

College of Veterinary Medicine

Course Coordinator Guide

Responsibilities and Best Practices

Most UTCVM courses have been developed in an integrated fashion, requiring the coordinated input of multiple faculty members, often from different departments. The success of such courses relies on organization and management of the course by the Course Coordinator, collaboration and communication among instructors, and ongoing oversight by the college Curriculum Committee. The following guidelines describe the responsibilities and policies governing course coordination. Important deadlines and key information are highlighted in yellow to assist you with quickly navigating this document.

Table of Contents

I. Course Coordinator Assignments	2
II. Course Coordinator Checklist	2
III. Course Design	2
IV. The Teaching Team	2
V. Course Scheduling Requests.....	3
VI. Preparing the Course Syllabus	3
VII. Preparing Course Materials	3
VIII. Delivering the Course.....	4
IX. Students with Accommodations.....	5
X. Attendance Tracking.....	5
XI. Instructional and Classroom Technology	5
XII. Preparing Examinations	6
XIII. Examination Policies and Best Practices	7
XIV. Grading	9
XV. Academic Honesty.....	11
XVI. Submission of Final Grades.....	11
XVII. Student Assessment of Instruction.....	14
XVIII. Course Review and Revision	15
XIX. Quick Reference Numbers and Links.....	15
APPENDICES	
Course Scheduling Request Form	16
Course Report Form.....	20

I. Course Coordinator Assignments

Course Coordinators are nominated by the Department Head in consultation with the Associate Dean for Academic Affairs and the faculty member. Appointments are generally for 3-year, renewable terms.

II. Course Coordinator Checklist

<input checked="" type="checkbox"/>	Item	Due Date	
		Fall Semester Courses	Spring Semester Courses
<input type="checkbox"/>	Send Course Scheduling Request to pre-clinical coordinator	Feb. 15	Jul. 15
<input type="checkbox"/>	Set up Canvas course, grant access, and publish	Available Nov. Exact dates: Access calendar	Available Jun. Exact dates: Access calendar
<input type="checkbox"/>	Provide copy of syllabus (to students, instructors, pre-clinical coordinator, & Student Disability Services)	First day of semester	
<input type="checkbox"/>	Complete an Accessible Testing Agreement (ATA) in the SDS Faculty Portal	First day of semester SDS Faculty Portal	
<input type="checkbox"/>	Set up PanOpto folder and grant access	First day of semester	
<input type="checkbox"/>	Provide course notes to VBOT	Jul. 15	Dec. 1
<input type="checkbox"/>	Complete attendance tracking	~ 4 weeks after semester start For exact dates: Key Date Calendar	
<input type="checkbox"/>	Complete final grade entry	~ 7 days after students' last final exam For exact dates: Key Date Calendar	
<input type="checkbox"/>	Encourage students to complete evaluations	2 weeks before students' first final exam	
<input type="checkbox"/>	Prepare & submit Course Report	Mar. 1 of following semester	Aug. 1 of following semester

III. Course Design

The coordinator is responsible for overall course content and designated learning outcomes, and for ensuring that there are specific learning outcomes and instructional objectives for each topic covered in the course. More information on writing learning outcomes and instructional objectives is posted on the [Curriculum and Assessment Website](#).

To determine where your course fits within the DVM curriculum, you may consult the following resources.

[Curriculum Summary by Semester](#) ("Printable Curriculum Overview")

[Course Syllabi](#)

[Curriculum Map](#) (bottom of Reference Documents; incomplete)

IV. The Teaching Team

The Course Coordinator, in consultation with appropriate Department Heads and Associate Dean for Academic Affairs, is responsible for building the teaching team to deliver the course. After the final class schedule is released, the coordinator should ensure that all instructors are aware of their scheduled teaching days, times, locations, and topics. **Calendar invitations are a best practice.** If the schedule changes, please update the calendar invites; encourage instructors to double check the schedule on VetNet prior to their upcoming lectures or labs to ensure there has been no change. It's important to actively communicate with instructors.

V. Course Scheduling Requests

After preparing a draft course schedule, the Course Coordinator must submit a [Course Scheduling Request Form](#) to the Pre-Clinical Coordinator (Candi Runyon, crunyon2@utk.edu). Requests are used to create the schedule of classes for the entire semester. The Course Coordinator must be sure to **communicate with instructors** in the course **regarding these requests, especially special circumstances** (e.g. the timing of a specific laboratory or room) or **room needs** (e.g. the computer classroom, microscope room, multiple rooms if the class is divided into sections, etc.)

Course requests also include information about faculty availability and conflicts during the upcoming semester. **Although instructors must recognize that their primary professional responsibility is to the university**, most conflicts due to professional and personal travel or other needs can be accommodated if included in the course request.

Course requests are generally due on **February 15 (for fall semester) and July 15 (for spring semester)**. Detailed class schedules are prepared by the Pre-Clinical Coordinator prior to the start of the semester and posted on [VetNet](#). In order to facilitate scheduling, it is imperative to be responsive to e-mails from the Pre-Clinical Coordinator and meet all deadlines. However, please realize that not all scheduling requests will be possible to accommodate.

Requests for any animal use and/or spaces at the Veterinary Research and Education Center (VREC) must go through the [Office of Laboratory Animal Care](#) at least 48 hours in advance.

Because changes are often made to this schedule, be aware that **the most current schedule is always the version available on VetNet**. Coordinators will be notified of changes in advance.

