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Add something about students with accommodations

Purpose of this handbook: The college faculty is a wonderful resource for how they manage a course. This handbook is intended to give the new coordinator some guidance on topics many of the faculty have encountered and how they solved these situations. This document is not intended to be accepted as college policy but rather as some suggestions and resources for the newly assigned coordinator.

Course coordinator responsibilities

Syllabus: the college uses a “standard syllabus” that has been continuously reviewed by the Curriculum committee and the faculty. Use of a standardized syllabus is required by our accrediting body so using some other template is ill-advised. However, there are parts of the syllabus that are optional and you may keep the verbiage in the document or delete it, as appropriate. For example, not all faculty permit student challenges. If your course does not include student challenges to exam questions, delete this section. The standardized syllabus is usually found in multiple places: the college SharePoint site (curricular library) or the Faculty Development Blackboard course. Most sections will indicate where you need to add course specifics. Be sure to discuss with the teaching faculty items such as quizzes, assignments and how office hours will be handled.

There are certain statements that **MUST** be included in the syllabus to satisfy university and state regulations and these include the statement on students with disabilities and Title IX. In addition, the course coordinator or designated faculty member must state in class, that we are willing and eager to work with students with disabilities or refer them to the student center for disabilities on campus.

Once all of the course specific information is added, you should post the syllabus on your Blackboard course. The coordinator should point out those university-required statements on the first day of class. This is a must (as stated in the statements themselves).

Schedule: The coordinator, working with the faculty, sets up the course schedule. This includes who teaches what, when (how many class periods). You may have to negotiate faculty teaching schedules with certain professional meetings or travel.

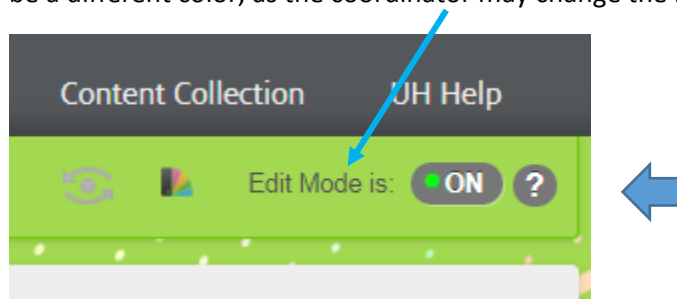
While the Assoc. Dean of Faculty Affairs sets the exam schedule. She will ask the course coordinators to submit their exam day preferences, typically dividing exams as equally as possible across the course. Dean Coyle works diligently to spread the various exams out so there are not 2 exams on the same day. Once set, the exam schedule should not be changed without approval of the faculty involved and the Assoc. Dean of Faculty Affairs. Students are given the finalized schedule before their summer semester to allow them to set up their events and meetings. There is not set format for the schedule but one faculty member color-codes the lectures and the exam that has content from those lectures (i.e., lectures 1-13 in blue and exam 1 in blue). You may also want to “bold” the exams on the schedule and list the lecture numbers that will be covered by this exam (i.e., **Exam 1, lectures 1-13**^[SAK1]).

If your course has “guest” experts that will teach, these guests will need a map to the campus, parking, and entrance into the building should be arranged. Inform your guests of the handout and exam question due date. Ask if they mind if the lecture is recorded.

