

Foundations in Biomedical Sciences (FBS) Roles and Responsibilities	
Diversity, Equity, and Inclusion	As our nation struggles towards a more just society, we scientists, clinicians, and educators seek ways to turn anguish into action. We must unite to condemn racism, but that response alone is inadequate. We must also empower our community to acknowledge privilege for those who benefit from it and to help disseminate tools to dismantle structural racism and bias. Some of that will come in the form of the educational communities to which we contribute. It is up to us to create inclusive training environments where these topics are explored and used to shine a light on biases in scientific and societal systems in our country.
Learn from Anywhere: Online Course Components	Some parts of your courses are likely to involve interactive remote learning over the internet. The Module Directors, Instructors and Facilitators will provide content of the highest standard to the best of their ability. Students should notify the instructor if the content is poorly streaming or is not compatible with their current systems. Students will adhere to the Academic Standards of GMS, BUSM and Boston University in any online examinations or evaluations. Students are expected to participate fully in interactive online learning sessions, including the use of live cameras. Any session that is recorded will be recorded by the instructors only and posted on the Blackboard site. Students may not record any online session independently. No Blackboard content or recordings or photos of online sessions may be posted online, anywhere, for any reason. For further guidance on netiquette, please consult the Zoom Session Etiquette Guide.
Module Director	<p>The Module Directors are expected to direct, coordinate, and facilitate the efforts of students, faculty, small group session facilitators, tutors, and staff to create a productive learning experience for everyone, by performing a variety of duties including:</p> <ul style="list-style-type: none"> • producing and distributing a clear and informative course syllabus. • maintaining the class schedule. • communicating important course information and content to the students via Blackboard or email. • providing answers and explanations to student inquiries. • creating and administering informative problem sets and exams, reviewing exam statistics and queries to exam questions, and providing feedback to the class on exam results in a timely fashion. • providing advice and assistance to students for improving their learning strategies and performance in the course. • computing final grades.

	<ul style="list-style-type: none"> • reviewing feedback and implementing appropriate changes in the course after consideration of all aspects of course design.
Instructors	<p>Instructors are expected to:</p> <ul style="list-style-type: none"> • give clear and informative lectures with defined learning objectives • maintain a learning environment that is a safe space for inquiry and welcomes all students regardless of their backgrounds. • be available to answer student questions • compose exam questions that assess student learning and application of the course content.
Small Group Facilitators	<p>Small group facilitators are expected to:</p> <ul style="list-style-type: none"> • organize the session and keep the group on track. • offer feedback to the learners about the work at hand. • provide information to the course manager about class participation. • be available to answer student questions.
Students	<p>As adult learners in the early stages of professional education, students are responsible for:</p> <ul style="list-style-type: none"> • using all available resources to accomplish the learning objectives in each lecture and small group session, including: <ul style="list-style-type: none"> - <u>actively participating</u> in all lectures and small group sessions - completing and submitting reading assignments and exercises on or before the stated deadlines for timely feedback. - asking questions when information is unclear or more information is needed. - preparing for small group sessions by finishing reading assignments, remaining up to date on course material, and completing pre-discussion assignments on Blackboard. - asking for help from the course manager and/or tutors when they need it. - ensuring an open and encouraging and safe learning environment for all students, regardless of background. • provide constructive and professional feedback regarding the course on evaluation forms and to course directors. • adhere to the codes of conduct that pertain to BU including those referenced below. <p>Attendance Policy</p> <ul style="list-style-type: none"> • Students are expected to attend all lectures and discussions. Exceptions will be considered if a student finds themselves in one of the situations enumerated below.

	<ul style="list-style-type: none"> • Students are responsible for notifying the module directors to request an excused absence if they will be unable to attend class. These requests must be made as soon as the student is able in the event of a planned absence, seriously illness, or personal emergency that prevents them from attending any required sessions, especially the exam. The only excusable absences are: <ul style="list-style-type: none"> - illness documented by medical professionals - emergency event with supporting documentation - presentation of research at a conference <p>Professional Compartment</p> <p>Because graduate students are no longer just students but are professional scientists in training, the course managers expect students to adhere to professional behavior in all aspects of the course. In particular:</p> <ul style="list-style-type: none"> • As indicated above, attendance at small group sessions is a mandatory and graded component of the modules. Your professional responsibilities are to your fellow students in your small group, to your instructors, and to yourself. These responsibilities are met by preparing for small group and participating in the sessions in a respectful manner. • Anonymous course evaluations and feedback to the course managers are intended to provide constructive suggestions for improving the course; they are not opportunities to vent one's anger or frustration, and it is expected that the tone and language in these communications be professional and polite. • Students should refrain from side conversations during lecture. • Cell phones should be silenced in class.
<p>BU Policies and Student Support Services</p>	<p><u>BUSM GMS Academic Policies and Procedures</u></p> <p>BUSM GMS Academic Standards and Disciplinary Procedures http://www.bumc.bu.edu/gms/gateway/students/phd-mdphd/policies-procedures/</p> <p>Boston University Code of Student Responsibilities http://www.bu.edu/dos/policies/student-responsibilities/</p> <p>Boston University Sexual Harassment Policy http://www.bu.edu/safety/sexual-misconduct/title-ix-bu-policies/</p>

	<p>BUSM GMS Fair Expectations for Graduate Students http://www.bumc.bu.edu/gms/files/2009/07/Fair-expectations_Grad-final1.pdf</p> <p>BUSM GMS Appropriate Treatment in Graduate Education http://www.bumc.bu.edu/gms/students/atge/</p> <p>BUSM GMS Students and COVID http://www.bumc.bu.edu/gms/students/students-covid-19/</p>
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