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MESSAGE FROM THE DEAN

Welcome to The University of Texas at El Paso School of Nursing (“SON”). We are pleased to share this Faculty Handbook with you. The Faculty Handbook was compiled to provide you with a road map of helpful information and assist you to transition well into your academic role at the School of Nursing. We are very fortunate to have an outstanding and dedicated faculty as we continue to educate the future generation of nurses. Your expertise is needed as we move forward to achieve our vision. With your continued assistance, the realm of possibilities will be everlasting.

Elias Provencio-Vasquez, PhD, RN, FAAN, FAANP
Dean and Professor
The University of Texas at El Paso (UTEP) has a clear and comprehensive mission statement that guides its operation as an educational institution. The School of Nursing (SON) subscribes to the overall mission of the University. In addition, the SON mission is to prepare caring professional nurses to address multiple complex human needs in a bi-national and multi-cultural community. The socioeconomic environmental characteristics of the United States-Mexico border region impact health status, health care access and service delivery. In partnership with clients and communities, graduates are prepared to access human and technological resources and collaborate with local, state, national, and international agencies to improve the quality of life along the United States-Mexico border particularly the Texas-Mexico community of interest.

PHILOSOPHY

The School of Nursing at The University of Texas at El Paso (UTEP), views nursing as a professional service discipline grounded in the arts, sciences, humanities, and the application of knowledge obtained through scientifically based inquiry. The Nursing Faculty promote and adhere to a paradigm of caring that addresses holistic human responses throughout the age continuum. This paradigm includes education, practice and research that encompasses provision of care, coordination of care, and professionalism. While the faculty subscribe to a variety of theoretical frameworks reflecting adaptation, self-care, transcultural, and humanistic aspects, we believe that the essence of nursing is caring.

The Nursing Faculty view “Caring” as the basis for nursing. Caring involves recognizing client diversity, potential, autonomy, and universal needs. Further, caring involves understanding and acceptance; it promotes egalitarian relationships and has as its ultimate goal the empowerment of all individuals. The concept of caring permeates nursing education, practice, research, and all three of these entities are intertwined in the delivery of health care. Nursing Faculty draw upon their collective cognitive, clinical, and creative abilities to prepare nurses for the delivery of safe and effective nursing care that is in compliance with established Standards of Practice. We believe that both faculty and students have a responsibility to each other to create a learning environment that is conducive to: learning, freedom of thought, scholarly inquiry, affirmation of beliefs and skills, critical thinking, critical decision-making, ethical practice, facilitative communication, and leadership. Graduates assume roles as care providers, care coordinators, and professional leaders. They promote the health of individuals, families, and populations, the enhancement of society, and the nursing profession in the 21st century. Health care provides a dynamic environment in which there exists potential for physical, mental, emotional, social, and spiritual well-being for all individuals. Health Care Professionals practicing in this environment need to work in partnership with each other and the communities they serve. Both independent and collaborative nursing strategies are necessary components of practice. To this end, the faculty is committed to role-modeling a multi-disciplinary and interdisciplinary approach to education, practice, and research, and to developing in students a sense of awareness of fiscal and outcome aspects of the current health care market place.

The UTEP Nursing Faculty believe that the practice of Professional Nursing requires a commitment to lifelong learning. We believe that the professional nurse has the responsibility to be visionary in the promotion and improvement of caring in current as well as future health care delivery models.
CORE COMPETENCIES

- We are experts in educating a highly Hispanic student body
- We are leaders in recruiting and retaining a diverse workforce. We are pioneers in utilizing technology and providing distance learning to our students
- We are innovators in utilizing clinical simulation for student learning, clinical partnerships, patient safety and research
- Through our Centers of Excellence, we embrace partnerships to promote our brand throughout the world

VISION

Leader in Nursing Education, Practice and Research in the global Health Care Environment

MISSION

The Mission of the School of Nursing is to:

- Prepare professional nurses at the BSN, MSN, and doctoral level to meet complex human needs in a competitive global market
- Inspire lifelong learning and the utilization of advanced technologies
- Improve the health, health care, and quality of life in our diverse local communities along the US-Mexico border
- Prepare graduates to make significant contributions to nursing, their communities and the world
- Provide a climate where nurses, scholars, and students investigate and meet global health care needs

VALUES

<table>
<thead>
<tr>
<th>Quality</th>
<th>We deliver the highest value in education and research</th>
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<tbody>
<tr>
<td>Service</td>
<td>Through caring, competency and efficiency we provide the highest level of customer experience</td>
</tr>
<tr>
<td>Communication</td>
<td>By hardwiring our processes we transfer information and knowledge</td>
</tr>
<tr>
<td>Accountability</td>
<td>We are committed to delivering excellence in everything we do</td>
</tr>
<tr>
<td>Ethics</td>
<td>We demonstrate the highest level of human conduct and moral principles</td>
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</table>

GUIDING PRINCIPLES

Excellence • Innovation • Diversity
ORGANIZATION, ADMINISTRATION, AND GOVERNANCE STRUCTURE

SCHOOL OF NURSING ORGANIZATIONAL CHART

FACULTY AND STAFF DIRECTORY

A current faculty and staff directory can be found on the UTEP School of Nursing website nursing.utep.edu or by clicking on the link below.

http://nursing.utep.edu/about/directory/
SCHOOL OF NURSING BYLAWS

Faculty governance is carried out by the SON Nursing Faculty Organization (SONFO). Specific bylaws define faculty roles in the governance of the program including student representation. Role definitions enable both faculty and students meaningful participation in the decision making process. Committee structures within this organization assist in formulating, revising, and implementing academic policies and provide assistance in administrative governance related to faculty and student affairs. Minutes of the SONFO and committee meetings reflect faculty and student participation in the aforementioned activities. All action items especially pertaining to curriculum innovation, revisions, and other academic matters submitted by each committee are required to obtain approval at the SONFO meetings. All faculty are members of this organization and are required to attend the monthly meetings. Elected members serve two-year terms and may serve no more than two consecutive terms. The following are the current bylaws in effect.

ARTICLE I: NAME

The name of this organization shall be the School of Nursing Faculty Organization (SoNFO) of The University of Texas at El Paso.

ARTICLE II: PURPOSE AND FUNCTIONS

The purpose and function of the SoNFO shall be to:

2.1 Conduct the business of the school.

2.2 Provide for academic governance.

2.3 Facilitate the development and the implementation of the educational programs of the School.

2.4 Manage productive communication within the School of Nursing for receiving reports, taking action, and promoting esprit de corps.

2.5 Promote academic and professional development of the faculty through practice, research, and service.

ARTICLE III: MEMBERS AND VOTING

3.1 All faculty who hold at least a 50% established appointment with the School of Nursing shall be voting members.

3.2 Part-time faculty who hold <50% established appointment, adjunct faculty, and Professors emeriti of the School shall constitute the associate membership and shall have all membership privileges except that of voting.

ARTICLE IV: OFFICER ELECTIONS AND ELIGIBILITY TO SERVE
4.1 All full-time voting faculty members having completed one year of service shall be eligible to serve as officers in the SoNFO.

4.2 The Chairperson shall serve one year.

4.3 The Chairperson elect shall be elected to serve one year as Chairperson-elect and then serve as Chairperson for one year.

4.4 The secretary shall serve one year and may be elected for no more than two consecutive terms.

4.5 Officers are voting members of the SoNFO.

4.6 Elections shall be by plurality voting.

4.7 In the event of a tie vote, a run-off election shall be held.

4.8 The slate of nominees shall be presented by the nominating committee, and the Chairperson shall also accept nominations from the floor and conduct elections.

4.9 In the event of a vacancy in the office of Chairperson, the Chairperson-elect shall become Chairperson for the unexpired term and for the subsequent year as originally elected.

4.10 In the event of any other vacancy, the person with the next highest number of votes in the original preceding election will be appointed by the Chairperson to fill any unexpired term. If no one is available to serve, the Chairperson shall conduct an election to fill the vacancy.

4.11 The yearly term for SoNFO officers runs from September 1st of the academic year through the succeeding August 31st.

ARTICLE V: DUTIES OF OFFICERS

5.1 The Chairperson shall:

5.1.1 Appoint a temporary alternate in the absence of elected officers.

5.1.2 Prepare agenda and distribute to the membership at least one week prior to meeting.

5.1.3 Call meeting to order after having ascertained that a quorum is present, preside at meetings, and declare meeting adjourned when the membership so votes or at the time prescribed in the agenda.
5.1.4 Manage the SoNFO business communications.
5.1.5 Prepare annual report to be submitted to the School of Nursing.

5.2 The Chairperson Elect shall

5.2.1 Serve in the absence of the Chairperson.
5.2.2 Serve as chairperson of the Bylaws Committee.
5.2.3 Maintain an official current copy of the SoNFO By-Laws.

5.3 The Secretary shall:

5.3.1 Maintain a record of the proceedings of all SoNFO meetings.
5.3.2 Develop and distribute a master list of standing committee membership to all faculty.
5.3.3 Develop and distribute a master calendar of standing committee and SoNFO meetings to all faculty.
5.3.4 Distribute minutes to all members and associates within two weeks following meetings.
5.3.5 Distribute electronic copies of the SONFO minutes and signed attendance sheet shall be retained by the SON Administration.
5.3.6 Handle official correspondence of the SoNFO.

ARTICLE VI: MEETINGS

6.1 Regular Meetings: The Chairperson shall call at least one regular meeting at the beginning and end of each semester at the designated time for SoNFO meetings. Every attempt will be made to set a designated time for SoNFO meetings, which does not coincide with any class meetings. If this is not possible, the meeting time will be set to accommodate the schedules of the majority of faculty members. All faculty and student representatives will attend scheduled meetings.

