

UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

COLLEGE (check one):	Arts and Sciences	<input checked="" type="checkbox"/>	Business	Education
Proposal Submitted By:	Date Prepared:			
Richard Finkelstein (CAS Dean) & Pam McCullough (Nursing)		October 28, 2016		
Course Title: Life Transitions and Health in Aging				
Dept/Discipline and Course No: NURS 550				
Prerequisites: NURS 520, 530				
Co-Requisite/Prerequisite: NURS 540				

*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? If no, provide a credit hour justification.			<input checked="" type="checkbox"/>	<input type="checkbox"/>	NO	
Will this be a new, repeatable "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)					<input type="checkbox"/>	<input checked="" type="checkbox"/>	YES	

Date of first offering of this new course:	Summer 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 checked="" type="checkbox"/> YES <i>Document in attached impact statement</i>

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

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

Catalog Description (50 words or less, if possible):				
This course will provide an overview of later life transitions including wellness, successful aging, functionality and issues for the older adult. The physiologic changes in aging will be examined and considered for health promotion, management of acute and chronic illnesses, mental health and related services. Social topics such as voting and driving will be discussed. End-of-life preparations for the older adult and their families will be explored along with associated ethical issues.				

COURSE HISTORY:	Was this course taught previously as a topics or experimental course?
<input checked="" type="checkbox"/>	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
Course Number and Title of Previous Course	
Semester Offered	
Enrollment	
<input type="checkbox"/> CHECK HERE if the proposed course is to be equated 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).	
NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement 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: D. Pamela McCullough Date: 10/28/16

CCC Chair Approval: Tonya Papp Date: 11/18/16

UCC Chair Approval: Patricia Reynolds Date: 12/12/2016

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 #3 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, 5th 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 **summer** semester and has a minimum of **42 contact** hours of online activity. The weekly modules will be designed to deliver course content over 10 weeks at 210 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 550**

Course Title: **Life Transitions and Health in Aging**

Dates: **TBA**

Semester: **Summer 2019**

Course Format: **Online**

Total Credits: **2**

Prerequisites: **NURS 520, 530**

Co-Requisite or Prerequisite: **NURS 540 (previously NURS 510)**

Instructor: **TBA**

Preferred Communication: **TBA**

Virtual Office Hours: **TBA**

TABLE OF CONTENTS

STUDENT LEARNING OBJECTIVES

Each student learning outcome corresponds to a AACN NP Competency. This course is designed to result in the following student learning outcomes (SLOs):

Student Learning Outcome	Method of Measurement	Corresponding AACN NP Competency
Student Learning Outcome #1 Demonstrate an understanding of the developmental milestones of aging with an emphasis on distinguishing some of the hallmarks of successful, healthy aging as compared to debilitated aging.	This SLO will be measured via the readings and discussion board content.	This SLO corresponds to AACN Core Competency # 4.2-4.4.
Student Learning Outcome #2 Analyze the health status and clinical practices of older adults through the integration of the National Guidelines for health promotion and disease prevention recommendations.	This SLO will be measured via the readings and discussion board content.	This SLO corresponds to AACN Core Competency # 3.1, 4.2-4.4.
Student Learning Outcome #3 Synthesize health promotion, health protection, disease prevention, management and treatment of older adults.	This SLO will be measured via readings, case study assignment, and test 1 and 2.	This SLO corresponds to AACN NP Competency # 4.2-4.4.
Student Learning Outcome #4 Manage the health care of adults and older adults, and their families incorporating ethical, legal, cultural, economic, spiritual, and psychosocial principles.	This SLO will be measured via the readings, case study assignment, and test 1 and 2.	This LO corresponds to AACN Core Competency 4.2-3 and 6.2-6.3,
Student Learning Outcome #5 Integrate theory appropriate to the care of older patients and their families.	This SLO will be measured via the readings, case study assignment, and test 1 and 2.	This SLO corresponds to AACN Core Competency to # 4, 4.1-5, and 9, 9.3e-4c.
Recognize the importance of collaboration with other health care professionals to provide comprehensive care.	This SLO will be measured via the readings, case study assignment, and test 1 and 2.	This SLO corresponds to AACN Core Competency # 7, 7.1-7.8.

