



NEOMED

COLLEGE *of*
GRADUATE
STUDIES

COGS Faculty Handbook

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Section 1: Background

Welcome Faculty

This handbook provides information about teaching in the College of Graduate Studies (COGS). It outlines the expectations as well as the services and extended University policies that you need to be familiar with.

NEOMED College of Graduate Studies Mission

The mission of the College of Graduate Studies is to instill critical thinking, inspire curiosity, and promote innovation to graduate future generations of scientists, researchers, teachers, and community leaders who will use the power of education, research, and scholarship for positive impact. Each of our programs has been approved at the state level (Chancellor’s Council on Graduate Studies (CCGS)) and by the Higher Learning Commission (HLC).

Programs Listed by Approval Date

NEOMED Graduate Programs

Year	Program
1987	Biomedical Sciences (Kent BMS) MS & PhD programs – Partnership with Kent State University
1999	Consortium of Eastern Ohio Master of Public Health (MPH) program approved by chancellor
2005	Bioethics Certificate approved by NEOMED Board of Trustees, acknowledged by chancellor
2009	Integrated Pharmaceutical Medicine (IPM) MS & PhD programs approved by chancellor
2012	MS in Health System Pharmacy Administration (HSPA) approved by chancellor
2016	Global Health Certificate
2017	MA and 2 Certificates in Medical Ethics and Humanities (MEH) program approved by chancellor
2019	Modern Anatomical Sciences (MAS) MS & MMAS approved by chancellor. Presidential Task Force for COGS commissioned
2021	Master in Leadership and Health Systems Science (MLHSS) approved by chancellor Master of Medical Science in Anesthesia (MMSc-A) approved by Chancellor Master of Public Health Certificates: <ul style="list-style-type: none">• Certificate in Public Health approved by NEOMED Board of Trustees• Certificate in Public Health Administration approved by NEOMED Board of Trustees,• Certificate in Health Research approved by NEOMED Board of Trustees
2022	<ul style="list-style-type: none">• Certificate and Master in Global Health & Innovation (GLBH) approved by HLC• IPM Name Change to Basic and Translational Biomedicine approved by HLC

	○ Innovation Track approved by CCGS
2025	•

NEOMED Email & Office 365

All faculty will be provided with a neomed.edu email. The university **requires** all faculty, staff, and students to use their neomed.edu email accounts for all communications. Your faculty NEOMED email account will be tied to all syllabus and courses within the learning management system (LMS). If you do not want to be responsible for checking this email account, please forward your NEOMED emails to the account of your choice. It is critical to the success of our educational programs that our students have access to communication with our faculty and the faculty with the students.

Forwarding your neomed.edu email account:

1. Log in to email account through [Microsoft Office 365](#)
 - a. Use your NEOMED log-in and password.
2. Once logged in to Office 365, select the Outlook application for email service.
3. Select the “Settings” gear in the top right corner.
4. Enter “forwarding” in the dialog search box.
5. Select the button “Start Forwarding”
6. Enter the email address you wish to receive your forwarded email messages from NEOMED.

➤ [Reset your NEOMED password from anywhere](#)

FERPA Training

All COGS faculty will be required to complete and pass FERPA training before beginning teaching. The University requires all faculty and staff to complete FERPA training every two (2) years. Automated reminders will be sent to your NEOMED Email when training is needed. FERPA training must be prioritized and completed in a timely manner.

➤ [FERPA Information for Faculty & Staff](#)

Information Technology and Academic Technology

Help Desk staff in the Aneal Mohan Kohli Academic and Information Technology Center (located in the library) are available to answer your questions in-person or virtually during posted staff hours (see below). Email: help@neomed.edu; Phone: 330-325-6911

In Person: Help Desk Located in the Aneal Mohan Kohli Academic Technology Center (located in the library)

Staffed Hours (NEOMED ID Holders)

- Monday-Thursday: 7am to 8pm
- Friday: 7am to 5pm
- Saturday-Sunday: Noon to 5pm

Summer Hours

- Monday-Thursday: 7am to 5pm
- Friday: 7am - 3 pm

- CLOSED WEEKENDS***

Although the Help Desk is closed on weekends, if you have an urgent IT issue (i.e., CANVAS), please contact Sharon Combs (scombs@neomed.edu).

Outlook

The College of Graduate Studies will utilize Microsoft Outlook as its primary calendar and scheduling tool for faculty and staff. All COGS Program Directors, faculty and staff are **required** to use Microsoft Outlook, and to keep their Outlook calendars up to date during normal business hours to ensure accurate availability for scheduling meetings. This will help to make scheduling within NEOMED and the COGS as efficient as possible.

Calendars & Email Lists

Program Calendars:

Faculty and students can view any program's calendars in Outlook by adding the calendars...

- GLBH Calendar
- GLBH Events Calendar
- BTB Calendar
- MFM Calendar
- MLHSS Calendar
- MEH Calendar
- MMSc-A Calendars
 - MMScA 2025 Calendar
 - MMScA 2026 Calendar
 - MMScA 2027 Calendar
 - MMScA 2028 Calendar
- NEOMED Thesis/Dissertation/Capstone Presentation Calendar

Program Emails:

Current students can be contacted using the following program emails. Course related information must be sent out through course announcements within Canvas. Program emails are auto populated from information in Banner and are not manually updated by COGS staff.

