

# E-Learning Teaching Guide



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## GETTING STARTED

### Introduction

Here at Rush we prepare you to succeed as you teach from home. This faculty guide will provide valuable resources, how-to instructions and some tips on how to work productively and comfortably at home.

## SYLLABUS TEMPLATE

Use Rush syllabus template to let your students know about the course content, goals, and elements of the course. A syllabus is a guide that inform students to the kind of teaching and learning they can expect in your class. This template is a well-structured syllabus that provides familiarity across all Rush courses while also inviting students to take responsibility for their own learning.

RUSH UNIVERSITY	
<b>UNIVERSITY MISSION STATEMENT</b> Rush University provides outstanding health sciences education and conducts impactful research in a culture of inclusion, focused on the promotion and preservation of the health and well-being of our diverse communities.	
<b>Rush University [college]</b> <b>Course Syllabus</b>	
Course Number	
Course Title	Course Codes
Course Code	Choose an item.
Choose an item. OA: Online-All: 100% of the course is offered in asynchronous environment OV: Online - Virtual Interaction: 75% asynchronous online environment and 25% synchronous online environment OT: Online - Traditional Interaction: 75% asynchronous online environment and 25% on campus/face-to-face meetings BV: Blended-Virtual: 50% to 74% asynchronous online environment and 50% synchronous online environment BT: Blended-Traditional: 50% to 74% asynchronous online environment and 50% on campus/face to face meetings WE: Web Enhanced: 100% of the instruction is offered in a traditional, face-to-face classroom environment with online resources FF: Face to Face- Only: 100% of the instruction is offered in a traditional, face-to-face classroom environment	

## ACCESSING AND USING RUSH TECHNOLOGY

### Blackboard/RULearning

Here at Rush, the chosen learning management system is Blackboard Learn (RULearning). Blackboard is used to support learning by providing a space where materials can be stored, organized, assessments can be given, and students and teachers can interact using the various communication features. This overview will help you become familiar with the Blackboard interface and its various features.

## Log into Blackboard

Access your courses in one of two ways—through the University Portal or via RULearning (Blackboard) using your web browser.

## Why are my courses listed in two places?

- **University Portal** is the academic portal.
- **RULearning** is Rush's learning management system, Blackboard.

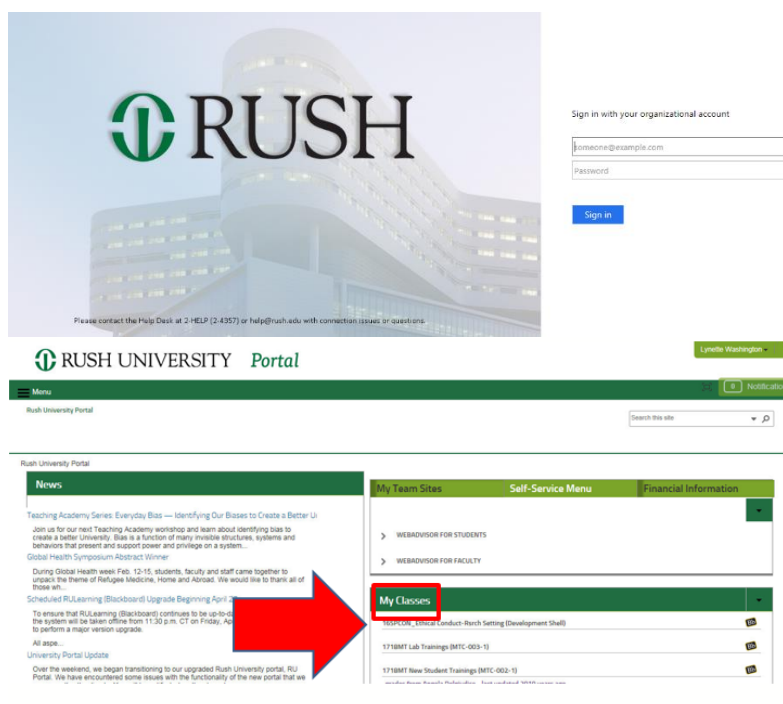
So what are the advantages of logging in via the University Portal? This is your one stop shop to Rush news and events, various applications, the WebAdvisor where you can see your enrolled students, enter your grades, etc. The portal uses single sign-on, so once you sign on here, you can access other applications on this page, without logging in again.

## University Portal

<https://rushuportal.learning.rush.edu>

Login: Rush\username and password  
(Credentials are same as Email)

Click the name of your course listed under "My Classes" to access your courses.



## RULearning

<https://rulearning.rush.edu>

Login: Rush\Username and password  
(Credentials 1) username same as email and network; 2) password different\*

\*If you do not know your password, click the "Forgot Your Password" link



## Course Menu



## Add Content to your Course

Use this printer friendly guide with step-by-step instructions to add content to your course.



**PRINTER  
FRIENDLY  
PDF's**  
**CLICK HERE**

Image Reference <http://holidaysigns.com/church-signs-part-1-electronic-message-centers/printer-friendly-icon2-2/>

## Helpful Videos

Watch these helpful videos to learn how to use the most commonly used features in Blackboard.

[Add a file to Blackboard](#)

[Add an item in Blackboard](#)

[Create Announcements](#)

[Discussion Boards](#)

[Send an Email](#)

[Add a Tool Link](#)

[Create and Edit Assignments](#)

[Grading assignments](#)

[How to create a rubric in Blackboard](#)

[How to grade using a rubric](#)

[Create Tests](#)

[Create Groups](#)

[Copy a Course](#)

[Grading](#)

[Track Performance](#)

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### Student Preview

As an instructor, you want to be confident that your course is well-designed and functions as intended—before your students see it. Use student preview to review your course content, take a test as a student, view My Grades or submit an assignment. The Student Preview button allow you to validate the course behaviors, such as those that control the availability of course content or require a particular interaction from the students to be triggered.

1. Click on the **Student Preview** icon in the upper right corner of the screen within your course.
2. Click **Exit Preview** to return to instructor view.

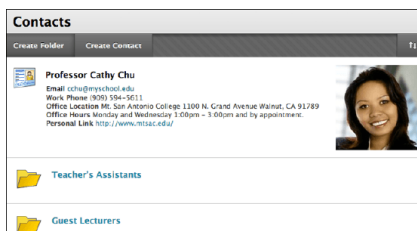
Note: When you exit **Student Preview** you will have a choice to keep your preview data or have it deleted. Generally you will use the default choice: **Delete the preview user and all data (Recommended)** and click **Continue**. In certain circumstances you may choose to keep the preview data.





## Add your Faculty Profile

A profile shows how you want to present yourself to your peers and students. In your profile, share your academic interests, a picture, and more. Put a face to the name so your students feel welcome.



