

## UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

<b>COLLEGE (check one):</b>	<b>Arts and Sciences</b> <input checked="" type="checkbox"/>	<b>Business</b> <input type="checkbox"/>	<b>Education</b> <input type="checkbox"/>
Proposal Submitted By: Richard Finkelstein (CAS Dean) & Pam McCullough (Nursing)	Date Prepared: October 28, 2016		
Course Title:	Theories and Evidence-Based Research in Advanced-Practice Family Nursing		
Dept/Discipline and Course No:	NURS 530		
Prerequisites:	MSN Program Admission		
Co-Requisites:	NURS 520		

\*Course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits:	3	Will this course meet for at least 700 contact minutes for each credit hour proposed? <b>If no, provide a credit hour justification.</b>	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
Will this be a <b>new, repeatable</b> "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)			NO	<input checked="" type="checkbox"/>	YES	<input type="checkbox"/>

Date of first offering of this <b>new</b> course:	Spring 2019				
Proposed frequency of offering of the course:	Annually				
List the faculty who will likely teach the course:	Nursing Adjunct				
Are ANY new resources required?	NO	<input type="checkbox"/>	YES	<input type="checkbox"/>	Document in attached impact statement

<b>This new course will be (check all that apply):</b>					
Required in the major	<input checked="" type="checkbox"/>	Required in the minor	<input type="checkbox"/>	General Elective	<input type="checkbox"/>
Elective in the major	<input type="checkbox"/>	Elective in the minor	<input type="checkbox"/>	**General Education	<input type="checkbox"/>

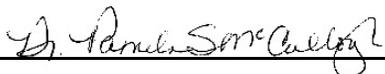
\*\*AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

<b>Catalog Description (50 words or less, if possible):</b>
This online seminar course focuses on the links between theory, research and practice. Emphasis is on the recognition and valuing of theory application and advanced principles. Emphasis is also on methods of research as central characteristics of advanced principles, and methods of research as critical appraisal of scholarly literature as the basis for decision-making in advanced-practice nursing.

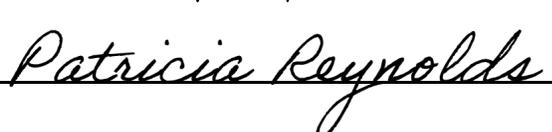
<b>COURSE HISTORY:</b>	Was this course taught previously as a topics or experimental course?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
<b>Course Number and Title of Previous Course</b>	<b>Semester Offered</b>	<b>Enrollment</b>			
CHECK HERE if the proposed course is to be <b>equated</b> with the earlier topics or experimental offerings. If equated, students who took the earlier "topics" course will only be able to take the new course as a repeat (C- grade or lower).					
<b>NOTE:</b> If the proposed course has not been previously offered as a topics or experimental course, <b>explain in the attached rationale statement</b> why the course should be adopted even though it has not been tried out.					

**REQUIRED ATTACHMENTS:**

1. **Rationale Statement:** Explain what purposes it will serve.
2. **Credit Hour Justification** (if required): Explain how this course will comply with the UMW Credit Hours Policy (D.5.1)
3. **Impact Statement:** Provide details about the library, space, staffing, budget and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. **Any change that impacts another department must have a written statement (such as a copy of an email) from the Chair(s) agreeing to the change.**
4. **Sample Syllabus**

Department Chair Approval:  Date: 10/28/16

CCC Chair Approval:  Date: 11/18/16

UCC Chair Approval:  Date: 12/2/2016

## REQUIRED ATTACHMENTS

### Rationale

With changes in healthcare payments to hospitals and other providers generated by passage of the Affordable Care Act (ACA), and with recognized best practices in mind, there is a strong need for educational opportunities that will help nurses gain a Master's of Science in Nursing (Family Nurse Practitioner track) to improve access to healthcare. Reimbursements of hospitals and clinics for patient care now provide significant incentives and penalties that promote decreased admissions and readmissions. To conform to this new environment, hospitals recognize that they need to increase primary care services, to include health promotion and disease prevention in the community. These goals require an increase in the presence of primary care providers locally, state-wide and nationwide. However, there is currently a recognized shortage of primary care providers because primary care practices receive lower reimbursement rates than specialty practices. Within the Fredericksburg area alone, Mary Washington Healthcare (MWHC) estimates that at least 90 additional family practice providers are needed to manage care in the community.

In the spring of 2016 MWHC approached UMW seeking collaboration in building an MSN program for Advanced-Practice Family Nurse Practitioners. UMW and MWHC created a planning group which has met regularly for five months. The planning committee developed a request for funding from the Mary Washington Hospital Foundation, which included start-up costs and guaranteed tuition costs for MWHC's qualified, BSN-prepared registered nurses (RNs). In total, the UMW MSN-FNP Program will be supported with \$1.4 million of funds from the MWH Foundation.

CCNE, the accreditation body of the UMW BSN Completion Program, requires the educational component of the MSN-FNP track be developed by a nationally-certified Family Nurse Practitioner. The MWH Foundation provided funding for the consultation services of Dr. Micah Alderman Scott to develop this course proposal. She is a PhD, FNP-BC, Assistant Professor, and Interim FNP Program Coordinator at the University of North Carolina's School of Nursing. Dr. Scott's previous position was the FNP Program Coordinator at Old Dominion University.