- BTB: COGS_IPM@neomed.edu
- BTB-Innovation: COGS_BTBIInnovation@neomed.edu
- GHI: COGS_GHI@neomed.edu
- MEH (includes both MA and certificate students): COGS_MEH@neomed.edu
- MFM: COGS_MFM@neomed.edu
- MLHSS: COGS_MLHSS@neomed.edu
- MMScA: COGS_CAA@neomed.edu
- MPH (NEOMED MPH NEOMED emails only): COGS_MPH@neomed.edu
- HRC: COGS_HRC@neomed.edu
- GHC: COGS_GHC@neomed.edu

Program Photo Rosters:

- [AY24-25](#)

Section 2: Roles & Responsibilities

COGS Organizational Chart

- [COGS Organizational Chart](#)

COGS Support Staff

The college staff support each of the graduate programs in their individual roles:

- Director of Operations: Phil Jenkinson, pjenkinson@neomed.edu, 330.325.6501
- Assistant Director of Assessment: Greg Koman, gkoman@neomed.edu, 330.325.6431
- Curriculum Manager & Canvas Admin: Kelly Vance, kvance@neomed.edu, 330.325.6784
- Program Coordinator II, Curriculum and Clinical Schedule Support: Trisha Akers, takers@neomed.edu, 330.325.6329
- Program Coordinator I, Curriculum support: Dina Dusek, ddusek@neomed.edu, 330.325.6854

COGS Support Emails

- Send general questions to cogs.staff@neomed.edu and the appropriate person will follow up with you.
- Send curriculum related questions to cogscurriculum@neomed.edu
- Send all clinical site related questions to caaclinicals@neomed.edu

Other Department Support Staff

Occasionally staff from other departments need access to COGS courses within Canvas. You may see the names of individuals in your courses that you are not familiar with. Individuals are only given access as needed to support the course. The list below are examples of the most common departments, names, and roles, but the list is not all-encompassing.

COGS Interns, graduate student interns are hired on a semester-by-semester basis. Interns help with supporting the curriculum.

Academic Technology and IT

- Sharon Combs – Canvas Administrator

Library

- Stephanie Gaskins – Scholarly Communications and Reference Librarian

Student Services

Exam Soft, University assessment software (currently only used by MFM Program)

- Jessica Hartman – Assistant Director, Testing Services
- Dudley Turner - Assessment Coordinator
- Sarah Nolan - Administrative Assistant

Learning Center, at-risk students and student progression

- Craig Theissen – Director, Learning Center Student Services
- Amy Lane – Assistant Director, Learning Center Student Services

Guest Lecturer Role:

- Course Directors may invite 1 guest lecture per credit hour taught to speak on specific module topic(s) to add value and specific expertise to classes. Prior permission from the Program Director is needed.
- Are not required to have an Appointment with the COGS.
- Are not provided with NEOMED email account.
- Are not provided access to NEOMED Learning Management System.
- Are Paid for their services (\$450 per lecture given, cover two (2) hours of prep and one (1) hour of delivery (online or in-person))

Course Director or Co- Director:

The course director(s) are responsible for the overall management of the course, including the instruction. Course directors serve as the student contact for questions related to schedules, course content, grading, absences, overall format of the course and other related administrative issues.

- Are required to use their NEOMED email for all University related communications
- Are provided with access to the NEOMED Learning Management System
- Are required to complete Canvas training called “Growing with Canvas”
- Are responsible for all course related communications with students.
- Are responsible for communicating course needs and changes with the Program Director
- Are responsible for working within the academic schedule for the creation and/or modification of the course content and overall course management.
- Are responsible for the development and/or collecting of all course content even from guest lectures.
- Are responsible for the timely submission of module content. Content should be received and buildout in the Learning Management System in within the colleges expected timelines (COGS Expectations: module content opens no later than 1-week before class/module and assessments are due 2-weeks before)
- Teaching: Participate in graduate student education based on areas of expertise. Contribute to the following:
 - Perform instructional duties as assigned in support of the program.
 - Deliver minimally 50% of course content
 - Use innovative and effective techniques to engage students and enhance learning.
 - Collaborate with the program director, and other program faculty to:
 - Link session content to established course, and program objectives, identify curricular deficiencies and modify content accordingly.
 - Participate in activities that assure courses are horizontally and vertically integrated and aligned with program and accreditation standards.

- Understand and incorporate educational best practices as well as national standards for all teaching and learning activities.
- Ensure that continuous and competent educational guidance is provided, so that the didactic demands placed by the clinical educational environment are adequately addressed by classroom curriculum design.
- Develop and implement curricula using appropriate learning strategies and educational pedagogy.
- Other duties as assigned.

Program Director:

Graduate Program Directors (GPDs) are responsible for the oversight of all aspects of the graduate program. The role must demonstrate a strong commitment to education. GPDs serve as the primary point of contact for all matters concerning the graduate program.

Program Administration Oversight

- GPDs convene and chair an advisory committee committed to the oversight and guidance of the graduate program of study. GPDs are responsible for the selection of advisory committee members. The advisory committee and chair (GPD) are responsible for determining the strategic direction of the graduate program.
- GPDs will be appointed to the Graduate Faculty Council of the College of Graduate Studies
- GPDs will meet regularly with the leadership of the College of Graduate Studies.
- GPDs will meet with course directors annually to review faculty and course evaluations.
- Prepare for scheduled program reviews and the development of program self-studies.
- GPDs serve as a resource to their graduate program regarding rules, regulations, and procedures.
- GPDs initiate activities to address issues within their program.
- GPDs provide operational oversight for their program budget.
- GPDs monitor program design and implementation including modifications of degree requirements, and the addition and removal of required courses.
- GPDs understand and implement requirements for the completion of a program as mandated by the university and the state of Ohio.