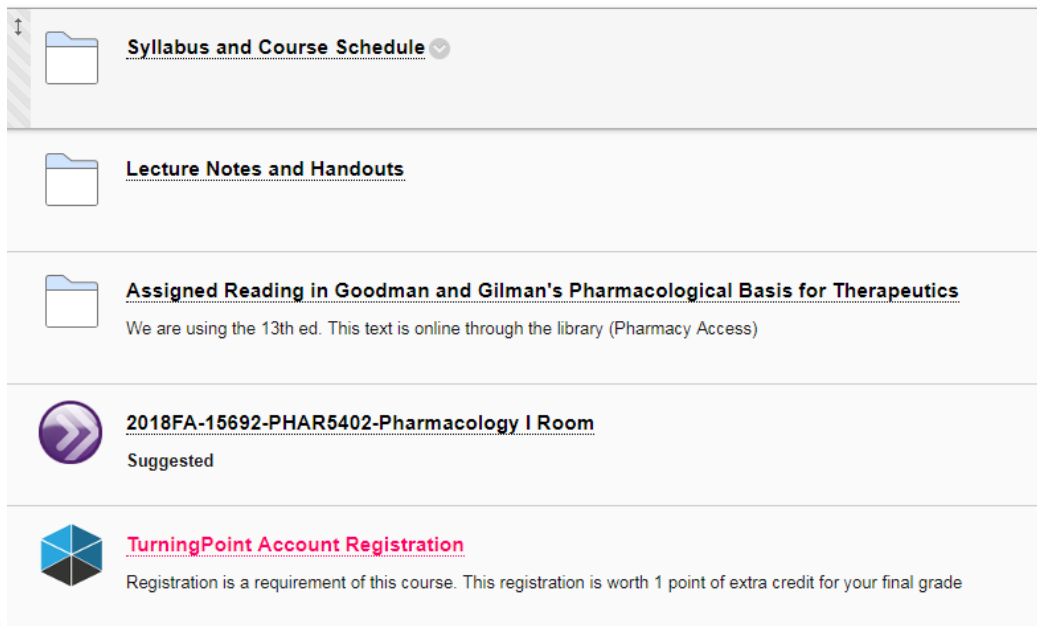
Blackboard: You will get several notifications to request your Blackboard course. Mr. Paul Boyle typically has his staff contact Blackboard and set up the course. If you don't hear from his staff, you will hear from Blackboard. Setting up a new course and adding faculty or TAs to your course can be done in Access, using the Blackboard request system button.




Some faculty will request access so they may add content. However, do let them know the organization of your course so students can easily find their materials and the number of items on the content page doesn't become unwieldy. Your Blackboard course is a blank slate, with students entered into the gradebook prior to the start of classes. The design and organization is usually a task for the coordinator. To make changes, be sure that this "Edit Mode" is "ON". Find this in the upper right hand corner (might be a different color, as the coordinator may change the background and color).





Below is an example of course organization (Pharmacology I, P2 fall semester):





↑

 **Syllabus and Course Schedule** ▼

 **Lecture Notes and Handouts**

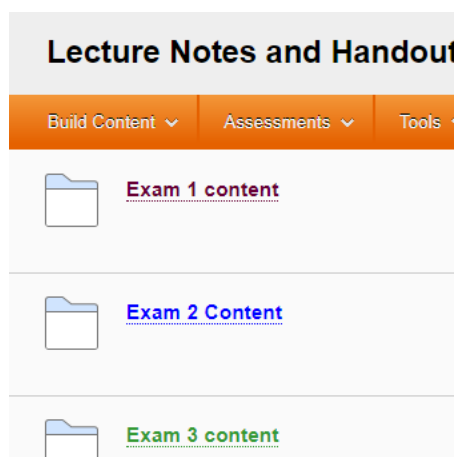
 **Assigned Reading in Goodman and Gilman's Pharmacological Basis for Therapeutics**
We are using the 13th ed. This text is online through the library (Pharmacy Access)

 **2018FA-15692-PHAR5402-Pharmacology I Room**
Suggested

 **TurningPoint Account Registration**
Registration is a requirement of this course. This registration is worth 1 point of extra credit for your final grade


Blackboard does have a syllabus tool and a calendar, if you wish to use these. Contact either Paul Boyle or someone from campus FDIS.


Organizational Suggestion: In the “lecture contents” folder, post content in the context of exams. “Exam 1 content, Exam 2 content”. In this way, the main page doesn’t have disorganized content from various units. The disadvantage is that it tends to inform the students that once you’ve moved to Exam 2, exam 1 content isn’t important so you’ll want to remind them that they are building to proficiency.




Lecture Notes and Handouts

Build Content ▼ Assessments ▼ Tools ▼

 **Exam 1 content**

 **Exam 2 Content**

 **Exam 3 content**



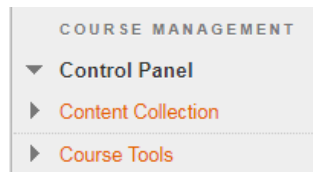
The Blackboard Collaborate® tool allows you to teach on-line, live, with students in attendance. The session will be recorded and is available to the course users. This is often used to schedule review sessions and one or two times, when there was a weather event. To add this tool to your course, you may also wish to have contact Paul Boyle, FDIS or a coordinator who has used this tool.