VI. Preparing the Course Syllabus

The syllabus should provide all pertinent information for the course, set the tone for student and instructor performance, and serve as a “contract” between students and the course coordinator. [A UTCVM course syllabus template is available](#). This template includes suggested categories of information, a place for the course schedule, and information about UT and UTCVM policies. The use of this template is encouraged in order to enable students and faculty to quickly locate pertinent information. Such organization reduces students’ cognitive load, which enables them to focus more on learning your material and less on finding it.

Sharing Your Syllabus

If your syllabus is submitted to VBOT (Veterinary Bookstore of Tennessee) with the course notes, it will be printed with course schedules for students. If not, you are responsible for ensuring that a syllabus is prepared and made available electronically (e-mail and/or Canvas) for all students and instructors by the first day of class.

[An electronic copy of the course syllabus must be e-mailed to Pre-Clinical Coordinator by the first official day of class each semester](#). All syllabi will be in a [Shared Google Drive](#) (UT login required) that is accessible to all faculty.

VII. Preparing Course Materials

Recommended and/or required books are requested by VBOT several months prior to the start of any semester so VBOT staff can gauge inventory needs.

[Notes to be printed for student use must be submitted to VBOT by July 15 for fall semester and by December 1 for spring semester](#). The Course Coordinator should collect and assemble notes from instructors, place the notes in order of the lectures, and package them as one combined pdf file for VBOT delivery. VBOT will also print a copy of the notes for the Coordinator and other instructors upon request.

Reserving Materials in the Ag-VetMed Library can be done at any time during the semester. See <https://www.lib.utk.edu/agvet/instruction-support/> or Jeanine Fletcher for more information.

VIII. Delivering the Course

The Coordinator should ensure that all instructors receive the course syllabus and are aware of their scheduled lectures, laboratory responsibilities, exam dates, etc.

Course Content and Progress

During the first course meeting, the Course Coordinator should briefly introduce the course, review the syllabus, and advise students of key course learning outcomes and policies. Materials provided for students will usually include notes and/or slides. If notes are provided, they should correspond and flow with the slides.

The Course Coordinator is responsible for monitoring the content and progress of the course. Ideally, the Coordinator attends as many of the course sessions as possible, or becomes familiar with the entire course by reviewing course materials and instructional methods. Encourage all instructors to stay on time/on track with lectures and materials. If they go over time and/or do not cover material, have them rework their material accordingly. This may mean reworking material with fellow course instructors and/or making up the material at a different scheduled time.

Student Course Liaisons

First Responder: Each class cohort has a paid first responder whose responsibility is to assist with classroom technology, including lecture capture, loading slides, projection, and microphones. Most likely, the first responder will introduce themselves on the first class meeting.

Academic Chairs: Typically, each class cohort contains two academic chairs, who serve as a liaison between students and instructors. The academic chairs may facilitate exam changes, assist instructors with rescheduling missed lectures, set up exam reviews, etc. It is not the role of the academic chair to facilitate practical exam scheduling or any other activity that would enable them to be privy to information about other students that is protected by the Family Educational Rights and Privacy Act (FERPA) – such as whether students have testing accommodations.

Schedule Changes

The Course Coordinator is responsible for and must approve all changes that deviate from the published course syllabus and course schedule. If an unexpected conflict/issue arises after the schedule is released (e.g., sickness, missed lecture, etc.), such minor changes during regularly scheduled lecture or laboratory periods can be made by the instructor. However, the students, the Pre-Clinical Coordinator (**Candi Runyon**, crunyon2@utk.edu), and (sometimes) Student Disability Services (sds@utk.edu) must be notified of any changes in the schedule.

If an absence is known in advance, encourage instructors to be proactive and pre-record lectures or use Zoom to deliver their content, where possible.

Major schedule changes, review sessions, changes in examinations, or rescheduled class meetings that fall outside the regularly scheduled lecture or lab periods should be arranged in consultation with the class academic representative and the Associate Dean for Academic Affairs.

Assisting Students

The Course Coordinator should be reasonably available and responsive in assisting individual students or the entire class with issues that arise. This includes responding to student emails promptly and working with students to clarify information that is unclear to them, such as course content and assessments.

If desired, the syllabus can indicate when the coordinator can be expected to answer e-mails, or a Q&A [Canvas discussion board](#) may be set up to help organize and respond to students' questions. If an issue cannot be resolved by the Course Coordinator, the Department Head or the Associate Dean for Academic Affairs should be contacted for assistance.

Student Absences

Course Coordinators and instructors are expected to work with students of all religious faiths to accommodate conflicts with religious holidays.

The Course Coordinator and appropriate instructor should be notified of students that miss required laboratories or examinations for medical or other reasons. Students are responsible for submitting a [leave request form](#), and these notifications flow through an e-mail approval system managed by the Health and Safety Coordinator. If a student contacts you individually, please forward the information to the Health and Safety Coordinator and the Associate Dean for Academic Affairs.

Classroom Civility

The Course Coordinator and instructors have the right to establish guidelines for classroom behavior, including imposing reasonable standards of conduct for the classroom and enforcing the university standards of conduct published in *Hilltopics*, <https://hilltopics.utk.edu/>. A common challenge for many instructors is learning to navigate classes in which particular students contribute to the course more than other students. Instructors should remember that the reasons for overzealousness might vary by student and warrant different approaches.

The Associate Dean for Academic Affairs and the Assistant Dean of Students are available for consultation.

IX. Students with Accommodations

The Course Coordinator will be notified by the student and the Office of Student Disability Services (SDS, 974-6987) if regarding required accommodations due to a disability. The Course Coordinator should advise other instructors in the course about accommodations that affect them and also facilitate electronic exam delivery to SDS.

