**NURS 5309-001 (811088): Teaching/Learning Theories, Strategies, and Evaluation**

Fall 2014

**Instructor:** Lauri D. John, PhD, RN, CNS (oncology), Clinical Associate Professor

**Office Number:** Pickard Hall 519

**Office Telephone Number:** (817) 272-0172

**Email Address:** ljohn@uta.edu **(use Blackboard for all course-related correspondence)**

**Faculty Profile:** <https://www.uta.edu/mentis/public/#profile/profile/view/id/2799/>

**Office Hours:** By appointment

**Time and Place of Class Meetings:**

Wednesdays, 4:00 – 7:00 PM (on specified dates) in Pickard Hall, Room 223.

**Description of Course Content:**

1. Theories and factors that influence teaching and learning.
2. Issues in clinical teaching
3. Strategies to support diverse student population learning needs
4. Instructional strategies to be used with consideration for student learning styles
5. Technological advances in teaching-learning
6. Philosophy of evaluation models and tools to improve learning.
7. Assessment and evaluation strategies in academic and practice settings
8. Methodologies of lifelong learning

**Student Learning Outcomes:**

Upon completion of the course the student will be able to:

1. Apply education theories to promote student learning.
2. Demonstrate competence with a variety of research-based instructional strategies with consideration for student learning style.
3. Develop strategies to support individual learning styles and diverse student needs.
4. Apply appropriate assessment/evaluation models.
5. Use a variety of strategies to assess and evaluate student learning in academic and practice settings.
6. Employ methodologies that encourage lifelong learning.

**Required Textbooks and Other Course Materials:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Billings, D. M., & Halstead, J. A. (2012). *Teaching in nursing: A guide for faculty* (4th ed.). St. Louis: Elsevier Saunders.

**Recommended Textbooks & Resources:**

Bastable, S. B. (2008). *Nurse as educator: Principles of teaching and learning for nursing practice* (3rd ed.). Sudbury, MA: Jones & Bartlett Learning. (selected readings available in Course Materials on Blackboard)

DeYoung, S. (2009). Teaching strategies for nurse educators (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Hacker, D., & Sommers, N. (2011). *A writer’s reference* (7th ed.). Boston, MA: Bedford/St. Martin’s.

Oermann, M. H., & Gaberson, K. B. (2009).  *Evaluation and testing In nursing education* (3rd ed.). New York: Springer Publishing. (selected readings available in Course Materials on Blackboard)

Whittmann-Price, R. A., Godshall, M., & Wilson, L. (2013). *Certified nurse educator (CNE) review manual* (2nd ed.). New York: Springer Publishing. (This book is available for free through the UTA library. Access it by typing in the exact title of the book to find it and select the E-copy.)

**Course Requirements:**

**Students must submit all assignments on Blackboard in order to pass the course.** The specific criteria for all assignments are posted on Blackboard. There are no options for extra credit.

Faculty will impose penalties for late work. Work is considered late if it is received after the scheduled due date and time. Up to five points will be deducted from the final assignment grade for each day the work is late. Graded late work is not guaranteed to be returned at the same time on-time assignments are returned. If you become ill or have an accident or family emergency and do not believe you can complete an assignment on time, you should phone or email the instructor immediately - BEFORE the due date and time. The instructor may postpone the deadline without penalty, depending on the circumstances. After the due date, points will be deducted for late work regardless of the excuse.

Professional expression of ideas is expected in all work submitted for this class. Any paper that includes errors in grammar, punctuation, format, or expression of ideas that significantly obscure content of the paper will have 20 points deducted and be returned to the student for revision. The revised paper must be resubmitted within one week, and the maximum grade that may be earned on that paper will be 80%.

**Attendance Policy:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have established the following attendance policy. Regular class attendance and participation is required of all students and is included in the course grade calculation (see grading criteria on Blackboard). Students are responsible for all missed course information.

**Grading Policy**: Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. All grade calculations will be carried out to two decimal places, and there will be no rounding of final grades. Letter grades for written assignments and end-of-course grades shall be:

A = 92.00 ‑ 100

B = 83.00 – 91.99

C = 74.00 – 82.99

D = 68.00 – 73.99

F = < 68.00

**Expectations for Out-of-Class Study**: A general rule of thumb is that for every credit hour earned, the average student should expect to spend at least 3 hours per week working outside of class. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading/studying required materials and completing assignments.

