Course Director Handbook

Updated 02/02/2024

Renaissance School *of* Medicine
Stony Brook University

Contents

Getting Started as a Course Director

Welcome

Congratulations on your appointment as course director! As a course director, you assume responsibilities central to the mission of the Renaissance School of Medicine (RSOM).

Teaching is the obligation of everyone with a faculty appointment and an explicit part of the Hippocratic Oath. Moreover, teaching is an honor for everyone at an academic institution, and it can be one of the most gratifying professional and personal roles we perform.

Expect excellence from yourself, your colleagues, and your students. Setting high standards encourages better performance.

Yes, you have been given the primary responsibility for running a course, but you are not expected to work alone. Serving as a course director gives you an opportunity to create a collaborative team consisting of
- Other teaching faculty
- Administrators (UGME Dean's Office, IT, media services, etc.)
- Departmental administrative support staff
- Teaching assistants
- Students enrolled in your course

Cultivating a relationship with your collaborators can be one of the most challenging and rewarding parts of your job.

About this Handbook

This handbook is designed to help you in your role and is, therefore, essential reading for all course directors and co-directors. You are encouraged to pass this handbook along to your course collaborators so that everyone knows their roles and responsibilities.

Each section reflects a particular aspect of the role of a course director, from an understanding of your place and role in the RSOM undergraduate medical education (UGME) curriculum to support for planning and administering a course, and to evaluating students.

The topic headings on the left are designed to provide you with quick access to information and match the Table of Contents.

> **IMPORTANT INFORMATION ON USING THE HANDBOOK**
> Important topics, including actions, steps, and quick access guides, will be highlighted in gray and feature a **RED HEADING**.

For Assistance

If you do not find what you are looking for, please contact the UGME Dean's Office: Assistant Dean for Curriculum for Phase I, Assistant Dean for Clinical Education for Phases II and III.

Getting Started

There is a lot of information for a new course director to digest. Take the following first steps to help you get started.

IMPORTANT FIRST STEPS AS A COURSE DIRECTOR

1. Read the Responsibilities of the Course Director section of this handbook. This will clarify the responsibilities of the UGME Dean's Office, your department and yourself.
2. Read the RSOM Academic Policies and Procedures. Knowledge of the policies and procedures will enable you to become a resource for your students. **Note:** There should be no inconsistencies between these documents; however, in the event there is, the RSOM Academic Policies and Procedures supersede all others.
3. Read the RSOM Conflict of Interest policy.
4. Read the RSOM Student Mistreatment policy.
5. Familiarize yourself with the electronic resources available to assist you with the delivery of your course:
   a. CBase
   b. ExamSoft
   c. Echo360
   d. Aquifer
   e. UGME and Faculty Affairs Web pages
   f. Academic Calendar
6. Check out what your peers are doing here and at other schools.
7. Participate in faculty development programs.
8. Attend the appropriate course director committee meetings.
9. Define the structure and content of your course
10. Create a course syllabus

Meeting Deadlines

Deadlines are set as a result of proactive planning and past experiences. Adhering to deadlines serves as a model of professionalism and manifests respect from your colleagues and students.

Professional Behavior

The use of the student-faculty or student-supervisor relationship to seek or maintain a personal relationship is an abuse of power and is specifically prohibited by campus policies P105 Equal Opportunity/Affirmative Action and P106 Misconduct and Reporting.

Conflict of Interest Disclosure

In any formal teaching activity, including lectures, seminars, and laboratory instruction, an instructor must disclose to learners any financial relationship(s) with a provider of commercial products or services relevant to the educational presentation.

THE DISCLOSURE SHOULD INCLUDE THE FOLLOWING INFORMATION:

- The name of the individual(s) with a relationship with commercial entities, i.e. self or immediate family member;
- The name of the provider of commercial products or services;
- The nature of the relationship each person has with each commercial interest.

Note: For an individual with no relevant financial relationship(s), the learners must be informed that no relevant financial relationship(s) exist.

An instructor must disclose the above information to learners prior to the beginning of the educational activity. That disclosure may be accomplished by entering the appropriate information on the School of Medicine COI website. Learners will be presumed to be familiar with information on the website.

An instructor teaching in an organized course or program must inform the course or program director of any financial relationships with a provider of commercial products or services relevant to the educational presentation.

If the instructor is the course or program director, the instructor's immediate supervisor should be informed.

Student Mistreatment Policy

The RSOM has a zero tolerance policy for student mistreatment. The RSOM Mistreatment Policy defines mistreatment and lists the mistreatment reporting mechanisms available to students.

Disruptive Behavior Policy

Faculty are bound by the Disruptive Behavior Policy of Stony Brook University.

Feedback

Candor in evaluation is critical to growth and change. Feedback to and from colleagues and students should be a regular part of your course, and not just an exercise occurring at the end.

When evaluating anyone—school administrators, colleagues, students, team members, etc.—address the specific behaviors and offer suggestions for improvement.

CONSTRUCTIVE FEEDBACK IS SMART--
- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**imely

Courses and Clerkships Lasting Four Weeks or More

Phase II and III clinical clerkships/courses of four weeks or more **must** provide a mid-course evaluation to students.

Course directors are encouraged to review student progress, including in clinical rotations, and offer other relevant, helpful feedback. This gives the student an opportunity to improve before the end of the course or clinical rotation when summative feedback will be given.

Summary narratives should be provided at the end of all clinical courses. **Note:** Summary narratives are placed verbatim into the student's Medical School Performance Evaluation (MSPE) submitted to residency programs.

Overview of the UGME Curriculum Structure

Oversight of the UGME Curriculum

The RSOM Curriculum Committee is responsible for direct oversight of the UGME curriculum. The Curriculum Committee is a sub-committee of the Faculty Senate.

The Curriculum Committee Chair is elected by the Executive Committee of the Faculty Senate.

