Course Syllabus
(Subject to change)

General Course Information:
Fundamentals of Clinical Research Management I & II
Materials on-line may be accessed at any time. Please note due dates.
This is a fully on-line course.

Instructor Information:
Sarah Fowler-Dixon, PhD, CIP
sfowler-dixon@wustl.edu

Office hours: By request at a mutually agreeable location, day and time. I will respond to you in 24 to 48 hours. Weekends may take longer.
I check the course 2-3 times during the work week: Monday – Friday.

Canvas: Canvas will be used for this on-line course. All announcements, assignments and documents are in this environment. It is the student’s responsibility to verify their email address is correct within the system. Go to: https://mycanvas.wustl.edu/ and log in with your WUSTL Key.

Course Materials: Course materials will be available in Canvas.
- There is one required text: Williams, Teresa A., AHLA Institutional Review Boards: A Primer, third edition, available at the Washington University Medical School Bookstore.
- There are also 2 reference texts for this course. CONDUCTING CLINICAL RESEARCH, 2nd Edition, which is free and is available on-line and THE SOURCEBOOK FOR CLINICAL RESEARCH.

Course Description:
Fundamentals of Clinical Research Management I & II, is an introductory course which provides the basic foundation for the application, concepts and theories of clinical research. The historical evolution of research is explored, linking it to the current regulations and guidelines for good clinical practice. Course material includes research roles and responsibilities, institutional review boards, phases of drug development, the informed consent process, human subject protections and an overview of study conduct.

Students will complete institutional review board paperwork, writing an informed consent and developing source documents.

Learning Goals
1. Students will analyze and reflect on the application of federal regulations and ethical codes.
2. Students will apply knowledge of the federal regulations, research roles, and responsibilities.
3. Students will participate in an informed consent activity.
4. Students will critically appraise recent research and ethical issues.

Course Requirements:
Review Assignments, Home, and Syllabus in Canvas for Course requirements.
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Grading Scale:
- 90% – 100%  A
- 80% - 89%  B
- 70% - 79%  C
- 60% – 69%  D
- 59% and below  F

Assignment Submission and Late Assignments:
All materials will be submitted via the on-line learning system being used. Adhere to deadlines within the system. Deadlines are set at end of day, 11:59 pm., on the day the assignment is due. Late work will have points deducted. I will respond to you in 24 to 48 hours. Submissions sent over the weekend, will be answered on Monday. I check the course 2-3 times during the work week: Monday – Friday.

Attendance Policy:
This is a fully on-line course. Participation constitutes completing the assignments on time and responding to any discussions/conversations that occur through the on-line environment.

Students are expected to log-on a minimum of 1 time per week during each week of class during the semester, excluding breaks. Expect to devote at least 3 hours per week to the course. Actual time may vary for an individual student based on factors such as reading speed, prior knowledge, personal devotion to thoroughness, etc.

Course Agenda
(Subject to change)

<table>
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<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>0</td>
<td>September 2020</td>
<td>Student Orientation Materials, Welcome, and Syllabus</td>
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<tr>
<td>1</td>
<td>September 14, 2020</td>
<td>Distinguishing Research from Other Activities</td>
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<td>2</td>
<td>September 21, 2020</td>
<td>Regulations that Govern Clinical Research in the United States</td>
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<td>3</td>
<td>September 28, 2020</td>
<td>Understanding the Clinical Trial Process and Special Categories of Review</td>
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<td>4</td>
<td>October 5, 2020</td>
<td>Introduction to Institutional Review, the IRB Review Process &amp; Typical Areas of IRB Noncompliance</td>
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<td>5</td>
<td>October 12, 2020</td>
<td>Roles and Responsibilities of Investigators and Good Clinical Practice</td>
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<td>6</td>
<td>October 19, 2020</td>
<td>Children in Research, Payment to Research Subjects, FERPA &amp; PPRA</td>
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<td>7</td>
<td>October 26, 2020</td>
<td>Understanding Research Informed Consent</td>
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<td>8</td>
<td>November 2, 2020</td>
<td>Research Protocols &amp; Mock IRB Submission</td>
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<td>9</td>
<td>November 9, 2020</td>
<td>HIPAA Compliance in Clinical Trials &amp; Confidentiality</td>
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<td>10</td>
<td>November 16, 2020</td>
<td>Conflict of Interest Issues &amp; Billing for Clinical Trial Services</td>
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<td>11</td>
<td>November 23, 2020</td>
<td>Use of Biospecimens and Private Information in Research and Research Repositories &amp; Secondary Findings in Genomic Research</td>
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<td>12</td>
<td>November 30, 2020</td>
<td>IRB Compliance and Internal Audits</td>
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<td>13</td>
<td>December 7, 2020</td>
<td>Quality Improvement, Study Start Up &amp; Patient Safety</td>
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<td>14</td>
<td>December 14, 2020</td>
<td>Ethics and Scientific Misconduct in Clinical Research</td>
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<tr>
<td>15</td>
<td>December 21, 2020</td>
<td>Journal Review. All assignments must be in for the semester.</td>
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Notice on Technical Requirements and Supported Browsers

