

# Distance Education Faculty Resource Book

Department of Clinical Research and Leadership

May 2023

School of Medicine  
& Health Sciences

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THE GEORGE WASHINGTON UNIVERSITY

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THE GEORGE WASHINGTON UNIVERSITY  
SCHOOL OF MEDICINE AND HEALTH SCIENCES

Washington D.C.

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### **WELCOME FROM THE CHAIR**

It is my pleasure to welcome you to the Department of Clinical Research and Leadership (CRL). You are joining a team of over 200+ exceptional full- and part-time faculty and staff, dedicated to providing the highest quality teaching, advising, and service to our dynamic student body. I appreciate your willingness and dedication to becoming a member of our outstanding group of professionals!

As a faculty member in CRL, you serve as an important link between the University and its students. Most importantly, you are entrusted to uphold our department's commitment to outstanding quality and active engagement. Your responsibilities include creating the best educational experience possible for our students.

This guide has been developed to assist you in being successful. Please review its contents and refer to it as needed throughout your time at GW. I hope you find it to be a useful resource.

You may have questions that are not addressed in this guide. Please don't hesitate to contact any of the individuals whose names you find listed. Your expertise and contributions to CRL are the backbone to our success, and I look forward to a mutually beneficial partnership.

I hope you enjoy your teaching experience and that you learn as much from your students as you teach them. If you are in the Foggy Bottom neighborhood, please stop by to say "hi." Do not hesitate to contact me with any questions you may have.

Regards,



Leslie F. Davidson, PhD., OT/L, FAOTA  
Chair, Department of Clinical Research and Leadership



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## **SECTION A: THE DEPARTMENT OF CLINICAL RESEARCH AND LEADERSHIP**

### **1. PROGRAM PHILOSOPHY AND GOALS**

The Department of Clinical Research and Leadership (CRL) is comprised of faculty and staff dedicated to delivering quality degree and certificate programs in a variety of health subspecialty areas. Currently CRL has over a dozen programs offering BSHS, MSHS, Graduate Certificates as well as a PhD. Our programs reinforce an interdisciplinary approach in the way that our stakeholders, “students, faculty, staff, and industry,” approach their professional, education and leadership development. Our students are often practitioners and professionals who are interested in advancing their educational and professional knowledge and skills through a degree or certificate program. We embrace the fundamental concepts of adult learning and encourage interdependence within the program. We recruit students who are interested in 1) a quality educational environment, 2) working with experienced and knowledgeable faculty and field practitioners, and 3) contributing to the development of new knowledge and practice within their chosen clinical field.

### **2. SUMMARY OF CLINICAL RESEARCH AND LEADERSHIP PROGRAMS**

The Department of Clinical Research and Leadership offers the following degree programs:

#### **Bachelors of Science in Health Sciences (BSHS)**

- Biomedical Informatics
- Clinical Health Sciences
- Clinical Operations and Healthcare Management
- Clinical Research Administration
- Global Leadership in Disaster Response
- Leadership for Emergency Action and Disaster Response

#### **Masters of Science in Health Sciences (MSHS)**

- Clinical Operations and Healthcare Management
- Clinical Research Administration
- Clinical and Translational Research
- Correctional Health Administration
- Health Care Quality
- Integrative Medicine
- Leadership and Strategy in Regulatory Affairs and Clinical Research Administration
- Regulatory Affairs

#### **Graduate Certificate**

- Biomedical Informatics
- Clinical Operations and Healthcare Management
- Clinical Research Administration
- Clinical and Translational Research
- Clinical Research Practice
- Correctional Health Administration
- Health Care Quality
- Integrative Medicine
- Regulatory Affairs

### Doctor of Philosophy (PhD) in Translational Health Sciences

To view the curriculum for each program, see the [SMHS Bulletin](#).

#### 3. SCHOOL OF MEDICINE AND HEALTH SCIENCES

The Department of Clinical Research and Leadership is part of the George Washington University's School of Medicine and Health Sciences (SMHS). Founded in 1825, SMHS is an internationally recognized, interdisciplinary academic health care center. In addition to the Doctor of Medicine degree, the School of Medicine and Health Sciences offers a broad range of undergraduate and graduate programs to prepare health professionals for roles in selected specialties within the medical profession.

For more information on the [School of Medicine and Health Sciences](#). For information on the [Health Sciences](#) programs.

#### 4. THE GEORGE WASHINGTON UNIVERSITY

The George Washington University was created in 1821 through an Act of Congress, fulfilling George Washington's vision of an institution in the nation's capital dedicated to educating and preparing future leaders.

Today, the University is the largest institution of higher education in the District of Columbia. We have more than 20,000 students—from all 50 states, the District and more than 130 countries—studying a rich range of disciplines: from forensic science and creative writing to international affairs and computer engineering, as well as medicine, public health, the law and public policy.

The mission of the George Washington University is to provide an environment where knowledge is created and acquired and where creative endeavors seek to enrich the experiences of the global society.

For more information about the [George Washington University](#).

## **SECTION B: RESPONSIBILITIES OF FACULTY IN DISTANCE EDUCATION COURSES**

### 1. CONTRACT AND PAYROLL INFORMATION FOR LIMITED-SERVICE FACULTY

[Limited](#) Service Faculty are contract employees with George Washington University. Faculty salaries are paid monthly on the last working day of each month based on the length of the course.

If you have any questions about your pay, please contact GW Payroll directly at 703-726-4277.

## 2. TEACHING ASSIGNMENTS

Faculty are employed each semester on an as-needed basis. Course offerings and student enrollment registrations typically are the major factors in determining need. Prior to the start of the semester, the Department will request faculty agreement to teach in the coming semester. These requests typically are made through email, 2-3 months in advance of the coming semester. However, final commitments are often not made until the beginning of classes as registrations are finalized.

## 3. PREPARING COURSE CONTENT

In most cases, the content of the courses taught within the Department of Clinical Research and Leadership is set by the Department in collaboration with Program Directors and Faculty and includes many core elements that are consistent throughout all courses. Changes to content are made by the Department in order to ensure that Program and course curriculum goals are met. Faculty should not change course content without first getting approval from the Program Director, Department or Course Director. Faculty are encouraged to apply their own experiences to relevant content in their exchanges with students through announcements, etc. In cases where the University pays a faculty member to develop course content, the final product is considered the property of the University.

**Program Directors:** Program Directors, working in conjunction with part-time faculty, will oversee course content design, updates, or modifications, and prepare for the opening of courses each semester, as well as review course evaluations and are a resource to part-time faculty where necessary. A list of all Program Directors can be found in [Appendix 6](#).

## 4. EXPECTATIONS FOR FACULTY

- a. **New Faculty:** Before beginning to teach, faculty new to our Department are required to participate in an Orientation session with a member of our [IMPACT Initiative](#) team. If your Program Director does not connect you with IMPACT, please contact Laurie Lyons ([lbl@gwu.edu](mailto:lbl@gwu.edu)) or Alison McGuire ([alisonmcguire@gwu.edu](mailto:alisonmcguire@gwu.edu)).
- b. **Before the Semester Begins:** Unless otherwise directed, you are responsible for updating all course elements, including the syllabus (faculty information and dates only) and weekly sessions (dates only), ensuring that all links remain functional and go to the desired resource, creating links for new readings, and reviewing Discussion Board questions, if necessary. You are responsible for posting an opening Announcement. Video announcements are strongly encouraged. You are expected to carefully proofread all information in your Blackboard course to ensure that all course content, including every date, is correct and reflects the current semester dates and information. Please ensure that all column dates in each Grade Center entry are correct, all links work successfully, and the information is free of errors. Please see [Appendix 1](#) for a Checklist for the beginning of the semester.

The “faculty information” section of each course on Blackboard should contain a summary of your professional and teaching experience, contact information, and a photo. Instructors must have a one-hour consistent time each week where they hold “virtual office hours” through Blackboard Collaborate or through another means. This should be offered through the Blackboard Collaborate Ultra video conferencing tool.



- c. **Audio or Video Recordings:** Students have responded very positively to faculty audio and visual recordings in Blackboard (i.e., Blackboard Ultra). We request that all faculty include at least one technologically enhanced audio/visual recording each semester. The IMPACT team can provide guidance and support for this.
- d. **Technology Requirements:** Teaching online requires use of a computer (desktop or laptop), an internet connection, Microsoft Office, a microphone, and webcam. Software on computers, mobile phones and tablets require regular updates for security and compatibility. GW IT recommends applying software and operating system updates as they become available, with the exception of major releases/upgrades. To help you determine whether you should apply the latest release, please consult the [IT recommended software website](#) with detailed and up to date information. Please note that for Blackboard, it is strongly encouraged that you use Google Chrome.
- e. The IMPACT team is available to answer questions about any of these tasks, review your grade center or any other portion of your course you might be concerned about, and provide instructions for many of these tasks. Please [visit their website](#) for contact information and resources.
- f. **During the Semester:** You are expected to grade assignments and post grades to Blackboard for students to view within one week of assignment submission due date. You are expected to provide students with detailed feedback on their work that justifies the grade earned, and that advances their learning and understanding of the subject matter. For more details on grading, see below.

