# About the Coursemaster

To add a picture:  
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2. Click the Insert -> Picture.  
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To add a 2nd picture:  
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Contact Information**:**

Name

Phone number

Email address

Campus office (if applicable)

Preferred method of contact *(include when and how students can expect a reply to any electronic communication)*

Virtual Office Hours:

In-Person Office Hours:

*(Include teaching assistants or other course support staff here as well)*

Welcome:*(establishes tone and personalizes the course. Your welcome note introduces students to your personality.)*

* *Introductory comments to your students.*
* *Why you are glad to teach this course and glad they are taking it.*
* *Anything you would like your students to know about this course, preparing for the semester ahead, etc.*

Coursemaster Biography:*(allows students to know you and models sharing between students)*

* *Write in the first person.*
* *Include publications, research interests and/or professional experiences.*
* *Anything else you would like your students to know about you.*

Teaching Philosophy:*(sets expectations for students)*

* *1-2 paragraphs (at most) covering your teaching style and approach.*
* *Core beliefs that inform your approach to your students, to the content, or to teaching in general.*

# About This Course

Required Texts**:**

*• Include a note about where to obtain these materials.*

*• Include a note about any electronically-available content posted on Blackboard, library reserves (ARES), or course website, for example.*

Other Course Materials**:** *(optional and required)*

Course Description**:** *(Get the course description from* [*WebSTAC*](https://courses.wustl.edu/Semester/Listing.aspx) *and supplement with 3-5 sentences addressing the following)*

* *General overview statement of the course*
* *What type of course it is (e.g. lab, studio, discussion- based seminar, writing-intensive, multidisciplinary, etc.)*
* *Specific examples of course content*
* *A statement regarding learning methodologies (group exercises, cases, self-assessments, group work, fieldwork, etc.)*
* *List any course prerequisites*

Goals of the Course**:** *(This should be focused on end outcomes and not process or learning methodologies. See “*[*A Model of Learning Objectives*](http://www.celt.iastate.edu/wp-content/uploads/2015/09/RevisedBloomsHandout-1.pdf)*” for format and action verb suggestions. Please use the following format.)*

By the end of this course, participants will be able to:

* *Extend competencies acquired in pre-requisite courses…*
* *The primary goals of the course (distinct from more specific, secondary goals found in the learning objectives) – relate to General Education or program goals for the major*
* *Statement of the major project(s) that will be completed as part of the course*
* *Final statement that specifies what the student will be ready to achieve upon course completion (i.e. a subsequent course, an applied work experience, preparation for higher level courses, practicum, internship, etc.)*

**Daily Work/Homework:**

*Briefly describe what students will be required to do to prepare for class and/or to complete weekly homework and problem set assignments.*

**Major Assignment Descriptions:**

*Include a brief description of each of the graded components in enough detail that a student reading the syllabus will have a good general understanding of the amount and type of required work.*

**Class Participation:**

*Describe the function of student participation within the course, as well as your expectations for how students should participate in class. This information should include whether participation is required, how it is assessed, etc.*

*Consider including a statement indicating that all interactions in class will be civil, respectful, and supportive of an inclusive learning environment for all students. Encourage students to speak to you, the department chair, or an advisor, about any concerns they may have about classroom participation and classroom dynamics.*

Technology Requirements**: *(Remove items if not relevant to your course)***

**As a student in an online course, you are expected to have access to reliable internet access.  If you have computer problems, it is your responsibility to address these or utilize the CRTC Computer Lab.  Problems with your computer or other technology issues are not an excuse for delays in meeting expectations and missed deadlines for the course.  If you have a problem,** get help in solving it immediately**. At a minimum, you will need the following software/hardware to participate in this course:**