The UGME Dean's Office works with course directors to plan and implement the curriculum. Course directors hold the primary responsibility for teaching and evaluating students.

Curriculum Committee Makeup

The Curriculum Committee is comprised of faculty, students, and ex officio members of the UGME Dean's Office and has primary responsibility for designing, monitoring, and evaluating the UGME curriculum. The committee is comprised of three sub-committees:
1. Phase I Committee
2. Phase II/III Committee
3. Learner Assessment, Curriculum Evaluation, and Scholarship (LACES) Committee

Meeting Times

The Curriculum Committee meets the first Monday of the month. Contact the UGME Dean's Office to get the meeting added to your calendar.

Sub-committees also meet on a monthly basis. Contact the appropriate sub-committee chair for meeting information.

Course Director Selection Process

The Course Director selection process is designed to maintain the high quality of RSOM courses as well as to comply with the Liaison Committee for Medical Education (LCME) standards related to curricular management.

NOMINATION AND SELECTION PROCESS

1 Department Chair nominates a candidate for Course Director

2 Relevant sub-committee reviews nomination and reports findings

3 Curriculum Committee reviews candidate's credentials.

4 Selected candidate's name forwarded to the SOM Dean for approval
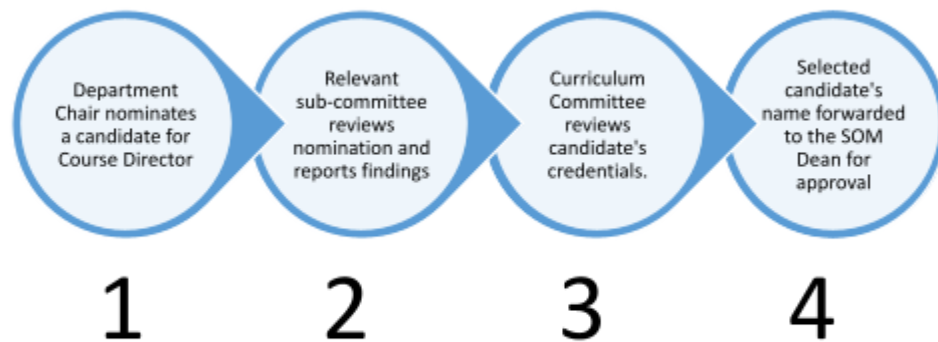
IMPORTANT INSTRUCTIONS FOR DEPARTMENT CHAIRS
1. Recommendations for Course Director should be made at least three months prior to the start date of the course, unless extenuating circumstances dictate otherwise.
2. The Department Chair should submit a document containing the following information to the chair of the appropriate sub-committee (Phase I or Phase II/III):
   - The nominee's teaching credentials
   - A plan to prepare the new course director for the upcoming course (a transition period adequate enough for the new

course director to become familiar with the course content and to participate In faculty development as needed)
- The allocated time and resources needed required for the position
- An outline of opportunities for academic advancement
3. The appropriate sub-committee (Phase I or Phase II/III) will review the proposal and make their recommendations to the Curriculum Committee. Any concerns raised by the sub-committee will be shared with the Department Chair and RSOM Dean.
4. To ensure ongoing quality control of the curriculum, any course or clerkship with a new course director will undergo a Level I review by the LACE Committee after the first year. This review includes an evaluation of student feedback and learner outcomes. Results of the review will be presented to the Curriculum Committee.

RSOM Educational Mission and Goals

The mission of the RSOM is to improve the quality of health care to the citizens of New York and the nation, and to demonstrate national leadership in education, research, patient care, and community service.

Stony Brook Medicine and RSOM articulate their values as **ICARE**, which stands for **I**ntegrity, **C**ompassion, **A**ccountability, **R**espect, and **E**xcellence. We expect teaching and learning to occur in a collaborative and nurturing environment aligned with the stated values of the institution.

The competent physician should possess the medical knowledge, judgment, professionalism, clinical, and communication skills required to provide high-quality patient care. The RSOM aims to achieve excellence in the preparation of students for careers in medical practice or research and to foster their continuous professional growth.

The goals of the educational programs are to provide broad knowledge and skills in the life sciences, clinical service, and social determinants of health, and to model and nurture appropriate professional behavior and attitudes, while emphasizing a commitment to lifelong learning. Similar goals apply to the education and training of resident physicians.

IMPORTANT INFORMATION FOR CREATING COURSE OBJECTIVES
When creating course objectives, Course Directors must align them with the RSOM Mission Statement and the RSOM Competencies and Institutional Learning Objectives (ILOs).

The LEARN Curriculum

The RSOM mission is a broad one and the **LEARN Curriculum** is designed to meet that mission.

THE LEARN CURRICULUM
Learning-centered
Experiential
Adaptive
Rigorous
Novel

The LEARN Curriculum provides students the opportunity for extensive and integrated training in the foundational sciences and clinical disciplines of medicine.

THE PHASES OF LEARN
Phase I—Foundational Phase (18 months)
Phase II—Primary Clinical Phase (12 months)
Phase III—Advanced Clinical Phase (16 months)

Phase I—Foundational

Phase I begins with Transition to Medical School (TMS), a course designed to facilitate the transition of new medical students from a lay person to a medical professional in training.

Following TMS is the Biomedical Building Blocks (B3) phase, a 24-week sequence comprised of four courses:
1. The Body
2. Molecular Foundations of Medicine
3. Pathogens and Host Defense
4. Basic Mechanisms of Disease

Following the B3 phase is a sequence of five Integrated Pathophysiology Systems-Based Courses spanning 36 weeks:
1. Cardiovascular-Pulmonary-Renal
2. Mind, Brain and Behavior
3. Endocrine-Reproductive
4. Gastrointestinal-Nutrition
5. Musculoskeletal

Additionally, there are three longitudinal courses spanning Phase I:
1. Introduction to Clinical Medicine
2. Themes in Medical Education
3. Medicine in Contemporary Society

Phase II—Primary Clinical

Phase II begins with a Transition to Clinical Care (TCC) course and is followed by the Primary Clinical Clerkships.

