LInC CCE and AS Course Leadership Guide

Welcome!

The vision of the OUME is to advance education, community and scholarship. In doing so we work in close collaboration with broad partners including campus and community-based faculty, students, other UMMS offices, programs and departments, local and worldwide clinical and educational affiliates to coordinate and oversee all years of the School of Medicine curriculum. In addition the OUME sponsors specific courses and educational programs, and supports the work of the Educational Policy Committee. This Orientation and Reference guide is designed to provide basic information to course and clerkship leaders, with links to more detailed resources. The creation of this guide has been a collaborative effort among the Offices of Undergraduate Medical Education (OUME), Institutional Research, Evaluation and Assessment (IREA) and Academic Computing Services (ACS).

SECTION ONE: Office of Undergraduate Medical Education (OUME) Resources/Expectations

Meetings

A. **Attendance at Curriculum Committee meetings:** Meetings provide a venue for course and clerkship leaders to share ideas, problem-solve, receive faculty development, discuss policy, plan calendars, present and provide peer review on course and clerkship reviews, learn of new initiatives, etc and are thus are critical to the co-leadership role. *(monthly)*

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

C. **Course feedback groups with students:** These course assessments occur with students over lunch or with a snack and provide an opportunity for direct discussion and sharing of ideas with a subset of students in real time and on a deeper level than via course evaluations. Most co-leaders formulate 3-4 questions of interest relevant to their course and then facilitate student discussion and encourage constructive feedback by the group. For example: "Students from last year told us X and this year we did Y. What did you think?" *(at least 1 per required course per year depending on course length)*

D. **Internal Course Review:**   Required, structured review created in collaboration with student course representatives and presented to curriculum committee both orally and in written format. *(every other year)*

E. **Periodic Course/Clerkship Review**: Periodic meeting with Associate Dean of UME and IREA in order to review student feedback, performance and assessment, plan feedback to teaching faculty, feed-forward to other courses and students and course planning for the following year. *(varies depending on outcomes)*

F. **Clinical Science Academic Evaluation Board (CSAEB)**: The CSAEB includes the leaders of each course as well as ex-officio members. It is the boards responsibility to periodically review student academic records to recommend students to the Progress Board for academic advancement, remediation or dismissal, to consider any extenuating circumstances which may have contributed to academic performance, and to determine the nature and process of

academic make- up and remediation, if possible, for students who have not satisfactorily completed all academic requirements. *(monthly)*

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

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

Course Management

A. **Course Development:** Co-leaders recruit faculty to teach, share key course elements such as objectives, teaching methods, requirements regarding course materials and teaching expectations; course leaders can request specific faculty development sessions from the OUME to support and improve faculty teaching. Course leaders review faculty course materials and provide feedback regarding clarity, format, scope and appropriateness of content; work with OUME to build and maintain materials and databases required for curriculum management and accreditation; share expectations regarding review of course materials in advance of sessions, posting of slides at least 5 days in advance of class; best practices in material development such as objectives, summary slides, key points, reflective questions, clear labeling with faculty members' last name, course abbreviation, year and development of assessment questions.

- *Preparation and Consolidation Time:* While preparation and consolidation time is not allotted in CCE and AS years we provide the following resources to advise course and clerkship leaders regarding how this time is used in FOM years and to help them benefit from best practice recommendations for creating similar asynchronous learning tools.   Guidelines can be found: **Preparation and Consolidation Guidelines** 'Best practice' examples can be accessed at: **Examples of Preparation and Consolidation Assignments**

B. **Best Practices for Course Materials:** Most faculty do not have formal educational training. In order to support their teaching the OUME offers faculty development and shares resources and best practices for large and small group teaching with course leaders and faculty. Best practices include submitting materials to administrators 5 days in advance to allow timely upload and review by students (if possible materials should not be edited after upload as many students download and annotate materials prior to course sessions), communication of changes in materials to students by email or before class when these changes are necessary, adherence to best practices in large and small group materials preparation (see below). All course materials must be saved as pdf (check type – differs by course year) and uploaded to BLS as such to allow student annotation and archiving. Best practice includes using white backgrounds and leaving space on slides to support annotation.
    - **Effective Lecture Slides - Best Practice Example** (Leslie Berg, PhD)

