Faculty Teaching Assignment Roles and Responsibilities
(Revised 4/22/13 scb)

The purpose of this document is to identify the minimum expected responsibilities of each faculty teaching assignment role. This document should be used in conjunction with the Graduate School of Nursing Faculty Assignment Matrix. Responsibilities for Course Coordinator (C), Co-Course Coordinator (Co-Co), Program Specific Course Coordinator (PSC), Coordinator Mentee (CM), Principal Lecturer (PL), and Teacher (T) are described below.

**Course Coordinator (C):** The faculty responsible for the organization, content and administration of a course. Most often, the coordinator is the primary lecturer for the course. Minimum expected responsibilities for the Course Coordinator are as follows:

- Develop or update syllabus. Define subject matter and invite appropriate faculty, guest speakers and seminar leaders.
- Submit syllabus and supporting documents (as applicable) to the program director for review and approval, by the designated deadline. When the course being coordinated is a CORE course, syllabus and supporting documents should be submitted to the LEAD program director.
- Select textbooks for the course and submit the list to the program director by the designated timeline.
- Set up and administer the electronic site for the course in the Learning Management System, by the designated deadline.
- When coordinating a course in conjunction with program specific coordinators or teachers meet with all program specific coordinators/teachers before the beginning of the semester to:
  - Standardize content and depth of topics covered.
  - Discuss the syllabus and evaluation methods.
  - Review minimum expected responsibilities for the coordinator, program specific coordinator, and teachers, and agree on specific duties and responsibilities for the course.
- Function as primary point of contact for students enrolled in the course.
- Function as primary contact for questions/taskers related to the course such as review/revision of student course evaluations before they are loaded into the Learning Management System.
- Ensure that student assignments are evaluated within the established timeframe.
- Ensure that student course grades are submitted within the established timeframe.
- Archive course syllabus, lecture slides, supporting documents per current policy within 30 days of the end of the course.

**Co-Course Coordinator (Co-Co):** The Co-Course Coordinator role is identical to the Course Coordinator role, with one exception. The responsibilities are shared by two faculty. This role will be initiated when the nature of the specific course requires the content expertise,
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organization, or administration of more than one faculty. Examples of when this role might be initiated include, but are not limited to: the coordination of a science course by a nurse faculty and science faculty; the coordination of a program science course by a nurse faculty and science faculty; the coordination of a program specific course by a full-time program specific faculty and a part time faculty; and the coordination of a core course by two faculty with diverse content expertise. When this role is initiated the faculty assigned to the Co-Course Coordinator role will meet to formally establish specific responsibilities for the following.

• Develop or update syllabus. Define subject matter and invite appropriate faculty, guest speakers and seminar leaders.
• Submit syllabus and supporting documents (as applicable) to the program director for review and approval, by the designated deadline. When the course being coordinated is a CORE course, syllabus and supporting documents should be submitted to the LEAD program director.
• Select textbooks for the course and submit the list to the program director by the designated timeline.
• Set up and administer the electronic site for the course in the Learning Management System, by the designated deadline.
• When coordinating a course in conjunction with program specific coordinators or teachers meet with all program specific coordinators/teachers before the beginning of the semester to:
  o Standardize content and depth of topics covered.
  o Discuss the syllabus and evaluation methods.
  o Review minimum expected responsibilities for the coordinator, program specific coordinator, and teachers, and agree on specific duties and responsibilities for the course.
• Function as primary point of contact for students enrolled in the course.
• Function as primary contact for questions/taskers related to the course such as review/revision of student course evaluations before they are loaded into the Learning Management System.
• Ensure that student assignments are evaluated within the established timeframe.
• Ensure that student course grades are submitted within the established timeframe.
• Archive course syllabus, lecture slides, supporting documents per current policy within 30 days of the end of the course.

Program Specific Course Coordinator (PSC): The role of the Program Specific Course Coordinator is very similar to the Co-Course Coordinator role. This role will be initiated primarily in the Advanced Practice Nurse curriculum, in a CORE course, when the nature of the course requires the PROGRAM OPTION SPECIFIC content expertise, organization, or administration. Examples of when this role might be initiated include, but are not limited to: the Leadership Role, MCM Bushmasters, and Health Assessment courses. When this role is initiated, one faculty will be identified as Course Coordinator. The responsibilities for coordinating the course will be shared by the Course Coordinator and Program Specific
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Coordinators. The Course Coordinator will meet with Program Specific Coordinators to formally establish specific responsibilities for the following.

