Welcome course directors, and thank you for the time you spend leading our educational effort at the University of Mississippi Medical Center School of Medicine.

The Course Director’s Guide is published each year by the Office of Medical Education. Its purpose is to provide you with the information necessary to plan, implement, & assess your course and to help ensure that the institution remains in compliance with our accrediting bodies, the Southern Association of Colleges and Schools Commission on Colleges and the Liaison Committee on Medical Education.

Within the guide, you will find information on the process of establishing, evaluating, and changing your course, as well as information on how your work fits into the overall workings of the School of Medicine curriculum. We have also provided you with a variety of links to various resources that can assist you in your work.

We hope that you will find this guide helpful. If you require any additional information or have a suggestion for further improvements to this guide, please contact Dr. David Norris or Dr. Loretta Jackson.
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Additional, up-to-date information on curriculum management, including establishing a new course, changing a course director, and course evaluation may be found on the Office of Medical Education website.
APPOINTMENT AND SELECTION

ACADEMIC OVERSIGHT
- The course director functions within an institutional hierarchy that oversees the educational program for the MD degree as stipulated by the Liaison Committee for Medical Education (LCME) in Section 8 of *Functions and Structure of a Medical School*.

COURSE DIRECTOR RESPONSIBILITIES
Under the supervision of the Curriculum Committee:

- Organize and supervise the course, including developing the schedule
- Determine, with other stakeholders, including the Office for Medical Education, other course directors, and course faculty, the objectives and content for the course.
- Determine, with course faculty, the content and appropriateness of examinations and other assessments.
- Coordinate & evaluate teaching faculty with emphasis on delivery of content, completion of student learning objectives, quality of instruction, and adherence to time limits of instructional sessions
- Maintain and manage course materials and records, e.g. syllabi, schedules, faculty presentations, student assignments, etc.
- Update and maintain the Canvas site for the course.
- Submit grades via SAP, generally, within four weeks of receipt of NBME subject examination scores.
- Ensure that required formative and summative evaluations are completed in E*Value or other designated software in a timely fashion.
- Validate that session learning objectives in the Curriculum Map accurately reflect those provided to the students in the course and align with SOM and UMMC educational goals and objectives
- Provide documentation as required by the Office of Medical Education and other UMMC administrative offices (e.g. for the LCME)
- Review and respond to the end-of-course Evers Report.
• Provide a list of required and recommended textbooks to Angelia McGee with the UMC Bookstore.

NOMINATION POLICY AND PROCEDURES
• A nomination for course director is initiated by the chair of the sponsoring department via submission of a letter of nomination to the Assistant Dean for Curriculum (see Procedure E-SOM-OAA-GEN-PR-00005). The letter should include:
  • A brief review of the nominee’s credentials and qualifications to be course director (see Selection Recommendations below).
  • A statement of resources committed to support the nominee, including protected time for course administration, administrative assistance, office space, and salary support as appropriate.
  • A letter to the Assistant Dean for Curriculum from the nominee, which should include:
    • An understanding of the commitment involved and acceptance of the responsibilities expected of a course director
    • The nominee’s curriculum vitae or teaching portfolio.
  • The completed nomination will be reviewed by the Curriculum Steering Committee who may elect to interview the candidate as part of its consideration. If approved, the nomination will be forwarded to the Curriculum Committee for consideration and approval.
  • Once approved by the Curriculum Committee, the Office of Medical Education will contact the newly selected course director to schedule an orientation session.

SELECTION RECOMMENDATIONS
A nominee for Course Director
• Must be a faculty member who is familiar with departmental and School of Medicine policies and procedures.

• Should have a demonstrated commitment to excellence in medical education and the ability to lead others toward that goal.

• Must have appropriate release time from other responsibilities, especially clinical duties, to effectively perform the functions of course director. The Curriculum Committee recommends that course directors receive adequate protected time for managing the course.
• Must have sufficient dedicated administrative assistance for preparation of examinations, distribution of grades, recording of student presence at required activities, and other documentation necessary to administration of the course.

• Must have provision from the department for adequate storage of and security for student records (either paper or electronic) in a manner consistent with the AAMC Guidelines for Maintaining Active and Permanent Individual Student Records.