You are expected to regularly check into your course on Blackboard throughout each week. While the frequency of responses to a Blackboard discussion will vary from course to course, your role is that of a facilitator of the discussions, posting questions and comments that push the students to examine their thoughts and positions in depth. We expect that you will typically provide feedback for every Discussion Board assignment within 24-72 hours of the start of the discussion, or more frequently in 8-week courses. Posting a summary either on the Discussion Board or as an Announcement at the end of the week is not sufficient as the faculty input and presence is necessary for student learning. You are also expected to post weekly announcements at the beginning of each week to 'set the stage,' i.e., tell your class what they will be exploring and learning. Check your course, GW email and/or voicemail messages regularly to ensure prompt communication with students. We encourage all faculty to communicate with students through the Blackboard email or GW Email only. We do not recommend communication with students through your personal email. We also strongly suggest that you subscribe to any "Ask the Instructor" or "Course Questions" discussion forum in your course so you can respond quickly when students ask questions or there is a potential problem in the course.

## 5. RESPONSIBILITIES IN THE EVENT OF AN UNEXPECTED ABSENCE

If you are unexpectedly unable to access the course for more than 2-3 days, it is essential to contact the course or program director as soon as possible so that he or she can ensure the course is adequately covered, and students are promptly notified of any changes.

## 6. EVALUATING STUDENTS THROUGHOUT THE SEMESTER

Students should be given a variety of assignments throughout the semester that will further their learning and provide you with opportunities to assess their understanding of material, development of critical thinking skills, and completion of the course objectives. Distance Education courses allow for a variety of assignments, including Discussion Board questions, short written projects, case study assessments, reflection journals research papers, individual and group activities, and group or individual online presentations. Instructors in graduate level courses are expected to evaluate students based on analytical work rather than relying on quizzes and objective tests.

**Grading Policy:** The Course Syllabus must contain a summary of your grading policy, including policies on late submission of work, and your expectations about when work will be graded and returned. All courses must specify the percentage weight of all major deliverables in the course Syllabus. You are responsible for evaluating the performance of students in a meaningful, useful and timely manner and for assigning grades on a basis that is rational, just and unbiased.

The Department of Clinical Research and Leadership follows the grading policy of the School of Medicine and Health Sciences:

In **graduate level courses**, the following grading system is used: A=Excellent; B=Good; C=Minimum Pass; F=Fail. At the discretion of the program and individual faculty, "+" or "-" may also be assigned; however, A+ may be awarded for individual assignments but cannot be awarded as a final grade.

### **Grades are based on the following scale:**

97-100 = A+ (for assignments only; may not be used for final course grade)

93-96 = A

90-92 = A-

87-89 = B+

83-86 = B

80-82 = B-

77-79 = C+

73-76 = C

\*70-72 = C-

Below 73 = F

*\*NOTE: For final course grades C- will appear on your transcript but is not a passing course grade.*

All graduate courses with a grade less than a C must be repeated. Any final grade below 70% will earn an F for the course.

In **undergraduate level courses**, grades used are A to F, where A=Excellent, B=Good, C=Satisfactory, D=Low Pass, F=Fail. At the discretion of the program and individual faculty, “+” or “-” may also be assigned; however, A+ may be awarded for individual assignments but cannot be awarded as a final grade.

**Grades are based on the following scale:**

97-100 = A+ (may not be used for final course grade)

93-96 = A

90-92 = A-

87-89 = B+

83-86 = B

80-82 = B-

77-79 = C+

73-76 = C

70-72 = C-

67-69 = D+

63-66 = D

60-62 = D-

Below 60 = F

For instructors whose practice is to use letter grades for assignments and other graded course components, the schema provides a consistent means for converting and weighting letter grades for the calculation of final course grades. Weighted grades may be calculated by selecting a midpoint numerical value for each letter grade.

**Here is an example:**

Components of Course Grade

Assignment	Weight	Grade
Online participation	15%	A+
Article summary	25%	A
Research paper	35%	B-
Presentation	25%	B

$$(.15)(A+) + (.25)(A) + (.35)(B-) + (.25)(B) = (.15 \times 98) + (.25 \times 95) + (.35 \times 81) + (.25 \times 85) = 14.7 + 23.75 + 28.35 + 21.25 = 88.05 = B+$$

You **MUST** clearly differentiate expectations for all grades, preferably in a detailed rubric for each assignment, supported with qualitative description. The Grade Center in your course must match the grading components and schema in your syllabus. The Grade Center can be tricky. Please ask for assistance or review if you are unsure about it.

**Frequency of Feedback:** It is critical to be active in your class, therefore engage your students throughout the whole course. Research has shown this is critical in the online and F2F environments and students engage more and perform better. You should provide feedback to students on a regular basis, for both assignments and Discussion Boards. You should also enter grades routinely so that students can see how they are performing. Typically, work should be returned to students, with evaluative feedback, within one week after the due date. In Course Evaluations, a recurring complaint from students in some courses is the failure of the instructor to provide regular, timely, detailed feedback on work, whether on the Discussion Board or in assignments. Your feedback helps the students improve where needed. In 8-week courses, this does not give them a lot of time.

**Rubrics:** In order to give students useful feedback and to ensure fair, consistent grading, it is essential to provide students with both detailed instructions about an assignment, as well as a rubric upon which their grade will be based. Rubrics must have detailed, measurable criteria for each skill, with clearly described standards for grading. Many instructors provide a rubric in a matrix form, and you can build a rubric directly in Blackboard Grade Center, which allows you to grade using it. Below is a screenshot showing how the Blackboard rubric tool can be used to provide feedback to students:

The screenshot shows the Blackboard Grade Center interface for an assignment. The top right corner displays the overall grade as 90.00 / 100. Below this, the 'Grade by rubric' section is active, showing three rubric categories:

- Content Discussion Coverage (40.00%):** The student is graded as 'Proficient' (40 points). Feedback: "Good discussion on the 5 points you consider important for customer loyalty, privacy, fast service, social media, information and personal experience. A suggestion would be to..."
- Analysis and Critical Thinking (40.00%):** The student is graded as 'Proficient' (40 points). Feedback: "You make many good points and provide a good discussion on the benefits of customer loyalty."
- Completeness, Writing Skills & APA Style (10.00%):** The student is graded as 'Competent' (10 points).

Two red arrows with text annotations are overlaid on the screenshot:
 

- One arrow points to the rubric tool interface with the text: "Grading done using the rubric tool with feedback for each rubric section".
- Another arrow points to the feedback text boxes with the text: "Inline feedback on student paper".

Rubrics can and should evaluate **critical thinking**. Evaluative criteria can include objectives such as identifying and summarizing the issue, presenting supporting data, identifying conclusions, or developing independent perspectives. **Discussion Board forums** should also be graded using a similar format so that students know what is expected and instructor grading is fair and justifiable. Please remember that detailed, timely, qualitative feedback is essential for all assignments, and a rubric does not take its place.

**Policy on Grading Late Work:** You should post a clear policy on late work, taking into account that many Distance Education students are working adults with many demands on their time. You should be flexible, while also being fair. There is no University-wide policy on late assignments. A late policy which assigns a grade of “zero” is statistically punitive when using a 100-point scale and is not consistent with adult learning principles. We discourage this practice and strongly suggest that you discuss this matter with your Program Director or Course Director.

**Strategies for issuing final grades for students who may have missed class time due to extenuating circumstances:** When it comes to grading assignments and issuing final grades, we want you to be flexible and supportive of our learners, but we also must be fair to all students in the class. These recommendations also apply to working with active-duty service members.

If a student informs you of extenuating circumstances during the semester that has resulted in absence from the course, we ask you to make appropriate accommodations. For example, if you have a service member who has missed some discussion boards, you might opt to have him/her write a summary and reflection of the weekly discussions. Or you might agree to a revised due date for a written assignment.

However, if a student has missed significant participation on the discussion board, or has not completed a significant portion of course assignments, it may be more appropriate to suggest that the student contact his/her Program Advisor to withdraw from the course.

If a student has missed a significant part of the course and has **NOT** reached out to you about accommodations, please do **NOT** enter a final grade of any kind before reaching out to the Program Advisor or Program Director. We may have additional information that can guide you. For example, we may be processing a last minute “drop” request at the end of the semester, and if you enter a grade for the student, this complicates the process. Alternatively, we may advise that you issue a final grade based on the work the student did in the class, reflecting late or absent work.

