Operating Policy and Procedure

SON OP 30.250 – Roles and Responsibilities of Non-Traditional Undergraduate Program Faculty: Lead Faculty, Course Facilitator, Site Coordinator, and Site Clinical Faculty

PURPOSE
The purpose of this policy is to define the roles and responsibilities of faculty in the Texas Tech University Health Sciences Center School of Nursing Non-Traditional Undergraduate Program.

REVIEW
The OP will be reviewed biennially by September 1 of each even numbered year (ENY) by the applicable Associate Dean/Department Chair, with recommendations for revisions forwarded to the Dean of the School of Nursing.

POLICY/PROCEDURE

This policy defines the roles and responsibilities of the lead faculty, course facilitator, site coordinator, and site clinical faculty.

Lead Faculty

- Submit the textbook list for the course to Support Services approximately 2 months prior the start of the semester.
- Meetings:
  - Lead faculty (LF) are required to set pre and post course meetings for the purposes of course planning, review, evaluation, and feedback.
  - Lead weekly meetings with course facilitators (CF) as agreed upon with team (if needed)
  - *Agree upon roles and course development items (i.e. videos/ppts/documents)

- Interrater Reliability (IRR) pre-course – new assignments, new rubrics, new faculty (per policy).
- Assist CF with IRR for assignments during the course as outlined in the IRR policy (SON OP 30.400).
- Create/update.review/load for each course section:
  - Syllabus and Schedule
  - Modules and Materials
  - Assignments
  - Study Guide (if applicable)
  - Exam Blueprint (formatted per accelerated standardized guideline)
  - Quizzes/Exams
  - Gradebook

- Collaborate with assigned teaching team of CFs to develop, edit, and revise exams and blueprints.
  - Upload the final version of the exam in the exam shell. Send blueprint to assigned CF to be posted in a timely manner with clear instructions regarding where the blueprint should be posted.

- Manage course details, i.e. open/close/release items, item analysis, test item clarification forms (collected by CFs), frequently missed content document

- Ensure item analysis is completed on all exams per policy (SON OP 30.183). This involves review of test item clarification forms following item analysis. Post item analysis, provide CF with review of key content via mechanism of choice, i.e. webinar, summary document, video. Refer to Post-Exam Review Process flowchart (30.250-001 ATTACHMENT A) for deadlines and specific process.

- Schedule proctored exams.

- Formative midcourse evaluations – design evaluation and remind CFs to have students complete

- Midterm warnings – remind CFs to initiate midterm warning process through Student Affairs.

- Announcements – share with CFs to use if they desire. CFs should be the only faculty to post announcements within a course section. CFs will need to modify any shared announcements provided by LF when course is set up order to appear posted by CFs and minimize student confusion regarding faculty roles within a course section.
• Documents revised after course start date: LF may need to add documents in a section of the course if there is a revision, but the CF should be notified to make any changes visible to students.
• Provide support to CFs and site coordinators (SC) as needed.
• Coordinate with SC one semester prior to course to outline clinical experiences, if applicable to facilitate meaningful clinical experiences that meet course objectives and promote consistency across sites as much as possible.
• Coordinate with SC at least 1 month prior to course to verify sites/experiences, if applicable.
• Add questions to clinical database for clinical courses.
• Gather end of course evaluation information from all CFs and submit aggregate evaluation information to SON.
• Ensure that prior to the first day of class, CFs post an announcement informing students to submit accommodation requests.
• Collect ADA letters of accommodation from CFs and set up quizzes/exams appropriately. All timed quizzes and exams are applicable to ADA letters of accommodation.
• Accommodations will not be provided if students have not submitted an individual letter of accommodation to CF per policy (SON OP 60.025) and syllabus statement.

Course Facilitator

• Meetings:
  o Attend pre and post course meetings
  o Attend weekly meetings as agreed upon
  *Agree upon roles and course development items (i.e. videos/ppts/documents)
• Manage all components of the course section assigned once the course has started. LF is available for consultation and guidance.
• Upload faculty page in syllabus tab
• IRR pre-course – complete and return to LF as requested. Follow up with LF regarding IRR for assignments during the course as outlined in the IRR policy.
• Review all course materials. Collaborate with LF to develop, edit, and revise course materials. Examples include but are not limited to syllabus, schedule, assignments, modules, exams, quizzes, blue prints, and study guides. CF should not change documents within a course section without prior LF approval.
• Post announcements, reminders, frequently missed content document, blue print, and other course documents as requested by LF. CFs and/or SCs assigned to a course section should be the only individuals posting information in that particular section once the course is open for students.
• Prior to the first day of class CFs need to post an announcement informing students to submit accommodation requests.
• Collect and send ADA letters of accommodation to LF to set up quizzes/exams appropriately
• Formative midcourse evaluations – remind students to complete
• Midterm warnings – submit names of students to Student Affairs and cc LF on the email for students whose exam average or overall course average is below 75.
• Quizzes/Exams –Collaborate with LF regarding posting times for each exam/quiz, test item analysis and test item clarification forms. Refer to Post-Exam Review Process flowchart (attachment 30.350-001) for deadlines and specific process. CFs should consult with LF prior to approval for variations on scheduled testing dates/times for individual students or clinical sites.
• Ensure exam and quiz grades are entered into the learning platform grade book.
• Ensure assignments are graded in timely manner to provide student feedback prior to subsequent assignments.
• Coordinate with SC and RC to provide more learning opportunities for at-risk students if needed.
• In collaboration with SCs monitor the clinical database and provide comments as agreed upon by LF, if applicable.
• Verify clinical graded assignments from SC are uploaded, if applicable.
• Ensure final course grades are entered into Banner and notify LF when grades are entered.
• Provide end of course evaluation information to LF
Site Coordinator
- Attend pre and post course meetings as requested by LF.
- Arrange clinical experiences and activities for individual sites according to the suggestions from the LF.
- Identify and recruit clinical faculty as needed.
- Obtain site affiliation agreements as needed.
- Provide clinical information for site to LF and CF.
- Upload student non-coach clinical schedules into course in coordination with CF.
- When student issues arise, refer students to CF.
- In collaboration with CF, monitor clinical database and provide comments.
- Grade student assignments as directed by LF and CF.
- Enter into grade book pass/fail and point deductions per clinical tool.
- Stay in close communication with CF during course.
- Simulation components: Collaborate with LF and CF to develop, edit, and revise documents, procedure, and instructions for simulation based learning activities. Components which differ based on variations of the simulation lab per site should be negotiated with LF and CF. Some examples of negotiable components are testing dates/times, specific supplies utilized, or scenario set up based on actual design of simulation space (i.e., no two way mirror available). Documents, procedure, and instructions should not be changed within a course section or at a site without prior LF and CF approval to promote consistency, best practice in simulation, and fairness across all sites.

Site Clinical Faculty
- Attend pre and post course meetings as needed.
- Assist with set up of clinical experiences as needed including assisting with set up of simulation labs as requested.
- Provide oversight, instruction, and evaluation for students in clinical experience(s).
- Meet with students in pre-designated area and make unit assignments as needed.
- Evaluate clinical assignments including checklists, medication calculations, written report, written care plan or other clinical documents.
- Facilitate post conferences in collaboration with SC.