A Course Access Letter will be issued by SDS for each student with accommodations. This letter will outline the accommodations the student needs. The accommodations should not be independently modified or denied for any reason without first consulting with SDS. For midterm and final exams, students who need additional time, an alternative location, or a reduced distraction environment must take their exams at the SDS Testing Center in Blount Hall at 1534 White Avenue.

Course Coordinators must log in to the [SDS Faculty Portal](#) to provide a copy of their syllabus and complete an Accessible Testing Agreement (ATA). The ATA includes the scheduled dates and times for exams, standard time (in minutes) that all students have to complete each exam, a phone number where you can be reached during the exam, and any additional instructions needed to administer the exam. Complete instructions for using the portal may be found here: <https://sds.utk.edu/faculty/faculty-portal-instructions/>.

Any correspondence regarding accommodations should be prioritized, and instructors should avoid discouraging students from using their approved accommodations.

X. Attendance Tracking

The university is required to verify that students receiving federal financial aid are attending the classes for which they have registered. If the university cannot verify that a student has attended his or her classes, that student will lose their financial aid. Therefore, Course Coordinators are required to track student attendance to verify that the student has attended class at least once during the term. Attendance tracking is usually due during the first FULL month of the semester, and a reminder e-mail is sent from the University Registrar to each instructor of record. For instructions and more information: <https://registrar.utk.edu/banner-general-information-for-faculty/banner-attendance-tracking-instruction-guide/>.

XI. Instructional and Classroom Technology

Contact Lars Kragness (865-755-7667; lkragnes@utk.edu) and/or consult the [Instructional Technology page](#) of VetNET for help with instructional and classroom technology.

Canvas

[Canvas](#) is the university's learning management system. It should be used to post course materials, slide presentations, links, and grades. Canvas quizzes and assignment submission are available for low-stakes and formative assessments. Course coordinators should add their instructors to Canvas once the [course shells become available](#), approximately 2 months before the beginning of the semester. **Course shells are created automatically from the university timetable and do not need to be requested. Please do not change the name of your Canvas course!**

Canvas enables instructors to post most material on their own. **A brief [Canvas Basics](#) sheet provides instruction on most Canvas tasks**, such as adding instructors and publishing the course site. A course template is available as a published course in the Canvas Dashboard. This template makes it easy for you to build your course and for your students to find your content. If you cannot see this template, contact Lars Kragness (865-755-7667; lkragnes@utk.edu) to get it added to your Canvas account.

UTCVM-specific Instructions for Posting Grades to Canvas

When setting up your course, in the Settings menu, under Course Details, scroll to the bottom and select "Hide grade distribution graphs from students."

Before posting grades to Canvas, hide the grade column in the gradebook by selecting the three dots that appear near the name of the exam and choosing "Hide grades." This enables you to double check what you have posted for accuracy before releasing them to students. Once you are ready, select the three dots again and choose to "Post grades."

Lecture Capture–PanOpto

[PanOpto](#) is the university's lecture capture software. **Prior to each new semester, the Course Coordinator should create a PanOpto folder for the course and share it with Lars Kragness and all instructors in the course. [Instructions for sharing a folder](#).**

[Additional instructions for using PanOpto.](#)

Personal Response Systems (PointSolutions)

Also known as clickers, personal response systems can add interactivity to a class and enable instructors to see where students need additional instruction. The university subscribes to PointSolutions, which may be used on students' mobile devices. [Instructions for PointSolutions](#).

Similarly, [Kahoot!](#) may be used to engage students in friendly competitions in class. A limited number of [licenses](#) are available.

ExamSoft

[ExamSoft](#) is used for major summative assessments, such as midterm and final exams, for students in years 1, 2, and 3 of the curriculum. **Access rights to ExamSoft for the Course Coordinator and course instructors should be requested through Lars Kragness (865-755-7667; lkragnes@utk.edu).** Information about using ExamSoft may be found on [VetNET](#). See "Preparing Examinations" below for ExamSoft-specific settings.

XII. Preparing Examinations

The Course Coordinator is ultimately responsible for the preparation, delivery, grading, and quality of examinations or other assessment methods.

The Coordinator should determine grading method and point distribution for the course and examinations. Point distribution is generally based on contact time or course emphases and should reflect the outcomes and objectives of the course. An [exam blueprint](#) is a best practice to ensure that exams are aligned with learning outcomes, time spent on content, and expected level of understanding.

The Coordinator should review examination questions for quality, clarity, and linkage to course learning outcomes or instructor objectives and work with instructors to revise questions, where necessary. An excellent, evidence-based guide for question writing is available free from the [National Board of Medical Examiners](#).

All exam questions should also be [tagged with pre-established categories](#) in ExamSoft. Data produced with tagging are valuable for instructors and students to identify areas of student strength and potential growth.

Question and Exam Titles

ExamSoft enables instructors to create question titles. Generally, these titles are automatically created and should be edited to briefly describe the question content. Students cannot see question titles, so the titles are to assist you in identifying questions later on. Good titles will save you SO MUCH TIME!

Likewise, **exams should have descriptive titles** and follow a naming convention, preferably something like this: Spr 2025 VMP 837 Endocrine Midterm.

Exam Length

The Coordinator should review the overall examination for length and degree of difficulty. Midterm examinations should be approximately 1 hour in length, although the students have 2 hours for most midterm examinations. Final examinations are 2 hours in length, although students are allowed 3 hours to complete the examination. As a general rule of thumb, a standard multiple choice question should be given 1.5 minutes to complete. More difficult questions with clinical vignettes will need more time.

