.umd.edu/teach-technology

The Office of Faculty Affairs and the Office of Undergraduate Studies have developed an extensive website describing key policies, including academic integrity, grades, attendance, and others. The link from Undergraduate Studies (first link below) should be included in all syllabi, including graduate courses (and it is included in the SPH syllabus template). Please

familiarize yourself with campus policies. If you are confronted with a policy you are unclear about, please ask for help. The campus has clear policies on a variety of typical issues and instructors (and students) must follow them.
http://www.ugst.umd.edu/courserelatedpolicies.html
https://faculty.umd.edu/teach/index.html

The Division of Information Technology (DIT) has an academic arm that provides instructor support for technology use in classes, including the ELMS system, clickers, Panopto, Qualtrics, streaming media, and many, many others. They provide both one-on-one consultation/support as well as webinar and in-person training sessions throughout the year. See more information here:
https://umd.service-now.com/itsc?id=sc_category&sys_id=327500fc6f16e20051281ecbbb3ee447&filter=all&t=so#

For technology support, whether for your personal technology or classroom technology, your first place to start is the SPH Solutions Center, located across from the Dean's Suite in 2241 SPH. If they are unavailable, you may call 301-405-1500 for on-campus technology support. Laptop carts are available as well.
http://sph.umd.edu/content/sph-solutions-center-information-technology-facilities

Learning Management System (ELMS)
A Learning Management System is a web application for providing students with a central location for all course-related resources, from grades and syllabi, to assignments, discussion boards, etc. UMD uses ELMS, also known as Canvas. Instructors access their courses, which are pre-populated every semester by the Registrar's office, here:
https://myelms.umd.edu

We highly recommend you use ELMS for distributing course materials and managing course resources and grades. Students use this application as a way of managing their many courses and use it as a centralized location for grades, assignments, calendars, etc. You may also email/communicate with students through ELMS.

Use your Directory ID (the "xyz" in your xyz@umd.edu email address) and password to access the website. You will find an "unpublished" course space for each of the courses you are teaching. You may build a course space from scratch or you may import a course from a previous semester (e.g., a previous instructor is sharing course materials previously uploaded in ELMS). Once you have established the course space to your satisfaction, make sure to "Publish" your course; once published, students will see it. Student access is provided and updated by the Registrar's office; enrolled students will gain access to the course the day after they register for classes (if not sooner).

If you are teaching a course for first-time students (e.g., freshman, transfers), we suggest pointing them to this ELMS tutorial, which will help them understand the system. The tutorial may be useful for instructors as well, though additional instructor resources are listed below.

https://myelms.umd.edu/courses/1157772

For many resources on how to best use ELMS, see the following links:
ELMS Tutorial (self-paced, online): http://myelms.umd.edu/courses/900386
An email address for support is: elms@umd.edu

Syllabus
All courses require a syllabus that must be provided to students; best practice is to include the syllabus in the ELMS course space, where students will be able to access it regularly. The School uses a "syllabus template" to ensure that all required aspects of a syllabus are included and provides a model for information that should be included. Please ask your unit head for a copy of the most recent syllabus template.

Required syllabus elements are outlined here, with links to information about academic integrity, grades, attendance, and other policies. Be sure your final course grades reflect the grading scheme outlined in the syllabus:
https://faculty.umd.edu/teach/syllabus.html

Course Logistics – seats, schedules, attendance, religious observances, etc.
While you have a lot of freedom in how you structure your course (and we're happy to help make it exceptional), there are some constraints placed on you. For example, we ask that you develop a detailed course schedule using the syllabus template, including describing the dates of required assignments, exams, and other activities. Moreover, UMD policy states that students cannot be penalized in any way for participation in religious observances. So don't schedule major assignments on major religious holidays (we try to send some date reminders) and anticipate that students will let you know about such absences. Policy also states that students are supposed to inform you of such anticipated absences within the first two weeks of the semester. Note also that UMD does not follow the typical Federal holiday schedule – refer to the official academic calendar. The attendance policy information is here:
http://www.ugst.umd.edu/courserelatedpolicies.html
http://www.provost.umd.edu/calendar/