***(Remove items not relevant to your course)***

1. Computer with an updated operating system (e.g. Windows, Mac, Linux)
2. Updated Internet browsers ([Apple Safari](http://support.apple.com/downloads/#safari), [Internet Explorer](http://windows.microsoft.com/en-us/internet-explorer/download-ie), [Google Chrome](https://www.google.com/intl/en-US/chrome/browser/), [Mozilla Firefox](http://www.mozilla.org/en-US/firefox/new/))
3. Ability to navigate the Blackboard Learning Management System <https://bb.wustl.edu/>.
4. Minimum Processor Speed of 1 GHz or higher recommended.
5. DSL or Cable Internet connection or a connection speed no less than [6 Mbps.](http://www.speedtest.net/)
6. Media player such as [VLC Media Player](http://www.videolan.org/vlc/index.html).
7. [Adobe Flash player (free)](http://get.adobe.com/flashplayer/)
8. [Adobe Reader or alternative PDF reader (free)](http://get.adobe.com/reader/?promoid=HRZAC)
9. [Oracle Java plugin (free)](http://java.com/en/download/index.jsp)
10. [Microsoft Silverlight plugin (free)](http://www.microsoft.com/getsilverlight)
11. A webcam and/or microphone are highly recommended.

# **Time Requirements**

*(Use this or similar verbiage for face-to-face courses.)*

For face-to-face courses in the CRTC program it is expected that you will be in class 1 hour per week for each credit of the course a week plus travel time (i.e. this is a 3 credit course so that is 3 hours a week). In addition it is assumed you will be doing homework and reading assignments that take at least double that time. You should anticipate your time commitment for this course to be at least 9 hours a week.

*(Use this or similar verbiage if providing an online or blended format courses.)*

If this course were offered on campus, you would be in class 2.5 hours/week plus travel time. The online version is no different in terms of expectations for your involvement. This is an active online course that requires 3 hours of your time each week **in addition to** the time it takes you to read the required materials, watch the videos, and complete the assignments. That means that you need to plan to spend a minimumof **6 hours every week** (up to 9-10 hours a week) on activities related to this course. If you are worried about your preparedness, consider taking the [Online Readiness Survey](https://pennstate.qualtrics.com/jfe/form/SV_7QCNUPsyH9f012B) to help decide if an online course is right for you.

**Course Schedule** (subject to modification)

*Include due dates for point-based assignments. If using online discussions consider setting two deadlines, one for the initial post and one for responses/replies.*

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| --- | --- | --- | --- |
| Dates | Topic | Readings Due | Assignments Due |
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# Assessment/Grading

Grade Composition**:** *(List the value of all requirements, assignments and projects, tests and exams, attendance participation relative to the course total. Include a grading scale showing how points earned during the semester will be assigned letter grades.)*

* *Indicate how participation affects semester grades.*
* *Indicate, when applicable, the minimum grade required for degree or certificate programs.*

*Consider including a point value table to help students understand value of each assignment.*

*An EXAMPLE is provided below.*

**EXAMPLE:**

**Summary of Course Assignment Point Values:**

Assignments 125

Research Paper 200

Presentations 75

Attendance, Participation, and Professionalism 100

**500**

Grading Scale**:** This course utilizes the standard CRTC grading scale. The grade value for each letter grade is as follows: *(point values are an example only, adjust for your course requirements)*

|  |  |  |
| --- | --- | --- |
| **Grades/sub-grades** | **Course Points** | **4-point scale** |
| A+ (98% to 100%)  A (93% to 97%)  A- (90% to 92%) | 465-500  450-464  435-449 | 4.00  4.00  3.7 |
| B+ (88% to 89%)  **B (83% to 87%) – minimum for Core courses**  B- (80% to 82%) | 415-434  **400-414**  385-399 | 3.3  **3.00**  2.7 |
| C+ (77% to 79%)  **C (73% to 77%) – minimum for Electives**  C- (70% to 72%) | 365-384  **350-364**  335-349 | 2.3  **2.00**  1.7 |

Penalties for Late Work:

*Indicate if you will accept late work, how much of a penalty will be applied, and if you will accept resubmissions of work. For resubmissions, indicate timeframe and procedure (i.e. do they have to make a written request). You may also want to indicate what your policy is on missed or make-up exams if applicable.*

Attendance Requirement for Face-to-Face Course: *(delete for online courses)*

In-class participation is an important part of the coursework taken as part of the MSCI or AHBR programs and the clinical research training programs within the CRTC. Students are expected to **physically attend at least 75% of class sessions** for each course they take. Watching the videotaped class presentations, if available, is helpful to keep up with missed sessions, but is not a substitute for class attendance. Students whose professional duties or personal circumstances prevent them from meeting this program attendance requirement must receive prior written approval of the coursemaster(s), and agree on an alternate plan to achieve course objectives and earn academic credit.

