

Checklist for Medical Course Directors

Immediately upon accepting assignment as course director

1. **Don't panic – your colleagues will help you through this!**
2. **Read; i) this entire guide; ii) the most recent MSEC M1/M2 sub-committee course review; and iii) the most recent course director “end of course” report.**
3. **Identify one (or more) experienced medical course director(s) to serve as your mentor(s).** Ideally, this would be the previous director of the course you are taking over. If this is not possible, contact other course directors ASAP. The contact information for current and past M1/M1 course directors who are willing to serve as mentors is listed below:

Medical Course(s)	Directors name (current or former)	E mail address
Medical Microbiology; Immunology	Robert Schoborg (past)	schoborg@etsu.edu
Cell & Tissue Biology; Genetics; Case Based Learning (coordinator)	Paul Monaco (current)	monacop@etsu.edu
Medical Pharmacology	Michelle Duffourc (past)	duffourc@etsu.edu
Medical Microbiology	Russ Hayman (current)	hayman@etsu.edu

4. **Meet with the previous course director (if possible) and/or your chosen mentors (see above) ASAP.** In that meeting (or more likely meetings), begin by discussing each section of this document to clarify your responsibilities and resources. Also, discuss the most recent MSEC M1/M2 sub-committee course review and course director “end of course” report. Finally, ascertain what existing, course-specific documents/resources (last years syllabus, schedule, handouts, etc.) are available to you. Reviewing these documents will allow you to begin accessing the magnitude of the job ahead. This will also inform you of any course-specific MSEC-mandated changes (if any) that will be necessary to make in the following year.
5. **If the course appears to be operating smoothly,** resist changing too much in your first year – particularly if you have not taught in the course before. Getting

the “lay of the land” first will allow you to determine how all of the moving parts mesh together, which may help you avoid making decisions that decrease course effectiveness. **Note:** Reviewing recent MSEC M1/M2 sub-committee course reviews and course director end of course reports (as mentioned above) can be a good way to identify opportunities for course improvement, as well as possible solutions to course challenges.

6. **If the course requires significant changes**, consult the course faculty, your mentors, the Academic Affairs Dean, and MSEC for advice before making these changes. **Note:** Reviewing recent MSEC M1/M2 sub-committee course reviews and course director end of course reports (as mentioned above) can be a good way to identify opportunities for course improvement, as well as possible solutions to course challenges. This will also inform you of any course-specific MSEC-mandated changes (if any) that will be necessary to make in the following year.
7. Familiarize yourself with the following:
 - Family Educational Rights and Privacy Act (FERPA)
 - Student tutoring and counseling services
 - Academic Affairs staff, Student Affairs staff, and Dr. Jean Daniels (see below for contact information)
 - QCOM Medical Library services
 - MSEC, Academic Affairs, and ETSU policies relevant to teaching, grading, student evaluation, due process, harassment, etc.
 - Confidential personal counseling (PARC House) – Phil Steffey

Four to five months before course begins

1. **Make textbook decisions.** Most M1/M2 courses provide handouts and/or PowerPoints that completely encompass all of the “testable” material in the course. Thus, textbooks may be either unneeded or just an adjunct to the course materials provided. If you decide that specific text books would be useful for the students, you will need to work with the publisher to insure on-line access for course faculty to textbooks. Some publishers will provide free, or discounted access to their image data for faculty use in lectures. You also need to consider if there new editions for the textbooks or whether you should switch to different text. To do this, most course directors obtain desk copies of textbooks to send to faculty for review – which needs to happen well before the course start date. The course director also needs to decide whether the textbooks will be listed in the syllabus as “required” (students must purchase them) or “recommended”

(potentially helpful but not absolutely necessary). Given the level of debt that our students accrue, a textbook should be listed as “required” only if it is necessary for completion of the course – particularly if you are providing complete lecture notes/PowerPoints already. Textbooks published by McGraw Hill are available for free electronic access through the AccessMedicine portal at the Biomedical Library. Other publishers (Wolters Kluwer) will give you a major discount code on their books for the students. **Note:** if you list textbooks in the course syllabus as “required”, the US government will pay for those textbooks for our active service military students. If the textbooks are listed as “recommended”, the military will not pay for those textbooks, thus placing an extra financial burden on military students. An alternative approach is listing the book as “recommended” in the course syllabus but providing a letter (see appendix for an example) regarding this issue to the military students who wish to purchase the book – this approach reduces the stress of both military and non-military students.

2. **Decide upon any changes to the course** (assigned teaching activities and who delivers; inclusion / deletion of materials, *etc.*) and work into schedule. To avoid forgetting all of those good ideas you have “for next year” while the course is running, consider creating a draft syllabus for next year as soon as your course starts. You can then enter all of those great ideas onto the draft syllabus using the Word “comments” function as they occur to you – thus capturing those insights for next year.
3. **Update course schedule and coordinate with other course directors to integrate materials** as appropriate. In particular, make sure that shared facilities (like labs) are not double booked by other course directors. Check the official schedule for the appropriate semester/year (available from Academic Affairs) for semester start and stop dates, as well as university holidays. Academic Affairs will schedule a meeting prior to each semester to set exam dates. In these meetings, all course directors meet and develop a finalized exam schedule that takes the needs of each course into consideration. Thus, it is important to attend this meeting with a draft exam schedule “in hand”, as well as pre-thinking possible alternatives (*ie.* which dates for exams and other course activities are flexible and which are not) in case there are conflicts between courses. Once you develop a draft schedules (including all course activities), you should send the draft schedule to course faculty for approval (to make sure they are not scheduled to lecture while away at a meeting, *etc.*). Revise schedule as needed until you have finalized schedule. Once the schedule is finalized, send copies to all course faculty and course support staff.
4. **Update and map course objectives** using LCME and MSEC criteria (see appendix for details).
<https://www.etsu.edu/com/msec/institutionaleducationalobjectives.php>

5. **Update Syllabus.** Check Academic Affairs and MSEC course policies website for any new forms, policies, or required wording for specific sections.
<https://www.etsu.edu/com/msec/resources/policies.php>
6. **Set date of Human Patient Simulator labs** with Heather Love. Make sure that Jake Drumm, Andy Berry, and Dr. Blankenship are also scheduled for the appropriate lab(s). Dr. Blankenship only works at ETSU on Tuesday/Thursday. Thus, you should consider if you can use the lab without Dr. Blankenship present to increase scheduling flexibility. If so, you may need to recruit a physician to assist you in running the simulated “code”. Dr. Olive has offered to help basic sciences course directors find MDs to assist with simulation sessions, if needed. **Note:** HPS lab personnel do NOT work on Fridays, so don’t schedule Friday simulation sessions.
7. **Technology issues:** You first need to decide whether you (the course director) will function as the course technology czar, or will each faculty/staff member be responsible for his/her own materials and technology training. Then you either teach faculty how to use Tegrity, ExamSoft and other new instructional technology, as appropriate or, alternatively, arrange to have course faculty/staff trained by ETSU ATS (Academic Technology Support). You may also need to coordinate with administrative support staff in your department and Academic Affairs. The ATS website can be accessed via the following link:
<https://www.etsu.edu/its/units/ats.php>
8. **Schedule Class Rooms / Exam Rooms:** Rooms in the College of Medicine should be scheduled with Heather Love in Academic Affairs. Rooms in the COM Library can be scheduled by contacting Kelly Loyd (see appendix). Rooms in VA Building 60 can be scheduled at the following site.
<https://www.etsu.edu/ahsc/ipcr/scheduling.php>

When scheduling exams, it is important to make sure that Academic Affairs has reserved the exam room for at least 30 minutes after the exam + any post-exam review session is scheduled to finish - this allows a buffer for students to finish exams without others coming into the room.