6.2 Special Meetings: Special meetings may be called by the Chairperson, or following a petition of a minimum of one-third of the voting members of the SoNFO.

6.3 Quorum: A majority of voting members (one more than half of all eligible voting members) of the SoNFO shall constitute a quorum.
6.4 Proxy Voting: A nursing faculty member who must be absent for illness or school related business shall notify the Chairperson prior to the meeting or as soon as possible, and may authorize any member to submit his/her proxy vote for a specific meeting. The authorization must be in writing to the Chairperson specifying the individual who has been designated as the proxy.

6.5 On-line Voting: Motions from committee requiring SoNFO approval must be submitted via the SoNFO listserve. On-line discussions are encouraged. Once the chair calls for a vote there will be a 3 business day voting window. The Chair and the Secretary will count the votes and notify the members of the results.

ARTICLE VII: COMMITTEES

7.1 General Rules for Committees

7.1.1 Voting members shall constitute faculty.

7.1.2 The Dean of the School and the SoNFO Chair shall serve as ex-officio members of all committees, except for the Nominating Committee.

7.1.3 Each operationally essential committee shall meet in the first six weeks of the fall semester to establish the calendar for committee meetings. Meetings in addition to the scheduled calendar may be called by the committee Chair as necessary.

7.1.3.5 Periodically essential committees will meet during the year on an as needed basis and report their activities at the subsequent SoNFO meeting.

7.1.4 Each operationally essential committee shall submit the calendar, the names of the officers of the committee, a roster of committee members, and the committee goals to the SoNFO secretary prior to the 2nd 3rd Fall meeting.

7.1.5 Ad Hoc Committees may be appointed as needed by the Chairperson of the SoNFO or by the Chairperson of any standing committee. They may also be formulated by a motion from nursing faculty at a regular or special meeting.

7.1.6 A majority of members must be present (virtually or physically) for committees to take action.

7.1.7 Committees shall present policy proposals for nursing faculty review at least one week prior to SoNFO meetings.

7.1.8 Each standing committee shall select a chairperson and secretary. The Chairperson and Secretary will be elected annually at the first meeting of the committee.
7.1.9 Elected members shall serve staggered two-year terms, and may serve no more than two consecutive terms.

7.1.10 Each operationally essential committee must file electronic copies of committee minutes and signed attendance sheets to the SON Administration.

7.1.11 Each periodically essential committee must report their activities as they occur during the subsequent SoNFO meeting for inclusion in that meeting’s minutes.

7.2 Standing Committees shall be:

Nominating Committee (Periodically Essential)
Bylaws Committee (Periodically Essential)
Admissions, Progression and Graduation Committee (Operationally Essential)
Undergraduate Curriculum Committee (Operationally Essential)
Graduate Studies Committee (Operationally Essential)
Nursing Educational Resource Committee (Periodically Essential)
Nursing Program Evaluation Committee (Periodically Essential)
Tenure/Tenure Track Faculty Evaluation Committee (Periodically Essential)
Clinical/Non-tenure Track Faculty Evaluation Committee (Periodically Essential)
Faculty Recruitment and Search Committee (Periodically Essential)
Faculty Orientation and Development Committee (Periodically Essential)
Undergraduate Course Managers Committee (Operationally Essential)
Graduate Program Directors Committee (Periodically Essential)

7.2.1 The Nominating Committee shall:

7.2.1.1 Be comprised of three (3) members of the School. Members must have served as faculty of the School for a minimum of two (2) academic years.

7.2.1.2 Nominate candidates for SoNFO offices and standing committees after soliciting members’ agreement to serve.

7.2.1.3 Prepare and circulate slate of nominees at least one week before the last scheduled meeting during the Spring semester.

7.2.1.4 Elections shall be held at the last scheduled meeting of the Spring semester, and as needed should committee vacancies occur during the academic year.

7.2.2 Bylaws Committee shall:

7.2.2.1 The Chairperson-elect of the School of Nursing Faculty SoNFO shall serve as Chairperson of the Bylaws Committee.
7.2.2.2 Be comprised of at least two additional (2) members of the School, one tenure track and one clinical track. Members must have served as faculty of the School for a minimum of two (2) academic years.

7.2.2.3 Requests for revisions may originate from individual faculty, committees, and the SoNFO.

7.2.2.4 Shall present drafts to the faculty SoNFO of proposed revisions for discussion and action. Distribute copies of proposed revisions to all members one week prior to the meeting.

7.2.3 Admissions, Progression and Graduation Committee for all the Undergraduate Nursing Programs shall:

7.2.3.1 Be comprised of five (5) members of the undergraduate SON faculty and at least one student representative. The Assistant Dean for Student Affairs, the Undergraduate Academic Dean (or designee) and the Compliance Coordinator shall be ex-officio members.

7.2.3.2 Enforce and implement current admission policies in the selection process of the applicants for admission to all of the undergraduate programs.

7.2.3.3 Develop, review, and recommend policies related to admissions, progression and graduation of students in the undergraduate programs. Implement policies as approved by the SoNFO.

7.2.3.4 Review documents to verify compliance with admission standards, policies, and protocols of all of the undergraduate programs. Approve applicants for the upcoming enrollment period according to policies for all of the undergraduate programs. Identify alternates for unfilled seats.

7.2.3.5 Assist in reviewing student records for awards and scholarships available to undergraduate nursing students.

7.2.4 Undergraduate Curriculum Committee

7.2.4.1 Membership shall be comprised of seven (7) elected faculty members, one representing each semester of study, (5 through 8), one (1) doctoral faculty member at large, and one (1) student representative. Three of the faculty members shall serve a two-year term and be elected in the odd years, and three of the faculty members shall serve a two-year
term and be elected in the even years. The doctoral faculty member at large shall serve a two-year term and be elected in the even years. The student representative shall be appointed for a one year term.

7.2.4.2 The committee is charged with overall responsibility for the operation of the Undergraduate nursing programs, including:

(1). Recommending members for faculty membership.
(2). New degree programs.
(3). Undergraduate course offerings and tracking course materials such as textbooks, point of service technology, on-line resources, etc.
(4). Undergraduate catalog listings and updates.
(5). Review of course descriptions and objectives for undergraduate courses.
(6). Development of procedures for approving requests for substitution of courses within official degree plans. Recommendations will be transmitted through regular channels within the school and to the designated University departments as needed.

7.2.4.3 Develop the philosophy, objectives and curriculum, to include process and content, of the Undergraduate Nursing Programs within the policies of The University of Texas at El Paso.

7.2.4.4 Review and approve all proposals for new Nursing courses, major changes in Nursing course objectives, and other changes in course titles, credit, or other curricular matters for the Undergraduate programs and forward recommendations to the SoNFO for appropriate action.

7.2.4.5 Evaluate the undergraduate nursing curriculum based upon the Program Evaluation Matrix and make recommendations to the SoNFO.

7.2.4.6 Review, resolve or refer academic concerns to the Dean of the School of Nursing, Associate Dean, Assistant Deans, and/or faculty as appropriate.

7.2.5 Graduate Studies Committee

7.2.5.1 Membership shall include all the School of Nursing faculty who are also regular/full members of the Graduate Faculty of the University of Texas El Paso and clinical nursing faculty who have at least
50% faculty appointment and approved to teach graduate nursing courses for the current academic year. Other members include at least one (1) graduate student representative who shall be appointed from currently enrolled graduate students for a one-year term. The Dean of the School of Nursing will determine the qualified graduate faculty for each academic year and make this list available to the Chairperson prior to the first meeting of the fall semester.

7.2.5.2 Responsibilities of the committee: The committee is charged with overall responsibility for the operation of the Graduate nursing programs, including:

(1). Recommending members for Graduate Faculty membership.
(2). New degree programs.
(3). Graduate course offerings.
(4). Graduate catalog listings and updates.
(5). Review of course descriptions and objectives for Graduate courses.
(6). Development of policies and procedures related to student admission, progression, admission to candidacy, and eligibility for graduation.
(7). Development of procedures for approving requests for substitution of Courses within official degree plans. Recommendations will be transmitted through regular channels within the school and to the graduate school as needed.

7.2.5.3 Develop the philosophy, objectives and curriculum, to include process and content, of the Graduate Nursing Program within the policies of the University of Texas at El Paso.

7.2.5.4 Review and approve all proposals for new Nursing courses, major changes in Nursing course objectives, and other changes in course titles, credit, or other curricular matters for the Graduate programs and forward recommendations to the SoNFO for appropriate action.

7.2.5.5 Evaluate the graduate nursing curriculum based upon the Program Evaluation Matrix and make recommendations to the SoNFO.

7.2.5.6 Review, resolve, or refer academic concerns to the Dean of the School of Nursing, Associate Dean, Assistant Deans, and/or faculty as appropriate.
7.2.6 Nursing Educational Resource Committee

7.2.6.1 Be comprised of two (2) elected faculty members, Director of the Simulation Laboratory, library contact for the School of Nursing, the nursing liaison to the library appointed by the Dean of the School of Nursing and one (1) seventh or eighth semester student representative.

7.2.6.2 Review current holdings of the University Library, and the Simulation laboratory.

7.2.6.3 Make recommendations for development, utilization and future development of services and acquisition of materials, both software and hardware, for the University Library holdings, and the Simulation laboratory.

7.2.6.4 Evaluate the educational resource requirements of the faculty in order to support quality education and scholarly pursuits.

