Improving Syllabi during COVID-19
Fall 2020 Recommendations

CALS Graduate Student Syllabus Working Group
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COVID-19 has created a unique teaching environment that will challenge students and instructors in many ways. It is critical to establish clear and concise course objectives and communication channels between instructors and students. This begins with having a well-designed syllabus. This document is designed to outline ideas, techniques, and thought processes that instructors can use when designing and altering their syllabi for the Fall 2020 semester as well as general syllabus improvement.

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General Information

Instructors and Teaching Assistants

Due to the nature of the online and hybrid classes, students will likely not know their instructors as well as during a traditional course. It is important to outline clear methods of communication and interaction.

- How will office hours be arranged? Some students prefer to discuss with their instructors via email or zoom after class. Others living in Blacksburg may want a socially distant, in-person meeting.
- Often, virtual class instructors receive poor reviews simply because of communication delays.
- Potential ideas:
  - Provide name, preferred title, campus or other phone number and email of instructors and TAs. If comfortable, students also appreciate cell numbers for quick communication for important items.
  - Other professors implemented this in the Spring with great success.
  - Consider indicating the instructors' pronouns and adding a picture of themselves. This will build trust for how some students (minority and otherwise) identify faculty that they can talk with.
  - Office hours can be either the online format (provide links for scheduling and zoom meeting ID) or face-to-face format (follow the Guidelines for Implementation of Public Health Measures and all subsequent notifications from the university Hygiene Best Practices and Tips and Prevention)
  - Clarify time rules about contacting instructors or TAs while maintaining some flexibility. Given this unique situation, students might need instructors more than ever before, not just for academic purposes, but also to have some encouragement from the instructor. Therefore, it can be helpful if instructors specifically mention in the syllabus (or tell them verbally) that students should not hesitate to reach out to them during and beyond office hours. This will provide emotional support to the students and add a personal touch to the instructors' teaching methodology, which in turn strengthens the student-teacher relationship.
  - Specify how quickly students can anticipate a response from the instructor via phone or e-mail. Be practical - it is important that you "have a life" and are refreshed and excited about teaching each week. Students appreciate knowing your boundaries. They also appreciate faculty who do what they say they will do in terms of responding to questions. In addition, instructors can specify a subject line in the email that can be used by students who
have urgent questions for instructors. In this way, they can expect the immediate response from instructors.

Location and Time
Consider using a recurring Zoom link for all synchronous class discussion or lectures. Post that link here.

Course Description
While the course description will likely remain the same, it is important to use words that clearly outline the objectives of the course.

- Potential ideas:
  - Provide the information about how and when can the students navigate to the recorded lecture on Canvas.
  - Catalog description of the course: a short paragraph as a well-developed overview of topics covered.
  - Identify the purpose of the course: be careful to consider who your students are. What do they need from the course? What will they need to learn that will help them to continue learning in the discipline?
  - Develop learner-centered objectives - in measurable terms what students will be able to do: "upon completion of the course the student should be able to...."
  - Examples: Guidelines for Course Descriptions

Prerequisites and Corequisites
Outline the usual requirements for the course, but also add what technical skills may be needed during the course with the current format.

- Potential idea: Specify skills that may make it difficult for students in the current format

Required Materials
Students will have different resources available to them during this semester. COVID-19 may have also negatively impacted their ability to purchase materials.

- Will they be able to obtain your normally required materials?
- Do they understand why you selected certain materials? Are certain materials more necessary than others?
- Potential ideas:
  - Be transparent about why you have selected the materials and how they will be used throughout the class.
○ Maintain on-reserve copies of required materials at the library for students on campus.
○ Consider using online resources that the library has access so that all students have access to the materials
○ Include a statement in your syllabus outlining multiple ways for students to obtain the required materials such as:

\(\text{Syllabus Creating in the COVID Era (1st Edition), by Jane Hokie and Joe Bird (Blacksburg Publishing Group, 2020). ISBN XXX-000-1111. The cost at the bookstore is $285.00 as a bundle with online access. An online only version is available from the publisher at [insert link here] for $120.00, which gives access for 3 months. New and Used hard copies are available on Amazon [insert link here] for purchase or rent. There is also a copy of the book on reserve at the library and I have one extra hard copy in my office for short term viewing.}\)

○ It's helpful for instructors to include reading materials from different backgrounds, especially if the students in the class have various backgrounds. This is particularly important for the online class, because some students may not be able to come back to the US during Fall 2020. Many may also have no access to these textbooks published in the US.
○ Remember that many students are experiencing financial difficulties since the pandemic and may not be on campus to have access to the library this semester; open education resources might be a more equitable alternative to a required textbook this semester.