Posting the Exam in ExamSoft

The screenshot shows four panels of the ExamSoft interface with orange arrows pointing to specific settings:

- Pre-Assessment Notices:** An arrow points to the "Select Template" dropdown menu.
- Scoring:** An arrow points to the "Maximum Points" field, which is set to 3.00.
- Security Options:** An arrow points to the "Secure" checkbox, which is checked.
- Options to Enable:** An arrow points to the "Require Answer" checkbox, which is checked.

Other visible settings include:

- Pre-Assessment Notices:** "Add Custom Notice" button, "Honor Statement" template.
- Scoring:** "Default weights" selected, "Display Scores on Exit" options (Percentage, Raw Score, Auto Release Results) are unchecked.
- Security Options:** "Randomize Sequence" and "Randomize All Choices" are unchecked. "Time Limit" is set to 0 minutes.
- Options to Enable:** "Spell Check", "Calculator", "Numbering", "Missing Answer Reminder", "Text Highlighting", "Backward Navigation", "Cut, Copy & Paste", "Find & Replace", "Show 5 Min Alarm", "Notes", and "Question Feedback" are all checked.

When posting the exam in ExamSoft, please use these instructions. **Important:** Instructors should avoid activating time devices for electronic exams. Electronic exam timing can disadvantage students by escalating test anxiety and breaking concentration. Timed exams also cause problems with students with extended testing time accommodations and in the event of fire alarms mid-exam.

- Add the Honor Statement as a Pre-Assessment Notice (Select Template).
- Determine the point structure that is appropriate for the exam.
- Do not Display Scores on Exit
- Select Secure.
- You may randomize sequence and/or randomize all choices—**however**, if you do either, make sure your questions that depend on order choice (sequence) are set so the questions and/or answer options (choices) do not change.
- Do NOT set a time limit.
- Under Options to Enable, select everything that is checked here.

XIII. Examination Best Practices

The Course Coordinator is responsible for ensuring that all scheduled examinations are given at the designated times and administered properly, with appropriate oversight in accordance with [UTCVM Exam Guidance](#). Course Coordinators should clearly explain to students the

expectations for each examination, including format, time limits, equipment or calculators needed, etc.

Examination Setup

Course Coordinators should structure the exam environment as much as possible to protect students from seeing or hearing any other students' work. The examination room and examination process should help minimize opportunities for contact between students, thus discouraging academic dishonesty. If needed, multiple rooms or multiple times may be scheduled for each examination to provide extra spacing for students. The rooms will be set up prior to the examination. Single classrooms may be used if multiple forms of the exams are issued and/or if ExamSoft is used.

Once the exam password is set, Course Coordinators should log into the [SDS Faculty Portal](#) and update the Accessible Testing Agreement (ATA) to include the password. It is not necessary to create a separate exam for students using the Testing Center at SDS.

During the Exam

The Course Coordinator is responsible for providing adequate examination materials and being immediately available in person, by phone, or by text during exams. The Office of Academic and Student Affairs can help facilitate **examination proctoring**, if requested in advance with the Pre-Clinical Coordinator. The Instructional Technologist is available for technology assistance but does not serve as a proctor.

Student questions during an exam should be limited to technology issues. Questions about exam content should be provided via the question feedback feature in ExamSoft (see above). Student questions during an exam are distracting to other students; additionally, instructor guidance might not benefit students taking the exam elsewhere or students who have already completed their exam. Providing question feedback in this way ensures fairness for all students.

Maintaining Exam Integrity

Methods for ensuring integrity of examinations include creating multiple versions of the same test (reordering questions/answers), spreading students out in existing classrooms, ensuring that students start on different portions of an examination, etc. Student-owned laptops are required to have privacy screens for in-class exams.

Backpacks, cell phones, laptops, tablets, complex calculators, smart watches, and other extraneous items must be placed in lockers or at the front of the examination room unless expressly allowed by the instructor. Cell phones needed for potential emergency contact during an examination (e.g. day care, family emergencies) should be left with the examination proctor.

Instructors should structure the exam environment as much as possible to protect students from seeing or hearing any other students' work. Instructors with concerns about a student's examination behavior should carefully record his or her observations and attempt to find additional faculty to witness the behavior. For this reason, staff members are not ideal proctors for UTCVM examinations.

If students are exhibiting questionable behaviors, the instructor should avoid disrupting the examination environment for other students. Student removal from the examination or prevention from completing the examination or assignment should be avoided. Instead, document in a written note the behaviors and time of the behaviors noticed. Only use camera or video documentation if you are absolutely certain it will not be detected. Subtly alert Lars Kragness or another Academic and Student Affairs proctor to do the same; they will also alert the Associate Dean for Academic Affairs to serious concerns or concerns that require immediately post-exam follow-up. Continue to observe carefully for the rest of the exam. Flag the scratch paper from the student or students of concern. Follow up on academic misconduct concerns immediately after the exam. If the Associate Dean for Academic is not available, please alert the Assistant Dean for Students or the Curriculum and Assessment Coordinator. Credible concerns are referred to the UTK campus officials for appropriate due process and adjudication.

Late or Absent Students

If a student misses an examination for unavoidable reasons, he or she should first contact the Health and Safety Coordinator (**Alicia Robino**, arobino@utk.edu). It is the student's

responsibility to then contact the Course Coordinator, who will arrange an appropriate, timely makeup examination. Lars Kragness should also be notified of the makeup examination. Makeup exams for students with extenuating circumstances or other approved academic leave must be reasonably equivalent to the missed exam. The Coordinator should advise the rest of the class to refrain from discussing or reviewing the examination until all makeup examinations are complete. It is fine to release grades before all students have completed the exam for your course.