1. Click **Instructor Profiles** from the course menu
2. Select **Create Contact**. To edit a contact, select Edit in the item's menu.
3. On the Create Contact page, **provide the necessary Profile Information**. The Office Location, Office Hours, and Notes fields have a 255-character limit.
4. Select **Yes** to make the profile available to students.
5. Select **Browse** to search for an image to attach to the profile (optional).
6. If you would like to add a Personal Link, type the URL for a contact's home page. When adding a URL, be sure include the full address and protocol. For example, <http://www.blackboard.com>.
7. Select **Submit**.

## Email and Course Messages

Decide how you want to communicate with your students and vice versa.

**Email** is the simplest way to send a personal message to your students in Blackboard. You can send anyone enrolled in the course an email without even knowing their email address, such as teaching assistants, other faculty and your students. Read the instructions below to see how to perform these simple steps

1. Located under Course Tools under the Control Panel, select **Send Email**
2. Choose who you want to send an email to (All Faculty Users, Users, All Students, Select Users, etc.)
3. Select **To** and select the recipient(s), then select the right-pointing arrow to move to the Selected box
4. Type a **subject**
5. Type your **message**
6. (Optional) Check the **Return Receipt** box to have a copy of the email sent to you rush.edu mailbox
7. Select **submit** to send your message

The **Course Messages** tool provides you with a familiar, email-like environment that you can use to send course messages to your students and anyone in the course. You can view and send messages in each of your courses. **Please Note:** Course messages' activity remains inside the learning management system. You should check your messages frequently as you will not receive an alert when a message is sent to you.

1. From the Course Menu, select **Course Messages**
2. Create Message
3. Select **To** and select the recipient(s), then select the right-pointing arrow to move to the recipients box
4. Type a **subject**
5. Type your **message**
6. Select **submit** to send your message



**Please Note:** As an instructor, you control which tools are available for your students, so be sure to inform them in the course syllabus your preferred method of contact.

## Panopto

Panopto is a lecture capturing tool that allows faculty to create lecture recording, screen casting, live video streaming, and video content management within the learning management system.



Download and install Panopto to record videos and presentations.



Edit and share your Panopto video.



## ZOOM

This section of this guide provides some information and resources for teaching with Zoom. You can sign on to Rush's Zoom web portal at <http://rush.zoom.us> with your Rush e-mail address and password or you can add Zoom to your Blackboard course sites/shells. Additional resources for using Zoom are available on Zoom's Support Website at: <http://zoom.us/support> and via contacting CTEI at [CTEI@rush.edu](mailto:CTEI@rush.edu).

### Best Practices for using Zoom

The following link provides some best practices for using Zoom: [https://support.zoom.us/hc/en-us/article\\_attachments/360047066292/Zoom\\_Online\\_Event\\_Best\\_Practices.pdf](https://support.zoom.us/hc/en-us/article_attachments/360047066292/Zoom_Online_Event_Best_Practices.pdf).

### What is Zoom

"Zoom offers the best video, audio and screen-sharing experience across Windows, Mac, iOS, Android, Blackberry, Zoom Rooms, and H.323/SIP room systems. Zoom was founded in 2011 by experienced leaders and engineers from Cisco and WebEx" (G2, 2020: <https://www.g2.com/products/zoom/reviews>).

### Zoom System Requirements

Zoom is compatible with modern computers and mobile devices (Zoom functionality is limited on mobile devices) and lower bandwidths common for streaming media content. For the complete Zoom system requirements, see the following:

- System Requirements for PC, Mac, and Linux computers: <https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux>
- System Requirements for iOS, iPad OS and Android mobile devices: <https://support.zoom.us/hc/en-us/articles/201179966-System-Requirements-for-iOS-iPadOS-and-Android>

### Downloading the Latest Version of Zoom

Zoom has an app for computers and mobile devices that meet Zoom's system requirements. The latest version of the Zoom apps for both computers and mobile devices at the following website: <https://support.zoom.us/hc/en-us/articles/201362233-Where-Do-I-Download-The-Latest-Version->

### Zoom Test Room and Configuring Your Audio & Video

You can join a test Zoom meeting with your computer to familiarize yourself with Zoom and test your microphone/speakers before joining a Zoom Test Meeting at: <http://zoom.us/test>. Click the QR code below or scan the QR code below with your smart phone's camera app to view a video regarding testing your video or audio while in a Zoom meeting.



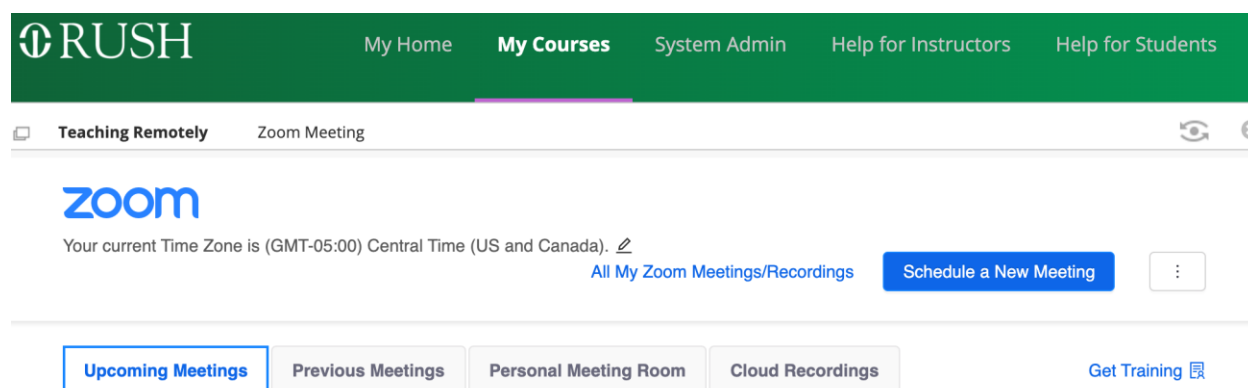
### Adding a Zoom Link in Blackboard

You can add a Zoom link in Blackboard so you and your students can access your Zoom meetings in Blackboard. Some settings for your meetings can be modified in Blackboard and some Zoom settings can only be modified in Rush's Zoom web portal (<http://rush.zoom.us>). Click the QR code below or scan the QR code below with smartphone's camera app to view a video that demonstrates how to add a Zoom link to Blackboard.



### Scheduling a Zoom Meeting

Faculty can schedule Zoom meetings via Blackboard if you added a Zoom link to your Blackboard course site/shell by clicking the Zoom link in Blackboard and then clicking the blue Schedule a New Meeting button as seen in the image below.



In addition, faculty can schedule Zoom meetings via Rush's Zoom web portal (<http://rush.zoom.us>). Click the QR code below or scan the QR code below with your smartphone's camera app to view the regarding scheduling a Zoom meeting on your smartphone).



## Joining a Zoom Meeting

You can join a Zoom meeting via Blackboard by clicking the Zoom link and then clicking the specific topic link as seen in the image below.