Course Expectations
Expectations of students appear throughout a syllabus, i.e. assignment due dates, honor codes, and schedules. It is important to clearly express expectations. However, it can be even more critical to use words that conveys conscientiousness and creates trust.

□ Addressing changes to expectations given current events
○ It’s important to express compassion and understanding for students during this time as well as concern for their welfare. Be personable and authentic!
○ Overall wording:
  ▪ Be personable and “informal”. Resist the urge for the syllabus to be a very cut and dry, formal document.
Use “we” to show compassion for students
Write in first person
Example statements from TLOS:

- “Your success in the classroom is important to me”
- “Any student who faces challenges securing their food or housing and believes this may affect their ability to succeed in this class should contact me”
- “I will honor your request to address you by your chosen name or gender pronoun”
- “Persons who have religious or cultural observances that coincide with classes should contact me. However, if I do not hear from you by (date), I will assume that you plan to attend all class meetings”

- **How should students reach out with questions and when should they expect to hear back?**
  - “Students should use email to submit any questions or concerns and can expect a response within 24 hours. Due to expected increases in email communication, if there is not a response, students may send a reminder email.”
  - Specify how often and through what channels students should be accessing course information, looking for updates and announcements, and contacting the instructor.
  - Early and frequent communication can ease student anxiety. Let students know about changes or disruptions as early as possible, even if all the details aren’t in place yet, and let them know when they can expect more specific information. Don’t overload them with email, but consider matching the frequency of messages with that of changes in class activities and/or updates to the broader crisis at hand.
  - Instructors will likely receive some individual requests for information that could be useful to all students, so consider keeping track of frequently asked questions and post these discussions on Canvas. This way, students know they might get a group reply in a day versus a personal reply within an hour. Also, consider creating an information page in the syllabus, and then encourage students to check there first for answers before emailing the instructor.

- **Address rigor of the course** - many students will be concerned about the “quality” of their classes and education this fall. Address what you are doing to maintain integrity of the material while allowing flexibility for students during this time.
○ The same course material will be covered and tests will be similar to previous years, however, attendance is more lenient this year. OR while exams are now online, the same material will be covered.

● Virginia Tech Wellness principles - include a statement that students are required to follow the Virginia Tech Wellness principles

○ Example from Faculty Handbook Section 9.9 - Classroom Conduct Guidance for Fall 2020:

“Virginia Tech is committed to protecting the health and safety of all members of its community. By participating in this class, all students agree to abide by the Virginia Tech Wellness principles. To uphold these principles, in this class you **must** do the following:

- Wear a face covering during class, including as you enter and exit the classroom
- Maintain the designated distancing guidelines of the classroom
- Enter and exit class according to posted signage

If you are exhibiting even very slight signs of illness, you **must** not attend class in person. Notify me by email and follow the instructions posted at [https://vt.edu/ready/health.html#tips](https://vt.edu/ready/health.html#tips).

○ What should students do if they do not feel well?

- All interfaces: asking for verification of illness by a medical professional is not appropriate. Faculty should accept a student’s notification of illness. Syllabus should specify expectations for illness notification from a student.
- Hybrid/in person: it is crucial that faculty communicate to students that they should not attend an in-person class if they feel the slightest bit sick, and also take no action that could encourage class attendance by those whose attendance might endanger public health, i.e. attendance as a portion of the grade.

○ What happens if a student in class becomes sick?

- Be open and honest about when you will notify them that another student in the class has been sick
- What measures are you taking to limit exposure?
- Students are concerned about their health. You can help calm these fears by listing what safe health practices you are implementing:
“In the classroom, hand sanitizer provided by the university is located near the door. Seats are placed 6 feet apart. Seats will be assigned for the duration of the semester after the 1st day to limit exposure of students”

**Course Content**

It’s crucial for instructors to make the schedule easy to understand and follow for students.

- **Schedule Formatting**
  - Organizing the schedule into weekly modules can minimize confusion and lower the possibility of students missing the deadline. Instructors can also provide a weekly consolidated checklist of all assignments and tasks students have to complete in a particular week.
  - There are many formats you could use to explain the class assignments including a calendar, table, paragraph or bullet point format.