7.2.6.5 Make recommendations for approval, acquisition, and distribution of resources to the SoNFO.

7.2.7 Nursing Program Evaluation Committee

7.2.7.1 Be comprised of three (3) members of the School of Nursing, two members of graduate faculty, and one member of undergraduate faculty. At least one (1) member shall be doctorally prepared. Ex-officio member is Director of Program Evaluation.

7.2.7.2 Evaluate the outcomes of the undergraduate and graduate nursing programs.

7.2.7.3 Analyze results of the nationally standardized testing package examinations currently used.

7.2.7.4 Evaluate longitudinal studies to determine graduate satisfaction, employment status, and employer satisfaction.

7.2.7.5 Formulate recommendations for program revision.

7.2.7.6 Ensure implementation of recommendations for accrediting agency purpose.

7.2.8 Tenure/Tenure Track Faculty Evaluation Committee for Nursing
7.2.8.1 Be comprised of three tenured faculty.

7.2.8.2 Conduct annual faculty merit evaluations and make recommendations to the Dean of the School of Nursing.

7.2.8.3 In the event that a committee member(s) is/are to be considered for third year review or promotion/tenure, she/he must resign from that committee. The nominating committee shall prepare a slate and conduct an election to replace the person(s).

7.2.8.4 Committee recommendations for promotions and tenure shall be made by members of rank no lower than that to which the colleague under consideration aspires. The Dean shall reconstitute the committee.

7.2.8.5 Evaluate, revise and recommend to the faculty written criteria and procedures for merit review, third-year evaluation and promotion/tenure within the policies of the University.

7.2.8.6 Implement University policies and/or guidelines regarding professional activities of the faculty.

7.2.8.7 Assist faculty members in preparing for promotion or tenure.

7.2.9 Clinical/Non-Tenure Track Faculty Evaluation Committee for Nursing

7.2.9.1 Be comprised of at least 3-clinical or non-tenure track faculty with staggered 3 year terms. The Chair shall be rotated each year.

7.2.9.2 Conduct annual faculty evaluations and make recommendations to the Assistant Deans of the School of Nursing.

7.2.9.3 Evaluate, revise and recommend to the faculty written criteria and procedures for evaluation for job performance within the policies of the University.

7.2.9.4 Implement University policies and/or guidelines regarding professional activities of the faculty.

7.2.10 Faculty Recruitment and Search Committee

7.2.10.1 Be comprised of four (4) members of the School of Nursing faculty, two tenured or tenure track and two clinical track faculty.
7.2.10.2 Develop a written plan for recruitment of new faculty members to the School.

7.2.10.3 Identify appropriate avenues for advertising vacancies and make recommendations to the Dean of the School as appropriate.

7.2.10.4 Design an itinerary to be enacted for prospective faculty during campus visits.

7.2.10.5 Develop guidelines for evaluation of potential candidates, compile results, and forward to the Dean of the School as appropriate.

7.2.11 Faculty Development and Orientation Committee

7.2.11.1 The Faculty Development and Orientation Committee is comprised of four committee members: two tenure/tenure track members and two clinical track members.

7.2.11.2 The committee plans, implements, and evaluates professional faculty development activities, which includes new faculty orientation.

7.3 Non-elected, Administrative Committees shall be:

Undergraduate Course Managers Committee
Graduate Program Directors Committee

7.3.1 Undergraduate Course Managers Committee (UGCMC)

7.3.1.1 The UGCMC is composed of each undergraduate course manager and the undergraduate semester coordinators appointed by the Dean of the School.

7.3.1.2 The UGCMC will articulate with SON standing committees to implement policies and procedures to ensure the successful administration of all undergraduate courses within the School.

7.3.1.3 All action items emanating from the UGCMC will be forwarded to the appropriate elected standing committee (ex. UGCC or APG Committee) or directly to the SONFO for vote.

7.3.2 Graduate Program Directors Committee

7.3.2.1 The GPDC is composed of the director/advisors of each graduate major/concentration and the Assistant Dean of Graduate Education. Members are appointed to their position by the Dean of the School.
7.3.1.2 The GPDC articulates with SON standing committees to implement policies and procedures to ensure the successful administration and evaluation of all graduate courses within the School and the successful admission, progression, and graduation of master or doctoral level students.

7.3.1.3 All action items emanating from the GPDC will be forwarded to the Graduate Studies Committee for vote.

ARTICLE VIII: AMENDMENTS

The Bylaws, Rules and Policies of the School of Nursing Faculty SoNFO may be amended at any meeting or by electronic vote by two thirds of eligible faculty members. The proposed amendment must have been circulated to all nursing faculty members at least one week prior to the regularly scheduled meeting.

ARTICLE IX: PARLIAMENTARY RULES

9.1 The School of Nursing shall be governed by Robert's Rules of Order, latest edition, in all cases where they are applicable.

9.2 Standing Rules

9.2.1 Reports and committee activities will be written and submitted electronically to the SONFO chairperson for attachment to the agenda which is distributed one week before the next scheduled SONFO meeting. Reports may be amplified verbally at the meeting.

9.2.2 Faculty concerns will be made known in writing or in person at the appropriate committee meeting for consideration. If nursing faculty action is required, the committee chairperson will present the item in the SONFO meeting.

9.2.3 Items of new business brought to the SoNFO meeting which require a motion and vote will be directed to the appropriate committee from consideration and readdressed as indicated at the subsequent SoNFO meeting.

9.2.4 Motions from committees will be made in writing except for procedural activities such as acceptance of the minutes and adjournment.


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<th>Committee</th>
<th>Representation</th>
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<td>SONFO Chair</td>
<td>Previous Year Bylaws chair automatically becomes SONFO Chair</td>
</tr>
<tr>
<td>Chair-elect/Bylaws</td>
<td>2 members, 1 TT, 1 clinical track, minimum 2 academic years’ experience</td>
</tr>
<tr>
<td>SONFO Secretary</td>
<td></td>
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<tr>
<td>Nominating committee</td>
<td>3 members w/ minimum of 2 academic years’ experience</td>
</tr>
<tr>
<td>APG</td>
<td>5 UG faculty members, 1 student rep from 5th/6th semester, one student rep from 7th/8th semester, academic advisors, directors (or designee) for Fast Track</td>
</tr>
<tr>
<td>Program Evaluation</td>
<td>2 grad faculty, 1 UG faculty, at least one person is doctorally prepared, Director of Program Evaluation is ex-officio</td>
</tr>
<tr>
<td>Faculty Orientation and Development</td>
<td>At least 2 TT, 2 CT</td>
</tr>
<tr>
<td>UG Curriculum</td>
<td>6 UG faculty, 1 doctoral faculty at large, 1 student, RN to BSN, Fast Track rep, Asst Dean UG ad hoc</td>
</tr>
<tr>
<td>Educational Resources</td>
<td>2 elected members, Dir. Sim Lab, Library Liaison, 1 student</td>
</tr>
<tr>
<td>Clinical Faculty Evaluation</td>
<td>1 rep for each 5 FT faculty in SoN (usually totals 5-6)</td>
</tr>
<tr>
<td>Tenure/Tenure Track Faculty Evaluation</td>
<td>3-5 Tenured faculty with staggered 3 year terms</td>
</tr>
<tr>
<td>Search Committee</td>
<td>2 TT, 2 CT</td>
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<tr>
<td>Faculty Senate</td>
<td>2 Elected Representatives, 2 Alternates</td>
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<tr>
<td>Graduate /Doctoral Program Directors</td>
<td>All graduate and doctoral program directors</td>
</tr>
<tr>
<td>Committee</td>
<td>Representation</td>
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<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>UG Course Managers</td>
<td>All course managers for UG program</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>All FT SoN Graduate Directors, approved faculty, 1 student rep, Dean is ex-officio</td>
</tr>
</tbody>
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**SCHOOL OF NURSING COMMITTEE MEETING SCHEDULE**

<table>
<thead>
<tr>
<th>Name of Committee</th>
<th>Established Meeting Time</th>
<th>Purpose</th>
</tr>
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<tbody>
<tr>
<td>Course Managers Baccalaureate Program</td>
<td>Third Monday of each month Chair: Elected Members: All course Managers &amp; RN to BSN &amp; Fast Track Program Advisors</td>
<td>Coordinate implementation of baccalaureate nursing courses currently being taught. Serves as a major communication link between Undergraduate Assistant Dean and teaching teams</td>
</tr>
<tr>
<td>Graduate Program Directors</td>
<td>Second Monday of each month Chair: Assistant Dean Graduate Education Members: All advisors/ directors of graduate programs, academic advisor (staff), including faculty and academic advisors</td>
<td>Coordinate implementation of master's nursing courses; serves as a major communication link between Graduate Assistant Dean and graduate faculty</td>
</tr>
<tr>
<td>School of Nursing Faculty Organization (SONFO)</td>
<td>Second Monday of each month Chair: Elected Members: all nursing faculty &amp; directors of support services Library Liaison Compliance Office Representative</td>
<td>Communicate between and among faculty and administrators regarding nursing curricula, student policies and procedures and topics related to the Nursing Programs</td>
</tr>
<tr>
<td>Admission, Progression &amp; Graduation (APG) Committee</td>
<td>First Monday of each month Chair: Elected Members: Elected representatives from each semester level</td>
<td>Develop, review, and implement policies related to admission, progression and graduation of students in the undergraduate programs.</td>
</tr>
<tr>
<td>Undergraduate Curriculum Committee (UGCC)</td>
<td>First Monday of each month Chair: Elected Members: Elected representatives from each semester level</td>
<td>Plan, assess, review and offer recommendations for modification and revision of the Baccalaureate nursing curriculum. Curriculum revisions are forwarded to SONFO for approval</td>
</tr>
<tr>
<td>Graduate Studies Committee (GSC)</td>
<td>Fourth Monday of each month Chair: Elected Members: All faculty having UTEP graduate status faculty</td>
<td>Communicate between and among faculty and administrators on curriculum issues regarding the master’s program. Curricular revisions are forwarded to the Graduate Studies Committee and SONFO for approval</td>
</tr>
</tbody>
</table>
FACULTY RESPONSIBILITIES AND POLICIES