## Attendance **Requirement** for Online Course: *(****delete for face-to-face courses)***

*Present* in class for online courses is determined by participation in an “academically related activity,” i.e. submission of an assignment, assessment or discussion forum posting. The last day of attendance is the last day a student is academically participating in the online course. Documentation that a student has logged into an online class is not sufficient by itself to demonstrate academic attendance.

**Technology Usage During Class:**

*This article on The Teaching Center site includes research-based recommendations for what you might include in a policy on in-class use of laptops and other mobile devices:* [*https://teachingcenter.wustl.edu/resources/getting-started/developing-course-policies-on-laptops-mobile-devices/*](https://teachingcenter.wustl.edu/resources/getting-started/developing-course-policies-on-laptops-mobile-devices/)*.*

Feedback and Grading Timeline:

*Estimated timeline for returning graded work and/or personalized feedback on assignments. There may be different timelines for different assignment types. For example, “Discussion board grades will be returned, with rubric feedback, within 48 hours of the discussion due date. Other assignments may take longer to grade.”*

## Discussion Rubrics: *(if using a discussion group, consider selecting the rubric below or developing your own)*

**Online Discussion Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Exceeds Expectations** | **Competent** | **Developing** | **Novice** |
| **Promptness and Initiative** | 4 pt. Consistently responds to postings in less than 24 hours; demonstrates good self-initiative | 3 pt. Responds to most postings within a 24-hr period; requires occasional prompting to post | 2 pt. Responds to most postings several days after initial discussion; limited initiative | 1 pt. Does not respond to most postings; rarely participates freely |
| **Delivery of Post** | 4 pt. Consistently uses grammatically correct posts with rare misspellings | 3 pt. Few grammatical or spelling errors are noted in posts | 2 pt. Errors in spelling and grammar evidenced in several posts | 1 pt. Poor spelling and grammar in most posts; posts seem hasty |
| **Relevance of Post** | 4 pt. Consistently posts topics related to discussion topic; cites additional references related to topic | 3 pt. Frequently posts topics that are related to the discussion content; prompts further discussion of topic | 2 pt. Occasionally posts off topic; most posts are short in length and offer no further insight into the topic | 1 pt. Posts topics which do not relate to the discussion content; makes short or irrelevant remarks |
| **Expression Within the Post** | 4 pt. Expresses opinions and ideas in a clear and concise manner with obvious connection to topic | 3 pt. Opinions and ideas are stated clearly with occasional lack of connection to topic | 2 pt. Unclear connection to topic evidenced in minimal expression of opinions or ideas | 1 pt. Does not express opinions or ideas clearly, no connection to topic |
| **Contribution to Learning Community** | 4 pt. Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic | 3 pt. Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely | 2 pt. Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with the group | 1 pt. Does not make effort to participate in learning community as it develops, seems indifferent |

## Online Class Netiquette/Behavior:

* + **Be self-reflective** before you post an emotional response and reread what you have written to be sure it is positive. Think of your comments as printed in the newspaper.Your online comments will be seen, heard and remembered by others in the class.
  + **Use effective communication.**
  + Avoid the use of all caps or multiple punctuation elements (!!!, ??? etc.).
  + Be polite, understate rather than overstate your point, and use positive language.
  + If you are using acronyms, jargon or uncommon terms, be sure to explain them so everyone can understand and participate in the discussion.
  + **Ask for clarification** to a point if you feel emotional from a classmate’s post. It is likely that you misunderstood his/her point. This strategy will also help you step away from the intensity of the moment to allow for more reflection.