• Must have a designated individual or individuals to serve as a back-up in case of illness or absence.

COURSE ESTABLISHMENT

ACADEMIC CALENDARS AND SCHEDULING

• The number of hours allocated to each course and its place in the academic calendar are determined by the Curriculum Committee. This information and the official academic calendar are published in the UMMC Bulletin.

• The schedule for day-to-day course activities in the M1 and M2 years is developed in collaboration with course directors responsible for each year of training. During the M3 and M4 years, the day-to-day schedule is the responsibility of the individual course director provided that it complies with the campus academic calendar.

• The Office of Medical Education will provide oversight and assistance in the process of course scheduling.

• Class schedules will be and made accessible through Canvas.

• In the event of unforeseeable circumstances (e.g. illness or inclement weather) changes in the course schedule may be made by individual course directors, provided they do not conflict with other courses or required student activities and do put an undue time burden on students. If a change results in more than 6 hours of total class time in one day or more than 30 hours in a week, the change must first be approved by the Office of Medical Education.

• Any change that affects 2 working days before any test must also be approved by the Office of Medical Education.
COURSE SYLLABUS

- The course syllabus is a document that defines the content of a particular course offering in the curriculum of the School of Medicine. As such, it becomes a document of reference for accrediting body review and is actively supervised by the School of Medicine Curriculum Committee. Course syllabi should conform to the template developed by the Office of Medical Education for both Clinical Clerkships & Preclinical Courses.

- A variety of resources are available to assist Course Directors in preparing and revising syllabi.

- A syllabus must be submitted to the Subcommittee for Curriculum Design & Innovation when:
  - A new course is developed
  - Significant modifications are made in the management, grading mechanism, or designation of mandatory sessions in an existing course

- Syllabi may also be requested by the Office of Medical Education, an SOM committee, or Administrative Office

STANDARDIZED EXAMINATIONS

- A National Board of Medical Examiners Subject Examination is required as an external measure of student achievement in all required courses and clerkships. The examination’s contribution to the final course grade and the consequences of failing it (e.g. repeating the test, the course, etc.) must be identified.

- The Curriculum Committee strongly recommends that a subject exam comprise no more than 20% of a student’s final grade.

- The equation for conversion of the raw subject examination score to a percent score is:

  $$\text{Student Score} - (\text{National Mean} - 2\text{SD}) \div 2\text{SD}/13 + 70 = \text{Grade} \%$$

POLICIES FOR CLINICAL CLERKSHIPS

- **Board Examination Failure Policy**: The consequences for a first failure of a clerkship board examination will be to retake the examination. For a second failure, the student will be required to participate in a two-week independent study block and then retake the examination. For a third failure, the student will be required to repeat the clerkship for...
which the examination failure occurred. For a fourth failure, the student will be required to repeat the entire third year.

- **Clinical Skills Assessment (CSA) Failure Policy:** Any student that fails a CSA examination will remediate it the next time it is offered at the Clinical Skills Center. The student will be released from duties of the current clerkship to attend this remediation examination. The student will have an incomplete for the clerkship under remediation until remediation is completed. The student’s CSA examination grade will be taken as an average of the first attempt and the remediation attempt. This average will be the final grade for the CSA examination for that clerkship for the student and will be calculated in the final average for that student on the particular clerkship. If the student fails the remediation examination as well, then he or she will be required to repeat the entire clerkship.

- **Absence Policy for Third Year Core Clerkships:** Per the SOM policy on duty hours, each student is required to have an average of 1 day off each week of a clerkship over a 4-week period. For example, for a 2 week clerkship, a student can expect 2 days off; for a 4 week clerkship, 4 days; and for an 8 week clerkship, 8 days. The clerkship may allow the student to select these days or may plan them in advance.

  - If additional days are required for school or personal functions, these days must be approved by the clerkship director for that rotation. In general, a total of no more than ½ day per week of the Clerkship will be approved.

  - Each of the above policies should be communicated to the students in the course syllabus.