FACULTY AND ADMINISTRATIVE TITLES

Dean
Executive Nursing Officer
Assistant Dean for Graduate Education
Assistant Dean for Undergraduate Education
Assistant Dean for Student Affairs

Professor
Associate Professor
Assistant Professor
Clinical Associate Professor
Clinical Assistant Professor
Clinical Instructor – Full time
Clinical Instructor – Part time
Clinical Teaching Assistant
Clinical Coordinator
Professor Emeriti

Director – Traditional BSN
Director - RN-BSN
Director - Accelerated (Fast track) BSN
Director – Center for Simulation

Clinical Instructor – Center for Simulation
Supply Supervisor - Center for Simulation
Audio/Visual Specialist - Center for Simulation
Research Technician - Center for Simulation

Graduate Academic Advisors: NE, NSM, FNP, PNP, ACAGNP
Nurse Specialist - Graduate Programs

Compliance Coordinators: Graduate, Undergraduate

College Administrative Officer
Manager, Grants
Assistant to the Dean
Program Coordinator/Manager
Administrative Services Coordinator
Administrative Assistant

Academic Advisor: Graduate, Undergraduate
Academic Admissions Assistant
EXCERPTS OF FACULTY/ADMINISTRATIVE JOB DESCRIPTIONS

Dean
The Dean serves as the chief academic and administrative officer of the School of Nursing; leading faculty and staff of the School in planning, securing resources, implementing and evaluating activities related to academic operations, research and service. The Dean represents the School both internally to the University and externally to the community. The Dean also serves as part of the SON’s administrative team through active participation in various institutional planning, implementing and evaluating activities. The Dean is selected by the President of University of Texas at El Paso upon recommendation of the Provost. The Dean is on a 12 month appointment issued by the President and Board of Regents.

Executive Nursing Office
The Executive Nursing Officer has general responsibility for the graduate and undergraduate programs of study at the University of Texas at El Paso School of Nursing. He/she works with the Assistant Deans for Graduate and Undergraduate Education, other School Administrators and with members of the faculty in identifying future directions for programs and resources, human and material, necessary for the successful implementation of the programs of study. The Executive Nursing Officer reports directly to the Dean and represents the Dean in his absence. The position is a 12-month administrative appointment.

Assistant Dean for Graduate Education
The Assistant Dean for Graduate Education is responsible for guiding and coordinating the efforts of the faculty in providing graduate education. This involves facilitating curriculum development, seeking and managing program grants, assisting in the resolution of student and faculty issues and providing leadership for the Master’s programs, the interdisciplinary PhD, and the Doctorate in Nursing Practice. The Assistant Dean reports to the Executive Nursing Officer. The Assistant Dean is a tenured or clinical faculty member at the rank of associate or full professor. The position is 50% of a 9-month appointment.

Assistant Dean for Undergraduate Education
The Assistant Dean for Undergraduate Education is responsible for guiding and coordinating the efforts of the faculty in providing undergraduate education. This involves facilitating curriculum development, assisting in the resolution of student and faculty issues and providing leadership for the Undergraduate Program. He/She reports to the Executive Nursing Officer and interacts regularly with the Assistant Dean for Graduate Education with respect to the needs of the Undergraduate Program for instructional resources. The Assistant Dean is a tenured or clinical faculty member at the rank of associate or full professor. The position is 50% of a 9-month appointment.

Assistant Dean for Student Affairs
The Assistant Dean for Student Affairs is responsible for providing leadership, direction, and administrative oversight for School of Nursing (SON) matters related to student affairs. He/She reports to the Executive Nursing Officer and interacts regularly with the Assistant Dean for Undergraduate Education with respect to the needs of the Undergraduate Program for instructional resources. The Assistant Dean for Student Affairs is a 12 month administrative appointment.

Director, Traditional Undergraduate Program
The Director of the traditional BSN program is responsible for the oversight, management and coordination of this program. He/She reports to the Assistant Dean for Undergraduate Education. The director also works closely with Assistant Deans for Graduate Education,
Student Affairs, and other administrators. The director will assess, develop and assist the traditional undergraduate program with clinical faculty recruitment, to include assessment of clinical faculty staffing needs, contacting faculty as needed and maintaining a pool of qualified faculty to meet these staffing needs. The director will work to develop a structured orientation program for onboarding of all undergraduate clinical faculty.

**Director, RN-BSN Program**
The Director of RN to BSN Program is responsible for the oversight, management and coordination of this program consistent with the mission and goals of the School of Nursing. The Director of the RN to BSN Program collaborates with online and campus based faculty and support resources to foster student success and program effectiveness in a distance learning environment. He/She reports to the Assistant Dean for Undergraduate Education.
The Director also works closely with Assistant Deans for Undergraduate Education, Student Affairs, and other administrators.

**Director, Accelerated (Fast-Track) BSN Program**
The Director of Fast Track Program is responsible for the oversight, management and coordination of this program consistent with the mission and goals of the School of Nursing. The Director collaborates with the Assistant Dean for Undergraduate Education to foster student success and program effectiveness in a compressed curriculum structure. He/She reports to the Assistant Dean for Undergraduate Education. The Director works closely with Assistant Deans for Graduate Education, Student Affairs, and other administrators.

**Directors – Family Nurse Practitioner (FNP), Adult Gero/Primary Care Nurse Practitioner, Acute Care Nurse Practitioner (AG/PCNP), Pediatric Primary Care/Pediatric Acute Care Nurse Practitioner (PPC/PACNP), Nurse Educator (NE), and Nursing System Management (NSM)**
The Directors of each program of concentration is responsible for the oversight, management and coordination of their respective programs consistent with the mission and goals of the School of Nursing. Each Director collaborates with the Assistant Dean for Graduate Education to foster student success and program effectiveness in a distance learning environment. Each Director reports to the Assistant Dean for Graduate Education. The Directors also work closely with other administrators and support staff.

**Graduate Academic Advisor**
The Academic Advisor of these graduate areas of concentration are responsible for the oversight, management and coordination of this program. The Academic Advisors report to the Assistant Dean for Graduate Education.

**Undergraduate Academic Advisor**
The Undergraduate Academic Advisors for the Undergraduate Traditional and Accelerated (Fast Track) Nursing Programs are responsible for advising students on the BSN nursing degree plan, participating in nursing career fairs and informational advising sessions to outline prerequisites pre-nursing course requirements and admission requirements necessary for consideration into the BSN program.

**Academic Admissions Assistant**
The Admissions Assistant examines and evaluates admission documents to determine undergraduate and graduate eligibility for admission to the University. He/She reports to the Academic Advisor.
RN-BSN Academic Advisor
The RN-BSN Academic Advisor is responsible for advising and guiding students interested in this program, to include provision of prerequisite and course information relevant to the RN-BSN Program. The RN-BSN Academic Advisor reports to the Director of this Program.

Course Managers: Undergraduate Education
Course Managers are generally faculty appointed in a designated undergraduate nursing course for a determined period of time to oversee academic activities in a particular course. Course Managers are responsible for overseeing the academic and clinical activities in their respective courses, and are responsible for coordinating lectures, orienting new team members and collaborating with his/her clinical faculty on course calendar, exams and clinical experiences. Course Managers report to the Assistant Dean for Undergraduate Education.

Clinical Instructor – Full Time
The Clinical Instructor (CI) is responsible for instruction, didactic and clinical supervision of group/s of students, and engages in activities related to scholarship and professional service.

Clinical Instructor – PartTime
The Clinical Instructor (CI) on part time status is responsible for an assigned group of students. This includes clinical teaching, supervising and evaluating nursing students in clinical learning experiences.

Clinical Teaching Assistant
The Clinical Teaching Assistant (TA) provides direct assistance to the Instructor in Clinical Nursing in supervising nursing students for clinical learning experiences.

Compliance Coordinator: Graduate, Undergraduate
The Compliance Coordinator is responsible for providing assistance to faculty and students with regard to clinical compliance requirements. He/She will serve as the liaison with Verified Credentials and will maintain an accurate data bank of all clinical requirements. The Compliance Coordinator will work collaboratively with the Clinical coordinator and Course Managers to facilitate clinical placement requirements with the clinical partners and ensure compliance policies are enforced. The Compliance Coordinator reports to the Assistant Dean for Undergraduate Education.

Clinical Coordinator – Undergraduate Nursing Program
The Clinical Coordinator is responsible for providing administrative support to the Assistant Dean for Undergraduate Nursing and Course Managers related to School of Nursing clinical placement assignments and recruitment of part-time/full-time clinical faculty, teaching assistants and identification of alternative/potential clinical sites. In addition, the clinical coordinator will serve as a liaison between SON faculty, compliance department and area community clinical partners and assist with the coordination and scheduling of student rotations.

