Welcome!.................................................................................................................................5

Section One: Office of Undergraduate Medical Education (OUME) Resources/Expectations Meetings ......5
A. Attendance at Curriculum Committee meetings........................................................................5
B. Annual UMMS curriculum retreats, and targeted course leader mini-retreats .........................5
C. Course feedback groups with students..................................................................................5
D. Internal course review ........................................................................................................5
E. Periodic Course/Clerkship Review .......................................................................................6
F. FOM1 and FOM2 course leaders meetings with student course representatives .................6
G. Basic and Clinical Science Academic Evaluation Boards (BSAEB/CSAEB).........................6
H. Meetings with Department Chairs .......................................................................................6

Course Management ................................................................................................................6
I. Course Development .............................................................................................................6
J. Best practices for course materials........................................................................................7
K. FOM1 and FOM2 outreach for teaching assistants .................................................................7
L. FOM1 and FOM2 advanced standing process .....................................................................7
M. Technology lending program ...............................................................................................7
N. Course schedule development ..............................................................................................8
O. Curriculum calendar ............................................................................................................8
P. On-line Curriculum calendar ...............................................................................................8
Q. Updating Curriculum Database Information ..........................................................................9
R. Course Website ....................................................................................................................9
S. Adding Faculty and Staff to your Course Website (start-up and ongoing requests) ..............9
T. Exam Administration ............................................................................................................10

Page | 2 Return to Table of Contents
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Course Availability</td>
<td>17</td>
</tr>
<tr>
<td>B. Faculty and Staff Training in the Use of Bb Learn</td>
<td>17</td>
</tr>
<tr>
<td>C. Course Content in Bb Learn</td>
<td>18</td>
</tr>
<tr>
<td>D. Course Teams and Academic Computing Services</td>
<td>18</td>
</tr>
<tr>
<td>E. Access to Bb Learn</td>
<td>18</td>
</tr>
<tr>
<td>Use of Online Assessment Tools and Computer-Based Testing Efforts</td>
<td>18</td>
</tr>
<tr>
<td>Integrated Teaching and Learning Center (iTLC)</td>
<td>19</td>
</tr>
<tr>
<td>Academic Computing: Training Opportunities and Faculty Resources</td>
<td>19</td>
</tr>
<tr>
<td>Trainings</td>
<td>19</td>
</tr>
<tr>
<td>Types of Training</td>
<td>19</td>
</tr>
</tbody>
</table>
Welcome!
The vision of the OUME is to advance education, community and scholarship at UMMS. In doing so, we collaborate with partners including campus and community-based faculty, students, other UMMS offices, programs and departments; local and worldwide clinical and educational affiliates. We assist in coordination and oversee all years of the School of Medicine curriculum including a number of pathway and interprofessional courses and programs. In addition the OUME sponsors specific courses and educational programs such as Doctoring and Clinical Skills, Flexible Clinical Experiences, Transitions and the Capstone Scholarship and Discovery Courses, and supports the work of the Educational Policy Committee. This Orientation and Reference guide is designed to provide basic information to course and clerkship leaders, with links to more detailed resources. The creation of this guide has been a collaborative effort among the Offices of Undergraduate Medical Education (OUME), Institutional Research, Evaluation and Assessment (IREA) and Academic Computing Services (ACS). It is organized into four sections focusing on common information with details specific to individual curriculum years highlighted throughout.

Section One: Office of Undergraduate Medical Education (OUME) Resources/Expectations Meetings

A. Attendance at Curriculum Committee meetings: Meetings provide a venue for course and clerkship leaders to share ideas, problem-solve, receive faculty development, discuss policy, plan calendars, present and provide peer review on course and clerkship reviews, learn of new initiatives, etc. and are thus critical to the co-leadership role. Invitations are extended to all course co-leaders for each meeting, and all are encouraged to attend, though responsibilities may be shared to endure each course is represented. (monthly)

B. Annual UMMS curriculum retreats, and targeted course leader mini-retreats: Retreats serve as a mechanism for deeper review of topics covered in curriculum committees and to work across courses, curriculum years and schools; expectation is that course leaders will make every effort to attend. (2-3 times per year)

C. Course feedback groups with students: These voluntary sessions occur with a small group of students generally over a snack. They provide an opportunity for direct discussion and sharing of ideas with a subset of students in real time and on a deeper level than via course evaluations. Groups are scheduled by Tina Pierce in the OUME at the course leader’s requested times. Most co-leaders formulate 3-4 questions of interest relevant to their course and then facilitate student discussion and encourage constructive feedback by the group. For example: “Students from last year told us X and this year we did Y. What did you think?” (at least 1 per course per year depending on course length)

D. Internal course review: Required, structured annual review created in collaboration with student course representatives and presented to curriculum committee. The review incorporates a curriculum database review and follows a specific format. The final review is posted on the EPC website providing broad access to the institutional community. (every year) internal course review form
E. **Periodic Course/Clerkship Review:** Periodic meetings with Associate Dean of UME and Institutional Research, Evaluation and Assessment (IREA) if requested by course leaders in order to review student feedback, performance and assessment, plan feedback to teaching faculty, feed-forward to other courses and students and course planning for the following year. *(varies depending on outcomes)*