Upcoming Meetings		
<input type="checkbox"/> Show course meetings scheduled by me		
Start Time	Topic	Meeting ID
Recurring	<a href="#">No End Time Zoom Room</a>	130-917-117
Today 5:00 PM	<a href="#">Review Session</a>	277-707-6466

More information regarding the various other ways to join a Zoom meeting is available at:

<https://support.zoom.us/hc/en-us/articles/201362193-Joining-a-Meeting>.

## Host and Co-host Controls in Zoom

When you join a Zoom meeting that you scheduled you are the default host. The host controls and facilitates the meetings. You can assign an alternative host or co-host roles for your Zoom meetings. The host controls will appear at the bottom of your screen if you are not currently screen sharing as seen in the image below.



Click the QR code below or scan the QR code below with your smartphone's camera app to view the video regarding Zoom host and co-host controls on your smartphone.

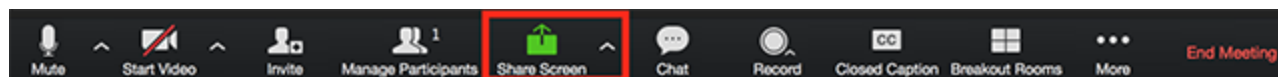


Additional information regarding the functions of the host controls is available at:

<https://support.zoom.us/hc/en-us/articles/201362603-Host-and-co-host-controls-in-a-meeting>.

### Sharing Your Screen in Zoom

Zoom allows for screen sharing on desktop and mobile devices running Zoom (e.g., making presentations, conducting a software/app demo, etc.). The host may enable or disable the share screen features for attendees. You can share your screen by clicking the green share screen button in the Zoom computer app's control bar as shown in the image below.



Click the QR code below or scan the QR code below with your smartphone's camera app to view a video regarding sharing your screen in Zoom.



Additional information regarding the sharing your screen in Zoom is available at:  
<https://support.zoom.us/hc/en-us/articles/201362153-Sharing-your-screen>.

### Managing Zoom Breakout Rooms

Breakout rooms allow you to split your Zoom meeting in up to 50 separate sessions. The meeting host can choose to split the participants of the meeting into these separate sessions automatically or manually and can switch between sessions at any time. The Zoom breakout room control is shown in the image below.



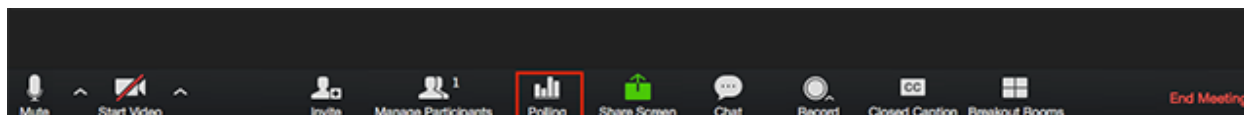
Click the QR code below or scan the QR code below with your smartphone's camera app to view a video regarding managing Zoom breakout rooms.



Additional information regarding polling in Zoom breakout rooms is available at:  
<https://support.zoom.us/hc/en-us/articles/206476313-Managing-breakout-rooms>.

### Polling in Zoom Meetings

The polling feature for meetings allows you to create single choice or multiple choice polling questions for your meetings. Polls can be launched in Zoom by clicking the Polling control button as shown in the image below.



Click the QR code below or scan the QR code below with your smartphone's camera app to view a video regarding managing polling in Zoom meetings.

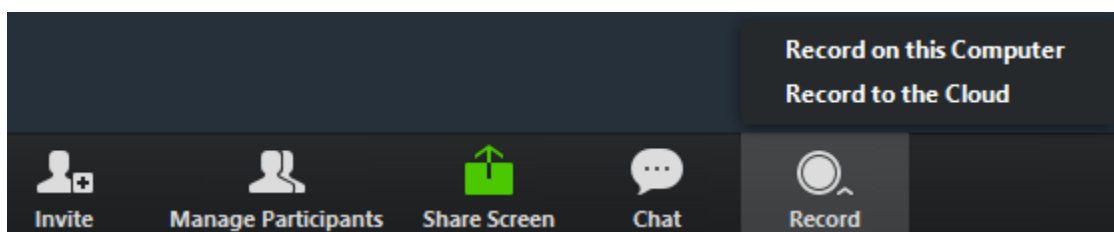


Additional information regarding polling in a Zoom meeting is available at:

<https://support.zoom.us/hc/en-us/articles/213756303-Polling-for-Meetings>

### Recording a Zoom Meeting

When you record a meeting and choose Record to the Cloud, the video, audio, and chat text are recorded in the Zoom cloud. You can record Zoom meetings by clicking the record control button as seen in the image below.



Click the QR code below or scan the QR code below with your smartphone's camera app to view a video regarding managing recording Zoom meetings.





Additional information regarding recording a Zoom meeting is available at:

<https://support.zoom.us/hc/en-us/articles/203741855-Cloud-recording>

In addition, Rush has implemented the integration between Zoom and Panopto which automatically copies Zoom cloud recordings into Panopto. More information regarding the Zoom and Panopto integration is available at <https://support.panopto.com/s/article/How-to-Use-the-Zoom-Integration>.

Again, additional resources for using Zoom are available on Zoom's Support Website at:

<http://zoom.us/support> and via contacting CTEI at [CTEI@rush.edu](mailto:CTEI@rush.edu).

## Blackboard Collaborate Ultra

This simple and convenient web conferencing tool is available to all faculty, teaching assistants, students and anyone within the learning management system, Blackboard.



Explore Blackboard Collaborate Ultra using the various links:

[Get Started](#)

[Session Settings](#)

[Share Content](#)

[Chat Privately](#)

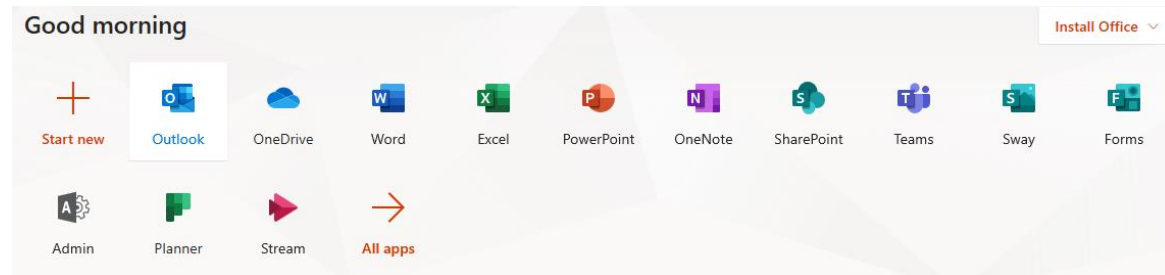
[Breakout Groups](#)

[Attendee Management](#)

## Office 365

All faculty receive an Office 365 account through Rush. Office 365 can be accessed anywhere via Office.com. [Login with your Rush login and Password](#). All Office applications – [Word](#), [Excel](#), [PowerPoint](#),

[OneNote](#), [Outlook](#) and [OneDrive](#) have 1 TB of storage.