* + **Sign your name.** It is easier to build a classroom community when you know to whom you are responding.
  + **Foster community.** Share your great ideas and contribute to ongoing discussions. Consider each comment you make as one that is adding to, or detracting from, a positive learning environment for you and your classmates.
  + **Be constructive.** You can challenge ideas and the course content, but avoid becoming negative online. When you disagree politely you stimulate and encourage great discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.
  + **Keep the conversation** **on topic** by responding to questions, adding thoughtful comments about the topics at hand. Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, please post it in another thread.
  + **Define your terms.** When using acronyms or terms that are particular to your field (or new to our course), please define them for others.

# Technical Support

If you have any technical problems accessing [Blackboard](https://bb.wustl.edu/webapps/login/) please e-mail [crtc@email.wustl.edu](mailto:crtc@email.wustl.edu). Note, this mailbox is not monitored in the evening or on weekends. If you need immediate help after hours please put a service request into <https://wusm.service-now.com>.

# CTSA Core Competencies for Master’s Degree Candidates

The following Clinical and Translational Science Award (CTSA) competencies are met by this course. *(delete all that do not apply)*

|  |  |
| --- | --- |
| **Core Thematic Areas** | **Competencies** |
| **I. CLINICAL AND TRANSLATIONAL RESEARCH QUESTIONS** | * Identify basic and preclinical studies that are potential testable clinical research hypotheses. * Identify research observations that could be the bases of large clinical trials. * Define the data that formulate research hypotheses. * Derive translational questions from clinical research data. * Prepare the background and significance sections of a research proposal. * Critique clinical and translational research questions using data-based literature searches. * Extract information from the scientific literature that yields scientific insight for research innovation. |
| **II. LITERATURE CRITIQUE** | * Conduct a comprehensive and systematic search of the literature using informatics techniques. * Summarize evidence from the literature on a clinical problem. * Describe the mechanism of a clinical problem reviewed in a manuscript. * Use evidence as the basis of the critique and interpretation of results of published studies. * Identify potential sources of bias and variations in published studies. * Interpret published literature in a causal framework. * Identify gaps in knowledge within a research problem. |
| **III. STUDY DESIGN** | * Formulate a well-defined clinical or translational research question to be studied in human or animal models. * Propose study designs for addressing a clinical or translational research question. * Assess the strengths and weaknesses of possible study designs for a given clinical or translational research question. * Design a research study protocol. * Identify a target population for a clinical or translational research project. * Identify measures to be applied to a clinical or translational research project. * Design a research data analysis plan. * Determine resources needed to implement a clinical or translational research plan. * Prepare an application to an IRB. |
| **IV. RESEARCH IMPLEMENTATION** | * Compare the feasibility, efficiency, and ability to derive unbiased inferences from different clinical and translational research study designs. * Assess threats to internal validity in any planned or completed clinical or translational study, including selection bias, misclassification, and confounding. * Incorporate regulatory precepts into the design of any clinical or translational study. * Integrate elements of translational research into given study designs that could provide the bases for future research, such as the collection of biological specimens nested studies and the development of community-based interventions. |
| **V. SOURCES OF ERROR** | * Describe the concepts and implications of reliability and validity of study measurements. * Evaluate the reliability and validity of measures. * Assess threats to study validity (bias) including problems with sampling, recruitment, randomization, and comparability of study groups. * Differentiate between the analytic problems that can be addressed with standard methods and those requiring input from biostatisticians and other scientific experts. * Implement quality assurance systems with control procedures for data intake, management, and monitoring for different study designs. * Assess data sources and data quality to answer specific clinical or translational research questions. * Implement quality assurance and control procedures for different study designs and analysis. |
| **VI. STATISTICAL APPROACHES** | * Describe the role that biostatistics serves in biomedical and public health research. * Describe the basic principles and practical importance of random variation, systematic error, sampling error, measurement error, hypothesis testing, type I and type II errors, and confidence limits. * Scrutinize the assumptions behind different statistical methods and their corresponding limitations. * Generate simple descriptive and inferential statistics that fit the study design chosen and answer research question. * Compute sample size, power, and precision for comparisons of two independent samples with respect to continuous and binary outcomes. * Describe the uses of meta-analytic methods. * Defend the significance of data and safety monitoring plans. * Collaborate with biostatisticians in the design, conduct, and analyses of clinical and translational research. * Evaluate computer output containing the results of statistical procedures and graphics. * Explain the uses, importance, and limitations of early stopping rules in clinical trials. |
