Distance Education Faculty Resource Book
Department of Clinical Research and Leadership

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School of Medicine
& Health Sciences
THE GEORGE WASHINGTON UNIVERSITY
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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 150 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 will serve as an important link between the University and its students. Most importantly, you will be 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 GWU. 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
SECTION A: THE DEPARTMENT OF CLINICAL RESEARCH AND LEADERSHIP

1. PROGRAM PHILOSOPHY AND GOALS

The Department of Clinical Research and Leadership is comprised of faculty and staff dedicated to providing quality degree and certificate programs in Clinical Health Sciences, Clinical Laboratory Science, Clinical Management and Leadership, Clinical Research Administration, Clinical and Translational Research, Emergency Medical Services Management, Health Care Quality, and Regulatory Affairs. Our programs reinforce an interdisciplinary approach in the way that our customers, “students, faculty, and staff,” approach their professional, education and leadership development. Our students are often practitioners who are interested in formalizing their educational and professional accomplishments 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:

- **ASHS** in Health Sciences
- **BSHS** in Clinical Health Sciences, Clinical Management and Leadership, Clinical Research Administration, Emergency Medical Services Management, Global Leadership in Disaster Response, Health Intervention and Disaster Response, and Leadership for Emergency Action and Disaster Response.
- **MSHS** with concentrations in Clinical Management and Leadership, Clinical Research Administration, Clinical and Translational Research, Emergency Medical Services Leadership, Health Care Quality, Integrative Medicine, Regulatory Affairs.
- **Graduate Certificate** in Clinical and Translational Research, Clinical Research Administration, Clinical Research Practice, Health Care Quality, Integrative Medicine, and Regulatory Affairs.
- **Dual Degree** programs (Bachelor’s/Master’s) in Clinical Management and Leadership, Clinical Research Administration, Emergency Medical Services Management, and Health Care Quality.
- **Doctor of Philosophy (PhD)** in Translational Health Sciences
- **Advanced Practice Doctoral Degree** in Occupational Therapy (OTD)

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. Programs include clinical laboratory sciences and administration, one of the country’s leading physician assistant programs, and a clinical doctoral program in physical therapy.

For more information on the School of Medicine and Health Sciences: [http://smhs.gwu.edu/](http://smhs.gwu.edu/). For information on the Health Sciences programs: [http://smhs.gwu.edu/academics/health-sciences](http://smhs.gwu.edu/academics/health-sciences)
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: http://www.gwu.edu/explore/aboutgw.

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 registrations typically are the major factors in determining need. Prior to the start of the semester, the Department will inquire of and 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. RESPONSIBILITIES OUTSIDE OF TEACHING

The Department will hold periodic online Faculty Meetings. If you cannot attend, you are expected to view the recorded session. Limited Service Faculty are expected to complete a Self-Evaluation annually.

4. 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 Faculty, and includes many core elements that are consistent throughout all courses. Changes to content are made by the Department in order to assure that Program and course curriculum goals are met. Faculty should not change course content without first getting approval from the Department or Course Director. Faculty are encouraged to apply their own experiences to relevant content. In those cases where the Department wishes to integrate Faculty-originated teaching/learning objects into the curriculum on an ongoing basis, the Department will
request permission. 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, often 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 follow-up with part-time faculty where necessary. A list of all Program Directors can be found in Appendix 6.

5. EXPECTATIONS FOR FACULTY

a. New Faculty: Before beginning to teach, faculty new to our Department are expected to participate in a “Basic Orientation” online course of approximately three weeks duration. The Department also offers a “Beyond the Basics” asynchronous, 3-week, online course during the first year of employment for additional skills.

b. Before the Semester Begins: If appropriate, you are responsible for updating all course elements, including the syllabus and weekly sessions, creating links for assigned readings, and creating assignments, assessments and Discussion Board questions. You are also responsible for ensuring textbook information is accurate, and posting an opening Announcement. Major changes to the structure or objectives of a course should be discussed with the Program or Course Director. You are expected to carefully proofread all information in your Blackboard course to ensure that all course content, including every date, is correct for the current semester. Please ensure that all dates in each Grade Center entry are correct, all links work successfully, and the information is free of typographical or other 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 and contact information. Some instructors have a consistent time each week when they have “virtual office hours” through a Blackboard “chat,” although this is not required.

c. Audio or Video Recordings: Students have responded very positively to faculty audio and visual recordings in Blackboard. We request that all faculty include at least one technologically-enhanced audio/visual recording each semester.

d. During the Semester: You are expected to grade assignments and post grades to Blackboard within a reasonable amount of time after their due date, typically within one week. 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 in with 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 discussion, 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 48-72 hours, or more frequently in 8-week courses. A summary post on the Discussion Board at the end of the week is not sufficient faculty input. You are also expected to check e-mail and/or voice mail messages regularly to ensure prompt communication with students.