After the Exam

The Course Coordinator should evaluate exam and exam item statistics, as well as question feedback from students in ExamSoft. This information is provided in two separate reports in the Reporting/Scoring tab of the assessment (Item Analysis & Question Notes/Feedback). All results should be considered together – contextualized and compared. When considering student feedback, keep in mind that students cannot always articulate the precise reason a question is confusing to them; if several students provide feedback on the same question, try to determine what their feedback has in common. Focus on whether the question accurately assesses their knowledge and/or helps them learn what they need to know to become a competent veterinarian.

A guide for interpreting exam statistics is [available here](#). After consulting with the instructors in the course, determine whether to adjust points by dropping a question, accepting more than one answer, etc., and when you will post the scores (push the grades) to Canvas for students to see. Some Coordinators prefer to wait until the end of a midterm or final period to release grades.

Some Coordinators also prefer to share the mean or median exam grades with students. The number of grades at each level, the range of scores, and other metrics are really not necessary for a student to gauge their results against their class as a whole. Refer to the **Canvas-specific instructions above regarding best practices for pushing grades**.

See Lars Kragness (865-755-7667; lkragnes@utk.edu) for examination technology assistance and Misty Bailey for additional assistance on examination item analysis.

XIV. Grading

Although assessment and grading of students is left to the discretion of the instructors, the Course Coordinator should help ensure that the grading policy is clearly outlined at the beginning of the course, accurately reflects course learning outcomes/objectives and expectations, provides a reasonable estimate of student performance, and is applied fairly and consistently. Although rigor of grading policies is at the discretion of the instructor, the **UTCVM Grading scale** is as follows:

90-100%	A
88-89%	B+
80-87%	B
78-79%	C+
70-77%	C
60-69%	D
< 60%	F

The **UT Graduate School specifies valid grades for UTCVM** as those above, along with grades of I (Incomplete), SI (satisfactory incomplete), NC (no credit), and S (satisfactory). Interpretations of points toward graduate grade point averages at UT are as follows:

GRADE	PERFORMANCE LEVEL	QUALITY POINTS/CREDIT HOUR
A	Superior	4.0
B+	Better than satisfactory	3.5
B	Satisfactory	3.0
C+	Less than satisfactory	2.5
C	Well below standard	2.0
D	Clearly unsatisfactory	1.0
F	Extremely unsatisfactory	0.0

The UTCVM [Academic Standards](#) document also states that “Courses and their evaluation should be structured so that the median course grade is no less than 80%. If the median grade falls below 80, the scale *may* be adjusted so that the median grade is 80%, with other grades adjusted accordingly. The scale may not be adjusted if the median grade is greater than 80%.”

Note that this standard was developed by the founding faculty of the college and is based on the expected performance ability of professional students admitted to our program. **The standard as stated neither REQUIRES instructors to modify grades to meet a specific class mean nor does it specify a desired class mean or median.**

Distribution of Grades to Students

To comply with FERPA, do not leave graded tests or papers in a stack for students to pick up by sorting through stacks of papers. Avoid placing grades or scores on the top page of a test or paper to be returned to the student. Do not leave grades or graded materials in students' boxes in a manner such that the grade can be detected by any individual other than the student who earned the grade. Acceptable methods of grade concealment for a paper exam are placing the exam in a sealed envelope, or fully folding and stapling the exam to prevent others from easily viewing the grade. Disclosure by any other method requires that the student sign a release that is on file with the instructor.

The confidentiality of educational records is governed by **FERPA and the Tennessee Public Records Act**. Guidelines also include the following:

- Without the student's written consent, instructors must not disclose educational records to “1) any person or organization outside the university or 2) to any office or individual within the university community unless that office or individual has been determined by the university to have a legitimate educational interest.”
- Do not provide anyone outside the university with student lists, schedules, etc. or help anyone other than a university employee find a student on campus.
- Student records must be properly safeguarded and kept “in such a way that they cannot be accessed by unauthorized persons.”
- Destroy (shred) grade records and exams in a timely and confidential fashion, no sooner than one calendar year following the end of the course.

After each major examination, the Course Coordinator should forward the names of students with scores falling below 70% to the Associate Dean for Academic Affairs. **The Course Coordinator should contact students in academic difficulty to discuss their performance and suggest methods for improvement.** Students may be referred to the Associate Dean, Veterinary Social Work, or other campus resources for assistance. Unless “exigent circumstances” exist (i.e., concern for a student's safety or safety of others), **DO NOT discuss the progress of any student with anyone other than the student without the direct consent of the student.**

XV. Academic Honesty

Recognition of academic dishonesty first lies with instructors and Course Coordinator. Faculty (and students) should be aware that allegations of academic misconduct are a serious matter and take care to proceed in a professional, careful manner and with UTMOST CONFIDENTIALITY. While the burden of proof may seem daunting, professors and universities are not held to a legal standard of evidence, but instead are held to the level that evidence supports academic or professional misconduct was “more likely than not” to have occurred.

The UTK Honor Statement, and other UTK academic policies can be found at <https://hilltopics.utk.edu/>. A useful Judith Anderson Herbert Writing Center resource regarding plagiarism can be found at <https://writingcenter.utk.edu/preventingdetectingplagiarism/>.

Examination Settings

The instructor should maintain the examination and any other evidence, along with a written description of his or her observations, for a meeting with the student to discuss the observations and determine if an academic penalty (up to and including a failing grade) is warranted. The appropriate academic officers, including the Associate Dean for Academic Affairs, should be advised of the situation and brought into the process as soon as possible. From this point, student hearings and appeals proceed according to university guidelines. For complete information, see <https://hilltopics.utk.edu/student-code-of-conduct/>.