- **Emphasis on Consistency**
  - Whichever format you decide to use, be consistent when you list the assignments each week so that it follows a certain pattern or flow. With a consistent pattern, it is easy to read, comprehend and remember the expectations. For example, if you list the readings, then the canvas discussion expectation, then paper submissions - don’t mix up the order the following week unless there are strategic reasons why you want students to follow a different order each week.

- **Clarifying Assignment Expectations**
  - The assignment explanation should include descriptions of the assignment along with their deadlines. Adding the breakdown of the available grade value next to each assignment is also useful information for students.
  - It is also helpful to include a high-level summary of the different types of assignment in the class and number of points or percentage each represents in the final grade.

- **Alerting for Possible Schedule Adjustments**
  - If instructors aren’t sure about some activities, it’s okay to put TBA in those spaces. Just having the spaces set up will help instructors and students plan for the semester. Consider including some kind of “subject to change” language about specific due dates and activities. This will give the instructor some flexibility to adjust the schedule as needed.
  - Example: [Example1 of good course schedule](#)

- **Post Break Course Changes**
○ After Thanksgiving Break all classes will be online so it’s important to clearly communicate to students the expectations after thanksgiving break.

○ Make clear how the course is changing or if it will remain the same. Will you be moving from synchronous to asynchronous instruction? Will the normal pace and assignments in the class or will there be a change they should be aware of in the class schedule?

○ Instructors may want to add verbiage highlighting after thanksgiving break expectations. For example: The remaining material will be covered by X date and the final exam will be held on X date. Final exam grades will be made available on X date.

○ If class is being switched to online, how will lectures that were previously in person, be handled? Will there be videos? Slides? Lecture notes? How can students find the lecture content?

● Post Break Communication Method

○ Instructors should explain to students their approach to communicate with students after the Thanksgiving break to finish the semester and take finals. After Thanksgiving break there will no longer be in person instructions, so how can students get a hold of the instructor if they have any questions or concerns? Possible methods are email, phone calls, dedicated office hours, or zoom calls requests.

Course Assessments

The course assessment or grading section of the syllabus is often the most referenced portion of syllabi. Students will note overall grade percentages for each assignment at the beginning and look back often when new assignments are provided. This handout provides thinking points and ideas for online and hybrid courses. All ideas or themes used by a professor should be written into the syllabus and clearly explain to the class.

Attendance and Participation Policy

Taking attendance is no longer as simple as recording a student as “present” or “absent.”

● Classroom expectations and course policies must be adapted to the health and safety measures needed to mitigate transmission of COVID-19. A core element of this is the requirement that individuals self-isolate when exhibiting any symptoms of illness. Thus, it is crucial that faculty communicate to students that they should not attend an in-person class if they feel the slightest bit sick.
• Asking for verification of illness by a medical professional is not appropriate in light of public health guidance to self-isolate. Schiffert Health Center does not provide verification of illness to the Dean of students or others due to HIPAA regulations.
• Will you assess student participation, and will this assessment contribute to the student’s final grades? If so, how much?
• How will you give grades for students who missed the lecture, in class assignments, discussion due to the problems of Internet connectivity?
• Potential ideas:
  ○ Expanded syllabus statement
    ■ Virginia Tech is committed to protecting the health and safety of all members of its community. By participating in this class, all students agree to abide by the Virginia Tech Wellness principles. To uphold these principles, in this class you must do the following:
      ● Wear a face covering during class, including as you enter and exit the classroom
      ● Maintain the designated distancing guidelines of the classroom
      ● Enter and exit class according to posted signage.
      ● If you are exhibiting even the slightest sign of illness, you must not attend an in-person class. Notify me by email and follow the instructions posted at https://vt.edu/ready/health.html#tips.
  ○ If a student causes a disruption, refuses to comply with health and safety guidelines, or persists in problematic behavior in a subsequent class meeting, if necessary, an instructor can terminate the class session and consult with the Office of Student Conduct for guidance and direction.
  ○ If a student engages in behavior that could be immediately dangerous or threatening to any member of the university community, the faculty member should call the Virginia Tech police.
  ○ Have specific days that some students are expected to participate. This provides students the opportunity to plan for that session and guarantees some sort of interactions during class. Outline if participation requires camera use. Some students may not have that equipment.
  ○ Record all lectures and make them available in Canvas.
  ○ Attendance can be considered via various forms of participation to count students as present. This may include but not be limited to:
    ■ Participating in a live class virtual discussion
    ■ Submitting written assignments (a few sentences) in class
Posting or commenting on a discussion board
Signing an electronic attendance sheet, such as google forms, a few questions that related to course content could be designed in those forms

Assignment Policy

In an online or hybrid course, students will not have the same opportunity to ask questions and work/study in groups like before.