Faculty can download five copies of O365 applications onto your personal devices.

- [How to install on your personal device](#)

## TEACHING BEST PRACTICES

### Encourage interaction and engagement

When students move to an online format, learning should not be self-paced or lonely. Find ways to encourage student interaction and engagement with the content you're presenting them with or the content they are supposed to read. There should be a value (grade) associated with these activities.

Some ideas here are:

- Have the students create something together for an assignment/activity or collaborate on a document
- Create an online discussion board with open-ended questions about that unit's materials
- Use the case-study method to get them to apply what they should have learned
- Create a question/answer forum so students have a place to ask questions and this keeps you from answering the same questions multiple times through email (but be sure to log in yourself to Blackboard to check for questions)
- Participate with your students in these activities

### Communicate immediately and regularly

In the event of a campus closure, it is very important to communicate to your students right away. Give them information about:

- Where to find the class schedule in the LMS
- Any potential changes to that schedule
- Any potential changes to procedures
- Consider creating a FAQ document

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- General course expectations with a change in modality
  - Example: how you will communicate with them, how often
  - How often students should log in to the LMS
  - How often students should check email or course announcements in the LMS
  - When the live online sessions take place

You may want to consider reiterating your college's Honor Code or use language similar to the below to emphasize the need to maintain academic integrity:

#### **Expectations Related to Academic Integrity for All Individual Computer-Based Assignments, Quizzes, and Exams**

- You are to work by yourself, without assistance from others, on the [ASSIGNMENT/EXAM/QUIZ/ETC.].
- All written work should be your own individual work and neither copied nor paraphrased from other sources without proper citation and reference. Please refer to the [WRITING RESOURCE] for help on how to properly cite sources.
- For quizzes and exams, you are to work within the [LMS] assessment tool for the duration of the assessment. Opening any other browser tabs, windows, or applications is not allowed.
- Consistent with the [INSERT PROGRAM] policies published in the [INSERT POLICY/TITLE], looking at anyone else's work, collaborating with another current/previous student, and, during a quiz or exam, using notes and/or other resources is considered cheating.
- After submitting your work, you are to refrain from discussing any portion of the individual assignment, quiz, or exam with students who have yet to submit their own work. If in doubt, ask your instructor to alert you when grading is complete for the entire class.
- Obtaining advance copies of a quiz or exam from students in prior classes or making questions a quiz or exam available to future classes is not allowed.

By typing your full name below, you acknowledge that you have read and understand these statements and agree to abide by them.

### **Provide instructor-focused learning (lectures/videos)**

If you already have lectures written for courses as Power Point files, those can be used in a pinch for an online version of your class, but are not ideal as stand-alone "lectures" since they're used for you to lecture in class.

Thus, if you have Power Point presentations, the next best thing is to create a video lecture. You can use Panopto or Screencast-o-matic. Please use previously-recorded Panopto lectures if they already have closed captions available.

Use Screencast-o-matic if you do not have a captioned Panopto video. Please contact [CTEI@rush.edu](mailto:CTEI@rush.edu) if you need help getting access to either of these tools for lecture recordings.

In an emergency situation, even a written lecture is fine. Just save it as a PDF file.

## ONLINE ASSESSMENTS



This section is about assessing student work – whether online or on-ground and the different ways of ensuring that your students understand the material you are presenting. Generally speaking, "authentic assessment" is preferred over standardized quizzes or tests. We will cover options for several types of assessment in this section.

\*\*\*In all cases, plan to have your students submit work through the Learning Management System (LMS) and not through email as this allows for tracking and a "digital trail" for all student work. This is very important in cases where course delivery has been affected by abnormal circumstances! \*\*\*

## How to Choose an Assessment

### Formative vs. Summative Assessment

**Formative assessment:** *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Done DURING the course and typically lower stakes. Designed to support student learning and ensure that content is understood.

**Summative assessment:** *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

### Standardized Testing:

Very familiar to all of us, standardized tests have a place in education to ensure that students understand core concepts. Standardized tests also give students good practice for the boards. We have to be careful not to rely solely on standardized testing because they can also leave a segment of very talented students behind! There are alternatives to standardized testing, outlined below.

### Authentic Assessment:

Authentic Assessment is simply assessment that translates into a meaningful experience for the student and requires APPLICATION of learning to a project in some form. While multiple choice exams are important, they do not always measure a student's abilities.



Sometimes authentic assessments will draw out a student's understanding more thoroughly because they are based on real world situations. According to Grant Wiggins (1998), an assignment is authentic if it:

- is realistic.
- requires judgment and innovation.
- asks the student to “do” something with the topic.
- replicates or simulates the contexts in which adults are “tested” in the workplace or in civic or personal life.
- assesses the student’s ability to efficiently and effectively use a repertoire of knowledge and skills to negotiate a complex task.
- allows appropriate opportunities to rehearse, practice, consult resources, and get feedback on and refine performances and products.

Wiggins, Grant. (1998). Ensuring authentic performance. Chapter 2 in *Educative Assessment: Designing Assessments to Inform and Improve Student Performance*. San Francisco: Jossey-Bass, pp. 21 – 42.



### Project Based Learning Assessment:

Project Based Learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.



Many of us innately use PBL in many of our courses – but if we codify it and assess it appropriately, it can become a very powerful tool. Below are some resources and articles for you to learn more.

[WEBLINK: Project Based Learning Assessment Resources](#)

[WEBLINK: Project Based Learning Assessment Solutions](#)

**Regardless of your preferred assessment method, remember to map those assessments to your learning objectives.**

In a well-designed course, UNIT learning objectives should map to COURSE learning objectives, should map to PROGRAM learning objectives should map to COLLEGE learning objectives and, ultimately should map to the University's mission.

University > College > Program > Course >

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### Four Guiding Principles:

1. Learning Objectives: What are you trying to do?
2. Course Design: How will you do it?
3. Content: How will you ensure engagement?
4. Assessment: How will you know you've been successful?

Using these questions to guide you, determine what kind of assessment you might wish to use.

### Assessments should:

- Reflect content
- Be specific, achievable and measurable
- Align with Course Learning Objectives
- Serve a purpose: to reinforce the LEARNING
- Use the course vocabulary

**You can use many forms of assessment besides tests/quizzes and written papers! Consider using:**

- Discussions
- Team projects
- Case studies
- Scavenger hunts/Field Trips (Virtual, too!)
- Student created videos
- Presentations
- Journaling
- Current Events Application
- [WEBLINK: Formative Assessment Tools](#)

### Best Practices for Assessment:

- Map assessments to learning objectives.
- Use low stakes formative assessments to help ensure that students are learning the content throughout the course – don't just give major/high stakes assessments.
- Use a combination of assessment measures as this will give different learners multiple opportunities to succeed.
- BE CLEAR in your directions. If you design an assessment and give minimal guidelines, you will get multiple interpretations of your project. Be sure to outline exactly WHAT you are looking for.
- Focus on collaboration and teamwork.
- Identify clear, measurable, and developmental student learning
- Establish reasonable and manageable timelines – don't overwhelm yourself OR your students!
- Use the measures that are congruent with learning goals – check alignment regularly!
- Avoid face-to-face assessment requirements in fully online classes whenever possible.