Plagiarism

Instructors should gather evidence of plagiarism and proceed as above.

Unethical professional conduct

Note that students are also bound by university, college, and state of Tennessee rules of professional behavior (includes “furnishing false information in an intent to deceive.”) Breaches of professional behavior are also grounds for academic penalty (up to failing a course or dismissal from the program). Again, instructors with concerns should gather evidence as feasible, meet with the student, and engage the Associate Dean’s office early in the process.

XVI. Submission of Final Grades

All FINAL grades must be submitted to Banner/MyUTK using the university-wide online process and deadlines. IMPORTANT: Grades do not automatically transfer from Canvas.

The grade entry system can be accessed at myUTK (<https://myutk.utk.edu/Home.aspx>). Instructions are provided here: <https://registrar.utk.edu/banner-general-information-for-faculty/grade-entry/>. Only the primary instructor of record listed in Banner/MyUTK is able to enter grades. You must NOT allow anyone else to access the system or enter grades for you and must directly monitor the account when open.

Instructions to Submit Final Grades

1. Go to <https://myutk.utk.edu>.
2. Log in with UT-issued net ID and password.
3. Under Top Links → Enter Grades.
4. Click “Click Here to Accept.”
5. Find your course in the Final Grades tab by searching for the year and semester in this exact format: YYYYSS. Semester codes are 20 (spring) and 40 (fall). Spring 2025 would be 202520.
6. Click the red Not Started button under Grading Status for your course.
7. Scroll to the bottom right of the screen, and select to show 100 students.
8. Scroll back up and begin entering grades by clicking the drop-down menu.
9. When ready to end the session and/or all grades are entered, scroll to bottom, click Save.
10. Students can see what you have entered the moment you press Save, even if not all grades have been submitted.

myutk

My Resources Academic Support Student Life Campus Services Campus News My Links

Misty Renee Bailey

Personnel #: [redacted]
 TN ID: [redacted]
 Title: Assistant Professor Of Pr
 Dept: Biomedical and Diagnostic
 Email: rmmcginn2@utk.edu
 UT Alert: [redacted] [edit]

Messages

Priority All Canvas

Top Links

Students Faculty/Advisors

Staff

Banner Experience-New
 Faculty Attendance Tracking
 Enter Grades
 Vol Connect (Salesforce for staff)

Faculty Grade Entry • Final Grades

Faculty Grade Entry

My Courses

Grading Status	Rolled	Subject	Course	Section	Title	Term	CRN
Not Started	Not Started	VMC - Vet Med - Clinical	862	001	Shelter Medicine	202520 - Spring Sem 2025	32212
Not Started	Not Started	VMC - Vet Med - Clinical	862	009	Shelter Medicine	202520 - Spring Sem 2025	32213
Not Started	Not Started	VMC - Vet Med - Clinical	880	004	Research	202520 - Spring Sem 2025	32234
Not Started	Not Started	VMC - Vet Med - Clinical	890	001	Externship I	202520 - Spring Sem 2025	32240
Not Started	Not Started	VMC - Vet Med - Clinical	890	002	Externship I	202520 - Spring Sem 2025	32241
Not Started	Not Started	VMC - Vet Med - Clinical	891	001	Externship II	202520 - Spring Sem 2025	32242
Not Started	Not Started	VMC - Vet Med - Clinical	891	002	Externship II	202520 - Spring Sem 2025	32243
Not Started	Not Started	VMP - Vet Med - Pre-Clinical	842	001	Prof Skills/Wellness/Ethics IV	202520 - Spring Sem 2025	33270
Not Started	Not Started	VMP - Vet Med - Pre-Clinical	873	003	Sem Anim Dental Education	202520 - Spring Sem 2025	33512
Not Started	Not Started	VMC - Vet Med - Clinical	880	011	Prob Bsd Lrn Publ Health Pract	202520 - Spring Sem 2025	33601

Records Found: 12

Log in to
<https://myutk.utk.edu>
 with your Net ID and
 password.

Search by year &
 semester (YYYYSS): 20 =
 spring, 30 = summer, 40
 = fall
 Select **Not Started**
 Ignore Rolled column

Helpful hints:

- You may enter part of your grades, save them, and enter others later, as long as they are in before the deadline.
- You may change grade entry errors at any time before the deadline. **If errors are discovered after the grade entry deadline, you will use an entirely different process (see below).**
- The drop-down menu in the grade entry form shows only the grades that are available to give. Grades not listed in the drop-down menu cannot be given to a student in that course.
- Title IV requirements do not apply to veterinary students. You may ignore references to Title IV or date last attended.
- Ignore the Rolled column. That indicates when the university Registrar's Office has rolled the grades from the entry site onto the students' transcripts.
- To verify that all grade are in, go back to your course list and look for a green Completed button under the Grading Status column.
- Be sure to keep a printed record of grade submissions for your files, as well as a hard copy or back-up files of the complete gradebook.