With regard to attendance, campus policy states that attendance is not to be used in the computation of course grades and recording attendance is not required of faculty. That said, we recognize the importance of students regularly attending and participating in class. Developing course participation activities that require student attendance is an excellent approach for ensuring full student participation and allowing a mechanism for grading that participation. The instructor should outline these participation requirements clearly at the beginning of the course and in the syllabus.
https://faculty.umd.edu/teach/attend_student.html

Be aware that campus policy is to excuse students absence for a variety of reasons and instructors are asked to make reasonable accommodations for missed deadlines or other

graded elements of the course. <u>The policy details around attendance and excused absences are included here</u>.
http://www.ugst.umd.edu/courserelatedpolicies.html

Your unit will determine the number of seats assigned to your course. Be aware, however, that the number of seats that are showing in the Schedule of Classes (testudo.umd.edu) may NOT reflect the total number of seats assigned. Schedulers often "hide" some seats to ensure registration for graduating seniors and other special situations. So confirm with your department's course schedule the total number of seats anticipated for your course for planning purposes; don't rely on the Schedule of Classes.
http://testudo.umd.edu/

Waitlists

Enrollment in all of our courses is generally capped at some target number specific to each course (or limited by the classroom size), which means that students who register for a "full" course are placed on waitlist. These waitlists (as shown on Testudo's Schedule of Classes website) can grow quite long as students queue into several courses simultaneously, hoping to secure their best possible schedule. In general, instructors are not advised to add students from the waitlist into their course without permission of their department. Students on the waitlist will certainly ask for such approval, but you are best served as the instructor to have students make such requests of their undergraduate director. The instructor does not have to add students from a waitlist.
Schedule of Classes website: https://ntst.umd.edu/soc/

Course Pre-Requisites

At times, students will not have the required pre-requisite courses for a course for which they are registered. Each department works to screen such students out prior to the start of classes, but our large student numbers makes this process challenging and nearly impossible to complete perfectly. For that reason, it is important for instructors to announce and clarify the required pre-requisites at the start of a course and for newly registered students, asking them to drop the course if they do not have the required background courses.

Examinations

If you schedule exams, be clear in the syllabus when the exam is scheduled, and start and end the exam within the time allotted for the class. Do not provide extra time – this is unfair for students who have other commitments before/after class and need to arrive/leave on time.

For undergraduate courses, you must give a final exam. This is a requirement for all undergraduate classes. Give the final exam during the final exam week at the exact day and time stated in the official final exam schedule (this will be provided by your department scheduler or can be found at Testudo). Do not deviate from this schedule and never give the final exam during the last regular day of class. Please make the final exam

comprehensive and retain the final exam and other major course assignments for one full (meaning spring or fall) semester following the conclusion of your course.
http://testudo.umd.edu/
https://pdc-svpaap1.umd.edu/teach/

Students with Four or More Final Exams on the Same Day!
Ouch! Tough for any student, if not impossible, so we give them a break. BUT – instructors do not have to be involved. SPH receives a list of any students within the School who have four or more final exams on the same day. Those students are entitled to reschedule one of the exams and are sent an email from the university. Note that they must contact their instructor(s) prior to a specified date. This is a relatively rare occurrence, so check in with us if you have this request. All other students, including those lucky ones winning three exams in one day, are <u>not</u> entitled to reschedule any of their exams.

Textbooks and Course Materials
You are not required to use a textbook; you can upload materials on the ELMS course space, outlined above. If you do use a textbook, then we recommend you work with your department around ordering your textbook, at least learning the procedures that they use. Faculty can order textbooks through the UMD Bookstore – second link below. More information can be found here:
https://faculty.umd.edu/teach/material.html
https://www.facultyenlight.com/?storeNbr=370

Course Rosters
While your course rosters are automatically updated within your ELMS course space, you can also access course rosters and waitlists, including rosters with student pictures, at the following website, updated daily:
https://www.umeg.umd.edu

At some point early in the semester, you will receive a request from the Registrar's office to "verify your roster." This means you are to go into the UMEG website and confirm the attendance of all students; effectively, you are identifying any student who has NEVER attended your course, in case they are incorrectly registered. It is good practice to have some assignment or activity early in the course to allow identification of all students attending the course to complete this task.