F. **FOM1 and FOM2 course leaders meetings with student course representatives:** Each course is assigned one primary (and perhaps secondary) student representative from the group of student curriculum committee representatives who meets with course leaders to discuss issues of concern to students or faculty, serve as liaison between the class and the course leaders, meets with course leaders after course evaluation to prepare the internal course review and attended curriculum committee meetings as the student voice. *(varies depending on course length, meetings occur during course and after course evaluations are received).*

G. **Basic and Clinical Science Academic Evaluation Boards (BSAEB/CSAEB):** These boards include the leaders of each course or clerkship as well as ex-officio members. The BSAEB serves for FOM1 and FOM2, the CSAEB serves for CCE and AS. It is the boards’ responsibility to periodically review student academic records to recommend students to the Progress Board for academic advancement, remediation or dismissal, to consider any extenuating circumstances which may have contributed to academic performance, and to determine the nature and process of academic make-up and remediation, if possible, for students who have not satisfactorily completed all academic requirements. (see student handbook for details). These boards are managed by the Office of Student Affairs.

*Note:* invitations are extended to all course co-leaders for each meeting and all are encouraged to attend, though responsibilities may be shared to ensure at least one course leader represents the team at each meeting.

H. **Meetings with Department Chairs:** Course and clerkship co-leaders should meet at least annually with the chairs of the departments who sponsor the courses to review course evaluation reports, student feedback, faculty performance, course administration issues and plans for change in subsequent years. Chairs should be aware of course progress and issues throughout a course delivery as necessary. In case of clerkships, Chairs should be appraised of both clerkship specific and coordinated theme sections issues.

**Course Management**

I. **Course Development:** Co-leaders recruit faculty to teach, share key course elements such as objectives, teaching methods, requirements regarding course materials and teaching expectations; course leaders can request specific faculty development sessions from the OUME to support and improve faculty teaching. Course leaders review faculty course materials and provide feedback regarding clarity, format, scope and appropriateness of content; work with OUME to build and maintain materials and databases required for curriculum management and accreditation; share expectations with faculty regarding review of course materials in advance of sessions. Course co-leaders work with faculty to promote best practices in material development such as creation of teaching materials that include materials being available in advance of class, objectives, summary slides, key points, reflective questions to promote understanding and self-assessment; slide labeling with faculty members’ last name, course abbreviation and year as a footer; development of exercises or questions for formative an summative student performance assessment. For FOM1 and FOM2 courses, slides and materials should be posted at least 5 days in advance of class.
• **FOM1 and FOM2 Preparation and Consolidation Time**: In addition to course session hours, course leaders are allotted time “out of class” that can be used to assign students self-directed work that relates to an upcoming class session (preparation) or reinforces concepts after class sessions have occurred (consolidation). This time is allotted in 1 hour segments (maximum 2 hours per day, 10 hours per week across all courses) and often includes a brief formative assessment to allow students to gauge their mastery of the material. Use of all preparation and consolidation time by course leaders is optional. Preparation and consolidation time augment classroom learning and do not replace student homework or study time.

Guidelines can be found: Preparation and Consolidation Guidelines
‘Best practice’ examples can be accessed at: Examples of Preparation and Consolidation Assignments

J. **Best practices for course materials**: Most faculty do not have formal educational training. In order to support their teaching the OUME offers faculty development and shares resources and best practices for large and small group teaching with course leaders and faculty. Please contact us if you are interested in specific topics. Best practices include submitting materials to administrators 5 days in advance to allow timely upload and review by students (if possible materials should not be edited after upload as many students download and annotate materials prior to course sessions), communication of changes in materials to students by email or before class when these changes are necessary, adherence to best practices in large and small group materials development (see below). All course materials must be saved as pdf and uploaded to BLS to allow student annotation and archiving. Best practice for slide creation includes using white backgrounds and leaving space on slides to support annotation.

Effective Lecture Slides - Best Practice Example (Leslie Berg, PhD)
Student Perspectives on Effective Teaching

More information is available on the OUME website at: [http://www.umassmed.edu/oume/faculty-resources/](http://www.umassmed.edu/oume/faculty-resources/)

K. **FOM1 and FOM2 outreach for teaching assistants**: Sample Application Letter to Recruit TA Student
A letter should be sent to the ADSA acknowledging student efforts as TA’s for inclusion in MSPE.

L. **FOM1 and FOM2 advanced standing process**: Advanced Standing Guidelines

M. **Technology lending program**: The OUME has a number of laptops (both PC and Mac platform) and software available to faculty to support your curriculum design. These can be checked out from the OUME by contacting Kathy Moylan at kathy.moylan@umassmed.edu or 508-856-5643. Current software includes:

- Camtasia Studio V7 for MAC
- Adobe Presenter 7
- Adobe Acrobat X Suite
- Adobe Acrobat 9 Pro
- Adobe Acrobat 9 Pro Extended Suite 10
- Articulate Studio 09 (Presenter 09 – Quizmaker, Engage, Video Encoder)
- Echo 360 – recording software
N. **Course schedule development:** FOM curriculum committee chairs manage the process of schedule development annually in conjunction with the OUME (Angela Grubert). In maintenance years this is based on prior schedules recorded in the curriculum calendar. CCE and AS curriculum committee chairs manage the process of schedule development annually. In maintenance years this is based on prior schedules recorded in the curriculum calendar.