6. RESPONSIBILITIES IN THE EVENT OF AN UNEXPECTED ABSENCE
If you are unexpectedly unable to access the course for more than a few 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.

7. 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, research papers, individual and group work. Instructors in graduate level courses are expected to evaluate students based on analytical work rather than reliance 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+ and C- 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
Below 73 = F

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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online participation</td>
<td>15%</td>
<td>A+</td>
</tr>
<tr>
<td>Article summary</td>
<td>25%</td>
<td>A</td>
</tr>
<tr>
<td>Research paper</td>
<td>35%</td>
<td>B-</td>
</tr>
<tr>
<td>Presentation</td>
<td>25%</td>
<td>B</td>
</tr>
</tbody>
</table>

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

You MUST clearly differentiate expectations for all grades, preferably in a detailed rubric for each assignment, supported with qualitative description.

**Frequency of Feedback:** You should provide feedback to students on a regular basis, for both written work 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. 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.

**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 create a rubric built directly in to Blackboard. There are many resources available to help you develop rubrics for student work. We can supply samples as well.
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 grading 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.

**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.

8. **SUBMITTING FINAL GRADES**

Grades should be submitted within one week 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 student, alumni, financial aid and human resources data. To access Banner:

a. Log in to the GWeb Information System at [http://banweb.gwu.edu](http://banweb.gwu.edu) using your GWid and pin.

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](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 notify the appropriate Program Advisor with an email detailing the course number, name of student, old and new grades, and the reason for the grade change.

i. Additional information is available from the Office of the Registrar: [http://www.gwu.edu/~regweb/web-content/faculty.html](http://www.gwu.edu/~regweb/web-content/faculty.html).

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

An Incomplete is appropriate only if a student has completed most of the work 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 subsequent semester.

If you choose to give a student additional time to finish coursework, you should record an “I” (Incomplete). You must also create a Learning Contract (a template is included here as [Appendix 3](#)) with specific deadlines for all outstanding assignments. This Learning Contract should be acknowledged via email by the student and you should forward a copy to the Program Advisor to be placed in the student’s files. Once the agreed-upon deadline has been reached, the Department will follow up with you and the student to ensure that the appropriate grade is entered. Please remind the student that an Incomplete grade could negatively affect his/her eligibility for federal financial aid. Students should contact the GW Office of Student Financial Assistance with additional questions.

1 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.
For 8-week courses only: Because of the short break between 8-week sessions, an Incomplete should be given only when a student faces 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: In those cases where a student has not completed any gradable work, you may record a “Z” denoting that the student has withdrawn from the course without authorization.

9. 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 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, exist to provide structure and guidance to faculty who encounter instances of academic dishonesty. The Office’s website (http://www.gwu.edu/~ntegrity/about.html) 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 determine whether the submitted work is improper.

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 (during Fall and Spring 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.
c. If you believe that the student’s work may be in violation of the Code of Academic Integrity, we suggest that you 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 Director of the Office of Academic Integrity (202-994-1977, ntegrity@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 http://www.gwu.edu/~ntegrity/about.html.

Should you decide to charge the student with violating the Code, you will be asked to complete 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, that allows you to have all student work submitted through a vehicle that checks it against all other Blackboard users of SafeAssign, any web resources, and all ProQuest databases. This feature is available when you set up an Assignment in Blackboard. 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.

10. 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: http://bulletin.gwu.edu/medicine-health-sciences/#regulations

11. 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 on what and how you use copyrighted work.
- Just because you are using it for educational and non-profit purposes does not mean there are no restrictions. These rules apply to power point presentations, 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 hyperlink directly to a website with the material you want to use, rather than posting a copy of that document in your course. Then, you do not need the author’s permission.