This course has been created at the request of the Dean of the Colleges of Arts and Sciences and the Provost as part of the proposed MSN-FNP program. The MSN-FNP curriculum will include 18 courses (one existing course and 17 new courses). The seven-semester curriculum will consist of 46 credits. This course is #2 of 17 newly proposed courses for the program. Combined, the 18 MSN-FNP courses meet the requirements of:

- *The Essentials of Master's Education in Nursing* (American Association of Colleges of Nursing [AACN], 2011);
- *Criteria for Evaluation of Nurse Practitioner Programs, 5<sup>th</sup> Ed.* (National Task Force on Quality NP Education (2016); and
- *Family/Across the Lifespan Population-Focused Nurse Practitioner Competencies* (AACN, Population-Focused Competencies Task Force, 2013).

### Credit Hour Justification

This course will be offered during the **spring** semester and has a minimum of **42 contact** hours of online activity. The weekly modules will be designed to deliver course content over 14 weeks at 150 minutes per week. Students are expected to have a minimum of two hours of outside-of-class responsibility (homework, assigned projects, class preparation, writing assignments, etc.) for each credit hour.

### Impact Statement

The proposed MSN program will enroll 15 students each January. The students will progress in a cohort manner, through a 46-credit curriculum over 27 months. The program will generate significant additional tuition revenue, which will cover the cost of an adjunct nursing faculty member. The President and the Provost have stated a commitment to cover costs necessary to bring the new degree program to UMW. Additional space is not needed for this online course. Additional library resources are estimated to be \$40,000 for the MSN-FNP program as a whole. This specific course does not add to that cost. The Executive Director of the Division of Teaching and Learning Technologies (Jesse Stommel) has met with the BSN-C Program Director and proposed additional online learning resources for faculty and students. At the date of this proposal, both Rosemary Arneson and Jesse Stommel are completing an impact assessment to determine the additional funding required by their departments.

### Sample Syllabus (See Attached)

## COURSE SYLLABUS

Course No: **NURS 530**

Course Title: **Theories and Evidence-Based Research in  
Advanced-Practice Family Nursing**

Dates: **TBA**

Semester: **Spring 2019**

Course Format: **Online**

Total Credits: **3**

Prerequisite: **Admission to the MSN (FNP) Program**

Co-requisite: **NURS 520**

Instructor: **TBA**

Contact Information: **TBA**

Virtual Office Hours: **TBA**

# TABLE OF CONTENTS

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Table of contents to be filled out by instructor.	

# WELCOME TO THE COURSE

## **Course Description**

This online seminar course focuses on the linkages between theory, research and practice. Emphasis is on the recognition and valuing of theory application and advanced principles and methods of research as central characteristics of advanced principles and methods of research as a critical appraisal of scholarly literature as the basis for decision-making in advanced practiced nursing.

## **Course Purpose in Relation to Professional Nursing**

Theory provides the essential structure and understanding for nursing research, advanced practice, nursing education and patient education. Research without theory results in disconnected information or data that does not advance knowledge in nursing. Evidence-based literature guided by theory provides essential direction for advanced nursing practice and enables more effective and efficient nursing practice. Evidence-based nursing practice should be the guiding force that provides the nurse with patient-centered goals for assessments, diagnoses, interventions and plans.

## **Course Objectives**

Upon completion of this course, the student will:

1. Discuss theory application as a critical underpinning of advanced nursing practice.
2. Evaluate selected nursing and non-nursing theories as the basis for guiding advanced nursing education, practice, and research.
3. Apply the principles of theory and research to critical appraisal of scientific literature.
4. Utilize scholarly evidence as the basis for decision making in advanced nursing practice.

## **Required Textbook(s)**

- American Psychological Association. (Latest Edition). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.
- Kim, M. & Mallory, C. (2014). *Statistics for evidence-based practice in nursing*. Burlington, MA: Jones & Bartlett Learning.
- Peterson, S. J. & Bredlow, T. S. (2013). *Middle Range Theories: Application to Nursing Research*. 3<sup>rd</sup> Ed., Philadelphia: Lippincott Williams & Wilkins.
- Tappen, R. (2011). *Advanced Nursing Research: From Theory to Practice*. Sudbury, MA: Jones & Bartlett Learning, LLC.

## **Required Software**

- General software: MS Office or Open Office, Adobe Acrobat Reader, and Windows Media Player
- APA software: Perla or ReferencePoint
- Exam software: Respondus

## **Expectations**

The course is managed through Canvas, which is the learning management system (LMS) used by UMW. All course content is available on the course's Canvas page. Students are expected to log into the course page every one-three days to ensure prompt communication with the instructor and peers.

All assignments, homework, readings and activities will be posted on the Canvas page. Students are expected to use the course Canvas page to upload all graded assignments to ensure correct grading because grading is done through the LMS.

- The week starts on Monday at 12:00am ET and ends Sunday at 11:59pm ET.
- Students' assignments must be uploaded to Canvas by SUNDAY at 11:59 pm ET.