Administrative Assistant
An Administrative Assistant provides office, clerical and administrative services and support, of moderate complexity, to the members of the leadership team. He/she will assist with reports and official records necessary in the furtherance of SON business. He/she will keep official records and facilitate execution of administrative policies as determined by and/or in conjunction with the members of the leadership team.
NEW FACULTY ORIENTATION

Generally, a one-day orientation is held for all newly appointed graduate and undergraduate faculty members. The orientation provides a dissemination of vital curriculum, resource and SON operational information. The orientation process is a collaborative effort among the leadership team, the Assistant Deans and Directors and other department personnel.

The orientation agenda provides an overview of the undergraduate curriculum, the graduate curriculum, the SON policies/bylaws, faculty resources/clerical support services, faculty development opportunities, roles and functions of a faculty member, compliance expectations and relevant forms vital to the role as faculty member are addressed. Office/Room assignments and a tour of the facility is also provided.

All newly appointed full-time faculty are also required to attend the University wide campus orientation which is arranged by the Human Resource Department.

FACULTY ASSIGNMENTS

Teaching assignments are made based on the needs of SON programs each semester. Teaching assignments will be made in collaboration with the Directors and Assistant Deans. When planning Faculty teaching assignments, members’ requests, area of expertise and previous teaching experience will be considered. Faculty members are also expected to teach elective courses which serve the needs of the students and are necessary to meet the overall objectives of the SON’s respective programs. All faculty members are expected to fulfill their respective assignments and be present for the classes and clinical groups they are assigned to. Summer assignments are made on the basis of student enrollment, student interest, faculty availability and budgetary allocations.

Special faculty assignments are generally made by the Dean of the School of Nursing and may include the designation of course manager(s) to a respective UG nursing course(s). The course manager is typically a full-time faculty member assigned to coordinate and communicate responsibilities for and with his/her team of part-time faculty or clinical instructors. The following are some of the general responsibilities of the course manager:

1. Determines methodology for course implementation, to include scope and sequence of content and continuity of learning experiences in relation to the course objectives.
2. Implements the use of instructional materials and resources to enhance the teaching/learning process.
3. Develops evaluation criteria and tools to assess student performance in clinical, classroom, simulation lab, independent study and other assignments.
4. Implements curriculum and course objectives.
5. Guides team members in the implementation of course content.
6. Assists/orients new faculty to the assigned course.
7. Participates in team meetings with other course managers to ensure continuity of learning throughout the curriculum.
8. Oversees all teaching and clinical tasks/experiences.
9. Collaborates with the Clinical Coordinator and Compliance Coordinator in securing clinical sites and ensuring that faculty and student compliance requirements are met.
10. Works closely with assigned part-time clinical instructors to ensure that course objectives, clinical hours and didactic hour requirements are met by all.
The following are general responsibilities of the course team members/part-time clinical faculty assigned to a particular nursing course:

1. Assumes responsibility for an assigned group of students in the clinical or laboratory setting.
2. Assists in implementing core concepts of the curriculum that apply in the assigned course.
3. Shares responsibility for evaluating teaching effectiveness.
4. Actively carries out the responsibility for teaching his/her particular students in classes, simulation lab and the clinical arena to meet the course/clinical objectives.
5. Collaborates with Course Manager on all required graded assignments to ensure continuity of learning.
6. Lectures as needed.
7. Shares in the discussion of curriculum planning and decision making regarding teaching strategies and student evaluation.

All faculty members are also expected to participate in SON committees (see Bylaws). Faculty attendance at general SonFO and designated committees is required.

**FACULTY COMPLIANCE REQUIREMENTS**

Nurses are entrusted with the health, safety and welfare of patients, have access to confidential and sensitive information and operate in settings that require the exercise of sound judgment and ethical behaviors.

All full-time/part-time clinical faculty/instructors must submit to a background check and drug screen. Satisfactory completion of a background check and drug screening is a condition to their academic appointment.

**Identification of Vendors:** Verified Credentials will conduct the background check and drug screenings for the School of Nursing. No other results will be accepted. Cost for these services will be borne by the SON. Clinical faculty/instructors will be expected to follow the established criteria set forth in Verified Credentials packet as identified in the checklist below.

**Non-Medical Requirements:**
- CPR Card (Basic Life Support-Healthcare Provider by the American Heart Association)
- Community Wide Orientation – can be done through UTEP Blackboard, or this link [http://www.epcc.edu/cwo/Pages/default.aspx](http://www.epcc.edu/cwo/Pages/default.aspx)

**Medical Requirements:**
- Tdap (Required every 10 years)
- MMR (Measles(Rubeola), Mumps and Rubella) **TITERS ONLY** (Immunity IgG)
  * If one of the MMR titers is not positive, will require 2 doses of Booster.
- Varicella **TITER ONLY** (Chickenpox, Immunity IgG)
  * If Varicella titer is not positive, will require 2 doses of Booster.
- Hepatitis B **TITER** (Hepatitis B Surface Antibody)
  * If Hepatitis B is not positive, will require a 2nd series of 3 vaccines followed by a 2nd titer.
- PPD Skin Test (TB-Tuberculin Testing) (Yearly Requirement)
* If you have had a positive TB test in the past, you will need to submit documentation of
the positive test and chest x-ray results, and must complete the TB questionnaire yearly.
✔ Influenza Vaccine (Required every Fall semester until March 31st of the following year)
   Waivers WILL NOT be permitted unless documentation from a Physician indicates
   an allergic reaction to vaccine.

NOTE: Additional vaccines may be required depending on specific circumstances or at the
request of the clinical agencies.

STUDENTS/FACULTY ARE RESPONSIBLE TO SUBMIT ALL THE REQUIREMENTS
PRIOR TO THE DEADLINE AS PROCESSING CAN TAKE A FEW DAYS.

The University of Texas at El Paso is committed to fostering an atmosphere of compliance
awareness that encourages all UTEP employees to conduct themselves with high ethical
standards. To that end, it is every employee’s responsibility to be aware of the key compliance
issues that impact their jobs on a daily basis. As a result, training is offered through UTEP’s
Institutional Compliance Program. All faculty, staff and student employees are required
to complete the training annually. The training content will change every fiscal year and our office
will notify all employees of such changes. Annual training begins in October of every fiscal
year.
**OVERVIEW OF UNDERGRADUATE COURSES, COURSE TITLES AND COURSE SEQUENCING**

**Baccalaureate Program**

**BSN Course Number and Titles**

<table>
<thead>
<tr>
<th>BSN Course Number</th>
<th>BSN Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3314</td>
<td>Research and Statistics</td>
</tr>
<tr>
<td>NURS 3401</td>
<td>Introductory Health Assessment</td>
</tr>
<tr>
<td>NURS 3604</td>
<td>Nursing Care of the Individual</td>
</tr>
<tr>
<td>NURS 3608</td>
<td>Family Development Stressors</td>
</tr>
<tr>
<td>NURS 3609</td>
<td>Family Situational Stressors</td>
</tr>
<tr>
<td>NURS 4307</td>
<td>Nurse as a Coordinator of Care</td>
</tr>
<tr>
<td>NURS 4313</td>
<td>Nursing Care of Persons with Psychiatric Illness</td>
</tr>
<tr>
<td>NURS 4614</td>
<td>Nurse as Provider of Care in Crisis Events</td>
</tr>
<tr>
<td>NURS 4611</td>
<td>Promoting Health Along The Border</td>
</tr>
<tr>
<td>NURS 4612</td>
<td>Acute Care Practicum</td>
</tr>
</tbody>
</table>

**RN-BSN Option Courses**

<table>
<thead>
<tr>
<th>BSN Course Number</th>
<th>BSN Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 4300</td>
<td>Contemporary Professional Nursing</td>
</tr>
<tr>
<td>NURS 4303</td>
<td>Nursing Informatics</td>
</tr>
<tr>
<td>NURS 4414</td>
<td>Nursing Research and Statistics</td>
</tr>
<tr>
<td>NURS 4502</td>
<td>Issues &amp; Problems in Leadership &amp; Management</td>
</tr>
<tr>
<td>NURS 4503</td>
<td>Community Health Nursing</td>
</tr>
</tbody>
</table>

**Table A Sample TR BSN Course Sequence Table**

Sample Traditional BSN Course Sequence Academic Year (AY)

<table>
<thead>
<tr>
<th>5th Semester (Fall 1)</th>
<th>6th Semester (Spring 1)</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>N3314</td>
<td>N3608</td>
<td>*Nursing Elective</td>
</tr>
<tr>
<td>N3401</td>
<td>N3609</td>
<td></td>
</tr>
<tr>
<td>N3604</td>
<td>*Nursing Elective</td>
<td></td>
</tr>
</tbody>
</table>

7th Semester Fall 2) 8th Semester (Spring 2) Summer

| N4307                 | N4611                   |                    |
| N4313                 | N4612                   |                    |
| N4614                 |                         |                    |

*Nursing Elective (*Only 1 Nursing Elective Required)

**Table B Sample FT BSN Course Sequence Table**

Sample Fast Track BSN Course Sequence AY

<table>
<thead>
<tr>
<th>1st Semester (Summer)</th>
<th>2nd Semester (Fall)</th>
<th>3rd Semester (Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N3401</td>
<td>N3608</td>
<td>N4307</td>
</tr>
<tr>
<td>N3314</td>
<td>N3609</td>
<td>N4611</td>
</tr>
<tr>
<td>N3604</td>
<td>N4313</td>
<td>N4612</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N4614</td>
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</table>
### Table C Sample RN-BSN Course Sequence Table

#### Sample RN-BSN Online Course Sequence AY

<table>
<thead>
<tr>
<th>1st Semester (Fall)</th>
<th>2nd Semester (Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N4300</td>
<td>N4502</td>
</tr>
<tr>
<td>N4303</td>
<td>N4503</td>
</tr>
<tr>
<td>N4414</td>
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</tbody>
</table>