- Canvas works best in the most recent version of all major browsers. You can also double-check that your browser is supported.
- Be sure you have downloaded the most recent version Java and/or a Java plug-in. This free software program helps you to be able to access certain Canvas tools. You can check which version of Java you currently have and update it (if necessary) by visiting www.java.com. Keep Java updated for best results.
- The use of audio and video tools within the content editor may require the use of Adobe Flash.

Technical Support
This is a fully online, technology-based course. Because computers are not perfect, plan on having technical issues at least once during the term. While this can cause some incredibly frustrating moments, the overall benefits of the technology do outweigh any issues that may arise. Just be ready to contact technical support in the event of difficulties. Send an email to student.technology@wustl.edu or call 935-8200 with any questions/problems concerning Canvas. (This is technical support for any problems you experience within the Canvas classroom only, not other external software). For additional Canvas support:
- Chat with a Canvas Support Agent (accessible by clicking “Help” in lower left corner of the classroom)
- Call the Canvas Support Line (Students) +1-844-865-2581

“Netiquette” Statement on Internet Communication
- Remember your audience. If you would not say it in a face-to-face classroom, do not include it in the online discussions either. Consider what you write, as it is a permanent record and can be retrieved easily. Use courtesy and common sense in all your electronic communications.
- Write in complete sentences and check spelling before you post anything in class.
- DON’T TYPE IN ALL CAPS. This is hard to read and is considered "shouting."
- Respect the opinions of others and be sensitive to the diverse nature of people in the class. Keep in mind that although you cannot "see" your classmates, you can show respect for individual differences. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers, etc.
- No profanity will be allowed. This includes writing in punctuation. For example, ##%$#! is considered profanity and is not permitted. Also, language expressed in inappropriate acronyms is not acceptable.

Expectations for Student Attendance (Canvas log-ins, response to emails, discussions, hours per week students should expect to devote to the class, etc.)
You are expected to have an active presence within Canvas (our online classroom) and that is one of the ways in which I will monitor your attendance in the course. I am able see when last you logged into Canvas and how much time you’ve spent in various areas of the classroom. The class is not self-paced because we have specific due dates for all assignments, but you will work on the course at your own convenience within those parameters. Lack of participation in discussions or
not answering email messages sent to you will be considered lack of attendance and will result in a loss of points.

**Statement Regarding Course Evaluations**

I sincerely value your feedback about this course. University College students are encouraged to [submit course evaluations](#) at midterm and end-of-semester.

**Statement Regarding Grades of “Incomplete”**

Grades of *incomplete* are rare and are reserved for medical crises or other documented emergencies occurring late in the semester. Incompletes are reserved for students who were otherwise making satisfactory progress in the course prior to the emergency and will be allowed at the instructor’s discretion.

**Statement Regarding Academic Honesty**

Students are bound by the [University College policy on academic integrity](#) in all aspects of this course. All references to ideas and texts other than the students' own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the document regarding the university academic integrity policy. All students are expected to abide by proper citation and attribution techniques.

**Academic Support:**

All University College students are encouraged to take advantage of the following Academic Support services on campus:

- **Cornerstone:** [Cornerstone](#) provides access to academic peer mentoring, assists students with essential study and test-taking skills, and offers disability resources to students in need. In addition, Cornerstone connects first-generation college students to leadership programs and offers academic, research and career opportunities.

- **Writing Center:** The [Writing Center](#) staff members are writers helping writers through the process of revision. They are undergraduate students, graduate students and faculty members who love to write and to help others clarify their thoughts and ideas. The Writing Center and The Speaking Studio at Washington University in St. Louis provide free, one-on-one tutoring to all WUSTL students for any writing or public speaking project. Students interested in using the Writing Center should call in advance to make an appointment.

- **Arts & Sciences Computing:** [Arts & Sciences Computing](#) operates two labs that are open to students, faculty, and staff.

