



## Course Lead Responsibilities

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### I. Overview

Many Carey courses have a formally designated Course Lead (CL) who is responsible for ensuring that the syllabus is well developed and current, and that the course is delivered in a consistent manner across all instructors who teach the course. This is a central service role taken on by numerous Carey faculty that provides faculty with oversight to ensure high-quality content and consistency. Therefore, the CL has the opportunity to shape the design and the content of the course.

This document outlines the responsibilities of CLs. Although directed to CLs, these guidelines are relevant for all faculty who work with a CL to deliver a course. CLs look to such faculty for collaboration and adherence to the standard syllabus. In turn, non-CL faculty can expect guidance on materials, assignments, and pedagogical approaches from CLs, as described below. Many of these responsibilities also apply to faculty who teach courses for which they are the only instructor, and are therefore by default the Course Lead.

A list of CLs can be found on the [Carey website](#).

**Note:** This document assumes an existing (ongoing) course; new course approvals fall within the purview of the relevant curriculum subcommittee and the overall Curriculum Committee.

### II. Qualifications

To be a CL, an instructor must meet the following qualifications:

- Is a full-time Carey faculty member;
- Has preferably taught the course at least once;

- Has mastery of the material, demonstrated either via experience teaching the course successfully or via prior subject matter expertise (academic training or practitioner experience)

### III. Assignments

The senior faculty in each academic discipline, working with the relevant Academic Program Director and curriculum subcommittee chair, will recommend faculty to be CLs, subject to approval by the Vice Dean for Faculty & Research. CL assignments may change over time at the discretion of the Vice Dean for Faculty & Research or the CL, in consultation with the relevant senior faculty.

### IV. Responsibilities

#### A. Course Content Oversight

##### 1. Maintain Course Content

Maintain and periodically update the course description and [syllabus](#) in coordination with other instructors currently teaching the course. The CL should also work with the Registrar and Teaching & Learning@Carey (T&L) to review and submit the course description and syllabus in a timely manner.

The following are items requiring periodic review:

- Course description (1,500 characters or less, including spaces).
- Learning objectives reflecting the full range of learning outcomes for the course.
- Textbooks, articles, and other learning materials (including designating which are required versus recommended).
- Framework for course requirements, i.e., assignments, projects, exams; weights (in percentages) to each requirement.
- Course content (topics, articles, cases, assignments, etc.) associated with each week in the schedule, to ensure the course remains current. Suggestions for revisions and updates should be solicited from all instructors who taught the course during the academic year, both full-time and part-time.

**Note:** *If substantial changes are made to the syllabus during the review, the revised syllabus should be submitted to the relevant curriculum subcommittee for approval. CLs are encouraged to consult with Teaching & Learning when designing or revising a course. (Please visit the [T&L webpage](#) for more information.)*

##### 2. Online Course Development and Support

When an onsite course is developed for online delivery, the CL will be asked first to develop the online version of the course (i.e., will have right of first refusal).

- **Online Course Developers:** If an instructor other than the CL develops the online version of the course, the CL should meet with that instructor—known as the Online Course Developer—at the beginning of the course development process to ensure that the onsite and online versions of the course are in alignment. While the course title and description must be identical, and learning objectives should remain similar, the courses may differ (subject to approval by the CL) with regard to topic sequencing, readings, and assessments. The CL, along with the Vice Dean for Education, will review these details in what is known as a Course Definition Document (CDD). The Vice Dean for Education and the CL must approve the CDD before the development of the online course can continue. The CL should also

review and approve the draft syllabus and provide input on alignment between the online and onsite versions of the course.

After an online course has been created, periodic coordination between the CL and the Online Course Developer is expected to ensure that course updates and innovations are shared across delivery modes.

- **Online Non-Developer Faculty:** Faculty assigned to teach an online course, but who were *not* involved in developing the course—known as Non-Developer Faculty—are asked to adhere to the overall structure and content of the online course. Any major changes to the learning objectives, course content, and/or associated assessments must be approved by the Online Course Developer *and* CL.

Complete details regarding this role are provided in the [Non-Developer Faculty: Checklist and Guidelines for Teaching Online Courses](#), maintained by T&L.

### 3. **Oversee Faculty Course Selection Process**

This role (described in the course selection process distributed by the Office of Faculty & Research each year) involves acting as point-person for other instructors on section-specific teaching preferences for the course for the upcoming academic year. This is a vital role that requires working with all instructors of the course, as well as senior faculty and Vice Deans, to arrive at a schedule that is as optimal as possible for all, balancing both instructor preferences and the needs of the School.