- Will you keep all of the same assignments you used in a normal semester?
- Are you going to assign or encourage group work on certain assignments? If so, will you provide virtual class time for this? Will you assign the groups?
- Potential ideas:
  - Arrive at your virtual classroom early. Let students know you will be available before each class to answer questions and talk.
  - Make sure all assignments are all in Canvas with electronic submission, clarify the due date. This is simpler than using email.
  - If grouping students, assist in connecting group members and outline group expectations and evaluations. Breakout room functions in Zoom are useful for this.
  - Consider requiring recorded group discussions or presentations as an assignment. Allowing a group to lead discussion during a class session is another alternative.
  - If your course is hybrid and you have a specific assignment designed to take advantage of in-person opportunities, write in how that may change if the course is forced to go online early due to safety precautions.
  - Break apart large assignments into smaller assignments distributed over the semester. Separate points values for the separate parts accordingly.

Late Assignment Policy

This semester will likely create a tumultuous learning environment for many students. Flexibility will be important; outlined flexibility will be priceless.

- Many assignments will be technology dependent. How will you handle: “My computer stopped working during this assignment/test?”
- Potential ideas:
  - Canvas assignments have flagging functions for late assignments or can have submissions closed immediately. If you will deduct points for
tardiness or not allow late submissions, say so in the syllabus. If this is different for different assignments, explain.

- Outline a schedule for reaching out to the instructor about a missed assignment.
- Set realistic deadlines of each assignment. Mention in the syllabus that you hope that your students will do their best to keep up with deadlines. This kind of language makes the syllabus student-centric. It gives students the impression that the teacher prioritizes students' safety and mental well-being over deadlines.
- In case they can't meet the deadlines, they should not hesitate to reach out to the instructor with a request for an extension. But ensure this is not too frequent, either. A teacher’s priority at present should be the successful completion of the academic year without compromising the students' learning and academic success.

Exam Policy

Instructors may be afraid that giving an online exam is going to make it easier for students to cheat. Some students may not perform as well in online classes as they do in in-person classes.

- Do you value/grade online exams the same as in-person?
- What steps will you require students to take?
- Potential ideas:
  - Totally preventing students from cheating seems to be impossible with all the advanced technology out there today. But there are some tips and tricks that will help prevent cheating:
    - 1. How to prevent cheating in an online exam
    - 2. Fourteen Simple Strategies to Reduce Cheating on Online Examinations
    - 3. Strategies to Reduce Cheating in online courses
  - Provide opportunities to make up poor grades. Outline when the opportunities will be available.

Laboratory Policy

The laboratory sections will be especially different during this semester. Either socially distanced, virtual, or a combination through the semester. It is critical that students know what to expect.
• If lab policy change happens due to the Covid-19, please show it in the syllabus and provide related guidance. For example, social distancing and personal protection, please follow the Science and Engineering Teaching Guidelines.
  ○ Outline a plan for future changes if the lab must change later in the semester
  ○ Virtual lab: how will you introduce a lab with video.
• Potential ideas:
  ○ Explicitly state the consequences for arriving at the lab in inappropriate attire and violating PPE policy.
  ○ Instructors and TAs may complete different parts of the experiments and gather data for students to analyze and make observations.
  ○ For some lab contents that can be conducted at home, the recorded participation could be an assignment or another deliverable to prove completion.