WELCOME TO THE COURSE

Course Description

This course will provide an overview of later life transitions including wellness, successful aging, functionality, and issues for the older adult. The physiologic changes in aging will be examined and considered for health promotion, management of acute and chronic illnesses, mental health, and related services. Social topics such as voting and driving will be discussed. End of life preparations for the older adult and their families will be explored along with associated ethical issues.

Method of Delivery

Recognizing the diverse learning styles present in any group of students, a variety of instructional techniques will be used to encourage learning. Examples include the following teaching-learning strategies:

- Required readings
- Discussion boards
- Independent inquiry
- Class participation
- Health promotion/disease prevention projects

Required Textbook

- Kennedy-Malone, L., Fletcher, K. & Plank, L. (2014). Advanced practice nursing in the care of older adults. FA Davis, ISBN 9780803624917
- Robnett, R.H. & Chop, W. (2015). Gerontology for the Health Care Professional, 3rd Ed. Jones & Bartlett Learning ISBN: 978-1-284-03887-3

Required Websites and Readings

- Merck Manual of Geriatrics online: <http://www.merckmanuals.com/professional/sec24.html>
- Hartford Institute for Geriatric Nursing: <http://hartfordign.org/>
- CDC Oral Health Resources: <http://www.cdc.gov/oralhealth/>
- American Geriatric Society: <http://www.americageriatrics.org/>
- Gerontological Society of America: <http://www.geron.org/>
- Gerontological Advanced Practice Nurses Association: <http://www.gapna.org>
- Guide to Clinical Preventive Services (2009): <http://www.ahrq.gov/clinic/pocketgd.htm>
- Merck Manual for Healthcare Professionals: <http://www.merckmanuals.com/professional>
- Office of Disease Prevention Services, *Healthy People*
2020: <http://www.healthypeople.gov/2020/topicsobjectives2020/default.aspx>
- CDC Selected Preventative Screening
Recommendations: http://www.cdc.gov/nccdphp/dnpao/hwi/resources/preventative_screening.htm
- Older Americans Act: http://www.aoa.gov/AoA_programs/OAA/index.aspx

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 check their UMW email and log into the course page every day to ensure prompt communication with the instructor and peers.

Students are expected to:

- Complete online assignment readings
- Complete all assignments on-time (by the specified due date at 12:00pm ET)
- Adhere to the Honor Code and maintain proper online conduct
- Apply IPEC Competencies to all assignments
- Attach a grading rubric to each assignment
- Check UMW email and Canvas sites daily

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.

Discussion Boards

Students are also expected to be actively engaged in the course content via the Canvas discussion boards. Discussion board postings should be thoughtful and demonstrate an understanding of the posted class presentations and readings. Graduate level discussion postings should also demonstrate integration and application of new knowledge gained from each content section with real life practice experiences.

Submitting Assignments

You are expected to submit your written assignments via email. Assignments must be submitted on-time; any received after the deadline will receive no higher than an 83 or equivalent grade. If you have technical difficulties or questions regarding an assignment, please contact the instructor **before (not after)** the deadline.

Each written assignment should be formatted in APA style and presented professional with an appropriate cover page, reference list and appendices as needed. For an example of an APA cover page, visit the OWL APA website: <https://owl.english.purdue.edu/owl/resource/560/18/>. Errors in spelling, grammar, sentence structure, punctuation and format will result in a significant point deduction from the total score of the assignment. Your work is expected to meet the standard for graduate level work. The instructor reserves the right to refuse to grade any assignment which does not meet the expected standard for professional preparation and appearance. This may result in a zero (0) grade for the assignment and a failure in the course.

A grading summary will be returned to you with each assignment and will outline your performance in each required component of the assignment. If you have questions or comments about your grade, please contact the instructor.

Attendance

Due to the unique responsibilities and accountabilities associated with becoming a competent professional provider of healthcare, the progressive nature of the MSN curriculum, the legal issues associated with providing patient/client care, and the provision of quality health services and future employability, attendance and class participation are required of you. Should an absence be necessary, you must contact the instructor immediately via email or telephone. For this online course, "attendance" refers to regularly checking Canvas and your UMW email, and to maintaining contact with classmates for group assignments. If you are not available for the participation required to complete the assignments, you will be considered to NOT BE IN ATTENDANCE, which will affect your grade for the assignment and the course.

Meeting Established Deadlines

All assignments shall be submitted to the instructor on/before the deadline. Work submitted after the deadline will result in a penalized grade. Students are encouraged to keep a duplicate copy of all submitted written assignments.

