



College of Pharmacy

COURSE REVIEW

POLICY

FULL POLICY CONTENTS

Policy Statement
Reason for Policy
Procedures
Forms/Instructions
Additional Contacts

ADDITIONAL DETAILS

Definitions
Responsibilities
Appendices
FAQ
Related Information
History

Effective: February 2008

Revised: May 13, 2010

Last Updated: May 13, 2010

Policy Owner:

Educational Policy/Peer Review Committee

Policy Contact:

Director, Professional Curriculum

Policy Statement

As part of its Curricular Effectiveness System, the College of Pharmacy operates a process of course review. This process ensures that every core course and rotation receives systematic and comprehensive input from peers, administrators, and students every four years.

The process begins with each Course Director completing an evidence-based review of their course and compiling a Course Report. The Report examines course objectives, teaching/learning activities, assessment strategies, educational outcomes, and equivalency across campuses. Course Directors are encouraged to involve Section Directors, Instructors, and Teaching Assistants in the development of the Report, including the identification of changes for subsequent offerings.

After review by the Department and Student Curriculum Council, the Educational Policy/Peer Review Committee makes a final evaluation and recommendations. To foster engagement in the process and commitment to improvement, all participants in the process receive feedback on the final action and suggestions made for the course.

The process should allow for significant change within courses while maintaining a level of continuous oversight by the faculty. The review should serve as a mechanism to trigger discussion by the faculty. A small number of useful course enhancements are the likely result of this process. Such enhancements will be focused on promoting student acquisition of course-specific knowledge and skills, and improving performance on related exams/quizzes or performance tests. Improving student evaluations of specific course components or attributes is a likely outcome.

Special Situations

None

Exclusions

Elective courses and elective pharmacy practice experiences.

Reason for Policy

The primary purposes of the policy are to 1) guide Course Directors in a structured review of their course and 2) to provide direction and feedback to ensure that the course is effective in meeting the educational needs of the students and the professional program.

Considerations during the review would include:

- **Content:** New material that should be incorporated into the course as well as material that is no longer needed or should have decreased emphasis.
- **Teaching/Learning Methods:** Active learning strategies that should be incorporated into the course, as well as strategies that require improvement or should be eliminated.
- **Assessment:** Appropriateness and effectiveness of assessment methods, given the desired outcomes of the course, and methods to improve the assessments.
- **Outcomes and Equivalency:** Evidence of educational outcomes and assurance of equivalent outcomes across campuses.

Procedures

- [Course Review Process](#)
- [Course Report Submission](#)
- [EPC Course Evaluation Process](#)
- [Management for Course Review](#)
- [Quality Assurance for Course Review](#)

Forms/Instructions

The following materials are available at:

<http://www.pharmacy.umn.edu/pe/oe/opc-main/opc-coursereview/home.html>

- Student Curriculum Council Review Evaluation Form
- Educational Policy/Peer Review Committee Review Guidelines and Evaluation
- Course Review Rotation Schedule
- Course Director Letter

Additional Contacts

Subject	Contact	Phone	Fax/Email
Policy Interpretation	Charles Taylor, Senior Associate Dean for Professional Education	612-626-5376	taylorc@umn.edu
Course Review Process	Robin Stouder, Director, Professional Curriculum	612-625-3936	stoud001@umn.edu
Course Review Support	Richard Brown, Director, Instructional Services	612-626-0811	brown123@umn.edu
Policy Development & Quality Assurance	Kristin Janke, Interim Associate Dean for Assessment	612-626-4648	janke006@umn.edu

Definitions

Course Report

A document derived from an evidence-based review of the course.

Course Review

Reviews conducted by Departments and Student Curriculum Council for the purposes of identifying course strengths and providing suggestions.

Course Evaluation

A summative evaluation that uses the Course Report and Student Curriculum Council Review and Departmental Review to make recommendations for continued improvement of a course.

Responsibilities

Director, Professional Curriculum

Initiates the course review process, providing guidance and resources to Course Directors.

Course Director

Directs the course review, working with Section Directors, instructors, and teaching assistants, as appropriate. Ensures a complete submission by the submission date.

Departments

Acts as the primary source of review for the course content. Receives course reports, conducts a review, using the Departmental Evaluation Form, and submits reviews by the requested dates.

Student Curriculum Council

Acts as the primary source of review related to the student experience. Receives course reports, completes evaluations using the Student Curriculum Council Evaluation Form and submits evaluations by the requested dates.

Educational Policy/Peer Review Committee

Receives Course Reports and Reviews, completes a final evaluation using the EPC Evaluation Form and provides recommendations to Course Directors. Provides the final evaluation to the Course Director and Department.

Associate Dean for Assessment

Supports policy and procedure review and development.

Assessment Committee

Reviews and monitors the policy and procedure with particular attention to its alignment with other curricular assessment methods. Receives communication from EPC regarding completion of review cycles, quality assurance, and major changes to the process.

Appendices

None

Frequently Asked Questions

None

Related Information

- [Course Evaluation Policy](#)
- [Peer Review of Teaching Policies](#)

History

Approved: February 2008

Amended: April 2009. Placed into University Policy Format. Refined procedures following review of procedures by the Educational Policy/Peer Review Committee.