O. **Curriculum calendar:** Creating the curriculum schedule annually is the work of the EPC through its curriculum committees and drafts are formally submitted by their chairs. These schedules change annually given actual calendar changes, holidays, leap years, etc. In creating the schedule, the Chairs of FOM1, FOM2, CCE and AS curriculum committees work in appropriate consultation with the offices of student affairs (Lynn Desforges) and OUME (Angela Grubert), and one another across all four years. Annual schedule development follows a list of guidelines related to holidays, exams, and other course considerations to decrease inter and intra-year schedule conflicts and to meet registrar and financial aid requirements. Calendars can also change to accommodate mutual requests by course leaders, or in support of curriculum change as recommended by the EPC or its curriculum committees. The responsibility for determination of calendar dates are available at: [Curriculum Dates and Planning Responsibilities](#). Once completed, dates are shared with the Offices of Undergraduate Medical Education and Student Affairs for finalization. After finalization, they must be sent to the Registrar and Financial Aid Offices for confirmation and posting.

**Special Note:** Semester start/stop dates must be shared with the Registrar and Director of Financial Aid by January 15th of the prior academic year in order to plan semesters and financial aid appropriately. Rooms are requested by December 25th of the prior academic year.

P. **On-line Curriculum calendar:** The curriculum calendar is housed on the intranet at: [Intranet Curriculum Calendar](#); this is the official schedule of all course sessions for FOM1 and FOM2 with notation regarding 'prep/consolidation time'; and 'special events' calendar notes optional sessions and school-wide events.

**FOM1 and FOM2**

- **Getting Your Course Information on the Calendar:** Course leaders send all course calendar information (course schedule including session time, name of session, room location preferences, faculty name(s) and confirmation of use of prep and consolidation time) to Angela Grubert in the OUME annually by the first Wednesday in June for fall semester courses and by early November for spring semester courses; sessions must conform to the hours and times allotted; any changes to the official calendar should be sent to Angela Grubert (by either the course co-leaders or course administrator on your behalf) as soon as possible. Angela will adjust the curriculum calendar and notify the class of significant changes.

- **Lecture Capture and Audio Podcasting Capture:** a video camera icon on the intranet calendar indicates that a session will be recorded using video capture for student viewing through the learning management system (LMS); sessions are recorded and posted as video files by default unless faculty 'opt out' which is most commonly done if patients will be part of the session and do not wish to be recorded. The lecture capture system also records and posts audio podcasts of all sessions by default unless faculty choose to 'opt out’. If faculty would like to have sessions captured in audio AND video using podcast format, they must ‘opt in’ for the VIDE0 podcasting option. Faculty will need to contact the UMMS Help Desk for assistance to change the default
opt in and opt out for their sessions. Video capture is meant as an adjunct to the curriculum. If the system fails, course leaders may request posting of similar sessions from the prior year by contacting AV through the UMMS Help Desk. AV detects the problem (or is informed by others). Information Services contacts the course leader and administrator to either 1) say they have a similarly titled lecture video from last year; or 2) ask if there was a similar lecture the prior year. Course leader or administrator confirms it is ok to post the prior version with the individual faculty member. Course leader or administrator asks IS to post.

- HIPAA – Obtaining consent from patients to be photographed or videotaped for educational purposes. Bringing patients into the classroom, or using their images, histories or data to help educate our students are powerful ways to reinforce clinical relevance and our UMMS competencies in our teaching. Please be aware that in order to protect patient confidentiality, all personally identifiable information regarding patients should be carefully removed from data, images or any patient-specific materials before sharing with students. In addition, patients who agree to be photographed or videotaped, even by our standard lecture capture system, must complete a specific consent form in advance. Verification of this consent is the course leader’s responsibility. This form can be accessed at: Consent to Participation Photography and Publication.

Q. Updating Curriculum Database Information: The OUME maintains a curriculum database (CDB) in support of curriculum development and faculty collaboration. Information for this CDB is provided by course and clerkship leaders at the implementation of each new course, and reviewed and updated periodically. Course leaders are responsible for initial population and periodic review of curriculum database information which is coordinated with the course calendar. This information includes session objectives, key words, themes, and curriculum categories teaching methods and resource needs and curriculum calendar details. Curriculum database updating is best completed by individual faculty as they plan their teaching. OUME provides course leaders with the information required to complete this work and for periodic updating as below. Please contact Angela Grubert at angela.grubert@umassmed.edu or 508-856-5641 for questions regarding the CDB updating process or to request reports from the CDB. Data collected includes: keywords, AAMC/LCME hot topics, organ system/discipline, UMMS competency; teaching method; session- specific objective; assessment method.