#### MSN Course Numbers and Titles

<table>
<thead>
<tr>
<th>MSN Course Number</th>
<th>MSN Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>5302</td>
<td>Adult &amp; Geriatric Practicum</td>
</tr>
<tr>
<td>5303</td>
<td>Advanced Health Assessment</td>
</tr>
<tr>
<td>5310</td>
<td>Nursing Theories and Processes</td>
</tr>
<tr>
<td>5312</td>
<td>Childbearing/rearing Health Practicum</td>
</tr>
<tr>
<td>5319</td>
<td>Advanced Pathophysiology</td>
</tr>
<tr>
<td>5337</td>
<td>Health Care Financial Mgmt.</td>
</tr>
<tr>
<td>5338</td>
<td>Health Law, Policy &amp; Ethics</td>
</tr>
<tr>
<td>5339</td>
<td>Nursing Management Residency</td>
</tr>
<tr>
<td>5345</td>
<td>Curriculum Development</td>
</tr>
<tr>
<td>5347</td>
<td>Effective Teaching Strategies</td>
</tr>
<tr>
<td>5361</td>
<td>Acute &amp; Critical Illness Practicum</td>
</tr>
<tr>
<td>5362</td>
<td>Pharmacotherapeutics</td>
</tr>
<tr>
<td>5366</td>
<td>Managing Diverse Work Teams</td>
</tr>
<tr>
<td>5367</td>
<td>Advanced Diagnostics</td>
</tr>
<tr>
<td>5368</td>
<td>Informatics &amp; Healthcare Technology</td>
</tr>
<tr>
<td>5370</td>
<td>Research Appraisal &amp; Application</td>
</tr>
<tr>
<td>5394</td>
<td>Independent Study</td>
</tr>
<tr>
<td>5412</td>
<td>Childbearing/rearing Health</td>
</tr>
<tr>
<td>5461</td>
<td>Acute &amp; Critical Illness in Adults</td>
</tr>
<tr>
<td>5472</td>
<td>Advanced Practice Clinical</td>
</tr>
<tr>
<td>5602</td>
<td>Adult &amp; Geriatric Health</td>
</tr>
<tr>
<td>5672</td>
<td>Advanced Practice Clinical</td>
</tr>
</tbody>
</table>
# Sample Master’s Degree Plans

## Nursing Education Degree Plan

<table>
<thead>
<tr>
<th>Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>N5310 Nursing Theories and Processes</td>
</tr>
<tr>
<td>N5370 Research Appraisal and Application</td>
</tr>
<tr>
<td>N5338 Health Law, Policy &amp; Ethics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Practice Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>N5303 Advanced Health Assessment</td>
</tr>
<tr>
<td>N5319 Advanced Pathophysiology</td>
</tr>
<tr>
<td>N5362 Pharmacotherapeutics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialty Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>N5345 Curriculum Development</td>
</tr>
<tr>
<td>N5347 Effective Teaching Strategies</td>
</tr>
<tr>
<td>N5348 Evaluation of Learning</td>
</tr>
<tr>
<td>N5320 Informatics</td>
</tr>
<tr>
<td>N5365 Managing Health Care Outcomes</td>
</tr>
</tbody>
</table>

## Nursing Systems Management Degree Plan

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>3rd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5310 Nursing Theories</td>
<td>NURS 5338 Health Law Policy &amp; Ethics</td>
<td>NURS 5366 Managing Diverse Work Teams</td>
</tr>
<tr>
<td>NURS 5370 Nursing Research</td>
<td>NURS 5335 Management Roles &amp; Operations</td>
<td>NURS 5337 Health Care Financial Management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4th Semester</th>
<th>5th Semester</th>
<th>6th Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5347 Effective Teaching Strategies</td>
<td>NURS 5365 Managing Health Outcomes</td>
<td>NURS 5339 Nursing Management Residency</td>
</tr>
<tr>
<td>NURS 5300 Organizational Theory &amp; Culture</td>
<td>NURS 5348 Evaluation of Learning</td>
<td></td>
</tr>
</tbody>
</table>

## FNP Sample Degree Plan

<table>
<thead>
<tr>
<th>FNP Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
</tr>
<tr>
<td>N5310 Nursing Theories &amp; Processes</td>
</tr>
</tbody>
</table>
## FNP Sample Degree Plan

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>N5319</td>
<td>Advanced Pathophysiology</td>
<td></td>
</tr>
<tr>
<td>N5362</td>
<td>Advanced Pharmacotherapeutics</td>
<td></td>
</tr>
<tr>
<td>N5303</td>
<td>Advanced Health Assessment</td>
<td></td>
</tr>
<tr>
<td>N5367</td>
<td>Advanced Diagnostics</td>
<td></td>
</tr>
</tbody>
</table>

### FNP Year 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 5602</td>
<td>Adult-Gero Health</td>
<td>Spring</td>
</tr>
<tr>
<td>NURS 5412</td>
<td>Childbearing/Childrearing</td>
<td>Summer</td>
</tr>
<tr>
<td>NURS 5672</td>
<td>Advance Practice Nursing</td>
<td>Fall</td>
</tr>
<tr>
<td>NURS 5302</td>
<td>Adult-Gero Health Practicum (135 hours)</td>
<td>Fall</td>
</tr>
<tr>
<td>NURS 5312</td>
<td>Childbearing/Childrearing Practicum (135 hrs.)</td>
<td>Fall</td>
</tr>
<tr>
<td>NURS 5472</td>
<td>Advance Practice Nursing</td>
<td>Fall</td>
</tr>
<tr>
<td>NURS 5254</td>
<td>Advanced Roles</td>
<td></td>
</tr>
</tbody>
</table>

### COURSE SYLLABUS

At the beginning of each semester or term, instructors shall provide students with a written syllabus for each course. The syllabus should include a listing of assigned textbooks or other written materials, dates for submission of major assignments and administration of examinations, the time and date of the final examination as specified in the Schedule of Classes. The syllabus should also contain an indication of the percentage(s) of each examination and how the final grade in the course will be determined, and any special expectations, requirements, or procedural policies of the faculty member that will govern conduct of the class and student/faculty interactions. Faculty members should announce their attendance policy in class and preferably should include a statement of such a policy on the course syllabus.

### OFFICE HOURS

Office Hours are required for all full-time faculty and must be scheduled at times that students can reasonably attend without missing other classes. The hours should be posted in a conspicuous place such as outside your office door, as well as in the course syllabus. The
standard formula for determining office hours as outlined in the UTEP Handbook of Operating Procedures (4.8.2 Office Hours) indicates that 0.7 hours be allotted for each credit hour in class. Additional hours by appointment should be included.

CLASSROOM SCHEDULING

Scheduling of classrooms will be managed by the administrative support of each department.

PROFESSIONAL ATTIRE AND UNIFORM GUIDANCE FOR CLINICAL FACULTY

In order to assist the faculty to represent the University of Texas at El Paso and the School of Nursing appropriately, the following dress code has been established. These policies do not preempt additional requirements and/or exceptions of the clinical agencies.

Uniform: Scrubs or professional attire under a white lab coat with a UTEP patch on left shoulder and UTEP picture ID badge.

Professional Appearance: To adhere to the same infection control policies as students.
END-OF-THE-SEMESTER COURSE SUMMARY

Course Title and Number:          Semester:
Course Manager:                  Faculty Team:

1. Number of students originally enrolled in course:

2. Number of students who withdrew from the course:

3. Number of students who passed the course with a grade of C or better:

4. Number of students who failed the course:

5. What was the course’s final grade span?

6. Course and Final Exams: Please provide the following information:

<table>
<thead>
<tr>
<th>Exams</th>
<th># Test Items</th>
<th>KR Reliability</th>
<th># Students who passed</th>
<th># Students who failed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Exam 2</td>
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<tr>
<td>Exam 3</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Final Exam</td>
<td></td>
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</tr>
</tbody>
</table>

A. How was test statistical information used to improve?
   1. Classroom teaching?
      2. Test item writing?

B. How effective were SOS recommendations/referrals as measured by student success on subsequent exam scores?

7. ATI student performance:
   a. Number of students who achieved Level 2 or above __
   b. Remediation plan for those who did not achieve Level 2?

8. What went well this semester?

9. What did not go well this semester?

10. What changes, if any, are you planning in your course for next semester and why?
11. How will you measure if the above change is effective?

12. Please include examples of how the following were addressed:
   a. Evidence Based Practice-
   b. Critical Thinking-
   c. NCLEX –
   d. Use of Simulation in teaching and/or for Competency Evaluation.

13. Please identify role (and hours involved) of each faculty team member:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Lecture Topics</th>
<th>Classroom Hrs.</th>
<th>Clinical Groups</th>
<th>Clinical Hrs./week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

14. Were there any challenges encountered with students and faculty team, both full time and part time? How were they handled?
SAMPLE EVALUATIONS

The UTEP School Of Nursing
Clinical Evaluation for NURS-4614

Student_______________________________________ Faculty____________________________ Term___________

I. Professionalism: Clinical (whether in direct patient care or in simulation) is a critical component of learning in the School of Nursing. In clinical, the student represents the nursing profession and the University of Texas at El Paso School of Nursing and so is expected to be professional and provide safe patient care at all times.

II. Safe Practice: A student must be truthful in all documentation, maintain patient confidentiality, respect patient rights and adhere to the grooming and dress code of the School of Nursing and the clinical agency. A student deemed to demonstrate unsafe practice will fail the course. Clinical instructors reserve the right to remove a student from the clinical site in the event of demonstrated unsafe practice – thus constituting either student failure or designated remediation. (Refer to the School of Nursing ‘Safe and Effective Nursing Practice Policy’ and the BNS Standards of Practice effective 9/28/04 (Rule 217.11) and unprofessional conduct (Rule 217.12).