Clerkships are aligned in four 12 week blocks:

MEDICINE BLOCK	MOTHER-CHILD BLOCK	ACUTE CARE BLOCK	MIND-BRAIN BLOCK
Medicine & Primary Care	Pediatrics & OB-GYN	Anesthesia, Emergency Medicine, & Surgery	Psychiatry, Neurology, & Radiology

At the conclusion of each 12-week block students have a one-week break for well-being/self-directed professional development.

Students take Step 1 of the United States Medical Licensing Exam (USMLE) after completion of the Phase II Clerkships.

Phase III—Advanced Clinical

In Phase III, students complete the following course of study:

- A four week Sub-Internship in one of the following areas:
    - Anesthesiology
    - Emergency Medicine
    - Family Medicine
    - Internal Medicine
    - OB-GYN
    - Orthopedics
    - Pediatrics
    - Psychiatry
    - Surgery
    - Urology
- An individualized two-week Advanced Clinical Experience
- A two-week Transition to Residency – General course
- A two-week Transition to Residency – Specialty course
- A four-week Selective
- A minimum of 26 weeks of Electives

Forty weeks of curricular work is required to complete Phase III.

Role of Research in Education

The RSOM maintains active research programs in the foundational and applied sciences. Research activities are integral components of the medical school mission since they are essential to achieving our educational goals and advancing medical knowledge.

Planning a Course

Scheduling and the Academic Calendars

The Curriculum Committee, after consulting with the UGME Dean's Office and the course directors, determines the number of hours allocated to each course. This determines the course's place in the Academic Calendar.

The UGME Dean's Office maintains and controls the official academic calendar for each academic year or phase of the curriculum, as well as the calendar for all non-academic events for the RSOM.

USE OF THE CALENDAR IS IMPORTANT FOR SEVERAL REASONS:
1. Coordinating activities is essential to avoid conflicts between courses and other school events.
2. Moreover, our policies stipulate that any mandatory course activity must appear in the appropriate calendar at least 30 days before the scheduled date and time of the activity.

The inclusion of any mandatory activities in the academic calendar is designed to minimize conflicts between courses and to help students organize and manage their lives.

Scheduling Didactic Courses

The preliminary calendar for each academic year or phase is completed by the UGME Dean's Office in advance and is made available to each course director.

Reserving Rooms and Labs

As soon as the academic calendar is set by the UGME Dean's Office, generally 9-12 months in advance, course directors/coordinators are asked to identify and submit their needs for classrooms and laboratories for individual sessions. These requests should be submitted to the UGME Dean's Office.

Reserving Rooms for Other Academic Activities

Contact the UGME Dean's Office if you need to reserve a room for an academic activity outside of the regular course calendar.

PLEASE RESERVE ROOMS WELL IN ADVANCE
Please remember that many schools share our educational facilities and compete for classroom space and that there are deadlines for reserving space.

Requesting Changes

Room change requests should be directed to the UGME Dean's Office. **Note:** Once course schedules are finalized, room changes become much more difficult.

Scheduling an Exam that Requires the Use of ExamSoft

ExamSoft is a web-based assessment application used by the RSOM. ExamSoft enables exam takers to securely take examinations downloaded to their own laptop computers by blocking access to files, programs, and the Internet during an exam.

If you need to schedule an ExamSoft exam, send an email to the ExamSoft Administrator.

At least **one month's lead** time is essential.

Scheduling HSC Library Classrooms

Contact the Health Sciences Center (HSC) library directly to schedule an activity using the HSC library classrooms.

Scheduling the Multi-disciplinary Lab

Scheduling and assistance for use of the Multidisciplinary Lab (MDL) is coordinated through the UGME Dean's Office.

If you have labs in your course, it is imperative that you arrange the scheduling of those labs well ahead of time.

Bear in mind that other courses are also looking to schedule laboratory time, thus do not assume that an opening on the calendar is a guarantee that the MDL will be available for your course.

Contact the UGME Dean's Office to confirm availability and scheduling before you include a lab in your course syllabus.

Scheduling Clinical Courses

Clinical Course Directors are required to enter into CBase the number of openings at each rotation site well in advance. Phase II and Phase III registration is determined on the basis of the information provided by the course directors.

Also, during this time, clinical and elective course directors (or their designees) are expected to update their course descriptions in CBase so that the course descriptions are ready for the students to view online prior to the registration period.

Meeting submission deadlines is crucial since registration cannot occur until accurate course information is available.

The UGME Dean's Office announces the deadlines at committee meetings and via email.

Phase II Courses

For Phase II courses, the clinical clerkships run from two to eight weeks, depending upon the course.

The Phase II calendar indicates the start and end date for each clerkship.

Student schedules and sites are determined during registration.

Students are given off New York State holidays, one week in July after the second clerkship block, and the end-of-year holidays.

Phase III Courses

Phase III courses are scheduled in two or four week blocks as indicated in the course calendar.

Electives start any Monday of the academic year.

Course directors notify the UGME Dean's Office of the start and end dates of electives for the next academic year.

There are no regular breaks in the calendar for Phase III students. Students are required to complete a minimum of 40 weeks of study in Phase III.

Creating the Course Syllabus

The first responsibility of a course director is organizing the structure and content of your course.

A complete and accurate course syllabus is the key to students understanding the goals of your course, your expectations of them, and what they can expect of you.

Each course must have a syllabus.

