The University of Texas at
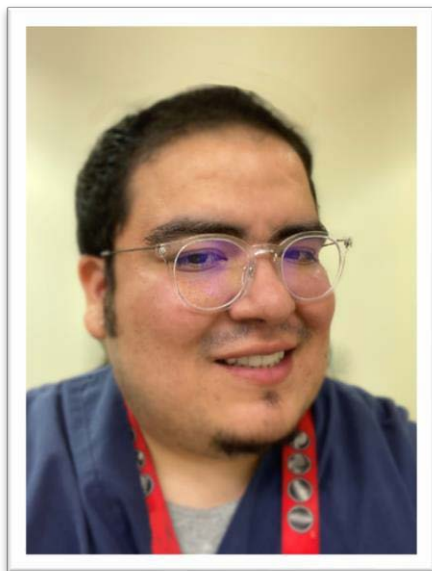**TYLER**
School of Nursing

Academic Preceptor Guide
Master of Science in Nursing - Nursing Education and Post-Master's Nursing Education Certificate

Revised and Approved: Fall 2021

Disclaimer Statement: These guidelines have been prepared to inform you of the selected policies, procedures, and activities within The University of Texas at Tyler's Nursing Education, MSN Degree.

As registered nurses, graduate students must adhere to all rules and regulations in the Nursing Practice Act in your state.

The University of Texas at

TYLER

School of Nursing

Dear Preceptor,

A nursing education student's preceptor has a pivotal role in preparing the student for a future in nursing education. Please accept our sincerest gratitude for your willingness to share your expertise and professional time with our graduate students.

These Preceptor Guidelines are designed to provide you with supporting information for the course, NURS 5329, Nurse Educator Role: Strategies and Practicum. The MSN- Education program has three courses (NURS 5327, NURS 5328, and NURS 5329). NURS 5329 is the third and last course for the core Nursing Education courses. The first two courses have provided a foundation to put these principles into action in the academic setting.

Practicum hours focus on both pre-licensure nursing education in an academic setting and staff development in an acute care setting. Students are required to complete 112.5 practicum of which 21.5 of the practicum hours are completed the first three weeks of the semester in the online course activities. The remaining 91 hours will be spent on-site in nursing education programs and acute care settings under the guidance of mentors/preceptors in collaboration with course faculty. This course requires students to be active in both the classroom and clinical and/or simulation settings.

Prior to any classroom or clinical, a preceptor agreement must be completed in the InPlace online clinical placement software. Your role as a preceptor is to guide the students as they learn the role of the nurse educator/faculty member. You can identify meetings and experiences that may be beneficial to student learning and support your student's entry into the experience.

We cannot express our appreciation enough for the time our preceptors take to mentor and guide our students. Classroom and clinical is such a valuable time for students because it provides them the opportunity to learn the role of the nurse educator and apply what they have learned to help prepare them for the future role.

Please let us know if you have any questions, concerns or even ideas for program improvement. Nursing is a team effort, and we value your contribution to the student's educational experience!

Sincerely,

Julie George, PhD, RN
MSN Education Program Coordinator
jgeorge@uttyler.edu
903-723-2301

Belinda Deal, PhD, RN, CNE
MSN Education Faculty
bdeal@uttyler.edu
903.566.7120

Contents

The University of Texas at Tyler – School of Nursing
Graduate Preceptor Guide for MSN Education

Welcome to the preceptor orientation for our graduate nursing education students! We are grateful for your contribution as a clinical expert and nurse educator. Your role is pivotal in shaping the future nurse educators. The **purpose of the preceptor program** is to provide students with a professional, such as yourself, whose guidance will enhance their learning. The Preceptor is a mentor, facilitator, and resource during the MSN students' practicum experience and participates in evaluation of the student and their final teaching practicum.
This orientation guide

The School of Nursing's **mission statement** is to empower students to excel as nurse clinicians, leaders, and scholars in a caring, learner-centered, strengths based environment. Our **vision** is to aspire to be the leader in transforming lives through excellence and nursing education. Six key values are integral to our identity and underpin all programs offered by the School of Nursing and are outlined below.