R. Course Website: Each course and clerkship has a website on the learning management system (LMS - currently Blackboard Learn (Bb Learn). All course information and materials are loaded onto the LMS by the course administrator. Each website uses a standard UMASS template to provide a consistent framework for students across courses. The template may not be altered.

S. Adding Faculty and Staff to your Course Website (start-up and ongoing requests): Bb Learn is enrollment based (i.e. all students and faculty must be granted permission to view materials). At the initial start-up of each course, the OUME will ask course leaders to provide a list of faculty and staff that should have access to their own Bb Learn course website; in order to promote coordination and collaboration we recommend you grant access to both your own faculty and those from other courses. After this one time course start-up, any additional names you choose to add to your course are handled on an individual basis by completing a Bb Learn form. Contact Angela Grubert in the OUME (angela.grubert@umassmed.edu) to request a Bb Learn form (note: access to Bb Learn typically
occurs within 3 business days). In order to request access for your faculty to other courses you will need to first get the permission of the course directors for each course. Once permission is received, contact Angela Grubert in the OUME to request the Bb Learn form.

T. **Exam Administration**: Courses are responsible for preparing materials for and administering their own exams including securing proctors. Academic Computing can provide support for proper exam structure and settings in BBL. See attached for details regarding working with the Office of IREA for specifics regarding exam administration: [IREA Exam Administration Specifics](#)

**FOM1 and FOM2**
See attached exam protocols adopted by curriculum committees for details regarding process of administering exams: [FOM1 and FOM2 Student Exam Information](#)

U. **Exam/Assessment Structure**: Exams are designed or selected by course leaders and can be built internally or use external sources (such as the NBME customized assessments or question banks created by national societies). Course leaders are responsible for determining the appropriate format (multiple choice, short answer, essay, paper...individual or team-based...in class or take home...open note or closed book, etc) and are encouraged to include a diversity of methods. For internally created exams course leaders generally ask faculty to write questions related to the topic(s) they teach and then review and edit questions as necessary. This is best done as faculty are creating teaching materials to ensure key points are included. OUME can arrange for faculty development in best practices for question-writing. Exams can be administered online (using BLS vista or other methods), or on paper (bubble sheets are obtained from and scored by IREA). Short answer and essay or other written exams are scored by the course leaders and/or faculty or others they recruit to this task. Courses can include standardized patient encounters, simulation or objective structured clinical exams (OSCE) as part of student assessment. Student performance clinically is assessed using the common clerkship assessment form.

By design no more than 80% of a student's grade should be decided by summative (counting towards the final grade) in-class exam; students should be tested using multiple methods and must be provided opportunities for formative assessment (not numerically counting toward the final grade) and feedback throughout the course to allow opportunities for them to identify and address needs and improve learning and performance during the course. Narrative feedback must be provided for courses whose format and assignments suit this method (see S below).

We encourage assessments that demonstrate the skills required of a physician including application of knowledge, teamwork, communication and problem solving.

**FOM1 and FOM2**
Course leaders have agreed that it is important to be clear with students regarding expectations around assessment -- what kinds of assessments are used, what access students will have to assessments and when, if students will have access to sample responses/answers for assessments. To support consistency among courses regarding definitions, communications with students and standard practices, the FOM 1 and FOM 2 curriculum committees jointly adopted a policy that is posted on all Bb Learn web sites: [Policies and Procedures Approved by Curriculum Committees](#)
V. Comparison of assessment-building tools (compatible with Bb Learn): In order to support faculty development of internally-created assessments our IS team have produced a table that outlines the differences between various software products that can be used to create internal assessments, and are compatible with and supported by IS. Support available through academic computing: http://inside.umassmed.edu/it/ServicesGroups/Academic-Services/.

FOM1 and FOM2

W. Pre-Exam Reviews for Students: Offered at the discretion of and in the format of choice by course leaders and their invited faculty to review key topics and answer student questions prior to exams. These sessions can occur in scheduled course time or as optional sessions outside of course time that do not conflict with other courses or protected time. Sessions should be scheduled at the start of the course so students can plan to attend. If they occur outside of scheduled class time, they must be labelled optional. Course leaders should indicate whether these should be recorded (contact Angela Grubert to arrange).

X. Post Exam Reviews for Students: Course leaders are expected to provide feedback on summative in-class exams to support learning. This is not feasible for NBME-customized exams, however in other cases post exam reviews for summative in-class assessments should have the following components - 1) immediately after the exam answers should be projected or posted to allow students to compare their own notes (on scratch paper or by memory) to correct answers to estimate their performance; and 2) approximately 1 week after the exam course leaders should schedule an optional time to review exams in detail with students as a group, answering questions. It is best if these are scheduled at the start of the course so that students can plan in advance to attend, though they would be labelled optional.