ESSENTIAL ELEMENTS OF A SYLLABUS
1. Course Title
2. List All Faculty, Including Contact Information
3. Course Objectives
    - First, list your objectives for the course as a whole. Your specific course objectives must align with the RSOM Competencies and Institutional Learning Objectives (ILOs).
    - Next, list the objectives for each class. Objectives are what you expect the students to be able to KNOW and/or DO at the end of each session.
    - Clearly articulating your learning objectives is indispensable in curriculum and course design. Learning objectives drive course content, determine the appropriate teaching strategies, and inform methods of learner assessment.
    - Objectives are traditionally classified by their focus on knowledge, skills and student attitudes, but all are expressed in terms of behavioral outcomes. For example, "The student will be able to take an accurate blood pressure reading" or "The student will demonstrate her/his understanding of serotonin reuptake inhibitors."
    - The AAMC has a helpful website on writing learning objectives.

https://www.aamc.org/system/files?file=2019-07/learning-objectives.pdf.

4. Statement of Prerequisites (if applicable)
5. General Course Description
6. Course Requirements
    - Required texts, primers, multimedia, web sites, and other materials.
    - Faculty teaching materials, e.g. PowerPoint presentations, lecture notes, multimedia, etc.
    - Mandatory class activities, e.g. TBLs, small-group seminars, labs, OSCEs, clinical activities, lectures, exams, etc. **Note:** Unless approved by the UGME Dean's Office, any required activity must be posted in the official calendar at least 30 days prior to the activity.
7. Course Calendar, including:
    - Date, time and location of course activities
    - Description of course activity, e.g., lecture, TBL, laboratory, small-group discussion, CPC, OSCE, patient interview, exam, etc.
    - Purpose of each course activity, i.e., the learning objectives.
    - Person responsible for the session, e.g., lecturer, discussion facilitator, panelists, lab director, preceptor, etc. Be certain to provide students with the names of all instructors involved in course activities.
    - Whether the activity is mandatory, and the consequences of not attending. **Note:** All mandatory activities must also appear in the school's academic calendar at least 30 days before the activity.
        - A student may request an excused absence from a mandatory activity only for those reasons stated in the RSOM Academic Policies and Procedures.
        - A student who misses a mandatory activity without an excused absence should receive a zero for that activity.
    - Reading, writing or other assignments which are to be completed before class and/or are due in class that day.
    - If your course is offered at more than one site, please enter all site information into the CBase. This information should include:
        - Name of the site
        - Name of the site director
        - Contact information for the site director (phone, beeper, email, address)
        - Any specific orientation instructions for the site
8. Grading Policy
    - Indicate the grade designations to be given.
        - All Phase I courses are graded Pass, Fail.

- The default for Phases II and III clinical courses is Honors, High Pass, Pass, Low Pass, and Fail.
  - Also indicate how grades will be determined.
    - Include a link to the [Grade Appeal/Reconsideration Policy](#).
    - You should be familiar with the appeal process described in the Academic Policies and Procedures. See also the discussion of Grades and Evaluation below.

9. Statement of Non-Involvement of Providers of Student Health Services in Student Assessment and Academic Progress. Include the following statement in your syllabus:
   - Health professionals who provide health services to medical students, including medical and psychiatric care as well as psychological counseling, will have no involvement in the academic assessment or promotion of a medical student receiving those services. A student assigned to a course, clerkship, or other educational activity with a treating healthcare provider may request, and will be granted, an alternative assignment. Students are encouraged to request such noninvolvement on CBase during the Phase registration period or to the Associate Dean for Student Affairs if outside the Phase registration period. In matters brought before the Committee on Academic and Professional Progress, a healthcare provider who serves on the committee must recuse themself from deliberations related to a student whom they treat.

10. Course Policies
    - Clearly state your policies regarding course materials, e.g. no downloading of exam questions, no distribution of digital images, etc.
    - Students are bound by the Student Honor Code to respect your rules, but your policies must be specified, not "presumed."

11. Disability Policy Statement. Include the following statement in your syllabus:
    - If you have a physical, psychological, medical or learning disability that may affect your course work, please contact the Associate Dean for Student Affairs and the Student Accessibility Support Center (SASC). SASC will work with you to determine what accommodations are necessary and appropriate. All SASC information and documentation is confidential. Students who have been granted accommodations must self-identify to their course directors before the beginning of each course. Students requiring

emergency evaluation are encouraged to discuss their needs with the SASC staff.

Putting Your Syllabus in CBase

You are responsible for placing your course syllabus on CBase.
Contact the UGME Dean's Office if you need assistance creating an electronic syllabus or other course materials.

Course Reviews

The Learner Assessment, Course Evaluation, and Scholarship (LACES) Committee will perform a comprehensive review of your course every three to four years.

Administering a Course

Purchasing, Preparing, & Using Course Materials

Prior to the start of the academic year, Course Directors are required to submit a budget for course related expenses covered by the UGME Dean's Office.

ALLOWABLE EXPENSES INCLUDE, BUT ARE NOT LIMITED TO:
- Laboratory supplies

Note: The costs of ordinary course materials such as texts and question banks are borne by the students

Recurring Expenses

RULES APPLICABLE TO ANNUAL RECURRING EXPENSES:
- Computers, peripherals, office furniture, and photocopy machines are departmental expenses.
- Big ticket, course related items - cadaver tables are a good example - are negotiated.
- Computer programs must be evaluated by the UGME Dean's Office and SBMedIT before purchase and installation on RSOM computers.

Classroom Technologies

The administrative units that provide assistance with electronic media and information technology (IT) in the classroom are:
- Classroom Technology Support
    - Provides equipment and expertise for Audio Visual (AV) and classroom technologies equipment and a number of other services.

- Please see the [Classroom Technology and Support Solutions](#) website for additional information and to request services.

Course Director Responsibilities

Recruit Faculty

Enlist other faculty and assign teaching responsibilities to them.

Ensure that the teaching faculty submit the following items in a timely fashion and set deadlines for completing each item.

FACULTY MUST SUBMIT THE FOLLOWING ITEMS TO THE COURSE DIRECTOR FOR ALL SESSIONS TAUGHT:
- Session learning objectives
- Reading assignments
- Class presentation materials
- Special instructional needs
- Quiz and exam questions

Review All Teaching Materials

Review all planned teaching materials in advance of the class to ensure quality and alignment with the overall learning objectives of the course. Additionally, when working with an inexperienced faculty member, you may need to assist them with planning their session content.