- Encourage the application of concepts through authentic or project based assessments wherever possible, again to reinforce the learning of the material.
- Use rubrics both as teaching tools and assessment measures.

**As always, reach out to us at [CTEI@rush.edu](mailto:CTEI@rush.edu) for help with any element of your course design!**



## DEVICES/COMPUTERS REQUIREMENTS/ RECOMMENDATIONS

Faculty when purchasing your own devices; Rush offers discounted laptops and PCs through our partnership with Dell ([www.dell.com/mpp/rush](http://www.dell.com/mpp/rush)) but faculty are free to purchase their devices from any site or retailer.

Category	Standard User	Power User
	For users needing to use the computer for basic productivity, running multiple applications such as e-mail, web browsing, word processing,	For users running resource intensive programs for audio/video editing, graphic design, running multiple operating systems, storing large multimedia files and playing games.
Laptops - Windows based		
Processor	Intel® Core™ i5 Processor	Intel® Core™ i7 Processor
Memory	8GB	16 GB
Storage	256GB Solid State hard disk (SSD)	512GB Solid State hard disk (SSD)
Optical drive	Optional	Optional
Network	Gigabit Ethernet, 802.11a/b/g/n wireless, Bluetooth 4.0	Gigabit Ethernet, 802.11a/b/g/n wireless, Bluetooth 4.0
Graphics	Integrated graphics	1GB Dedicated Video Card
Ports	USB 3.0, HDMI, Mini DisplayPort	3 USB 3.0 ports, 1 HDMI port
Battery	4-cell Li-ion battery	6-cell Li-ion battery
Operating system	Windows 10 64-bit Professional	Windows 10 64-bit Professional
Warranty	3 year onsite next business day	3 year onsite next business day
Laptops - Apple		
Model	13" MacBook Air	16" MacBook Pro
Processor	1.6GHz dual-core Intel i5	2.2GHz quad-core or faster Intel i7
Memory	8GB RAM	16GB DDR3 SDRAM
Storage	256GB PCI-e based flash storage	512GB PCI-e based flash storage
Graphics	Supports 1920x1080 or higher resolution	Supports 1920x1080 or higher resolution
Network	802.11ac, Bluetooth 4.0, USB Ethernet (sold separately)	802.11ac, Bluetooth 4.0, USB Ethernet (sold separately)
Operating system	Mac OS X 10.15 Mojave or higher	Mac OS X 10.15 Mojave or higher
Warranty	AppleCare Protection Plan	AppleCare Protection Plan

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Desktop - Windows based		
Processor	5th Generation Intel® Core™ i5 Processor	5th Generation Intel® Core™ i7 Processor
Memory	8GB	16GB
Hard drive	1TB SATA hard disk (7200 RPM)	1TB Hybrid disk (HDD & SSD)
CD/DVD drive	Dual Layer DVD+/-RW Drive (Optional)	Dual Layer DVD+/-RW Drive (Optional)
Network	Gigabit Ethernet	Gigabit Ethernet, 802.11a/b/g/n wireless, Bluetooth 4.0
Monitor	24" LCD display @60 Hz Refresh Rate with EnergyStar rating	27" LED display @120 Hz with EnergyStar rating
Video card/VRAM	Integrated graphics	2 GB Dedicated Graphics Card
Ports	USB 3.0, HDMI, DisplayPort, or DVI	USB 3.0, HDMI, DisplayPort, or DVI
Operating system	Windows 10 64-bit Professional	Windows 10 64-bit Professional
Warranty	3 year onsite next business day warranty	3 year onsite next business day warranty
Desktop - Apple		
Model	Mac Mini	iMac 27" with Retina 5K
Processor	2.6 GHz dual-core Intel Core i5	3.3GHz quad-core Intel Core i5
Memory	8GB 1,600MHz LPDDR SDRAM	16GB 1,600MHz DDR3 SDRAM
Storage	256GB Solid state disk (SSD)	1TB Solid state disk (SSD)
Graphics	Intel Iris graphics	AMD Radeon R9 M290 with 2GB of GDDR5 memory
Network	Gigabit Ethernet, 802.11ac, Bluetooth 4.0	Gigabit Ethernet, 802.11ac, Bluetooth 4.0
Operating system	Mac OS X 10.10 Yosemite	Mac OS X 10.10 Yosemite
Warranty	AppleCare Protection Plan	AppleCare Protection Plan



## LIBRARY GUIDE TO FACULTY SERVICES

### Introduction

The Library of Rush University Medical Center and Rush University Medical Center Archives is a collaborative learning and research commons with a strong teaching mission. Our knowledgeable and engaged staff provide access to authoritative health sciences resources, and teach our students, faculty, and staff how to use them effectively. We fully commit to providing high quality instruction, services, and space for our diverse community, as we connect our work in the Library to the Rush University Medical Center mission of delivering the best patient care possible.

*Services offered.* The library provides information services to all members of the Rush community. By appointment, we offer individual assistance accessing and using our resources, including creating effective search strategies, bibliographic management software, and more. There is a steadily growing demand for library participation in systematic reviews, and our librarians are happy to offer support depending upon demand and staff availability.

*Access to Library materials.* Through the Library's [home page](#), RUMC faculty, staff, and students can access core resources to support both clinical and educational activities for all colleges and programs within the university.

Please feel free to contact the library through our website <https://rushu.libguides.com/libraryhomepage>. Try the chat feature!

### Contacting the Library

**General Questions:** General questions about library services can be asked via chat, via email at [lib\\_ref@rush.edu](mailto:lib_ref@rush.edu), or by filling out an [Ask a Question](#) form. We can also be reached at 312-942-5950.

#### Reference Services:

- To request in-class instruction (virtual, in-person, or recorded), fill out the [Instruction Request Form](#).
- To request a librarian's assistance developing a search strategy or completing a literature search, fill out our [Librarian Assisted Search form](#).
- To request a one-on-one consultation with a librarian, fill out the [Schedule an Appointment form](#).
- For any other questions about reference services, email us at [lib\\_ref@rush.edu](mailto:lib_ref@rush.edu).

**Course Reserves:** For questions about course reserves email [lib\\_reserves@rush.edu](mailto:lib_reserves@rush.edu).

**Address:** We are located in Suite AAC 517 on the fifth floor of the Academic Center, 600 S. Paulina, Chicago IL 60612.

