

**Loyola University of Chicago  
Stritch School of Medicine**

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**Course Director Job Description**

A Course Director designs, manages and evaluates their course in keeping with the overall school learning objectives, recommendations of the Central Curricular Authority (CCA) or any of its standing subcommittees and relevant national recommendations directed to their subject matter. The Course Director communicates the expectations of their course to their students, staff, faculty and administration. A director acts as a link between students and faculty, demonstrating interpersonal and leadership skills that earn the trust of both groups.

The Clerkship Director should remain informed of trends and practices in medical education, pedagogy, technology, and administration. A director should engage in scholarly activities and assume leadership roles in SSOM educational endeavors. The Course Director is responsible for developing and maintaining a vision for the short and long-term activity of their Course. This effort entails ongoing development and planning, in consultation with their staff, faculty and the administration. The director will be responsible for reporting and monitoring revisions in content and assessments and any significant revisions in content will need to be approved by the CCA

**Course Director Specific Responsibilities**

***Curricular Activities:***

1. Develop, regularly review, and if necessary revise, course learning objectives to ensure that they adequately meet the overall goals and required competencies of the course; are reflective of course content and are appropriately mapped to the overarching SSOM medical program objectives.
2. Work collaboratively with the Curricular Year Directors and others who teach in related curricular areas to ensure consistency, coordination and progressive integration of content across the curricular continuum, with minimal redundancy.
3. Serve as a local expert on national and society guidelines and trends regarding recommended content relevant to course objectives.
4. Schedule course educational sessions and assessments into a coherent curricular sequence that serves to enhance the learning process. Work collaboratively with other course directors and Office of Medical Education personnel to incorporate course activities into a logical sequence within the relevant SSOM curricular phase that optimizes opportunities for horizontal content integration, and is respectful of student time.
5. Work closely with the assigned medical education coordinator to maintain and update the content on the course web site and ensure the accuracy of the course schedule within the Curriculum Management System.

6. Recruit and assign faculty to specific teaching responsibilities within the course, regularly monitoring the quality of teaching and directly intervening with individual faculty to promote quality improvement, when necessary.
7. Work closely with faculty to choose the most appropriate instructional and assessment methods for the delivery and assessment of course content, encouraging, where appropriate, the use of novel pedagogical approaches that have been demonstrated to improve student-learning outcomes.
8. Work closely with course faculty, especially those that are new to the course, to provide them, where necessary, with assistance in creating and developing educational resources such as lecture slides, handouts, learning objectives and other items, as well as providing constructive feedback on their teaching efforts.
9. Communicate effectively with students, providing them with a copy of the course learning objectives; outlining course expectations including methods of assessment and grading policies; informing them of specific course policies, assignments and requirements; and making them aware of any necessary changes to the course in a timely fashion.
10. Communicate effectively with all course faculty, ensuring that they are; provided with a copy of the course learning objectives; made aware of any specific expectations and policies; kept abreast of any institutional or educational developments that might impact the course; asked to provide feedback on their perceptions of the course; and encouraged to participate in ongoing quality improvement efforts.
11. Work closely with faculty to develop high quality assessment instruments capable of accurately and fairly assessing students' knowledge, skills and behaviors that are linked to specific course learning objectives. Where necessary provide faculty with feedback to help improve their assessment items.
12. Provide academic advice and guidance to students, as needed, especially for those experiencing academic difficulties.
13. At the completion of the course, calculate and finalize student grades using standards and parameters established in collaboration with CEARC, and provide those grades to the Office of Registration and Records within fourteen days of course completion.
14. When necessary, develop and administer a remediation exam(s) to allow students the opportunity to remediate a failing grade.
15. Submit, within 30 days of request, the annual CCA Curriculum Inventory form highlighting any proposed changes in the course for the upcoming academic year and participate in any necessary follow up requests from the CCA or any of its subcommittees before proceeding with implementation.
16. Engage in ongoing continuous quality improvement efforts by monitoring relevant internal and external educational outcomes; carefully reviewing and reflecting

upon end-of-course evaluations and comments; meeting annually with the student course review panel; participating in the regular 3 year review of the course by the CCA evaluation sub committee; and using this collective feedback to plan necessary modifications to the course aimed at improving the overall quality of the educational experience.

17. Communicate with the CCA in advance, any significant changes proposed in either course content or assessments, and proceed with implementation only following approval from the CCA.

***Administrative Activities:***

1. Attend and participate in course director meetings and activities.
2. Work closely with the CCA, the educational deans and the Office of Medical Education to provide any necessary data or information that is required to ensure compliance with the directives and requirements of the American Association for Medical Colleges (AAMC) and the Liaison Committee on Medical Education (LCME), and other national licensing and accreditation bodies.
3. Assist administration in identifying and mentoring an Assistant Director; assign him or her specific duties appropriate to the position.
4. Make timely reports of any incidents of unprofessional student behavior using the Professionalism reporting application.
5. Respond promptly to address any student reports and concerns of professionalism issues of faculty or staff members; as circumstances warrant bring concerns to the Professionalism Review and Concern Committee to facilitate necessary corrective action.
6. Collaborate with the Office of Student Affairs in matters regarding student requests for excused absences from required course activities and exam delays.
7. Participate in the annual budgetary process for the course.
8. Represent the course by participating in important school events such as graduation, St. Luke's Week and St. Albert's Day.
9. Meet yearly with the Associate Dean for Biomedical and Translational Sciences and/or the Vice-Dean for Education for performance evaluation.

***Best Practices:***

1. Serve, when requested, in leadership roles in SSOM educational activities, projects, task forces, etc.

2. Engage in scholarly activity in medical education that supports professional development, this might include educational research, authoring publications, applying for educational grants, participating in local and national educational meetings, and serving on educational committees.

**Acknowledgement:**

It is acknowledged that the Course director's responsibilities are year-round. As such, appropriate release time from clinical and/or department responsibilities will be provided by the administration in recognition of the time, energy, and expertise the management of the course or clerkship requires. It is acknowledged that while courses may vary in time commitment based on the length of the course, the work of a course director is an on-going responsibility. Support for educational research into the effectiveness of instruction and practices will be provided. This will permit the evaluation of the effectiveness of our pedagogical programs and our success in integrating technology and pedagogy. Educational research with the direct input from the Course/Clerkship director will determine whether current educational efforts are effective and where improvements may be warranted. Finally, an educational scholarship budget will be provided at the approval of the Office of Educational Affairs to permit the Course director to remain current with developments in technology and pedagogy, including attendance and presentation at high-level national educational conferences.

Each course director is supported by the institution with:

- 1) A course coordinator to assist in running the course
- 2) A budget for running the course and proper instruction in the management of the budget
- 3) An Assistant Course Director
- 4) Faculty development concerning educational research and outcomes and their own professional development in regards to their role as Director and educator.

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