Reducing Academic Dishonesty
Online and hybrid courses create a unique environment that requires instructors and students to respect academic integrity in different ways.
• General Considerations
  ○ The best way to reduce instances of academic dishonesty in class is to establish clear expectations for assignment completion, group work, acceptable and unacceptable resources, and to provide resources for students to use when they are stuck.
  ○ Research has shown that students are more likely to cheat or plagiarize on large high-stakes assignments that make up a large portion of their grade. Consider breaking apart large assignments or replacing such assignments with more lower-stakes assignments.
  ○ Understand that it is impossible to completely remove all of your course content from online sources. Being up front with students that you know it exists, may reduce their desire to use that as a resource.
  ○ Most often when students cheat or plagiarize it is because they are feeling overwhelmed, it is not intended to be a personal attack on you or your teaching strategy. Try to have empathy for your students, especially in this stressful time, but remember that they do need to be reported to the academic integrity office.
  ○ Virginia Tech’s recommendations for maintaining academic integrity in an online setting https://honorsystem.vt.edu/ai-online-tips.html
• Maintaining Academic Integrity- Canvas Tools
  ○ Proctoring Exams and Quizzes virtually
    ■ LockDown Browser
      ● This browser restricts access to use of other resources with the computer that the student is using to take the exam. This feature
is a non-invasive way to restrict access to outside resources during the exam.

- It can be enabled on Canvas from the Course Menu → Settings → Navigation → LockDown Browser → Enable
- To require LockDown Browser for a specific quiz or exam click LockDown Browser from the Course Menu → find the quiz/exam → click Modify Settings→ select Require Respondus LockDown Browser for this exam
- Do not select Require Respondus LockDown Browser to view feedback and results if you want students to be able to view their results immediately after submitting the exam or quiz.

**Respondus Monitor**

- Uses a web camera to record students while taking the quiz or exam. Instructors can watch the footage afterwards if there is a suspected violation.
- This *requires* students to have a working webcam to take the exam.
- Enable Respondus Monitor for the quiz or exam using the same menu that enables LockDown Browser.

- Know that there are multiple ways to subvert both of these methods.
  - More information about enabling LockDown Browser and Respondus Monitor on Canvas.

- Alternative restrictions for quizzes and exams
  - Use Question Banks to generate different quizzes or exams for each person in the class.
  - You can restrict access to quizzes and exams to assign specific students to different versions of the assessment.
  - Students can be restricted to viewing only one question at a time and the ability to revisit questions can be forbidden.
  - Consider limiting when students are able to view the correct answers on exams and quizzes, this can be set to open on a set date to restrict the ability to share correct answers.

- Enabling Plagiarism detection with TurnItIn in Canvas this can be added to most assignments available on Canvas.

- Monitoring Student views and Interaction on Canvas
  - Canvas tracks student engagement in the canvas site in terms of page views, attempts and submissions of assignments and assessments.
  - Go to People → Choose a student: an overview page will open where you can find Access Reports which gives you information about Content viewed, Times viewed, Times participated, and Last viewed.
  - The Moderate Quiz page shows a students scores, attempts, and times.
• **Conduct Violations**
  ○ Students are responsible for following the student code of conduct while interacting online through Zoom meetings, Canvas and other online course conducts.
  ○ If a student is being disruptive in Zoom meetings there are a variety of options available to deal with the student:
    ■ You can mute the person and shut off their video at the participants tab during the video.
    ■ If enabled, you can send the student to a waiting room where they will stay until allowed back into the meeting.
    ■ You can kick the student from the meeting.
      ● You could kick the student from the meeting but not restrict them from rejoining, this would allow them to have to rejoin the meeting.
      ● You can restrict them from re-joining the meeting (note that this is based on IP addresses so they could rejoin on an alternative device).
      ● Alternatively, you could kick the student from the meeting, not restrict them from rejoining but lock the meeting while they are gone to prevent other people from joining the class again.
  ○ If the disruption is extremely inappropriate you may also report a student to the Zoom Trust and Safety team for review using the “Report participants to Zoom.”
  ○ Please note that reports to Zoom do not notify Virginia Tech- you should also notify the Student Conduct Office.
  ○ In-meeting security options from Zoom: https://support.zoom.us/hc/en-us/articles/360041848151

**Zoom Etiquette**
Managing the zoom classroom can be difficult when trying to present materials, manage break out rooms, keep an eye out for “raised hands” and questions submitted in the chat. Having plans in place to address the above topics will make for a pleasant virtual classroom experience. Consider having a TA with a designated job such as watching for those chat questions or “raised hands” and alerting you.