Incomplete Grades & Changing Grades

Incomplete (I) or Satisfactory Incomplete (SI) grades are administered when a student has satisfactorily completed a substantial portion of the course but cannot complete the course work for reasons beyond their control, such as illness. The instructor sets the measures and timeframe for removal of the I grade; however, students in years 1, 2, and 3 must complete course work for the satisfactory removal of an incomplete from the student's record by the end of the first 5 academic days of the following semester. If an "I" grade is not resolved within 1 calendar year, it is automatically changed to an F or an NC by the university registrar. **Students cannot graduate with a grade of I or SI on their transcripts.**

Procedure to Change Grades

1. Grades may be changed in the MyUTK Grade Entry portal until the grade entry deadline.
2. After grade entry closes, the grade change process is different. The grade change portal is unavailable for **24 hours after grade entry closes**.
3. Log into <https://myutk.utk.edu> with your Net ID and password.
4. Click My Resources from the upper left menu.
 - a. Choose Banner Self-Service Home → Faculty and Advisors → Instructor Grade Change
 - b. Find the correct Term → Course → Student
 - c. Select New Grade → Provide reason for grade change
 - d. Submit the change (gets sent to Associate Dean for Academic Affairs and UTK Registrar's Office for approval)
 - e. Wait for grade change notification e-mail from Registrar's Office (student also gets grade change notification)

Instructor Grade Change

Grade Change Form	Degree Students	Withdrawn Students
-------------------	-----------------	--------------------

Instructions: Select the term and course for which you wish to change grades below. Select the student from the drop-down list. Enter the new grade, grade change reason, and optional instructor comment and click the Submit button. Grade change requests must be approved by the departmental approver and the Office of the University Registrar. If approved, the student record will be updated with the new grade.

The following also applies for this process

- Valid terms are Spring 2011 and forward.
- Students who have been awarded a degree appear under the Degree Students tab. You cannot change a grade for a graduated student.
- Students who have withdrawn from the course appear under the Withdrawn Students tab. You cannot change a grade for a withdrawn student.

Term * Fall Sem 2024

Course VMC-891-001 (53878) Externship II

Student Please Select a Reason for Grade Change

Credit Level VM Corrected Grade

Grade Mode V Grade Entry Error

Current Grade: SI Grade Removes Incomplete

Miscalculation

Select the new grade for Non-Reported Grade

New Grade: Select the New Grade

Grade Change Reason: Please Select a Reason for Grade Change

Instructor Comment (Required for Other reason) (250 chars max)

Enter a Comment

Submit

Please select a reason for grade change and click Submit.

For **Current Grade of SI or I**, the reason given **MUST** be **Grade Removes Incomplete**.

For **Current Grade of NR**, the reason given **MUST** be **Non-reported Grade**.

Not selecting these reasons will result in the change not being submitted.

Academic Progress Monitoring

Throughout the semester, the Assessment Team will assist with monitoring student progress by sharing information about student grades on assignments with the Associate Dean for Academic Affairs. It is also incredibly helpful if Course Coordinators let the Associate Dean for Academic Affairs know which students did not achieve at least a C level grade on major exams and overall in the course. Students failing to achieve a C level grade in any course will undergo review by the Academic Progress Committee.

The Course Coordinator should also monitor student progress and reach out to students who are not performing well. Tutoring is available through SAVMA, and students may also be referred to the Associate Dean for Academic Affairs or the Assistant Dean of Students.

13

Grade appeals

Students should contact instructors and the Course Coordinator first to verify accuracy of grades; disputes are usually settled in this framework. Appeals beyond this level proceed as designated in the [UT Graduate Catalog](#). Students may appeal grades for one or more of the following reasons: a clearly unfair decision, unacceptable instruction/evaluation procedures (including deviation from stated policies on grading criteria), inability of instructor to deal with course responsibilities, or an exam setting that makes concentration extremely difficult.

XVII. Student Evaluations of Teaching

The student evaluation of teaching (SET) process for DVM courses uses evidence-based best practices and is accomplished through the eMedley system.

Course and instructor evaluation forms are sent to 1st, 2nd, and 3rd-year students approximately 2 weeks before final exams begin. Course Coordinators should encourage students to complete the evaluations, as is expected as part of the students' professional responsibility to help improve the curriculum.

Each semester, **all instructors with 4 or more contact hours will be included in the SET process.** To ensure that evaluation occurs, please ensure that all instructors are listed in the syllabus and that the syllabus is e-mailed to the Pre-Clinical Coordinator by the first day of the semester. Once the UTK grade deadline has passed for that semester, condensed reports are prepared for each course and each instructor, with comparative means of all others evaluated by the same student cohort. **If fewer than 5 students complete the evaluations, a summary will not be provided.** These condensed reports provide faculty and department heads with an internal context of their results, relative to peers. Instructor and course evaluations are e-mailed and are automatically provided to department heads and the Associate Dean for Academic Affairs. If an instructor does not meet the minimum teaching assignment (4 contacts) and a specific need exists for evaluation, the department head may request an exception.

Suggestions for Reviewing Student Evaluations of Teaching

- Review numeric results for each item. Recognize that a 3 on a 5-point scale is the visual "average" for students.
- Compare your numeric results to your previous results and to the semester means. Use an Excel file or table to track your results over time.
- Identify items with strong numeric results (≥ 4 , or above semester mean) and the items with weaker results (≤ 3 , or below semester mean). Consider these results in relation to primary teaching and course objectives (some items will be less relevant than others).
- Review written comments in light of the numeric results, and look for consistent or repeated comments related to these categories: content/rigor of the material, organization of material, delivery or personal style/enthusiasm, interactions with students. You may want to organize the comments into these four categories to better see patterns and make sense of them.
- Avoid focusing on isolated, irrelevant or unprofessional written comments, unless a comment points out a serious (and valid) issue (e.g. sexual harassment, inappropriate comments). If such an issue is presented, reflect on the scenario that may have prompted the comment and be proactive in discussing the issue with your department head.
- Ideally, compare feedback gained from student evaluations to information gained from peer review of teaching or other sources.
- Determine one or two areas for improvement, and determine ways to develop skills in these areas.
- Summarize your reflections in written and tabular form for use in future promotion, tenure or award application documents.
- Look for improvement (or sustained outstanding performance) next year.