The instructor will use grading rubrics for all graded assignments and exams. ALWAYS follow the grading rubric. It is recommended that you perform a "self-grading" exercise using the grading rubric prior to submitting your assignment to the instructor.

**Students are expected to do their own, original work on each assignment. A plagiarized assignment will result in a zero (0) for the assignment. The student will be referred to the Honor Counsel.**

Students are expected to be self-motivated and seek out learning opportunities wherever they exist. Learning opportunities will exist outside of the online classroom and all students are encouraged to share experiences based on their previous experience in nursing that may contribute to the online discussion of theory and research. The formal information of sharing information is required and will occur in the discussion forum found in Canvas.

You are also expected to seek clarification anytime you are unsure about any of the course expectations, or the theoretical content. Your online discussion should be substantive and grounded in appropriate academic literature and assigned readings.

All written assignments should reflect a scholarly endeavor. Your written discussions must be based on literature and reflect substantive and thoughtful consideration of the assigned topic. All papers must be written in APA style.

In choosing this MSN program, you have become part of the UMW community of scholars. We recognize that the MSN learning experience is challenging and requires hard work. It also requires a commitment to make time available to do that hard work. The university expects you to make academics your highest priority by dedicating your time and energy to training your mind and acquiring knowledge. Academic success in critical thinking and problem solving prepares you for the changes and challenges you will encounter in the future. Our faculty and academic support resources are readily available partners in this effort, but the primary responsibility for learning is yours.

### **Attendance and Make-Up Policy**

**Late assignments will NOT be accepted without prior permission from the instructor and will receive a grade of zero (0).** With prior permission from the instructor, late assignments will be accepted but may be subject to a 10% reduction in grade for each day that the assignment is late. Any grade deduction will be at the discretion of individual faculty. Make-up work or bonus work is not permitted in this course. All individual and group assignments must be completed during the scheduled time. Failure to complete any assignment during the designated time will result in a grade of zero (0). All course requirements must be completed for a final grade to be posted for the student.

It is the prerogative of the student to determine when it is most advantageous to access the Canvas course. There is no formal attendance policy for this course. However, posting to the appropriate group and general course discussion forum as stipulated in the course assignments is necessary in order to earn the maximum points awarded for discussion.

### **APA Format**

APA format is required on all written assignments. Papers (unless otherwise directed) must be prepared in Microsoft Word and e-mailed through the Canvas or as otherwise directed. Failure to follow the prescribed formatting guidelines will result in substantial grade reduction (see specific grading rubrics).

An **APA Quiz** will be conducted during the first few weeks of the course to assist students in the process of becoming familiar with some basic/general principles of writing and citation with this format.

### **Communicating with Faculty**

Please note that by enrolling in this online course you are agreeing to use your **UMW e-mail account** for all electronic communication between yourself and the course faculty. You are expected to check your UMW e-mail account on a daily basis. Failure to check your UMW e-mail account every day (except weekends) could result in the lack of appropriate and timely communication between yourself and faculty, and will potentially have a negative impact on your grade.

Faculty will attempt to respond to students e-mail within 24-48 hours unless information is provided to the contrary. EMAIL SENT AFTER 12PM ON FRIDAY AND DURING THE WEEKEND MAY NOT RECEIVE A RESPONSE UNTIL MONDAY. This policy will also apply to any scheduled UMW holidays.

All communication between students and faculty or other students are to maintain a sense of being respectful, courteous and a professional tone at all times. NO EXCEPTIONS WILL BE TOLERATED.

### **Faculty Philosophy on Teaching and Learning**

Students are encouraged to reflect on previous experiences and conceptualization of learning and relate new understandings of theory and research to previous knowledge and experiences in nursing. Students are helped to focus on appropriate theoretical elements and evidence-based knowledge in order to reach required outcomes of learning. Students are guided through stages of becoming familiar with theory and the research principles to develop a better understanding of the connections related to the incorporation of theory into practice, research, and education.

### **Student Deliverables for this Course**

<b>DATES</b>	<b>DELIVERABLE</b>	<b>MAX . SCORE</b>
	IRB Training (CITI)	Required
	APA Quiz	10%
	Research Critique	10%
	PICO Paper	10%
	Module 2.1 Test	10%
	Module 2.2 Test	10%
	Module 2.3 Test	10%
	Levels of Evidence Paper and Literature Matrix	30%
	Participation in Discussion Forum	10%
	Group Module Discussion Questions	Pass/Fail
<b>TOTAL POSSIBLE POINTS:</b>		<b>100%</b>

Grades will be posted to Canvas and may be accessed at any time. If you notice a discrepancy in your recorded grade, you must notify the instructor immediately to resolve the discrepancy.

### **Grading Rubrics**

An overview list and detailed instructions for all the assignments required for this course can be found in the "Assignment" section of Canvas. Please review the grading rubric as a guide for each major assignment. The grading rubric will be attached to each assignment -- in the assignment link of Canvas.