### SELECTION AND REVIEW OF FACULTY

- The course director is the principal interface between departmental faculty and the SOM Curriculum Committee. The course director has responsibility to monitor faculty in the course to ensure that Curriculum Committee and LCME guidelines are maintained.

- A course director is expected to provide guidance to teaching faculty in the course with respect to organization, correlation between the rigor of instruction and the level of educational development of students, and appropriateness of examination material prepared by the faculty.

- The course director should be able to provide a formal evaluation of the teaching activities of participating faculty to the departmental chairperson, if asked to do so.
COURSE MANAGEMENT

Academic Advising

- Resources are available for students who need academic advising and/or counseling services.
  - The Offices of Medical Education and Student Affairs may be contacted directly by students or course directors.
  - Tutors for students are available through the Office of Academic Support.

- The Office of Medical Education manages the Academic Achievement Program (AAP), which is the system for guiding students who experience academic difficulty. Students identified as at risk are enrolled in the AAP. Each participant is assigned an adviser who closely monitors a small group of students. The advisor assists in forming study plans, providing support as needed, and making necessary referrals for additional services.

COURSE EVALUATION

- Continuous Quality Improvement
  - Each academic year, the course director for all required/core courses will create a course assessment plan in which improvement of a minimum of two knowledge or competency-based student learning objectives are identified, an improvement plan created, and outcomes measured. This plan will be used to assess the relative success of the course in meeting its stated educational goals and objectives. The initial assessment plan is submitted to the Office of Medical Education along with other documentation (syllabus/schedule) at the beginning of the course, and the end-of-course assessment report is submitted after completion of the course. A copy of the Assessment Plan is provided at the end of this guide.

- Evaluation by Curriculum Committee
  - Each course will be reviewed by the Curriculum Committee on a 4-year cycle. The review is conducted through the Evaluation Subcommittee, and the procedures through which it is accomplished may be obtained from the subcommittee chair. Each course director will receive complete instructions prior to the date of any review.
• **Evaluation by Students**
  
  - The Carl G. Evers, MD, Society is an independent, student-run organization with the primary function of development, administration, and analysis of questionnaires aimed at evaluating the quality of course organization, course content, and faculty performance. To obtain student perceptions of the course, end-of-course surveys are completed every year, and a summary report is provided to the course director, department chair, and dean.

  - Course directors are required to provide a written response addressing the issues or suggestions contained in the report. The response should be sent to the student representative who submitted the report, the Office of Medical Education, and the Chair of the Evaluation Subcommittee.

**COURSE MANAGEMENT THROUGH CANVAS**

• Posting and management of course materials through Canvas is recommended for all SOM courses.

  ➤ The E-learning administrator, can provide support in using this resource.

  ➤ Approved SOM courses are added to Canvas through the myU/SAP portal. A training document is available for more specific information.

  ➤ Training in the use of Canvas is available online and in person through Technology Learning Central.

• Recommended materials to be posted in Canvas:

  - The Course syllabus should be posted in the Syllabus Tab.

  - Course materials for students to access (e.g. seating charts, small group assignments lists, and presentations) should be posted in Modules. Information should be available at least 24 hours before the students need it.

  - Presentations and documents for course activities pertaining to a single examination should be gathered together under one module. Course materials should be available to students until after the last examination.

  - Online quizzes or high stakes exams (whether in Canvas or Exam Soft) must be scheduled so that students can complete the planned activity during normal class time, though courses may choose to include weekends or holidays in the due dates. Advance notice of required quizzes/tests and their periods of availability should be provided to the students 48 hours in advance of the scheduled examination period.
• Canvas quizzes are “open book” unless the examinations are given with faculty oversight or Respondus Lock-Down Browser.

• Online quizzes administered by Canvas are automatically posted to the Canvas gradebook. The Canvas gradebook can also be updated by uploading and downloading comma-delimited spreadsheet files enabling posting of grades from other testing methods (Exam Soft) or by manually entering grades.

• The testing capabilities of Canvas can be supplemented through use of Respondus, which can import questions typed in the required format using Microsoft Word. UMMC has a site license for Respondus and the Respondus Lock-Down Browser. The program files and installation codes are available in the E-Learning Documents Center. Contact area support or the Help Desk for installation.