**Major Assignments:** (see course schedule on Blackboard for due dates/times)

Student Information Form P/F (due week 1)

Participation in weekly Blackboard posts/discussion 20% (calculated weekly)

Class attendance and participation 10% (calculated weekly)

Teaching/Learning Theory Paper 20% (due ~ week 3)

Teaching/Learning Strategy Demonstration 20% (due ~ week 7 & 8)

Teaching/Learning Philosophy Paper 15% (due ~ week 13)

Multiple Choice Exam 15% (due ~ week 15)

**Descriptions of major assignments:**

**Weekly Online Discussion Participation**: 20% of course grade

Discussion among classmates is a major component of this course. Throughout this course, you will be asked to respond to prompts (see course schedule) and make postings to the appropriate Blackboard Discussion Forum. Additionally, you will be required to post thoughtful and scholarly responses to other student postings.

**Guidelines for Substantive Posts**

1. All posts for the week are due by dates and times listed on the course schedule. **Late posts will receive no credit.**
2. **In order to receive full credit each week, you must contribute one initial substantive post and at least 2 substantive responses to classmates. In addition, at least one resource (other than a textbook) must be included in your initial posts.** Students may earn up to 10 points/week for discussion board participation. An initial referenced post may receive up to 5 points and each substantive response may receive up to 2.5 points. An updated running total for the discussion board grade will be recorded in the grade center.
3. All discussion board posts should consist of complete sentences and meet the requirements listed in each of the discussion forum instructions. It is also expected that correct grammar and spelling will be used.APA formatting will be used as appropriate for references. Include your name and any specific information about the post in the subject line of your post.
4. A substantive message does not have to be long. Not all long posts are substantive, and not all short posts are non-substantive.

**Teaching/Learning Theory Paper**: 20% of course grade

Students may choose a theory/framework from the following list. Consult the literature and develop a paper about the chosen theory/framework. The paper should include a scholarly discussion of the theory including background, concepts, and premises of the theory; pros and cons of the theory; and role of learners and educators in the use of the theory. Citation of appropriate sources is expected. Most of your citations should not be from textbooks but should instead be primary sources.

**Learning Theories:**

Behavioral

Cognitive-Information Processing

Cognitive-Constructivism

Cognitive-Assimilation

Cognitive development

Cognitive development: sociocultural

historical influences

Essentialism

Existentialism

Multiple intelligences

Perennialism

Progressivism

Reconstructionism

**Education Frameworks/Philosophies:**

Adult education

Caring

Critical pedagogy

Feminism

Humanism

Narrative pedagogy

Phenomenology

Postmodern discourse

**Teaching/Learning Strategy Demonstration**: 20% of course grade

Each student will demonstrate an innovative teaching/learning strategy. Using the innovative strategy, you will have 10 minutes to teach a topic related to a topic related to an area of nursing (and identified target audience). Creativity and audience engagement are encouraged.

**Students will choose a teaching/learning strategy from the following list. Each student must choose a different strategy. There will be some duplication, but each strategy must be chosen by at least one student.**

Algorithms

Case Study

Collaborative/Group Learning

Debate/Argumentation

Demonstration

Games

Humor

Imagery

Content Mapping

Problem-Based Learning

Reflection

Role Play

Socratic Questioning

Story Telling/Narrative Pedagogy

**Teaching/Learning Philosophy Paper**: 15% of course grade

Each student will develop a statement of their philosophy of teaching/learning, inclusive of both classroom and clinical teaching. The philosophical statement should reflect personal beliefs about teaching and learning based on a selected review of literature in nursing education, education, philosophy, and other related disciplines. This is a personal statement but should also reflect an informed position on what has been documented as best practices in the teaching-learning field. Citation of appropriate sources is expected. Most of your citations should not be from textbooks but should instead be primary sources.