### **Discussion Board Rubric**

Your work on the discussion board includes regular threaded discussions and activities. Interaction on the discussion board will be monitored throughout the week. An initial posting is due by Thursday at 11:55pm ET. You will respond to two of your peers by Sunday at 11:59pm ET. You will be graded on this initial posting with the following rubric:

Discussions	
<b>Outstanding Contributor (maximum points):</b> Contributions reflect thorough preparation. Ideas offered are substantive, and one or more major insights as are provided as well as direction for the class. Arguments, when offered, are well substantiated and persuasively presented. If this person were not a member of the class, the quality of the discussion would be diminished significantly.	?
<b>Good Contributor (partial points earned):</b> Contributions reflect thorough preparation. Ideas offered are usually substantive. The student provides good insight and sometimes direction for the discussion. Arguments when presented are generally well substantiated and are often persuasive. If this person were not a member of the class, the quality of the discussion would be diminished considerably.	?
<b>Inadequate Contributor (minimal points earned):</b> Contributions in class reflect unsatisfactory preparation. Ideas offered lack conceptual depth and provide few useful insights. The contributions seldom offer a major new direction for the discussion. Arguments are sometimes but are not well substantiated or persuasive. If this person were not a member of the class, the quality of the discussions would not be diminished.	?
<b>Non-participant (no points earned):</b> This person said little or nothing in this workshop or class. Hence, there is not a basis for evaluation. If this person were not a member of the class, the quality of the discussions would not be changed.	0
<b>TOTAL:</b>	?

For purposes of this course, posting to the discussion forum **must occur a minimum of two (2) times per discussion board assignment**. Consider the forum as an online conference table. Each student sits at the table and the entire group discusses the various topics of concern and/or interest. Since posts will occur at various times of the day or night, this is known as an asynchronous model of conversation (not everyone is available at the same time and the conversation will continue over a period of days to weeks). This model allows learners the ability to contemplate ideas and concepts and to formalize a response.

Students are expected to prepare and post substantive answers to the weekly reflection questions at the end of each module. Students will be assigned to lead the weekly discussion and also evaluate the contributions of other students.

Since some students may not be clear about what constitutes a substantial post, clarification is provided. If you are still unclear about this concept, you must see the faculty member immediately for further clarification.

Keep in mind that the quality of posts is extremely important and that you will be graded as shown in the above grading rubric table. (At least one substantive post must occur each week of the course to each discussion [normally one per week] and must be posted to the appropriate module.)

For any assigned group activities, the instructor(s) will assign students to small work groups. Each member of the group will be required to participate in the preparation Group Activity Assignment. One group member will be designated by the team to post each group assignment in the main Discussion Board.

### **Course Grading Policy**

The following grading scale is used to determine a letter grade for the course associated with a point value. **Students working toward an MSN must complete each MSN course with a grade of 83.00 (B) or higher, and grades are not rounded up.**

Score Range	Letter Grade	Quality Points	Description
93.0 – 100	A	4.00	Excellent
90.0 – 92.9	A-	3.67	
87.0 – 89.9	B+	3.33	
83.0 – 86.9	B	3.00	Good
80.0 – 82.9	B-	2.67	
77.0 – 79.9	C+	2.33	

<b>Score Range</b>	<b>Letter Grade</b>	<b>Quality Points</b>	<b>Description</b>
73.0 – 76.9	C	2.00	Average
70.0 – 72.9	C -	1.67	
67.0 – 69.9	D+	1.33	Poor
60.0 – 66.9	D	1.00	Very Poor
Below 60.0	F	0.00	Fail
Incomplete	I	0.00	Incomplete
Withdrawal	W	0.00	Withdrawal

## ONLINE EDUCATION AND LIBERAL ARTS VALUES AT UMW

One of the hallmarks of online courses at UMW is that they embody the values of a quality liberal arts curriculum. These values are *community, interactivity, active learning, reflection and self-directed learning*.

### **Value 1: Community**

Within a liberal arts institution, we believe that learning needs to occur as a social activity and that students should develop a strong sense of belonging to a networked learning community. Learning communities serve many important purposes: They support and sustain the work of individual learners, help to frame the work of individuals within larger intellectual conversations, and offer a possibility of building something greater through collaboration.

### **Value 2: Interactivity**

One of the signal characteristics of the quality learning experience is small class size and what it enables: a high degree of interaction between student and instructor, as well as between the student and other students. Sometimes characterized as “high-touch,” this interaction leads to highly personalized instruction in which students are treated as individuals rather than part of a collective who sink or swim largely on their own efforts.

### **Value 3: Active Learning**

Another characteristic of quality education is an emphasis on active (rather than passive) learning, including intensive use of writing and speech, as both tools of analysis and communication. Active learning leads to a focus on critical thinking rather than merely memorization. Another example is activities that engender genuine inquiry by students in real issues/problems, problems that matter to people outside the classroom, as well as exploring and being challenged by diverse perspectives.

### **Value 4: Reflection**

Part of the justification for the study of humanities in liberal education is that such study addresses the human yearning for meaning. However, such reflection is not limited to humanities. The question, “What does it mean?” is an important means of transforming learning from passive to active, from memorization to a deeper understanding.

### **Value 5: Self-Directed Learning**

The successful learner is expected to take ownership of his or her learning experiences. While faculty play a critical role in framing, guiding and, sometimes, directing the path of these experiences, ultimately the learner must be able to rely on his or her own self to make intellectual choices. These skills lay the foundation for lifelong, adaptive learning as well as cultivating intellectual curiosity, creativity, flexibility and self-discipline.

