

Information for Course Directors

Course Director's role (excerpted from the "Faculty staffing guidelines for teaching" for the School of Dentistry)

Course Director- A faculty member who is responsible for developing, revising and delivering a course within the curriculum. Responsible for determining the intended learning outcomes for the course, aligning the teaching methods with the learning outcomes, and designing and performing assessment of student learning and progression towards the School's defined competencies. Delivers **at least 60%** of the total hours of course content. Responsible for creating the course syllabus and updating it each time the course is offered. Responsible for determining and reporting course grades and determining remediation policies, **(and providing remedial instruction and assessment)** for the course. **Proctors tests and examinations for the course.**

*Co- course Director-*for courses that are team- taught, a faculty member who assists the course director with the development, revision and delivery of a course. Works with the Course Director to define learning outcomes and assessments. Delivers content, < 60% of the total hours.

Course Coordinator- A faculty member who is responsible for developing, revising, coordinating and delivering a course within the curriculum. Responsible to determining the intended learning outcomes for the course and designing and delivering assessment of student learning and progression towards the School's defined competencies, including creating and editing written examinations. Delivers some of the content, **< 60% of total hours**. Responsible for creating the course syllabus and updating it each time the course is offered. Responsible for determining and reporting course grades and determining remediation policies for the course.

Course support- A staff member who assists faculty in administering a course within the curriculum, including creating and maintaining course Canvas site and gradebook. Works with the faculty course director or coordinator to schedule guest lecturers and create the course schedule. Works with the course director or course coordinator to provide accommodations for students with disabilities, proctor remedial work or missed tests/exams within the capacity of the course support (ESS) office. Enters online examinations/test questions. Prints written examinations. Submits Scantron forms to E and E, if used.

Please see **the policies and procedures for working with ESS**, including timelines and advance notice needed for certain services.

Attendance Policy

The School of Dentistry has a mandatory attendance policy for students in the DDS program. It is, however, up to the course director to determine how they will manage attendance within their course. This gives the course director a lot of flexibility. There are several different strategies for this (e.g. pop quizzes, a certain number of missed quizzes/lowest quiz dropped so you don't have to be the judge of what is an acceptable absence etc.; no enforcement of attendance- treating students as adults etc.) The course director is not required to give points for attendance, or take attendance. Educational support services staff can support faculty; however, they will not come to take attendance in your class. We simply do not have the resources to do so.

Policies:

Faculty course directors are responsible for being familiar with the following School Policies, found under Faculty and Student tabs on MiTools:

Policies for Academic Performance and Promotion

Honor System Policy

Procedures for Test and Examinations

Responsible for timely submission of grades via Wolverine Access, Staff in ESS can manage your gradebook in Canvas, but faculty must ensure that the grades are accurate and submit and approve them via Wolverine Access.

Role of the Department Chair/Vice Chairs- curriculum:

Most of the DDS courses are associated with a specific discipline or department. The faculty in the department are the content experts and have autonomy and responsibility for determining the course content and pedagogy.

Role of the Assistant Dean for Student Services

The course director is responsible for providing fair and consistent teaching and support to students. This includes identifying students at risk for inadequate performance in their course and providing support. In some instances, this may mean additional instruction, or within course remediation, to help a student master the content and progress. Students who are at risk for failing a course, as indicated by failing grades on midterm, course quizzes or other interim assessments, may be eligible for tutor help, provided by student services. The course director should work with the assistant dean to request such help as indicated.

Student tutors are not substitute for faculty! There is a limit to what a student tutor can do to help a student in difficulty, including their knowledge (as beginners themselves) and time they have available.

The assistant dean for student services:

1. Is a confidential resource for students who are in academic or personal difficulty. She can direct students to other resources on campus, such as our embedded counseling psychologist, CAPS, and others. She **cannot provide instruction and remediation services** to students for individual courses. This is the role of the course director.
2. Certifies letters for students who are entitled to accommodations, after receiving official notification from the Office of Services for Students with Disabilities (SSD); this must be initiated by the student. The assistant dean provides the letters to the student which they must share with the **course director** within the first 2 weeks of class if they are requesting accommodations. The course director can request assistance from ESS to provide these accommodations.
3. Upon request of a course director, assign paid student tutors for students in academic jeopardy, as available.
4. Supports peer-guided student drop-in sessions for preclinical courses on Wednesday afternoons in the Sim Lab (Fall and Winter terms) and Tuesday evenings (Spring/Summer term). These are open to all students. Works with the directors of these pre-clinical foundations courses so they can inform the peer guides regarding the expectations/criteria for the projects/procedures.
5. Ex-officio member of the Academic Review Boards I and II. Non-voting. Delivers letters from the ARB, in person, to students receiving news of disciplinary action/dismissal. Her role is to advocate for students, not to be the “principal” or “disciplinarian”.

6. If you are concerned about a student's welfare, the first step is to reach out yourself. If you still have concerns, contacting Dr. Duff is a good idea. She may be aware of other confidential issues, and can see the bigger picture. If not, she can follow-up to ensure students are getting the support they need.

Role of Associate Dean for Academic Affairs:

1. Oversees Curriculum for DDS program, Graduate programs (Masters degrees)
 - Chairs the Curriculum Committee
 - Provides oversight and support integration of curriculum content and pedagogy, and assessment to ensure we are compliant with CODA standards
 - Designs and manages the educational outcomes assessment plan, using a variety of data sources:
NBDE scores, CDCA licensing exams scores, D4 OSCE results, course grades, procedure counts in VICS and CBCE, clinical test case results; D1-D4 curriculum survey results; ADEA senior survey results, alumni surveys results, climate study results
 - Works with: Curriculum Committee, VIC Directors/Discipline Coordinators Committee, Strategic Planning Committee to ensure that our DDS program continues to meet our competencies, needs of our graduates and patients, and CODA standards, and is continually assessed and improved.
2. Identifies gaps, areas for improvement and innovation, and works with faculty in the departments to implement curricular change as needed.
3. Responsible for the administration of the D4 OSCE, as a mechanism for testing competencies not easily or consistently assessed using other formats (e.g clinical test cases, simulation) . Station leaders serve as “course directors” for their individual stations, and should work with their discipline faculty to determine the concepts/competency being assessed, and what the “answers” should be. Sometimes it is determined that there is a better format for testing that concept, and that the OSCE is not the best option- the department should make this determination and communicate it to the associate dean.
4. Provide information about the curriculum needs, and faculty staffing analysis data, to the Department Chairs and Deans to assist them in identifying future faculty needs.
5. Administers the Faculty Development Program in teaching and Learning, under the direction of Dr. Diane Hoelscher, to support faculty success and satisfaction in their role as teachers.

6. Works with the Dean for Patient Services, Director of the Pre-doctoral Clinical Education, and the VIC directors/discipline coordinators, to ensure adequate resources to support student learning, in the School and in CBCE. This includes monitoring clinical experiences, preclinical, and didactic courses and students experiences in them. Works with the faculty leads at the medical school to provide instruction in several of our basic, biomedical and foundation sciences courses, as the dental school liaison. Supports the dental school course directors for these courses as needed.
7. Ex-officio member of the Academic Review Boards I and II. Her role is to ensure that our policies and procedures are followed; all options are presented and considered. Non-voting.