### 4. **Ensure Consistent Delivery of Course Content**

Instructors have the freedom to create a learning environment conducive to their own teaching style and experience, and to the needs of their students. However, particularly for required (core) courses, Carey has an obligation to provide students with a coordinated core experience. Thus, one of the primary obligations of the core course CLs during the academic year is to facilitate consistency of the course across instructors.

This coordination could be facilitated in several ways:

- At the beginning of the academic year, organize a meeting with all instructors teaching the course, both full-time and part-time, to discuss best practices for teaching the material and approaches to issues that may arise. (The one-time meeting led by the CL before the academic year begins should take place even if the CL is not teaching the course that year. The CL should also serve as a resource to discuss issues during the year as needed.)
  - Outline where there is latitude for each instructor to customize the syllabus and where there is not latitude. ([See Appendix for item-by-item summary.](#)) For example, flexibility in illustrative examples, current readings, and applications is permissible and should be encouraged to allow for creativity and differences in pedagogical style and experience.
  - The CL is strongly encouraged—although not required—to share materials with the other instructors (e.g., slides, current articles, assignments, exams). CLs are welcome to add a copyright symbol to their materials and/or communicate that their materials should not be used outside Carey. (Note that for online courses, certain materials created by the original faculty developer become part of the course template and thus must be shared with other faculty who subsequently teach the course.) Faculty who teach

the course during the year and add new optional readings or adapt materials should similarly share their material with the CL, who can disseminate it to other faculty.

- At the end of the academic year, or whenever all or most sections of the course have been taught for the year, organize a “deep dive” meeting with all instructors (full-time and part-time, and across delivery modes) to discuss potential improvements and solicit input. This is a minimal requirement, to share experiences in teaching the course and to keep the material fresh; more frequent meetings are encouraged.
- When an instructor who is new to Carey is assigned to teach the course (full-time or part-time), the CL should arrange a meeting or phone call to review the syllabus and course content. Although it is helpful to email the syllabus to new faculty in advance, experience has shown that a discussion is both most productive in terms of knowledge transfer and most supportive in terms of creating an environment where questions are welcomed. If possible, the new instructor should sit in on one or more classes of the CL or another experienced instructor teaching the course.

## **B. Other Tasks**

### **1. Perform Assurance of Learning Tasks (*if applicable*)**

If the course is used for Carey's Assurance of Learning (AOL) process, the CL performs additional tasks:

- Review and interpret the AOL report generated by T&L (based on cumulative data from all AOL sections of the course).
- Provide feedback on assessment results and strategize to improve program curricula at AOL meetings attended by Academic Program Directors (APDs), the Vice Dean for Education, and T&L staff.
- Revise AOL assessment measures and rubrics, when needed.
- Work with APDs to improve program assessment matrices.

### **2. Support Course Waiver Process (*if applicable*)**

Support the course waiver process (e.g., a part-time student took a similar course at a different university and asks for a course waiver) in collaboration with the APDs by examining whether the courses are interchangeable. The APDs typically facilitate the waiver process among the students, advisors, and the CLs.

## V. Appendix

This table summarizes the approvals required for different changes to the [course syllabus](#).

Syllabus Item	Can Course Lead Make Changes?	Can Instructor Make Changes?
Grading Policy	No	No
Carey Policies/Information	No	No
Course Title	Only with Curriculum Committee approval	No
Course Description	Yes, if changes are <i>minor</i> . Significant content changes require Curriculum Committee approval.	No
Prerequisites	Only with Curriculum Committee approval	No
Required Textbooks	Yes	No
Required Materials	Yes	Only with Course Lead approval
Cases	Yes	Only with Course Lead approval
Required Technology	Yes	Only with Course Lead approval
Recommended Materials	Yes	Yes
Learning Objectives	Yes	Only with Course Lead approval
Assignments	Yes	Only with Course Lead approval
Weights	Yes	Only with Course Lead approval
Course Calendar	Yes	Only with Course Lead approval

Note:

- For course-specific details that instructors are asked not to change (e.g., required textbooks), instructors are still highly encouraged to provide the Course Lead with feedback regarding possible changes or improvements.
- Where “Only with Course Lead approval” is noted, the CL may delegate to instructor:
  - The items that instructors are free to customize *without* notifying the Course Lead.
  - The items for which instructors must send their changes to the Course Lead for review.
- The following items appear not only in the syllabus, but also in the [course catalog](#) and [student information system \(SIS\)](#):
  - Course Title
  - Course Description
  - Prerequisites