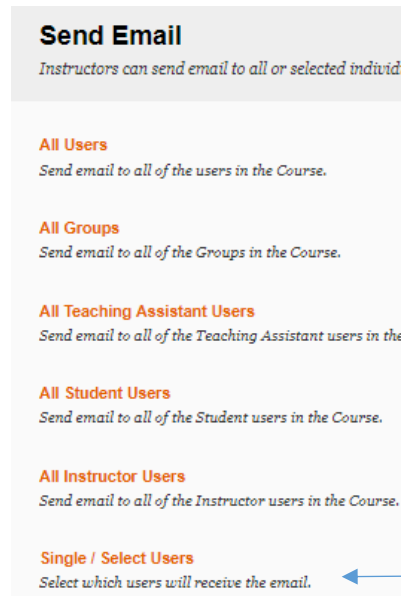
PollEverywhere® (audience response systems, “clickers”). The college purchases a license for the faculty and students. Check with Mr. Paul Boyle for access, if you do not already have an account. PollEverywhere may be used for attendance. Check with Mr. Boyle. Understand that students can and do log in from sites other than the classroom, so attendance may not be 100% accurate.

Quizzes can be administered through Blackboard. If you wish to develop and administer a quiz on Blackboard, be aware that there is no “lock-down” browser associated (used to be but no longer[SAK2]). If you wish to have an online quiz that is secure, you will want to use ExamSoft and if you use ExamSoft, you will want to notify the IT staff so they can assist any computer problems.

Students may submit assignments to Blackboard and Turnitin may also be used to discourage plagiarism. Contact either Paul Boyle, FDIS or an experienced college course coordinator to set this up.



Under the Tools section on the left-hand gray sidebar, if you wish to email the class, there is an email tool or, you may open the gradebook and email in this way. If you wish to email a single student or a small number of students, you should use “Tools”->email and you will be given the option of groups or a single student (see below).



Blackboard Gradebook[SAK3]:

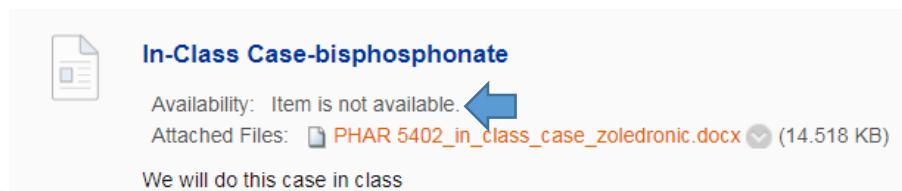
Also on that left-handed gray menu bar is the grade center icon.



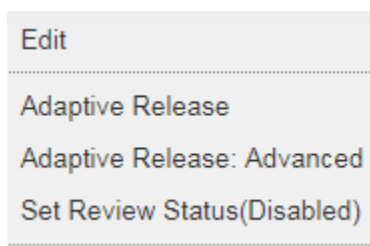
Students will be able to keep track of their grades in this site. You, as coordinator will want to gain facility with this grade center as well. You will be able to “hide” columns (and thus, grades), “show” columns, move columns and if you wish, Blackboard will calculate grades for you. You will be able to “upload” grades and “download” grades OR “push” exam scores directly from ExamSoft to Blackboard (a ‘life-saver’ says one coordinator). If you wish to upload/download/push grades from ExamSoft grades, contact either Paul Boyle, UH FDIS or work with an experienced college coordinator who could quickly show you how to do these functions[SAK4][SLA5].

For faculty presentations to be uploaded to Blackboard, the coordinator or, if they wish, the individual instructor should upload their lecture material no less than 48 h before class. Many students do still like to print out the content and take notes directly on the page. They need time to be able to do this.