9. **Reserve rooms for additional teaching/self-directed learning** if necessary (i.e., the computer labs; the teaching labs for Anatomy, Histology, Microbiology; or multiple small group rooms for Case Based Learning, etc.).
10. **Review all current MSEC and Academic Affairs policies** relevant to course administration, grading, etc. It is important to note that some policies only apply to M1/M2 courses and others only to clinical clerkships or basic sciences courses

– so read them carefully. It is also important to communicate the relevant policies to all course faculty and staff, so that everyone in your course is following the same set of procedures and guidelines.

<https://www.etsu.edu/com/msec/resources/policies.php>

11. **Meet with all course faculty** to review responsibilities and expected major changes for the upcoming course.

Three months before course begins

1. **Contact guest faculty and/or student instructors** (if appropriate). Send out emails to all guest faculty/student instructors giving clinical conferences to confirm their participation on their scheduled days.
2. **Review the NBME Shelf Exam** (if applicable) with faculty. Course faculty are allowed to review the NBME Shelf subject exam once per year. Contact Cathy Peebles to arrange a shelf exam review session with NBME. It is exceedingly useful for all faculty to review the the NBME Shelf subject exam relevant to their course(s). **Note:** Because there are a significant number of “cross disciplinary” Shelf exam questions, it is also useful for faculty to review the Shelf exams for other courses. So please share the date/time you have scheduled “your” Shelf exam review with the other course directors – so that faculty in other courses can opt to attend as well.

Two months before course begins

1. **D2L:** is the site up and available? If so, transfer materials as necessary from previous iterations of your course and begin to update materials as necessary. Are ALL students (particularly decelerated medical students and graduate students) entered into the site? *If appropriate, make sure graduate students are listed in the main D2L site. They will be put into a separate site since their course number is different. If they are not put into the main D2L page, they will not get the information they need.* Note: for the students to access the D2L site, it needs to be made available to them – so make sure you set the availability dates appropriately. Many DBMS course directors choose to set the “close date” for course availability after the students they are instructing that year are scheduled to take the NBME STEP1 exam. This allows the students to continue accessing course materials while they are studying for the STEP exam.

2. **Final details:** syllabus, schedule, etc. Again, check to make sure that the policies in your syllabus are consistent with current Academic Affairs and MSEC policies. Additionally, double check the room assignments, schedule, and make sure that contact information is current for any faculty and staff listed in your syllabus.
3. **Syllabus due to Academic Affairs.**

One month before course starts

1. **Technology - lecture capture system:** In the run up to course start, it is important to confirm that the needed instructional technology is functioning correctly. In particular, check the lecture hall audio-visual system and the lecture capture system. MSEC now mandates that lectures in the M1/M2 years be recorded [MSEC-0219-26](#). **Note:** OIT commonly implements major updates to recording and instructional technology systems over breaks (summer and especially Christmas). If you teach immediately following these breaks, it is important to perform checks of system functionality before your course starts!
2. **Technology - D2L:** The D2L curriculum management system is usually upgraded over Christmas break. Confirm that your site and posted materials “work” and that Daniel McLellan will be available on the 1st day of classes to fix any problems caused by updates.
3. **Technology – ExamSoft:** be sure you have access and can work with your question bank from previous iterations of your course. If appropriate, ensure that others who teach are comfortable with ExamSoft and that they can post questions to your question bank. Begin to develop exams. **Note:** ExamSoft updates can occur at any time. Thus, it is important to keep abreast of any changes in ExamSoft functionality.
4. **Reminder email to faculty** to let them know when the class starts – please attend to be introduced. If appropriate, remind faculty that they have online access to textbooks, copy links for them. Send faculty the schedule again and remind them of the D2L site and other on-line sites that may be useful for the course.
5. **Review the course schedule, and particularly the exam schedule, with the staff member(s) who are assigned to support your course.** In particular, make sure that all staff members know who will be proctoring which exams on

which dates, as well as making sure everyone knows their roles on exam days. This includes details like the following:

- Who will contact Daniel McLellan before each exam
 - Who will remind guest speakers
 - Who is responsible for uploading instructor materials to D2L
 - Who is responsible for entering exam questions and assembling exams in Exam Soft
 - Who will download, format, print, and bring paper copies of the exam
 - Who is responsible for setting up the exam room (including generating the “named” scratch paper, bringing pencils, *etc.*)
 - Who is responsible for entering grades into D2L
6. A common reason for “dropped balls” in a course is a lack of clarity about who is responsible for doing the various tasks. **IT IS THE COURSE DIRECTORS RESPONSIBILITY TO CLEARLY DEFINE AND COMMUNICATE RESPONSIBILITIES WITHIN THEIR COURSE. IT IS THE DEPARTMENT CHAIR’S RESPONSIBILITY TO ASSURE THAT DEPARTMENT FACULTY AND STAFF CARRY OUT THOSE TASKS EFFECTIVELY.**

Course has started

1. **Course introduction:** The course director typically provides a course introduction for the students. This introduction typically covers the course schedule, policies, grading, and introduction of course faculty. The introduction may be delivered in person or on-line via a Tegrity recording. **Note:** it may be helpful to review the changes made in the course in response to past student evaluation comments. This way, students understand that we (the course directors) are reading their comments and responding (when appropriate) to their concerns and suggestions.
2. **Students with ADA accommodation:** students requiring Americans with Disabilities Act (ADA) accommodation (*ie.* longer testing times, solo examination rooms, *etc.*) are required to notify the course director. Just be aware that: i) there may be students in your courses who require ADA accommodation and, ii) if they have the required documentation, you are required by federal law to make arrangements for those accommodations.
3. **Security of student information:** all documents containing identifiable confidential student information (ID #'s, grades linked to names, *etc.*) **MUST** be secured in a locked cabinet or in password protected computer within a locked

office. Keeping unsecured files in a locked office is NOT sufficient. Any paper materials with sensitive student information must have student information obscured with a black marker and be shredded before they are discarded. It is also essential that all course faculty (including the course director) be familiar with and follow the guidelines in the Family Educational Rights and Privacy Act (FERPA; see appendix).

4. **Technology:** work with Kevin Vines/Daniel McLellan to be sure any needed computer software is loaded and that equipment in classrooms is working.
5. **NBME:** Check with Mariela McCandless to order the NBME subject exam, if applicable to your course.
6. **Teaching materials:** update lectures/handouts/exam questions if you have not already done so and ensure that other faculty are doing this as needed. A good rule of thumb is that faculty should have all teaching materials posted on D2L at least 1 week before the session that they teach.
7. **Set dates** to review anything with faculty (such as exams) if appropriate. Set dates for class officer lunches or meetings with AERC representatives, if appropriate.
8. **Reserve rooms** through Heather Love for any pre-exam review sessions (if not already included as part of your course schedule).
9. **Setting up the course grade book in D2L:** In general, QCOM courses use one of two grading systems. Some courses use a percentage-based system. Other courses use a “total points” based system. An advantage of a percentage-based system is that it is easier to adjust if the total number of available points changes during the course (for example, if you “throw out” an exam question). An advantage of the “total points” system is that score “rounding” is unnecessary – which means that there are fewer arguments from students who receive a final grade that is just below passing. Regardless of which system you use, it is VERY important to make sure that the D2L gradebook is calculating student grades correctly (*ie.* as defined in your course syllabus). The D2L gradebook can be adjusted to weight all exams (or other graded activities) equally or differently. The D2L gradebook can also be configured to use a “total points” based grading system. However, you must specify how D2L calculates the grades. **Note:** it is important to have a backup file (such as a spread sheet) for all student grades. Additionally, keep any handgraded materials (labs, quizzes, paper exam copies, reports, etc.) in a locked file cabinet for at least 5 years after the class is over. That way, you have all of the information necessary to recalculate a student’s grade if an error is discovered or a grade challenge is filed by a student.