1. **Caring:** Professional practice that embodies empathy, presence, and advocacy, resulting in compassionate, patient-centered care.
2. **Excellence:** The dynamic effort to exceed professional nursing standards of practice, education, and scholarship.
3. **Spirit of inquiry:** A relentless curiosity towards nursing practice resulting in generation of new knowledge, evidence-based decision-making, and improved clinical outcomes.
4. **Professionalism:** The outward expression of an individual's respect for self and others; taking responsibility for behaviors that adhere to professional standards and codes of conduct.*****
5. **Integrity:** Actions that reflect moral accountability in practice, education, and scholarship consistent with professional nursing values.
6. **Leadership:** Establishing a clear-shared vision; providing the information, knowledge, and resources to realize that vision; coordinating and balancing varied interests of stakeholders; and inspiring others to engage in achieving mutual goals.

**ANA Code of Ethics*.

The MSN program focuses on health in communities and prepares nurse leaders, educators, and advanced practitioners while addressing the challenges of a changing healthcare environment.

The MSN Program Outcomes/Objectives are as follows:

- Integrate scientific knowledge and theories from nursing and related disciplines into advanced nursing practice;
- Apply organizational and systems leadership principles and methods for the promotion and evaluation of quality, ethical, and safe patient care;
- Translate, integrate, and disseminate scientific evidence into practice;
- Utilize technologies to deliver, enhance, integrate, and coordinate communication, education, and patient care;
- Intervene at the systems level through the policy development process and employ advocacy strategies to influence health care;
- Manage care through collaboration with other health care professional as a member and leader of health care teams; and
- Integrate organizational client centered concepts to provide preventive and population-based care.

NURS 5329: Nurse Educator Role: Strategies and Practicum Preceptor

Guidelines for Academic Setting

Preceptor Role Definition: A nurse educator in a pre-licensure nursing program who agrees to provide support and guidance for an MSN student completing a nurse educator teaching practicum. The mentor must be a nurse faculty educator with a MSN or higher (ex: PhD, DNP) degree.

Final grading of UT Tyler course assignments will be done by course faculty.

Preceptor Agreement: Prior to any classroom or clinical, a preceptor agreement must be completed in the InPlace online clinical placement software.

PRECEPTOR EXPECTATIONS:

After the preceptor agreement is complete, here are the expectations of the preceptor for the   beginning, during, and end of the Practicum.

Preceptor Activities Prior to or at the Beginning of Practicum:

- Orient student to nursing program and negotiate placement details.
- Assist in selecting a course lecture topic for student to teach. Share text or online resources for corresponding lecture.
- Orient student and clarify information on key components of target course:
    - Syllabus, description and objectives, textbook
    - Course procedures
    - Course assignment due dates
    - Course student testing, feedback, and evaluation tools
    - Tour clinical facilities and discuss clinical supervision protocols.

Preceptor Activities during the Practicum:

- Collaborate on planning and assessment of assignments (lecture, clinical, simulation, faculty development, etc.).
- Monitor and evaluate teaching presentation(s).
- Furnish exam schedule timelines for test question submission, editing, and selection. Consult with the student on item writing and assist in test analysis.
- Provide contact information on participant observation activities for role work in committees and other faculty development activities.
- Communicate periodically on practicum student progress and final outcomes.
- Notify faculty if the student is not progressing clinically or there is a breach in professionalism by the student.

Preceptor Activities at the end of the Practicum:
- Complete the Preceptor's Evaluation of Student based on the course objectives. A link will be sent from the InPlace Clinical Placement Software to the preceptor by email.

Student Expectations for the Academic Setting

Note: If you are currently in a clinical instructor role in the academic setting of your practicum, it is important that you identify how the activities you are carrying out have objectives that are clearly differentiated from your instructor role.
Please contact the UT Tyler course faculty for any questions or concerns. UT Tyler course faculty will assign grades to assignments and consult faculty preceptor for any questions or concerns.