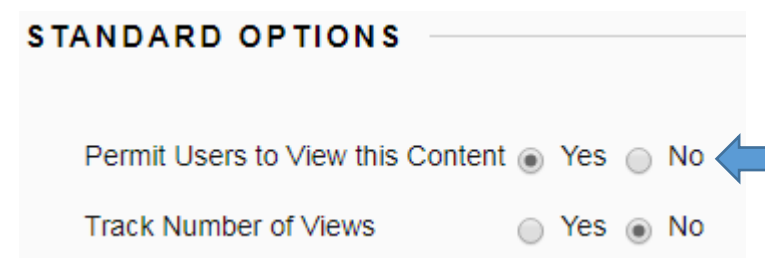
Note to self: make sure that content is available to students!!! You might post 48 h ahead but if you do not make the items available, students do not have access (see below).



Mousing over the “In-class Case-bisphosphonates”, a “drop-down” arrow will show. Under this drop-down, select “edit”



and then choose:



Some faculty prefer to post .pdf files. Usually, this is because they have had an experience where students edited their PowerPoints OR the PowerPoint file is too large. If students want the PowerPoint, they may ask for it and you may approach the faculty. Most faculty are eager to comply with student requests.

ExamSoft: (exams and quizzes)

The college has adopted the on-line assessment platform, “ExamSoft” (students, “Exemplify”). The UH username and PW are the ticket to enter ExamSoft. The coordinator is responsible for “approving” the questions written by other faculty who are writing for a particular course exam. In addition, the course coordinator may have the responsibility of posting the exam 48 h prior to the exam time. It is recommended that you train on this platform with Mr. Boyle or Ms. Johnson, so that you know how to label questions, designate proficiencies and learn how to post the exam. Most of the college faculty have been writing their questions in ExamSoft but if necessary, questions in an .rtf format may be easily uploaded into ExamSoft. The “how-tos” for ExamSoft are beyond the scope of this handbook. Please note: We often may have 1-4 students who will take their exams at the center for disabilities. If you are responsible for posting the exam, you must also contact the Center for Students with DisAbilities to provide instructions (scratch paper, be explicit as to size and whether they should take this from the student at the end of the exam) and password for the exam

For some courses, the coordinator will put the exam together and set the time, password etc. For the old curriculum fall and spring P3, questions from each of the courses is incorporated into a single, integrated exam (management, practice, pharmacology, therapeutics—all in one exam). For these integrated exams, Ms. Johnson or someone from administration will put the exam together, create a password and add settings. She will request that you have all questions approved two days before the exam is set to download (48 h before the exam). If your course is part of an integrated exam, it is important that you label each of your questions with a “category” (i.e., PHAR 5402) so that after the exam, you can use this same descriptor to download only your courses’ results. This step is less critical if you are not part of an integrated exam.

A sheet of blank paper should be distributed right after the exam begins to be used as scratch paper. Students should add their name and PeopleSoft number on their scratch paper and they should return this paper to the faculty or TAs prior to leaving the room. It is suggested that you, as coordinator or your TAs alternate the color of the paper to discourage any student bringing in paper that might have notes on it. This scratch paper should be kept for some period of time after the exam, should a student wish to look at notes taken during the exam (I have never had a student do this though).

Once finished with their exams or at the conclusion of the exam, students should show you or your TAs the green check mark indicating their exam was successfully uploaded. You will have IT and EdTech support staff available to manage any difficulties in uploading exams.

Accommodation students: While ExamSoft will be set to allow extra time for these students, should their accommodations indicate this is necessary, it’s the responsibility of the coordinator to make sure that the center gets the password for these exams. When you email the PW to the center for students with disabilities, be sure to let them know the student may have a piece of blank, scratch paper.

For an exam, the coordinator posts the password and remains in attendance during the exam to address any concerns the students or the TAs proctoring the exam have. Examplify will automatically halt once the time entered into the settings is reached.

Immediately after the exam:

It is recommended that you do not release exam results immediately after the conclusion of the exam or quiz. You will save yourself and your faculty from needless emails and student panic if the faculty have a chance to look over the item analysis and make any necessary adjustments **before** students receive their exam scores. After an exam is concluded, the coordinators will look at and share the exam question data with the faculty. It is ultimately up to the faculty to decide to accept more than one answer or to nullify a question. Coordinators might want to encourage faculty to consider any questions that have statistics that indicate that the question was problematic. Exam scores should be posted within a reasonable time period (recommended: 48 h after exam or less; may differ if this is an integrated exam, where those course coordinators agree on a time period after the exam to post).