*NOTE: When in doubt please refer back to your Program Director or Admissions Director. See [Appendix 6](#).*

## 7. SUBMITTING FINAL GRADES

Grades should be submitted within one week (7 days) after the official “last day of classes” according to the University Academic Calendar. You must enter grades through the Banner System, the University’s administrative software for students, alumni, financial aid and human resources data. To access Banner:

- a. Log in to the GWeb Information System at <http://banweb.gwu.edu> using your GWID and pin.<sup>1</sup>
- b. Select the **Faculty Menu**.
- c. Select **Final Grades**.
- d. Select the current term to submit grades. Please note that the default option in the menu may be the next term and not the current one. **Grades may only be entered for the current term.**
- e. Select the CRN of the course for which you want to enter grades. **Only the primary instructor as defined in Banner may submit grades.** Additional instructors assigned to the course may only view student records.
- f. Once you have selected the CRN, you will see the course roster. Under the **Grade** column you will see a drop-down menu that allows you to assign the final grade for each student. For help with grade codes, or for grading questions, click the **Help link at the top of the page**. Please remember to click the “Submit Grades” button often, especially when entering grades for large classes. For security reasons, there is a 15-minute time limit on the page, which means that any changes not saved within 15 minutes will be lost.
- g. Once you have finished entering grades, click the **Submit Grades** button at the bottom of the page. If your changes were correctly entered, you will be taken to a page that is headed “The grade changes you made were saved successfully.” You can print a copy of your grade sheet after the grades have been submitted by using the print function of your web browser. To add grades for another class in the same term, click the **Faculty Menu** link at the top of the page, choose another CRN and enter those grades. For assistance, contact the ISS Help Desk at 202-994-4948, <http://my.gwu.edu/mod/helpdesk/default.cfm>
- h. If you need to change a student’s final grade after it has already been entered, you must complete the Grade Change Form on GWeb. Please follow the instructions below or see [Appendix 3](#) for further guidance.
  - Log into your [GWeb](#)
  - Click on the “Faculty Menu” on the Main Menu.
  - Under the Faculty Menu select “Request Grade Change”
  - Enter your Instructor GWID and click next.
  - Select the Term of the Class
  - Enter the CRN for the Class
  - Enter the Students GWID
  - Verify the Original Grade in Banner
  - Enter the New Grade for the Student
  - Select the Grade Change Reason
  - Enter a Brief Description in the Notes Section.
  - Leave the “Optional Approval” Blank. SMHS does not use this portion.
  - Make sure to click “Close” and this will finalize your submission. If you close the window without clicking “Close”, your grade change request will not be submitted.

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<sup>1</sup> If you have never entered the GWeb Information system before, you will need to type in your User ID, which is your GWID number: the letter “G” followed by 8 numbers. Your PIN is your birth date in this format: MMDDYY. You will then be prompted to change your PIN and set up a security question.

**Incomplete work:** Incompletes should be considered towards the end of the semester only. If a student is falling behind earlier in the semester, they should contact the Program Advisor to discuss withdrawal options.

An Incomplete is appropriate only if a student has successfully completed most of the work (half or more) in the course and you are confident that the student can finish the work within a short period of time. We recommend that outstanding work be completed within a month, if possible, although a student can be given until the end of the following the semester in which the notation was received. An extension of one more semester may be approved by the program director. Contact the program director if you plan to allow a student to take an Incomplete.

If you choose to give a student additional time to finish coursework, you should record an “I” (Incomplete) in the Banner Grading System. Again, this should only be applicable to students who have completed a reasonable amount of work within the course. You must then reach out to the appropriate advisor to create a Learning Contract via Adobe Sign. The electronic contract will incorporate specific deadlines for all outstanding assignments. This Learning Contract should be acknowledged by the student and faculty and both parties will be required to sign. At the conclusion of the last deliverable deadline the advisor will reach out to you to verify all work was completed and the faculty will be required to enter a grade change (See [Appendix 3](#)) in the system for the student changing their grade of “I” to their earned grade.

NOTE: Please remind the student that an incomplete grade could negatively affect their eligibility for federal financial aid. Students should contact the GW Office of Student Financial Assistance with additional questions.

**For 8-week courses only:** Because of the short break between 8-week sessions, an Incomplete should be given only when a student face extenuating circumstances (e.g., deployment, hospitalization). **In addition, in 8-week courses, before agreeing to give a student an Incomplete, please discuss the request with the student's Program Director and advisor.**

**“Z” Notation:** A “Z” notation means unauthorized withdrawal by the student, i.e. denoting that the student has withdrawn from the course without authorization. In these cases where a student has not attended class or attended only briefly and has not completed any gradable work, you may record a “Z” notation. If the student participated in class after the second week or received a grade on any assignment you must assign the grade they earned for the course, usually an F.

## 8. PLAGIARISM AND ACADEMIC INTEGRITY

It is important to be vigilant about the authenticity of student work. This is especially critical since students have access to an enormous body of work through the Internet. Academic dishonesty can include “misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information,” and “submitting the same work in more than one course without prior permission of both instructors” (GWU Code of Academic Integrity). As members of the GW community, it is the “moral responsibility but not the sanctioned obligation,” to take action when faced with suspected cases of academic dishonesty (GWU Code of Academic Integrity). Although the prospects of dealing with these unfortunate matters may seem unpleasant, there are people and resources to offer you support and guidance. We urge you to reach out to your program director, on-campus resources in the CRL department as well as the Office of Academic Integrity to assist you.

GW's Code of Academic Integrity and the Office of Academic Integrity, which administers the Code, exists to provide structure and guidance to faculty who encounter instances of academic dishonesty. The Office's website (<https://studentconduct.gwu.edu/code-academic-integrity>) outlines the process to be followed when the originality of a student's work is questionable. The Office of Academic Integrity handles all matters discreetly and its director can offer confidential advice and assistance to faculty. The vast majority of cases that come before the Office of Academic Integrity are handled without hearings, and there is a wide range of possible sanctions that may be proposed should you decide to file a charge of academic dishonesty. Following the procedures outlined in the Code and working with the Office of Academic Integrity increases the likelihood that "repeat offenders," those students who violate the Code across courses and instructors, will be identified and sanctioned accordingly.

The Department's guidelines for faculty when dealing with a situation of possible academic integrity violations are found in [Appendix 4](#). In addition to the Office of Academic Integrity, your Program Director can offer assistance and guidance in dealing with academic integrity issues.

**Questionable student work:**

If a student has submitted work that raises questions to you about academic integrity, we urge you follow this procedure:

- a. Use tools such as SafeAssign and Google to help determine whether the submitted work is improper. SafeAssign is integrated into Blackboard and can be turned on for any student assignment in which students submit a file. You can also submit concerning documents to SafeAssign for a report individually.
- b. If you believe that the questionable work is a result of a student's misunderstanding of the assignment, or lack of understanding of the rules of proper citation, you may treat the incident as a learning experience by working with the student, requesting that he/she contact GW's Writing Center or the Office of Student Life & Academic Support (OSLAS) (during Fall, Spring, and Summer semesters) to obtain additional help, and/or offering the student an opportunity to rewrite the assignment. With such a rewrite, the student can earn no better than a B+ on the assignment. However you can still charge the student and include this as their sanction because it is a learning experience.
- c. If you believe that the student's work may be in violation of the Code of Academic Integrity, we suggest that you first send an email to the student indicating your findings and asking the student to explain.

While waiting for the student's reply, we suggest you contact the Office of Academic Integrity (202-994-1977, [rights@gwu.edu](mailto:rights@gwu.edu)), to inquire whether the student has previously been found in violation of the Code of Academic Integrity. The Office of Academic Integrity can talk you through the next steps and discuss possible options for sanctions should you decide to file a charge of academic dishonesty. By contacting the Office of Academic Integrity, you are not obligated to take any particular action and can still choose to handle the incident as a learning experience as described above. For more information on the process, see <https://studentconduct.gwu.edu/code-academic-integrity>.

Should you decide to charge the student with violating the Code, you will be asked to notify your Program Director before completing a [Charge of Academic Integrity](#) form, recommend a proposed sanction, submit supporting documentation (e.g., a copy of the assignment in question, plagiarized



work, SafeAssign report) to the Office of Academic Integrity. Should the matter be referred to a Hearing Panel, you will have the option of representing yourself at the hearing or having someone from the CRL department represent you.

If you have additional questions, please contact your Program Director.

**Resources for Assessing Authenticity of Student Work:** Blackboard has a feature, SafeAssign, which allows you to have student submissions submitted through a vehicle that checks it against all other Blackboard users of SafeAssign, web resources, and ProQuest databases. This feature is available when an Assignment is set up in Blackboard to automatically have all student submissions for an assignment be run through SafeAssign. You can also submit an individual paper to SafeAssign, through the Control Panel, “Course Tools,” to check it against those databases.

If you use online tests or exams, be aware that there are guidelines for setting up and administering these assessments that can help to minimize potential cheating. Please see [Appendix 7](#).

## 9. GRADE APPEAL PROCESS

A student may appeal a grade within 10 calendar days after a grade is posted. The process is explained in detail in the SMHS Bulletin, under “[Academic Standing](#)”.

## 10. COPYRIGHT AND FAIR USE GUIDELINES

Copyright laws and “fair use” guidelines apply to materials used in Blackboard courses. Some common misconceptions:

- Just because it is on the Internet does not mean there are no limitations using other people’s work.
- Just because you are using it for educational and non-profit purposes does not mean there are no restrictions. These rules apply to slide decks, articles, book chapters, images, or other similar resources you may use in your course.
- Citing the source where you retrieved a copyrighted work is not the same as obtaining the author’s permission.

**Fair Use Doctrine** allows *limited* exceptions to general copyright law. Relevant factors include the amount of the work being copied, the purpose of the use (educational vs. profitable), the effect on the marketplace, and the feasibility of obtaining permission before using.