Academic Integrity/Cheating
The student-administered Honor Code and Honor Pledge prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. On every examination, paper or other academic exercise not specifically exempted by the instructor, students must write by hand and sign the following pledge:
> *I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).*

Compliance with the code is administered by the Student Honor Council, which strives to promote a community of trust on the College Park campus. Please work with your department or the school on any issues of academic dishonesty; we will happily assist you through this process.

http://www.ugst.umd.edu/courserelatedpolicies.html
https://faculty.umd.edu/teach/integrity.html

Canceling Class
We understand that "life happens" and occasionally a class needs to be canceled, but this should be an extremely rare event. Campus weather-related closures are announced widely via email and other media outlets. Instructors who must cancel class should strive to either find a substitute instructor or provide course content, materials, and activities through online means. Instructors should communicate to both their students and their department as soon as possible when a course is canceled to ensure students are being served.

Grades, including Mid-term, Final, and Incomplete Grades
UMEG is also the website you'll use for official course grades. Typically, you'll be asked to enter grades twice in a semester: Early Warning Grades for some undergraduate students and students on probation, and final course grades. The request for submitting Early Warning Grades will come from the Registrar's office and instructions will be provided. Student Athletes are required to have early warning grades submitted and the Athletics Office will send an email requesting that information.
https://www.umeg.umd.edu

Mid-Term or "Early Warning" Grades
You may receive a campus email prompt to submit mid-term grades (aka early warning grades), which means you have students (e.g., transfer students, athletes, first-year, etc.) who require such grades. Directions for submitting these are included in the campus email. Mid-term grades let students know their grades now in the hope that there is sufficient time left in the semester to right a failing ship. We recommend grading approximately 25% or more of the class requirements prior to the end of the first eight weeks to allow for reasonably useful mid-term grades.

FINAL course grades are entered in UMEG. So while you are likely to use ELMS to record individual grades for course activities and assignments, your final course letter grades will be entered into UMEG. Notification for the timing of final grades is sent via email from the Registrar's office. UMD does use +/- grading, with the recommendation that for a 90, 80, 70% grade structure, 1.5% is used as the cutoff for +/-.
https://www.umeg.umd.edu

Incomplete Grades

Incomplete grades may be granted to students who are making satisfactory progress but, for circumstances beyond their control, are unable to complete a small portion of the course work. An "Incomplete Contract" is then completed between the student and the instructor. For example, a student misses the final exam due to injury or illness but has otherwise completed successfully all other course work, and an extension of x weeks is provided to complete that final assignment before assigning a grade for the course. Incompletes can be abused, so please reach out for assistance. More information is provided at the link below.
https://faculty.umd.edu/teach/index.html#grades

Course Evaluations and Mid-Course Evaluations
In the final two weeks of each semester (prior to final exams), students are provided access to a course evaluation system. Instructors are asked to encourage student participation in the evaluation system. If 70% of students complete evaluations for a particular course, students in future offerings of that course may see those evaluations. Students provide evaluations at the following website, and once evaluations are accessible to instructors (about 4-6 weeks after the semester ends), instructors access their evaluations from the same website. More information is provided via email by the campus toward the end of the semester.
www.CourseEvalUM.umd.edu

Learn more about the evaluations and the specific survey questions here:
https://www.irpa.umd.edu/Assessment/CourseEval/UnivItems.html

Though not required, we highly recommend providing students the opportunity to evaluate a course near its mid-point, allowing an instructor to make adjustments to improve the experience for students. This should be done such that students can respond anonymously, either via an online survey tool or just a sheet of paper collected at the back of the room. Two simple open-ended questions can be used: What's working? What's not working? Alternatively, try asking these questions: What should we stop? What should we start? What should we continue? Either of these variations on a simple evaluation can allow instructors to see patterns among student responses that can be informative for course improvements.

Assistance with Course Design
Both the TLTC and the DIT Academic Technology unit on campus can provide assistance with course design, though the School can provide assistance as well. In general, consider the TLTC as the best source for general pedagogy assistance; consider DIT as the best source of technology-related assistance; consider the SPH as the best place for thinking through discipline-specific course elements. When in doubt, start with SPH and we'll get you to the best place.