REVIEW FACULTY PRESENTATION MATERIALS IN ADVANCE:
- Meet with course faculty to critique their plans.
- Check that other faculty members participating in the session know the lesson plan in advance of the session (e.g. small-group leaders).
- Encourage the use of learner focused techniques that promote active student participation.

Note: Contact the UGME Dean's Office for support for course development.

REMIND COURSE FACULTY TO BE COGNIZANT OF THE FOLLOWING IN PLANNING THE CONTENT OF THEIR SESSIONS:
- Presentations by other teaching faculty whose content may overlap with their own, both within the course and in related courses
- How session topics integrate or might integrate with other sessions or courses
- Opportunities for additional integrative sessions

- The students' foundation of medical knowledge at the time of the session

Practice Quality Control

Courses have many moving parts and as Course Director you want to ensure the quality of the learning experience. This involves assessing the progress of the course and communicating with your faculty and your students in a timely manner.

STEPS FOR PRACTICING QUALITY CONTROL:
- Attend as many course sessions as possible.
- Respond promptly to correspondence from students before, during and after the course.
- Review the results of quizzes and final exams to assess the validity of questions. Discard invalid questions. Calculate the raw scores as appropriate.
- Compile the final exam.
- Review the results of your assignments and exams to improve next year's materials and outcomes.
- Review the performance of course faculty at the end of the course and provide feedback to participating faculty.

Grading

As Course Director, you are responsible for entering all grades into CBase. Enter all final grades within 2 weeks of the conclusion of a Phase I course and within 6 weeks of the conclusion of a Phase II/III course. Report any failures of courses to the Dean's office.

Note: Refer to the Reporting Grades and Evaluative Comments section of this handbook for additional information.

Instructional Design Support

For guidance and assistance on all aspects of course design including curriculum design, creating engaging lectures, recording lectures, developing activities, and designing assessment questions contact the UGME Instructional Design and Technology Specialist: Gina Marandino-Robinson: gina.robinson@stonybrookmedicine.edu.

Administrative Help & Teaching Assistants

Most administrative support for course directors is provided by departmental staff, but the UGME Dean's Office also has staff members whose job responsibilities include providing assistance/guidance to course directors in administering their courses.

Moreover, some courses have student teaching assistants who are assigned to help with course administration, tutoring and grading. Student

assistants are arranged through the UGME Dean's Office.

Responsibilities of the UGME Dean's Office

List of Responsibilities

THE UGME DEAN'S OFFICE WILL
- Provide educational/training sessions for faculty to enhance teaching skills.
- Arrange room assignments and the provision of media and lab services.
    - This will require coordinating the efforts of UGME, labs, and Classroom Technology Support Solutions.
- If needed, assist with dividing students into sections and small groups.
- Periodically remind the students to complete and submit course and faculty evaluations.
- Provide the services and programs of the Success Coaches/Learning Specialists.

The Curriculum Online Database (CBase)

CBase Functions

Cbase administrators will send you your username and password for CBase when you are appointed a course director.

CBase allows you to easily manage your course, allows students to input course related data, and allows UGME Dean's Office to maintain student records.

Each course director's ID and password permits unique access to manage her/his course.

COURSE DIRECTOR ACCESSIBLE ELEMENTS OF CBASE:
- Course description, schedule, and components, including:
    - Setting up discussion sections
    - Adding links to course-related web pages
    - Entering grades and comments
    - Refining course and faculty evaluations
        - **Note:** There is a set of questions asked about every course and faculty member. You may add/edit optional questions to the evaluations.
- Downloading a list of students registered to take your course
- Viewing student data including:
    - Headshots
    - Schedules
    - Contact information (email address, phone number, and mailing address)

> - Accessing information, e.g. Clinical Experiences, that your students have entered into CBase
> - Entering narrative comments about students (see Entering Comments below)
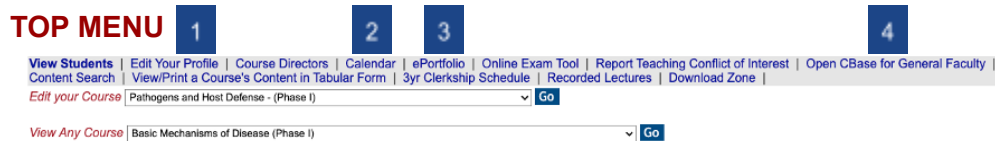> - Viewing a list of all course directors with their contact information

Course & Class Lists

CBase course rosters are up-to-date and show students who are registered for your course (under "Manage My Students").

If you have any questions about whether a student will appear on the first day of class, please contact the UGME Registrar.

Menus

When logged in as a course director, you will see two menus. The top menu, which contains general functions, and the side menu which show course management functions. Note: you can only view the side menu when you have selected a course. Below we will look at the tools on the two menus.

TOP MENU **1**   **2** **3**   **4**

View Students | Edit Your Profile | Course Directors | Calendar | ePortfolio | Online Exam Tool | Report Teaching Conflict of Interest | Open CBase for General Faculty |
Content Search | View/Print a Course's Content in Tabular Form | 3yr Clerkship Schedule | Recorded Lectures | Download Zone |

Edit your Course [Pathogens and Host Defense - (Phase I) ▾] **Go**

View Any Course [Basic Mechanisms of Disease (Phase I) ▾] **Go**

1. **Edit Your Profile** - You can change your password here.
2. **Calendar** - View the general School of Medicine and Dental School calendars.
3. **ePortfolio** - Opens the ePortfolio function. This allows students and faculty to share files and get feedback on their files.
4. **Open CBase for General Faculty** – The view that course directors see has more tools than the general faculty. If someone isn't a course director, they will see the view you see when you click on this link. You will use this view for some functions that aren't in the course director view. If you need to use this view for a specific task, you will be provided with instructions on how to access it.