    - Effective Teaching Developed by UMMS Students: **Student Perspectives on Effective Teaching**

    - **Effective Small Group Teaching - Best Practice Examples**

C. Laptop Lending Program:
The OUME has a number of laptops (both PC and Mac platform) and software available to Faculty to support your curriculum design. Laptops can be checked out from the OUME by contacting Jackie Clark at **Jacqueline.Clark@umassmed.edu** or via phone at 508-856-5827. Current software includes:
- Camtasia Studio Version 7
- Adobe Presenter 7
- Adobe Acrobat 9
- Adobe Acrobat 9 Pro Extended
- Adobe Acrobat X Suite
- Articulate Studio09 (Articulate Presenter 9, Quizmaker , Engage & Video Encoder)

The OUME also has headphone/microphone combinations for audio recording, LCD projectors and digital tape recorders which are available for short-term faculty use. **Curriculum Resources**

D. Course Schedule Development: CCE and AS curriculum committee chairs manage the process of schedule development annually; in maintenance years this is based on prior schedules recorded in the curriculum calendar.

E. Curriculum Dates: Creating the curriculum calendar annually is the work of the EPC through its curriculum committees and formally submitted by their chairs. These calendars change annually given actual calendar changes, holidays, leap years, etc. In creating the calendar, the Chairs of FOM 1 FOM 1, FOM 2 and CCE and AS curriculum committee's work in appropriate consultation with one another across all four years. Calendars can also change to accommodate mutual requests by course leaders, or in support of curriculum change as recommended by the EPC or its curriculum committees. The general timeline for submission of this information, and responsibility for determination, are listed below. Once completed, dates should be shared with the Offices of Undergraduate Medical Education and Student Affairs prior to finalization. After finalization they must be sent to the Registrar's and Financial Aid Offices. Current dates are available at:
Curriculum Planning Responsibilities

Special Note: Semester start/stop dates must be shared with the Registrar and Director of Financial Aid by November of the prior academic year in order to plan semesters and financial aid appropriately. Rooms are requested by March 1st of the prior academic year.

F. Curriculum Calendar: The curriculum calendar is housed on the intranet at: **Intranet Curriculum Calendar;** public version is available on the internet at: **Internet Curriculum Calendar;** this is the official schedule of all course sessions for FOM1 and FOM2 with notation regarding 'prep/consolidation time' ; a parallel 'special events' calendar notes optional sessions and school-wide events. This link is provided for CCE and AS leaders as information only as those curricula are not currently mapped on this calendar.
- **HIPAA – Obtaining consent from patients to be photographed or videotaped for educational purposes.** Bringing patients into the classroom, or using their images, histories or data to help educate our students are powerful ways to reinforce clinical relevance and our UMMS competencies in our teaching. Please be aware that in order to protect patient confidentiality, all personally identifiable information regarding patients should be carefully removed from data, images or any patient-specific materials before sharing with students. In addition, patients who agree to be photographed or videotaped, even by our standard lecture capture system, must complete a specific consent form in advance. This form can be accessed at: **Consent to Participation Photography and Publication**

G. Updating Curriculum Database Information:
The OUME maintains a curriculum database (cdb) in support of curriculum development and faculty collaboration. Information for this cdb is provided by course and clerkship leaders at the implementation of each new course, and reviewed and updated annually. Please contact Colleen Burnham for questions regarding the cdb updating process or to request reports from the cdb. Data collected includes: keywords, AAMC/LCME

hot topics, organ system/discipline, UMMS competency; teaching method; session-specific objective; assessment method.