Graduate Course Delivery

- GPDs provide instruction within courses and/or recruits qualified faculty members to serve as course instructors.
- GPDs serve as mentors to faculty teaching within their program.
- GPDs make recommendations for changes to course on an annual basis for continuous improvement and update.
- GPDs ensure that the curricular structure meets the needs of the registrar's academic calendar.
- [Academic Master Calendar](#)
- GPDs ensure the development of course content is received and developed in the Learning Management System in within the colleges expected timelines.

- GPDs ensure the course rigor and academic requirements are met for graduate level credit.

Graduate Students

- Recruitment
 - GPDs ensure that all public-facing information regarding their program is up to date and accurate to include print materials and website.
 - GPDs provide guidance on the program goals for recruitment and work closely with the administrative team to execute on recruitment strategies.
 - GPDs chair a review committee to evaluate applications for admission to their program.
 - GPDs provide responses to inquiries from prospective program applicants.
- Admissions
 - GPDs advise the marketing and advertisement of their graduate program.
 - GPDs advise the student application process.
 - GPDs inform annual admission targets for their program.
- Students
 - GPDs monitor time to degree for students within their program.
 - GPs provide mentorship and academic advisement to students.
 - GPDs oversee the program's dissertation/thesis/capstone project process.
 - GPDs serves as an advocate of graduate students, individually and collectively, within the program, assuring fairness of treatment.

Section 3: Curriculum Management

Program Oversight:

Graduate Faculty Council

Graduate programs are overseen by the Graduate Faculty Council (GFC). Subject to an annual review that provides for continuous quality improvement. The annual process includes an assessment schedule, reporting requirements, and documentation of assessment work, which is assembled in an annual report for review by the college's Graduate Faculty Council. In addition, a comprehensive program review occurs every seven years. These assessments are designed to ensure that graduate programs are fulfilling their obligations to students and external accrediting agencies.

Advisory Committee

All academic programs in the College of Graduate Studies are required to have an advisory Committee, the purpose of the Graduate Program Advisory Committees is to oversee the individual COGS graduate programs. The responsibilities of these committees include, but are not limited to the following: admissions, faculty assignments, curriculum, teaching assistant assignments, stipend funding decisions, program budget review, student progress, program assessment and evaluations, and other student-related issues. Additionally, each program has an Assessment Plan, requirements are a mission statement; program goals and objectives; course objectives; an appropriate variety of methods of assessment; designated timeframes for data collection and analysis; and a plan for the use of assessment data for course and program improvement.

- [Assessment Plans](#)
- [COGS Appendix G, COGS Standing Committees](#)
- Meetings, Advisory Committees are required to meet at least 3 times per academic year.

Advisory Committee Meeting Topics

Topic	Summer	Fall	Spring
Course and faculty evaluations	X	X	X
Student Progression	X	X	X
Next AY curriculum review and approval changes (objectives, textbooks, course names, term, credits) (GFC approval October)	X		
AY Faculty needs for next AY		X	
Submit next AY course textbook and section information (Summer, Fall & Spring) Due Feb 15			X
Annual Report (Due GFC June/July/August)	X		X
Budget requests			X
Admissions applications	X		X

Course & Faculty Evaluations

Course and faculty evaluations are administered through the NEOMED office of Institutional Research. A member of COGS staff is responsible for populating the Registrars shared file providing the faculty names and course listings for the office of Institutional Research to use. Evaluation links are sent out two (2) weeks before the end of each term. Each student receives an individual email from surveys@neomed.edu. Within 30 days of the close of term all evaluations are uploaded to secured folders on Office 360. Program Directors are responsible for disseminating and reviewing evaluations with their program’s course directors on an annual basis. All questions should about course and faculty evaluations should be sent to cogs.staff@neomed.edu

Peer Faculty Evaluations

Faculty are required to participate in [annual peer faculty evaluations](#). Meaning each course director is responsible for selecting a class and peer faculty member (can be co-course director) at least once within each academic year to be evaluated. Once selected, Peer evaluators will use the link below to submit their evaluations. Please feel free to click on the link below to review the evaluation criteria. All questions should be submitted to swisneski@neomed.edu

Program Review Schedule

Program reviews are scheduled on a 7-year cycle. The Office of Institutional Research oversees the review process. They will reach out

Academic Year	2015	2016	2017	2018	2019	2020	2021
Program	Bioethics/Medical Ethics & Humanities	N/A	N/A	Integrated Pharmaceutical Medicine	Master of Public Health	Health System Pharmacy Administration	Global Health (suspended)

Academic Year	AY21-22	AY22-23	AY23-24	AY24-25	AY25-26	AY26-27	AY27-28
Program		Medical Ethics & Humanities	Integrated Pharmaceutical Medicine	Modern Anatomical Sciences	Master of Public Health*	Master of Leadership in Health Systems Science	Master of Medical Science in Anesthesiology*

*Specialized accreditor

Course Standards

- Use the COGS approved course templates (Syllabus, Schedule, Assignments, Rubrics etc.).
 - [COGS Curriculum Templates](#)
- Use the COGS [Canvas course shell template](#) or other approved platform, as appropriate for the program
- Each learning module will include an overview, module objectives, learning materials, assignments, and wrap-up.
- Adherence to [NEOMED Credit Definition Policy](#).
- Course learning materials meet university copyright standards.
- Course learning materials meet [federal requirements for accessibility](#).
- Course design ensures regular and substantive interaction between students and the instructor.
- Course objectives are learner-centered, measurable, and clearly written. Mapped to Program objectives.
- Module objectives are learner-centered, measurable, and clearly written. Mapped to course objectives.
- Course learning materials and assessments align to the course learning objectives and promote active learning and engagement.
- Course assessments include specific and descriptive grading criteria.
- Instructor-created presentations, screencasts, video, or podcasts. Online content from other sources (TedTalks, YouTube videos, etc.) can be used to support module content but should not completely replace instructor narrated content.
- Courses contain threaded asynchronous discussions that focus on application and integration of course material. These discussions are meant to be open ended and achieve higher cognitive levels of learning.