   In addition to meeting professional and safe practice criteria, a student must achieve a performance level (1) meeting minimum standards as described below. These Clinical Evaluation criteria are based on the Texas Board of Nursing Differentiated Entry Level Competencies for a BSN nurse.

III. Evaluation Criteria: Students and Faculty will score each section using NO, S, or U:

   NO = No opportunity
   S = satisfactory progress; demonstrates expected behaviors consistently
   U = unsatisfactory; Does not demonstrates expected behaviors consistently; fail; comments must be given

   Using the criteria above, students are expected to complete the evaluation of themselves prior to the mid-clinical and final evaluation sessions with the clinical instructor. Faculty will also complete the evaluation and review with the student.

   Clinical is a Pass/Fail experience. Any student with a “U” rating on any criterion at the time of the final clinical evaluation is deemed to have FAILED the clinical portion of the class and will fail the entire class as a result.

   F = Faculty Formative S = Faculty Summative

<table>
<thead>
<tr>
<th>MEMBER OF THE PROFESSION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency A: Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution.</td>
<td></td>
</tr>
<tr>
<td>CRITERIA</td>
<td>F</td>
</tr>
<tr>
<td>1) Performs within the scope and limitation of ability. Respects patient autonomy in health care decisions.</td>
<td></td>
</tr>
<tr>
<td>2) Practices according to School of Nursing and clinical agency policies and procedures.</td>
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<tr>
<td>3) Respects patient confidentiality in accordance with HIPAA regulations at all times. Follows agency guidelines and policies related to patient care.</td>
<td></td>
</tr>
</tbody>
</table>
4) Provides holistic care that addresses the needs of diverse individuals across the lifespan.

5) Provide culturally sensitive health care to patients and families.

6) Practice nursing in a caring, nonjudgmental, non-discriminatory manner.

7) Apply knowledge of facility regulations when accessing client records.

**MEMBER OF THE PROFESSION**

Competency B: Assume responsibility and accountability for the quality of nursing care provided to patients, families, populations and communities.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>F</th>
<th>S</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Complies with professional appearance requirements according to School of Nursing standards and policies. Uniform is clean and non-wrinkled; shoes are clean; Hair is clean, trimmed and off the shoulders; Tattoos and body piercings are not visible.</td>
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<td></td>
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<tr>
<td>2) Is prepared for patient care with knowledge and required paperwork</td>
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<tr>
<td>3) Reports to unit on time and notifies faculty/staff regarding absence or lateness for clinical experience.</td>
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<tr>
<td>4) Proactively manages priorities in patient care and reports changes in patient status to staff and instructor in a timely manner.</td>
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<tr>
<td>5) Participates in post conference.</td>
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<tr>
<td>6) Is receptive to constructive criticism.</td>
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<tr>
<td>7) Evaluates self and uses feedback from instructor to modify and improve practice.</td>
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<tr>
<td>8) Documents patient care with accuracy and thoroughness and in accordance with agency policy or as designated by faculty.</td>
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</tbody>
</table>

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**NURS4614 Nurse As Provider of Care in Crisis**

Semester: Year: MId-Term Clinical Evaluation (Formative Evaluation) for __________ID_______________

Student comments: Faculty comments:

Student Signature Date Faculty Signature Date

Final Clinical Evaluation (Summative Evaluation) for __________ID_______________

Student comments: Faculty comments:

Identify 3 specific strengths:
Identify 3 specific opportunities for growth:

Student Signature Date Faculty Signature Date

□ Pass □ Fail
THE UNIVERSITY OF TEXAS AT EL PASO  
SCHOOL OF NURSING  
ANNUAL PERFORMANCE EVALUATION  
CLINICAL & NON-TENURE-TRACK FACULTY  

Period of ___________________________ONLY.

Name: ___________________________ Department: ___________________________
Rank: ___________________________

Initial appointment date at UTEP: ___________________________

Note: modifications to the percent of total workload in each area must be approved in advance by the chair and dean.

I. TEACHING (You must specify; standard is 75% of workload)

1. Full-time load is defined as 30 TLCs for the two long terms (Spring and Fall) or one calendar year. Describe any release/preauthorized time (amount, source, term) you have been granted. List courses taught by semester. Also list and identify Release Time. At minimum you are required to complete these tables. This information may be downloaded from your DM page.

Spring total TLCs _____; Summer total TLCs _____; Fall total TLCs _____

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
<th>TLC’s*</th>
<th>Number students</th>
<th>Rating of instructor #11</th>
<th>Rating of course #16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre- Authorized Activity/Release Time</td>
<td>Project/Activity Title</td>
<td>TLC’s*</td>
<td>Activity Progress Report</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|                      |                      |            |
|----------------------|----------------------|
|                      |                      |            |
|                      |                      |            |
|                      |                      |            |
|                      |                      |            |
|                      |                      |            |
*TLCs: If you team teach the course, indicate by dividing the total TLCs by the number of instructors. If you are a course manager, indicate how many classes you personally taught. Cross check your DM record

2. Did you enhance your teaching performance? Explain how. Did you establish a new clinical site(s), develop new courses, revise existing courses, develop or implement new teaching-learning activities, produce new media?

3. Academic advising load. How many undergraduates, masters students, and/or doctoral students (in your department or other departments) did you advise academically; Did you work in the Advisement Center?

4. Directed Student Learning
   a. Were you a committee chairperson or committee member for thesis, dissertation, capstone project, portfolio review, or comprehensive oral exam? (List by student name, semester and department).
   b. List all directed student learning done for students in other departments.

5. Did you guest lecture for a UTEP colleague? Or for a colleague in another institution? (list courses and dates).

6. Special Considerations. Did you do any of the following?
   a. Teach "large" classes? (list with enrollment)
   b. Use assignment or test formats that required significant grading load (explain)
   c. Do you only teach clinical practicum?
   d. Other

7. Did you mentor new faculty, or other colleagues to assist them in their teaching (e.g. participation in Partners in Teaching)?

9. What other evidence can you present that demonstrates direct contribution to the instructional program? For example, if you served on committees that advanced the instructional program you should explain that here. Don’t forget to cite that committee membership elsewhere. Did you participate in other types of academic program development? Accreditation or program review activities?

10. Other narrative comments. (e.g. Did you set instructional goals? Did you make progress towards those goals?)

II. SCHOLARSHIP (You must specify; standard is 5% of total workload.)

1. In-services/presentations of evidence based practice and/or peer reviewed information.

   One activity = 3 points, two activities = 4 points, ≥ 3 activities = 5 points
   a. Article written for community newspaper, community health agency newsletter, or other health care agency on current health care, prevention, and/or School of Nursing issue.
   b. Evidence based journal article critiqued and presented to peer faculty through in-service or written report.
   c. Report/critique written on evidence based/peer reviewed journal article and distributed to peer faculty.
   d. In-service presented on topics of interest in the clinical setting and/or relevant to course(s) taught.
e. Professional reviews, e.g. teaching/grant reviews
f. Other

2. Publications

a. Articles published in refereed journals (complete reference) = 2 points each
b. Articles submitted to refereed journals (proof of submission) = 1 point each
c. Articles accepted for publication in refereed journals (complete reference) = 2 points each
d. Books (5 points), monographs, chapters published (complete references) = 2 points each
e. Books, monographs, chapters submitted (proof of submission) = 1 point each
f. Book reviews published (complete reference) = 1 point each
g. Education or research-related software developed and implemented = 2 points each
h. Abstracts published in refereed conference proceedings (complete reference) = 1 point each

3. Peer-reviewed or invitational scholarly presentations. Provide complete reference; Specify poster or podium. Each submission = 2 points each.

4. Externally Funded Research Projects (e.g. NIH, NSF, RWJF, AHRQ, HRSA, etc.) Provide complete reference & your role in the project (e.g. PI, Co-PI, Co-I, consultant, etc.) Include both research applications and educational or training applications. Each submission = 3 points

a. Grant applications submitted and their status (not scored, not funded, etc.) = 1 point each
b. Currently funded grant applications and their status = 4 points each
c. Other type of participation in grant writing (points to be determined)

5. Internally Funded Research Projects (e.g. HHDRC pilot project, University Research Institute, etc.) Provide complete reference & your role in the project (e.g. PI, Co-PI, Co-I, consultant, etc.) Include both research applications and educational or training applications. Each submission = 3 points

a. Grant applications submitted and their status (not scored, not funded, etc.) = 1 point each
b. Currently funded grant applications and their status = 3 points each
c. Other type of participation in grant writing (points to be determined)

6. Intellectual Property obtained in the current year. (as defined in Handbook of Operating Procedures). Each submission = 5 points

7. Other narrative comments you wish to make. If you set goals related to scholarly endeavors at the beginning of the year, describe your progress toward those goals. Did you review articles for journals? Did you participate in grant reviews? Did you mentor students or faculty in their research? (Points to be determined).

III. UNIVERSITY & COMMUNITY SERVICE (You must specify; standard is 10% of workload)

1. Department (School of Nursing) Service: Each committee = 1 point; each office held = 2.0 points;
a. SON Committees. Were you a member or officer? What was your term of service?

2. College Service: Each committee = 1 point; each office held = 2.0 points;
   a. College level Committees. Were you a member or officer? What was your term of service?