### General Guidelines for CRL Courses:

- Whenever possible, provide a link directly to a website with the material you want to use, rather than posting a copy of that document in your course. This way you do not need the author’s permission.
- If the source you want to use is behind a paywall, such as many peer reviewed journals, GW libraries allows you to create a “durable link” so that students have access through the Library’s subscription. Instructions are [here](#). Durable links should be used instead of uploading a pdf of the document to the course. Durable links also can be used for textbooks or databases that are accessed electronically through the library.
- If neither of the above options is available, it is best to get the author’s permission to use copyrighted work; this includes documents or presentation slides prepared by an individual. An email from the owner stating that permission has been granted is sufficient. Please forward a

copy of any permissions you obtain to the IMPACT team ([lbl@gwu.edu](mailto:lbl@gwu.edu)) so that we can keep them all in a central place. Faculty should use best efforts to obtain this permission. If the source you want to use is not available electronically, you should add the material to your course using the “[eReserves](#)” process through Himmelfarb library. The library can also assist you if you want to use copyrighted work over multiple semesters.

- Generally, there are no limitations or restrictions when using federal government documents. However, it is always best practice to link out to a resource rather than uploading it to a course.

There are excellent resources available that can guide you through the process.

Himmelfarb Health Sciences Library on Copyright & Fair Use:

<http://himmelfarb.gwu.edu/services/reserves/copyright.cfm>

GW Libraries Information on Copyright and Blackboard:

<http://library.gwu.edu/collections/copyright-and-blackboard>.

## 11. COURSE EVALUATIONS

Students will complete course evaluations through the University's online evaluation system, administered by the Office of Academic Assessment & Planning. The instructor and students will receive an email toward the end of the semester with the student link to the online evaluations. You are expected to encourage students to complete the Course Evaluations. After the semester, you will be notified of the availability of your course evaluations, and you are expected to review all student comments and continually assess how to incorporate feedback into future instruction. Course evaluations are available at [gwu.smartevals.com](http://gwu.smartevals.com).

## 12. FERPA (Family Educational Rights and Privacy Act)

With easier access to student information comes the need for greater care in its dissemination. When you receive your GWeb for Faculty PIN, a statement regarding the "Family Educational Rights and Privacy Act" (FERPA) will be presented. This statement is also presented below for your information. By receiving your PIN, you are agreeing to comply with the [University policies](#) and procedures for use of student records and to comply with the provisions of FERPA. In addition, please review the "University Policy on the Release of Student Information" found in both the undergraduate and graduate University Bulletins.

**Family Educational Rights and Privacy Act (FERPA):** Access to GWeb for Faculty will allow faculty members the ability to view transcripts, schedules, and addresses of students in their classes. Therefore, it is important to remind you of the guidelines for release of student information. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99), first passed in 1974, is a Federal law that protects the privacy of student education records. Generally, schools must have written permission from the student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to school officials with legitimate educational interest.

Schools may disclose, without consent, "directory" information, which is defined by GW to include: name, local address, and telephone number; name and address of emergency contact; dates of attendance; school or division of enrollment; field of study; credit hours earned; degrees earned; honors received; participation in organizations and activities chartered or otherwise established by the University (including intercollegiate athletics); and height, weight, and age of members of athletic teams.

Students may request that directory information not be released. Those who have done so will be flagged **\*\*Confidential\*\*** and their information will not be released to or discussed with a third party without written consent of the student. ***By receiving your GWeb for Faculty PIN and access to GWeb, you are hereby agreeing to comply with the policies and procedures of the George Washington University and the provisions of FERPA.***

### 13. CRISIS INTERVENTION

**Steps to follow when you are concerned regarding a situation that involves a threat to a GW student:**

A. In the event that the situation presents an immediate or potential life-threatening emergency, or you are uncertain whether the situation is life-threatening:

1. Contact the police [if the emergency is on campus, call GWPD at 202-994-6111; if the emergency is off campus, call 911]; **AND**
2. Notify the Program Director and the Program Advisor – either by phone or by email - with details regarding the situation and the action you have taken [the Program Director will update the Department Chair and – after monitoring the situation – may choose to have a follow up conversation with the student to discuss academic progress, if deemed necessary].

B. Otherwise

1. Contact the University Counseling Center at 202-994-5300 [if you are calling Monday through Friday; 9:00 a.m. to 5:30 p.m. ET, then ask to speak to a counselor; if you are calling after work hours, then choose option 3 to speak to the attending emergency counselor] **OR** by filling out a [CARE Network Report](#) [at any time of the day **AND**
2. Notify the Program Director and the Program Advisor – either by phone or by email - with details regarding the situation and the action you have taken up to that point in time [the Program Director will update the Department Chair and – after monitoring the situation - may choose to have a follow up conversation with the student to discuss academic progress, if deemed necessary].

### 14. UNIVERSITY POLICY ON RELIGIOUS HOLIDAYS

In accordance with University policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For details and policy, see: [provost.gwu.edu/policies-procedures-and-guidelines](http://provost.gwu.edu/policies-procedures-and-guidelines) under "[Religious Holidays.](#)"

## **SECTION C: STUDENT RESPONSIBILITIES AND EXPECTATIONS**

### 1. STUDENT EXPECTATIONS

Students entering any program within the department of Clinical Research and Leadership are

expected to maintain high academic standards. They are expected to complete all work in a professional and timely manner, and to be in touch with you if they anticipate or experience any circumstances that would prevent them from doing so.

We recommend that graduate students who are working full time take no more than two courses per semester. A student who currently is not working can take nine to twelve credit hours per semester if the program of study permits it and with the Program Directors permission. Graduate students must maintain a cumulative GPA of 3.0 or higher; undergraduates must maintain a cumulative GPA of 2.5 or higher. Dual Degree students must maintain a cumulative GPA of 3.3 or higher during their undergraduate coursework. If a student's GPA drops below that average, he or she will be placed on academic probation and be given a specific number of credits within which time the student must raise the cumulative GPA to the minimum for their program, or risk suspension.

## 2. STUDENT ATTENDANCE ISSUES

If you have students who are chronically not accessing the course or completing assignments, it is your responsibility to contact them twice before notifying the assigned Program Advisor. Program Advisors and the Program Director can also assist you in working with these students; find a list of Program Advisors in [Appendix 6](#).

The University participates in the post-9/11 GI Bill's Yellow Ribbon Program, and we continue to have a number of students who are active military, in the military reserves, or veterans of military service. All faculty should be aware of the needs of these students and use your best judgment to be flexible about assignments should they be called away for training or service.

## 3. ADDING AND DROPPING COURSES

For your information, the University policy on adding and dropping (8-week and 15-week) courses is provided. If students have questions about changing their enrollment in a course, they should contact their Program Advisor (see [Appendix 6](#)). Please note that Program Director's and their Program Advisors are the responsible parties for providing students access to courses.

**Weeks 1-2:** During the registration period (before the end of the second week of classes) students must add or drop courses themselves using GWeb.

**Weeks 3-4:** Students who wish to add or drop a course during weeks 3-4 must complete a Registration Transaction Form (RTF) and submit the form to the program advisor who reviews it with the Program Director. Adding a course after the second week requires approval of the instructor or other authorized member of the department. In such cases, the department will verify the instructor's approval prior to allowing a student to register late for the course. A course dropped during the first four weeks of classes will not appear on the student's transcript.

**After Week 5:** Students who wish to drop a course after the fourth week must notify the instructor and submit an RTF and a Petition to the Program Advisor who will review it with the Program Director and forward it to the Dean. If the Petition is granted, the student will be assigned a notation of W (Authorized Withdrawal) for the course.

A request for withdrawal submitted after Week 6 (in an 8-week course) and Week 10 (in a 15 week course) should not be used as a mechanism for avoiding a failing grade in the course. Faculty have a responsibility to advise those students who are at risk of failing a course due to poor performance to drop the course prior to the Weeks 6 or 10 deadline.

### **GW POLICY ON WITHDRAWALS/DROPS AND REFUNDS**

**(While faculty are not involved in tuition matters, it may be useful for you to know the University tuition policy regarding withdrawals and refunds.)**

Applications for withdrawal/drop from the University or from a course after the registration period must be made in accordance with procedures outlined under University Regulations in the sections [Complete Withdrawal from the University](#), and adding and dropping courses with the knowledge of the [Course Drop Refund Schedule](#). Financial aid recipients must notify the Office of Student Financial Assistance in writing.

In authorized withdrawals and changes in schedule, cancellations of semester tuition charges and fees will be made in accordance with the following schedule for the fall and spring semesters: [https://registrar.gwu.edu/withdrawals-refunds#fall\\_spring](https://registrar.gwu.edu/withdrawals-refunds#fall_spring)

Summer semester: <https://registrar.gwu.edu/withdrawals-refunds#summer>

A comprehensive list of the withdrawal and refund policy can be found here: <https://registrar.gwu.edu/withdrawals-refunds>

Courses that do not follow the traditional semester may have different refund policies. The above information regarding cancellation of tuition charges and fees after withdrawal from the University may not apply to entering students who are recipients of federal aid; those students should check with the Student Accounts Office for the applicable cancellation schedule.

## **SECTION D: INSTRUCTIONAL METHODS AND RESOURCES**

### **1. BLACKBOARD SUPPORT**

Faculty have several options for support with Blackboard:

- **Blackboard Learn Help for Instructors:** Instructions and videos on all aspects of Blackboard from Blackboard. Access at <https://help.blackboard.com/Learn/Instructor>
- **The IMPACT Initiative:** The IMPACT team provides support specifically for GW Health Sciences. Online guides and contact information available at <https://smhs.gwu.edu/impact/>
- **GW's Instructional Technology Lab (ITL):** The ITL administers Blackboard for GW and provides resources, support, and workshops. Phone support available during office hours east coast time. Visit at <https://itl.gwu.edu/>. (202-994-0485 or [itl@email.gwu.edu](mailto:itl@email.gwu.edu))

### **2. ORGANIZING THE COURSE ON BLACKBOARD**

To provide consistency and navigational ease for students in our programs, all of our classes will contain a similar organization shell (see Course Content – Required Elements, below). You can expect that we will copy the most recent version of the course into the course shell for the upcoming semester, and provide you access to that course shell before the semester begins. At that point, you are responsible for making sure the course is ready for students.