Y. Exams in Courses with Block Structure: Some courses are organized into blocks due to the amount or framing of content and skills. Each of these blocks should have a 'block leader' to serve as primary contact for students, faculty and administration and to provide general oversight for the block following the model provided by course leaders (recruit faculty, review materials, create exam questions, etc.) Blocks are not free-standing courses and thus appear as course components in the grading process. Block grades may be the responsibility of the block leader, but should be completed in consultation with the course leaders who are ultimately responsible for ensuring timely submission to IREA. Block leaders may participate in post exam reviews and other administrative sessions at the discretion of the course leaders.

Z. Process for Recording Course, Exam and Clerkship Grades: The foundation course exam grades are uploaded to PeopleSoft by the Office IREA after review by course leaders, staff from IREA, and the Associate Dean for UME. Exam grades are available to students in PeopleSoft gradebook as soon as they are uploaded.

FOM1, FOM2 and Non-clinical AS

The foundation course exam grades are uploaded to PeopleSoft by the Office IREA after review by course leaders, staff from IREA and the Associate Dean for UME. Exam grades are available to students in PeopleSoft gradebook as soon as they are uploaded by IREA.

Final course grades are computed by course leaders and submitted to IREA, who then upload to PeopleSoft. Final grades are available to students in PeopleSoft as soon as they are posted. Some courses choose to also notify students about grades by direct email. The Registrar provides reports
regarding grade turn-around time to the Associate Dean of UME quarterly in order to monitor compliance with timeliness of grade availability for students.

All co-leaders for each course are required to sign off on the final course grade, indicating they approve student grades. [Specifics for sign-off are as follows: After IREA/Research Analyst is notified in writing (email is fine) that the grades are finalized, the Final Grades Authorization memo will be sent by IREA via email to the course administrator and co-leaders for signature by all course co-leaders for that respective course. The signed authorization memo must be returned to IREA (email is fine) with signatures. Once received by IREA, course final grades will be uploaded to PeopleSoft.]

After receipt of this final grades authorization form, IREA will upload the final grade within their standard 3 day turn-around timeframe. At this point, students can see their official final grade. IREA allows 5 days for co-leaders to make any further adjustments before posting the final grade to the Registrar. After posting to the registrar, any additional grade changes must be made directly with the Registrar’s Office.

If students have any problems with or questions regarding access to exam grades via Gradebook on PeopleSoft direct them to contact the UMMS Help Desk - telephone: 6-8643; email: UMWHelpdesk@umassmed.edu.

CCE and Sub-I’s
Clerkships can submit preliminary grades in SharePoint in the event that final grades rely on shared assessments that do not occur within the 6 week timeframe. These should be finalized within 6 weeks of the shared assessment.

Final course grades are computed by course leaders and submitted to IREA, who then upload to PeopleSoft. Final grades are available to students in PeopleSoft as soon as they are posted. Some courses choose to also notify students about grades by direct email. The Registrar provides reports regarding grade turn-around time to the Associate Dean of UME quarterly in order to monitor compliance with timeliness of grade availability for students.

The OUIME tracks course and clerkship grade turn-around time in order to monitor compliance with timeliness of grade availability for students. The Registrar provided reports regarding non-clinical grade turn-around on request. Clerkships submit information through the online SharePoint site at: SharePoint Grade Tracking. (If you receive an error message, this means you have not yet been given access to this site. Contact Tina Pierce, administrator for this SharePoint site and she will provide you with access: tina.pierce@umassmed.edu

Note: Grade tracking instructions can be found at: Instructions for Recording Grades

AA. Reporting Grades to Students: Students can access exam grades (if recorded as such, see above) and course grades using Gradebook on the PeopleSoft management system. In addition, course leaders may choose to email grades or feedback to students (or provide it in another written format). For courses with substantial small group elements, narrative feedback must be a formal part of each grade.

Any students who have difficulty within a course (no credit, credit marginal or other performance issues) must be formally notified in writing (email is sufficient) with a copy to the student’s learning
communities mentor to promote follow up and obtaining appropriate support from course leaders, faculty and the Center for Academic Achievement (CAA). This should happen within 1 week of grade determination, and at other relevant times in the semester, for instance, after individual assessments.

**FOM1 and FOM2**
The timeline from date of exam to grade reports being made available to students is largely dependent on co-leaders’ timely review of results and any subsequent requests to have exam results rescored. After co-leaders have completed their review and all rescoring requests have been completed, 3 days is needed for IREA to upload the results for student viewing.

**BB. Determination and Changes to Grading Process:** Details regarding levels of performance required for attainment of specific course grades (no credit, credit marginal, credit or below expectations, expected, above expectations, outstanding) must be published on the course website and shared with the students at the start of the course; any changes to these benchmarks should be designed to support students (and thus may be loosened but not made more strict) at the course leaders' discretion. These changes require updating the course website and clear communication to students.

**CC. Feedback to Faculty:** Course and clerkship leaders are responsible for providing faculty with feedback regarding their own performance or course materials in order to promote ongoing course improvement. Faculty can assess their own evaluation data in E*Value. Course leaders and administrators also access end of block or course evaluations. In addition many course and clerkship leaders observe faculty teaching, particularly when they are new to the course. Each of these provides an opportunity to offer specific feedback and reinforce expectation with faculty.