SIDE MENU

1. Click on **Dropdown Menu** to change the academic year.

2. **View/Edit Schedule** - That is where you see the course syllabus and the schedule of all sessions if the course has one. For Phase 1 courses the Dean's Office assigns blocks of time to the course. Rooms are assigned to each block of time by the school. You must use the location(s) assigned to the blocks. It is the responsibility of the course directors to create detailed items (sessions) in those blocks of time. These detailed items include objectives, assignments, instructors, file attachments, and links. This does not apply to Phase 2 or Phase 3 courses or electives.

3. **Move/Copy Data** – You can use this option to transfer information from one academic year to another or within the same year. You can transfer items like detailed items, parts of the syllabus, and custom evaluations.

4. **View Overall Course Evaluation Results** – Here you can find the course evaluation where students leave feedback and rate different aspects of a course. You can only see the results if you have graded 80% of the students. If this course has many sections such as a clerkship and the section has less than 5 people, the students will be included with the other sections to preserve student confidentiality. If you want to see the results of custom evaluations, then you need to go to the View/Edit Schedule page.

5. **Add/Edit Course's General Information** – You can edit the syllabus here.

6. **Manage my Students (grades. comments)** – Here you can see the roster of the course and manage each student separately. You have access to detailed information about each student and can edit student information such as grades comments.

7. **Audience Response** – This is where you manage the audience response when you are polling students in class.

8. **View Students' Info as List** – Gives specific information about all students. You can obtain information about items such as demographics, and NBME scores.
9. **Add/Edit Custom Evaluation or Questionnaire to This Course** – This allows course directors to create and edit custom evaluations. You can ask specific questions that are not included in the general evaluation. It only allows essay answers, numeric answers, or Likert scale answers.
10. **Enter Grades** – A course may have many assessments (i.e. homework, quizzes, exams). Here you can add the gradable items and the grade. You can also upload an Excel spreadsheet here.
11. **Remove ALL Final Grade Blocks** – If you blocked final grades, you can unblock them here.
12. **Block ALL Final Grades** – You can prevent students from seeing their final grade until you want them to see it.

Entering Grades

Once the course director determines final grades, s/he/designee must enter the grades and evaluative comments into Cbase.

Edit a grade

Name	Jahnes, Katherine
Course	MCS2
Course Year	2nd
Year Taken	2002-03
Block	5
Start date	09/25/2002
End date	04/02/2003
Site	HSC
Grade: *Be sure to mark the grade status complete, after assigning a grade for the course*	[ ] Grade Status: Complete [ ] / Grade Blocking: [ ] [Submit]

In Phase I, grades must be entered within 2 weeks of course completion.

Clinical course grades and comments are due within 6 weeks of the end of the rotation.

CBase provides a drop down list of grades from which to choose. Honors, High Pass, Pass, Low Pass, Fail, Incomplete (for extenuating circumstances), NGY (for students requiring remediation in Phase I), and "Z" (for failing an NBME exam in Phase II).

Entering Comments

There are three areas in CBase where comments may be entered:

1. Confidential comments include "**Early Warning System**" to alert the Vice Dean for UGME of unprofessional or unusual behaviors that need to be addressed or tracked. Students cannot view these comments in

Cbase, though requests to view such comments may be made, e.g., in regards to legal matters.

2. **"Feedback"** is used to provide formative feedback to the student. Comments are not part of the student's public record and do not get recorded on the MSPE.

3. "**Comments for the Record**" do become part of the student's public record and will be placed in the student's the MSPE sent to residency programs.
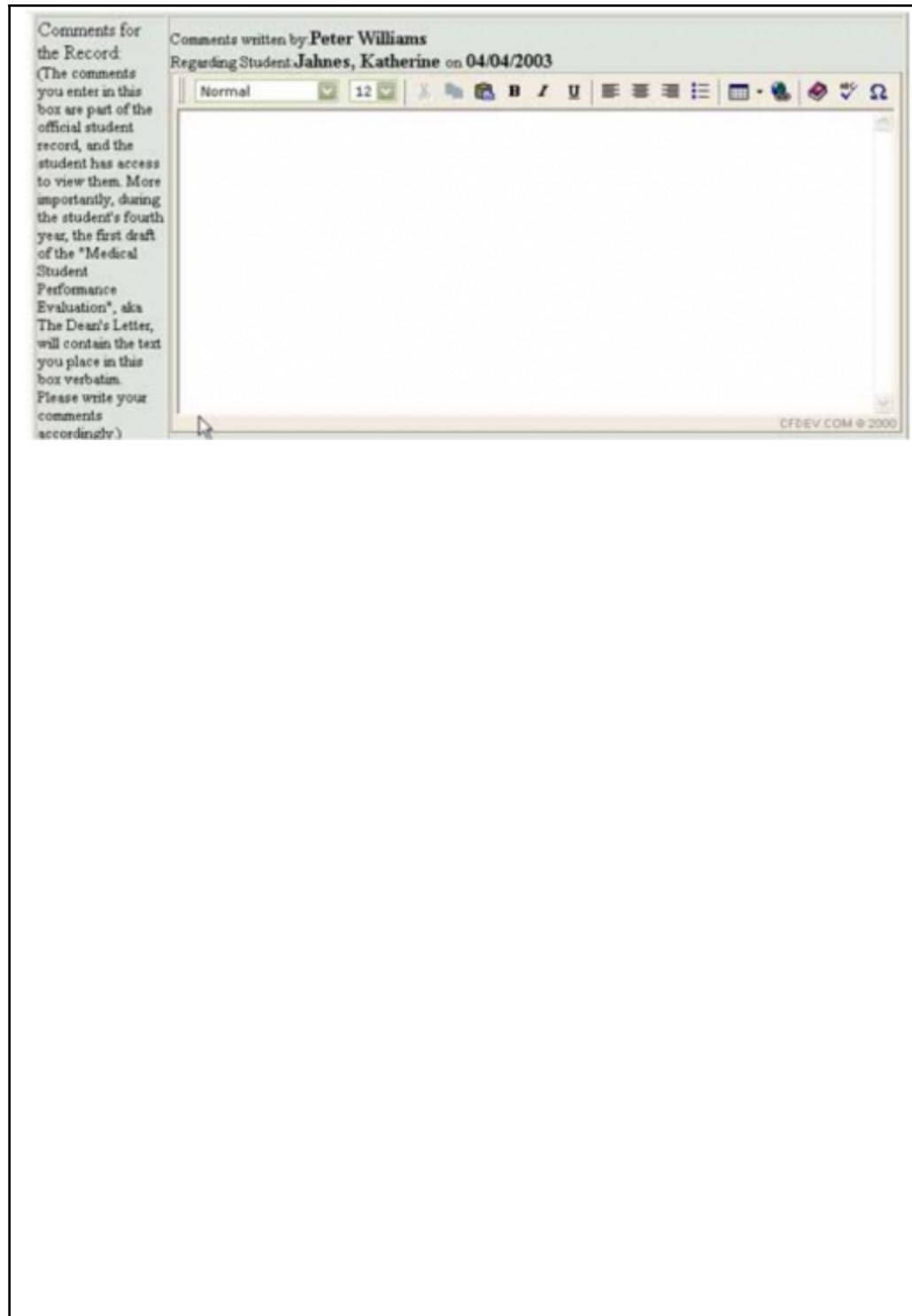
Comments for the Record: (The comments you enter in this box are part of the official student record, and the student has access to view them. More importantly, during the student's fourth year, the first draft of the "Medical Student Performance Evaluation", aka The Dean's Letter, will contain the text you place in this box verbatim. Please write your comments accordingly.)