To the extent that you are asked by the program director to add individualized course-specific content, please keep in mind these suggestions:

- Most of the course should fit within the Course Menu links provided.
- To add information, place it where students are most likely to find it (e.g., under “Assignments” or the relevant weekly session)
- To add any links to the main Course Menu, they should be labeled specifically rather than with broad headings such as “Files” or “Course Information.”
- Remove or hide any links in the main Course Menu that are not used.
- Within the individual weekly sessions, put all items on that week’s webpage. This makes it easier for students to navigate the course on Blackboard.
- Avoid burying information within subfolders.

### 3. COURSE CONTENT – REQUIRED ELEMENTS

#### **a. ANNOUNCEMENTS**

Use announcements at least weekly to keep students updated on any changes to the course, to remind them of upcoming deadlines, and as a way to have some personal contact during the semester. Announcements will also be sent as an email to all students if you check the box below the announcement to email announcements. This is a good vehicle for introducing the next week’s topics and relating them into the overall course content. Although you should remind students to regularly check their GW email account, we know from experience that not all students do this. Therefore, reliance solely on email through Blackboard is not an effective way to reach all students.

#### **b. SYLLABUS**

Every course must contain a syllabus. The course syllabus includes a Course Description, Course Objectives, a summary of Course Deliverables, Textbook Information, a brief Course Overview in table form of the course topics and assignments for the entire semester, and policies on grading and late submission of course work. The syllabus makes clear that students are to submit documents in Word format only; students are no longer required to submit documents in pdf format. The Department will send information about course textbooks to the GW Bookstore, which now maintains this information and makes it available for students before the start of classes.

The Syllabus also contains a section for University Policies, including Plagiarism and Academic Integrity, accommodations due to a disability, and credit hours.


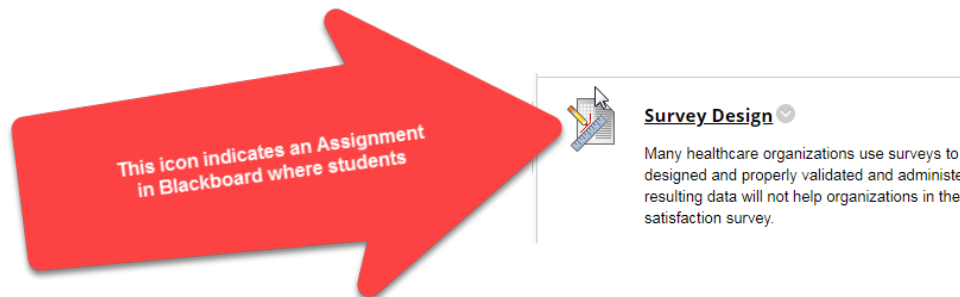
Finally, each syllabus must contain a link to a printable version of the entire syllabus which the instructor may be asked to create. The Printable Syllabus should be identical to the Syllabus in Blackboard.

#### **c. WEEKLY SESSIONS**

Weekly Sessions will include weekly objectives, readings and resources, deliverables, and other assignments.

#### **d. ASSIGNMENTS**

The Course Shell contains a section for “Assignments,” giving students an easy way to find details about course assignments. Descriptions and instructions for all major course assignments, projects,

or tests should be found in this section, unless otherwise specified in the Syllabus. You should include instructions for the assignments as well as links for turning in assignments or taking tests. By creating the link as an “Assignment,” a Grade Center entry is automatically created. When students submit work, it will appear in the Grade Center as a gold exclamation point “


To ensure that there is a permanent record of student work, all written assignments must be submitted by students through the Blackboard course, rather than email. Written assignments, other than those posted to the Discussion Board should be submitted and returned to the students, with comments and feedback, through the Grade Center in the Blackboard course. If technical issues arise preventing a student from submitting work through Blackboard, the assignment may be accepted via email temporarily until the technical issue can be resolved. However, that assignment should be returned to the student, with feedback and comments, using the Blackboard Grade Center: select “view grade details,” and then “manually override.” At this point, the instructor can provide comments and attach the file/student paper, even though it was not originally submitted by the student via the Grade Center.

**e. E-RESERVES**

This section of your course is for materials that the Library helps make available to students through Blackboard. If your course does not have E-Reserves materials, this menu item should be deleted.

**f. DISCUSSION BOARDS**

Discussion Boards are an integral part of Distance Education courses and should be used to create dialogue among students and faculty, to allow them to share their ideas and work, and to facilitate in-depth thinking by the posing of appropriate questions and comments. It is your responsibility to monitor the Discussion Board regularly to ensure that students are staying on track and that the discussion is going in the intended direction.

Discussion Boards topics should be consistent with the weekly course objectives. The format of the Discussion Board can vary: a Discussion Board can be an open- ended question to which students can reply and react, or a vehicle for students to post their work and receive peer and faculty feedback. The best use of the Discussion Board format requires students to post at least once mid-week, and then again later in the week as they dialogue with their peers. Instructor participation in the Discussion Board will vary but should always strive to advance the discussion with probing questions and comments. A single summary post at the end of each week, or a brief response such as “good point,” is insufficient instructor participation.

Discussion Boards can be tedious and unwieldy if too many students are responding to the same questions every week. Consider splitting a large class into smaller groups for Discussion Boards. Be sure your questions are broad enough to result in a robust, interesting discussion. Consider the option to use Discussion Boards over a two-week period to allow time for students to research, read and respond to each other, if the question is particularly complex.

**g. EMAIL**

This menu button provides an easy way for students to contact you or their peers. All instructors are required to set up and monitor their GW email account. This is the email address that Blackboard uses for all email. You may choose to forward GW email into another personal account.

**h. RESOURCES OR NEED HELP WITH**

This section of the course will contain a few commonly used links to the resources available through GWU and on the Internet to assist students with their writing and research during the fall and spring semesters. You may supplement these resources with any that are appropriate for specific courses.

**Writing Resources:** Your Blackboard course will contain a link to the GWU Writing Center, <https://writingcenter.gwu.edu/>, which is available during fall and spring semesters to help Distance Education students with their writing assignments. The Writing Center is not permitted to help students with midterm or final assignments unless authorized by the instructor, so you may be asked for your approval if your assignment is labeled “midterm” or “final.”

**Health Sciences Office of Student Life & Academic Support:**

The Office of Student Life & Academic Support provides programs and services designed to support and encourage students to reach their full potential. The office focuses on fostering personal, professional, and educational excellence among residential, online, and hybrid students in the Health Sciences. The office is mindful of the diversity of the GW student body and strives to create a welcoming and inclusive learning environment.

The purpose of the office is to implement sustainable student programming that improves educational outcomes, fosters collaborative learning across the Health Sciences, and develops a community of scholar-practitioners dedicated to the improvement of healthcare. The Office of Student Life & Academic Support maintains on [smhs.gwu.edu/oslas](http://smhs.gwu.edu/oslas) to support Health Science students. To contact personnel from the office, send an email to: [RaiseHighHS@gwu.edu](mailto:RaiseHighHS@gwu.edu)

**4. GRADE CENTER**

In order to ensure that there is a permanent record of student work, all written assignments must be submitted by students through the Blackboard course, rather **than** email. Written assignments, other than those posted to the Discussion Board, a course blog, journal, or wiki, should be submitted and returned to the students with comments and feedback through the Grade Center. If technical issues arise preventing a student from submitting work through Blackboard, the assignment may be accepted via email temporarily until the technical issue can be resolved. However, that assignment should be returned to the student, with feedback and comments, using the Blackboard Grade Center: select “view grade details,” and then “manually override.”



At this point, the instructor can provide comments and attach the file/student paper, even though it was not originally submitted by the student via the Grade Center.

You should review the Grade Center for accuracy before each semester begins. Please note that if you want to “hide” certain columns from the students’ view, it is insufficient to click the “hide column” option from the pull-down menu for each column. This process will hide the column from your view, but not the students’. To hide a column from the student’s view, click on the double arrows at the topic of a column, then choose “Show/Hide from Students.

To remove a column from the Grade Center, you can delete the column using the double arrows within that column. However, if the column was automatically entered when you created an Assignment or Test, you must first delete the underlying Assignment or Test, and then delete the corresponding column from the Grade Center.

Grade Center also has a column option entitled “Last Access.” This is a great vehicle for quickly determining when students last checked in with your class.

Configuring the Grade Center and calculations can be tricky. Please ask for assistance or a review if you have any questions or concerns.