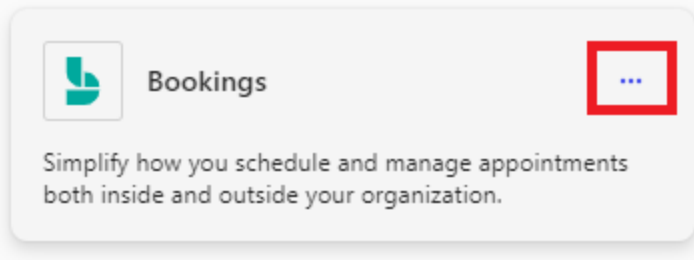
Annual Course Review Process

- Program Director will schedule meetings with course directors within 3 months of the end of course offering to discuss course evaluations, and any suggested revisions to the course for next offering. Including any changes to course learning objectives, module content, assessments, etc.
- Course Modifications should be submitted online: [COGS Course Modifications](#)
- New Course Requests can only be submitted by a Program Director: [COGS New Course Approvals](#)
- Communicate course section offering needs (room, day and time, budgetary, guest lecturers) to the program director.
- COGS Annual Course Approvals and Changes for next academic year happens in October.
- The [Annual semester section offering](#) information due to Registrar by February
- All course syllabus and schedules should be updated and uploaded into the Office 365 course folders by:
 - Summer: April 1
 - Fall: June 1
 - Spring & Maymester: October 1
- Work with Program Coordinator to ensure all course related materials are uploaded into the LMS by midnight **2-Fridays before** the course begins. (if needed earlier, please communicate deadline to Program Coordinator)
- Work with Program Coordinator to ensure all weekly module related materials are uploaded into the LMS no later than **1-week before the class** meets. Use the announcement tool within the LMS to prepare/preschedule and send out any course related communications to students.
- Respond to student questions or inquiries **within 48-hours**.
- Ensures a consistent (**weekly**) instructor presence with the students.
- Grades and narrative feedback on all assignments, including written, should be provided in a timely manner (**within a week of due date**) so that students can develop their skills and gauge learning expectations.
- Final grades need to be submitted no later than **noon on the Friday following the last day of the course**.
- Encourage students to complete course and faculty evaluations. As well as use the feedback to support any related revisions to the course.

Bookings

Microsoft Bookings streamlines meeting scheduling between faculty and students. Faculty can add the “Click here to schedule a meeting with me” to their signature line. Giving students the ability to quickly schedule a meeting with faculty based on the faculty’s calendar availability. Faculty can sign-up for a free account by going to the Microsoft App store.

- Go to the [Microsoft App store](#)
- Search for “Bookings” app
- Pin the App to your lefthand navigation by clicking on the 3 dots



Zoom

Zoom is integrated with Canvas. Meaning each course has its own Zoom account. All course directors' need to set up a Zoom account regardless if course is in-person or online. This will allow us to easily setup any Zoom sessions should the need arise.

- [Zoom Account Setup Instructions](#)

Exam Soft

The Office of Academic Services coordinates all assessments administered through [ExamSoft](#). Currently this is paid for through student fees. The only COGS program to use Exam Soft is the MFM program. The staff in the Academic Scheduling & Testing Center coordinates the details of student testing, course grade calculations, and instructional space oversight. The functions that support these services include evaluation and scheduling of academic space; test administration; management and proctoring; and curricular, clerkship and course grading processes. Other responsibilities include posting scores within Canvas, analysis, and reporting of the results of student performance on examinations, along with responding to issues that require data, support and solutions. If a program is interested in using ExamSoft please reach to the COGS Curriculum Manager for more information.

Canvas

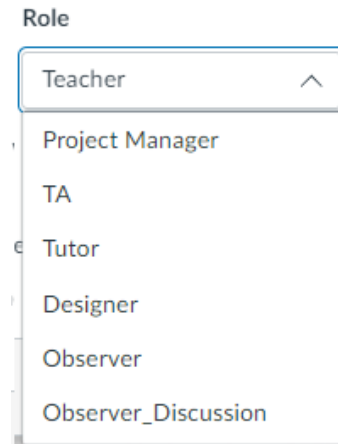
[Canvas](#) is the Learning Management System used to house course content as well as multiple project sites. Course sites are managed through the Registrar's office, courses sites are only available during the semester they are offered. Project sites are not managed through the registrar's office and are used by programs to house materials that are used outside the regular semester or course offerings. They are manually maintained by the person requesting them. A project site is subject to approval. Academic Technology recommend using Teams.

Canvas Training

The training is called "Growing with Canvas". It is 6 modules; each module takes about one hour to complete. You can complete these at your own pace, but you need to have them all completed before the start of your first teaching semester. You will receive an email invite to 1) Growing with Canvas course and 2) a Sandbox. At the end of each module you will go into your Sandbox do an assignment, screenshot it and upload it to Growing with Canvas before you can move on to the next module. Please be watching for these invites in your NEOMED email, they may go to junk. You will be notified once access has been requested and should receive invites within 10 working days. If I don't hear from you, I will think you have access.

Canvas Access

There are seven (7) roles in Canvas. Each academic year all colleges are responsible for providing course level information to the Registrar's office. The Registrar's office provides access to courses based on the information provided.