10. **Exams:** as per MSEC policy ([MSEC 1212-5](#)), all exam questions must be vetted (*ie.* reviewed) by at least one other faculty members before they are included on an exam. It is recommended that the entire course faculty review all exam questions and make needed changes at least 3 days before the exams are finalized and posted to ExamSoft. When you set up the exam, consider enabling the following functions:
- Randomize sequence and choices functions (**note:** the randomize answer choices setting will not override answer choice order when the answers in a question were locked when the exam question was created)
 - Missing answer reminder (students like this)
 - Text highlighting (students like this)
 - Backward navigation
 - Show 5 minute alarm
 - Notes and question feedback - as per MSEC policy ([MSEC 1212-5](#)), only student comments noted during the exam or in an immediately post-exam, faculty proctored review session can be used in decisions to alter credit for specific exam questions – so make sure that this function is enabled and that the student know to use it. **Note:** if the feedback function is used to collect student comments during the exam, we are required to build extra time into each exam period that is sufficient for students to enter such feedback.
 - Calculator function (if necessary)
 - Secure review conditions
 - Remote assessment delete dates
 - Ping and release (added security feature)
 - Make sure that the answers are locked in all questions in which the answers have to be in a specific order
 - Preview the exam to make sure all figures, tables, symbols, font, *etc.*, are easily readable. You will need to use the Exemplify software to do so. ExamSoft is the exam assembly and analysis software; Exemplify is the software the students use to take the actual exam. Previewing the exam in Exemplify will allow you to see exactly what the student sees during the exam. In addition, it is recommended that all course faculty review paper copies of the exam to catch typos and formatting issues that are not easily discernable using the preview function.

Write down and bring to the exam with you:

- Universal resume code
- Exam start code
- Review code (if using post-exam review function)

Other issues:

- Post the completed exam to ExamSoft at least 24 hours before the exam.
 - Check ExamSoft just before the exam to assure that all (or most) students have downloaded the exam.
11. **Exam day prep:** assemble scratch paper, sign out /sign in sheets, proctors, exam rules covered, etc. Send out email / announce in class that students must ensure that SoftTest is downloaded and that they have downloaded the exam. Bring 4 (four) paper copies of the exam in case of a student computer failure. Ensure that Daniel can attend beginning of exam in case of trouble. Make sure you have sufficient proctors – although staff members can proctor exams, one course faculty member should present at all times during the examination period.
12. **Exam start:** exams are carried out in a specific process that has been determined by MSEC. The relevant policy can be found here: [\(MSEC-0515-11\)](#). In the policy link above, MSEC requires that students be informed of specific rules and procedures before each exam. After reading the “MSEC rules”, it is recommended that you also remind the students of the following:
- Students should choose the single best answer of those provided (assuming that the exam is a typical board style multiple choice examination).
 - Students should examine any question attachments (photos, tables, graphs, etc.) before answering the question.
 - As some questions may have more than 5 answers, students should examine all answers before answering the question (assuming that this applies to your exam).
 - As per MSEC policy, students MUST show the ExamSoft upload (green) screen and turn in their scratch paper and pencils before exiting the examination room.
 - No student questions will be answered during the exam period.
 - If any student feels that there is a problem with any question, they should note it using the Exam Soft “notes” function. Only student comments collected during the exam (or alternatively in a faculty-proctored review session immediately after the exam) will be used for altering exam question credit.
13. **Post-exam reviews:** Exam reviews should be done using the appropriate Exam Soft post exam review function (either immediate or delayed). The Exam Soft review functions are MOST useful if faculty members provide detailed rationales for each question (which is an option in Exam Soft). Providing such rationales also reduces post-exam student “complaints” about exam questions. As per MSEC policy, student feedback on exam questions can be used for altering exam credit only if it is collected during the exam OR in an immediate post exam

review session proctored by course faculty. Which process is used is at the discretion of the course director ([MSEC 1212-5](#)). **Note:** if employing post-exam review, do not forget to either include time in the testing period to do so or, if scheduled into a different room after the exam, book that room with Heather Love in Academic Affairs.

14. **After each examination:**

- **Modification of exam question credit:** MSEC policy requires that decisions regarding modification of exam question credit be based only upon: i) exam question response statistics; and ii) student feedback gathered either during or immediately after exam administration ([MSEC 1212-5](#)).
- **Exam statistics provided by ExamSoft** (and suggested interpretations):
 - % selected for each answer and % correct. Avoid the impulse to use % correct as the sole determinant of whether or not to adjust scoring for a question. A question with a low % correct may be statistically valid, well written, and a reasonable evaluation of the material taught if other statistical measures are acceptable.
 - Point biserial (rpb). The point biserial will range from -1.0 to +1.0. The closer the point biserial is to +1.0 = a question is “more reliable”, because it discriminates well between students who mastered the test material (*ie.* did well on the exam overall) and those who did not (*ie.* did not do well on the exam overall). The point biserial for the correct answer should be a positive number – and closer to 0.5 is better. The point biserials for all of the incorrect answers should ≤ 0 . It is important to note that the discrimination index (see below) and point biserials become a less reliable indicator of question quality (or lack thereof) when the % correct for a question is over 80%.
 - Upper 27% and lower 27%: proportion of the students who scored in the upper 27% (or lower 27%) of the class on this exam who picked a specific answer. The proportion of students in the upper 27% who chose the correct answer should be higher than the proportion of those in the lower 27% who chose that same answer, unless 100% of the class got the answer correct. Likewise, the proportion of students in the lower 27% who chose an incorrect answer should be higher than the proportion of those in the upper 27% who chose that same answer – though this may not be the case when only 1 or 2 students chose that answer.
 - Discrimination index: = [proportion of class in upper 27%] - [proportion of class in lower 27%]. A low discrimination index will typically occur when most or all of the class gets a question correct. If a question has a low % correct AND a low discrimination index, this may indicate a problem with the question.
 - It is suggested that course instructors use a combination of: i)

statistics; and ii) student feedback collected as per MSEC policy to determine whether credit for any exam questions will be modified.

- When credit for exam questions is modified, the following approach is recommended:
 - If there is more than one equally correct answer = give credit for all answers that you deem to be equally correct
 - If there is no correct answer (ie. all answers are equally wrong) = give credit for all answers (if the course grades are based upon total points) OR throw out the question entirely
 - Avoid giving “extra” credit to individuals who got a poor question “correct” (ie. picked the answer that you initially listed as correct before you reviewed the exam statistics and student feedback or picked a miskeyed answer) – this leads to grade inflation and pits different course directors against each other
 - Enter any necessary changes in question grading into Exam Soft and “regrade” the exam. These final exam grades can then be entered into D2L.
 - Do not enter grades into D2L until all grading modification decisions have been made. Changing exam grades multiple times reduces student respect for the course faculty and course director.
 - Do not forget to hand grade any paper exam copies that were used during the exam. In addition, when you do so, make sure that you include any question grading modifications made in Exam Soft. **Note:** When hand grading, always have a second person double check the grade you assigned because it can be easy to lose count of wrong answers. Did the student miss 14 or 15 questions? It is important to be accurate.
 - If possible, final exam grades should be entered into D2L no more than 1 week after an exam is concluded.
15. **Class roster and grading:** check the roster (*mistakes happen*). Make sure to fill out attendance on Banner for graduate students enrolled in course if appropriate. Academic Affairs does this for the medical students. Be sure that the ongoing course grades are up to date and that you have a secure backup. **Note:** Students may change their name from the one listed on the student composite (marriage, divorce, etc.), so clarify this with Academic Affairs if you find any discrepancies.
16. **Formative feedback and letters to students who have failed an exam:** as per MSEC policy ([MSEC-1016-16](#)), course directors are required to send letters informing students who have failed an exam informing them of their at-risk status and identifying for them their areas of deficiency. These students are also required to have a physical meeting with the course director.