- If the source you want to use is available electronically, GWU libraries can allow you to create a “durable link” so that students have access: [http://libguides.gwumc.edu/durablelinks](http://libguides.gwumc.edu/durablelinks). A durable link should be used rather than creating a pdf of the document and placing that in the course. Durable links also can be used for textbooks or full-text databases that are accessed electronically.

- 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 power point presentations prepared by an individual. Please forward a copy of any permissions you obtain to the IMPACT team (lbl@gwu.edu) so that we can keep them all in a central place in the Department. 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: [http://himmelfarb.gwu.edu/services/reserves/e_reserves.cfm](http://himmelfarb.gwu.edu/services/reserves/e_reserves.cfm). The library can also assist you if you want to use copyrighted work over multiple semesters.

- There are no limitations or restrictions when using federal government documents.

There are excellent resources available that can guide you through the process. Start here: [http://learn.healthsciences.gwu.edu/techteach/whatcaniuse/index.html](http://learn.healthsciences.gwu.edu/techteach/whatcaniuse/index.html) This will take you to a Health Sciences page with many resources. View the recorded session from Feb. 15, 2011; presented by lawyers from GWU’s Office of the General Counsel, many important principles are outlined here. This page also provides links to several very helpful Himmelfarb Health Sciences Library documents.

GWU’s Use and Reproduction of Copyrighted Materials Policy: [http://himmelfarb.gwu.edu/services/reserves/copyright.cfm](http://himmelfarb.gwu.edu/services/reserves/copyright.cfm)

Blackboard’s Copyright, Fair Use & Educational Multimedia FAQ: [http://library.gwu.edu/collections/copyright-and-blackboard](http://library.gwu.edu/collections/copyright-and-blackboard)

**12. 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).
13. 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.

14. HEALTH SCIENCES CRISIS INTERVENTION POLICY

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] via [https://counselingcenter.gwu.edu/care-network-reporting]; 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].

15. UNIVERSITY POLICY ON RELIGIOUS HOLIDAYS

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. Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations. Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities.

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 six credit hours or two courses per semester. A student who currently is not working could take nine to twelve credit hours per semester. 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. 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 Program Advisors. Program Advisors can also assist you in working with these students; you can 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).

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 coordinator who will review 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 Coordinator 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 10 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 Week 10 deadline.

GWU 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, respectively. 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:

A. Complete withdrawal/drop from all courses:
   Withdrawal dated on or before the end of the first week of the semester: 90%
   Withdrawal dated on or before the end of the second week of the semester: 60%
   Withdrawal dated on or before the end of the third week of the semester: 40%
   Withdrawal dated on or before the end of the fourth week of the semester: 25%
   Withdrawal dated after the fourth week of the semester: none

B. Partial withdrawal/drop: If the change in program results in a lower tuition charge, the refund schedule above applies to the difference.

C. Summer Sessions: In cases of authorized withdrawals from courses, refunds of 85% of tuition and fees will be made for courses dropped within the first seven calendar days of the start of a session. No refund will be made for courses dropped thereafter.

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 BASICS

For help with navigating and using Blackboard, faculty may contact the Instructional Technology Lab at George Washington University: itl@gwu.edu or 202-994-0485. Please note that this Help Desk is for faculty only.

2. ORGANIZING THE COURSE ON BLACKBOARD

In an effort 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 you add individualized course-specific content, please keep in mind these suggestions:

- Most of the course content should be able to fit within the Course Menu links that are provided.
- If you add information, place it where students are most likely to find it (e.g., under “Resources” or “Assignments.”)
- If you 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 any links in the main Course Menu that are not used.
- Within the individual weekly sessions, put all links on that week’s home page. Avoid burying links within links. This makes it easier for students to navigate the course on Blackboard.

3. COURSE CONTENT – REQUIRED ELEMENTS

a. ANNOUNCEMENTS

Use announcements 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. Any announcement can also be sent as an email to all students by selecting the appropriate box when creating the announcement. This is a good vehicle for introducing the next week’s topics and relating them in to the overall course content. Although you should remind students to regularly check their GWU 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. Posting the same information in an announcement in the course ensures all students will eventually receive the information.

b. SYLLABUS

Every course syllabus will include 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
School of Medicine  
& Health Sciences

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 GWU Bookstore, which now maintains this information and makes it available for students before the start of classes.