• Computer-based testing using Exam Soft is the preferred method for high stakes proctored examinations for students in all courses. Exam Soft allows students to download exams and take them in a secure environment using their own laptop. Faculty training in the use of Exam Soft can be arranged by the E-learning administrator.

• Written, multiple-choice examinations using scantrons (bubble sheets), are a limited alternative to Exam Soft. Grading and question analysis can be performed by the Office of Institutional Research.

• Students are required to register a Turning Technology Audience Response License and retain it for use throughout medical training. Software and video tutorials are available on the Turning Technologies website and eCampus resources. Local support is available through Elizabeth Jacobs.

• Examination proctors should be mature, confident, and assertive. Individuals who are involved in or planning to be involved in examination review courses, publications or similar programs for which a fee is charged are not permitted to serve as proctors. Depending upon the total number of examinees and the number of testing rooms that are used, the number of proctors required can vary. Major duties of proctors can be found in Arranging for and Administering an NBME Web-Based Examination, published by the National Board of Medical Examiners.

GRADING AND STUDENT EVALUATIONS

• General information
- The course director is responsible for preparation and supervision of all examinations, including maintaining security of test materials before and during each examination.

- Formative assessments should be provided to all students during the course to allow time for corrections to be made.

- The design of multiple choice examination for all required courses should follow the United States Medical Licensing Examination format. More information on this format may be found in *Constructive Written Test Questions for the Basic & Clinical Sciences*.

- Course directors are responsible for ensuring that summative evaluations, with narrative comments, are completed in a timely manner.

- Submission and record keeping of grades
  
  - Formal arrangements should be made for storage of records in a secure environment which can be accessed by appropriate members of the department other than the course director if she or he should become unavailable.
  
  - In the M1 or M2 years, each course should submit a summary of the grades following each major examination to the Office of Medical Education.
  
  - Course directors should consult with any student who receives a failing grade on any examination.
  
  - Test scores are to be provided to students as soon as reasonably possible through Exam Soft or the Canvas gradebook. Any score sheet returned to a student should be placed in a sealed, addressed envelope and placed in the student’s mailbox or scanned & posted in the secure Canvas environment. Secure e-mail (Outlook), one-on-one personal communication, or identity-verified departmental office release are also viable options.
  
  - Final grades are submitted in SAP. All grades should be thoroughly proofed by at least two individuals, one of whom should be the course director, before being submitted.
  
  - For most courses, final grades are to be posted within 30 days of the end of the course or receipt of national test (NBME) scores. For courses ending during April and May of the academic year, final course grades are to be posted within 10 days of the end of the course or receipt of external exam scores.
  
  - All materials on which grades are based should be retained for at least 6 months following completion of the course/academic unit. Some materials may need to be
maintained for longer periods. More information may be found in the AAMC Guidelines for Maintaining Active and Permanent Individual Student Records

- Materials stored in Canvas are automatically archived and do not have to be duplicated.

- Calculation of Clinical Skills Assessment grades
  - 65% of the score is determined by the standardized patient evaluation and 35% is determined by the student’s progress note.
  - Course directors may curve the CSA scores at their discretion.

- Release of grades
  - Official grades are released through SAP.
  - It is prohibited to post a publicly accessible list of grades in any form, either on a board or a web page, regardless of the type of identifier utilized.
  - Grades become official 30 days after release to the students.
  - Medical students may appeal grades within 30 days of their posting to the registrar’s office. After that time, grades will stand as recorded.

- Appeals Process
  - Student performance at UMMC is evaluated according to academic criteria, not on the basis of opinions or conduct in matters unrelated to academic standards. A course director has authority over all matters affecting the assignment of grades.
  - The course director shall be presumed to have assigned the proper grade until proven otherwise. The burden of proof to the contrary rests with the student.
  - Students shall have protection against prejudiced or capricious academic evaluation. It is expected that the method of grading by course directors will be made clear to students, and course directors will be required to justify disputed grades.
  - Appeals must be filed in writing with the course director’s chair and the Office of Medical Education within 14 working days of posting of the grade. The
department chair head will have 14 working days to respond to the student’s dispute.