1. The student contacts the Faculty Preceptor and sets up meeting to discuss clinical objectives and practicum expectations as well as course, content and requirements per the syllabus, and days/times of attendance at the college/university.

2. The student works with course faculty or clinical coordinator to ensure preceptor agreements are completed. The student will obtain information from the assigned preceptor and place the information in the InPlace Clinical Placement Software. The UT Tyler Clinical Coordinator verifies the preceptor's information and sends a Preceptor Agreement email with a link to a brief survey where the preceptor can choose to agree. Once the agreement is done, a second email will be sent acknowledging the agreement and providing more information.

3. The student will collaborate with the preceptor to develop a schedule and will work together with the faculty preceptor to determine how practicum hours will be achieved. The student is responsible for entering all practicum hours in the InPlace Clinical Placement Software.

4. Adhere to the UT Tyler Professionalism Policy for the course: The student will always conduct him or herself in a professional manner during the clinical preceptorship. Professional dress, including a white lab coat with the UT Tyler School of Nursing patch and the UT Tyler name badge, must be always worn.

As part of the practicum expectations students are to:
- Meet course/clinical objectives.
- Log hours in the InPlace Clinical Placement Software.
- Complete the Student Evaluation of Practicum Preceptor as well as the content and performance of the preceptorship.
- Complete the Practicum Facility Evaluation in the InPlace Clinical Placement Software.

COURSE DESCRIPTION

TITLE: **NURS 5329 - Nurse Educator Role: Strategies and Practicum**

COURSE DESCRIPTION: This course is an exploration of the nurse educator role in structuring teaching strategies that assure effective individual and group learning, safe clinical practice, and a commitment to lifelong learning. Practicum hours focus on both pre-licensure nursing education in an academic setting and staff development in an acute care setting.

Credit Hours: 3 semester credit hours. 112.5 hours of application of the teaching role.

STUDENT LEARNING OUTCOMES/ COURSE OBJECTIVES:

Upon successful completion of this course, the student will be able to:
1. Apply concepts of role theory to the advanced practice roles of nurse educators including teaching, service, and scholarship.
2. Demonstrate the ability to integrate nursing education theories and teaching/learning strategies to facilitate students' assimilation of knowledge and safe clinical practice.
3. Use established and innovative educational processes to design, implement, and evaluate educational offerings, which incorporate the promotion of critical thinking and creative use of resources.
4. Apply theories, principles, and strategies of teaching and learning in ways that meet the needs of diverse learning styles.
5. Analyze current health care, nursing, and nursing education issues, trends, and standards for relevancy to nurse educator roles.
6. Collaborate with a member of the health care team outside of the discipline of nursing.

Assignments and Weights/Point Values:

Criteria for Evaluation:	Percentage of Grade:
Assignment	Grade Percentage
DB 1 Failing Student	15
Canvas Course	15
Teaching Plan and Teaching Documentation and MCI	20
Clinical Plan and Clinical Documentation	20
Exam Administration/Analysis and Student Coaching	15
IPE Assignment	5
Staff Development Objectives and Documentation	10
Overall Clinical Performance, Practicum Log, and Preceptor Forms	Pass/Fail
Total	**100**

Academic Setting Assignments

Teaching Plan

Teaching Plan Template

In conjunction with the preceptor, determine your role in delivering content (lecture, case study, etc.), and which content you will be responsible for.

Demographic Information

Your Name

School of Nursing Practicum Takes place

Preceptor, Name, Credentials, Description

Course

Your planned Lecture Topic

Planned Date/Time of Your Lecture

Orientation Activities

Describe the philosophy, conceptual framework of the school of nursing.

Discuss the characteristics of the faculty in the course such as years as a nurse, years in academia, etc.

Describe how the theoretical content of the course is usually taught? For example, is this a lecture format? Are case studies incorporated into lecture? How is this accomplished?