Faculty who self-identify, or are identified by course leaders or chairs as needed development can receive assistance from course leaders, the OUME or office of Faculty Affairs. Please contact the ADUME regarding details.

The Senior Associate Dean for Educational Affairs and Associate Dean for Undergraduate Education receive copies of all course and clerkship evaluations after the course leaders and their Department Chairs. They may reach out to course leaders or individual faculty to discuss feedback or support on going course improvement.

Curriculum committees also review relevant evaluation data and policies annually. These vary by committee.

**DD. Course Review Process and Reports:** Annual course reviews occur during curriculum committee meetings throughout the year. Full reviews of a course will occur during the first year the course is offered and whenever substantial changes occur. Otherwise course leaders completed focused review on a yearly basis. Once finalized, these reports are posted the EPC website and linked to each BB Learn course website.

**EE. Remediation:** Remediation is determined by the course and clerkship leaders in conjunction with the appropriate Academic Evaluation Board and is tailored to the student’s learning need. Students receiving a grade of less than Credit (CR) or below expectation (BE) on any element of a course or clerkship may be discussed at a Basic or Clinical Sciences Academic Evaluation Board meeting with regard to the plan for the remediation of that grade. All required clerkships during the clinical years must be passed. Any grade of "Fail" on a required clerkship requires the repetition of the full
clerkship. Any basic science course with a grade of NCR must be repeated unless course leaders and the BSAEB permit an attempt at remediation. This may include the taking of a comprehensive examination or other alternative mechanism. Students are allowed to carry one CR Marginal grade into the clinical years; all other basic science grades of less than ‘Credit’ require remediation. Course directors determine if students may carry ‘Credit Marginal’ (CRM) or ‘No Credit’ (NC) grades on individual course elements (exams, assignments, blocks) and still pass the course. For additional information regarding remediation policies see the medical school student handbook at: Student Handbook.

FF. Mentor Connections: Each medical student is assigned a Learning Community mentor who works with the student longitudinally throughout the student’s academic career in areas related to professional development, academic achievement and life matters. Course and clerkship leaders who have concerns about students in any of these areas should reach out to the student’s mentor to engage the mentor in working with the student. This includes poor performance on assessments (as noted in the section on page 4 (i) previously outlined), but may also include inappropriate classroom, email or small group behavior, incomplete assignments or other concerning actions. Student-mentor lists are updated and posted annually at Faculty, Staff and Student Educator List.

GG. Key Student Affairs Policies and Definitions: The student handbook (Student Handbook) describes academic and professional requirements for students, school policies, electives and other opportunities. Many of these policies are relevant to course leaders as well. These include:

- Students’ academic performance/grading with regard to advancement: Academic Performance and Grading
- Honor Code and Professionalism: Honor code
- Preclinical and Clinical Grading and Progress Board Processes: Progress Board
Section Two: Office of Institutional Research, Evaluation, & Assessment (IERA)

IERA Contact Information
Main Office - Room S4-144: Phone 508-856-6009, Fax 508-856-5310

Exams:
An Dinh, MS, Institutional Research Analyst III: Phone 508-856-5644
Dan Du, MA, Institutional Research Analyst III: Phone 508-856-3402

FOM1 and FOM2:
Susan Barrett, MS, MEd, Institutional Research Analyst II: Phone 508-856-5623

Clinical Years:
Michele Carlin, Institutional Research Analyst II: Phone 508-856-5410

Procedures for Exam Scoring and Reporting

A. Exam Structure: Information on exam structure (dates, number of exams, names of exams, weights, cutoffs) must be given to IREA/Research Analyst in writing (email) at least 2 weeks prior to your course’s first exam to avoid any confusion during the academic year. This provides the individualized structure for each course’s PeopleSoft Gradebook which is difficult to adjust after the course begins.

B. Exam Scoring and Reporting: Preliminary item analysis, histogram, alphabetical and descending exam score reports are emailed in a PDF format to the course representatives within 3 working days after receiving exam sheets and answer key (e.g., an exam delivered on a Monday afternoon will be scored by the following Thursday afternoon). Course co-leaders, curriculum committee chair, IREA member, and the Associate Dean for UME meet shortly thereafter, as needed, for the post-exam review and discussion of individual questions, rescoring decisions and initial planning of course revision for the following year. After all challenges are collected from students and changes determined by course leaders, exam answer key changes may be delivered in writing to Room S4-144 or emailed to the IREA /Research Analyst with any subsequent questions also being directed to the IREA research analyst. “Rescored” reports are ready within 3 working days after the resoring information is received and are sent as a PDF to the designated course representative (leader and/or administrator). It is important to note that rescored exams enter the queue along with all other pending exam scoring. The IREA office can provide a copy of the student exam answer sheet (bubble sheet) after notification and approval from respective course administrator (email is fine) with cc to course co-leaders. At the beginning of each academic year, IREA research analysts schedule a meeting to summarize and update exam procedures with course administrators and course co-leaders. For AY 15/16, a request for a copy of student exam sheet should be sent to Michelle Santana.