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## How to Use the Library

**Getting Registered:** You'll need to register as a patron in order to borrow books, place interlibrary loan requests, or to sign in to retrieve complete results when searching the library's materials. To establish a new patron account or update an existing record to reflect your new status, fill out the library's [patron registration form](#). Note that all Rush University students are registered automatically before beginning their first term at Rush. Unlike faculty and staff, they do not need to fill out a registration form.

**Off-Campus Access:** While off-campus, Rush University faculty, staff and students may access library resources (research databases, clinical resources, e-journals and e-books, etc.) by simply signing in with their Rush username and password. More information is available in our [off-campus access guide](#).

Students also have off-campus access to the library's resources. A [brief guide to preparing links](#) for student use is available on our website, and the library is always available to help create new links, review existing course materials, or prepare online course reserves. Please note that in most cases, simply copying a link from your browser will not work.

## Resources for Instruction

**Class Sessions:** Librarians are available to teach information sessions (virtual, in-person or recorded) focused on library reference services and search techniques. To request a session, fill out the [Instruction Request Form](#).

**Video tutorials:** The library has a collection of short instructional tutorials on how to utilize library services. We can also make a video specific to your class's requirements. To request a video tutorial, please email [lib\\_ref@rush.edu](mailto:lib_ref@rush.edu). Existing videos can be accessed via the library's [YouTube channel](#).

**Orientation Sessions:** Orientation sessions are generally scheduled by department or program. If you would like to set up an additional orientation for your specific class or program, fill out the [Instruction Request Form](#).

**Requesting items not available in Rush's collection:** If you need a book, article, book chapter or other item that is not available in Rush's collection, you may be able request it through I-Share or interlibrary loan. More information is available in our [Borrowing guide](#).

## Resources for class materials

**E-reserves:** The library can host required course materials with our online reserves services. Please see our [Faculty Reserves guide](#) for more information.

**Recommending educational resources for acquisition:** Would you like to recommend an e-book or other resource for purchase? Please refer to [our guide](#) for more information on the feasibility of licensing e-books and other online materials for your course.



## Archives

The Rush University Medical Center Archives tells Rush's story through its collections - its esteemed and enduring history of education, research, patient care and community service. Dating back to the founding of Rush Medical College in 1837, the Rush Archives identifies, preserves, organizes and enables access to valuable Rush records from our earliest years to current digital assets.

The Rush Archives engages with the Rush community and the public. Rush University students can broaden their understanding of course materials by exploring Rush's past contributions to health care. Students, faculty, staff and alumni are encouraged to contribute their experiences and materials to strengthen and diversify the collections for future researchers. Rush's archivist provides reference services, hosts historic tours, makes presentations, helps create exhibits, and assists with records consultations and acquisitions.

The Rush Archives is located in the Triangle Office Building at 1700 W. Van Buren St., Suite 086. Learn more about the history of Rush and explore our collections online: [rushu.libguides.com/rusharchives](https://rushu.libguides.com/rusharchives). Please contact the archivist with any questions: [Rush\\_Archives@rush.edu](mailto:Rush_Archives@rush.edu).



## ACCESSIBILITY/ACCOMMODATIONS

The first and most important piece of information you should know about providing student with disabilities the appropriate and fair accommodations and accessibilities is that it is the law. More so, it is the responsibility of the university and faculty to do what is right to provide quality and equitable learning and space for students with disabilities.

Whilst most accommodations and accessibilities for student with disabilities are provided through physical space and accommodations, providing accessibility and accommodations in the digital world is often overlooked or is provided in a lackluster method. Students with disabilities goes beyond the scope of physical limitations or disabilities a learning institution needs to provide or accommodate for students. Building wider doors or entryways, ramps, desks that are adjustable, providing quiet spaces for exams and computers with screen magnifiers or readers are just a few of the physical accommodations learning institutions are necessitated to provide by law. However, what about those students who have other disabilities that physical accommodation cannot provide? How can we provide accessibilities to students who have a learning disability? How can we provide digital accessibility to students who are blind?

Rather than focus on providing accommodations and accessibility to student with documented disabilities, why not provide a universal design for learning so that all your students can benefit? Utilizing the Universal Design in Learning teaching method and practice can ensure all your students are given an equal opportunity to succeed in the classroom, be it a traditional classroom or an online classroom.

The first suggestion to get started is to get to know your institution's Office of Student Disability Services, even if you do not have a student with disabilities. They are there to assist students but they can provide some support to faculty as well.

- Here's is Rush University's contact information

Marie Ferro-Lusk  
Manager, Office of Student Disability Services, AAC 440  
(312) 942-5237

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## Legal Obligations

Let's start from the beginning of a student's educational journey in receiving fair and equitable accommodations and accessibility. The Department of Education provides legal information for K-12 schools. Why is this important to understand for faculty in a higher learning institution? It provides the basic legal requirements to protect students with disabilities in K-12 schools that will follow students to their academic learning in a higher education institution. Visit the website, [Protecting Students With Disabilities](#), US Department of Education for additional information.

The information provided in the following webpage is necessary read for faculty to understand their part in providing accommodations and accessibility in a traditional classroom and the digital (online) classroom. Visit the website, [Auxiliary Aids and Services for Postsecondary Students with Disabilities](#), US Department of Education for legal obligations of higher education institutions to provide fair and equitable accessibility and accommodations within a physical and digital classroom.

### Accessibility and the Digital World

Now let us talk about accessibility, the World Wide Web and how this pertains to your course. Web Content Accessibility Guidelines (WCAG) are guidelines you should refer to for anything related to digital content, including your course. WCAG 2.1 are the current guidelines that provides a resource as a single internationally shared standard for web content accessibility that meets the needs of individuals, organizations and governments and to ensure accessibility compliance. There are many guidelines and some may not pertain to you.

Not all accommodations should be or need to be provided by faculty. This is why we have the Office of Student Disability and other departments to ensure Rush is accessible to all students. Often, an area that



we lose focus on is the digital world. What is the easiest way to begin incorporating UDL? Faculty can begin with their digital content, such as utilizing Blackboard for their course content and other learning software and tools. Before creating universally designed accessible content, there are some things to consider, such as:

- Digital accessibility should be thought of from the start when preparing or designing your course.  
It should not happen when you receive notice from the Office of Student Disability Services or you see a student struggling to learn or even pay attention. The process should start at the beginning of preparing for your course.
- Chief barriers to digital accessibility are lack of awareness, commitment and training.  
At Rush, most awareness comes from the Office of Student Services when a student seeks accommodations. However, awareness should come from faculty as well. If you see students having difficulty paying attention, that means there is a barrier to their learning. Consider asking yourself 'Why is there a barrier?' Are students having a hard time focusing and are fidgety? Are they not engaged with their learning? Do you notice a physical barrier that perhaps makes it difficult for the student (who may not necessary have a physical disability) learn? Perhaps then, it's time to think about changing how you teach your students. Commitment to provide accessible learning first and foremost should come from faculty. I can tell you firsthand that faculty who commit to changing their teaching style or teaching methods have the greatest success in creating engaging courses for their students. Often times the commitment is there but faculty need training. There is a lot of training support within the academic colleges at Rush. Also, look beyond your department to places such as The Center for Teaching Excellence and Innovation. Making a commitment can begin in baby steps. Commit to redesigning one course, at least a semester ahead of when you will be teaching. When you are ready to commit, CTEI can provide some training.