Comments written by Peter Williams
Regarding Student Jahnes, Katherine on 04/04/2003

Normal | 12 |

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Echo360 - Lecture Capture Software

What is Echo360?

Echo360 is a lecture capture software that allows instructors to record lectures. It has the ability to record an instructor's screen as well as record a video of the instructor teaching. Students can then access these recordings outside of class.

What Must Be Recorded

All sessions that are not interactive or that are not assessments must be recorded. Some examples of sessions that **do not** have to be recorded are: team-based learning sessions, lab sessions, interactive case-based sessions, quizzes, and NBME exams.

Recording in the Classroom

The technology in most of the HSC and MART classrooms can allow live lectures to be automatically recorded if scheduled in advance. That means that all the instructor has to do is log onto the computer Echo360 does the rest. The UGME Dean's Office arranges the scheduling of the lectures for each course.

Recording Outside of the Classroom

Instructors can also record videos on their personal devices when they are not in the classroom. To do that they must download the Echo360 Universal Capture. Instructions on downloading Universal Capture can be found here: [Using Echo360 Universal Capture (Personal)](#).

Echo360 Login

Instructors do not have to log into Echo360 to record a lecture in class, however they may want to explore the other features that Echo360 has. To log into Echo360 you can click here: [Echo360 Lecture Capture](#). When logging in, you should use your **stonybrook.edu** email address, not your Stony Brook Medicine email address. Once you enter your email, you will be asked to enter your NETID and Password.

Who to Contact for Support

If you have any questions about Echo360 or need to schedule your lecture recordings please email Gina Marandino-Robinson: gina.robinson@stonybrookmedicine.edu and Laurel Loh: laurel.loh@stonybrookmedicine.edu.

Grading, Evaluating, and Academic Advising

Reporting Grades

Course directors are responsible for evaluating students and assigning grades at the completion of each course and clinical rotation. Grades and evaluation reports are to be made available on CBase within 2 weeks of the conclusion of the course in Phase I and within 6 weeks of the conclusion of the course in Phases II/III. Students will be notified by e-mail when grades are entered into or changed in CBase. Students are responsible for checking their own grades and completing the course evaluations necessary to gain access to their grades.

Note: The preclinical and clinical phases of the LEARN Curriculum use different grading scales.

PHASE I GRADING SCALE	PHASE II & III GRADING SCALE
Pass	Honors
Fail	High Pass
	Pass
	Low Pass
	Fail

ADDITIONALLY, THE FOLLOWING COURSES USE A PASS/FAIL GRADING SCALE:
- Transition to Clinical Care (TCC)
- Transition to Residency – General and Specialty (TTR)
- Advanced Clinical Experience (ACE)
- Translational Pillars
- Two-week Electives
- Mini-Clerkships
  - Radiology
  - Emergency Medicine
  - Anesthesiology

Grade Definitions

THE FOLLOWING DESCRIBES THE EXPECTED PERFORMANCE LEVEL FOR EACH GRADE:
- **Honors** signifies exceptionally superior performance.
- **High Pass** signifies above average performance.
- **Pass** signifies satisfactory performance.
- **Low Pass** signifies less than satisfactory performance but not failing.
- **Fail** signifies that the student has not performed satisfactorily.

Other Grade Types

IN ADDITION TO THE GRADES LISTED ABOVE, IT IS POSSIBLE FOR A STUDENT TO RECEIVE THE FOLLOWING TYPE OF GRADE IN EXTENUATING CIRCUMSTANCES:

- **Incomplete** signifies that extenuating circumstances, usually out of the student's control, have prevented the student from completing the course/component requirements.
- **Withdrawal** signifies that the student withdrew before completing course objectives.

- **Z** may be given in a clinical course to a student who has passed other elements of a course, but who has failed the initial attempt of the **NBME subject exam** for that course.
- **NGY** is given to a student in Phase I courses when the student is required to take a remediation exam.
- **Place Out** signifies that the student was given credit for a course by (a) having previously taken the same or a similar course and/or (b) by passing an exam deemed appropriate and sufficient by the course director.