17. **Formative feedback and letters to students who score less than 75% on a course exam:** the Student Performance Assessment Review Committee (SPARC) requires that course directors send letters to students who have an exam grade less than 75%, informing them of their at-risk status and identifying for them their areas of deficiency. These students are not required to meet with the course director unless they have failed an exam (see #16 above), but they should be encouraged to do so. Copies of these letters should also be forwarded to SPARC.
18. **Student advising:** be available to meet with students for extra help, counseling, etc. This is especially important for “borderline students” (Pass/Fail) as the course is ending or for students who do not perform well earlier in the course (*ie.*, for someone who has failed an exam).
19. **Reserve rooms** through Heather Love for any additional review sessions, if applicable.
20. **Course repeat options:** determine which (if any) LCME-approved summer remedial courses are acceptable for remediation if any students should fail and inform Sherry Bailey of such options. This is particularly important for 2nd year courses, because the recent QCOM scheduling changes mean that most summer remedial courses offered at other institution begin after the start of the M3 year. Thus, attending these courses means that those students will be delayed in their progression by an entire year. If none exist, students must repeat the QCOM course in the following year.
21. **Administration of course NBME Shelf exam:** the course director is required by Academic Affairs to serve as a shelf exam proctor. Academic Affairs will provide all other NBME proctors. The course director for the course must be present for few minutes before the exam begins and remain after it has begun. Should the need for a critical decision arise, such as starting an exam in spite the tardiness of a student, this decision must be made by a course faculty member (preferably the course director). After the exam has started with no issues, the course director may be replaced by another course faculty member from his or her department. There are no limits on how often a proctor can be substituted, as long as one member of the department is present at all times. Should a major interruption occur during an exam, the faculty member can make decisions on how to proceed. **Note:** Make sure Mariela McCandless explains to the students and course faculty how the computerized shelf exams work and make sure all computer security measures are implemented through Academic Affairs. The NBME exam security webpage link can accessed below:
<https://www.nbme.org/Schools/Subject-Exams/security.html>

22. **Student narrative assessments:** when possible, we are required by the LCME and MSEC to perform narrative student evaluations. These should be returned to the students during or after the course, as appropriate. The relevant MSEC policy is [\(MSEC-1016-15\)](#).
23. **Students requesting special treatment/dispensation:** You will be approached prior to, and during, the course by students requesting “special dispensation”, (eg., permission to miss a required class activity, take an exam at a late date, etc.). MSEC has a series of policies covering under what circumstances a student may (and may not) miss a required course activity or delay an exam. If a student provides a rationale NOT covered by MSEC policy, it is up to the course director to make a good faith decision whether or not to accept or deny the student’s request. It is important that course directors follow MSEC policy in these matters to both promote a fair learning environment and avoid appearance of “arbitrary or capricious” actions. The relevant MSEC policies are as follows: [\(MSEC-0515-11\)](#) and [\(MSEC-0417-21\)](#).
24. **Unprofessional student behavior:** It is possible that you will encounter a student behaving unprofessionally. Should this occur, you may submit a professionalism report [\(SPROMO-0918-002\)](#) to Dr. Tom Kwasigrouch in Student Affairs to document the behavior. Severe breaches in professional behavior may necessitate reporting to higher authorities. Violation of the Quillen Honor Code (eg., suspected cheating) is reported to the Honor Council. Dr. Tom Ecay is the faculty advisor for the Honor Council. The current QCOM honor code can be found in the appendix.

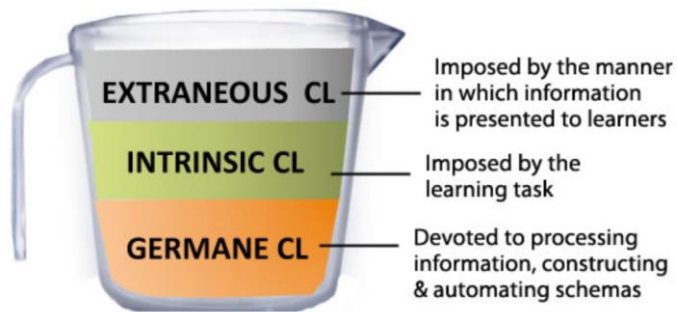
Course is ending/has ended

1. **Course evaluation questions:** Academic Affairs will contact you 2-3 weeks before your course ends and ask you to:
- List all faculty and staff in your course that you want evaluated by the students. It is essential for new/untured faculty to get this feedback - to both assist their development as instructors and for inclusion in their yearly faculty evaluation reports and tenure/promotion applications. Therefore, it is critically important to make sure that ALL course faculty are on the list – even if they only teach one or two hours in the course!
 - Pick the questions that you want included on the end-of-course evaluation. Some questions are mandatory (ie. you don’t have a choice) and some are optional.

2. **NBME Shelf exam grading:** set up an Excel worksheet to convert the “end of course” NBME Shelf exam score to course grades according to current MSEC policy ([MSEC-1212-12](#)). You can contact Academic Affairs for assistance with the grade conversion calculations. Determine final grades and review as necessary.
3. **Calculating final course grades in D2L:** The grade book function in D2L will auto-calculate final numerical course grades. As mentioned above, it is important to make sure that D2L is correctly calculating your course grades. Additionally, it is important to double-check that all component grades are both calculated and entered correctly. This is particularly important in cases where a student’s final grade falls immediately below the level required for a passing score.
4. **Grade reporting:** enter final letter and numeric grades into Banner. Numeric grade goes into the “hours attended” box. Be sure that the numeric grade is consistent with your course policy. **Note:** as per MSEC policy ([MSEC 0417-17](#)), grade reports are due within six (6) weeks of the end of an M1 or M2 course. Importantly, it reduces student stress significantly to have final grades posted in a timely manner. Additionally, it is important for the Student Promotions Committee to know who failed the course as soon as possible. Thus, except in exceptional circumstances, student final grades should be made available to the students through D2L within a week after the “end of course” Shelf exam grades have been received.
5. **Student narrative assessments:** when possible, we are required by the LCME and MSEC to perform narrative student evaluations. These should be returned to the students during or after the course, as appropriate. The relevant MSEC policy is ([MSEC-1016-15](#)).
6. **Promotion committee reporting:** inform the appropriate individuals (Dr. Olive, Cathy Peeples, Sherry Bailey, Tom Kwasigrough) of any students who fail the course as soon as possible. Prepare and submit “Promotion Committee Recommendations” to Sherry Bailey and, if necessary, submit “Professionalism Reports” to Dr. Kwasigrough (the latter can be submitted at any time during the course).
7. **Course summary:** prepare for the departmental chair and course faculty.
8. **Course director self- study:** annual review or three-year comprehensive review of each course is required by MSEC to meet LCME guidelines. You will be contacted immediately after your course concludes. Typically, this form is submitted to Lorena McKinley within 30 days after receiving the student evaluations.

9. **Course evaluations:** carefully examine course evaluations by students and use this information to help determine which changes, if any, need to be implemented in course. Carefully review shelf exam performance to identify any areas of weakness in the course. Start over with checklist. ☺
10. **Optional commendation letters for student Medical Student Performance Evaluations (MSPEs):** the MSPE is an evaluation of each medical student's strengths and weaknesses that is drafted by the office of Academic Affairs and submitted by the Academic Affairs Dean as a part of each student's residency applications. The MSPE is a very important determinant of what residencies accept our graduating students. Because residency admissions is an extremely competitive process, it is important that the MSPE illustrates accomplishments or characteristics of QCOM students that distinguish them from their peers at other institutions. Therefore, some course directors submit letters of commendation to Academic Affairs to describe how specific students have distinguished themselves in their courses. Though course directors are not required to do this, such distinctions can ultimately be very helpful to our students. Commendations can document academic achievements (such as highest course grade, "above and beyond" efforts to acquire new skills, etc), notable participation in QCOM activities, and/or personal characteristics (volunteer at downtown clinic, volunteer peer tutoring, etc.). A sample commendation letter is included in the appendix.
11. **Transitioning from instructor to course director.** An instructor is responsible for their own section. But the course director is responsible for assuring that the course operates as a cohesive whole. So after the first year, you should sit down and think about the big picture. Some questions you might consider include:
- Are the sessions in the correct order? Would it be better if specific sessions are held earlier/later in the course? This refers not only to sequencing of material within YOUR course, but also how well your materials fit into the *entire curriculum*. For example, it is better to discuss anti-depressant drugs in Pharmacology after the students have covered depression in Psychiatry.
 - Do the students need more information before having a specific session so they can better understand it?
 - Are there any places in the course where a big picture outline is given, such as functions of the different lobes of the brain?
 - Is there appropriate amounts of redundancy in the course?
 - Are the numbers and types of assessments really measuring student learning?
 - What activities do you employ to help the students learn how to APPLY the information you're presenting? Standardized patients? Simulation labs? What methods are you using to help the students transition from memorizing factoids to practitioners?