Confidential individual support is available from the Curriculum and Assessment Coordinator and UT Teaching and Learning Innovation.

XVIII. Course Review and Revision

Following completion of the semester, and using available course evaluations, the Course Coordinator should convene a meeting of all course instructors for the purpose of evaluating and determining

- the success of the course in meeting course goals/outcomes
- the effectiveness of delivery of the course
- revisions to course method or content
- the course schedule for the next year

Information from the meeting can be used to prepare the Course Report, which is submitted to the Pre-Clinical Coordinator by March 1 (fall courses) or August 1 (spring courses). The Course Report is useful both for the committee in maintaining oversight of the curriculum and for preparation of annual reports to the AVMA Council on Education, which requires regular review and updates to the curriculum to meet accreditation standards.

Please contact the Curriculum Committee Chair for more information.

XIX. Quick Reference Numbers and Links

UTCVM Contacts

- Associate Dean for Academic Affairs, Dr. India Lane, 974-7263, ilane@utk.edu
 - Academic progress, academic dishonesty
- Assistant Dean for Students, Dr. ShaRonda Cooper, 974-6404, scoope50@utk.edu
- Pre-Clinical Coordinator, Ms. Candi Runyon, crunyon2@utk.edu
 - Course scheduling, exam scheduling, room reservations
- Health & Safety Coordinator, Ms. Alicia Robino, 865-221-0055, arobino@utk.edu
 - Student illness, absence, or injury; laboratory needs
- Curriculum and Assessment Coordinator, Dr. Misty Bailey, 974-7446, mmcginn2@utk.edu
 - Grade entry and grade changes, SDS inquiries, attendance tracking, exam statistical analysis, backup to Dr. Lane & Dr. Cooper
- Instructional Technology, Mr. Lars Kragness, 755-7667, lkragness@utk.edu
 - ExamSoft, PanOpto, Canvas, PointSolutions
- Veterinary Social Work Hotline, 755-8839, vetsocialwork@utk.edu
- Veterinary Bookstore of Tennessee (VBOT), vbot@utk.edu
 - Class notes, class materials required for purchase

Useful Web links

- [UTCVM Curriculum & Assessment](#)
- [Graduate Council](#)
- [Student Disability Services](#)
- [UTK Teaching Guide](#)
- [UT Teaching and Learning Innovation](#)

Useful UTK Resources

- Student Counseling Center 865-974-2196
- Student Disability Services 865-974-6987
- Writing Center 865-974-2611

Prepared by the Office of Educational Enhancement. Reviewed by the Master Teacher Program, Assessment Committee, and Curriculum Committee. Approved and adopted by UTCVM Executive Committee 5/17/10. Revision approved by the Curriculum Committee 2/27/2019. Administrative updated 2/7/2025.

UTCVM COURSE REQUEST

Exam requests: Number of exams (standard written or practical exams); ideal placement/sequencing; special room requests (e.g. "place exam 1 to fall 4 days after lecture x and lab y, split students into two rooms for additional space.")

Exam	Comments	Sequencing	Special room/sections/comments
<i>Example:</i> Exam1	Examsoft Exam	Lectures 1-8, labs 1-2	After lecture 9 before lecture 10/ exam soft

Anticipated or known conflicts: Please specify dates when instructor(s) will not be available during the semester due to travel or other reasons

Other special requests or comments to facilitate scheduling:

Course Report Process

Introduction & Objectives

For the course review process, Course Coordinators are asked to prepare a short course report and submit this report to the Curriculum and Assessment Coordinator. The Curriculum Committee will review reports, may request further information from the Course Coordinator, and will make any suggestions or recommendations to the Course Coordinator. This process is designed to promote ongoing improvement and updating of the curriculum, and to provide support to course coordinators in planning, revising, and implementing courses.

Specific objectives for the College of Veterinary Medicine and the College Curriculum Committee are to:

- Strengthen Curriculum Committee knowledge and oversight of curriculum
- Promote annual review and revision of course material
- Provide consistent documentation of the curriculum and curricular changes
- Provide a mechanism for sharing course information, innovations, and successes
- Improve efficiency and quality in scheduling courses

Preparation of Report

In preparing the course report, Course Coordinators are encouraged to meet with instructors involved in the course, and review course evaluations, instructor feedback, and course content annually. Please attach additional pages, as necessary.

Submission of Report

The report should be submitted electronically to Candi Runyon (crunyon2@utk.edu) by **March 1** for fall semester courses and by **August 1** for spring semester.

Course Report Form



Course #	Course Name	Coordinator	Semester/Year
VMP			
No. of Lectures	No. of Labs	No. of Exams (excluding final)	Credit Hours

Please attach your course syllabus. *You do not need to complete items 1 through 7 separately if the syllabus includes that information.* Attach additional pages, as necessary.

1. Instructors:
2. Brief course description:
3. Major course learning objectives or outcomes:
4. Recommended text(s):
5. Student's expectations (attendance, class projects, quizzes, etc.):
6. Methods of instruction:
7. Specific course policies:
8. Grade Distributions (Exams, Final Grade -point distribution, mean, highest & lowest grades):
9. Interpretation of feedback from student evaluations:
 - a. Instructor input on how course went; your assessment of course evaluation
 - b. Peer input (if applicable)
 - c. Special projects or assessment activities (if applicable)
10. Major issues, needs, goals, new objectives:
11. Plans or request for revision:
12. Have you met with the other instructors to discuss the course and the student evaluations? If so, please indicate when, and summarize the discussion:
13. Lecture/lab outline/schedule:
14. Are learning objectives for each lecture/lab provided to the students?

Yes ☐
No ☐
Some lectures/labs, but not all ☐