| **VII. BIOMEDICAL INFORMATICS** | * Describe trends and best practices in informatics for the organization of biomedical and health information. * Develop protocols utilizing management of information using computer technology. * Describe the effects of technology on medical research, education, and patient care. * Describe the essential functions of the electronic health record (EHR) and the barriers to its use. * Explain the role that health information technology standards have on the interoperability of clinical systems, including health IT messaging. * Access patient information using quality checks via electronic health record systems. * Retrieve medical knowledge through literature searches using advanced electronic techniques. * Discuss the role of bioinformatics in the study design and analyses of high dimensional data in areas, such as genotypic and phenotypic genomics. * Collaborate with bioinformatics specialists in the design, development, and implementation of research projects. |
| **VIII. RESPONSIBLE CONDUCT OF RESEARCH** | **VIII.a. Clinical Research Ethics Competencies**   * Summarize the history of research abuses and the rationale for creating codes, regulations, and systems for protecting participants in clinical research that requires community input. * Critique a clinical or translational research proposal for risks to human subjects. * Explain the special issues that arise in research with vulnerable participants and the need for additional safeguards. * Determine the need for a risk-benefit ratio that is in balance with the outcomes in clinical and translational research. * Describe the elements of voluntary informed consent, including increasing knowledge about research, avoiding undue influence or coercion, and assuring the decision-making capacity of participants. * Assure the need for privacy protection throughout all phases of a study. * Assure the need for fairness in recruiting participants and in distributing the benefits and burdens of clinical research. * Adhere to IRB application procedures. * Explain how the structural arrangement of science and the research industry may influence the behavior of scientists and the production of scientific knowledge.   **VIII.b. Responsible Conduct of Research Competencies**   * Apply the main rules, guidelines, codes, and professional standards for the conduct of clinical and translational research. * Adhere to the procedures to report unprofessional behavior by colleagues who engage in misconduct in research. * Implement procedures for the identification, prevention, and management of financial, intellectual, and employment conflicts of interests. * Apply the rules and professional standards that govern the data collection, sharing, and protection throughout all phases of clinical and translational research. * Apply elements of voluntary informed consent, of fostering understanding of information about clinical research, and for avoiding undue influence or coercion, and taking into consideration the decision-making capacity of participants. * Explain the need for privacy protection and best practices for protecting privacy throughout all phases of a study. * Explain the need for fairness in recruiting participants and in distributing the benefits and burdens of clinical research. * Explain the function of the IRB. |
| **IX. SCIENTIFIC COMMUNICATION** | * Communicate clinical and translational research findings to different groups of individuals, including colleagues, students, the lay public, and the media. * Translate the implications of clinical and translational research findings for clinical practice, advocacy, and governmental groups. * Write summaries of scientific information for use in the development of clinical health care policy. * Translate clinical and translational research findings into national health strategies or guidelines for use by the general public. * Explain the utility and mechanism of commercialization for clinical and translational research findings, the patent process, and technology transfer. |
| **X. CULTURAL DIVERSITY** | * Differentiate between cultural competency and cultural sensitivity principles. * Recognize the demographic, geographic, and ethnographic features within communities and populations when designing a clinical study. * Describe the relevance of cultural and population diversity in clinical research design. * Describe cultural and social variation in standards of research integrity. * Critique studies for evidence of health disparities, such as disproportional health effects on select populations (e.g., gender, age, ethnicity, race). |
| **XI. TRANSLATIONAL TEAMWORK** | * Build an interdisciplinary/ intradisciplinary/ multidisciplinary team that matches the objectives of the research problem. * Manage an interdisciplinary team of scientists. * Advocate for multiple points of view. * Clarify language differences across disciplines. * Demonstrate group decision-making techniques. * Manage conflict. * Manage a clinical and/or translational research study. |
| **XII. LEADERSHIP** | * Work as a leader of a multidisciplinary research team. * Manage a multidisciplinary team across its fiscal, personnel, regulatory compliance and problem solving requirements. * Maintain skills as mentor and mentee. * Validate others as a mentor. * Foster innovation and creativity. |
| **XIII. CROSS DISCIPLINARY TRAINING** | * Apply principles of adult learning and competency-based instruction to educational activities. * Provide clinical and translational science instruction to beginning scientists. * Incorporate adult learning principles and mentoring strategies into interactions with beginning scientists and scholars in order to engage them in clinical and translational research. * Develop strategies for overcoming the unique curricular challenges associated with merging scholars from diverse backgrounds. |
| **XIV. COMMUNITY ENGAGEMENT** | * Examine the characteristics that bind people together as a community, including social ties, common perspectives or interests, and geography. * Appraise the role of community engagement as a strategy for identifying community health issues, translating health research to communities and reducing health disparities. * Summarize the principles and practices of the spectrum of community-engaged research. * Analyze the ethical complexities of conducting community-engaged research. * Specify how cultural and linguistic competence and health literacy have an impact on the conduct of community engaged research. |