Best practices for updating include:
- sending course faculty a copy of existing information for each of their sessions at the time they are asked to update them in preparation for the new academic year
- update of information by course leaders as they observe faculty members presenting materials
- periodic review of faculty materials and/or lecture capture sessions by course leaders or other faculty to update cdb

H. **Course Website**: Each course has a website on the learning management system (LMS -- currently BLS Vista). All course information and materials are loaded onto the LMS by the course administrator. Each website uses the 'icare' template to provide a consistent framework for students across courses. *The template may not be altered.*
- i = information such as course announcements, description, goals and objectives, schedule, faculty, housekeeping
- c = curriculum in the form of a table that displays session materials, assignments, handouts and media libraries
- a = assessments such as exams and exam policies, self-tests, projects
- r = resources such as textbooks, external links
- e = student feedback, course evaluations, surveys

I. **Adding Faculty and Staff to your course website** (start-up and ongoing requests): BLS vista is enrollment based (i.e. all students and faculty must be granted permission to view materials). At the initial start-up of each LInC course, the OUME will ask course leaders to provide a list of faculty and staff that should have access to their own BLS vista course website; in order to promote coordination and collaboration we recommend you grant access to both your own faculty and those from other courses. After this *one time* course start-up, any additional names you choose to add to your course are handled on an individual basis by completing a BLS access form. Contact Kathy Moylan in the OUME (**Kathy.Moylan@umassmed.edu**) to request a BLS access form (note: access to BLS typically occurs within 3 business days). In order to request access for your faculty to *other courses* you will first need to get the permission of the course directors for each course. Once permission is received, contact Kathy Moylan in the OUME to request the BLS access form. *Special Note: All course and block leaders, course administrators and selected members of the library, OUME, IREA (Institutional Research, Evaluation and Assessment) and other groups that provide course support services are automatically granted access to every course website.*

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

By design no more than 80% of a student's grade should be decided by a single summative (counting towards the final grade) exam; students should be tested using multiple methods and must be provided opportunities for formative assessment (not numerically counting toward the final grade) and feedback throughout the course to allow opportunities for them to identify and address needs and improve learning and performance during the course.

K. **Comparison of assessment-building tools (compatible with BLS vista)** In order to support faculty development of internally-created assessments our IS team have produced a table that outlines the differences between various software products that can be used to create internal assessments, and are compatible with and supported by IS. This table is available at: **Assessment Building Tools for BLS Vista** and support is through educational computing.

L. **Process for Recording Course and Clerkship Exam Grades:**
Final course grades are computed by course and clerkship leaders and submitted to IREA, who then submit to the Registrar's Office electronically. Once electronic grade rosters are submitted to the Registrar they are posted immediately. Final grades are available to students in PeopleSoft as soon as they are posted by the Registrar. Some courses choose to also notify students about grades by direct email.

The Registrar provides reports regarding grade turn-around time to the Associate Dean of UME quarterly in order to monitor compliance with timeliness of grade availability for students. Courses and clerkships are asked to notify the OUME when their grades are submitted. Courses do so by email to the assistant to the Associate Dean for UME; clerkships submit information through the online SharePoint site at: **SharePoint Grade Tracking**
*{If you receive an error message this means you have not yet been given access to this site. Contact Ashton Gunn, administrator for this SharePoint site and he will provide you with access: **ashton.gunn@umassmed.edu**}*
Note: Grade tracking instructions can be found at: **Instructions for Recording Grades**

M. **Reporting Grades to Students:** Students can access exam grades (if recorded as such, see above) and course grades using Gradebook on the PeopleSoft management system. In addition, course leaders may choose to email grades or feedback to students (or provide it in another written format). Clerkships and courses with substantial small group or 1:1 components must provide students with a narrative grade report which should also be reported to the Dean of Students for inclusion in the medical student performance evaluation (MSPE) letter (formerly known as the dean's letter). Any students who have difficulty within a course (no credit, credit marginal or other performance issues) should be formally notified in writing (email is sufficient) with a copy to the student's learning communities mentor to promote follow up and obtaining appropriate support from course leaders, faculty and the Center for Academic Achievement (CAA).

The timeline from date of exam to grade reports being made available to students is largely dependent on co-leaders timely receipt and review of assessments. Grades *must* be recorded with the Registrar and visible to students within 6 weeks after the end of the course or clerkship.