## 5. MAKING THE COURSE “AVAILABLE”

Courses will be made “Available” one week before the first day of classes (8-week courses are opened to students one week prior to the start of the session). To make your course available, go to “Customization” under the Control Panel, and select “Properties.” In part 2, select “yes” to make the course available to students. You may choose to make your course available several days before the semester officially begins so that students can preview the course content and workload. You can limit students’ ability to post too early (on the Discussion Board, for example) by limiting the dates the Discussion forum is available to students. To do this, go to the specific Discussion question, click on “Modify.” Under “Forum Availability,” the question can be made “unavailable” until the first day of class, or dates can be delineated during which the discussion question will be open to students. It is strongly encouraged that you make the entire course “available” on the first day of classes, although you may reserve the right to make small changes throughout the semester as needed.

## 6. BEST PRACTICES: SUGGESTIONS FOR ENHANCING YOUR ONLINE COURSE

- a. **Guest Lecturers:** An excellent way to bring additional resources into the course is to invite a “Guest Lecturer,” who is often an expert within the relevant professional field, to join the class for a week or two. The guest could participate in the Discussion Board, provide a summary of important work, or answer specific student questions. To add a Guest Lecturer, click on the **Course Tools** tab under the **Control Panel** in your course, and then select **More Tools**.
- b. **“Blackboard Collaborate Ultra” for Live Class Sessions:** While our online program uses an asynchronous format, many instructors and students have found the occasional live session to be very useful. Blackboard Collaborate Ultra, built into Blackboard, can be used at the beginning of a semester to introduce the course and explain expectations and also during the course before each assignment to go over instructions and answer questions. The live session

could also be used at any point in the semester where you see many students are having similar questions. Blackboard Collaborate is available through Blackboard, and sessions should be recorded so that any students unable to attend can listen at a later time. Be sure to include instructions in advance so that students are prepared to access the program.

For instructions on how to set up and run a Blackboard Collaborate session visit

<https://itl.gwu.edu/blackboard-collaborate-ultra-faq> or [Guides and Tools | The Impact Initiative \(gwu.edu\)](#)

- c. Instructor Videos:** Some instructors provide videos to either introduce themselves to the class, or to relay lectures throughout the semester. A video provides a more personal link to the students, who then feel more connected to the course and more comfortable contacting you with questions. We have gotten very positive feedback from students on instructor videos. However, it is vital to keep them short! Contact the IMPACT team for guidance on creating videos for your course using the tools you have: <https://smhs.gwu.edu/impact/>
  
- d. “Ask the Instructor” Discussion Board forum:** Every course should have a discussion forum to allow you to answer student questions about the course in one place, thereby avoiding repetitious emails and allowing students to help each other. Subscribe to this forum to be notified by email when there is a question or concern.
  
- e. Keep Blackboard Simple:** Make sure the course is easy to navigate. The standardized format for the organization of courses in Blackboard is intended to help students as they move from course to course within their program. As you add information specific to a course, keep it simple. All types of information, like assignment instructions or optional readings, should be consistently found in the same place.
  
- f. Balance the Workload:** Be sure to look back at the course and confirm that it has an appropriate balance of work each week. A large reading load, combined with Discussion Board questions and a lengthy written assignment, may not be realistic for one week. While the vast resources of the Internet provide a sometimes-limitless stream of relevant material, resist including too many links as required reading in the course.
  
- g. Performance Dashboard:** In the Control Panel, under “Evaluation,” the “Performance Dashboard” tool allows you to see when a student last accessed the course to check attendance, and how many times students have contributed to a Discussion Board. By clicking on the number of Discussion Board posts, you can quickly and easily review all posts by that student.

## 7. GW'S POLICY FOR DIGITAL ACCESSIBILITY

The University's [Web and Digital Accessibility Policy](#) requires that all digital content, including course materials, comply with the Web Content Accessibility Guidelines (WCAG, Level AA). This includes all course material in Blackboard and applies regardless of whether there are students with documented needs from Disability Support Services. It is strongly encouraged that faculty review the [Digital Accessibility Checklist](#) providing information and useful resource guidelines for making courses accessible.

GW's Office of Disability Support Services <https://disabilitysupport.gwu.edu/> helps ensure that materials in our courses are accessible to students with documented needs, which in online courses, may include live captioning for a video conference meeting. At the Department level, we are committed to making sure our website and individual courses are as accessible as possible.

If you have specific questions about how to ensure your course is accessible to all students, please let us know.

## 8. USING HIMMELFARB HEALTH SCIENCES LIBRARY

The [Himmelfarb Health Sciences Library](#) has an excellent collection of online journals, textbooks, databases, and other resources. They also can help you provide durable links for online students to access resources from off-campus; copyright information; and other instructional support, including a tutorial for new faculty. These resources can be accessed through the following link: <https://guides.himmelfarb.gwu.edu/tutorials>

## 9. PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The [IMPACT initiative](#) serves GW Health Sciences faculty, staff, and administration in support of teaching, scholarship, and collaboration. As an instructor in the department, you will be added to their mailing list and receive monthly newsletters and invitations to Lunch & Learn sessions that we encourage you to attend. Recordings of these sessions will also be made available on their website.

The IMPACT Initiative runs the Health Sciences IMPACT Office: hardware, software, and peopleware to support your use of technology for the Health Sciences Programs. The IMPACT Office is physically located at 2000 Pennsylvania Avenue NW, with a satellite office at 2600 Virginia Avenue, NW that is staffed Monday-Thursday. Faculty and staff are welcome to drop by for assistance with instructional technology and to use or borrow equipment. The team is also available to record professional level video and audio upon request. They are always happy to talk about new project ideas and to strategize course design for faculty located off-campus. The IMPACT Team is happy to provide remote assistance by video chat (WebEx or Blackboard Collaborate Ultra), telephone, email, and instant messaging. If needed, we can login remotely to your computer to provide troubleshooting assistance. We are Mac-friendly and can happily provide assistance to Mac users. Please contact Laurie Lyons at [lbl@gwu.edu](mailto:lbl@gwu.edu) for more information.

[University Teaching and Learning Center \(UTLC\)](#) at George Washington University is dedicated to assisting faculty in creating high-quality instructional materials, utilizing the most current instructional design approaches and technology. UTLC promotes innovation, collaboration, collegiality, and the scholarship of teaching by providing instructional consultations, workshops, events, grants, and print and web-based resources.

## 10. OTHER PROFESSIONAL INFORMATION

- a. **Office Space:** CRL has recently moved to their new office space located at 2600 Virginia Avenue, NW, Suite T100, Washington DC 20037. This new space has provided our operations with ample floating office space. If part time faculty are in the area and would like to have a space to work, you will just need to reach out to the department administrator for that request.

- b. Meetings:** The Department typically has several virtual meetings or webinars throughout the year to keep you updated on developments and teach new skills and information. Live meetings and recorded versions can be provided upon request. If you would like to attend this meeting in person or via webinar, please reach out to the department administrator for that request.
  
- c. Graduation:** Part time and Limited-Service faculty also are invited to the University graduation in May and the Convocation of the School of Health Sciences in September.

APPENDIX 1: CHECKLIST FOR BEGINNING THE SEMESTER

**See Form Below**

# School of Medicine & Health Sciences

THE GEORGE WASHINGTON UNIVERSITY

Beginning of Semester Checklist

Done	Project Details	Due By	Notes
<input type="checkbox"/>	<b>Announcements:</b> Post an introductory announcement. Consider a video welcome.	Prior to course opening	
<input type="checkbox"/>	<b>“Start Here”</b> section. If your course doesn’t already have this, consider adding it. Explain to students how the course is set up, where they can find each element of the course, and how to navigate the course.	Upon Initial Set-up	
<input type="checkbox"/>	<b>Syllabus:</b> Be sure your syllabus is up-to-date and that all links work. Include a printable version of the entire syllabus that is identical to the information in Blackboard.	Prior to course opening	
<input type="checkbox"/>	<b>Faculty Information:</b> Be sure your biographical information is up-to-date, including all contact information. Post a photograph if there is none.	Prior to course opening	
<input type="checkbox"/>	<b>Weekly sessions:</b> Post the content for at least the first few weeks, and make sure at least Week 1 is made available to students. Check that all links work and all dates are current.	Weekly	
<input type="checkbox"/>	<b>Assignments/Other Course Content:</b> Check that all links work and dates are current. Be sure to update the due dates for assignments. Choose whether you want assignments submitted through SafeAssign, and whether you want to attach built-in rubrics to assignments.	Weekly	
<input type="checkbox"/>	<b>Discussion Board:</b> Post your first few discussion questions, and make sure at least the first week’s question is available to students. For most classes, this is an opportunity for students to introduce themselves.	Weekly	
<input type="checkbox"/>	<b>Grade Center:</b> Make sure the dates and point values for each column in the Grade Center are accurate. For an overview of the entire Grade Center, select “Manage>>Column Organization.” Delete any unused columns. If you are using a Weighted Total column to calculate your final grade, be sure it is set to use the Department’s grading scale, rather than the default Blackboard grading scale.	Upon Initial Set-up	
<input type="checkbox"/>	<b>Presentation:</b> Proofread all posted content. Place links logically where students can find them, and label them as specifically as possible. Delete any links or course sections that you don’t use. Make “unavailable” any links that you don’t want students to see at the beginning of the course. Use a consistent font throughout the course.	Weekly	
<input type="checkbox"/>	<b>Course Availability:</b> Make sure your course is ready to be made “Available” to students one week before the first day of classes (1 week in advance for 8 week courses).	Prior to course opening	