# Course Policies

## Participation (Expectations):

It is vitally important that our classroom environment promote the respectful exchange of ideas.  This entails being sensitive to the views and beliefs expressed during discussions whether in class or online.

* Your success in this course will heavily depend on your ability to communicate, engage and participate in all course activities. Successful completion of this course requires that a student keep up with all assignments and prep work for the lab components.

If you are unable to participate in the scheduled class activity or discussions you must notify the coursemaster within the week of that class module or discussion. **An unexcused failure to engage or participate with the class will be counted as an absence; unexcused absences may result in failure.** The coursemaster reserves the right to make judgment to accept and/or make–up assignments missed because of failed participation in the course activities.

**Drop Dates:**

If the occasion should arise that you want or need to drop this class, please see me first. You can drop for any reason during the course of the semester, however you my only receive a partial or no tuition reimbursement depending upon how far into the semester you drop the course. See the [Academic Calendar](https://crtc.wustl.edu/courses/class-list/registration/academic-policies/) for your program for specific dates and reimbursement policies. Note, late withdrawals will also appear on your transcript as a withdrawal.

CRTC Academic Policy Guidelines:

Guidelines regarding CRTC course registration and enrollment, grades, tuition obligation, and academic leave are consolidated in the [CRTC Academic Policy Guidelines](https://crtc.wustl.edu/wp-content/uploads/2016/04/AcademicRegulations_Current.pdf). Please take a moment to review this document.

CRTC Guidelines for Academic and Non-Academic Transgressions:

By registering for this course you have agreed to the terms of the [CRTC Guidelines for Academic and Non-Academic Transgressions](http://crtc.wustl.edu/files/AcademicNon-AcademicTransgressionsGuidelines.pdf). If you have not already reviewed this policy, please be sure to before beginning any CRTC related coursework.

## Academic Integrity/Plagiarism:

* Academic dishonesty is a serious offense that may lead to probation, suspension, or dismissal from the University. One form of academic dishonesty is plagiarism – the use of an author's ideas, statements, or approaches without crediting the source. Academic dishonesty also includes such acts as cheating by copying information from another student. **Plagiarism and cheating are not acceptable.**
* Academic dishonesty will be reported to the Office of the Registrar for possible action. The coursemaster will make an academic judgment about the student’s grade on that work and in that course. The CRTC process regarding academic dishonesty is described in the [CRTC Guidelines for Academic and Non-Academic Transgressions](https://crtc.wustl.edu/wp-content/uploads/2016/04/AcademicRegulations_Current.pdf)

**Writing Assistance:**

For additional help on your writing, consult the expert staff of [The Writing Center](http://writingcenter.wustl.edu/) in Olin Library (first floor). It can be enormously helpful to ask someone outside a course to read your essays and to provide feedback on strength of argument, clarity, organization, etc.

**Mental Health Resources:**

Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: <http://shs.wustl.edu/MentalHealth>.

**Reporting Policies:**

Please also [review the CRTC website for policies](https://crtc.wustl.edu/courses/class-list/registration/academic-policies/reporting-policies/) regarding sexual assault reporting and reporting concerns about bias, prejudice or discrimination.