- Develop or update syllabus. Define subject matter and invite appropriate faculty, guest speakers and seminar leaders.
- Submit syllabus and supporting documents (as applicable) to the program director for review and approval, by the designated deadline. When the course being coordinated is a CORE course, syllabus and supporting documents should be submitted to the LEAD program director.
- Select textbooks for the course and submit the list to the program director by the designated timeline.
- Set up and administer the electronic site for the course in the Learning Management System, by the designated deadline.
- When coordinating a course in conjunction with program specific coordinators or teachers meet with all program specific coordinators/teachers before the beginning of the semester to:
  - Standardize content and depth of topics covered.
  - Discuss the syllabus and evaluation methods.
  - Review minimum expected responsibilities for the coordinator, program specific coordinator, and teachers, and agree on specific duties and responsibilities for the course.
- Function as primary point of contact for students enrolled in the course.
- Function as primary contact for questions/taskers related to the course such as review/revision of student course evaluations before they are loaded into the Learning Management System.
- Ensure that student assignments are evaluated within the established timeframe.
- Ensure that student course grades are submitted within the established timeframe.
- Archive course syllabus, lecture slides, supporting documents per current policy within 30 days of the end of the course.

Course Coordinator Mentee (CM): The Course Coordinator Mentee role is assigned when a faculty member has been identified to assume future responsibility for the organization, content and administration of a SPECIFIC course. When this role is initiated, an additional faculty member will be identified as the Course Coordinator. The Course Coordinator and Course Coordinator Mentee will meet to develop a mentoring plan and to formally establish specific responsibilities for the following.

- Develop or update syllabus. Define subject matter and invite appropriate faculty, guest speakers and seminar leaders.
- Submit syllabus and supporting documents (as applicable) to the program director for review and approval, by the designated deadline. When the course being coordinated is a CORE course, syllabus and supporting documents should be submitted to the LEAD program director.
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- Select textbooks for the course and submit the list to the program director by the designated timeline.
- Set up and administer the electronic site for the course in the Learning Management System, by the designated deadline.

- When coordinating a course in conjunction with program specific coordinators or teachers meet with all program specific coordinators/teachers before the beginning of the semester to:
  - Standardize content and depth of topics covered.
  - Discuss the syllabus and evaluation methods.
  - Review minimum expected responsibilities for the coordinator, program specific coordinator, and teachers, and agree on specific duties and responsibilities for the course.

- Function as primary point of contact for students enrolled in the course.
- Function as primary contact for questions/taskers related to the course such as review/revision of student course evaluations before they are loaded into the Learning Management System.
- Ensure that student assignments are evaluated within the established timeframe.
- Ensure that student course grades are submitted within the established timeframe.
- Archive course syllabus, lecture slides, supporting documents per current policy within 30 days of the end of the course.

**Principal Lecturer (PL):** A principal lecturer is a faculty member who has primary content expertise for a course. Although the principal lecturer may be the primary lecturer for the course, and may provide input in relation to the structure and function of a course, he or she does not have responsibility for the organization and administration of the course. When this role is initiated, an additional faculty member will be identified as the Course Coordinator, and other faculty may be identified as Co-Coordinator, Program Specific Coordinator, or Teacher. Generally, no more than one Principal Lecturer will be assigned to a course. Examples of when this role might be initiated include, but are not limited to: Applied Pharmacology for Advanced Nursing Practice.

**Teacher (T):** A teacher is a faculty member who provides at least ONE-THIRD of the lecture content in a course. If a course includes 45 hours of lecture content, a teacher will develop and present at least 15 of the 45 hours. A teacher may provide input in relation to the structure and function of a course, but he or she does not have responsibility for the organization and administration of a course. When this role is initiated, an additional faculty member will be identified as the Course Coordinator, and other faculty may be identified as Co-Coordinator, Program Specific Coordinator, Principal Lecturer, or Teacher. Examples of when this role might be initiated include, but are not limited to: Masters and Doctoral Level Core Research and Theory Courses. Initiation of this role does not apply to Lab or Clinical courses.

**Guest Lecturer:** Guest lecturer is NOT a formal faculty teaching assignment. This role may be assumed by full-time, part-time, adjunct faculty associated with the GSN or USUHS or...
outside experts who may ultimately be invited to adjunct faculty status and is reserved for use for an individual who provides less than 15 hours of lecture content in a course.