



Course Coordination Expectations

Policy #:
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Responsible Executive:
Responsible Office:
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I. Policy Statement

All faculty serving as course coordinators or participating in team-taught courses should follow these guidelines.

II. Purpose of Policy

To provide guidance for faculty serving as course coordinators and faculty participating in team-taught courses.

III. Applicability

All faculty or instructors.

IV. Definitions

V. Policy/Procedure

Coordinator/Co-coordinator responsibilities:

1. Submit textbook adoption electronically (October for the Spring semester and April for the Fall semester) for all texts required in the course. If no text is required, a textbook adoption request still must be submitted and the "No textbook required" option must be selected. Textbooks will only be required for the first course in a series of courses, ie., Therapeutics I-VIII. No textbooks needed will be entered for subsequent courses.
2. Ensure course content aligns with the College's curricular outcomes and any other guidelines set by the School, College, and University curriculum committees. This includes which topics that will be taught in each course, paying attention to the following:
 - a. Module Specific Drug List
 - i. Updated drug list to ensure drugs used in contemporary clinical practice are covered in Medicinal Chemistry, Pharmacology and Therapeutics lectures.
 - ii. Ensure that students have sufficient understanding of basic drug knowledge to be able to understand therapeutic decision making.
 - b. Medicinal Chemistry
 - i. ACPE: Chemical basis of drug action and behavior in vivo and in vitro, with an emphasis on pharmacophore recognition and the application of physicochemical properties, structure-activity

relationships, intermolecular drug-receptor interactions and metabolism to therapeutic decision-making.

- ii. Example Topics: Chemical basis for molecular drug actions, interactions, broad indications and contraindications, side effects and route of administration.

c. Pharmacology

- i. ACPE: Pharmacodynamics, mechanisms of therapeutic and adverse drug actions and interactions, lifespan-dependent variations in physiology or biochemistry that impact drug action and effectiveness, and application of these principles to therapeutic decision-making.
- ii. Example Topics: mechanism of action, adverse effects, indications, contraindications, and interactions.

d. Therapeutics

- i. ACPE: Evidence-based clinical decision making, therapeutic treatment planning, and medication therapy management strategy development for patients with specific diseases and conditions that complicate care and/or put patients at high risk for adverse events. Emphasis on patient safety, clinical efficacy, pharmacogenomic and pharmacoeconomic considerations, and treatment of patients across the lifespan.
- ii. Example Topics: Goals of therapy, patient specific drug selection, dosing (normal and special populations), dose modification, monitoring, MTM, treatment plans, cost of therapy related to drug selection, therapeutic decision making (algorithms, evidence-based medicine) and monitoring parameters.

- e. Key Concepts: Basic Science and Clinical faculty will develop a list of essential key concepts for each area that students must understand to apply basic drug knowledge to therapeutic decision making.

3. Course coordinator(s) may be asked to suggest potential instructors to the School Directors, who will make the final assignment of lectures.
4. Develop a schedule of course topics, instructors, dates, and times. This shall be prepared no less than 3 months prior to the start of the course to allow for instructor feedback and the identification of any needed modifications to the schedule. The schedule should be finalized one month prior to the start of the course. The schedule shall be sent to the Technology Manager to facilitate the scheduling of distance lectures.
5. Prepare the course syllabus and exam schedule. Copies shall be provided to the Associate Dean of Academic Affairs.
6. Administer and collect the student evaluations, if necessary (College currently supports the University on-line evaluation system). Additional evaluation methods may include observing lectures, small group conferences with selected students, evaluation of classroom handouts or other materials.
7. Coordinate a pre-course meeting of instructors to discuss issues such as:
 - a. Course format,
 - b. methods of instruction,
 - c. textbooks,
 - d. grading guidelines,
 - e. testing issues
 - i. point distribution
 - ii. deadlines for the receipt of exam questions
 - iii. guidelines regarding the format of exam questions.
8. Set up Moodle.

9. Prepare exams.
 - a. Arrange for exam proctors as needed. Notify department head(s) of the need for assistance with proctoring exams prior to the start of the semester and as soon as possible in cases of emergencies.
 - b. Incorporate all questions into one master exam.
 - c. Conduct a pre-assessment review by soliciting feedback from all course faculty. If the item writer does not wish to adhere to the recommendations above, all instructors in the course should discuss and vote upon an appropriate course of action for the item in question. The course coordinator serves as the tiebreaker if needed. In the event of two course coordinators, one shall serve as the tie breaker and that designation will be determined per course. If this decision cannot be made between coordinators, administrative input will be provided by the Associate Dean of Academic Affairs.
10. Following the exam, distribute item analysis to faculty for adjustment of questions, if necessary. Any needed adjustments shall be made within 5 working days of the exam. Refer to the item analysis policy.
11. Grades
 - a. All grades shall be posted to Moodle.
 - b. Letter grades shall be determined based upon examination, quiz, and assignment scores and the course grading scale.
 - c. Mid-term and Final grades shall be posted to Banner system.
 - d. Notify the Associate Dean of Academic Affairs and Director of Student Success of those students not earning a grade of "C" or better.

Course Instructor Responsibilities

1. Adhere to all guidelines set forth by the ~~Department~~ College with respect to team taught courses. These include but are not limited to guidelines concerning lecture topics, textbook chosen, methods of instruction to be used, testing strategies, etc.
2. Adhere to policies established by the coordinator prior to the start of the course.
3. Meet all deadlines set by the course coordinator. Materials submitted after the deadlines are the responsibility of the instructor.
4. Adhere to lecture schedules so that lectures begin promptly at the scheduled time and conclude at the proper time.
5. If needed, assist the coordinator in proctoring examinations.

Best Practices Suggestions

1. When developing an assessment in ExamSoft, the coordinator should share the assessment with other course faculty as "review only".