No one has permission to add students to any course regardless of their "Role". Prior approval is needed from both the college canvas admin and the Registrar's office.

Those given "Teacher" access have admin access including access to the gradebook. Only the Course Director of Record can submit final grades.

- Prior approval is needed from the appropriate college Canvas admin before giving access to anyone in any role.

Those given "TA" access have access to edit course content and gradebook.

Those given "Tutor" role have view access only.

Those given "Observer or Observer w/ discussion" role have view access only of all content, including assignments. They will receive course announcements. Those with Discussion access can participate in the online discussion forums. They cannot submit assignments or see the gradebook.

Those given "Designer" access can edit settings and build courses but have no access to gradebook. This role is only given to College Canvas Administrators.

Those given "Project Manager" access. This role is like the Teacher/Designer role but is for project sites only. A Project site is a Canvas page requested for non-credit bearing purposes.

Canvas Notifications

You have control of your Canvas notifications. The "Canvas Notifications Guide" provides you with what COGS recommends you set them at to begin with. Feel free to adjust based on your own preferences.

- [Canvas Notification Guide](#)

Expectations for Course Delivery

Establish and maintain a consistent social presence before the class starts and while the class is running.

1. **Before Class:** Provide a welcome letter or video introducing yourself to the class. This can be a short bio of your background, current job, and interests. You may also consider including any website links that provides more information about yourself (e.g. LinkedIn)
2. **Weekly announcements:** At the beginning of each week, send out an email introducing the topics and what they'll be doing that week, you can put your own personality into the content - humor, projects you are working on, whatever. These can be scheduled in advance.
3. **Set Expectations Early:** After you've graded an assignment, you can summarize to the class how they did and provide examples of exemplary work.
4. **Participate in Discussion Forums:** Don't forget to check in and contribute to the discussion forums. Forums are often forgotten, and sometimes we find that students have been discussing an assignment, and we could have provided answers.

Communications:

1. **At least one week before class starts** - send a welcome email to the class via email. This should include:
 - An introduction of yourself as described above
 - Required textbook(s) and/or reading and how to access them
 - How to access LMS and Helpdesk for technology related issues
 - What students can expect from the course (hours per week they'll spend in the course, interaction requirements, how to reach out with questions)
 - Access to the course syllabus (may consider attaching to the email)
2. **The day class starts** – Send a “first day of class” email (see template). The first day message should introduce the topic of the first week or module and briefly explain the week's assignment(s).
 - What to watch.
 - What to read.
 - What to do (assignments). You may want to include your general expectations regarding the assignments (e.g. quality of work, forum response guidelines, timely submission, etc.)
3. **Email students who have not logged in (Day Four)** - Send a direct email to individual students who have not accessed the course in the first few days to see if they are having problems logging in and need assistance. Ask them to log in to the course or respond to you by a given date.
4. **The first day of each week** - send a “welcome to week x” email. It's basically the same as the first day email. Tell them what their focusing on this week and what they need to watch, read, and do. Let the class know your availability for the week (office hours, when is the best time to be contacted, times when you might not be able to respond to inquiries, vacation, etc.)
5. **At least every other day** - check the class discussion boards. Often students will discuss an issue among themselves before raising it with you. If you're keeping on top of the board chatter, you may have the opportunity to step in and answer a question before students start swirling. And it goes without saying that seeing you participating in board discussions makes them feel like you're actively involved in the class.

Response time expectations:

Ideally there would be zero latency between a student asking you a question and you responding. But that's not realistic. We are aiming for response times of 48 hours or less. If you can manage shorter turnaround, great! Go for it.

If you have something on your calendar that you know will affect your response time for a certain period of time (e.g., travel), communicate this to the students in an announcement.

Set and reinforce expectations for professional work style and quality.

We are training students to become future leaders in healthcare. We need to set high expectations for their work through-out the course, on assignments, and projects.

Be explicit in your instructions and expectations for all assignments and projects. Consider developing a grading rubric for projects and assignments. Reinforce your expectations when grading or giving feedback on assignments. A great way to reinforce this expectation and increase consistency among your students is to use one or two examples of good work and explain why the example(s) are good. You can do this in an announcement to the entire class.

Provide timely and constructive assignment feedback to students.

Inform your students of when they can expect feedback on their assignments. A good time to do this is in the beginning of the course or on your weekly emails. Generally, it is suggested that you provide feedback within **5 days** from the due date of the assignment. We highly recommend using the rubrics tools in the LMS when possible.

Utilize skills in providing constructive feedback to include something positive, areas of concern, and suggestions for future assignments. You may want to reiterate your general expectations for assignment quality and content. Be specific in your feedback.

You may also want to provide general feedback to the entire class regarding an assignment. This is especially warranted when a large portion of the class may have not met your expectation for the assignment or appear to need some additional clarification on the course material. In this case you may want to refer them back to course material or other references to help clarify a concept.

Submit your final grades through Canvas

At the end of the course, final grades should be entered into the Gradebook within Canvas. Course Directors should "Submit grades to Banner" no later than **5 business days following the last day of the course**. Tip: All assignments must be graded. Meaning a Zero "0" must be entered if no submission was received.

➤ [How to Submit Final Grades](#)

COGS Grade Scales

The College of Graduate Studies recognizes **only** the following three (3) grade scales:

1. All COGS Courses: GRADING SCALE: 90-100% = A; 80-89% = B; 70-79% = C; 69% and below = F
2. Shared Professional Courses (COM or COP): GRADING SCALE: A= 90%+; B = 70%-89%; C=65%-69%; <64% = Fail

3. Pass/Fail

Grade scales for each course are set and approved by the program and should not be changed in Canvas without prior approval. Doing so will result in an error message when trying to submit final grades.