N. **Determination and Changes to Grading Process:** Details regarding levels of performance required for attainment of specific course grades (no credit, credit marginal, credit or below expectations, expected, above expectations, outstanding) should be published on the course website and shared with the students at the start of the course; any changes to these benchmarks should be designed to support students (and thus may be loosened) at the course leaders' discretion. These changes require updating the course website and clear communication to students. If students have any problems with or questions regarding access to exam grades via Gradebook on People Soft direct them to contact the UMMS Help Desk -- *UMMS Help Desk info: telephone: 6-8643; email: **UMWHelpdesk@ummassmed.edu***

O. Feedback to Faculty: Course and clerkship leaders are responsible for providing faculty with feedback regarding their own performance or course materials in order to promote ongoing course improvement. Feedback is provided to faculty directly through the lecture feedback system and to course and clerkship leaders through end of block or course evaluations. In addition many course and clerkship leaders observe faculty teaching, particularly when they are new to the course. Each of these provides an opportunity to offer specific feedback and reinforce expectation with faculty.

P. Course Review Process and Reports: Annual course reviews occur during curriculum committee meetings throughout the year. "Major" reviews of a course will occur during the first year the course is offered and whenever substantial changes occur. Otherwise "Major" reviews will alternate with "Minor" review on a yearly basis. The course review process and report form can be found: **Course Review Process and Reporting**. Once finalized, these reports are posted on the course website under the "e" in the icare template. The CCE curriculum committee also reviews relevant policies such as duty hours and time away, and the UMEDS logging system for compliance and recommended change annually.

Q. Remediation: Remediation is determined by the course and clerkship leaders in conjunction with the appropriate Academic Evaluation Board and is tailored to the student's learning need. Students receiving a grade of less than Credit (CR) or below expectation (BE) on any element of a course may be discussed at a Basic or Clinical Sciences Academic Evaluation Board meeting with regard to the plan for the remediation of that grade. All required clerkships during the clinical years must be passed with a grade of EP or above. Any grade of 'Fail' on a required clerkship requires the repetition of the full clerkship; remediation for a grade of BEP may include repetition of all or part of the clerkship. Course directors determine if students may carry ' Credit Marginal '(CRM) or 'No Credit' (NC) grades on individual course elements (exams, assignments, blocks) and still pass the course. For additional information regarding remediation policies see the medical school student handbook at **Student Handbook**

R. Mentor Connections: Each medical student is assigned a Learning Community mentor who works with the student longitudinally throughout the student's academic career in areas related to professional development, academic achievement and life matters. Course and clerkship leaders who have concerns about students in any of these areas should reach out to the student's mentor to engage the mentor in working with the student. This includes poor performance on assessments but may also include concerning classroom, email or small group behavior, incomplete assignments or other concerning actions. Student-mentor lists are updated and sent to course and clerkship administrators and leaders annually by the Learning Communities leadership.

S. Key Student Affairs Policies and Definitions
The student handbook describes academic and professional requirements for students, school policies, electives and other opportunities. It is available on the Office of Student Affairs website at: **Student Handbook.**
Many of these policies are relevant to course leaders as well. Specific information regarding a number of such policies can be found at the following links:
- **Students academic performance/grading with regard to advancement:** The number of credit/non-credit grades a student can hold and advance to the subsequent academic year: See Section Three: Academic Regulations/Academic Review and Advancement: **Academic Performance and Grading**
- **Professionalism reporting process** (for positive and negative events- (referred to as "praise report or concern report" in the policy): **Professionalism Policy.**
- **The UMMS Honor Code:** See Section Two: Honor Code: **Honor Code.**
- **Preclinical grading:** See section Three: Academic Regulations; Evaluation of Students; IV. Pre-Clerkship Performance Ratings: **Preclinical Grading**
- **Clinical grading**: See section Three: Academic Regulations; Evaluation of Students; VI. Clerkship Performance Ratings: **Clinical Grading**
- **Progress board**: See section Three: Academic Regulations; Evaluation of Students; Progress Board: **Progress Board**

SECTION TWO: Office of Institutional Research, Evaluation, & Assessment (IREA)

A. **CCE Evaluations:** CCE evaluations are prepared by IREA in consultation with CCE co-leaders and include core items that are required by the institution for every CCE, CCE specific items designed by CCE co-leaders – both qualitative and quantitative, questions related to curriculum redesign and integration across CCEs developed by IREA and the Associate Dean for Undergraduate Medical Education with oversight by the Senior Associate Dean. CCE co-leaders are provided with a draft evaluation based on prior evaluations before dissemination to students to allow for collaborative editing of CCE-specific items. IREA can consult with CCE co-leaders regarding specific areas for evaluation which generally include CCE structure and management, resources, faculty performance and questions related to specific CCE elements (such as small groups, preceptor activities, etc). Students are required to complete all CCE evaluations prior to receiving a grade for the CCE. As of AY12-13, all evaluations will be online via new software application called E*Value. E*Value evaluation links will be sent directly to students and faculty via automated emails from E*Value post office.   This new application will allow for "real-time" reporting to faculty.