C. Additional grade components not scanned but part of exam grade: Some exams include short answer, essay or other elements that add points to the bubble-sheet exam grade. In these cases, course administrators must combine exam scores with any additional points and provide the IREA research analyst with a final exam score that will be uploaded to the PeopleSoft database. Excel training in this area can be provided by IREA research analyst, if desired.

D. Uploading Student Exam Scores to Gradebook in the PeopleSoft Database: Exam scores are uploaded to PeopleSoft Gradebook after written permission from a course leader (email ok) is provided to the IREA research analyst authorizing the upload. Adjustments to exam scores that have been uploaded to Gradebook require written (email) notification to the IREA research analyst. Uploading exam scores to the PeopleSoft database makes the scores immediately available to the students and the Associate Dean for Student Affairs.

Return to Table of Contents
E. **Uploading Final Course Grades to PeopleSoft:** Uploading **final course grades** to the PeopleSoft database requires all **course co-leaders’ signatures** on the Final Grades Authorization memo provided by IREA. The Final Grades Authorization memo is sent via email to the course administrator and co-leaders after the IREA research analyst is notified in writing (email OK) that the final grades are **finalized.** Final course grades are rounded to the nearest integer. Uploading the exam scores to the PeopleSoft database makes the grades **immediately** available to the students and the Associate Dean of Student Affairs.

F. **Course Evaluations:** Course (block/track when applicable) evaluations are prepared by IREA in consultation with course co-leaders. Evaluations include core items that are required by the institution for every course, course specific items designed by course co-leaders – both qualitative and quantitative, and questions related to curriculum redesign and integration across courses developed by IREA and the Associate Dean for Undergraduate Medical Education with oversight by the Senior Associate Dean. Prior to the end date of the course, course co-leaders are provided with a draft evaluation based on previous evaluations to allow for collaborative editing of course-specific items. IREA team members are available for consultation with course co-leaders regarding specific areas for evaluation which generally include course structure and management, resources, faculty performance, and questions related to specific course elements (such as small groups, preceptor activities, etc). Students are required to complete all course evaluations prior to receiving a grade for the course as outlined in the student handbook. All evaluations are housed in E*Value. E*Value evaluation links will be sent directly to students and faculty via automated emails from E*Value post office. This application allows for “real-time” reporting to faculty and academic leaders.

As per the OEA dissemination policy, the course evaluation report is distributed to key academic leadership as outlined below:

- Each report is sent to course co-leaders, **Chair of Co-Leader’s Department(s), Associate Dean for Undergraduate Medical Education, Senior Associate Dean for Educational Affairs, and the Chair of the relevant Curriculum Committee.**

- **Note:** Course block leaders and teaching faculty will receive information from the course evaluation “at the discretion of the course co-leaders and as required for carrying out the responsibilities of your designated role.” This must come from course co-leaders as block leaders and teaching faculty do not routinely receive end of course evaluation reports.

**Special Note from IREA:** IREA requires **advanced time to prepare evaluations, which means course co-leaders need to promptly respond to IREA emails to ensure timely delivery of course evaluations to students**

G. **Training Opportunities via IREA:** IREA is pleased to offer training, as needed, to course co-leaders/block leaders, and/or department Chair “walk-through” of evaluation reports and in areas related to assessment item writing, test construction, post exam, and evaluation review including review of statistical analysis of items/questions and overall test.
Section Three: Academic Computing Services (ACS)

ACS Contact Information
academiccomputingservices@umassmed.edu

Academic Computing Services Model and Suite of Services
The Academic Computing Services (ACS) group, a division within Information Technology (IT), provides a range of services to support faculty and staff in the use of technologies integral to the University's educational and research missions. As a division within the IT Department, the ACS team provides services campus wide across all schools. ACS staff possess deep subject matter expertise in information and instructional design, multimedia development, and the integration of technology tools and solutions for teaching and learning. Serving the educational mission of UMass Medical School, ACS is the front face of IT to the educational community.

The suite of services provided by ACS is listed in the following table: ACS Suite of Services

The Learning Management System, Blackboard Learn (Bb Learn)
ACS builds templates for courses, provides instructional and information design services, trains faculty and course administrators, and administers and supports the online learning management system. To ensure consistency across the curriculum, each required course and clerkship uses the standard UMMS template for online delivery of course materials.

A. Course Availability:
1. Students have access to course content 7 days prior to the course’s start date (set by the curriculum calendar) unless dates are changed by the course co-leaders.
2. A course start date change requires an email request by at least one course co-leader to ACS (academiccomputingservices@umassmed.edu) for modification in the Bb Learn system.
3. Course content for FOM Years 1 and 2 is accessible to students for a period of 1 academic year after they have been actively enrolled in a course.
4. Only those faculties formally associated with a course, or students enrolled in the course in the PeopleSoft Student Information System, gain access to the course materials in Bb Learn.