- Assess the caliber of the learning materials. Is the textbook up to date? Are handouts clearly written? Are the PowerPoint slides clear and easy to read from the back of the room?
- Critique your instructors. Is each individual course instructor actually the best person to *TEACH* a particular topic? **Important note:** the most expert individual in a specific discipline or topic is not necessarily the best person to teaching that topic. If the instructor's sessions are not effective, can they be coached to improve? Remember, the students may be sitting in the auditorium for 6 hours – so ask yourself, could you, if seeing the material for the first time, LEARN from that instructor for 6 hours straight? Does the instructor set high standards for academic rigor while also making the material as easy to master as possible (*ie.*, do they **reduce the extraneous cognitive load to the maximum degree possible**)?



<http://thelearningcoach.com/wp-content/uploads/2011/03/cog-load4.jpg>

Rolling deadlines

1. Enter lecture material (handouts / Powerpoints / etc.) into D2L ~ 1 week prior to each lecture.
2. Set up small group tutoring sessions the week before each exam, if appropriate.
3. Double check with Academic Affairs that they have:
 - ordered the shelf exam
 - scheduled the HPS lab, Bldg. 178 wet labs, small group discussion rooms, etc. - including booking faculty time (if appropriate)
4. One to three weeks prior to each exam send out email to faculty with exam question deadline. The deadline is normally ~ 7 days prior to the exam. The faculty exam review is normally 4-5 days before the exam. Make corrections, do final review.

5. Exam posted two days before the exam.
6. MSEC requires that course directors send letters to students who have failed exams after exam grades are posted, as detailed in MSEC policy ([MSEC-1016-16](#)). These students are required to meet with the course directors.
7. Update Cathy Peeples (Promotions Committee) on students in academic difficulty. Attend/inform Promotions Committee meetings as requested.
8. Meet with M1/M2 curriculum committee members who will review course.
9. Send keywords, session topics, and session objectives to Academic Affairs as needed.
10. Remind clinicians or senior students participating in course of their presentation dates. At least 3 emails will be required – 6 months, 1 month, and 1 week in advance. Historically, at least one will cancel or forget, so have a back-up plan.
11. Attend required course director monthly meetings (6/year), semi-annual course director meetings (2/year), course development lunches (6/year), and faculty development seminars (>12/year). It is also expected that course directors and teaching faculty will avail themselves of other professional development opportunities as they arise (AAMC meetings, annual nationwide medical course director meetings, annual ETSU instructional conferences, etc.).

Appendix

Who's Whom in Academic Affairs, Student Affairs, the Medical Simulation Lab and the QCOM Medical Library	Pages 20-23
Course Objectives and Mapping	Page 24
Cell & Tissue Biology (Histology)-specific Course Director Checklist	Pages 25-26
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Sample Student Commendation Letter	Page 34
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Summary of FERPA for QCOM Faculty	Page 36

Who's Whom in Academic Affairs, Student Affairs, the Medical Simulation Lab and the QCOM Medical Library

Name (office)	Responsibilities relative to Medical Courses and Students	E mail address	Phone
Dakota Philips - Office of Academic Affairs	Chief support for Promotions Committee = you send her all information for students in academic difficulty Clinical Medical Education director. Coordinates third- and fourth-year medical curriculum and schedules.	PHILLIPSDL@mail.etsu.edu	9-6311
Mariela McCandless - Office of Academic Affairs	Pre-Clerkship Medical Education director = coordinates curriculum for all first and second year courses; coordinating the involvement of faculty and course directors in curriculum planning and annual course review; orders NBME Shelf exams and serves as Chief Proctor for administration of National Board of Medical Examiner Examinations; serving <i>ex officio</i> as a member of the College of Medicine curriculum committee and subcommittees	mccandless@etsu.edu	9-6755
Heather Love - Office of Academic Affairs	QCOM room reservations – including HPS and wetlabs; provides support for The Practice of Medicine, Introduction to Physical Exam Skills and Clinical Transitions courses; serves as proctor for exams; coordinates meetings, arranges appointments; serves as contact for faculty/staff/students in tracking technology service requests	LOVEH@mail.etsu.edu	9-6761

Aneida Skeens – Office of Academic Affairs	Medical education director = MSEC support, end of course student evaluations, solicits Course Director self-studies and coordinates the medical course annual and comprehensive review for the M1/M2 course review sub-committee	skeensal@mail.etsu.edu	9-6233
Sandra Greene - Office of Academic Affairs	All support for Integrated Grand Rounds (IGR); assists with scheduling faculty training workshops; conducts web-based and library research in support of Assistant Dean for Academic Affairs; compiles student data for analysis and survey purposes	GREENESL@mail.etsu.edu	9-8002
Daniel McLellan - Office of Academic Affairs	Computer support; ExamSoft support; loading software onto QCOM computers; AV support in classrooms; manages the student computer labs; administers file server; evaluates/recommends hardware/software purchases for faculty, student computer labs, and project proposals	MCLELLAN@mail.etsu.edu	9-8001
Kevin Vines - Office of Academic Affairs	Computer and AV support in classrooms; provides guidance in the selection of and is responsible for purchasing, installation and maintenance of multi-media technology within classrooms and conference rooms; provides ongoing training for faculty and staff in the use of multi-media technology	VINES@mail.etsu.edu	9-2414
Phil Steffey - PARC House	Confidential personal counseling for students	steffeyp@etsu.edu	232-0275; 24 hr pager: 854-0342

Dr. Ken Olive - Executive Associate Dean For Academic And Faculty Affairs	The Student Performance Assessment Review Committee (SPARC) is charged with reviewing the progress of students throughout their medical school career to identify students with minor as well as major academic performance	olivek@etsu.edu	9-8005
Sherry Bailey – Office of Student Affairs	Student records coordinator – she receives paperwork if a student fails a course and information regarding acceptable summer make-up courses	baileys@etsu.edu	9-2104
Dr. Tom Kwasigroch, Assoc. Dean of Student Affairs – Office of Student Affairs	Student advocate/support; arranges Tutoring; responds to student professionalism issues. Professionalism reports are also submitted to Dr. Kwasigroch.	kwasigro@etsu.edu	9-2019
Ms. Rachel Walden – QCOM Library	Associate Dean/Medical Library Director	waldenrr@etsu.edu	9-6355
Matthew Carroll	Instructional Design and Technology Manager - provides academic technology support	carrollmo@etsu.edu	9-2407
Dr. Jean Daniels – QCOM Library	Assistant Professor for Academic Support – provides academic counseling, study plans, etc. for students who require assistance	danielsj@etsu.edu	9-2408
Kelly Loyd – QCOM Library	QCOM library room reservations	loydk@etsu.edu	9-7032
Dr. Caroline Abercrombie – Center for Experiential Learning	Senior Director of Experiential Learning	abercrombiec@etsu.edu	9-2106
Dr. Brock Blankenship – Patient Simulator Lab	Director, Section of Medical Education/Center for Experiential Learning	HPSLAB@etsu.edu	9-8008