Communication with Faculty

You are responsible for communicating with the instructor of this course, who is a fellow nursing professional. It is your responsibility to keep the instructor up-to-date on any progress problems/concerns you have. Important issues to address *promptly* with your instructor may include computer/email problems, questions about assignment guidelines, late submission of assignment, etc. **Email is the best/preferred method of communication.** You may contact also contact the instructor via telephone (when leaving a voicemail, please provide a reliable call-back phone number and the time that is best for a call-back). If you have left a voicemail or sent an email, and haven't received a response after 72 hours, please re-send the message. If the instructor is going to be unavailable for any period, he/she will post a note to that effect on the Canvas course page and will also send an email notice to all students.

Course Outline

WEEK	TOPICS	READINGS/LECTURES/ARTICLES (Posted on Canvas)
1	Principles of Gerontology <ul style="list-style-type: none"> • Course orientation • Foundations of gerontology • Population description • <i>Healthy People 2020</i> goals • Demographics 	Robnett Chapters 1-2 Report: <i>The State of Aging in America</i> http://www.cdc.gov/aging/pdf/saha_2007.pdf Report: <i>Healthy People 2020</i> http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=31
2	Theories and Concepts of the Maturing and Aging Adult and Family	Kennedy-Malone Chapters 1 & 2
3	Ethical Issues: <ul style="list-style-type: none"> • Palliative care • Hospice • Advanced directives Resources: <ul style="list-style-type: none"> • Community • Institutional • Telehealth • Technology and older adults Geriatric Comprehensive Assessment	Robnett Chapters 10-11 Kennedy-Malone Chapter 19 Kennedy-Malone Chapter 2-1
4	Nutritional Support of the Older Adult	Kennedy-Malone Chapter 4-1 TEST 2
5	Sexuality and Aging Health Literacy in the Older Adult	Robnett Chapter 9 Robnett Chapter 12
6	Respiratory and Cardiac Issues in the Older Adult	Kennedy-Malone Chapter 3
7	Gastroenterological and Genitourinary Issues in the Older Adult Musculoskeletal Issues: <ul style="list-style-type: none"> • Maintaining function and health • Safety/falls • Aging and exercise • Frailty 	Kennedy-Malone Chapters 5-6 Robnett Chapter 5 Interprofessional approach to fall prevention: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2691945/
8	Mental Health and Psychosocial Issues <ul style="list-style-type: none"> • Dementia • Depression • Delirium • Elder abuse • Anxiety • Suicide 	Robnett Chapter 4 Report: <i>The State of Mental Health & Aging in America</i> http://www.cdc.gov/aging/pdf/mental_health.pdf

WEEK	TOPICS	READINGS/LECTURES/ARTICLES (Posted on Canvas)
9	Issues Common to Older Individuals: <ul style="list-style-type: none"> • Polypharmacy • Incontinence • Unintended weight loss • 	Robnett Chapters 3 & 6 (pages 178, <i>Polypharmacy</i> through 182, <i>Drug Interactions</i>); also see Canvas for additional readings Report: <i>Chronic Disease & Older Adults</i> http://www.cdc.gov/aging/pdf/cdnr.june.2007.pdf
10	Final Test 2	

Student Deliverables for this Course

DELIVERABLE	MAX . SCORE
Case Study	40%
Test 1	25%
Test 2	25%
Two Posts on Discussion Board	10%
	100.00%

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		
Proficient (INITIAL POST) – Well-developed (about two fully developed paragraphs); answers the questions asked; introduces new ideas; incorporates readings; responses to colleagues are articulate; specific references made to course content that indicate an understanding and synthesis of key principles under study; reflect critical thinking		5
Basic (INITIAL POST) – Primary ideas are posted; organization of ideas is weak; responses to colleagues as required, but support is weak, vague or largely conjecture		4
Minimal/Below Average (INITIAL POST) – Poorly developed, does not add to the discussion; misses the questions; <u>late work</u> ; responses to colleagues, but support is lacking and response is based on conjecture with no reference made to readings or coursework		3
Unacceptable		1
Failure to Submit		0
	TOTAL:	5

Speaking-Intensive Rubric

Criteria	Ratings				Points
Delivery	Exceptional 4.0 points	Above Average 3.0 points	Average 2.0 points	Developing 1.0 point	4.0
Organization	Exceptional 4.0 points	Above Average 3.0 points	Average 2.0 points	Developing 1.0 point	4.0