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

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

c. **WEEKLY SESSIONS**
Weekly Sessions will include weekly objectives, 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 “!” until you grade it.

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 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 are not available electronically, but that you want to make available to students through Blackboard. If your course does not have E-Reserves materials, this section 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, 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 on a regular basis to ensure that students are staying on track and that the discussion is going in the intended direction.

Effective Discussion Boards 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 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 probative 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 group into smaller groups for Discussion Boards. Be sure your questions are broad enough to result in a robust, interesting discussion. Consider using 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 a GW email account. This is the email link that Blackboard uses for all email. You may choose to forward GW email into another personal account. (If email is forwarded to a personal account, be sure to adjust the settings within the GW account to delete all forwarded emails, or else the account will fill and cease to operate properly.)

h. **RESOURCES**
This section of the course will contain a few commonly used links to the many excellent resources that are 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. This section will also contain links to the Himmelfarb Health Sciences Library: [http://himmelfarb.gwu.edu/](http://himmelfarb.gwu.edu/) and other University libraries: [http://library.gwu.edu/](http://library.gwu.edu/)

The Resources section contains advice to students on the technical aspects of DE education as well as ways to fit course demands into the life of a working professional. It also has information about our expectations for students during the semester. You can supplement this material with course-specific guidelines.

**Writing Resources:** Your Blackboard course will contain a link to the GWU Writing Center, [http://www.gwu.edu/~gwriter/](http://www.gwu.edu/~gwriter/), 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.”

i. **COURSE BANNER**
All department courses share a common banner. Please do not substitute a different one.

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 Users.”

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.

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. **Using 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.** The Guest Lecturer option is also a way for you to see the course from a student’s perspective, and to try out tests or other assignment links.

   b. **“Blackboard Collaborate” 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, built into Blackboard, can be used at the beginning of a semester to introduce the course and explain expectations and assignments. It could be used at the start of a significant project 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, please see FRED, under “About Blackboard Collaborate.”

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. Keep them short! Detailed instructions can be found in FRED, under “Narrated Presentations.”

d. **“Ask the Instructor” Discussion Board forum**: Every course should have this useful tool to allow you to answer general student questions in one place, thereby avoiding repetitious emails.

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, it is important to keep it simple. All instructions for an assignment should be in the same place (under “Assignments.”) All readings for each week should be under the appropriate “Weekly Sessions” tab.

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, and how many times s/he has 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. **ACCESSIBILITY BEST PRACTICES FOR E-TEACHING**

GW’s Office of Disability Support Services [https://disabilitysupport.gwu.edu/](https://disabilitysupport.gwu.edu/) has many resources to ensure that materials in our courses are accessible to all students. At the Department level, we are committed to making sure our website and individual courses incorporate the Americans with Disabilities Act (ADA) standards.

Some suggestions for your online courses:

- Use one font throughout your course and within individual documents.
- Use consistent headings and titles throughout your document.
- When using a hyperlink, provide a meaningful name (you can include the actual URL as well).
- Make sure your documents are well-organized and easy to read.
- Consider creating a transcript of an audio file.
- If you are using an image in your course, use ALT (Alternative Text) to describe the image for a student who might be using a text reader that cannot view the image.
- If you create a pdf document from a Word document, before saving your document, choose “Options” and select “Enable accessibility and reflow.”
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 many excellent resources on using the libraries’ collections (print and electronic), copyright information, and important contact information, including a tutorial for new faculty. These resources can be accessed through the following link: [http://himmelfarb.gwu.edu/tutorials/index.cfm](http://himmelfarb.gwu.edu/tutorials/index.cfm)

9. PROFESSIONAL DEVELOPMENT OPPORTUNITIES

SMHS launched the [IMPACT initiative](#) (Instructional Media and Programming to Advance Collaboration and Teaching) in 2012 as a resource for faculty, staff, and administration in support of teaching, scholarship, and collaboration. Here you will find helpful [resources for your course design](#) and [instructional technology tips](#).

The Health Sciences SMART Lab (Supported Media for Administration, Research, and Teaching): hardware, software, and peopleware to support your use of technology for the Health Sciences Programs. The SMART Lab is physically located at 2100 Pennsylvania Avenue NW, with a satellite office at 2100 Pennsylvania Ave that is staffed daily. Faculty and staff are welcome to drop by for assistance with instructional technology and to use or borrow equipment. The Lab has a scanner for photos, negatives, and slides; audio and video recording equipment; digital audio recorders; headsets, and an iPad with a keyboard. They also have a Dell and iMac workstations loaded with software for your use.