**Multiple Choice Exam**: 15% of course grade

A multiple choice exam will be administered during the final week of the course. The exam will be patterned after the Certified Nurse Educator exam that is administered by the National League for Nursing. Exam items will address course content, as related to the NLN Competencies, which are listed in your Billings and Halstead (2012) textbook on pages 11-12.

**Test Blueprint**

* 30%: Facilitate Learning - All bulleted points may be covered
* 30%: Facilitate Learner Development and Socialization - All bulleted points
* 30%: Use Assessment and Evaluation Strategies - All bulleted points
* 5%: Participate in Curriculum Design and Evaluation of Program Outcomes - Bullets 1, 2, 3, and 6
* 5%: Function within the Educational Environment - Bullets 1, 2, 3, 4, 5, and 6
* The Detailed Test Blueprint is available from NLN at:

<http://www.nln.org/facultycertification/information/detailedblueprint.pdf>.

**Save copies of all of your work!** Create a folder on your computer that is specifically for this course. As you create a new Word document for each assignment, save it in your course folder, and then submit it by the due date.

**Please note:** Wikipedia (or most “.com” websites) is not an acceptable reference for either online discussions or formal papers.

Students in the MSN program are expected to purchase and use the most recent Publication Manual of the American Psychological Association (APA). The 6th Edition of the *APA Publication Manual* (2010) is to be used in conjunction with the guidelines in this syllabus and instructions given in class to demonstrate correct style and format in all papers (including grammar and punctuation, use of numbers and abbreviations, and citation of sources).

Professional expression of ideas is expected in all work submitted for this class. Any paper that includes errors in grammar, punctuation, format, or expression of ideas that significantly obscure content of the paper will have 20 points deducted and be returned to the student for revision. The revised paper must be resubmitted within one week, and the maximum grade that may be earned on that paper will be 80%.

Submitting assignments: Upload all completed assignments to the appropriate area in Blackboard. Before uploading any assignment, save the file using your last name, first initial, and brief assignment name as the file name (Ex: JohnL Behavioral Learning Theory). **The paper you submit for grading is the paper that will be graded.**

Title page: Each paper is to have a formal title page at the beginning of the paper. See the title page template in the Student Resources (APA Resources) section of Blackboard.

Pagination: Page numbering starts with the title page. Numbering continues through the reference list and any appendices. Arabic (1, 2 etc.) numbers are to be used. Insert page breaks after the title page, before the reference list, and before appendices.

Margins: Margins are to be 1 inch on all sides. Text should be left justified only. This means that the right margin may appear irregular. If a word is too long to be completed on one line, it should not be hyphenated.

Type size and font: Type should be 12 characters per inch. The font should be Times New Roman.

Spacing: Double spacing is to be used for the body of papers and the reference list. Use single spacing for discussion board postings, table titles and headings, figure captions, and long quotations. Indent the first line of each paragraph ½ inch using the tab key (not manual spacing).

Punctuation: Insert two spaces after punctuation marks ending sentences. Insert one space after each comma, colon, or semicolon. There are specific rules for when and when not to use each punctuation mark. Review the APA Manual for the specific rules (p. 87-96).

Figures and tables: Figures and tables should be inserted into the body of the paper as close as possible to where they are discussed in text (NOT at the end of the paper).

Headers: Running headers are recommended but not required.

Headings: **Headings within the paper are essential**. Grading criteria are helpful in determining appropriate headings for specific assignments. There are specific rules for placement and format of headings. See the APA Manual for further guidance (p. 62-63).

Quotations: It is expected that students will synthesize and paraphrase information obtained from the literature rather than relying on quotes. **Quotations should be rare** and limited to only that which is absolutely essential. Unwarranted use of quotations will result in deductions from the assignment grade. When more than 5 words in a row are directly taken from another source, it is considered a quotation and must be cited as such. In the rare instance when quoting is absolutely necessary, the words must be enclosed in quotes (or if more than 40 words, displayed as an indented block) and the original author or speaker and page number must be cited. See the APA Manual for how to properly cite quotations. Failure to correctly cite quotations is plagiarism, and this will be reported to the appropriate officials.