B. Faculty and Staff Training in the Use of Bb Learn:
1. Course co-leaders and faculty are added to Bb Learn per the process described in Section 1, page 3 (g).
2. Individuals who are associated with a course in a Course Administrator or Faculty Designer role will require training in the use of Bb Learn per the University training requirement. Course Administrators build and maintain course sites. Each course should have at least one trained team member in this role (often the administrator), and some courses require more than one. In many cases, course co-leaders desire or require Course Administrator or Instructor training. The training schedule is available on the School intranet IT Training Schedule. Custom training is available for course teams by request; please contact the UMMS Help Desk and ACS will schedule the session.
3. The Instructor, Faculty Monitor, and Teaching Assistant roles do not require training. Bb Learn Instructors teach courses, oversee student work and interact with student data, while Faculty Monitors have read-access only. Faculty Monitors cannot see student grades, but can see course content that is hidden from students, and can also access the course prior the official start date in PSCS. This group is usually comprised of specified FOM teaching faculty and staff who have been associated with other courses.
C. **Course Content in Bb Learn:**
1. ACS applies a standard institutional Bb Learn template to each new course.
2. The course team (co-leaders, administrators and others as required by each course) receive Bb Learn training to ensure knowledge of course building and maintenance in the learning management system.
3. Course teams build the course content, and may consult with the ACS team at any time.
4. Each SOM course has a minimum of one course administrator to upload course content for course co-leaders and teaching faculty. Backup support is strongly recommended. Course administrators may back each other up per agreement by departments, or multiple members of the same department can be trained to back each other up. GSN courses are often built by faculty members with assistance from department administrative assistants.
5. Content in courses typically include the following:
   a) Lecture notes in PDF form (usually PowerPoint files converted to PDF, and then converted to PDF format and enabled for commenting and typewriter tools)
   b) Audio-narrated PowerPoint presentations (PPT with an Adobe Presenter Plug-in, Camtasia, etc.)
   c) Assessments and Assignments
   d) Video files can be integrated into the course by the ACS team on a by-request basis
   e) Standard policies documents and links to UMMS resources
5. ACS is responsible for course/clerkship rollover for all iterations of a course into subsequent blocks or semesters. Single-semester courses are rolled over annually. Courses that cross semesters are rolled over each semester.

D. **Course Teams and Academic Computing Services:**
1. ACS schedules course team meetings with the course co-leaders and any faculty, staff, and administrator(s) identified by the school leadership as being integral to the course design and Bb Learn development and maintenance.
2. ACS provides training for course faculty and staff on a by-request basis to work within the Bb Learn system and course design and development workflow.
3. It is the responsibility of course teams and the administrator(s) identified by the course co-leaders to build and maintain the content for each course.
4. For assistance with any learning management system issues, course teams should contact the [UMMS Help Desk](mailto:ummshelpdesk@umassmed.edu) and copy [academiccomputingservices@umassmed.edu](mailto:academiccomputingservices@umassmed.edu) to facilitate more immediate communication with the Academic Computing Services team.

E. **Access to Bb Learn:**
1. New and returning UMMS users (students, faculty, and staff) can receive login credentials 24/7. Please refer to the Blackboard Learn login in page for details. [https://umassmed.umassonline.net](https://umassmed.umassonline.net).
2. Login credentials are sent to the email address on file for the user.

**Use of Online Assessment Tools and Computer-Based Testing Efforts**
A campus-wide strategy for computer-based testing (CBT) at UMass Medical School has not been defined; however, teaching faculty have taken the initiative to leverage online assessment tools for the administration of exams. This document outlines general computer-based testing guidelines with specific recommendations for our current university environment, the role of Course Directors/Administrators and ACS staff in computer-based testing: [Computer-Based Testing at UMMS](https://umassmed.umassonline.net)
Integrated Teaching and Learning Center (iTLC)

The Integrated Teaching and Learning Center (iTLC) is a learning environment with high-definition display of images that facilitates small group collaboration, interactive and blended learning. The room is also used for Computer-Based Testing (CBT) and interactive multimedia teaching and learning. The iTLC is sponsored by the Office of Educational Affairs (OEA), yet is jointly supported by Information Technology (IT) and OEA. The iTLC is scheduled through the Resource Scheduler managed by the Department of School Services.

Room Reservations
Curriculum Event Support provided by Academic Computing

Academic Computing: Training Opportunities and Faculty Resources

Trainings: ACS offers standard trainings each month in all service and programs listed in the ACS portfolio. All trainings, classroom and self-paced online, are listed on the Intranet home page in the events column on the UMMS Events Calendar. Classroom events require registration. There is a minimum requirement of 3 participants for classroom training. The table also indicates where a campus training requirement is in place. Training classes that fulfill the university's training requirement are the responsibility of ACS.

Customized trainings are also available via request to the UMMS Help Desk. We recommend this as a method to extend the knowledge and skills of our standard training in an actual course or web environment. We will perform a needs assessment and will tailor the training agenda and objectives to the participant's specific needs. We require requestors to arrange room reservations, advertise to and engage necessary faculty/administrators.

Types of Training:

- Training (face-to-face classroom event);
- Guided practice (via desk side, webinar or phone);
- Post-Training Support