# UMW STUDENT RESOURCES

## **Libraries**

Students are encouraged to use the library resources throughout the course of their study. The Stafford campus includes the Stafford Library in building 121. In addition, the Fredericksburg campus offers the Simpson Library. Both libraries have open conversation areas and comfortable seating which provide a welcoming environment for individual and group study, and networked computers with access to the internet, the University network and Microsoft Office software. The library staff are available to provide assistance to groups and individuals.

## **Writing Center**

Students are encouraged to use the Writing Center, located within the Hurley Convergence Center (HCC) on the Fredericksburg campus. Operating within the Honor Code, the Center offers free tutorial assistance to students regardless of major or concentration, both for course assignments and for personal writing needs.

The Writing Center personnel work with student writers at every skill level to improve writing performance. Staffed by faculty directors, assistants and well-trained student tutors, the Center provides advice in getting started on papers, developing ideas, achieving unity and coherence, reviewing troublesome parts of papers, learning writing styles such as APA, understanding and correcting recurring grammatical and punctuation errors, and overcoming writer's block. They also provide access to various writing guides.

## **Speaking Center**

The Speaking Center is located on the Fredericksburg campus, and supports the speaking-intensive program by providing free consultations to students interested in developing oral communication skills. The Center houses a collection of instructional resources (books, handouts, videotapes, equipment) which address a variety of topics ranging from public speaking anxiety to constructing effective visual aids. Consultants are available to videotape practice presentations and to provide feedback.

The Center strictly adheres to the Honor Code: Consultants will not compose any portion of a presentation for a student, nor will they do research for a student's presentation. Consultants are also prepared to offer advice on special types of oral communication activities such as speeches, group presentations, debates and interviews.

## **IT Support**

In addition to resources available at its website (<http://technology.umw.edu/about-us/>), the IT office provides help through the Help Desk. The Help Desk serves as the clearinghouse for all tech-related issues. (Please do not ask the MSN instructors or staff for technical assistance...we're not IT experts.) For any type of technology-related issues, students must contact the Help Desk by telephone at (540) 654-2255 or by email at [helpdesk@umw.edu](mailto:helpdesk@umw.edu) or via their webpage ([http://technology.umw.edu/helpdesk/getting\\_help/](http://technology.umw.edu/helpdesk/getting_help/)).

## COMPUTER SPECIFICATIONS

For technical assistance, incoming students should visit the Help Desk's webpage for new students at <http://technology.umw.edu/new/students/>. **The below hardware and software specifications are recommended for online courses:**

Processor	1.2 GHz or greater
RAM	250 MB or greater (512 MB suggested)
Display	Color video display card Color monitor with 1280x1024 resolution or greater
Sound	Sound card, speakers & microphone (or a microphone/speaker headset)
Operating System	Windows 98, ME, 2000, XP or Vista (Mac OS 9.2 or higher for all Macintosh computers)

For online courses, the student must have:

- Speaker and microphone on the computer (or a microphone/speaker headset)
- Broadband internet connection (check with your service provider for what speeds are available in your area (examples: Cable, DSL, fiber optic, satellite, etc.)
- Internet Explorer 6.0 or later (later versions of Netscape also work) or Firefox
- General software: MS Office or Open Office, Adobe Acrobat Reader, and Windows Media Player
- APA software: Perla or ReferencePoint
- Exam software: Respondus

## ONLINE ETIQUETTE

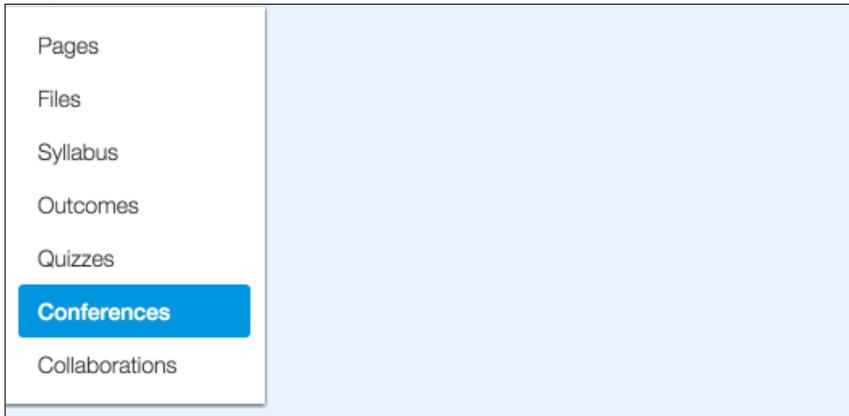
The following guidance is paraphrased from one found on the Kent State University website (<http://www.kent.edu/dl/technology/etiquette.cfm>): Taking an online course and corresponding via the WWW presents one with the task of overcoming the lack of non-verbals in communication. When taking a course online, it's important to remember some etiquette that will smooth communication between the students and instructors.