Criteria	Ratings				Points
Purpose	Exceptional 4.0 points	Above Average 3.0 points	Average 2.0 points	Developing 1.0 point	4.0
Support	Exceptional 4.0 points	Above Average 3.0 points	Average 2.0 points	Developing 1.0 point	4.0
Audience	Exceptional 4.0 points	Above Average 3.0 points	Average 2.0 points	Developing 1.0 point	4.0
TOTAL POINTS:				20.0	

Case Study

Case Based Research Utilization Assignment : Students will select choose one diagnosis to focus on searching for evidence based resources . The primary focus of this assignment will be problem identification, process of inquiry, suitability of research evidence, and evaluation of resources for a case study of a particular patient. The overall goal is to develop the research and analysis skills needed to use evidence based resources to address patient issues within the context of complex, multi-system diseases. A secondary focus of this assignment is for the student to assimilate a great deal of information about all body systems, the interaction of these body systems/diseases, and how disease or medication affects the entire individual. Rationale for clinical decisionmaking, diagnostic testing, and treatment must be provided from evidence based sources.

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	
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 or via their webpage (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.

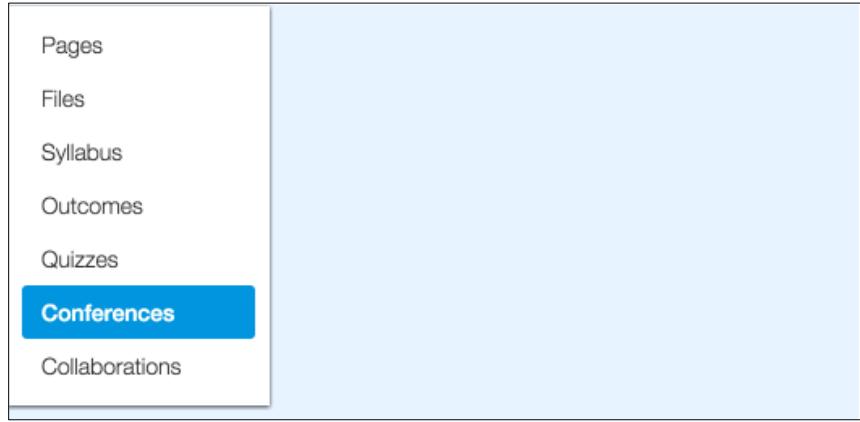
1. Avoid language that may come across as strong or offensive. Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to ensure that an outsider reading it would

- 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.

The screenshot shows the Conferences Index Page. It has two main sections: 'New Conferences' and 'Concluded Conferences'.
New Conferences:

- Quick Meeting**: Description: 'I'll show you some exa...', Status: **In Progress**, Buttons: End, Join, Settings.
- Group Project Discussion**: Description: 'This is an open discussion f...', Buttons: Start, Settings.
- Course Conference**: Description: 'We will be discussing all m...', Buttons: Start, Settings.

Concluded Conferences:

- Weekly Question**: Description: 'Come ask any questions that co...', Date: 01/15/2016, Buttons: Settings.

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.

The screenshot shows the Conferences Index Page with numbered callouts [1] through [4]:

- [1] **New Conferences**: A section containing three conference entries: 'Quick Meeting', 'Group Project Discussion', and 'Course Conference'. The 'Quick Meeting' entry is highlighted with a red border.
- [2] **Concluded Conferences**: A section containing one concluded conference entry: 'Weekly Question'.
- [3] Name: Refers to the name of a conference, such as 'Quick Meeting' or 'Weekly Question'.
- [4] Description: Refers to the description of a conference, such as 'I'll show you some exa...' or 'Come ask any questions that co...'. The 'Weekly Question' entry is highlighted with a red border.

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.

Quick Meeting I'll show you some exa... **In Progress**

Group Project Discussion This is an open discussion f...

Course Conference We will be discussing all m...

Start End Join Settings

Start End Settings

Start End Settings

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.

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

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
(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/>
- MSN Graduate Student Handbook: **need link**

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.

MATERIAL IN THIS SYLLABUS IS SUBJECT TO CHANGE. IF A CHANGE OCCURS, IT WILL BE ANNOUNCED ON THE CANVAS COURSE SITE.

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: _____ Date: _____