Describe the technology used by students and faculty in preparation for and/or during theory class. This may include learning management systems, internet sites, projection equipment, student response systems, lecture capture methods etc.

What are the expectations for student preparation before class? How does the faculty know that students are prepared? Is there a "ticket" to class?

Course routines: Discuss break times, usual methods of questioning students, are all students in the same classroom vs distance classrooms, classroom management techniques?

Describe the general characteristics of the students in the class and the number.

Ask the faculty to allow you to view sample materials for a one-hour lecture. Describe these here (do not include actual materials).

Optional: Have peers in your small group, your preceptor, or 5329 course faculty give feedback on a sample of your lecture recording

You may find the teaching tools listed below useful in planning your lesson. Choose the teaching tools that fit your topic and are congruent with the norms for the institution you are. You will not have time to use all of them.

Choose the tool you plan to use and briefly describe how you plan to use it.

Textbooks, Videos, Case Studies, Concept Maps, PowerPoint, Lecture, Critical/Higher Order Questions

Other Active learning: Team Based Learning, Problem Based Learning, Padlet, Know/Want to Know/Learn Chart (KWL), Reflective Journals

Active learning strategies have students "doing" things—analyzing, creating, role-playing, experiencing,

reflecting, etc.
https://cetl.uconn.edu/active-learning-strategies/#

Note: You will need to follow the guidance of your preceptor and abide by the standards of his/her institution.

Which Formative Assessment method will you use?

Grading Criteria for Teaching Plan

Category	Points Possible
Demographic area	20
Orientation to course (8 sections 5 points each)	40
Teaching Tools and description	40
Total	100

Teaching Documentation and Evaluation

Supporting documentation of presentation (Insert here)
Sample Lesson Plan Outline
Date and Time:
Resources:
In class/online:
Student Lecture Outlines and Handouts (Insert here)

Active Learning techniques used (Insert here)

Formative Evaluation Activity or Classroom Assessment Techniques (Insert here)
Use the formative evaluation as part of your self-evaluation.

Submit a brief (3-5 minute) of part of lecture to your assignment.

Submit a brief self-evaluation and improvement plan of what you would do next time.

Grading Criteria Teaching Documentation and Evaluation

Category	Points Possible
Lecture outline	20
Student Lecture Outlines and Handouts	20
Active Learning techniques used	20
Formative Evaluation Activity during or at end of the presentation	20
Practice video	10
Self-Evaluation and Improvement Plan	10
Total	100

Exam Administration and Analysis

Exam Administration and Analysis Assignment Template
You will work with your preceptor to develop 3 Multiple Choice Items (MCIs) on the content related to your lecture content. Test Questions. Submit the test questions you developed here. For each question, designate the correct answer(s) by asterisk (*). Indicate Bloom's cognitive level (use application or analysis levels only) and include rationale and cite the source (text or lecture). 50%
Note: depending on the situation, your questions may or may not be used in the exam

Include the Test blueprint that was developed for the exam. If there was no test blueprint, develop one from the exam as it was administered. 5%

Overall Test Analysis and Individual Question Analysis 25%
See McDonald (2014) chapters 11 and 12 and provide an analysis of the exam including
Number of items
Number of students

Mean
Median
Low Score
High Score
KR 20 or reliability coefficient: recommended range
Note: some tests are evaluated in software that do not calculate the KR 20. If so, just document "not calculated."
One to two sentences describing your overall evaluation of the exam. For example: This was an easy/hard exam based on the mean.
Individual Question analysis: See McDonald p. 284 and Evaluate 2 individual items (does not have to include the ones you wrote) 20%
Include the questions and the P value or item difficulty and the Point biserial for each question option (A-D)
Can this question need to be improved?
Describe steps to improve this question such as clarifying a distractor that was not chosen.