- **Library:** [Washington University Libraries](#) boast an impressive array of services, including course reserves, interlibrary loan, reserved study spaces, the Arc Computing Lab, and so much more.

**Student Accommodations**
Washington University is committed to providing equal opportunity for students with disabilities. The Disability Resource Center (DRC) assists students with disabilities by providing services and arranging for reasonable accommodations to ensure equal access and equal academic opportunities. Students wishing to request services or accommodations must register and provide appropriate documentation to the DRC at cornerstone.wustl.edu. The DRC serves as a resource and advisor to students with disabilities and welcomes opportunities to consult with students, families, faculty, and staff. This online course has been designed with accessibility in mind. Be sure to visit the Canvas accessibility statement for more information on these features and reach out to your instructor should accessibility issues arise.

**Inclusive Learning Environment Statement**

The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.

**Preferred Name Policy for Students**

The Preferred Name policy at Washington University in St. Louis lets students change their names in most university information systems without pursuing a legal name change. Learn how!

**Accommodations Based on Sexual Assault**

The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.
If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting her office in Umrah Hall, Rm. 001. Additionally, you can report incidents or complaints to Sheryl Mauricio (314-935-4174 or smauricio@wustl.edu), Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

**Bias Reporting**

The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team.
General Tips for Success in the Online Classroom

Welcome to our online course! The following is a list of helpful information that represents habits of students who have succeeded in online courses. These tips should help each of you to have a positive experience as well.

1. **GET STARTED:** Remember that this online course begins on day one of the semester. Log in early during the first week to print the syllabus, become oriented to the online classroom, and get to know your professor and classmates. Waiting until the end of the first week to get started may derail your efforts to succeed before you know it.

2. **STAY ORGANIZED.** Bookmark our course websites (Canvas, Online Dictionary, other websites indicated by professor etc.) Create a special binder or folder to organize any printed materials. Study time will be easier and more fruitful if you are organized and up to date.

3. **INTERACT WITH YOUR CLASSMATES.** Students who study in small groups or pairs tend to be more successful. You can help each other to understand difficult points in the unit simply by participating regularly in the Discussion Forums.

4. **SHOW UP & ASK QUESTIONS.** Visit me in office hours occasionally for extra discussion as needed. Make an appointment and we can talk in real time via collaboration software or phone. You can also email me any questions that arise or post them in the “Questions?” discussion forum.

5. **DO THE READING.** The assigned reading is a valuable part of the course. Students who consistently stay up to date on the reading tend to receive higher grades than those who do not. In this class, the reading will consist of…. which will prepare you to participate in the classroom discussion forums.

6. **STUDY “OFFLINE” SOMETIMES.** Although this is an online course, you need not do all of your studying online. Spend time studying away from the computer by taking notes on the readings.

7. **DON’T PROCRASTINATE.** Procrastination will ruin your experience in the class in several ways. Not only does it prevent you from learning what you are here to learn, but it will also cause you to lose a lot of points. Refer to the list of assignment due dates in this syllabus and follow the steps outlined in the study guide in order to better understand how to pace yourself appropriately.

8. **HANG IN THERE!!** If this is your first online class, the experience may challenge you at first, but as long as you keep up with the reading and follow your professor’s instructions, you will develop an understanding of the rhythm of the course after the first unit. See me for help as needed, I am your resource and I want to see you succeed and enjoy this course!

**Guidelines for Discussion Forum Participation**
Course Syllabus
(Subject to change)

1. Be sure to write in the subject line to whom your message is addressed. Changing the subject line is the number one way to make sure your post is noticed by the intended recipient.

2. Be sure to **sign your name** at the bottom of your messages. Writing your name at the end of each message helps to clarify the author and helps your classmates remember who you are.

3. Before responding to a particular discussion topic, be sure to **complete the reading assignment** of the corresponding unit. Remember that the discussion topics are specifically tied to the readings. Be sure to take your time and write meaningful discussion forum postings. Your ideas and content are important, and issues such as grammar, spelling, accents, vocabulary, and sentence structure count as well. Be sure your posts are well edited before you submit them, since unedited posts do not receive full points.

4. Participate in each discussion over **several days** within the lesson and avoid waiting until the due date to get started. Each discussion requires several posts from you, including replies to classmates. Waiting until the last day to participate minimizes the opportunity to interact your classmates and me and makes discussion participation much less meaningful for you. It will also result in a loss of points.