Among some topics to consider for inclusive teaching practice is lecture-capture, assistive technology on university computers, creating accessible resources, inclusive assessments and accessible content in Blackboard. There are departments and services at Rush University that can help faculty with these topics and many others.

## Quick Tips and Tricks to Make Your Content Accessible

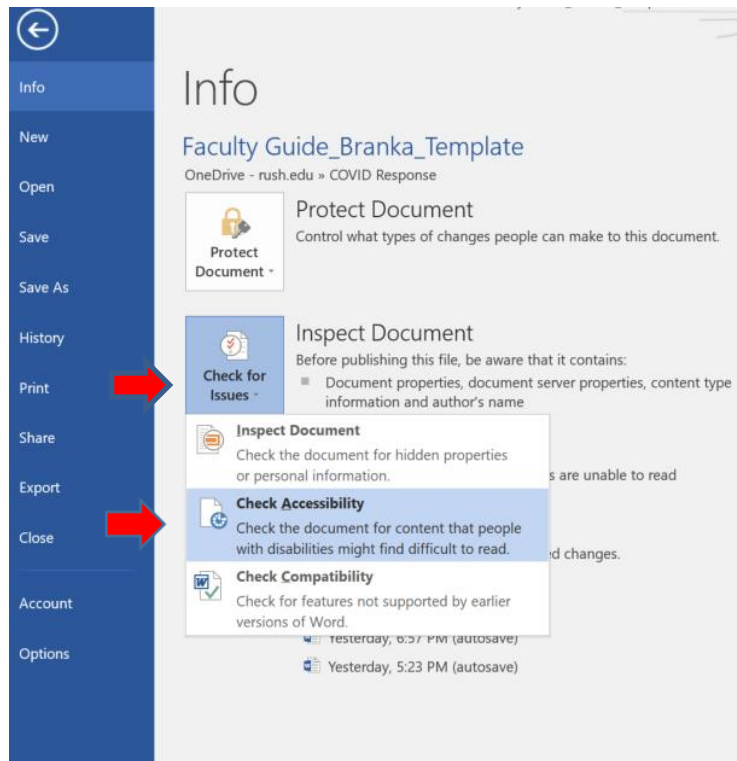
- Microsoft documents have an accessibility check feature. This feature is available in Word, Excel and PowerPoint.
  - For Example: In your document, click File at the tool bar.
    - The document Info window will open

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- Click on Check for Issues
- At the menu, click Check Accessibility.
- This will check your document for any accessibility issue and flag them for correction. It will also provide suggestions on how to fix the accessibility issues.



- Captioning your lectures & using videos that have captioning

Ensuring that you have captioning in your recorded lectures as well as ensuring that any videos have captioning is a way to incorporate UDL. Panopto offers captioning for recorded lectures. There is a limited amount of free captioning minutes available for Rush's Panopto account, so please reach out to CTEI Help for availability. You can also download a script to your Panopto recording for free captioning.

Captioning helps all your learners, not only deaf or hard of hearing students, also it helps those students that are visual learners, seeing the spoken word may be easier to learn content for some students. Captioning also helps student whose English is a second language to be able to read and hear the video. Captioning your video lectures assists faculty whose English is a second language to best reach out to students who may not understand how a word was spoken to the actual word.

- Make a transcript using voice to text in Google Docs or Word; provide a link to the transcript next to your video. Dragon transcription software is also available to Rush faculty. Transcripts can also be downloaded to Panopto for more accurate captioning of your video lectures.
- Edit scanned .pdf's to readable .pdf's

When you scan a document and save it as a .pdf, you are essentially creating an image. Scanned .pdf's cannot be read by text to speech readers and is difficult for students who have a learning disability such as dyslexia read these scanned documents. Google Docs has a tool that can convert text from an uploaded .pdf or image file.

These are just some ways to make your content accessible and inclusive using Universal Design for Learning.

## Accessibility in Blackboard

Below are some quick and simple ways to ensure accessibility in your Blackboard course:

Just a side note, Blackboard meets accessibility standards within its LMS features. However, it is up to the instructor to ensure their **content** in Blackboard is accessible.

Here are some ways to ensure your content is accessible.

- Make sure headings and paragraphs are appropriately assigned for the text, which includes assigning headings and paragraphs in tables.
- Use descriptive links instead of HTML links so that students can easily identify the document.
  - Example:
    - DON'T use:  
<https://rulearning.rush.edu/bbcswebdav/courses/20935/HealthCare%20Reform-%20CNLs%20Driving%20Outcomes%281%29.pdf>
    - DO use descriptive links:  
[Healthcare Reform—A New Role for Changing Times: Embracing the Clinical Nurse Leader Role—A Strategic Partnership to Drive Outcomes](#)
- Add a title and description to images, this will help screen readers identify the image to the student.
- Ensure there is captioning in videos.

Additional Resources:

- [What is a Learning Disability?](#), National Institute for Learning Development
- [How Colleges Can Better Serve Students with Learning Disabilities](#), Campus Technology

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- [Universal Design for Learning Guidelines](#), CAST

Carter, Jarrett. (2018, May 25). Colleges Face Increasing Number of Students Seeking Learning Accommodations. *EducationDive.com*. Retrieved from: <https://www.educationdive.com/news/colleges-face-increasing-number-of-students-seeking-learning-accommodations/524373>

Howard, C. (2020, March 4). Designing for Accessibility: How to Front-Load Your Digital Content with UDL Principles. *Faculty Focus*. Retrieved from: <https://www.facultyfocus.com/articles/online-education/how-to-front-load-your-digital-content-with-udl-principles/>.

Rose, David H, & Meyer, Anne. (2002). Teaching Every Student in the Digital Age: Universal Design for Learning. Alexandria, VA: Association for Supervision and Curriculum Development.