Grading Criteria Exam Administration and Analysis

Category	
Test Blueprint	5
Three Multiple Choice Questions	50
Test statistics and analysis	25
Question analysis	20
Total	100

Coaching After an Exam

Coaching a struggling student is a necessary skill for nurse educators.
For this assignment:

- Discuss with your preceptor his/her philosophy and process for coaching
- Observe your preceptor coach a student, and reflect on this process including the experience of the faculty preceptor and student
- Optional: coach an additional student and count it for additional clinical hours
  o If you do coach a student use the cognitive wrapper to guide you OR use a method recommended by your preceptor
  o Reflect on this experience in a brief description

Grading Criteria Coaching After an Exam

Category	
Coaching Process	50
Observing the Coaching Process	50
Total	100

Clinical Teaching Plan

Demographic Information
Your Name
School of Nursing
Mentor, Name, Credentials, Description
Course
Clinical Institution
Type/description of clinical unit
Date/times of your clinical teaching experience. Include your observation days and the days you will assume role of clinical instructor
What model of clinical teaching is used? (traditional, preceptor, combination, etc. Describe)
Describe your clinical student group. Include number in group, characteristics, level of clinical, how they were oriented to the unit etc
Orientation Activities
Write a paragraph describing your personal philosophy of clinical teaching. Review Chapter 10 in the Oermann text for context.
Insert the clinical objectives/student learning outcomes for the clinical course below
How will the clinical unit contribute to the achievement of these outcomes?

Self-Evaluation
Perform a *self-evaluation* and *development plan* in the following areas. The development plan will include short term and long term plans

Clinical Competency
Your personal attributes that facilitate teaching/learning

Planning for Clinical Learning Activities
Describe specific learning activities for your students in this clinical area

What are the limitations to the role of the student in this clinical area?

How are clinical assignments made? Include in this discussion factors that affect selection.

What is the level of preparation expected of the student prior to day of care? Do students receive learning assignments in advance? Do students visit the clinical agency prior to care? What written preparation is expected? Consider student preparation in the cognitive, affective and psychomotor domains

Grading Criteria for Teaching Plan

Category	Points Possible	Points Earned
Demographics	25	
Orientation	25	
Self-Evaluation	25	
Planning for Clinical	25	
Total	100	

Clinical Teaching Documentation and Evaluation

Patient Care Assignments. Describe the process by which students were assigned patients for care and describe your perception of the stress level of students prior to a clinical day. What do you believe are the sources of their stress? Describe/list the learning activities that occurred during the clinical day. How were the learning activities planned, allocated, evaluated? How did these correspond to the learning objectives for the day? Analyze this process. You may include a summary of all of your clinical experiences in this description.

You will evaluate one set (one assignment, one student) of clinical paperwork using the course grading tools and make comments and assigning a grade per course policy. Ask your mentor to independently grade the same paperwork. Compare your evaluation with that of your preceptor and reflect on the differences between you and the preceptor.

Note: It is optional to include the paperwork that you graded.

Discuss clinical conferences you observed and/or assisted with presenting. Include topic and reflect on your perspective of how the students related to the content.

Self-Evaluation: Describe your strengths and weaknesses in this clinical setting and a plan for improvement. Talk about your Clifton StrengthsFinder strengths also.

Reflect on clinical mentoring you observed from your preceptor or your thoughts after the clinical experience.

Grading Criteria Teaching Documentation and Evaluation

Category	Points Possible	Points Earned
Patient Care Assignments	20	
Learning Activities	20	
Graded Paperwork	20	
Clinical Conference	20	
Self-Evaluation	20	
Total	100	

Faculty Development Activities

Format for documentation of activities (faculty meetings or professional development activities)
KWL (**K**=Know, **W**=What, **L**=Learn) Format.
What do I **know** about this activity/concept?
What do I **want** to know about this activity/concept?
What did I **learn** about this activity/concept? Include any reflective thoughts in this area.
Document on the log the number of hours for each activity.
Please Note: If you are completing an independent study like an online module, include more information such as objectives and an outline of the information presented and answers to any discussion questions if applicable (QSEN modules have discussion questions).