   As per the OEA dissemination policy, the CCE evaluation report is distributed to key academic leadership as below:
   - A "real-time" report is available to teaching faculty, CCE co-leaders, *Chair of CCE co-leader's department(s), Associate Dean for Undergraduate Medical Education, Chair* of the relevant *Curriculum Committee, and Senior Associate Dean for Educational Affairs*

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

B. **Online evaluation and assessments (on BLS):** This type of online assessment is completed independent of IREA. On rare occasion CCE co-leaders may use BLS or other programs for evaluation of course elements in addition to the formal evaluation described above. Academic Computing Services is available for consultation on programs and processes.

C. **Training Opportunities via IREA**: IREA is pleased to offer training through mechanisms such as Brown Bag Seminar Series and "drop in" follow-up consultations; CCE co-leaders and /or and department chair "walk-through" of evaluation reports and in areas related to assessment item writing, test construction, post exam and evaluation review including review of statistical analysis of items/questions and overall test.

Academic Computing Services Model and Suite of Services

The Academic Computing Services (ACS) group, a division within Information Services (IS), train and support faculty and staff in the use of a wide spectrum of technologies integral to the University's educational and research missions. As a division within the IS Department, the ACS team provides services campus wide, across all schools. IS has subject matter expertise in information and instructional design, multimedia development and effectively merging technology with teaching and learning. For the educational mission, ACS is the front face of IS to the educational community.

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

The Learning Management System, BLS Vista

ACS builds templates for courses, provides instructional and information design services, trains faculty and course administrators and administers and supports the online learning management system. As described above each required course and clerkship uses the standard icare BLS Vista template for online delivery of course materials.

A. **Course Start Dates:**
1. Students have access to course content at the course's start date (set by the curriculum calendar) unless dates are changed by the course co-leaders.

2. A course start date change requires an e-mail request by at least one course co-leader to ACS (**educationalcomputing@umassmed.edu**) for modification in the BLS Vista system.

3. Course content for FOM Years 1 and 2 is accessible to students for a period of 5 years after they have been actively enrolled in a course (as of November 2011).

B. **LInC Course Faculty and Staff Training for BLS Vista:**
1. Course co-leaders and faculty are added to BLS vista per the process described in Section 1, page 3 (g).

2. Individuals who are associated with a course in an **Instructor** or **Designer** role will require training in the use of BLS Vista per the University training requirement. BLS Vista Instructors teach courses, oversee student work and interact with student data, while **Designers** build and maintain course sites. Each course should have at least one trained team-member in this role (often the administrator) and some courses require more than one. In many cases course co-leaders all desire or require **Instructor** or **Designer**' training. The training schedule is available on the School intranet **IS BLS Vista Training Schedule.** Training is available to individual course teams by request; please file a ticket via the **School HelpDesk** and ACS will schedule the session.

3. The **Faculty Monitor** role does not require training. It translates to BLS Vista as student-level enrollment and appears in the interface as Auditor. The faculty monitor role is "read only" access. Access to course content is restricted by the course start date in PSCS. This group is usually comprised of specified FOM teaching faculty and staff who have been associated with other LInC courses.

C. **Course Content in BLS Vista:**

1. ACS delivers a standard, blank LInC 'icare' template to each new course.

2. The course team (co-leaders, administrators and others as required by each course) receive BLS Vista instructor and/or Designer training to ensure knowledge of course building and maintenance in the learning management system.

3. ACS schedules a Course Hand-Off meeting with course co-leaders and their team to describe the template and LInC workflow.