Grade/ Comment Appeal to Reconsider

A student who has a question regarding a course grade or evaluation comment may request reconsideration by the course director or use the appeal process, if any, described in the course syllabus.

A STUDENT MAY APPEAL AN UNRESOLVED GRADE/EVALUATION COMMENT
If the disagreement remains unresolved, the student may appeal in writing to the RSOM Grades Appeals Committee. If the issue is not resolved at the committee level, either party may appeal the matter to the Vice Dean of UGME.

The appeal process is also described in the School's Policies and Procedures under "Grade/Comment Reconsideration".

Additional Grading Information

Refer to Section 5 of the Academic Policies and Procedures manual for a detailed explanation of grades and grading.

Academic Workload Expectations

The academic workload expectations of students must be congruent with the educational experience. Refer to the RSOM Academic Policies and Procedures for limits on work and duty hours. As a general rule, for every hour of class time, no more than two hours of academic work may be assigned.

Evaluation Tools

Course directors are responsible for determining the tools used to evaluate students - exams (local or standardized), papers, oral and written presentations, OSCE's, laboratory write-ups, etc. - and determining their weight.

EVALUATION TOOL USE REQUIREMENTS:
- Unless an exception is granted by UGME Dean's Office, all written exams – MCQ, short answer, essay, etc. – are to be administered using ExamSoft or NBME subject or customized exams.
- Refer to the uniform grading policies for Phase I and Phase II/III.

- Using attendance alone as a criterion for grading is discouraged.

Using ExamSoft

TO USE EXAMSOFT:
- Contact Jeff Swain: ExamSoft Administrator to set up your course exam. You can also contact Gina-Marandino Robinson for support.
- Each exam must be delivered in one of the several formats prescribed at least 5 days before the exam's date.
- ExamSoft staff will then load the exam onto the server within two days.
- The course director will be responsible for reviewing it and approving the final version.
  - All necessary corrections must be submitted at least 48 hours before the actual exam time.
  - **Note:** The course director must review the on-line exam under conditions similar to how the students will view and take the exam, to ensure that the course director sees the exam as the students will see it.

Scheduling Exams

The UGME Dean's Office, with input from the course director, determines the timing of the exam. The UGME Dean's Office posts exam dates on the academic calendar.

Make-Up Exams

Course directors will coordinate with the UGME Dean's Office for the scheduling of make-up exams.

Exam Proctors

Exam proctors are coordinated by the UGME Dean's Office.

PROCTORS FOR NBME EXAMS
All NBME exams must be proctored on campus per NBME rules and regulations. Proctors for NBME...
- subject exams must be ordered at least 4 weeks in advance of the exam date.
- customized exams can be ordered closer to the exam date, but it is highly recommended that course directors begin working on these exams 4 weeks before they are given or even earlier, when possible.

Assistance Grading Assignments

Course directors coordinate with the UGME Dean's Office to appoint student teaching assistants to help grade written assignments – essays, short answer questions, or homework assignments.

Mandatory Assignments

If an exercise is mandatory, please be sure to include a way for students to make up the exercise if they missed it and/or the consequences for missing a mandatory exercise.

NBME Exams

The National Board of Medical Examiners (NBME) provides subject exams in the foundational and clinical sciences for the purpose of assessing the educational achievement of individuals in specific content areas.

NBME SUBJECT EXAMS OR NBME CUSTOMIZED EXAMS ARE REQUIRED IN SOME PHASE I COURSES.

The UGME Dean's Office orders the exams for these courses, provides proctors, and processes the return of the exams. The UGME Dean's Office downloads the scores directly from the NBME website.

Applied Informatics posts NBME scores to CBase. The course director receives subject exam results via an email from the UGME Dean's Office, can view the scores in CBase, and can directly access the grades on the NBME website for customized exams. Students view their grades in CBase.

NBME exams offer a way to evaluate the effectiveness of your course, and they give students practice on the kinds of questions asked by the NBME on the USMLE Step 1, 2, and 3 licensure exams.

Clinical clerkships in Medicine, Primary Care, OB/GYN, Pediatrics, Surgery, Neurology and Psychiatry require that students take and pass the NBME subject exams at the 5th percentile level, at minimum. Percentiles are determined by the most recent chart provided by the NBME with each exam.

NBME Exam Failure

When a student fails an NBME exam, the course director notifies the student and refers the student to the Associate Dean for Student Affairs and the Assistant Dean for Clinical Education**.**

The course director should also meet with the student to discuss deficiencies and ways to prepare for the retake exam, if necessary.

The UGME Dean's Office coordinates the time and place of all remediation exams.

Academic Dishonesty, Disciplinary Actions, and Student Honor Code

Refer to the [Section 3 of the RSOM Academic Policies and Procedures](#) for matters regarding academic integrity and the [Student Honor Code](#).

Any suspected breaches of academic integrity should be reported to the Associate Dean for Student Affairs.

Academic Advising

Any time a student is having academic difficulty, the course director should contact the Associate Dean for Student Affairs and refer the student to a RSOM Success Coach/Learning Specialist .

Support for Course Directors

Committee Meetings

CURRICULUM COMMITTEE MEETING
- Meets the first Monday of the month at 8:00 A.M.

PHASE I COURSE DIRECTORS MEETING
- Meets the first Thursday of the month at 12:00 Noon

CLINICAL COURSE DIRECTORS (PHASE II & III) MEETING
- Meets the first Monday of the month at 12:00 Noon

LEARNER ASSESSMENT, CURRICULUM EVALUATION, AND SCHOLARSHIP (LACES) COMMITTEE MEETING
- Meets the fourth Thursday of the month at 8:00 A.M.

Distribution List

To add your name to the email distribution list to be notified in advance of all meetings, contact UGME.

General Assistance

If you do not find what you are looking for, please contact the UGME Dean's Office.