Grading Criteria Faculty Development Activities Documentation and Evaluation

Category	Points Possible	Points Earned
What do I **know** about this activity/concept?	30	
What do I **want** to know about this activity/concept?	30	
What did I **learn** about this activity/concept? Include any reflective thoughts in this area.	30	
Grammar and completeness of documentation	10	
Total	100	

Practicum Hour Designation

Note: Based on individual learning needs, schedule constraints, and practicum settings, there is flexibility in the number of hours for each category.

Assignments are graded by UT Tyler faculty.

Assignments not counted for the Practicum Log hours	Graded
Forms: Graduate Program general forms and Blood Borne Pathogen Module Completion	Complete/Incomplete
Practicum log in InPlace: Mid-term and Final	Complete/Incomplete
IPE Assignment	Graded

Clinical Hours: You will log your activities/hours in InPlace. You will also designate one or more of the NLN Nursing Education Competencies http://www.nln.org/professional-development-programs/competencies-for-nursing-education/nurse-educator-core-competency and your NURS 5329 Course learning objectives for each activity. You can choose the designation that you think fits best.

Built into the course	112.5	HRS	Practicum Log Category in InPlace
Discussion Board	9.5		5329 course work: DB failing a student
Canvas course	12= leaving 91 total		5329 course work: Canvas course development
Classroom/Teaching	30 hours	45	Academic practicum: Classroom environment
	lecture preparation and lecture, exam activities		
	course observation and course meetings		
	Hours spent grading		
	MCIs and Exam evaluation		
Clinical Environment	30 hours	30	Academic practicum: Clinical environment
	Clinical observation		
	Skills lab or simulation activities		
	Clinical evaluation		
	Post conference or debriefing activities		
Faculty Development 8 hours		8	Academic practicum: Faculty development
Staff Development Experience: 8 hours /option to substitute 8 hours in acute care setting in place of Faculty Development hours		8	Staff Development: Staff Development activities
	Total =91 Hours		

The University of Texas at Tyler School of Nursing NURS 5329: Nurse Educator Role Strategies and Practicum Final Academic Teaching Practicum Evaluation by the PRECEPTOR

*An email will be sent from the InPlace Clinical Placement Software to the preceptor with a link to complete.

Rating Scale: 4 = Excellent; teaching is independent, accurate, complete, and contributes to learners' learning.

3 = Above average; teaching contributes better-than-average to learners' learning; requires minimal assistance from faculty.

2 = Average; teaching contributes an acceptable level to learners' learning but needs strengthening.

1 = Failing; teaching contributes only minimally to learners' learning; requires step-by-step assistance from faculty.

0 = Not done or unsafe; cannot identify areas of need and does not benefit from special guidance.

*All ratings must be 2 or above (to justify a grade of Pass in the course).

Course Objectives/Practicum Applications (P)	4	3	2	1	0
1. Apply concepts of role theory to the advanced practice roles of nurse educators including teaching, service, and scholarship. Practicum (P): The student verbalizes a comprehensive understanding of nurse educator roles and shows the ability to prioritize key role aspects.					
2. Demonstrate the ability to integrate nursing education theories and teaching/learning strategies to facilitate students' assimilation of knowledge and safe clinical practice. P: The student structures, implements, and evaluates an effective teaching plan, level-appropriate for students in the course led by the teacher.					
3. Use established and innovative educational processes to design, implement, and evaluate educational offerings, which incorporate the promotion of critical thinking and creative use of resources. P: The student incorporates innovative teaching strategies which encourage active and effective student learning. P: The student facilitates the integration of the undergraduate student as a safe practitioner with critical thinking and clinical skills.					
4. Apply theories, principles, and strategies of teaching and learning in ways that meet the needs of diverse learning styles.					
5. Analyze current health care, nursing, and nursing education issues, trends, and standards for relevancy to nurse educator roles.					
6. Collaborate with a member of the health care team outside of the discipline of nursing. P: The student consistently role models and teaches safe and effective clinical practice for students learning professional nursing. P: The student evaluates how nursing education collaborates with and contributes to current trends in health education and nursing practice.					