Post-exam viewing:

It is recommended that before releasing exam statistics, you discuss a standardized policy with your departmental administration and faculty. Students are not trained to understand the statistics, how they are used (or are not used by some faculty) to determine the validity of an exam item (for example, a question has a % correct of 42 but a point biserial of 0.7 may be valid whereas a % correct of 42 with a point biserial of 0.01 is not).

Some students will wish to look over their exam, once grades are posted. Typically, the student submits an email request for an appointment with the coordinator or their TAs, if the coordinator prefers. For some courses, students may challenge a particular question. The suggested rules for exam question challenges is found in the standardized syllabus (keep verbiage or remove, according to your faculty wishes prior to posting syllabus on Blackboard). Some courses may opt to actually release the student's exam to the ExamSoft portal. Some courses will opt to upload a key to Blackboard. Please discuss with your faculty **before** the semester begins to decide whether to release exams and challenge policy. If you decide to release the exam via ExamSoft, please contact Paul Boyle.

ExamSoft Rubrics

You may also be asked to enter rubric content into ExamSoft. Contact Cynthia Johnson if you plan to use this function in ExamSoft.

Time for class!

If you are the coordinator of a P3 class, discuss the attendance policy with your faculty. You should also come to a consensus about whether or not to record (MediaSite) the class period (lecture or active learning or both). Typically, unless otherwise notified, the EdTech/AV staff will record the lecture and automatically upload to Blackboard (found on the left-handed, menu bar). Another option is to record the class session but not post on Blackboard (once and awhile, this has proved helpful, when a student has an excused absence and needs the lectures, even if the lectures are not routinely posted).

It's a good idea to send an email reminder to faculty of the dates, times, and classroom number a week before their scheduled teaching time. Everyone is busy and might not realize their class is up next. Your faculty might need help with classroom technology and if so, should let EdTech know in advance.

It's good to remind faculty to keep an appropriate mix of cultural groups in any photos they use to embellish slides or any inadvertent language that could be perceived as showing bias (one speaker had only white males in their slides).

Encourage (okay, **insist**) faculty to start class on time and to finish on time (most classes are 50 min sessions; those that have double the class time in a single session (Physiology, Biochemistry, for example), should provide a 10 min break in between the two class sessions (for example: 50 min of class time, 10 min break and 50 min of class time).

Skills lab

Some courses have a "skills lab" component. Please note that skills sessions are graded in [the skills course](#) (a completely separate course, even though you may design, direct and be present for the activity). The faculty involved in skills should use the skills course syllabus for classroom management policy (i.e., students should wear their white coats; attendance is mandatory). However, your skills materials will be uploaded to your course's Blackboard course and students will upload assignments to your Blackboard course. Usually, your TAs will grade these. You will also be assigning students to groups (or have your TAs perform this task). Please note that participation is expected.

Post materials in a "Skills folder" on your Blackboard course content page. Post the skills groups in that folder. Post the Turnitin icon needed so students may upload their assignments. You will be setting the dates they may start and finish uploading their assignments. You should also post a copy of the rubric you will be using to grade the skills session. Currently (P2, P3 years), if students do not pass your course, they do not pass skills either. You must let the skills course coordinator know if some students do not successfully complete your course and you have a skills component.

It is advised that you or your TAs take roll to make sure everyone attends. Any queries about absence/attendance should be sent to the Skills lab course coordinator rather than making a decision on your own. It's also a good idea to have a "make-up" case for those students who cannot make-up lab in the same week.

Regarding TAs, you will want to make content for skills available no less than a week before the class session and go over the material with the TAs. In some circumstances, you may want the TAs to attend your class or at the very least, listen to the class session recording.

Student and classroom management:

The college will give guidance on attendance in the near future. Currently, for the P3 year, it's up to the course faculty whether or not to require attendance and this should be specified in the course syllabus. Attendance is required for the P1 and P2 classes in the new curriculum. Students may miss no more than 20% of the classes. See student handbook for exact specifics.