U.S. Department of Education. National Center for Education Statistics. (2016). Retrieved from: <https://nces.ed.gov/fastfacts/display.asp?id=60>

von Koettlitz, Raphaele. (2016, May 18). Digital Accessibility in Higher Education. *Medium.com*. Retrieved from: <https://medium.com/dna-s-blog/digital-accessibility-in-higher-education-564bde997025>

## RESOURCES / ARTICLES

### Teaching

- Hodges, C., Moore, St., et al. (2020). [The Difference Between Emergency Remote Teaching and Online Learning](#). *Educause*.
- [Joint Response Regarding COVID-19 and Advice on Transitioning Face-to-Face Courses Online](#). UPCEA. March 2020.
- Orlando, J. (2020). [Transforming Your Lectures into Online Videos](#). *Faculty Focus*.
- Revak, M. (2020). [When the Tide Goes Out: Identifying and Supporting Struggling Students in Online Courses](#). *Faculty Focus*.
- Saucier, D. (2020). [Leading Our Classes Through Times of Crisis with Engagement and PEACE](#). *Faculty Focus*.
- [Teaching Practices for Your Virtual Classroom](#)
- [10 essential principles and practices of better online teaching](#)
- [Inside Higher Education](#). Online source of higher education news, opinions and jobs. Several subscription options.
- [Tomorrow's Professor](#). Twice weekly Stanford listserv which focuses on active learning in college pedagogy, with an emphasis on technology. Easy to subscribe. Great articles in its archives.

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- [Faculty Focus](#). Free digital newsletter, reports, and white papers focusing on different aspects of teaching and learning. Easy to subscribe.
- [The Teaching Professor](#). Excellent monthly newsletter with great ideas for engaging students in college classrooms.
- [Teaching and Learning Together in Higher Education](#). This Bryn Mawr based seasonal newsletter is a peer reviewed, interdisciplinary journal.
- [Higher Education Best Practices - Teaching & Learning](#)

## Online Exams / Proctoring Resources

- [7 Things You Should Know About Remote Proctoring](#). *Educause*. (2016).
- [Proctor Resources](#). *Physician Assistant Education Association (PAEA)*. 2020.
- [Learner Assessment in Online Courses: Best Practices & More](#). *LearnWorld*. (2019)

## SUBSCRIPTIONS AND MEMBERSHIPS

Did you know that the Center for Teaching Excellence and Innovation (CTEI) and Information Services (IS) have an organization membership that faculty and staff can take advantage of a vast amount of resources, certification and discounts. Learn more about each of them: [Quality Matters](#), [Online Learning Consortium](#) and [Educause](#).

## CENTER FOR ACADEMIC EXCELLENCE (CAE)

Remind your students that The Center for Academic Excellence provides holistic, targeted learning support for Rush University students. The services provided in the Center for Academic Excellence range from Writing Support to Academic Coaching. Our goal is the support each student from enrollment to degree completion.

## IN CASE OF AN EMERGENCY

In the event of an unforeseen circumstance, natural disaster or viral epidemic, Rush University Faculty and Staff have prepared protocols and collaborated to put together some information and resources to keep students learning due to a campus closure.

The first thing you need to be aware of is that your education, learning, and resources will continue but in an online/virtual environment. Your learning may move from face to face to an online learning format (with exceptions for clinical rotations and labs). Faculty are working diligently to provide a seamless transition to an online or virtual learning environment. If you are not familiar with online courses or learning in a virtual environment, there are a few things you will need to know. Below you will find all the information to get you transitioned to an online/virtual learning.

Communication is KEY to be alert and successful

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- Check your Rush University email frequently. It is the most reliable and supported method of communication at Rush.
- Check your Blackboard course for announcements daily. Any course-related information will be posted by your instructor in the Announcements tab.
- Visit the [Rush University Portal](#) often for updates. Log in with your RU credentials.

## TEACHING PREPARATION

### Requirements for learning online

Here is a list of what you will need to be successful.

- Laptop or desktop computer.
  - If you do not have access to one, please contact your department.
  - Your computer may need audio and video capabilities.
    - **Audio** - At a minimum, you should have speakers and a microphone; for privacy, we recommend a headset or earbuds with mic.
    - **Video** - Ensure you have a webcam, either built into your computer or a USB webcam.
- High-speed, dedicated internet access.
  - Again, if you don't have access, contact your internet provider or visit your local library.
  - You may be able to use your mobile phone to create a Wi-Fi hotspot to your computer. Your Wi-Fi hotspot will depend on your mobile service plan and data allowance. You will need to consider the amount of data usage available on your mobile plan.
    - Here is a link on [How to Turn Your Phone into a Wi-Fi Hotspot](#).
- My Apps: <https://myapps.rush.edu/Citrix/MyAppsWeb/>
  - My Apps is a virtual desktop which provides another way to access your Office software, Rush Email, and secure storage is provided. Visit <https://rushuportal.learning.rush.edu/faq> for more information about the My Apps virtual environment.
  - VPN or **Virtual Private Network**, allows you to create a secure connection to the Rush network over the Internet. Contact [helpdesk@rush.edu](mailto:helpdesk@rush.edu) to find out more details.
- **VDI**
  - [Rush also offers a virtual desktop \(VDI\) to all faculty.](#)

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- [Need Citrix receiver downloaded on device](#)
- [Need to register for Duo multifactor authentication application to access the Rush network and your virtual desktop.](#)
- Internet Browsers.
  - You should have access to more than one browser, such as [Chrome](#), [Firefox](#), [Safari](#), or [Bing](#) (preferred when using Office 365). All browsers should be the most up-to-date version available. We recommend Chrome and Firefox for Blackboard.
- Adobe Acrobat Reader.
  - You should have access to the most up-to-date [Adobe Acrobat Reader](#).

## WHO TO CONTACT FOR HELP

If you need help as you teach your course, please reach out to the below offices.

WHO DO I CONTACT	TYPE OF SERVICES (Partial List)	WEBSITE
Center for Teaching Excellence and Innovation <a href="mailto:CTEIhelp@rush.edu">CTEIhelp@rush.edu</a>	Blackboard/RULearning Blackboard Collaborate Panopto Zoom Respondus Lockdown Browser/Monitor	<a href="https://www.rushu.rush.edu/about/welcome-rush-university-center-teaching-excellence-and-innovation">https://www.rushu.rush.edu/about/welcome-rush-university-center-teaching-excellence-and-innovation</a>
Information Services (IS) <a href="mailto:help@rush.edu">help@rush.edu</a>	Email WebEx Rush University Portal My Rush Apps Office 365	<a href="https://insiderush.rush.edu/departments/IS/Pages/IS_Home.aspx">https://insiderush.rush.edu/departments/IS/Pages/IS_Home.aspx</a>
Library Services <a href="mailto:lib_ref@rush.edu">lib_ref@rush.edu</a>	General questions about library services	<a href="https://rushu.libguides.com/libraryhomepage">https://rushu.libguides.com/libraryhomepage</a>
Center for Academic Excellence <a href="mailto:studentsuccess@rush.edu">studentsuccess@rush.edu</a>	Specialized Tutoring Writing Support Academic Coaching	<a href="https://www.rushu.rush.edu/rush-experience/student-services/center-academic-excellence">https://www.rushu.rush.edu/rush-experience/student-services/center-academic-excellence</a>

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