- If the student still feels the matter has not been resolved appropriately, a written appeal may be made to the executive faculty through the Office of Medical Education. Failure to file an appeal within 14 days and any decision constitutes a waiver of the right to appeal. The details for an appeal are outlined in the UMMC Bulletin and the Student Handbook.

- Students have the right to a procedural appeal if the procedures are not appropriately followed. This appeal is made to the Office of the Associate Vice Chancellor of Academic Affairs within 5 days.

ACADEMIC DISHONESTY AND DISCIPLINE

- Suspected cases of academic dishonesty must be documented by the involved faculty and dealt with directly and promptly.

- Course directors should immediately report such instances to the Vice Dean for Medical Education or the Associate Dean for Student Affairs.

POLICY ON STUDENT MISTREATMENT

Mistreatment Policy
All mistreatment is of serious concern at this institution and is strictly prohibited. It is the policy of the Medical Center and the School of Medicine to maintain an educational environment and workplace free from any type of mistreatment. The School of Medicine recognizes that in some instances, the perception of the individual who believes he or she was mistreated and the intent of the other person(s) involved are conflicting. Whatever the circumstance, the students who believe they were mistreated are strongly encouraged to bring it to the attention of appropriate institutional officials (see below). Categories of mistreatment include general mistreatment, discrimination and sexual harassment.

Mistreatment Procedure
General Mistreatment
The individual considering making a report of general mistreatment should first, if at all possible, attempt to resolve the matter directly with the alleged offender. Students may consult the Associate Dean for Student Affairs and/or Associate Dean for Multicultural Affairs at any time for assistance. Such informal consultation will always be confidential, unless precluded by safety of the student or institutional policy. Students have the right to report such incidents without fear of retribution or retaliation. General mistreatment comes in many forms, including but not limited to: verbal abuse, public humiliation, intentional neglect, assignment of tasks in
retribution, belittlement, and unreasonable/intentional exclusion from an educational opportunity. For conduct to violate this policy and be considered general mistreatment, it must be more than merely offensive; it must be so objectively offensive and/or repeated, pervasive or severe that it effectively denies the victim access to UMMC’s resources and opportunities, unreasonably interferes with the victim’s environment, or deprives the victim of some other protected right. Formal complaints of general mistreatment regarding faculty, residents and staff are made through the Associate Dean for Student Affairs and/or the Associate Dean for Multicultural Affairs to the director of human resources or the assistant director for equal employment opportunity.

Formal complaints of general mistreatment regarding other students are handled through the School of Medicine’s Policy on Professional Behavior and made through the Associate Dean for Student Affairs and/or the Associate Dean for Multicultural Affairs. All formal complaints must be in writing and will be investigated. The institution investigates and responds to all reported incidents in a timely fashion.

Discrimination
Under Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act and their implementing regulations, no individual may be discriminated against solely on the basis of age, race, gender, religion, national or ethnic origin, disability, sexual orientation or veteran status. Allegations of discrimination (in any category) against a student must be reported immediately through the Associate Dean for Student Affairs and/or the Associate Dean for Multicultural Affairs to the director of human resources or the assistant director for equal employment opportunity. All formal complaints must be in writing and will be investigated. The institution investigates and responds to all reported incidents in a timely fashion.

Sexual Harassment
Sexual harassment includes unwelcome sexual advances; educational or job advancement or lack thereof based on sexual favors; verbal or physical conduct of a sexually harassing nature; physical aggression creating a hostile educational or work environment; inappropriate non- verbal conduct, such as displaying sexually suggestive objects, pictures, or obscene gestures; failure to cease any such act upon request from any other person; etc. Any employee, faculty member, or student who engages in such conduct is subject to discipline, up to and including immediate discharge or dismissal. This policy applies equally to men and women. Any complaint by a medical student against a Medical Center employee, faculty member, visitor, vendor, contractor, or other person (except another student- see next paragraph) of sexual harassment on campus must be reported immediately through the Associate Dean for Student Affairs to the Director of Human Resources or the Assistant Director for Equal Employment Opportunity. All complaints must be in writing and will be investigated by Campus Police.