For faculty located off-campus, the SMART Lab is happy to provide remote assistance by video chat (Google Chat, Skype, Adobe Connect), 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](#) 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.

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 are available on Blackboard, and instructions will be sent at the time of any scheduled meetings.

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

- Announcements: Post an introductory announcement. Consider a video welcome.

- “Start Here” 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.

- Syllabus: 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.

- Faculty Information: Be sure your biographical information is up-to-date, including all contact information. Post a photograph if there is none.

- Weekly sessions: 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.

- Assignments/Other Course Content: 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.

- Discussion Board: 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.

- Grade Center: 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.

- Presentation: 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.

- Course Availability: 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).
APPENDIX 2: CHECKLIST FOR ENDING THE SEMESTER

___________
Wrapping Up: be sure to provide an opportunity for students to look back over the course content and activities and review what was covered.

___________
Course Evaluations 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.

___________
Submission of Final Grades: see Submitting Final Grades.

___________
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.

___________
Review your course and make notes about changes or updates for future semesters.

___________
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 gwu.smartevals.com. Submit any recommendations for course enhancements to the course or program director.
APPENDIX 3: LEARNING CONTRACT

To: Student Name  
GWID#:  
From: Instructor Name  
Re: Course Name, Course # and CRN #  
Date:  

Because you have not completed all the required work for this course, you will receive a grade of “I,” or “Incomplete.” By acknowledging this message, you have agreed to complete the outstanding deliverables listed below by ________________ (specified date). If the work is not satisfactorily completed by this date, you will receive no credit for the outstanding work, and your final grade will be calculated based only on the work you completed relative to the entire course requirements (typically an “F.”)

To acknowledge receipt and acceptance of this Learning Contract, please reply to this email, copying the contents of the Learning Contract, and indicating your acceptance.

Please remember that an Incomplete for this semester may negatively impact your eligibility for federal financial aid. If you have any questions about this, please contact your Program Advisor or the Office of Student Financial Assistance.

Outstanding Deliverables:

Due Date of Deliverables:
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

**General University Information:**

GWU School of Medicine and Health Sciences  
http://smhs.gwu.edu

GWU School of Medicine and Health Sciences—Health Sciences Programs  
http://smhs.gwu.edu/academics/health-sciences

University Policies  
http://registrar.gwu.edu/university-policies

Himmelfarb Health Sciences Library  
http://himmelfarb.gwu.edu/

**Instructional Resources:**

Instructional Technology Lab (Blackboard and other technical assistance for instructors)  
http://www.itl.gwu.edu/  202-995-0485

ISS (Information Systems and Services) Help Desk  
http://helpdesk.gwu.edu/  
Phone: 202-994-5530 > option 2  
To submit a help ticket: http://my.gwu.edu/mod/helpdesk/ (sign in first)

University Teaching and Learning Center  
https://library.gwu.edu/utlc  Phone: 202-994-4026

Health Sciences Programs Faculty Resources  
http://smhs.gwu.edu/impact/

Faculty Handbook  
https://provost.gwu.edu/sites/provost.gwu.edu/files/downloads/Resources/GW_Faculty_Handbook-Final-Approved20150410.pdf

Academic Integrity  
https://studentconduct.gwu.edu/code-academic-integrity

The Writing Center  
https://writingcenter.gwu.edu/

Link for submitting final grades via GWeb  
http://banweb.gwu.edu

GWU Bookstore  
http://www.bkstr.com/georgewashingtonstore/home/en
# APPENDIX 6: ACADEMIC CONTACTS (For Fall 2017) PROGRAM

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### APPENDIX 7: GUIDELINES FOR REDUCING THE RISK OF CHEATING IN ONLINE EXAMS