5. Finally, the discussion forums are meant to be **fun**! Check in often to communicate with your classmates and me.
Best Practices for Online Teaching & Learning

This section of the document outlines best practices for online teaching and course design.

I. Faculty Training Requirements

a. All online instructors must *successfully* complete the “Introduction to Online Teaching” course the semester before teaching online. This asynchronous training lasts three weeks and takes place online via Canvas. More experienced instructors may be placed into an accelerated online training course.

b. Online faculty could be asked to attend additional workshops or meetings with the Online Specialist or Canvas Support staff during the course of the academic year.

II. Basic Course Guidelines for UC Online Instructors

a. Communication with Online Learning Specialist
   1. The Online Learning Specialist sends regular emails to online faculty before, during, after the semester. Be on the lookout for emails from Amanda Carey (acarey@wustl.edu) and be sure to reply in a timely fashion.
   2. Reach out to the Online Learning Specialist with pedagogical questions/concerns as they arise.

b. Communication with students
   1. Email students at least one week prior to semester start. (Faculty greeting, textbook information, login information, preliminary instructions, etc.)
   2. Purpose to respond to student emails and discussion posts within 48 hours throughout the semester.
   3. Respond to all *initial* posts created by students. Respond to some *secondary* posts created by students (a ratio of 1 instructor post for every 5 secondary posts is appropriate.)

c. Use of Canvas
   1. The Canvas classroom should be made available to students with the syllabus posted by the Thursday prior to the first day of classes.
   2. In order to ensure predictability and ease of navigation for students, all UC courses will use a common Canvas template. The following links are part of the standard course template and must be visible in the left menu of the Canvas classroom for the duration of the semester:
      - Announcements (post at least one new announcement each week)
Course Syllabus
(Subject to change)

- Modules
- Discussions
- People
- Grades
- Syllabus

III. Initial Canvas Classroom Set-up

a. Begin the semester by examining the default options in the main left menu and deleting any links that your students will not need during your course. You can also temporarily hide any links that students may need to access later in the semester. Remember that the links listed in section C above must always be available to students.

b. Now that you have eliminated unnecessary links, customize the left menu with content for your course:
   1. Add your syllabus to the Syllabus link in the left menu.
   2. Create a Page containing web links your students may need throughout the course.
   3. Create modules corresponding to each unit of the course. (i.e. Orientation, Chapter 1, Chapter 2, or perhaps Week 1, Week 2, etc.). All materials that your students need for each unit will eventually be stored in the modules you create during this step.
   4. Add your Instructor Bio to the orientation module.
   5. Now that the basic course structure is there, hide upcoming modules and display only those links that are absolutely necessary to students during the first week. As subsequent content becomes current, reveal it to students as needed.

c. Choose course Home page: (Click “choose home page” along right margin).
   Ideas:
   1. Leave as “course modules” (default)
   2. Set to Syllabus
   3. Set to “Pages front page”. First you should create that page and add a custom page banner, such as a photo, a course-related image, and/or a color title.

d. Post a welcome announcement to your students. This message should let them know a little about you and the course, but should also include information to orient the class and guide them as to their first steps. Send the welcome announcement and syllabus to your students as an email, by the Thursday prior to the first day of classes. Remember that beyond this initial message, online instructors should post at least one new weekly announcement for the duration of the semester.

e. Create two discussion forums:
Course Syllabus
(Subject to change)

1. A general class discussion or “Q & A” where students can post questions that may be of interest to the entire class. (This will decrease the number of emails you answer during the first week especially, and throughout the rest of the semester.)

2. An “Introductions” discussion where students will introduce themselves during the first week.

f. As you create assignments throughout the course, you will need to organize them amongst the assignment groups you create. The assignment groups you create will correspond to the desired gradebook weighting of these categories.

g. Grades: Your students will submit documents via embedded assignment links as a part of your course. As you create those assignment links within your customized modules, Canvas will automatically and simultaneously create columns for those assignments within the gradebook. For this reason, it is best to set up the gradebook little by little, as you create assignments, discussions, and quizzes within Canvas—otherwise, you will end up with duplicate grade columns for many of your assignments in the Gradebook.