4. Course teams build the course content.

5. Each LInC course has a minimum of one course administrator to upload course content for course co-leaders and teaching faculty. **Backup support is strongly recommended.** Course administrators may back each other up per agreement by departments, or multiple members of the same department can be trained to back each other up.

6. Content in FOM courses typically include the following:

   a. Lecture notes in PDF form (usually PowerPoint files converted to PDF, and then converted to PDF format and enabled for commenting and typewriter tools)

   b. Audio-narrated PowerPoint presentations (PPT with an Adobe Presenter Plug-in, Camtasia, etc.)

   c. Assessments (BLS Vista assessment tool, Adobe Presenter, Articulate Quizmaker)

   d. Lecture materials and Preparation and Consolidation Exercises usually are the chief content items populating a course's Lecture/Events table(s), which resides in the Curriculum Content area

   e. Video files can be integrated into the course by the ACS team on a by-request basis

   f. Faculty photos and brief biographies can be added to introduce students to their teachers.

7. ACS is responsible for course/clerkship rollover for all iterations of a course into subsequent blocks or semesters. Single-semester courses are rolled over annually. Courses that cross semesters are rolled over each semester.

D. **Course Teams and Academic Computing Services**

1. ACS schedules course team meetings with the course co-leaders and any faculty, staff, and administrator(s) identified by the co-leaders as being integral to the course design and BLS Vista development and maintenance.

2. ACS provides training for course faculty and staff on a by-request basis to work within the BLS Vista system and LInC workflow.

3. It is the responsibility of course teams and the administrator(s) identified by the course co-leaders to build the course content for each course.

4. New course teams can utilize the ACS shared email address (**educationalcomputing@umassmed.edu**) to facilitate more immediate communication with the Academic Computing Services team than is available for non-LInC courses or LInC courses that are established and in Stabilization Mode. In Stabilization Mode, LInC courses will resume standard IS prioritization and communication methods. LInC courses will be considered to be in Stabilization Mode when they have been successfully run for one semester. This means that all of the FOM 1 and FOM 2 courses are now technically in Stabilization Mode (as of the Fall 2012 semester). The CCE thematic section courses will be considered to be in Stabilization Mode after the Spring 2012 semester has concluded.

E. **Shared LInC Content Process**

1. Shared content refers to content that is shared across multiple courses and may include information about course management such as exam guidelines, or specific course materials that will be used by more than one course. Such materials are centrally managed by ACS.

2. Content must be delivered to ACS by the course administrator 3 business days previous to the scheduled event.

3. ACS requires the following information:

   a. Expected posting date

   b. Originating course name

   c. File names and locations

   d. Destination course name

   e. File Manager location

   f. Permission of content author (email will suffice)

F. **Access to BLS Vista**

1. New and returning UMMS users (students, faculty, and staff) can receive login credentials from the BLS Vista 24/7 Help Desk. Contact information for the HelpDesk appears on the BLS Vista login page: **http://www.worcester.umassonline.net**   If the login page is not accessible, you may access BLS Vista through **https://learning.umassonline.net/**

2. Login credentials are sent to the email address on file for the user.

Use of Online Assessment Tools and Computer-Based Testing Efforts

A campus-wide strategy for computer-based testing (CBT) at UMass Medical School has not been defined; however, teaching faculty have taken the initiative to leverage online assessment tools for the administration of exams. This document outlines general computer-based testing guidelines with specific recommendations for our current university environment, the role of Course Directors/Administrators and ACS staff in computer-based testing:
Computer-Based Testing at UMMS

In addition, ACS has created a table that describes the components of a number of available online testing programs for internally-developed assessments:
Assessment Building Tools for BLS Vista

Integrated Teaching and Learning Center (iTLC)

The Integrated Teaching and Learning Center (iTLC) is a learning environment with high-definition display of images that facilitates small group collaboration, interactive and blended learning. The room is also used for Computer-Based Testing (CBT) and interactive multimedia teaching and learning. The iTLC is sponsored by the Office of Educational Affairs (OEA), yet is jointly supported by Information Services (IS) and OEA. The iTLC is scheduled as part of the room reservation process overseen by the chairs of the FOM1 and FOM2 curriculum committees and the OUME.