1. Avoid language that may come across as strong or offensive. Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to ensure that an outsider reading it would not be offended, and then post the statement. Humor and sarcasm may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.
2. Keep writing to a point and stay on-topic. Online courses require a lot of reading. When writing, keep sentences poignant and brief so readers do not get lost in wordy paragraphs and miss the point of the statement. Also, don't introduce new topics; it may just confuse the readers.
3. Read first, write later. To prevent repeating commentary that has already been stated, or asking questions that have already been answered, it is important to read all posts and comments within the course discussion before commenting yourself.
4. Review, review, review...and then send. There's no taking back a comment once it has been sent, so it's important to double-check all writing to ensure it clearly conveys the exact intended message.
5. An online classroom is still a classroom. Though the course may be online, appropriate classroom behavior is still necessary. Respect for fellow students and instructors is as important as ever.
6. The language of the internet: Though still a fairly young type of communication, certain aspects of online communication are becoming conventional. For example, do not write using all capital letters, because it appears as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings, but overuse should be avoided. Examples of emoticons: ☺, ☹, ♥
7. Consider the privacy of others. Ask permission before giving out a classmate's email address or other information.
8. If possible, keep attachments small. If it's necessary to send photos, change the size to 100k or smaller.
9. No inappropriate material is permitted. Do not forward virus warnings, chain letters, jokes, etc., to classmates or instructors. The sharing of pornographic material is forbidden."

# USING THE BIG BLUE BUTTON IN CANVAS FOR CONFERENCING IN AN ONLINE COURSE

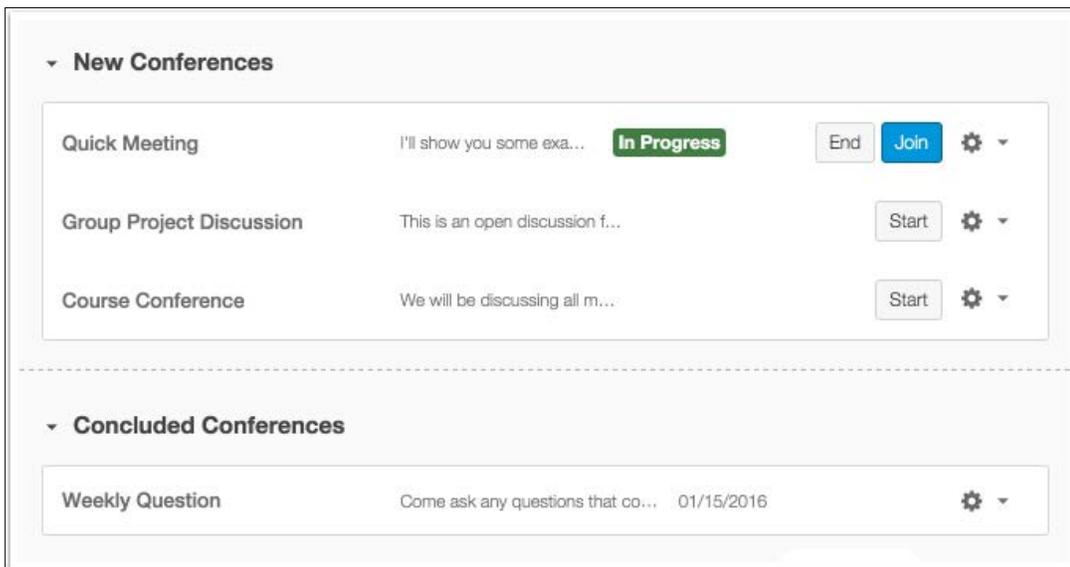
## What are Conferences in Canvas?

The *Conferences* feature is primarily used for virtual lectures, virtual office hours and student groups. It can also be used to demonstrate technologies or troubleshoot technology issues online. Conferences can accommodate up to 50 people.



The *Conferences* feature makes it easy to conduct synchronous (real-time) lectures for all of the students in the course. It also allows the instructor to broadcast real-time audio and video. Additionally, it allows the instructor to demo on applications on the computer desktop, to share presentation slides, or demo any online resources. Currently, Canvas integrates via the **Big Blue Button**.

NOTE: The **Big Blue Button** can accommodate up to 50 users in a conference at any given moment. A conference will remain active on the **Big Blue Button** as long as at least one person is logged into the conference room. When the last person exits, the conference will automatically conclude and all files and chats will be removed.