Andrew Berry– Patient Simulator Lab	Technician, Patient Simulator Lab	HPSLAB@etsu.edu	9-8008
Perry Butler	Standardized Patient Program Coordinator	butlerp@etsu.edu	9-8021
Russ Hayman – Department of Biomedical Sciences	Faculty volunteer who can assist new faculty/course directors with Exam Soft use and support.	hayman@etsu.edu	9-6313

Course Objectives and Mapping

As per LCME accreditation standards, all courses must have objectives that are both related to the institutional objectives and clearly articulated. This is so that we as an institution (and the LCME) can determine: i) whether all students, faculty, and administrators know what our institutional and course objectives actually are; ii) whether our educational program is designed to address all of these objectives; iii) where in the curriculum these objectives are addressed; and iv) whether or not QCOM students are successfully meeting these objectives. **Therefore, the director of each course has a responsibility to review and update his/her course objectives every year and map them to the Institutional Educational Objectives (IEOs).** In addition, the instructional, assessment and resource methods need to be identified. The format is shown below:

Course Objective	Institutional Educational Objectives (IEOs)	Instruction Methods	Assessment Methods	Resources
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An example from the Immunology course syllabus is shown below:

Course Objectives: Upon completion of this course, students will be able to...	Institutional Educational Objective(s)	Educational Method(s)	Assessment Method(s)	Resource (s)
1. Describe the general steps in host: pathogen interaction, the mechanisms by which the innate and adaptive immune responses prevent each step, and the strategies that pathogens use to evade host immune responses.	2.2	IM013: Lecture IM010: Independent Learning	AM004: Exam – Institutionally Developed, Written/Computer-based	RE002: Audience Response System RE003 :Audio RE005: Clinical Case RE006: Distance Learning – Asynchronous RE018: Written or Visual Media (or Digital Equivalent) RE019: Scenario
2. Outline non-cellular and cellular innate immune defenses, how they detect and eliminate pathogens, and recruit/initiate adaptive immunity.	2.2	IM013: Lecture IM010: Independent Learning	AM004: Exam – Institutionally Developed, Written/Computer-based	RE002: Audience Response System RE003 :Audio RE005: Clinical Case RE018: Written or Visual Media (or Digital Equivalent) RE019: Scenario

If you need help with writing course and session objectives, please contact Mariela McCandless or Lorena Burton in Academic Affairs. **This information MUST be included within your course syllabus document. Please do not put this information in a separate document**, as this makes it more difficult for both Academic Affairs and the students to find and access it.

Cell & Tissue Biology (Histology)-specific Course Director Checklist

In addition to the general check list for all course directors (see above), the following is useful information for a new CTB course director. Tasks are listed in the months when Dr. Monaco attends to them.

May: when the course has ended

- Take up microscopes, returning them to storage closet. Note any obvious mechanical/optical issues needing repair.
- Take up lab station keys and contact any student who did not return their key.
- Take up loan collection slide boxes, returning them to the slide storage room (A212). Before returning slides boxes to storage room it is useful resort slides into appropriate boxes, as it is inevitable that students will mix the slides up. Its best to lay slides out in the teaching lab to do this. When sorting slides, replace broken ones if possible. Note for each slide box if there are missing slides so students can borrow a colleague's slide for the next iteration of the course. I have never had assistance with this task, it is tedious, so I generally take about a week to complete it, working for a few hours each day. Thus, be sure the teaching laboratory will not be used during this time.

June – September: before the course begins in January

- Contact Neil Bingham (Appalachian Microscope Services) in June to be sure ETSU is on his December schedule. Give him a heads up of any major issues and touch base with him again in November.
- Update/edit Laboratory Manual as necessary.
- By late September print one complete high quality copy of the manual and 80 copies of each individual page that requires color so they can be bound into the manual. (I use the HP Color Laser Jet Enterprise M553 printer in my office for this).

October: when Gross Anatomy ends

- Give original copy of Laboratory Manual to Tonya for copying; review which color pages need to be included.

November – December: when Microbiology lab sessions have concluded

- Get material list for blood staining laboratory to Cindy Canter, so that supplies can be purchased and arrive before ETSU closes for the Christmas recess.

Note: be sure to set up the staining stations in the teaching laboratory for this exercise (usually the last week of January – see class schedule).

- Get all student microscopes ready for maintenance; when maintenance is concluded, set up the teaching laboratory. This involves distribution of loan collection slide boxes, lab station keys and microscopes at every lab station. Alternate an A and a B slide box at adjacent lab stations and alternate an Olympus and a Zeiss microscope at each lab station.
- Be sure multi-headed teaching microscopes are working and optically aligned. Set up video cameras and monitors for both of these microscopes.
- Be sure both iMac work stations are set up and work. Update any software as needed (they are old enough that this is probably not necessary but check to be sure).
- After Christmas and before the January start day be sure that D2L works as you expect and if you can, come in to be sure the computer equipment in the lecture hall is working. CTB begins at 8:00 a.m. on the first day in January when classes begin (about Jan 2); it is not unusual for the computer to not be working. As indicated in the general checklist, D2L updates usually occur in late December and ETSU updates often occur *after* Christmas and Information Technology assumes they have until late January to work out any issues.

During the Course

- In addition to exam related tasks in the general check list, you will need time to prepare the mid-term and final practical exams. These exams involve microscopes and glass slides. We have, for the past several years, used the same slides to make it easier to prepare the exams. Nevertheless, allow at least one day to sort and prepare the glass slides for these exams. You will need much more time if you assemble a glass slide practical exam from scratch. You will also need to set up the laboratory for the practical exam before-hand. We generally leave the lab open 24/7 but indicate that it is off limits between 5:30 to 8:00 a.m. on the day of a practical exam. We can usually set the lab up in an hour to an hour and a half.

Microscopes and Microscope Maintenance

Students are assessed a one-time \$250 microscope rental fee upon matriculation for the use of microscopes in the Cell and Tissue Biology (CTB) and Medical Microbiology and Immunology (MMI) courses. The DBMS presently receives ~\$12,000 annually that goes into a microscope maintenance account that Cindy Canter oversees. These monies are used to service student microscopes and the multiheaded teaching microscopes every year in December. This account also pays the annual slide hosting fee to Aperio-Leica Microsystems, Inc. for the QCOM Virtual Histology Atlas, which was \$4900 for the 2020 academic year. This account is spent down every year and monies left cannot be carried over to a new year. The usual annual maintenance cost per student microscope is \$50.00/scope. Additionally, all of the older Olympus student microscopes have been upgraded to LED illumination. The annual maintenance costs for the two multi-headed teaching microscopes are \$100-300/year. Importantly, the microscope maintenance account is not used to purchase new student microscopes. The Olympus microscopes were purchased when the school was established and 40 Zeiss Primo-Star microscopes (the ones used for Microbiology) were purchased in 2011.

Department of Biomedical Sciences Medical Student Examination Policy

To bring more consistency to our medical student examination events, **the DBMS course directors have agreed to conduct their course exams according to the same set of guidelines.** The rationale for the various aspects of this proposal are as follows:

- MSEC policy does not cover all aspects of exam day activities and, where it does, some course directors have, historically, not followed some parts of the MSEC policy. This increases the frequency of student complaints to course directors who choose to follow MSEC policy.
 - To prevent uncomfortable and stressful situations for the staff and students, faculty should refrain from being absent or arriving late to the testing area. Additionally, adopting the same test day procedures and policies makes it easier for DBMS staff to keep track of what they need to do within each course for exams.
 - In general, students experience less stress if the procedures for administering exams do not vary significantly between courses.
 - Some of these procedures are intended to increase exam/testing security.
 - It is our responsibility as DBMS course directors to support each other, as well as QCOM faculty, staff, and students. Thus, we should follow the rules (even if we don't personally agree with them) and strive to not put others into uncomfortable situations or cause them unnecessary inconvenience.
1. As per MSEC policy, DBMS course directors should review exam day policies with the students briefly before each exam. This includes reading (and following) the policies outlined in:
<https://www.etsu.edu/com/acadaffairs/documents/qcomexamadministratonpolicy/msec0515011updated20190719.pdf>
 2. DBMS course directors will provide course faculty and staff (*ie.* anyone that may serve as an exam proctor) with the following:
 - Exam schedule as far ahead of time as possible.
 - ADA accommodations required for specific students.
 - ExamSoft exam start passwords and re-start codes.
 - ExamSoft access to the relevant courses. Daniel McClellan will also need to be involved in this process.
 - D2L course site access.
 3. If there are proposed changes to the start times/dates of exams, the course director will immediately contact both the DBMS course support staff and Daniel in Academic Affairs to check their availability before the time is set.