Understanding Credit Hours

Courses are granted a credit value based, in part, on the length of the course. Specifically, during the course or the semester:

- A one-credit course will meet for no less than 12.5 hours
- A three-credit course will meet for no less than 37.5 hours

Example Schedule for a one-credit course:

- Two Saturdays: 9:00-4:00pm (1-hour lunch break)
- One day a week for 8-week semester (1.5-2 hours)
- Summer - Once a week: 5:00-7:00pm (2 hours) for 6 weeks.

Example Schedule for a 3-credit course

- Once a week: 5:00-7:30pm (2.5 hours) for 16 weeks
- Summer - Once a week: 5:00-8:00pm (3 hours) for 12 weeks

Templates

All courses in the NEOMED College of Graduate studies will use the same course templates in the LMS. The Program Coordinator will build the course by using the templates and work with the Course Director to ensure all materials that are made available to students are using the appropriate templates.

- [COGS Templates Folder \(NEOMED login Required\)](#)
 - Course Development Learning Guide Template
 - COGS Syllabus Template
 - COGS Schedule Template
 - COGS Assignment Instruction Template
 - COGS Discussion Template
 - COGS Presentation/Presenter Template
 - COGS PowerPoint Template (not required to be used)

Lecture Capture Resources:

You have several options for recording lectures in advance.

- a. [Zoom](#), you can use your Zoom account to record lectures. You can share your screen and still be present on the screen. Save the file as an MP4 and upload to the Office 365 folder along with any documents you share.
- b. [PowerPoint Presentation](#), you can create a PowerPoint and then record your presentation. Through a voice-over recording, you do not need to be visible on the screen. Save the file as an MP4 and upload it to the appropriate Office 365 folder along with the PowerPoint slides.

- c. [ScreenPal](#), create an account and then create your presentation directly within ScreenPal Here is the link to create your free account. You would need to share the video recordings with the program coordinator or make them accessible to the public. Upload the link, MP4 File, and other documents (PowerPoint) you shared during the presentation to the appropriate Office 365 folder.
- d. [Echo360](#), Similar to ScreenPal, but it can provide data analytics on student usage. Here is a link to set up an account.
You can save the recording directly in Echo365. Echo 365 is integrated with Canvas. Upload documents (PowerPoint, etc.) you shared during the presentation to the appropriate Office 365 folder. Echo 360 is integrated with Canvas. Large lecture halls are automatically recorded and uploaded here.

TIPS:

- Keep recordings to the topic. No dates, Do not add dates to any of your documents or PowerPoints. By dating them the recordings are immediately out of date and will need to be continually updated. Don't mention the course or module # or date in the recording. Do not say good morning or afternoon. You may want to use the recording again in a future class or different course and/or in a different module. By not including these items you have flexibility on how these recording can be used in the future.
- Try to keep the recordings short. You can have multiple recording but try to chunk them into 20-min recordings. Sometimes it doesn't make sense to do this, and that's ok.
- Write out the presentation, and optionally add transcription to the slides. This takes extra time, but it makes the presentation smoother, and students appreciate the transcription, remember that not everyone learns the same way.

Parking

Parking facilities, with the exception of the visitor parking areas, are available to all faculty, staff and students. All students, faculty and staff must obtain and display a valid parking permit to park on the Northeast Ohio Medical University (NEOMED) campus. In addition to NEOMED permits, valid permits include those from consortium universities and associated hospitals.

NEOMED permits shall be placed on the rearview mirror.

Parking permits can be requested by [submitting vehicle information](#) and picked up at NEOMED Security office.

R Parking Lot by the Research and Graduate Education Building (RGE Building)

The RGE parking lot is for faculty and staff parking only. **Students who are enrolled in the KBMS, BTB, or MMSc-A programs are permitted to park in the RGE parking lot.** All other students and residents of The Village are not permitted to park in this lot between the hours of 7a.m.-5p.m., weekdays. All students and residents of The Village are permitted to park in this lot on weekends and from 5p.m.-7a.m., weekdays. Students and residents of The Village who park in this lot during restricted hours are subject to citations and/or tow.

Emergency Protocols

Faculty are encouraged to sign up for the NEOMED Emergency Alert system, [Rave Alerts](#). In the event of a fire alarm, evacuate the building immediately and wait for an all-clear signaling it is clear to re-enter the building.

Section 4: Students

Expectations of Student Conduct and Professionalism

Students at NEOMED sign and are held to the “Expectations of Student Conduct and Professional Behavior” and must abide by all student policies contained within The Compass. Students must at all times conduct themselves in a manner that demonstrates the values of the profession. As new members of the professional community, students are expected to demonstrate self-regulation and provide peers with feedback regarding conduct and professional behaviors.

Students are expected to report misconduct via the **Behavioral Concern** form. Failure of a student to meet conduct and professional standards may result in referral and review by either CAPP (professionalism issues) or the University Conduct Officer and Conduct Hearing Board (conduct, including academic misconduct issues).