The University of Texas at Tyler School of Nursing NURS 5329: Nurse Educator Role Strategies and Practicum Final Academic Teaching Practicum Evaluation

Student Evaluation of Practicum Preceptor

*This form is in the InPlace Clinical Placement software.

Preceptor Name:_____ Semester:_____

Rating Scale: 4 = Excellent

3 = Above average

2 = Average

1 = Needs Improvement

Course Objectives/Practicum Applications (P)	4	3	2	1	0
1. The preceptor provided a variety of learning opportunities to facilitate my practicum experience.					
2. The preceptor provided a diverse set of learning experiences including multi-disciplinary collaboration.					
3. The preceptor accommodated student experiences with a wide variety of teaching/learning experiences.					
4. The preceptor was helpful in the onboarding process (i.e., orientation, schedule, etc.).					
5. Please rate the preceptor's ability in helping you meet your clinical objectives.					
6. What are the preceptor's greatest strengths as a nurse educator?					
7. Based on your overall clinical and educational experience, please provide your rating of the preceptor.					

Your comments are appreciated and are used to ensure that clinical experiences are appropriate. *If you have concerns about the university using this preceptor in the future, reach out to your course faculty and communicate with them.*

The University of Texas at Tyler School of Nursing NURS 5329: Nurse Educator Role Strategies and Practicum Final Academic Teaching Practicum Evaluation

Student Evaluation of the Practicum Facility

*This form is in the InPlace Clinical Placement software.

Preceptor Name:_____ Semester:_____

Constructive evaluation is a valuable tool utilized by the faculty as a method for quality control of the curriculum. Student evaluations are viewed by the faculty and administration as one method for maintaining high, consistent levels of quality education in the School of Nursing. As a professional nursing student, evaluation requires maturity and objectivity. This evaluation tool is the student's opportunity to participate in the ongoing evaluation process. Please read each item carefully, then select the category that you feel correlates with your feelings about the statement.

Rating Scale: 4 = Excellent

3 = Above average

2 = Average

1 = Needs Improvement

Course Objectives/Practicum Applications (P)	4	3	2	1	0
1. The practicum facility was appropriate and offered adequate learning opportunities.					
2. The facility provided a diverse set of learning experiences including multi-disciplinary collaboration.					
3. The facility accommodated student experiences with a wide variety of teaching/learning experiences.					
4. The facility onboarding process (i.e., facility student orientation) was well-organized and easy to complete.					
5. On a scale of 4 (highest) to 1 (lowest), rate this facility as a clinical site					
6. What are the strengths of this facility to provide practicum experiences?					
7. What suggestions do you have for enhancing experiences at this facility?					

Your comments are appreciated and are used to ensure that clinical experiences are appropriate.

THANK YOU for your willingness to share your experience and expertise with our MSN Education students!
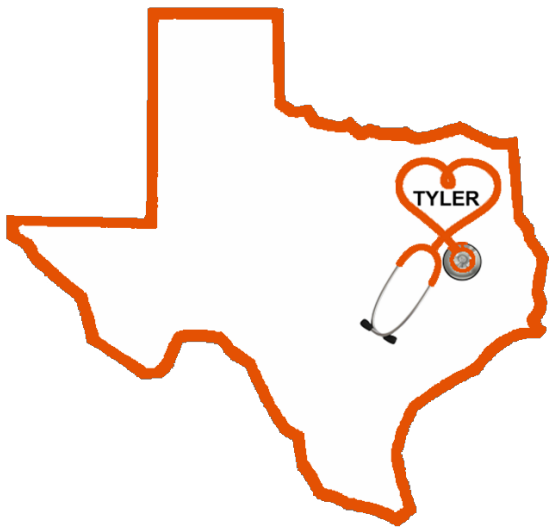
Clinical Coordinator:

Brenda Burton
903.566.6229
brendaburton@uttyler.edu