4. The DBMS course directors agree to follow all MSEC guidelines for testing – except when doing so is not possible because of the nature of the exam. In that case, the course director will notify MSEC, provide rationale, and request an exemption as typically occurs with course exemptions to MSEC policies. If an exemption is granted, the course director will inform the students, in their start of course introduction, that an exemption from MSEC policy has been obtained.
5. Scratch paper (labeled with student names) and pencils will be provided by the course faculty/staff for every student during exams. Students will be prohibited from having their own writing instruments or paper with them during the exam. Students are also prohibited from writing on the scratch paper before the exam begins. The scratch paper will be labeled with the individual student names and laid out at each seating position in the exam room before the students arrive and will serve to mark each student's assigned seat. Pencils will only be distributed at the start of the exam. This paper (and pencil) cannot be taken out of the room during the exam and must be turned in before the student leaves the room at the end of the exam. The course support staff will be responsible for putting the paper/pencils out at each seat before the exam, collecting them as the students leave the exam room, and documenting that all students have turned in the scratch paper/pencil. If support staff are unavailable, the course director or responsible faculty member will assume this responsibility.
6. Students will be admitted into the testing area a maximum of 10 minutes before the exam is scheduled to begin.
7. If possible, students will have assigned seats in the testing room for each examination. Those assigned for the front row will be rotated to the back row for the following exam. The scratch paper labeled with each student name (see above) will be used to indicate where each student is seated. The course support staff will be responsible for this process. If support staff are unavailable, the course director or responsible faculty member will assume this responsibility.
8. All exams will be proctored by 1 faculty member and at least 1 staff member. If multiple rooms are used, a faculty member must be present in each room. In courses taught by a single faculty member, it is expected that other DBMS faculty will volunteer to assist. The faculty responsible for the exam should request such assistance as far ahead of time as possible.
9. Faculty will not answer questions about course material/questions or take student feedback on exam questions during the exam. Student will be told before each exam to note any concerns about questions/related course materials using the ExamSoft feedback function. As per MSEC policy ([MSEC 1212-5](#)), decisions regarding exam credit modification will be made using: i) exam question statistics; and ii) student comments entered into Exam Soft during the exam OR student comments received in a faculty-led review session held immediately after

the exam. Which of these two processes is used to solicit student feed back is at the discretion of the course director. Student “rebuttals” that are not submitted via one of these two processes will not be used to modify grading decisions *as per* current MSEC examination policy ([MSEC 1212-5](#)),

10. At least four (4) paper copies of each exam will be brought to each examination to serve as back-ups in case a student computer fails. If the course director expects the support staff to do so, a pdf or Word copy of the exam must be e mailed to the staff member no less than 1 full day before the exam date. If the exam falls on a Monday, the staff member should have the electronic exam copy by 4PM on the Thursday afternoon before the exam. It is incumbent on the faculty member/course director who has primary responsibility for the exam to assure that the staff member will be present at work to take care of printing the exam and, if not, to make alternate arrangements.
11. As per MSEC policy ([MSEC-0515-11](#)), it is the responsibility of the proctoring faculty member(s) to ensure that the students show the Exam Soft “Exam uploaded” confirmation screen to them before they leave the testing area. This is to assure that: i) each student’s completed exam has uploaded correctly; and ii) students who leave early do not continue to work on the exam or record exam questions after they leave the examination room. Simply monitoring the upload list in ExamSoft is inadequate because the “uploaded” indicator often has a significant time lag, which means that faculty or staff may have to “hunt down” students who have left the examination area. It is also the responsibility of the proctoring faculty and staff to assure that all note-taking materials (provided scratch paper or dry erase sheets) are returned to the proctors before each student leaves the examination room.
12. First year course directors who wish to schedule exams in the large auditorium should contact the relevant 2nd year course directors directly to arrange for a classroom switch. Such requests should be made immediately after the 1st and 2nd year exam schedules are determined. Last minute requests for room changes should be avoided in all but emergency situations. Second year course directors are strongly encouraged by the DBMS Vice Chair for Education to work with the 1st year directors to ensure that the greatest number of 1st and 2nd year course exams can be held in the large auditorium. However, if there are exams or other events in 2nd year courses that cannot reasonably be moved on the date/time requested, 1st year course directors should be understanding of those issues. In those cases, the 1st year course directors are encouraged to use the basement of the medical library, which is typically easily reserved for the exam date. Notably, the medical library layout requires fewer proctors (one large room) than splitting exams into 2 or more rooms.
13. It is the course directors responsibility to ensure that the faculty and staff proctoring exams are familiar and agree to follow all DBMS and MSEC

established exam day policies/procedures. This includes any exemptions from MSEC policy, as discussed above.



DEPARTMENT of
BIOMEDICAL SCIENCES

Quillen College of Medicine

EAST TENNESSEE STATE UNIVERSITY

Michelle M. Duffourc, Ph.D.
PO Box 70577
Johnson City, TN 37614-0579
423-439-8864 (office)
Duffourc@etsu.edu

January 4, 2018

To Whom It May Concern –

Student X is a student in good standing currently enrolled in my Medical Pharmacology course (which began on January 3, 2018) at the Quillen College of Medicine/ETSU in Johnson City, TN. This course has four required textbooks (adapted from the syllabus):

- *Basic and Clinical Pharmacology* (2017) Katzung (Ed.) 14th ed. McGraw-Hill: New York. The Pharmacology faculty recommends this as a recent, comprehensive resource. It is particularly good for detailed information on specific drugs.
- *Pharmacology Examination & Board Review* (2015) Trevor *et al* (Eds.) 11th ed. McGraw-Hill; New York. A strength of this review book is that every chapter is followed by excellent practice questions.
- *Lippincott's Illustrated Reviews: Pharmacology* (2014) Clark MA *et al.* (Eds.) 6th ed. Lippincott Williams & Wilkins: Philadelphia. This is a recent review book that many students find useful. It is an easy to read introduction to the material.
- *Principles of Pharmacology: The Pathophysiologic Basis of Drug Therapy.* (2017) Golan DE *et al* (Eds.) 4th ed. Lippincott Williams & Wilkins: Philadelphia. This book is extremely useful in that it explains drug action in the context of the underlying human biochemistry, physiology and pathology.

As required course materials, these textbooks qualify for coverage by the Health Professions Scholarship Program.

If you have any questions, please feel free to contact me.

Kind regards,

Michelle M. Duffourc, Ph.D.
Associate Professor of Biomedical Sciences
Course Director, Medical Pharmacology
Director, Molecular Biology Core Facility
James H. Quillen College of Medicine



DEPARTMENT of
BIOMEDICAL SCIENCES
Quillen College of Medicine
EAST TENNESSEE STATE UNIVERSITY

Department of Biomedical Sciences • Box 70579 • Johnson City, Tennessee 37614-1708 • Tel: (423) 439-6227 /6278 • Fax: (423) 439-8044

Oct. 25, 2017

Student Name

MS2, James H. Quillen College of Medicine

Dear _____

Your performance on the Medical Microbiology Block 1 exam (?%) was below passing (70%). MSEC policy requires that you set up an appointment with me to discuss possible ways of improving your performance. If you feel tutoring would be beneficial, you may request assistance by contacting the QCOM Office of Student Affairs at 439-2037. Also, as stated in the syllabus, the Academic Resource Center – PARC is available for personal or health issues (Mr. Phil Steffey, 232-0275 or pager 854-0342). Please remember, this exam represents only 18% of your overall grade for the course. There is ample time and opportunity to raise your grade, as 82% of your grade is still undetermined. You can still perform well in the course if you identify an address your difficulties on this exam. Please contact me to set up an appointment.