Academic misconduct, includes, but is not limited to:

1. Cheating (use of unauthorized assistance, submitting substantially the same work that has been submitted for another course, use of a prohibited source, inappropriate acquisition or distribution of academic materials or engaging in any behavior specifically prohibited by a faculty member), including in-person and remote classroom and testing environments.
2. Plagiarism (intentional or unintentional representation of ideas or works of another author as a student’s own without properly citing the source or the use of materials prepared by another person; violations of copyright laws).
3. Falsifying or manufacturing scientific or educational data.
4. Misrepresentation of oneself or of another in an academic setting including, but not limited to, the use or possession of another’s clicker, sharing of computer password, signing in for another student, or taking exams for another student.
5. Unapproved collaboration on academic work, assessments, assignments or when answering clicker questions. Photographing, sharing, or posting clicker questions, tests, quizzes, or any graded assessments is not permitted. Compiling test, quiz or clicker questions or sharing these questions with others is considered academic misconduct.
6. Disruptive or disrespectful virtual classroom behavior that interferes with or disrupts the teaching, learning, or testing processes; violates the rules of the specific virtual classroom or remote testing; or misrepresents actual attendance using disabled video. This may include unmuting yourself when your instructor has muted you, engaging in conduct or behavior toward classmates, staff, patients, or instructors that a reasonable person would consider disrespectful, or inappropriately using discussion forums or synchronous chat rooms.

- [NEOMED Professionalism Concerns Webpage](#)
- [Behavioral Concern Form](#)

Committee on Academic and Professional Progress (CAPP)

Purpose. The purposes of the Committee on Academic and Professional Progress (CAPP) is to assess student academic performance and professional readiness for continued studies, determine appropriateness of curricular leave, and to enforce specific guidelines for academic advancement while reviewing each student's individual situation and aggregate performance. The CAPP process includes timely notice to the student of the CAPP referral, disclosure of evidence on which the referral is based, opportunity for the student to respond, and an opportunity for due process. All CAPP meetings are private, and all material presented and discussed in CAPP meetings is confidential.

➤ [Policy - Appendix G – COGS Standing Committees](#)

Students Accommodations

Students with a documented disability who wish to register with the University Student Accessibility Services Committee (USASC) may do so by completing an [intake form](#) and uploading their medical documentation.

Faculty are encouraged to learn about the [process of applying for accommodations and to review the USASC's policy and procedure manual](#). Students must register their disability as soon as possible to ensure that their request can be reviewed, and that any approved accommodations can be implemented in a timely fashion.

Questions about this process, or requests to schedule a meeting to learn more about accessibility services at NEOMED should be directed to accommodations@neomed.edu, or 330.325.6756.

Students in Need of Academic Interventions

If a student is struggling academically to meet expectations, it is suggested to intervene earlier than later when it may be too late to improve performance. In this case hold a one-on-one session with the student to assess the situation and provide advice moving forward. The Program Director should be notified when you identify a student who is not performing well. You can refer the student to the [NEOMED Learning Center](#) for assistance.

Managing Crises and Offering Support for Students

If you have safety concerns for a NEOMED student, please follow these recommendations for Emergency/Crisis Counseling, utilize the phone numbers on your NEOMED ID Badge Backer card, or contact the Police or Student Services for support.

1. Emergency/Crisis Counseling

- Students who require emergency counseling services during normal business hours should be directed to the Counseling Services now located in the NEOMED Healthcare Center on the second floor of the NEW Center. Counseling staff will meet with the student and assess the level of care needed at that time. If a counselor is not available, the student will be assessed by a physician in NEOMED Healthcare. If the counselor/physician believes the student to need additional treatment, 911 will be called and the NEOMED police will be notified. If there is not a counselor/physician available in NEOMED Healthcare, the student will be directed to emergency support services through the main line at 330-325-6757 by following the crisis

option with the prompts to receive 24/7 assistance. If danger is immediate, students should call 911.

- Situations that require immediate attention include those where the student is:
 - **Severely depressed (may talk about suicide or attempting to harm self or others, says life is not worth living, feels hopeless and/or helpless)**
 - **Experiencing panic attacks (extreme feelings of anxiety, has trouble breathing or has shortness of breath, tightness in the chest and/or head, thinks that he/she is going to die)**
 - **Has experienced recent sexual abuse, assault, or rape.**
 - **Actively abusing substances such as alcohol or drugs**
- After-hours crisis counseling is available to NEOMED students. Students in crisis may call 330.325.6757 and follow the prompts for urgent after-hours care or call Impact Student Life Assistance 24/7 Access at 866.780.0855. Students are strongly encouraged to access after-hours crisis coverage if: a student is unable to stop crying, has thoughts of harming oneself or others, has not eaten or slept for several days (not due to illness) or has experienced recent trauma.
- Faculty, staff, administrators, and students may consult with the Counseling Services staff if they have concerns regarding a student. Consultation includes discussing the student of concern's behavior, their observations, and questions about how to best assist the student they believe is in distress. Options for preferred approaches are discussed and in some cases a referral to the Care Team may be recommended. The clinician makes it clear during the consultation that it is not the standard practice of Counseling Services to directly contact the student of concern because of the consultation, unless it is determined that the student is in immediate crisis or a danger to self or others. If the situation is deemed emergent, NEOMED police will be contacted to ensure student safety. The clinician makes every effort to encourage the individual seeking consultation to approach the student of concern to seek services. To continue to maintain client confidentiality, if the student of concern happens to be a client of Counseling Services, no information will be disclosed to the consulting individual. Friends of students in crisis who are calling on their behalf are encouraged not to transport a student for emergency support. They should recommend the student go to Counseling Services if during business hours or call 911 if after hours.