IV. Content Organization, Course Design & General Maintenance

a. As you design your course, avoid incorporating technology with which you are completely unfamiliar or uncomfortable. Embrace technology that you can manage well. Canvas offers some bells and whistles, which you will slowly learn to use over time, but your first online course should be as simply structured as possible while you learn to teach with Canvas. Each semester you will become increasingly tech savvy and your classroom will reflect that, in time.

b. As a rule, post all class-wide emails as announcements in the classroom, and also email all posted announcements. This technique will enhance your communication with students and reduce the instances of confusion regarding your expectations.

c. Update the announcements area with fresh information at least once per week, preferably 2-3 times per week. This helps to establish the classroom as a living, breathing, dynamic place where progress is constantly being made. A classroom that feels deserted…will be. Remember that the announcements area not only enhances instructor engagement in the course, but also creates a record of that engagement.

d. Purpose to add accessible images, photos, and videos to your classroom whenever and wherever possible. Attending to the students’ visual needs can help to create a more positive learning environment. Idea: Consider creating your Bio as a YouTube video (rather than a document) and embed within the introductions discussion.
Course Syllabus
(Subject to change)

e. Begin the semester with an **Orientation** unit in which students receive a basic introduction to the course, access and read the syllabus, understand the requirements of the course and your expectations, obtain course materials, ask preliminary questions, become familiar with Canvas or other required technology for the course, and get to know each other in an “Introductions” discussion. For best results, the Orientation unit should last 3-5 days (perhaps shorter during summer terms). The orientation unit can also include readings and other content-related assignments.

f. In a 15-week semester: With the exception of the Orientation unit, try to incorporate **units that span at least 2-3 weeks**. 1-week units may be difficult for students (and you!) to manage once the semester is underway since they leave little room for error, make-up work, expansion of ideas, flexibility, etc. **This may not be possible during summer terms.**

g. Although your course units might span at least 2-3 weeks, incorporate **intermediate due dates** and deadlines within each unit. The most prolific enemy of online learning is **procrastination**. Intermediate deadlines show your students how to complete their work in a realistic way, which ultimately leads to a more fruitful learning experience for all.

h. Include at least one **collaborative discussion** activity (i.e. usually a typed discussion forum, but could also include synchronous online sessions) for each unit. Doing so enhances engagement in the classroom, and of course improves learning.

i. Try to post text documents as **PDF or Word** files within labeled modules. PDF and Word files tend to open more seamlessly Canvas. Avoid posting files based on software that some students cannot access (such as Mac Pages and Mac Keynote).

j. Even more so than in the traditional classroom, **check in with your students** often to see how they are doing.
   1. Draft a “Week 1 Check-in” email that you send to each student individually (not a group email) towards the end of the orientation unit. Remark on their progress so far (or lack thereof) and ask if they have questions. The first week of an online course is **critical**. Purpose to involve your students in the online classroom right away, within the first few days of the course. Students who get started later in the first week tend to struggle to become oriented and are easily overwhelmed/confused as they log in for the first time, greeted by a discouraging number of new posts.
   2. Canvas allows you to see a list of who has and has not logged in. (Just click “People” in the left menu.) Check this area often and follow up with non-participators as needed.
Course Syllabus
(Subject to change)

3. You can view even more detailed information regarding student analytics if needed. Click “People” and scroll down to the row for the student in question. In this same row, click the three stacked dots along the right margin and select “user details”. Finally, click “Interactions Report” on the right side of the screen.
V. **Instructor Tone, Presence & Communication.**

*You probably smile and greet your students in the face-to-face classroom, right? You also provide feedback and instructions to guide students through assignments. There are many ways to set a similar tone online:*  

a. Carefully **edit** your emails, announcements, and discussion prompts (all written communication) in order to present a positive, welcoming, and encouraging tone.

b. **Be yourself!** Just as you would in a traditional classroom, incorporate levity here or there. Online students like to see that you are a real person behind the computer and they genuinely want to know you. As you establish an online social presence, you will also encourage a sense of community amongst your learners and you.

c. Consider including (accessible) **attractive formatting, graphics, and videos** in your module pages, discussions, emails, and announcements. Canvas makes it easy to embed these elements.

d. Purpose to be extremely **detailed and clear** in your written communication to students in order to minimize questions or confusion. Though this may seem obvious, you will find that the distance from students inherent in online classes will require you to enhance most of your current assignment prompts with additional instructions and details.  
   1. Organizing instructions in terms of clearly labeled **steps** works best.  
   2. Consider the clarity of the formatting before you post announcements or send emails. Save longer emails as documents and attach to the email/announcement before you send. This is useful to students who may prefer to print your instructions.  
   3. Email your students regularly, perhaps daily, during the first week of the course to guide them through the orientation and to troubleshoot any issues that arise. It is the **most important week** of the semester as students decide whether or not to remain in your course and whether or not your course is “doable” for them. By far, it will be the busiest week of the semester for you as you strive to be **present** for your students. If your students do not sense your presence this week, some of them may drop the class before you even get started. Plan for this extra time commitment and consider it an investment in the success of your course overall. Expect subsequent weeks to be much less intense.

e. **Be present and participate in your classroom.** In an online classroom, this means logging in to participate (at least) several times per week.  
   1. After the first week you need not log in every day of the week or feel personally “tethered” to the course at all times. That said, logging in to
participate (on average) approximately every other day (perhaps excluding weekends) is a good general rule of thumb. Being absent from your course for 3 days or more does not meet minimum expectations for instructor participation.

