

NEOMED ACADEMIC POLICY	Policy No: 3349-AC-425
ACADEMIC POLICY TITLE: COM - Course Director and Module Dyad Leader Qualifications and Responsibilities	EFFECTIVE DATE: 01/01/2019 REVISED: 03/16/2021
RESPONSIBLE DEPARTMENT: Medical Education, College of Medicine	Approval Authority: Dean, College of Medicine Responsible Office: Office of the Dean, College of Medicine

Appendix B

**Northeast Ohio Medical University
College of Medicine
Position Responsibilities
Module Dyad Leaders**

Responsibilities:

The modules and clerkships that comprise the curriculum leading to the MD degree are centrally managed by the Curriculum Committee (CC) and its subcommittees according to college bylaws and accreditation standards. The authority of module leaders is derived from the CC as outlined by the NEOMED Curriculum Management Charter. Module leaders and the modules that they oversee are subject to the decisions and actions of the CC.

In addition to the general expectations of all course directors, the following detail the expectations of Module Dyad Leaders under the newly adopted Charter and curriculum structure.

Module Dyad Leaders report to the Curriculum Committee, specifically through the Pre-clerkship Curriculum Subcommittee, and to the associate dean for medical education assigned to oversee the M1 and M2 Curriculum. Data about performance of job duties will be shared with the faculty member's chair on at least an annual basis.

Module Dyad Leaders :

1. serve on the college curriculum committee and subcommittees as described in the curriculum charter. Module leaders are responsible for attending scheduled meetings of the COM Curriculum Committee and/or its subcommittees, and staying abreast of curriculum committee decisions, directives, requests, and updates.
2. meet with their module faculty regularly while the module is taking place;
3. collaborate with students, staff, faculty, residents, other module leaders, and the medical college administration to offer a high-quality educational experience and foster a positive learning environment. Any negative factors, influences, or behaviors (e.g., student mistreatment) that take place within a module must be reported immediately to the associate dean for student affairs.
4. be familiar with all applicable college policies and procedures related to their module.

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5. follow and ensure to the best of their ability that all module personnel follow university policies intended to safeguard student educational record information and prevent the unauthorized distribution or disclosure of confidential student educational data (e.g., exam grades) as required by the Family Educational Rights and Privacy Act.
6. have the prerogative to (1) determine module content based on assigned Educational Program Objectives (EPOs) and approved module objectives, (2) identify appropriate learning materials (textbooks, software, supplies, etc.) that students will need in order to achieve module objectives; (3) implement a module design consistent with CC guidelines, (4) select instructors for the module, in consultation with each instructor's department chair, (5) implement a module delivery strategy consistent with CC guidelines and subject to CC approval, and (6) revise the module based on the results of the evaluation process defined by the CC.
7. serve as an educational liaison with their department chair and faculty. This includes providing periodic updates regarding module planning, delivery, and outcomes.
8. submit a budget request for all materials needed for module delivery according to a timetable established by the dean's office.

Module leaders are encouraged to contact the College of Medicine Dean's Office and Senior Associate Dean for Medical Education for any questions about these duties.

Module Delivery

Module Directors

1. are familiar with the College of Medicine Educational Program Objectives (EPOs) and ensure that their module or clerkship addresses the EPOs assigned by the CC to confirm that i) the module objectives and their linked EPOs are those approved by the CC, ii) the appropriate content is associated with the module objectives and linked to EPOs, and iii) assessment data are aligned with competency domains and EPOs and are collected and reported to the CC.
2. ensure that the instructional methods used in all sessions (e.g., peer instruction, labs, small group sessions) are guided by appropriate weekly and/or session objectives (i.e., detailed objectives for individual sessions) provided to students. All weekly and session objectives must be clearly aligned with module objectives and their appropriately linked EPOs.
3. ensure that student assessment methods are closely aligned with module objectives, weekly or session objectives, module content, and EPOs.
4. are expected to attend applicable conferences and faculty development sessions as needed to revise and enhance module content and delivery.
5. ensure that the teaching faculty and other instructional staff in the module (e.g., invited presenters, residents or graduate teaching assistants) clearly understand their teaching role and expectations and provide instruction that is appropriately integrated with content covered by

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other modules. Module leaders are expected to select, assemble, and maintain a cadre of effective instructors as measured by instructor evaluations, and student performance.