Reference citations in text: Every sentence that is not your own original idea must have a citation to a source, even in the introduction to the paper. **Any sentence that is not clearly linked to a citation means that you are claiming that idea as your own original idea (if it is not your own idea, then it is plagiarism)**. Sources must be cited during or at the end of each fact (not only at the beginning or end of the paragraph) or be clearly linked to a citation in the previous sentence. There are specific guidelines for citing primary and secondary sources in text (including for first and subsequent citations) as well as for personal communications. See the APA Manual and APA resources on Blackboard for further guidelines. **Failure to correctly cite sources is plagiarism, and this will be reported to the appropriate officials.**

Reference list: The reference list includes only the references cited within the paper. There are specific guidelines for citation of various types of sources. These guidelines include spacing, commas, periods, capitalization, italicization, and order of elements of the citation. Format your reference list using the hanging indent function in Microsoft Word (in paragraph formatting) rather than manual spacing. Double space the reference list.

Additional resources about APA format that you might find helpful are posted on Blackboard in the Student Resources section.

**Course Schedule**

If you are enrolled in this class you can access in Blackboard the complete course schedule which includes information about due dates, class and discussion board activities, and class preparation. *The course instructor reserves the right to adjust this schedule in any way that serves the educational needs of students enrolled in this course.*

**N5309-001 Fall 2014 Schedule**

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| --- | --- |
| **Date** | **Topics, Activities, and Due Dates** |

|  |  |
| --- | --- |
| **Week 1****Class 1****8/27/14** | Orientation and Intro to Teaching/Learning Theories**Required activities due by Sat. 8/30, 23:59:** * Post to discussion board a short paragraph about yourself & a photo of yourself.
* Submit Student Info form to Blackboard Assignment.
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| Week 29/3/14Discussion Board | Discussion of Teaching/Learning Theories**No Class****Discussion posting**: Due by Wed. 9/3, 23:59**Comment** on classmates’ postings by Sat. 9/6, 23:59 |
| **Week 3****Class 2****9/10/14** | Intro to Teaching Strategies**Teaching/learning theory paper due by Sat. 9/13, 23:59** |
| Week 49/17/14Discussion Board | Discussion of Teaching Strategies **No Class****Discussion posting:** Due by Wed. 9/17, 23:59**Comment** on classmates’ postings by Sat. 9/20, 23:59 |
| **Week 5****Class 3****9/24/14** | Discussion of Teaching Strategies for Diverse Populations |
| Week 610/1/14Discussion Board | Discussion of Application of Teaching Strategies**No Class****Discussion posting:** Due by Wed. 10/1, 23:59**Comment** on classmates’ postings by Sat. 10/4, 23:59 |
| **Week 7****Class 4****10/8/14** | Demonstration of Teaching Strategies**Student Demonstrations of Teaching/Learning Strategies during class** |
| **Week 8****Class 5****10/15/14** | Demonstration of Teaching Strategies **Student Demonstrations of Teaching/Learning Strategies during class** |
| Week 910/22/14Discussion Board | Discussion of Clinical Evaluation Strategies**No Class****Discussion posting:** Due by Wed. 10/22, 23:59**Comment** on classmates’ postings by Sat. 10/25, 23:59 |
| Week 1010/29/14Discussion Board | Discussion of Classroom Evaluation Strategies**No Class****Discussion posting:** Due by Wed. 10/29, 23:59**Comment** on classmates’ postings by Sat. 11/1, 23:59 |
| **Week 11****Class 6****11/5/14** | Developing and Using Classroom Tests**Required activity: Two** **multiple choice questions due by Tues. 11/4, 23:59 (the night before our class meeting)**  |
| Week 1211/12/14Discussion Board | Discussion of Distance Education/Online Learning Communities**Discussion postings:** Due by Wed. 11/12, 23:59**Comment** on classmates’ postings by Sat. 11/15, 23:59 |
| **Week 13****Class 7****11/19/14** | Functioning within the Educational Environment: Wrap-up/Putting it all together**Teaching/learning Philosophy paper due by Sat. 11/22, 23:59.**  |
| Week 1411/26/14 | Happy Thanksgiving!**No Class, No Assignments**  |
| **Week 15****Class 8****12/3/14** | **Multiple choice exam**\*Online Student Feedback Survey |