Contact TLTC instructional consultants at: http://tltc.umd.edu/consultations
Contact DIT Academic Technology instructional designers at: learningtools@umd.edu.

Excellence in Teaching
Setting up an ELMS space and publishing your syllabus are the basics to teaching, but every teacher, master and novice, can continue to improve. Both SPH and the UMD campus are dedicated to supporting your efforts at improving as an instructor. Various resources, programs, and activities can be found at the following links for information about ways to improve your teaching. And watch for opportunities within the school to participate in workshops and learning communities dedicated to improving the educational experience for all of our students.
http://tltc.umd.edu/improve-my-teaching
http://tltc.umd.edu/events
http://training.umd.edu/default.aspx?type=&view=Summary&category=10-0

"Office" Space
Though you may not be provided office space by your unit, the SPH provides "hot desk" shared office space to all instructors without permanent homes in SPH or elsewhere on campus. The shared space is in 1304 SPH, across from the main lecture hall. To gain access to this space, please request access through the SPH Solutions Center Ticketing System here:
http://sph.umd.edu/content/sph-solutions-center-information-technology-facilities

Your Classroom
When you are listed as the instructor of record for a class, the campus updates your UID card with swipe access (as needed) for your assigned classroom. Be sure to check the classroom a few days in advance to ensure proper access and study the environment and technology. UMD is challenged by too few classroom spaces, so switching at the last minute is very, very unlikely.

Whether in SPH or in another building across campus, nearly all classrooms have similar technology resources, including computers and projection systems. More information can be found at the links below. The first link is a quick start guide to using the AudioVisual equipment; you may hookup a laptop or simply bring your files/media on USB.
https://umd.service-now.com/itsc?id=viewpdf&sys_id=ab86301b3755fa80a90963d2b3990e59&title=AV%20Touch%20Panel%20Classrooms%20and%20Meeting%20Rooms&service=daaba3476f0f2a0051281ecbbb3ee455

Accessibility and Disability Service
At the beginning of the semester, students who require special accommodations for extra time or other disability support services will contact you and provide you with specific information. A student who has received campus approval for special accommodations must have an instruction sheet for the instructor at the beginning of the semester. More information will be on that form, or you can contact ADS at:
https://www.counseling.umd.edu/ads/

Student Advising

In the School of Public Health and in most units across campus, student advising is performed by "professional" advisors; people dedicated to providing academic advising services to students within a particular major or academic program. Faculty in SPH provide career and other types of advising, but rarely provide direct academic program advising. When a student asks about advising services, you have two options. For SPH students, first send them to Center for Academic Success and Achievement (CASA). For non-SPH students, send them to the campus advising website:
http://sph.umd.edu/%3Cfront%3E/undergraduate-center-academic-success-and-achievement
http://studentsuccess.umd.edu/Resources/academicadvising.html

Student Athletes
Occasionally you will have student athletes in your courses with approved absences for travel or competitions. They will provide a schedule of approved absences at the beginning of the semester. They are responsible for missed work and exams. If it is clear that a student athlete will be missing large or important portions of a course, they should be advised to find another course if possible. Student athletes have their own advisors, but can also be sent to the resources above for regular student advising if they need assistance. More information can be found here:
http://sph.umd.edu/%3Cfront%3E/student-athletes

Student Behavioral Issues
If you have concerns about a student who may be acting odd, is concerning you, or is threatening or violent in any way, early intervention is important. While such situations are rare on our campus, student behavioral concerns should be reported – ***See Something, Say Something***. The University's BETA (Behavior Evaluation & Threat Assessment) Team is prepared to assist or intervene when necessary. Non-emergency situations may be reported by calling 301-314-BETA (4-2382) during normal business hours, by using an online form on the BETA website (www.beta.umd.edu), or sending an email to beta@umd.edu. Other contacts and services are available and are listed below:

University Police/ Department of Public Safety 301-405-3333 or 911

Mental Health Services   301-314-8106

Counseling Center   301-314-7651, http://counseling.umd.edu/
For counseling and consultation about an emotional or psychological concern

Office of Student Conduct   301-314-8204
To report non-emergency student misconduct
https://www.studentconduct.umd.edu/