## When would I use Conferences?

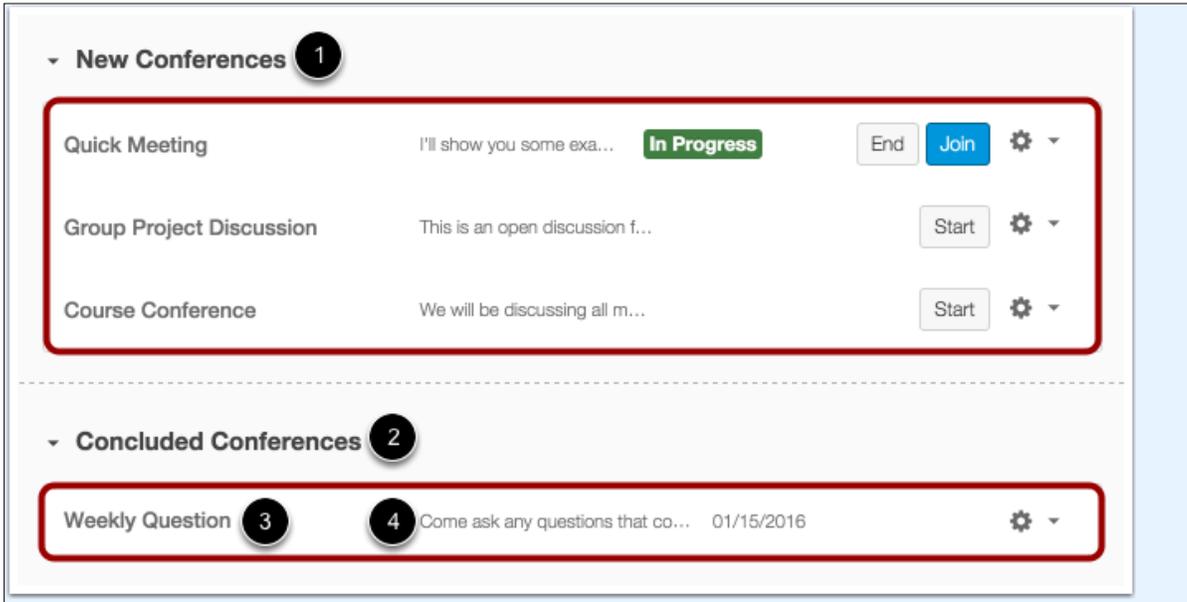
The instructor can use *Conferences* to:

- Connect with course students for online office hours, live presentations or special study sessions

- Practice presenting online (students can set up practice presentations in their student groups)
- Broadcast a live event or lecture to students who can't be on-site
- Record the conferences so students can view them at a later date (Note: recordings are automatically deleted 14 days after the conference ends)

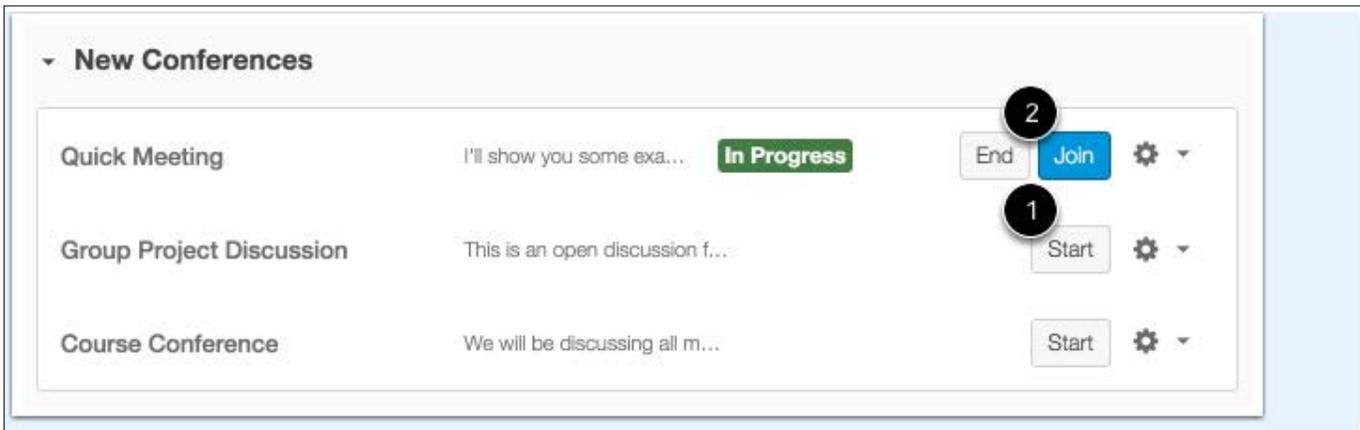
**How do I use the Conferences Index Page (see graphic below)?**

Conferences are grouped in two parts: New Conferences [1] and Concluded Conferences [2]. Both always display the name [3] and description [4] of the conference. Note: Students can only view conferences to which they have been invited.



**New Conferences (see graphic below)**

New Conferences are either ready to start [1] or in progress [2] where invited participants can join. Note: Students cannot join a conference until the instructor has started it.



**Concluded Conferences (see graphic below)**

Once a conference has ended, it will be displayed in Concluded Conferences and show the date of the conference [1].

For recorded conferences, Canvas will display the length of the conference [2], which is indicated in hours:minutes (e.g., 0:10 is 10 minutes).

When a conference is rendered for playback, the conference displays the **View** button [3]. Depending on the length of the conference, this process may take several hours. Note: Recordings are automatically deleted 14 days after the conference ends.

The screenshot shows a list of concluded conferences. The first conference, 'Group Project Discussion', is highlighted. Callout 1 points to the date '01/15/2016'. Callout 2 points to the recording duration '0:10'. Callout 3 points to the 'View' button.

Conference Name	Description	Date	Recording Status	Duration	View Button
Group Project Discussion	Let's discuss a few ideas ...	01/15/2016	1 Recording	0:10	View
Quick Meeting	I'll show you some examples for the assi...	01/15/2016			
Weekly Question	Come ask any questions that come up fr...	01/15/2016			

# UNIVERSITY NOTICES

## University Closures

If the University is closed on a regularly scheduled day, MSN courses *will continue as scheduled* online.