**UT ARLINGTON (UTA) & COLLEGE OF NURSING POLICIES/INFORMATION**

**Drop Policy:** Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor. Regulations pertaining to adding or dropping courses are described below. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student’s academic department. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information. The last day to drop a course is listed in the Academic Calendar available at [http://www.uta.edu/uta/acadcal.](http://www.uta.edu/uta/acadcal)

1. A student may not add a course after the end of late registration.
2. A student dropping a graduate course after the Census Date but on or before the end of the 10th week of class may with the agreement of the instructor, receive a grade of W but only if passing the course with a C or better average. **A grade of W will not be given if the student does not have at least a C average. In such instances, the student will receive a grade of F if he or she withdraws from the class**. Students dropping a course must: (1) complete a Course Drop Form (available online <http://www.uta.edu/nursing/MSN/drop_resign_request.pdf> ; (2) obtain faculty signature and current course grade; and (3) submit the form to your assigned academic advisor .
3. A student desiring to drop all courses in which he or she is enrolled is reminded that such action constitutes withdrawal (resignation) from the University. The student must indicate intention to withdraw and drop all courses by completing a resignation form in the Office of the Registrar or by: (1) Completing a resignation form (available online <http://www.uta.edu/nursing/MSN/drop_resign_request.pdf> or Graduate Nursing office rooms 512 or 606; (2) obtaining faculty signature for each course enrolled and current course grade; (3) Submitting the resignation form to your assigned academic advisor and (4) The department office will send resignation form to the office of the Registrar.
4. In most cases, a student may not drop a graduate course or withdraw (resign) from the University after the 10th week of class. Under extreme circumstances, the Dean of Graduate Studies may consider a petition to withdraw (resign) from the University after the 10th week of class, but in no case may a graduate student selectively drop a course after the 10th week and remain enrolled in any other course. Students should use the special Petition to Withdraw for this purpose. See the section titled Withdrawal (Resignation) From the University for additional information concerning withdrawal. <http://www.grad.uta.edu/handbook>

**Last Day to Drop or Withdraw: September 29, 2014**

**Americans with Disabilities Act:**  UTA is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UTA are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** UTA is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:**  It is the philosophy of UTA that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Per UT System Regents’ Rule 50101, §2.2, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Suspected violations of university standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with the University policy, which may result in the student’s suspension or expulsion from the University.

As a licensed registered nurse, graduate students are expected to demonstrate professional conduct as set forth in the Texas Board of Nursing rule **§215.8. In the event that a graduate student holding an RN license is found to have engaged in academic dishonesty, the college may report the nurse to the Texas BON using rule §215.8 as a guide.**

**Plagiarism:** Copying another student’s paper or any portion of it is plagiarism. Copying a portion of published material (e.g., books, journals, electronic sources) without adequately documenting the source is plagiarism. Consistent with APA format, if five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author’s name, date of publication, and page number of publication. If the author’s ideas are rephrased, by expressing the same idea using different words, the idea must be attributed to the author by proper referencing giving the author’s name and date of publication. If a single author’s ideas are discussed in more than one paragraph, the author must be referenced, according to APA format. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are expected to review the plagiarism module from the UTA Central Library via <http://library.uta.edu/tutorials/Plagiarism>

**Student Support Services Available**: UTA provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication Policy:** UTA has adopted MavMail as its official means to communicate with students about important deadlines and events as well as to transact university-related business. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. For information about activating/using MavMail: <http://www.uta.edu/oit/cs/email/mavmail.php>. To obtain your NetID or for logon assistance, visit <https://webapps.uta.edu/oit/selfservice/>. If you are unable to resolve your issue from the Self-Service website, contact the Helpdesk at helpdesk@uta.edu.