2. Emergency Psychiatric Services:

- **Hotlines and Local Resources**
 - NEOMED Police/Campus Security: 330.325.5911
 - On Campus Emergency: 911
 - Off Campus Emergency: 911
 - NEOMED After-hours Urgent Counseling Phone: 330.325.6757
 - Impact Student Life Assistance 866-780-0855
 - Town Hall II Help Line: 330.678.HELP (4357)
 - National Suicide Prevention Lifeline: 988
 - Crisis Text Line: 741-741
 - Trevor Lifeline for LGBTQ persons: 866.488.7386

- **Sexual Assault**
 - [RAINN Hotline](#) (Rape, Abuse and Incest National Network): 800.656.HOPE (4673)
 - Town Hall II Help Line: 330.678.HELP (4357)

- **Drugs and Alcohol/Substance Abuse**
 - Townhall II: 330.678.4357
Detox referrals, comprehensive assessment, individual & group counseling, residential treatment for women. Location: 155 N. Water St., Kent, OH
 - Coleman Professional Services: 330.673.1347
Offers comprehensive assessment, individual & group counseling, mental health and alcohol/drug dual diagnosis, and medication assisted treatment (Vivitrol). Location: 5982 Rhodes Rd., Kent, OH
 - [Summit County ADM Board](#): 330.434.9144/330.940.1133/
 - Family & Community Services: 330.677.4124
Offers comprehensive assessment, individual & group counseling, residential treatment for men, and recovery housing. Location: 143 Gougler Ave. Kent OH
 - [Substance Abuse and Mental Health Services Administration](#) (SAMHSA) National Helpline: 1.800.662.HELP (4357)
 - [Alcoholics Anonymous](#)
 - [Narcotics Anonymous](#)

- **Domestic Violence**
 - [The Ohio Domestic Violence Network](#): 800.934.9840
 - [National Domestic Violence Hotline](#): 800.799.7233
 - [Family and Community Services](#): 330.677.4124
 - Summa Center for the Study and Treatment of Traumatic Stress: 330.379.509

- **Medical Emergency:**
University Hospitals Portage Medical Center Emergency Services Hospital
 - Phone: 330-297-2850
 - Address: 6847 North Chestnut Street, Ravenna, Ohio

3. Wellcheck Option:

If a faculty, staff, or student believes a student is in a crisis situation or is uncertain about the student's wellbeing, a "Well Check" can be conducted by NEOMED Police if the student resides in the Village or in the Rootstown area. If the student resides outside of the Rootstown area, and if the issues are emergent, NEOMED Police can request a Well Check from a neighboring-city Police department. If you are concerned about a student's wellbeing, you can contact STUDENT SERVICES at 330-325-6735 to request a Well Check or contact NEOMED Police at x5911.

Course Absences & Religious Observations: Policy & Procedures

Religious Observations

Students wishing to request an absence for religious observation must complete the NEOMED Absence Form no later than 14 days into the academic term. Each academic semester, students are provided the opportunity to submit requests to be excused from academic requirements or examinations based on sincerely held religious beliefs. Students may be excused from class for up to three (3) days per academic semester for reasons of faith or religious or spiritual activities with alternative accommodations provided for missed academic requirements. Requests must be submitted no more than fourteen (14) calendar days after the first date of instruction of the semester using the [University Student Absence Form](#). Review the full "[Student Religious Accommodation Policy](#)" and a list of major religious holidays or festivals on the [neomed.edu Policy Portal](#). Send any questions to: AcademicAffairsStudentServices@neomed.edu.

Course Absences





Students are required to attend all educational sessions as outlined in the course syllabus. Students unable to attend a class session for reasons including but not limited to illness, or emergency are to contact the course director **and** complete an "University Student Absence Form". (Absences cannot exceed 20% of a single course, and/or maximum allotted days per term as outlined in the COGS Attendance Policy.) If additional time is needed, a Leave of Absence should be discussed with the Program Director (See *COGS Leave of Absence Policy*). Failure to notify the course director may affect the course grade and/or result in a referral to the Committee on Academic and Professional Progress (CAPP).

- [University Student Absence Form](#)
- [NEOMED Student Services](#)
- [COGS Leave of Absence Policy](#)
- [Inter Faith Calendar](#)
- Attendance requirement information can also be found in the [COMPASS](#)

Canvas Attendance Tool

Course Directors are asked to track student absences. To do this, the Attendance tool has been turned on in each Canvas course shell. If all students are present, no action is required. If a student is absent for class, please mark the student's absence using the attendance tool within Canvas course.

The attendance tool can be found on the lefthand navigation bar in each Canvas course. Keep clicking on the student's name until they have a red X next to their name, please make sure to mark the correct date.

<p>Fall 2023</p> <ul style="list-style-type: none"> Home Announcements Syllabus Modules Grades Assignments Quizzes Office 365 Item Banks My Mediasite Mediasite Lecture Videos Submit Grades to Banner New Analytics People Microsoft Teams classes Zoom Credentials <li style="background-color: yellow;">Attendance 	 = Black (means present)  = green (We are not using)  = Red (mean Absent)  = Orange (means late, this is optional. You can decide if you want to track lateness to class)
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For absences related to Religious Observations, a COGS staff will place a religious badge on the students' record in Canvas when the request is received. Faculty will still need to mark the student's absence on the day of class.

Thu Aug 10

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Noah is absent

★ RELIGIOUS OBSERVATION

Section 5: Resources

Accreditation

HLC Faculty Guidelines

- [HLC Categories and COGS Representation](#)

Resource Links:

1. [NEOMED COGS Webpage](#)
2. [Canvas](#)
3. [NEOMED Intranet \(Internal Forms, Registrar office, etc.\)](#)
4. [Microsoft 365](#)
5. [NEOMED Campus Map](#)
6. [COGS Templates](#)
7. [NEOMED COMPASS](#)
8. [NEOMED Academic Calendar](#)
9. Committee Representation List (available on the [NEOMED intranet page](#), under Directories)
10. [NEOMED College Withdrawal Request Form](#)