APPENDIX 2: CHECKLIST FOR ENDING THE SEMESTER

**See Form Below**

# School of Medicine & Health Sciences

End of Semester Checklist

THE GEORGE WASHINGTON UNIVERSITY

Done	Project Details	Due By	Notes
<input type="checkbox"/>	<b>Wrapping Up:</b> be sure to provide an opportunity for students to look back over the course content and activities and review what was covered..	End of the course	
<input type="checkbox"/>	<b>Course Evaluations</b> will be made available to students, via an Internet link, in the last few weeks of the semester. Please post a reminder announcement asking the students to complete the evaluation.	One week prior to the end of course	
<input type="checkbox"/>	<b>Submission of Final Grades:</b> see "Submitting Final Grades".	End of the course	
<input type="checkbox"/>	<b>Incompletes:</b> If you have students with incomplete work, see "Incomplete Work". Be sure to send a copy of the Learning Contract for every Incomplete to the Program Advisor.	One-Two weeks prior to end of the course	
<input type="checkbox"/>	<b>Review your course</b> and make notes about changes or updates for future semesters.	End of the course	
<input type="checkbox"/>	<b>Evaluations:</b> After Course Evaluations are completed and made available to Faculty, review the evaluations for your course and assess how you can incorporate this feedback into future instruction. Student course evaluations are available at <a href="http://gwu.smartevals.com">gwu.smartevals.com</a> . Submit any recommendations for course enhancements to the course or program director.	End of the course	

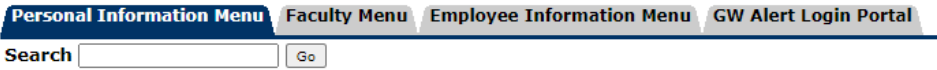


APPENDIX 3: GRADE CHANGE INSTRUCTIONS

**See Guidance Below**

## Grade Change Request Submission Guide

1. Login to [GWeb](#).
2. Click "Faculty Menu" in the Main Menu.

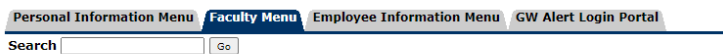


### Main Menu
















#### Faculty Menu

Enter Grades and Registration Overrides, View Class Lists and Student Information

3. Select "Request Grade Change"



#### Faculty Menu

-  Term Selection
-  CRN Selection
-  Faculty Detail Schedule
-  Faculty Schedule by Day and Time
-  Detail Class List
-  Summary Class List
-  Final Grades
-  Registration Overrides
-  Student Academic Transcript
-  Student Information Menu
-  DegreeMAP
-  Faculty Feedback
-  TaskStream
-  Registration Menu
-  Request Grade Change

RELEASE: 8.9.16

4. Enter the instructor's GWID and click Next.



#### Request Grade Change

Please enter the GWid for the instructor of the course for which the Grade Change applies.

Faculty GWid \*  Enter Instructor's GWID

Next

Cancel Case

5. Select the term by the drop down box, enter CRN, student's GWID and click Next.



### Request Grade Change

Instructor: [redacted] ← shows Instructor's name, email address and GWID here  
Initiator: Pui On Wu. The Course Instructor is not the person who initiated this Grade Change Request.

Please select the Term in which the student was enrolled in the course.

Term \*  **Select the term** ▼

Please enter CRN and Student GWid.

CRN \*

Student GWid

[Next](#)

[Cancel Case](#)

6. Check the original grade, enter the new grade, select the grade change reason, add notes and click Next.



### Request Grade Change

Instructor: [redacted] ← shows Instructor's name, email address and GWID here  
Initiator: Pui On Wu. The Course Instructor is not the person who initiated this Grade Change Request.  
Student: [redacted] ← shows student's name, email address and GWID here  
Section: MLS 4160.DE 55339 Fall 2020 (08-31-20 to 12-12-20), Current Grade: IPG Course Title: Blood Bank Practicum, Credit: 4

Current Grade Assigned

Original Grade Assigned  **Check the original grade (in Banner)**

New Grade \*  **Select the new grade** ▼

Grade Change Reason \*  **Select the grade change reason** ▼

Notes

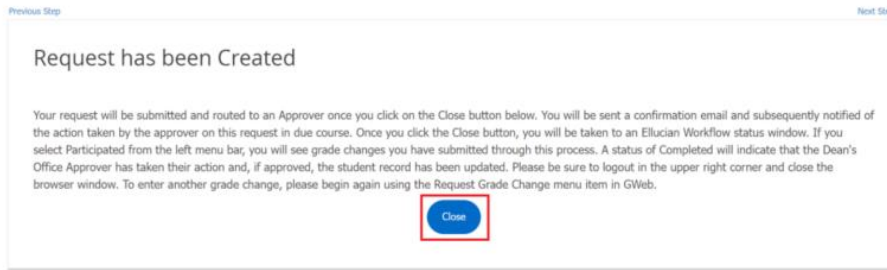
Click Next to send this request for approval from the Student's College. If your school has established procedures for an additional approval step, start typing the name of the designated approver below, then select the name from the list, then click Next.

Optional Approval  **Leave it blank. We don't have optional approval in Health Sciences** ▼

[Next](#)

[Cancel Case](#)

7. Make sure to click “Close” and this will finalize your submission. If you close the window without clicking “Close”, your grade change request will not be submitted.



8. You will see this page where you can view the grade changes you have submitted and the status under “Participated” folder. Your request will be sent to the Approver to review. You can go to this page either by clicking “Close” after your grade change request has been submitted or click “Cancel Case” in Step #4.

ellucian Home

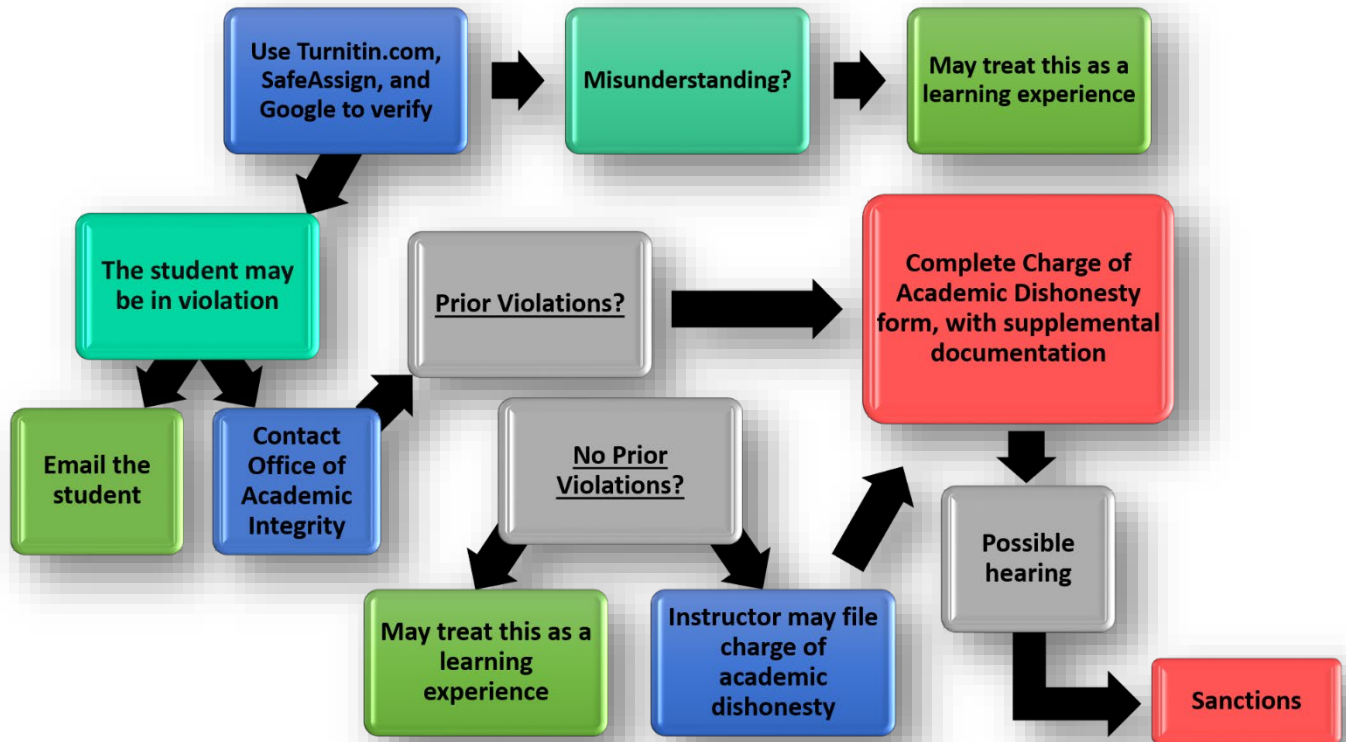
Open Started by Me Completed by Me All

Category: All Categories | Process: Select a Process... | Status: All Status

#	Summary	Case Notes	Case	Process	Task	Current User
2364						
2301						
2122						
2121						
2065						
1896						
1894						
1880						
1715						
1635						
1529						
1528						
1374						
1336						
1333						
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1285						
1280						
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1259						
1258						

APPENDIX 4: PLAGIARISM AND ACADEMIC INTEGRITY

For detailed information about how to deal with possible cases of plagiarism and academic integrity, please see [Appendix 7](#) of this Resource Book.