<table>
<thead>
<tr>
<th>Mode of Cheating</th>
<th>Method(s) to Reduce it</th>
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| Students obtain old exams                                                       | • Do not send out electronic files of the exam  
• Change your exams regularly                                                                                                                                            |
| Students obtain answers to the exams before taking the exam                      | • Do not post the answers to the exam until the exam deadline is over                                                                                                                                                |
| Students copy the exam while they are taking it (copy and paste into a word doc  | • Do not keep your exams available or open for extended periods of time so that students don’t have time to look up answers to questions before they take the exam.  
• Present exam questions one at a time as opposed to having all questions posted. This makes it more difficult to make a screenshot. Students would still be able to copy and paste each question into a word doc or screenshot every question individually. |
| and make a screenshot) and then distribute to others in class                   |                                                                                                                                                                                                                       |
| Students have a web browser open in another page and look up answers to          | • Do not allow students that much time. The exam should be timed and only allow enough time for students who know the material to answer the questions without looking up answers online or in notes.  
• Do not allow backtracking so that students cannot quickly go through the exam and then go back and start looking up the answers to all of the questions. |
| questions while taking an exam                                                   |                                                                                                                                                                                                                       |
| Students have all of their notes open in another window and do a search (i.e.   | • Time the exam more stringently. Only keep the exam open long enough for students who know the material to answer the questions based on what they know and not by looking up answers. |
| find) in their notes to look up answers as they are taking the exam              |                                                                                                                                                                                                                       |
| Students who are friends can be taking the exam together either at the same     | • Randomize the questions and answers  
• Have a pool of exam questions so that students will not have the exact same exam  
• Stringent time limits so that students don’t have enough time to look up answers |
| time in the same room or on the phone together or one takes it while another     |                                                                                                                                                                                                                       |
| looks up answers and then the other takes it                                    |                                                                                                                                                                                                                       |
| Students consistently have “computer issues” and ask for you to re-open their   | • Make suggestions in the syllabus that students should not use wireless internet connections to take their exams  
• Suggest that students take the exam at a local or university library  
• Have a rule stated in the syllabus that you will not re-open exams |
| examination after they either spent 20 minutes in the exam reviewing every       |                                                                                                                                                                                                                       |
| question or they submitted the exam and then received all of the answers to     |                                                                                                                                                                                                                       |
| each question (if you have it set up where they get the correct answer when the  |                                                                                                                                                                                                                       |
| exam is submitted)                                                              |                                                                                                                                                                                                                       |

1. Offer an online exam only at one set time so that students in the class cannot form a team and take the exam sequentially (the first person likely getting the lowest score and others getting an A).

2. Open up the exam for a stringent period of time. If you are giving a multiple choice exam, it has been shown that approximately 45 seconds per question is more than enough time for students who know the material to be able to answer the question. You do not want to give students enough time on the exam to be able to do a google search or do a search (find tool) in their notes to get the answer. Students will not have enough time to be searching for answers if the timing is only long enough for them to answer the question.

3. Randomize the sequence of the exam questions as well as randomize the answer choices just in case students are taking the exam together on nearby computers and asking, “what did you get for question 10?”

4. Present your exam questions one at a time. By not having all of the questions on one screen, it makes taking a screen shot of the exam more difficult.

5. Present exam questions one at a time and do not allow back tracking. This will reduce the ability of students to finish the exam early and then go back to questions and do a web search or note search to find the answers.

6. Make a bank of questions. Students will get a percentage of each exam that is different from other students.

7. Students should only be allowed to access the exam ONCE. This is difficult since each semester we have students who call and say that the exam crashed in the middle of taking it. You can set a rule that there are NO EXAM RESETS and suggest that students not use a wireless internet connection to take their exam and also to not save each answer individually. If a student does have a problem, you can see how long they spent in the exam and which questions they already answered (make a print out of their exam) and then open the exam again but give them a new time limit and the questions that they can answer. BE CAREFUL – if you have the computer set so that the student gets the answer when their exam is finished. If they accidentally submit the exam before they meant to and then tell you the computer crashed (when in reality they submitted the exam), they will have gotten the answers to all of the questions at the end of their exam (this happened to me and the student sent me a screen shot and didn’t realize that I saw that they received every answer…….). This is another good reason not to post answers until after the exam deadline.

8. Instructors should change at least 1/3 of the multiple choice questions on each exam every time the course is taught.

9. Design the questions so that they are not all recall questions, which are very easy to look up on a browser or do a find in their notes while taking the exam. If a good portion of the exam has higher-level questions, such as application questions, then students will not be able to find the answers using a quick Google search or the find tool in their notes or online textbook – they will need to understand the material to answer the question and most typical cheating methods will not help (unless they have a friend with them that knows the material).