2. If you subscribe to your discussions, you will receive an email notification every time a new post is added to the classroom. As notifications begin to accumulate, you can gauge your need to log in and join the discussion.

3. Instructor participation, as you can imagine, takes many forms—responding to posts in a discussion, sending/receiving emails, making upcoming content visible to students, grading assignments, updating the announcements area, checking on student participation, etc. You will be busy!

4. You should also let your students know what their participation should look like in your classroom. Be clear in letting them know how often you expect them to log in, submit assignments, participate in discussions, answer emails, etc. Explain that lack of attendance will result in a low course grade.

5. Reach out to your students via phone or in face-to-face meetings as circumstances permit. This human touch can be particularly useful for students who appear to be overly stressed or struggling in the course.

f. Let students know when to expect communication from you and how to contact you. As you teach your first online course, you will develop a rhythm and schedule by which you complete your own work. As you do so, be sure to communicate with students so that they understand how often to expect your presence in the discussions, how quickly to expect replies to emails, how soon to expect feedback on graded assignments, whether or not any of these parameters will change over the weekends/holidays, etc. Remember, teaching online does not mean that you are “on” 24/7, but your students will assume so unless you let them know what they can realistically expect. Along those lines, unless you prefer working during the weekend, avoid establishing weekend or Monday deadlines for assignments (though avoiding those days are not always possible during the shortened summer term).

g. Grades. A student’s desire to know how they are progressing in the classroom is not unique to online classes, but it is extremely salient. In general, grading major assessments from the first unit prior to the subsequent unit coming due is a great way to enhance the quality of your students’ participation in the class. Providing feedback on assignments via the gradebook can be a nice way to communicate with students, since your comments will be visible in the “Grades” link each time your students log in. Grading promptly and having your feedback readily available to students keeps them on task and encourages their lively participation. If students wait until midterm to understand their performance on the Unit 1 Discussion Forum, not only have they missed the opportunity to improve prior to the Unit 2 Discussion Forum, but also to a
VI. Additional Reading on Best Practices:

- Best Practices for Online Teaching from Brown University
- General tips for new online instructors from Colorado Community College Online
- 10 Best Practices for Successful Online Teaching
- Forum of ideas for faculty moving from the traditional classroom to the online classroom by Faculty Focus
- User Experience Matters: Moving toward Student-Centric Online Courses
- Time management and other best practices for online teaching from the University of Wisconsin-Stout
- ADA Compliance for Online Course Design

VII. Help with Canvas:

- Some help links available in your Canvas classroom. Click “Help” → →
- Canvas Resources (includes links to videos and guides)
- Canvas Training (sign up!)
- FAQs
- 24/7 Canvas Support
  - Virtual Chat with an agent
  - Call an agent: 1-833-639-7629
- Canvas Student Mobile App
- Canvas Teacher Mobile App
Professional Development Opportunities:

- Washington University in STL is a gold sponsor of the Focus on Teaching & Technology Conference each fall. As a University College instructor, you can attend for free! About this opportunity:
  - “The Focus on Teaching and Technology Conference offers an ensemble of keynote addresses, faculty innovations during concurrent sessions, technology workshops, and vendor exhibits. The conference program has evolved over the years to reflect emerging trends in technology applications in higher education and shared expertise in online teaching experiences and strategies.”

- University College is proud to offer the Marion Horstmann Online Teaching Innovation Grant. The Marion Horstmann Online Teaching Innovation Grant funds the development of outstanding online teaching and learning strategies. Proposals will be judged on:
  - anticipated impact on student learning, engagement, and retention;
  - potential for wide-spread adoption across or within disciplines;
  - potential for scalability; and
  - record of outstanding teaching.

Online Learning Showcase: UC Online faculty should plan to attend the yearly Online Learning Showcase. Attendees will have the opportunity to see Canvas in action, as presented by recipients of the Horstmann Grant. See what works best online and network with colleagues who do it well!