Students are responsible for having a functioning computer and being familiar with its use. For example, papers must be written in Word software (presentations in Powerpoint) and uploaded into Blackboard. You must be able to open documents in Word, power point presentations, and other files. If you have difficulty with your computer, it is your responsibility to problem-solve that issue. You may always phone or email the Help Desk in the UTA Library at 817-272-2208, or you can email them at helpdesk@uta.edu

**Blackboard communication tools, discussion boards, and UTA MAV email will be used extensively and should be checked often. Use Blackboard for all course correspondence.** Blackboard and UTA email should be checked at least every other day except weekends and holidays. In general, faculty will check Blackboard and UTA email daily with the exception of weekends and holidays. An immediate response to emailed questions is not guaranteed, particularly within the 48 hour window before an assignment is due or on weekends or holidays.

The discussion board should be viewed as a public and professional forum for course-related discussions. The tone of postings should be professional in nature. Although constructive discussion and feedback is important in a learning environment, it is not appropriate to post statements of a personal or political nature or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the Discussion Board. Refer to the Student Handbook for more information.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UTA’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Librarian to Contact:**

**Peace Williamson**, *Nursing Librarian*

Phone: (817) 272-7433

E-mail: peace@uta.edu

Research Information on Nursing:

[**http://libguides.uta.edu/nursing**](http://libguides.uta.edu/nursing)

Library Home Page <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

Subject Librarians <http://www.uta.edu/library/help/subject-librarians.php>

Database List <http://www.uta.edu/library/databases/index.php>

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Catalog <http://discover.uta.edu/>

E-Journals <http://liblink.uta.edu/UTAlink/az>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask A Librarian [http://ask.uta.edu](http://ask.uta.edu/)

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: <http://www.uta.edu/library/services/distance.php>

**Writing Center:** The English Writing Center, Room 411 in the Central Library, provides support to UTA undergraduate and graduate students and instructors. Undergraduate and graduate student consultants in the Writing Center are trained to help student writers at any stage in their writing processes. Consultants are trained to attend to rhetorical and organizational issues that instructors value in student writing. Although consultants will assist students in identifying and correcting patterns of grammatical or syntactical errors, they are taught to resist student entreaties to become editors or proofreaders of student papers.

The Writing Center offers tutoring for any assigned writing during enrollment at UTA. During Spring 2013, Writing Center hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 2 p.m., Friday; and 2 p.m. to 6 p.m. Sunday. Individuals may schedule appointments online by following directions available at [www.uta.edu/owl](http://www.uta.edu/owl), or by visiting the Writing Center.

The Writing Center Director, Assistant Director, or tutors are available to make classroom presentations describing Writing Center services. The Writing Center also offers workshops on topics such as documentation and will design specialized workshops at the request of instructors. To schedule a classroom visit or inquire about a workshop, please e-mail or call Tracey-Lynn Clough, Writing Center director, at clought@uta.edu or 817-272-2517.

**Status of RN Licensure:** All graduate nursing students must have an unencumbered license as designated by the Texas Board of Nursing (BON) to participate in graduate clinical nursing courses. It is also imperative that any student whose license becomes encumbered by the BON must immediately notify their Associate Dean for the MSN Program (either Dr. Gray or Dr. Schira). The complete policy about encumbered licenses is available online at: [www.bon.state.tx.us](http://www.bon.state.tx.us)

**Graduate Student Handbook:** Students are responsible for knowing and complying with all policies and information contained in the Graduate Student handbook online at: <http://www.uta.edu/nursing/handbook/toc.php>

**Student Code of Ethics:** UTA College of Nursing supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the MSN Student Handbook online: <http://www.uta.edu/nursing/handbook/toc.php>

**No Gift Policy:** In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing has a “no gift” policy. A donation to one of the UTA College of Nursing Scholarship Funds would be an appropriate way to recognize a faculty member’s contribution to your learning.  For information regarding Scholarship Funds, please contact the Dean’s office.

**Departmental Office/Support Staff**

**Department of Advanced Nurse Practice**

**Mary Schira,** PhD, RN, ACNP-BC

Associate Dean and Chair; Graduate Advisor

Office PKH # 604,

Email: Schira@uta.edu

**Sheri Decker**, Assistant Graduate Advisor

Office PKH # 611, (817)-272-2776 ext.0829

Email: s.decker@uta.edu

**Rose Olivier**, Administrative Assistant I

Office PKH # 605, (817) 272-2776 ext. 4796

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