Sincerely,

J. Russell Hayman, PhD
Course Director, Medical Microbiology
Department of Biomedical Sciences
James H. Quillen College of Medicine
Johnson City, TN 37614-0579
Hayman@etsu.edu, 423-439-6313



JAMES H. QUILLEN COLLEGE of MEDICINE

EAST TENNESSEE STATE UNIVERSITY

Robert V. Schoborg, PhD
Professor and Vice Chair for Education
VA Bldg. 1, Room 1-42, Box 70577
Johnson City, TN 37614-0579
Ph. 423-439-6295
Fax. 423-439-8044
schoborg@etsu.edu

Department of Biomedical Sciences

Center of Excellence for Inflammation, Infectious Disease and Immunity

Aug. 21, 2019

Dr. Olive,

I am writing this letter to commend **Student X, QCOM Class of 2021** for her assistance in the second year *Immunology* course. She led a 3 contact hour Immunology course group discussion session for the M2 students. I would also estimate at least 3-4 hours of preparation was required outside of class. During this discussion group activity, she assisted the M2 students in generating "illness scripts" for primary immunodeficiency disorders. Together, the groups identified "key features" of each disease, discussed the associated genetic lesion(s) and pathophysiology of each, and predicted key clinical laboratory results that would be associated with each. I find that activities such as these help both the M2 students AND the M3/M4 group leaders focus on the key features of each disorder - which helps them develop clinical skills that they will refine over the rest of their careers. It is, of course, also my hope that these activities will help all of the students on their end of course shelf and licensing examinations. **I also want to point out that these activities would have been impossible for me to "put on" without the M3/4 volunteer mentors.** Their willingness to assist myself and their M2 colleagues was both impressive and much appreciated. I would appreciate it if both **Miss X's** willingness to volunteer and her efforts to develop group teaching experience could be specifically noted in her Dean's letter. **I would also like to note that student X was one of the most skilled group mentors it has been my fortune to work with. In particular, she has a high degree of empathy with those she is instructing.** If you need any additional information, do not hesitate to contact me at 423-439-6295 or at schoborg@etsu.edu.

Sincerely,

Robert V. Schoborg
Professor and Vice Chair for Education
Immunology Course director
Department of Biomedical Sciences
James H. Quillen College of Medicine

The Student Honor System at ETSU QCOM

All members of the Quillen College of Medicine staff, faculty, and medical student body have the responsibility of being familiar with the precepts, purpose, definitions, and procedures of the honor code. This page serves as an abbreviated guide to the honor system described in the QCOM Catalog,

<https://catalog.etsu.edu/content.php?catoid=28&navoid=1366#student-honor-system>

The Honor Code: **Medical students at the Quillen College of Medicine shall not lie, cheat, or steal.**

Purpose: The honor code represents the minimum standard for medical students at the Quillen College of Medicine. Honor, personal integrity, and loyalty to the profession are fundamental characteristics essential to a successful physician. Medical students unable to conduct themselves in such a manner may not be fit to practice medicine and may jeopardize their privilege of becoming a member of the profession. The offenses of lying, cheating, and stealing are intolerable at the Quillen College of Medicine and may subject an offender to punishments up to and including dismissal.

Responsibilities upon learning of a possible honor offense: Any individual, upon witnessing or learning of what may be a violation of the honor code, has the following options:

1. Immediately report the suspected violation.
2. Discuss the incident with the suspected offender and report the suspected violation.
3. Discuss the incident with the suspected offender and, if it appears that no violation was committed, take no further action.

Remember, a medical student's honesty, loyalty to the profession and to the Quillen College of Medicine will compel him or her to report any violation of the honor code.

A report shall be in writing and signed by the person(s) and witness(es) making the report. The report should name the alleged violator(s) and witnesses and state in as much detail as possible the place, date, time, circumstances, and other pertinent factors of the alleged offense. Within two weeks of the violation, the report should either be sealed in an envelope and given to any Honor Council member or emailed to the honor council at qcomhonor@etsu.edu.

Faculty and staff may also report suspected violations of the Honor Code to the council as stated above.

FAST FERPA FACTS FOR FACULTY

What is FERPA?

The Family Education Rights and Privacy Act (FERPA) was passed in 1974 by Congress to require educational institutions to:

- Limit the release of information to third parties
- Provide students access to their educational records
- Allow students to correct inaccurate or misleading information in these records

What is a STUDENT RECORD?

Any information or data containing personally identifiable information maintained in any format for or about a current or formerly enrolled student.

What is DIRECTORY INFORMATION?

The University may disclose any of these “directory information” items without prior written consent, unless the student has submitted a written request to the College of Medicine Registrar’s office not to release directory information pertaining to them. When accessing a student’s record in Banner, if the student has requested non-disclosure, you will see a warning “Information about this person is confidential” before you enter the student’s record.

- Student’s name
- Addresses (email, mailing and campus box)
- Telephone Numbers
- Photograph
- Dates of attendance
- Enrollment status (full- or part-time)
- Date of expected or actual graduation
- Classification (freshman, etc.)
- Type of degree being pursued
- Degrees, honors, and awards received
- Hometown and Residency Placement
- Sports Participation

What are YOUR RESPONSIBILITIES?

You are responsible for controlling access and protecting the student records you possess:

- Always be conscious and aware of others who may be able to overhear your conversation or see your computer screen.
- Do not provide anyone with student information, including schedules
- Keep confidential paper in file cabinets and shred rather than trash
- Keep your Banner password secure and Banner screens hidden from unauthorized individuals
- Final grades are posted on GoldLink - there should be no need to post them elsewhere.
- If you post exam or assignment grades throughout the term, use a system that ensures that FERPA requirements are met,

such as D2L New Innovations or ETSU email to ETSU email.

- Students at ETSU are assigned an E # for identification purposes. Never ask for or use a SSN under any circumstances.
- Don’t leave graded assignments together in a public place for students to pick up (and see the grades of others)
- Be sensitive to student privacy—don’t inadvertently display confidential information on distributed class materials
- Decline requests from parents—refer them to the Academic Dean or Registrar’s Office
- Don’t volunteer confidential information in letters of recommendation (get specific written request from student)
- Get signed confidentiality statements from staff, faculty, graduate assistants, and student workers who work with student educational records.

You are responsible for granting student access to records in your possession.

- Access to official student academic records may be obtained in the COM Registrar’s Office
- Advisement records and grade records must be made available to a requesting student, in a reasonable amount of time. Be sure not to violate the confidentiality of other students.
- “Sole possession” records are not subject to FERPA, but any notes or written data about a student becomes an educational record as soon as they are shared with another individual, including the student.

You are responsible for understanding educational “need-to-know”:

- According to FERPA, a faculty member, staff member, or school official has a legitimate educational interest in accessing or reviewing a student’s educational records without the student’s written consent if, and only if, he or she needs to review an educational record in order to fulfill his or her professional responsibility.

More about laws, litigation, and liabilities

- Although institutions can no longer be sued under FERPA, you could be the target of civil action for breach of confidentiality or invasion of privacy.
- The victims of identity theft crimes are now taking legal action against the institutions from which the identity thief obtains the victims’ information.
- When in doubt, contact the COM Registrar’s Office.

(R8/2019)