3. University Service: Each committee = 1 point; each office held = 2.0 points;
   a. University-wide Committees. Were you a member or officer? What was your term of service?
   b. Were you involved in student or faculty recruitment for the Department, College or University?
   c. Were you involved in formal fund-raising activities for the Department, College or University?
   d. Did you supervise or sponsor a formal student organization in the Department, College or University?
   e. Other (specify Department, College or University)

4. Professional Organization Service
   a. List active professional memberships during the evaluation year (.5 points each)
   b. Were you a member or an officer of a standing or ad hoc committee? (1 point each office held)
   c. Did you provide consultation, participate in fund raising, or participate in other organized activity of the Organization? (1 point each activity)
   d. Did you organize or host any formal conferences? (4 points each conference hosted)

5. Public service
   a. List public service activities (.5 points each)
   b. Did you engage in clinical practice during the year? This is a recognized professional service but is to be counted here only. The practice can be either pro bono or paid service. Specify practice role and amount of time spent weekly or monthly. (3 points)

6. Other narrative comments
   a. List awards or honors for Service category (1 points)
   b. List media or PR contributions made during the year (.5 points each)

IV. PROFESSIONAL DEVELOPMENT ACTIVITIES. Generally, this is not to be considered a merit category so no points are assigned. Exceptions can be made, such as obtaining a new credential, certification or license. These include mandatory activities to fulfill job qualifications. All faculty are expected to maintain credentials and licenses for clinical practice and current CPR certification. Failure to maintain professional development may be considered sub-standard.

1. List all active licenses and credentials

2. Note whether any were renewed during the year.

3. List all the conferences, seminars, workshops, etc. that you attended as CE activities. Note: these may be repetitions from elsewhere in your report.
V. ADMINISTRATION (This applies only to faculty that have formal administrative assignments; Specify the % of total workload) Note: The Chair and Dean must approve Modifications to the percent of total workload in each area in advance.

1. List and describe administrative responsibilities
2. Provide evidence of successful completion of administrative duties

The following table is completed by each individual/group listed:

Self Evaluation, Evaluation by the Faculty Evaluation Committee, Evaluation by the Assistant Dean(s) / Program Director(s), & Evaluation by the Dean

Name of Faculty Member___________________________________

Ratings in each area may indicate outstanding (5), excellent (4), good (3), satisfactory (2), or unsatisfactory (1) performance.

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating (1-5)</th>
<th>% Workload</th>
<th>Multiply rating x % of workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Instruction</td>
<td></td>
<td>.75</td>
<td></td>
</tr>
<tr>
<td>II. Scholarship</td>
<td></td>
<td>.05</td>
<td></td>
</tr>
<tr>
<td>III. Service</td>
<td></td>
<td>.10</td>
<td></td>
</tr>
<tr>
<td>IV. Professional Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V. Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Rating (Out of 100%)</td>
<td></td>
</tr>
</tbody>
</table>

Strengths:
Areas for Improvement:

__________________________________________________________
Signature
Date

Areas for Improvement

__________________________________________________________
Signature
Date
FACULTY SUPPORT SERVICES

Resources are sufficient to enable the baccalaureate and master’s nursing programs to fulfill their mission, philosophy and goals/objectives. Resources available to these programs include faculty and support staff, a well-equipped simulation laboratory, and a technology/instructional learning center. A library faculty liaison assists faculty with library needs including purchase of new books and journal subscriptions.

SUPPORT STAFF

The school has one assistant to the dean, one administrative associate specialist, five full time administrative assistants, work-study students, student assistants and teaching assistants (TAs). The assistant to the dean and one work-study provides support to the Dean. The three assistant deans have their own administrative assistants. The Executive Nursing Officer has an administrative associate specialist. The RN-BSN director is also assisted by a full time academic advisor. The office of student affairs has two full time academic advisors. Another administrative assistant assists the administrative specialist and the CAO.

CENTER FOR SIMULATION

The Center for Simulation (CFS) is located on the ground floor of the SON. A full-time director (MSN-prepared), two full-time MSN-prepared faculty, a supply supervisor, an audio-visual technician, two research technicians, and four work-study student assistants staff the CFS. The CFS is open Monday-Friday 8:00 AM-5:00 PM. Details of the CFS have been covered in detail in the introduction of this document.

TECHNOLOGY SERVICES

UTEP has abundant technology services available for students and faculty. The library provides access to numerous computers, printers, and poster printers. Academic Technologies (AT) services include resources such as the Digital Media Center (DMC) and the Instructional Support Services (ISS). The Faculty Instructional Technology (FIT) Lab provides ongoing faculty support in computer-enhanced teaching and learning. Students and faculty have virtual access to numerous programs via the use of my.apps.utep.edu as well. The SON faculty have excellent instructional support personnel readily available to assist them.

UTEP LIBRARY

The SON is now located directly across the street from the library. The UTEP library has been designed to provide university and community users with a modern and efficient facility for study and research. The Library building is 275,000 square feet, has six floors and a book capacity of 1.2 million volumes, 200,000 government documents and 1,000,000 microforms. Special facilities include 65 faculty study rooms, 193 graduate study carrels and a small auditorium. There are over 200 works of art on permanent display. There is also a small used bookstore and coffee shop located in the library atrium.

The library provides innovative and high quality services, programs and resources that support UTEP’s stated mission of education, research, scholarship, and community service. It provides
access to computers and a range of print and electronic information resources. Online resources include: “Nugget”, the UTEP library catalog, over 300 subscription electronic databases, other librarian-reviewed websites, and thousands of electronic journals.

The library also provides a wide range of specialized services for UTEP faculty and students of all education levels. Services include: book search, distance-learning services, obtainment of new books each month and community user services. Excellent staff support is available at the UTEP library for student and faculty research and scholarly activities. Other library staff members are available to assist with special requests for information and for orienting students and faculty to the use of the library’s vast technological resources.

There is a designated librarian who serves as a liaison to SON faculty and students. The librarian is a member of the SONFO Educational Resources Committee and provide valuable services to faculty and students in on-line searches, providing library orientation and brief lectures on APA referencing/citation formats, book purchases and journal acquisitions. The librarian is available to meet individually with faculty to assist them with literature searches, provide one on one consultation with students and hold, as requested, orientation classes for groups of students to assist them in becoming aware of the library resources. The librarian has been a permanent guest faculty in many of the RN-BSN online courses as a resource for students under the “Ask a Librarian” discussion board.

The educational resources committee of the SONFO actively assists in updating library holdings and equipment, software programs, and other learning resources. Its members comprise faculty representatives, library liaison, and the directors from the CFS. With faculty input, this committee develops a priority list of books, supplies and equipment to be purchased.

**STUDENT SUPPORT PROGRAMS**

Student advising is provided through the school’s student advising center. The SON has four academic advisors for students. Two full-time academic advisors are available for advising Traditional and Fast Track nursing students and monitoring student progress in their degree plans. In 2014, the SON hired an additional undergraduate academic advisor specifically for the RN-BSN option. One Academic Advisor works directly with MSN students. The academic advisors meet with all BSN students, develop their degree plan, and provide assistance to the students as needed. The students also have access to group advising sessions, to a web based advising system, and to one-on-one consultation with the academic advisors as needed. This change has increased both the quality and consistency of the advising process thus facilitating students’ progression in the program. Nursing faculty remains a resource to address individual issues relating to student advisement and progression. Graduate degree plans are completed by the respective program director(s).

Academic coaching (tutoring) is provided to undergraduate students having difficulty with coursework especially to at-risk students to assist them progress successfully in the program. This initiative was started in spring 2004 with the hiring of four graduate students. A nursing faculty person coordinates this program and disseminates information on coaching schedules to both faculty and students through e-mails and flyers. Faculty require that students “at-risk” in their respective courses seek academic coaching. Those needing coaching in reading and writing are referred to peer tutors and the university tutoring and learning center.
DISTANCE EDUCATION SUPPORT

Institutional Resources: UTEP-SON has university, college, and school level resources that support educational and research activities. Critical resources to the SONs function are the support provided by Instructional Support Services (ISS) and Academic Technologies (AT).

Instructional Support Services (ISS) at the university level consists of a staff of 22 full-time employees with 50 student assistants that provide faculty training and support in effective use of proactive strategic technologies for teaching, research and service. UTEP-ISS is committed to serving as a model of excellence in providing integrated support for pedagogically and technologically effective university teaching. Instruction and services provided to faculty include: digital video and multi-media development, workshops and development for web-enhanced hybrid and distance learning courses; database development and programming support, incorporation of customized classroom software training; and video conferencing. State of the art computer labs are available for individual faculty consultation and training. In the past two years, the university has added the use of Lync® communication. Lync® is a Microsoft instant messaging program that allows communication and sharing of files, desktop, and media content.

Academic Technologies (AT) provides advanced infrastructure for reliable networking and application systems to support all university faculty, staff, and students, and its associated research activities and centers. AT administers numerous state-of-the-art network utilities that facilitate on and off campus communications and provide quick access to online resources. AT has a commitment to work in partnership with entities to create a campus-wide support infrastructure for technology and tele-communications that will increase support and services to faculty, staff, and students.

UTEP Center for Effective Teaching and Learning (CETaL) works with UTEP instructors to develop teaching materials that clearly communicate to students how to succeed in their courses and to learn class material most effectively. UTEP faculty is given support for instructional design, development, evaluation and scholarship of teaching. Ongoing opportunities are offered for faculty development through the fall faculty retreat and well-advertised public workshops. CETaL has sponsored the annual Sun Conference on Teaching and Learning for the past 11 years. Nursing faculty participate an present at these annual SUN conferences.