## Disability Directive

The Office of Disability Services has been designated by the University as the primary office to guide, counsel and assist students with disabilities. If you already receive services through the disability office and require accommodations for this class, make an appointment with me (the instructor) as soon as possible to discuss your approved accommodation needs. Please bring your accommodation letter to our appointment. Any information you share will be held in the strictest confidence unless you have granted me permission to do otherwise.

If you have not contacted the Office of Disability Services and need accommodations, such as note-taking assistance, extended time for tests, and so on, a referral can be made. The disability office will require appropriate documentation of disability. For details, please contact them at (540) 654-1266.

To protect student privacy and confidentiality, students do not have to inform their instructor directly of the nature of a disability. Once the student has been approved by the disability office for accommodations, the student will receive a letter detailing the exact nature of the accommodations. Copies of the letter should be given by the student to each instructor. The instructor is not told the nature of the disability; we are informed only of the needed classroom accommodation.

## Sexual Assault Prevention

Sexual harassment in education includes any unwanted and unwelcomed sexual behavior which significantly interferes with an individual's access to educational opportunities. The University of Mary Washington is committed to preventing and addressing harassment, regardless of whether the harassment is perpetrated by peers, teachers or other school officials. Confidential support services are provided by:

Avina Ross  
Sexual Assault Prevention Specialist  
[aross@umw.edu](mailto:aross@umw.edu)  
(540) 654-1166

## Honor Code

Students are required to read the Honor Constitution and sign the Honor Code statement (attached at end of syllabus). The Honor Code and the Honor Pledge embody the trust placed in UMW students and the reciprocal responsibility students have to behave ethically in their academic pursuits. Additionally, students are responsible for adhering to the policies outlined in the Code of Student Conduct and the Graduate Student Handbook. Violations of the Code of Student Conduct will not be tolerated. Violations of this code include (but are not limited to) cheating on tests/assignments. For complete details on our expectations of you as a UMW student, please visit the following websites and carefully review the guidelines/policies:

- Honor Constitution: <http://students.umw.edu/staffordhonorcouncil/>
- Code of Student Conduct: <http://students.umw.edu/judicialaffairs/the-judicial-system/code-of-conduct/>
- Graduate Student Handbook: **link needed**

Some examples of Honor Code violations are:

- Lying, cheating\*, plagiarism
- Team collaboration on a project, except when specifically authorized by the instructor (you are expected to do your own work, unaided by anyone else)

- Use of commercial sources or other students for “ready-made papers” (your work must clearly be of your own original effort) – don’t believe that by changing a few words you can disguise the source...you can’t – if you use someone else’s work you will be found out because the difference in tone, style and comprehensiveness of the writing will be readily apparent to the instructors
- Failing to cite reference materials used within your paper/work (this includes not only printed material but also materials taken in part or in whole from internet sources)
- Use of “crib sheets,” etc., during an examination – although some instructors allow the use of reference materials during exams, such use will always be clearly specified in the course syllabus (if such permission is not clearly set out in the syllabus, then you are not authorized to use reference materials during exams; also, if you exceed the clearly specified scope of authorization, then you are guilty of cheating)

\*Examples of cheating: Taking an exam for someone else; reproducing/copying or discussing exam content; faking an illness to avoid an exam; copying from another student’s exam or assignment; giving another student answers during an exam; reviewing previous copies of an exam without the permission of the instructor; purchasing term papers; copying materials without footnoting or citing; padding items on a bibliography; turning in a dry lab report; failing to report grade errors; collaborating on or discussing homework and/or taking home exams/papers; plagiarism; altering or forging an official university document; swapping of computer programming disks/USBs.

### **Course Evaluations**

This course requires that the student complete a course evaluation. Approximately three weeks before the semester ends, students will receive an email notice containing directions for accessing and completing the online evaluation. Submission of the evaluation is anonymous, and every effort should be made to provide feedback on the quality of the instruction received and the effectiveness of the faculty. Student feedback is critical to the ongoing health of the MSN program, and is greatly appreciated.

### **Course Summaries**

A student course summary form will be used by faculty to obtain feedback from you on the components of the course and its delivery; it is an evaluation not of the *faculty*, but of the *course*. A link to complete this anonymous online summary will be posted in the Canvas course site, where instructions for completion/submission will be provided.

## ACADEMIC CALENDAR

Insert academic calendar here



## STUDENT HONOR CODE

I, as a student of the University of Mary Washington, do hereby accept the Honor System. I have read and understand the Honor Constitution and agree to abide by its provisions. Accordingly, I resolve to refrain from giving or receiving academic material in a manner not authorized by the instructor, from illegally appropriating the property of others, and from deliberately falsifying facts. I acknowledge that in support of the Honor System, it is my responsibility to report any violation of the Honor Code of which I am aware. I realize that in the event of a violation of the Honor Code, a plea of ignorance will not be acceptable and that such a violation could result in my permanent dismissal from the University of Mary Washington. I further pledge that I shall endeavor at all times to create a spirit of honor, both by upholding the Honor System myself and helping others to do so.

Student's Name: \_\_\_\_\_

Student's Signature: \_\_\_\_\_