• **Expectations for starting class & entering the room** - be clear what time students should plan to enter class
  ○ Consider starting the zoom link ~10 minutes before class actually begins and give students the opportunity to log on and meet to ask questions before class starts
  ○ For smaller classes, consider using the waiting room. Much like when students walk in the class one by one and the teacher can greet students individually, this can be done on zoom. After signing on, students go into a waiting room and then
the professor lets students into the class one at a time and has an opportunity to interact with each student individually

- **Camera & microphone** - when do students need to have their cameras on? Are virtual backgrounds/avatars acceptable?
  - Camera examples: “students should always have their camera on; students should turn their camera on when they speak, but otherwise can have their camera off; students should turn their camera on when participating in breakout sessions or when speaking; students do not need to turn their camera on”
  - Background example: “Students may choose their own background or avatar for zoom sessions, however any students with offensive or insensitive backgrounds/avatars will be asked to change them.”

- **Display name** - what should students set as their display name?
  - Ask students to use their full name (first and last name or nickname and last name) so that they are easily identifiable

- **Chat** - is this where students will ask questions? Will students be able to chat with each other privately? How will you monitor this while lecturing?
  - Chat examples: students can chat publicly and privately among everyone; students can chat publicly with anyone but only privately with the instructor/TAs

- **Questions** - how and when should students ask questions during synchronous lectures?
  - Asking questions examples: “students should submit questions via their chat, students should use the virtual “raise hand” option; start class with questions, stop half-way through or build in multiple checkpoints to stop and allow questions and field questions before the end of class.”

- **Breakout groups** - will you or a TA be in and out of these groups or are students on their own?
  - Breakout groups examples: asking questions - Students could either wait their turn for a TA/professor to pop in to ask a question, OR groups can use “request help” feature and wait until TA/professor to come, OR let students know that 1 student from each group can leave their breakout session at a time to re-enter the main group to ask a question, before going back into their breakout group

- **Participation** - do they just have to attend X live lectures, do they need to be “actively engaged” and if so what does that look like? Make students aware that zoom keeps track of when they enter the session and how long they stay. Make VERY clear exactly what constitutes a full mark for participation and what will result in point deductions
  - Participation examples: must attend X out of X live lectures and be present for 75% of the lecture; students must speak/contribute to the class 1 time per session and have their camera on when they speak.
  - Recording class sessions - will you be recording class sessions? If so, when/where will these be posted? Will you be using closed captioning your recordings?
  - Recording class - Make clear what portions of the class are recorded (just the professor when lecturing, breakout sessions, group discussions, etc.), who can
access these (all students in the class?) and when after recording these will be posted (the next day, within an hour, etc.)
- There are video editing tools available on canvas to allow basic shortening of your video, and you can request captioning of any video for free as long as it is less than 45 minutes long.
- **Students need to leave/take a break** - students will inevitably need to use the bathroom, grab a drink or just take a stretch. Have a plan in place so they know that it is okay for them to do this and they don’t have to worry about you calling them out for it.
  - Break example: Consider having students use the “need a break” Cup icon to indicate they are getting up to use the bathroom. That way you can check before calling on them. Consider planning a class wide scheduled break.

**Other Acknowledgements**
- Consider acknowledging the Tutelo/Monacan people who are the traditional custodians of the land on which we work and live. For example, “We honor the land & respect the elders who have been here before” or “The Tutelo/Monacan people are the traditional custodians of the land on which we work and live”.
- Acknowledge places for struggling students to receive assistance.
  - Mental health can be a serious challenge for undergraduate and graduate students. Especially during the COVID-19 outbreak, students are all feeling vastly increased stress.
  - Include a statement on the syllabus acknowledging that they may encounter stresses this semester and that you are empathetic.
  - Students can discuss their mental health with the instructors as much or as little as they are comfortable. Or the instructor can keep a policy of having at least one weekly individual checking with the students, preferably on video. It can help the students by providing them an opportunity to share their thoughts, fears, and concerns with the instructor. If someone could not attend these sessions, instructors can always offer other modes of checking-in, such as emails. The latter could be slower but certainly is as effective as the other one. Ensuring this, students feel their voice matters, and it helps them stay in a positive state of mind.
  - **Hokies’ mental health and well-being is the top priority**, and VT has a variety of resources available to hokies:
    1. Cook Counseling Center
    2. Mental Health at Home
    3. Women’s Center at Virginia Tech - Staying safe at home
    4. Veterinary social work blog
    5. Virtual support group for Chinese students
Who We Are

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