When students miss class due to an academic activity (shadowing, training for internship, attending a meeting, lobby day in Austin), they will bring a form for you to sign. Listed will be how they will make-up missed classes. Since we typically record lectures, this is usually not a problem. However, there are

times where they miss a quiz. You could have a make-up quiz when they return or you can have a quiz for anyone needing to make up a quiz at the end of the term[SAK6][SLA7]. One other way is to drop the lowest quiz grade for everyone in the course and those missing the quiz may drop the missed quiz.

Specify the way you wish to handle this in your syllabus. For example: “It is the students’ responsibility to inform the coordinator that they missed a quiz and want to take the make-up at the end of the term. There will be a single, make-up quiz given at the end of the term” or other appropriate wording that would encompass dropping the lowest quiz grade, etc.

Certain departments/courses routinely let students in jeopardy know that their cumulative grade has slipped below a 70% after each exam. This notification is usually by email, through Blackboard (more secure?). Students are encouraged to stop in and discuss their study strategies. Blackboard always sends a copy of the email to your UH mail account. It is recommended that you save these notifications should you need to document these emails at a later time (should the student be unsuccessful in the course).

Unprofessional behavior in the classroom:

It is recommended that you make an attempt to correct unprofessional behavior but students do not like to be individually called out in class. If you know who the student is, send an email to them or request they stop by your office. If you do not know the student, make a general statement to the class about being courteous and attentive. I had a “talker” in one of my classes and my general statements fell on unhearing ears. I asked him to stop by my office. Without calling him out specifically, I enlisted his help in keeping that side of the classroom quieter. This worked! Keep it impersonal if at all possible.

There is a really good website for managing student issues:

<https://www.cmu.edu/teaching/solveproblem/step1-problem/index.html>

This site has a hyperlinked narrative for a variety of problems one encounters in certain classes (see below for an example of what this site has).

Eberly Center

Teaching Excellence & Educational Innovation

Design & Teach a Course

Technology for Education

Assess Teaching & Learning

[Eberly Center](#) > [Solve a Teaching Problem](#) > Identify Problem

Solve a Teaching Problem

Select the problem that best matches your situation:

Attitudes & Motivation

- [Students come late to class.](#)
- [Students don't demonstrate critical thinking.](#)
- [Students lack interest or motivation.](#)

Occasionally, students will complain to the coordinator about an instructor's lectures or exam questions. Assure them that you hear their concern and will address it with that instructor. Be sure to discuss with that faculty member but remember to maintain student confidentiality. In many cases, there will be not be a resolution that satisfies the student. Encourage them to fill out the student evaluation of teaching at the end of the term.

Confidentiality:

Student grades are confidential and should only be distributed with a name attached on an as needed basis to other faculty or members of the college administration. A member of the staff in the Dean's office and the Admissions office may have access and monitor student scores so that interventions may be made in a timely fashion. You, as the coordinator, may want to make Dean Pitman aware of any students who are "at risk" so that she can make an appointment and address issues well in advance of the final exam.

Should issues of sexual harassment on campus or outside of campus be brought up, we should follow the university's Title IX policy and let the student know that you are not a confidential source and that you are required to report any incidents of sexual harassment to the Title IX office. The title IX statement should be included in your syllabus.

Academic dishonesty:

About once a semester, students will anonymously inform a course coordinator that their peers are cheating. One has to take this charge seriously but other than use the methods in our handbook and being vigilant, it is difficult to find someone actually in the act. Assure students that you take their charge seriously when you next meet in the class. Let them know that unless they actually come forward and make a specific charge, your abilities to change this behavior are limited.

Academic dishonesty can be somewhat mitigated by having students submit their assignments via Turnitin on Blackboard. Turnitin is not perfect but it will pick up blatant plagiarism, as long as the verbiage is in its database. It's a good idea to spot check some assignments after the TA has graded them to look for anything that stands out as perhaps more sophisticated than the students writing.

If academic honesty is discovered, you really should charge and refer the student to the honor board. If you do charge a student, make sure you follow the policy on timing (see student handbook or contact the Dean's office for specifics).