SON OP 30.840 – Role and Responsibility of the Course Lead and Course Facilitator

PURPOSE
The purpose of this policy is to define the role and responsibility of the course lead and course facilitator for the Texas Tech University Health Sciences Center School of Nursing 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 role and responsibility of the course lead and course facilitator.

Course Lead
1. Assure the integrity of the curriculum is maintained.
2. Assure coordination of all activities with any specified companion course.
3. Assure the course is developed and implemented in a fashion consistent with the course description, course objectives, and the curriculum conceptual framework in collaboration with course faculty.
4. Organize the development of the syllabus and course file within stated time lines, involving course faculty as necessary. Validate consistency between Web course syllabi and master copy of course syllabi.
5. Assure all necessary materials for planned learning activities are available.
6. Test item development will be a collaborative effort between course facilitator and faculty. When course faculty are responsible for didactic teaching, the faculty contribute items to test specific content presented.
7. Evaluation of tests for the purpose of revision or deletion of test items is a joint responsibility of the course faculty and the course facilitator.
8. End of course evaluation and course revision is a collaborative effort between the course facilitators and the lead faculty.

Course Facilitator
1. Coordinate agencies for clinical spaces and activities with appropriate Program Director
2. Assure all necessary requests for course support are made in a timely fashion. (For example, educational media, Simulation Learning Centers, library services, IT Support.)
3. Develop a systematic method to gain student input during the course with course faculty.
4. With course faculty, maintain contact with the appropriate persons in any clinical site (or other site) used in the course to assure that persons in those sites understand the expectations of students, course objectives, learning activities, faculty responsibilities, and evaluation methods.
5. Student evaluations of clinical sites should be summarized and presented to the Clinical Director.
6. Course facilitator assignments will be rotated as necessary (based on faculty workload, expertise and availability) by the Department Chair/Directors.
7. Review course evaluations with faculty and provide revision suggestions for the course for subsequent semesters.

Approved 2018
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