Under Title IX of the Education Amendments of 1972 and its implementing regulations, no individual may be discriminated against on the basis of sex in education programs receiving federal financial assistance. Peer sexual harassment (student-to-student) is a form of prohibited
sex discrimination when such conduct creates a hostile environment. Thus, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when the conduct is sufficiently severe, persistent, or pervasive to limit a student’s ability to participate in or benefit from the education program, or to create a hostile or abusive educational environment. A medical student with a complaint of sexual harassment by another student on campus should report the incident(s) to the Associate Dean for Student Affairs. The student may also report this to the Associate Dean for Multicultural Affairs or to a faculty member; if the student discusses an incident(s) of sexual harassment with a faculty member, the faculty member will refer the student to the Associate Dean for Student Affairs.

The Associate Dean, with the assistance of the appropriate Medical Center officials, will investigate the incident(s) including statements by witnesses to the alleged incidents(s) and evidence about the relative credibility of the allegedly harassed student and the alleged harasser. If it is determined that there is sufficient cause to believe that incident(s) of peer sexual harassment have occurred, a written report will be given to the Dean with recommendations for appropriate steps to be taken to end the harassment, the Associate Dean for Student Affairs will take steps to ensure that there are no negative consequences to either the student making the report or the student alleged to have been harassing the former. UMMC will not tolerate retaliation in the investigation of a complaint. A person bringing a frivolous allegation of sexual harassment may be subject to disciplinary action, up to and including termination.

Additionally, the UMMC Office of Student Affairs provides a web-based version of a student comment box, http://1/studentservices.umc.edu/comments/html. This email account is used to collect and track student issues and concerns. Students are promised a response within 48 hours.

Effective Date, August 16 2010.
Last Revised Date, June 4, 2015.

ACCURACY OF EDUCATIONAL RECORDS

The Family Educational Rights and Privacy Act of 1974 allows students to challenge the contents of their educational records on the basis of accuracy. Students who request that information be amended or deleted from their records on the basis of incorrect information should first file their request with the official primarily responsible for the information. If the matter is not resolved to their satisfaction, students may request a formal hearing before an appropriate institutional body or consult Section 99.36 of the law’s regulations for additional grievance procedures. The registrar will furnish a copy of the Family Educational Rights and Privacy Act of 1974 upon request. Notification of rights guaranteed under PL 93380 and policies and procedures pertaining to educational records is provided to all students through this catalog section, by a memorandum distributed at the time of registration and in the orientation sessions for the school year.
PROCEDURE ON GRADE APPEALS (from the Procedure on Academic Status)

Student performance at UMMC is evaluated according to academic criteria, not on the basis of opinions or conduct in matters unrelated to academic standards. An instructor (defined as one who has responsibility for a class of directed individual study) is given the authority over all matters affecting the academic conduct of that instructional unit, including assignment of grades. The instructor shall be presumed to have assigned the proper grade until it is proven otherwise. The burden of proof to the contrary rests with the student. Students shall have protection against prejudiced or capricious academic evaluation. It is expected that the method of grading by instructors be made clear to students and that instructors be required to justify disputed grades. All records on which grades are based are expected to be retained on file for a minimum of six months following scheduled completion of any instructional unit. Disputes associated with the assignment of grades must be filed with the instructor’s chair/department head and the School of Medicine in writing within 10 working days to respond to the student’s dispute. If the student still feels the matter has not been resolved appropriately, a written appeal shall be made to the dean.

The full procedure is available in the Document Center.

RESOURCES AND CONTACTS

ACADEMIC SUPPORT

- Academic Achievement Program
  Assistant Dean for Academic Affairs: Dr. David Norris

- Academic Support
  Director: Dr. Natalie Gaughf

CAMPUS RESOURCES

- E-learning Administrator: Elizabeth Jacobs

- Bookstore: Angelia McGee

- DIS E-Learning Administrator: Teresa Walter

- Exam Scoring and Analysis: Dorothy Singleton

- Registrar: Barbara Westerfield
  Assistant Director: Emily Cole

Last Updated: 4 June 2019
CLASSROOMS AND FACILITIES

- **Reservations**
  - Scheduling of rooms for M1 and M2 years is coordinated by the Office of Medical Education in conjunction with the individual course directors or administrators.
  - Scheduling of rooms for M3 and M4 years, when necessary for exams or small group discussions, is the responsibility of the course director. To schedule a room in the School of Medicine building for a course, contact Tanya Reed.
  - Reservations for rooms located within the School of Medicine for non-educational purposes (meetings, conferences, etc.), as well as reservations for the Classroom Wing, amphitheaters, and the “A” classrooms should be made using the Event Management System (EMS), located on the UMMC Intranet.