Integrated Teaching and Learning Center Support

- **Reservations**

- Educational Event Support provided by Academic Computing

Academic Computing: Training Opportunities and Faculty Resources

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

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

Types of Training: ACS follows a 3-point contact model outlined as follows;

1. Training (face-to-face classroom event; for example, BLS Vista Comprehensive class)

2. Guided practice (via webinar or phone; for example, step-by-step guidance to course designer in the use of Assessment Tool settings)

3. Post-Training Support available during transition to customer (for example, online monitoring during first computer-based test)

Centralized "Power User" Group: Beginning in Spring 2013, the ACS team will convene a monthly meeting of the primary course administrators. This will allow enhanced communication between and among these key resources, and allows us to work together more efficiently as a team. This group will be comprised of a subset of the overall course administrator group (FOM 1, FOM 2, CCE Year 3 and AS administrators) who have mastered the use of the BLS Vista toolset and LInC workflow. Ongoing training needs can be identified at these forums.

SECTION FOUR: HANDY LInC REFERENCES

Available on UMMS Websites:

A. On the **Office of Undergraduate Medical Education** website you will find helpful course and faculty resources such as:

{found under Faculty Resources drop down menu}
- Curriculum Development Funds Program Information

- UMMS Competencies for Medical Education

- Student Perspectives on Effective Teaching

- Curriculum Resources (easy access to Educational Policy/LInC website, BLS Vista online courses, OUME Laptop and Software Lending program and Course Leader Guides)

{found under LInC drop down menu:}
- UMMS Applicant LInC References

- Foundations of Medicine Year s 1 and 2 Information

- Core Clinical Experiences Year 3 Information

- Coming in early 2012: Advanced Studies Year 4 Information

B. On the **LInC INTRANET** you will find helpful curriculum reports and resources such as:
- LInC Design Team Reports

- LInC Course Leadership and Course Administrators

- LInC Course Descriptions

- LInC Portfolio (Principles and Curriculum Graphics)

- Key LInC documents (retreat outcomes, curriculum blueprints, framework etc)

C. On the **EPC Committee INTRANET Site** you can find items of interest to your work under
" EPC Curriculum Committees " found on the left nav:
- Membership and Meeting Materials

- Educational Recognition Awards

- Medical Education Resources (key publications)

- Curriculum committee members, meeting dates, agendas, meeting notes, annual course reviews

- Note: in AY 11-12 the EPC is revising its governance documents and committee charges. Updates will also be available on the EPC website

D. On the **Office Student of Affairs** website you can access a number of items of interest to your work including:
- Student Handbook

- Information on Student Electives

- Student Groups

E. Faculty Development Opportunities via **UMMS Office of Faculty Affairs** . Here you will find a variety of faculty development opportunities and programs to support you in your work as educators.

F. Lamar Souter Library: information regarding appropriate use of copyrighted materials in course delivery can be accessed via **UMMS Library Copyright Resources and Contacts**

The UMMS library also offers various Curriculum and Educational support which can be accessed via **UMMS Library Education and Curriculum Resources**

G. List of Course Leadership and Administrators and Other Key Academic Personnel:
    Key Contacts: Course Leadership, Administrators, Educational Offices

H. **Educational Acronyms List**

I. **EValue** is the school's online, self –service evaluation and assessment tool used for faculty preceptors, and

resident assessment of students, student feedback on course and clerkship experiences. EValue allows for automated evaluation and assessment processes; and real-time self-service access of data by students, faculty, course leaders, and educational administration. In AY 2012-12 the School of Medicine continues the ongoing pilot implementation of eValue - details will be provided as implementation progresses.

Handy eValue documents include:

- Overview of E* Value: **http://inside.umassmed.edu/is/evalue/tutorials.aspx.**
- Questions regarding passwords and access should be directed to the designated eValue Program Administrator assigned for each curricular component in CCE and AS. *(varies by clerkship and course)*
- Additional references related to eValue are available once you log in. The eValue login is at:
  http://www.e-value.net.

J. **Faculty Blog:** OUME is working with faculty to create an internal blog re; teaching methods, practice and questions. More information will be available during AY 12-13.