6. are expected to observe all sessions provided by instructors whenever possible. If the director is unable to observe a session, he or she can designate a proxy to observe that session.
7. must develop an overall schedule according to the established timeline and process. Specifically, module leaders must work within a process defined by the CC and its subcommittees to develop a module schedule that is appropriately balanced, coherent, and integrated.
8. must develop and use a syllabus and learning objectives that are compliant with the syllabus and learning objective standards established by the CC. All module policies and practices must be consistent with accreditation standards and university and college policies and practices.
9. must provide an orientation for students at the beginning of the module that includes module policies, the module schedule, important dates, assignments and requirements, procedures, professionalism expectations, and grading standards. The director is responsible for conveying the expectations to all module faculty (including preceptors).
10. must avoid changing module policies, assessment activities, or grading practices after the module has begun. Any changes to a module must occur at the beginning of an academic year or semester, except in extraordinary circumstances.
11. are responsible for the development and delivery of all student assessments (e.g., quizzes, exams, etc.). Module assessment activities must be based on established college assessment practices and policies and must be clearly aligned with module objectives and content. Module leaders may ask for assistance in constructing module examinations by requesting faculty to submit questions for specific tests. The module leaders must work with faculty and any relevant exam writing or exam review committees to develop and refine exam questions. National standardized examinations may be used in selected modules when applicable.
12. must be familiar with the United States Medical Licensure Exam question formats and general content areas.
13. must provide mid-module formative feedback (using any of a variety of methods) to students by the mid-point of the module, conducted in a way that is sufficient to satisfy LCME requirements.
14. must be accessible to students for module-related questions, counseling, and advice.
15. must identify and support students experiencing academic difficulty. Any student experiencing unsatisfactory (i.e., failing or marginal) academic performance and/or personal problems must be referred to the associate dean for student affairs.
16. must ensure that final module or clerkship grades are accurately developed, calculated and submitted within four weeks as mandated by the LCME, and in accordance with university policies and practices.
17. must design and implement remediation plans for those students who are eligible for remediation according to the guidelines set forth by the CC.

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18. must refer any student suspected of academic misconduct or unprofessional behavior (as described by college and university policies) to the associate dean for student affairs.
19. recognize that the CC and its standing subcommittees are responsible for ensuring that modules including clerkships undergo formal evaluation in accordance with the College of Medicine Curriculum Evaluation Plan. Module leaders must review module evaluation data and make improvements as appropriate. Module leaders must address recommendations issued by the CC. Module leaders may be asked to submit module status reports (or other types of reports) periodically to the curriculum committee or appropriate subcommittee.
20. must document their response in accordance to the CC evaluation process to observations or suggestions for change resulting from student evaluations of the module or clerkship.
21. must report potential changes in module content, scope, delivery, objectives, prerequisites, assessments, grading system, or directorship to the chair of the CC. Major changes must be approved in advance of the academic year and semester, unless needed as a result of extraordinary circumstances and as permitted by the chair of the CC. Changes in content, module objectives, or weekly/session objectives may also be reported through annual updates to the college's curriculum database. Other changes must be brought to the attention of the Chair of the CC or its subcommittees.
22. must respond to periodic requests for information issued by administrative staff in the dean's office, when such information is needed for institutional operations (e.g., documentation for accreditation purposes). This includes requests associated with module policies, content, delivery, faculty, assessment, comparability, etc.
23. must ensure that all instructors (including physicians who teach, assess, or supervise students):
 - i) have faculty appointments (e.g., a regular or volunteer faculty appointment, except for residents and non-physicians who serve as teaching assistants) and ii) receive the information and materials as described in the college policy for faculty and non-faculty instructors. Any problems or challenges associated with a non-faculty instructor's teaching quality or interaction with students must be addressed by the module director.