## APPENDIX 5: IMPORTANT WEBSITES

<b>GENERAL UNIVERSITY INFORMATION:</b>	
GWU School of Medicine and Health Sciences	<a href="http://smhs.gwu.edu">http://smhs.gwu.edu</a>
GWU School of Medicine and Health Sciences—Health Sciences Programs	<a href="http://smhs.gwu.edu/academics/health-sciences">http://smhs.gwu.edu/academics/health-sciences</a>
University Policies	<a href="http://registrar.gwu.edu/university-policies">http://registrar.gwu.edu/university-policies</a>
Himmelfarb Health Sciences Library	<a href="http://himmelfarb.gwu.edu/">http://himmelfarb.gwu.edu/</a>
<b>INSTRUCTIONAL RESOURCES:</b>	
Instructional Technology Lab (Blackboard and other technical assistance for instructors)	<a href="http://www.itl.gwu.edu/">http://www.itl.gwu.edu/</a> 202-995-0485
GW IT	<a href="https://it.gwu.edu/">https://it.gwu.edu/</a> <b>Phone: 202-994-GWIT (4948)</b>
University Teaching and Learning Center	<a href="https://library.gwu.edu/utlc">https://library.gwu.edu/utlc</a> Phone: 202-994-4026
Health Sciences Programs Faculty Resources	<a href="http://smhs.gwu.edu/impact/">http://smhs.gwu.edu/impact/</a>
Faculty Handbook	<a href="http://www.gwu.edu/~facultyhandbook">Faculty Handbook (gwu.edu)</a>
Academic Integrity	<a href="https://studentconduct.gwu.edu/code-academic-integrity">https://studentconduct.gwu.edu/code-academic-integrity</a>
The Writing Center	<a href="https://writingcenter.gwu.edu/">https://writingcenter.gwu.edu/</a>
Link for submitting final grades via GWeb	<a href="http://banweb.gwu.edu">http://banweb.gwu.edu</a>
GWU Bookstore	<a href="https://www.bkstr.com/georgewashingtonstore/home">https://www.bkstr.com/georgewashingtonstore/home</a>

## APPENDIX 6: ACADEMIC CONTACTS PROGRAM – (updated for Summer 2023)

**DIRECTORS**

<b>Department Chair – Clinical Research and Leadership</b>		Leslie Davidson	<a href="mailto:ldavidson@gwu.edu">ldavidson@gwu.edu</a>	202-994-1623
<b>Biomedical Informatics</b>		Leslie Davidson	<a href="mailto:ldavidson@gwu.edu">ldavidson@gwu.edu</a>	202-994-1623
<b>Clinical Health Sciences</b>		Samar Nasser	<a href="mailto:snasser@gwu.edu">snasser@gwu.edu</a>	
<b>Clinical Research Administration</b>	Graduate	Kathy Thoma	<a href="mailto:kamthoma@gwu.edu">kamthoma@gwu.edu</a>	202-994-0256
<b>Clinical Research Administration</b>	Undergraduate	Kathy Thoma	<a href="mailto:kamthoma@gwu.edu">kamthoma@gwu.edu</a>	202-994-0256
<b>Clinical Operations Health Management</b>		Mountasser Kadrie	<a href="mailto:mkadrie@gwu.edu">mkadrie@gwu.edu</a>	832-646-2222
<b>Clinical &amp; Translational Research</b>		Samar Nasser	<a href="mailto:snasser@gwu.edu">snasser@gwu.edu</a>	
<b>Emergency Medical Services</b>		Andrew Garrett	<a href="mailto:andrew_garrett@gwu.edu">andrew_garrett@gwu.edu</a>	202-994-0904
<b>Health Care Quality</b>		Sabrina Figueiredo	<a href="mailto:sfigueiredo@gwu.edu">sfigueiredo@gwu.edu</a>	202-994-1131
<b>HIDR/LEADR/GLIDR</b>		Andrew Garrett	<a href="mailto:andrew_garrett@gwu.edu">andrew_garrett@gwu.edu</a>	202-994-0904
<b>Integrative Medicine</b>		Leigh Frame	<a href="mailto:LeighFrame@gwu.edu">LeighFrame@gwu.edu</a>	202-994-0184
<b>Leadership and Strategy in Regulatory Affairs and Clinical Research Administration</b>		Kathy Thoma Melissa Tice	<a href="mailto:kamthoma@gwu.edu">kamthoma@gwu.edu</a> <a href="mailto:mtice3@gwu.edu">mtice3@gwu.edu</a>	202-994-0256 202-994-0719
<b>Regulatory Affairs</b>		Melissa Tice	<a href="mailto:Mtice3@gwu.edu">Mtice3@gwu.edu</a>	202-994-0719
<b>Translational Health Science PhD</b>		Samar Nasser – Didactic Trudy Mallinson - Research	<a href="mailto:snasser@gwu.edu">snasser@gwu.edu</a> <a href="mailto:trudy@gwu.edu">trudy@gwu.edu</a>	
<b>Health Sciences courses</b>	Graduate	Leslie Davidson	<a href="mailto:ldavidson@gwu.edu">ldavidson@gwu.edu</a>	202-994-1623
<b>HSCI 6223/COHM 6235 Course Director</b>		Ray Francis	<a href="mailto:rfrancis@gwu.edu">rfrancis@gwu.edu</a>	
<b>HSCI 6240/6241 Course Director</b>		Leslie Davidson	<a href="mailto:ldavidson@gwu.edu">ldavidson@gwu.edu</a>	202-994-1623
<b>6275 Course Director</b>		Joe Bocchino	<a href="mailto:bocchino@gwu.edu">bocchino@gwu.edu</a>	
<b>Health Sciences Courses Health Science Research Courses</b>	Undergraduate 2117, 3117, and Graduate 6263	Tim McCall	<a href="mailto:tmccall@gwu.edu">tmccall@gwu.edu</a>	202-994-1589
<b>Health Sciences Research Courses</b>	Undergraduate 4106 and Graduate 6264, 6270, and 6271	Karen Schlumpf	<a href="mailto:schlumpk@gwu.edu">schlumpk@gwu.edu</a>	202-994-3407

**PROGRAM ADVISORS ADMISSIONS AND ENROLLMENT SERVICES**

Program	Contact	Email
ASHS	Nicole Weaver	<a href="mailto:gwmil@gwu.edu">gwmil@gwu.edu</a>
Biomedical Informatics (Undergraduate)	Nicole Weaver	<a href="mailto:hsresearch@gwu.edu">hsresearch@gwu.edu</a>
Biomedical Informatics (Graduate)	Melanie Trask	<a href="mailto:hsresearch@gwu.edu">hsresearch@gwu.edu</a>
Clinical Health Sciences	Nicole Weaver	<a href="mailto:gwmil@gwu.edu">gwmil@gwu.edu</a>
Clinical Operations Health Management (Undergraduate)	Nicole Weaver	<a href="mailto:hscrl@gwu.edu">hscrl@gwu.edu</a>
Clinical Operations Health Management (Graduate)	Melanie Trask Ernestine Yarborough	<a href="mailto:hscrl@gwu.edu">hscrl@gwu.edu</a>
Clinical Research Administration (Undergraduate)	Nicole Weaver	<a href="mailto:hsresearch@gwu.edu">hsresearch@gwu.edu</a>
Clinical Research Administration (Graduate)	Melanie Trask	<a href="mailto:hsresearch@gwu.edu">hsresearch@gwu.edu</a>
Clinical & Translational Research	Melanie Trask	<a href="mailto:hsresearch@gwu.edu">hsresearch@gwu.edu</a>
Emergency Medical Services	Nicole Weaver	<a href="mailto:hscrl@gwu.edu">hscrl@gwu.edu</a>
Health Care Quality	Melanie Trask	<a href="mailto:hscrl@gwu.edu">hscrl@gwu.edu</a>
Health Sciences courses (Undergraduate)	Desmond Edwards	<a href="mailto:hsp@gwu.edu">hsp@gwu.edu</a>
Health Sciences courses (Graduate)	Melanie Trask	<a href="mailto:mtrask@gwu.edu">mtrask@gwu.edu</a>
HIDR/LEADR/GLIDR	Nicole Weaver	<a href="mailto:gwmil@gwu.edu">gwmil@gwu.edu</a>
Integrative Medicine	Melanie Trask	<a href="mailto:hscrl@gwu.edu">hscrl@gwu.edu</a>
Regulatory Affairs	Melanie Trask	<a href="mailto:hsresearch@gwu.edu">hsresearch@gwu.edu</a>
Translational Health Science PhD	Melanie Trask	<a href="mailto:phdths@gwu.edu">phdths@gwu.edu</a>



APPENDIX 7: GUIDELINES FOR COMPUTER-BASED ONLINE EXAMS

Students in GW Health Sciences Programs, either online or on campus, who are required to take computer-based exams must utilize the remote proctoring system Remote Proctor NOW (RPNOW) by Software Secure. Students are expected to follow all remote testing requirements before and during each quiz/exam. Each session will be reviewed by Software Secure, Inc. (SSI) and GW Health Sciences program faculty/administration for violations and/or suspicious activity.

GW SMHS expects that all students will demonstrate academic honesty in all academic endeavors, including but not limited to computer-based testing, as identified in the [GW Code of Academic Integrity](#).