- **Problems**
  - DIS Academic Support Hotline: 815-5555
  - Housekeeping – 984-2685 (need for unscheduled clean up)
  - Physical Plant – 984-1420 (classroom environmental problems)
  - Associate Dean for Student Affairs – Dr. Jerry Clark (984-5012, cell (601)955-2943)
  - Office of Medical Education—601-984-5006

CURRICULUM COMMITTEE AND SUBCOMMITTEES

- **Curriculum Committee**
  - Chair: Dr. Loretta Jackson-Williams
  - Steering Committee Chair: Dr. Jeni Tipnis

  - **Subcommittees**
    - Preclinical and Clinical Course Directors
      - Preclinical Chair: Dr. Stephen Stray
      - Clinical Chair: Dr. Michelle Horn
    - Evaluation Chair: Dr. Jeni Tipnis
- Curriculum Development & Innovation: Dr. Kim Paduda
- Professionalism Chair: Dr. Sharon Douglas
- Population Health Chair: Dr. Joshua Mann

**SCHOOL OF MEDICINE ADMINISTRATIVE OFFICES**

- **Office of the Vice Chancellor & Dean of the School of Medicine**
  - Vice Chancellor/Dean: Dr. LouAnn Woodward
  - Chief of Staff: Dr. Brian Rutledge

- **Office of Medical Education**
  - Vice Dean for Medical Education: Dr. Loretta Jackson
  - Assistant Dean for Curriculum: Dr. Sajani Tipnis
  - Assistant Dean for Academic Affairs: Dr. David Norris
  - Senior Education Administrator: Robyn Herring
  - Project Manager: Lucy Varela-Quintero
  - Project Manager: Joshua Gilliard
  - Education Administrator: Tanya Reed
  - Executive Assistant: Roderick Aikens

- **Office of Admissions**
  - Associate Dean: Dr. Stephen Manual
  - Director: Lesley Edwards
  - Student Admissions Officer: Euracia Thompson
  - Student Admissions Officer: Wanda Barone

- **Office of Student Affairs**
  - Associate Dean: Dr. Jerry Clark
  - Senior Student Affairs Officer: Virginia Covington
  - Education Administrator: Jan Simpson

**USEFUL LINKS**

- [School of Medicine Student Handbook](#)
- [Technology Learning Central](#)
- [Copyright Issues for the Classroom](#)
- [Development of Objectives for Courses and Sessions](#)
- [Constructing Test Questions for the Basic & Clinical Sciences](#)
- **Institutional Research (Surveys and Test Scoring/Analysis)**
- **Faculty Development Resources**
- **Alliance for Clinical Education Resources**
TO-DO LIST FOR THE ACADEMIC YEAR

1. Submit the course syllabus to the Office of Medical Education.

2. Develop the course schedule and assign presenters for all sessions. For preclinical courses, this will be a collaborative process facilitated by the Office of Medical Education.

3. Develop and implement a course assessment plan, with specific outcome-based criteria.

4. Submit the required book list to the UMMC Bookstore 6-8 weeks in advance of the course start date.

5. Set up a Canvas site and post the syllabus in advance of the course start date.

6. Verify room reservations for class sessions.

7. Enroll course faculty into your Canvas site; in most cases, students are enrolled automatically.

8. Provide the Office of Medical Education with grades promptly after each quiz/exam.

9. Submit final grades via SAP.

10. Make a formal, written response to the Evers Report for the course.

11. Verify the student learning objectives and their alignment with School of Medicine Educational Objectives in the course curriculum map.