UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

COLLEGE (check one):		Arts and Sciences	X	Business		Education	
Proposal Submitted By:			Date Prepared:				
Richard Finkelstein (CAS Dean) & Pam McCullough (Nursing)			October 28, 2016				
Course Title:	Pharmacotherapeutics in Advanced-Practice Family Nursing						
Dept/Discipline and Course No:	NURS 620						
Prerequisites:	NURS 520, 530, 540, 550, 560, 580, 590						
Co-Requisites:	NURS 610						

Course number must be approved by the Office of the Registrar <u>before</u> 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.*	YES	X	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?)			NO	X	YES	

Date of first offering of this *new* course:	Spring 2020			
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		YES		*Document in attached impact statement*

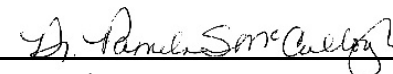| This new course will be (check all that apply):					
Required in the major	X	Required in the minor		General Elective	
Elective in the major		Elective in the minor		**General Education	

***AFTER the new course is approved, a separate proposal <u>must be</u> sent to the General Education Committee.*
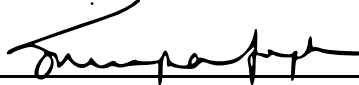
Catalog Description (50 words or less, if possible):
This course focuses on the pharmacological effects and clinical use of selected drug classifications for the treatment and management of acute and chronic illnesses. Emphasis is on the development of therapeutic decision-making in drug selection for the patient, based on pre-existing condition, health status, culture and economic considerations across the lifespan.

COURSE HISTORY:	Was this course taught previously as a topics or experimental course?	YES		NO	X
Course Number and Title of Previous Course		**Semester Offered**		**Enrollment**	
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).					
<u>NOTE:</u> 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: _____ **Date:** ___10/28/16___

CCC Chair Approval: _____ **Date:** 11/19/16

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 **#8** 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 **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 620**

Course Title: **Pharmacotherapeutics for Advanced-Practice Family Nursing**

Dates: **TBA**

Semester: **Spring 2020**

Course Format: **Online**

Total Credits: **3**

Prerequisites: **NURS 520, 530, 540, 550, 560, 580, 590**

Co-Requisite: **NURS 610**

Instructor: **TBA**

Preferred Communication: **TBA**

Virtual Office Hours: **TBA**

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Topic	Page
Table of contents will be filled out by the instructor.	

WELCOME TO THE COURSE

Course Description

This advanced practice nursing family nurse practitioner course focuses on the pharmacological effects and clinical use of selected drug classifications for the treatment and management of acute and chronic illnesses. Emphasis is on the development of therapeutic decision-making in drug selection for the patient based on pre-existing condition, health status, culture, and economic considerations and across the lifespan.

Course Objectives

Upon completion of this course, the learner should be able to:

- Apply the principles of pharmacokinetics and pharmacodynamics to common drug categories that maximize therapeutic effectiveness and minimize adverse drug reactions/safety including processes of absorption, distribution, metabolism, and excretion.
- Apply advanced pharmacologic principles to therapeutic agents employed by the advanced practice nurse for patients throughout the lifespan.
- Identify factors that may influence medication compliance.
- Analyze practice specific issues related to administrative, legal and economic aspects of pharmacological management.
- Defines and verbalizes an understanding of the terminology of advanced pharmacology.
- Utilizes a current research based approach to guide future evidence based medicine practice patterns.

Communication with the Instructors

We are available to you on an ongoing basis throughout this course. **Please direct any general course questions, concerns and issues to the Questions/Discussion Board area on the course Canvas site**. **Do not discuss or ask questions regarding content on quizzes or tests in Canvas until after the assignment due date.** Personal questions, concerns, issues, etc., may be directed to the instructor via email or Canvas. Please include a phone number if urgent, such as a technical problem during a test and we will contact you as quickly as possible. Otherwise, our response time is generally *two business days* after you submit your question, comment and exam request. This response time is the *maximum time* for e-mail and telephone communication. Email responses will be during business hours and at the discretion of the instructor. If you have sent/left an urgent message and we have not returned your call or email within 72 hours, then contact the nursing program (Missy Hall, administrative assistant, at 540.286.8084). We are here to assist you and mentor you to achieve your goals and experience success in this course.

Method of Instruction

This is an online course. Much of the content is delivered online; **however you are expected to attend any mandatory class/video live lectures through online conferencing**. The student is expected to arrange time in his/her schedule to review course content and to be prepared for assignments. PowerPoint lectures with and without narration will be posted weekly. If there is a change in course content or posting of lectures, the class will be notified in advance of any changes.

Since the focus of this course is to expand knowledge of pathophysiology and synthesize concepts to develop beginning clinical decision-making skills, students are expected to read broadly from required texts and to participate in online activities. Additional readings from other sources are **strongly recommended.**

The course is designed to enhance the Advanced Practice Nurse's knowledge and skills in the comprehensive management of clients whose interventions require a pharmacologic regimen. The learner is provided with baseline knowledge of the principles and application of pharmacotherapeutics which the advanced practice nurse will find necessary for the management of health problems. The course enhances content integrated in discussion of clients' health care problems as it relates to conditions frequently encountered by Advanced Practice Nurses. The

learner/student explores mechanisms of action, pharmacological indications, contraindication, groups and/or classifications of drugs, drug-drug interactions, adverse effects and generic names of drugs in a seminar setting.

Emphasis is placed on the legalities of prescribing and current legislative directives regarding prescriptive privileges for nurse practitioners. Relevant research findings associated with pharmacological interventions are presented, as well as client education and issues related to pharmacological interventions. Further emphasis will be placed on the development of a framework for identifying and reviewing common, acute, and chronic health problems along the *life span continuum from newborn to geriatrics that* require prescriptive intervention by Advanced Practice Nurses.

- All Times are for the Eastern Time Zone
- Delivery Mode –Distance Learning
- If applicable, On-Line Class discussions will be held on the Wednesday before an assignment.

Required Textbook

Title: *Pharmacotherapeutics for Nurse Practitioner Prescribers* (4th Ed.)
ISBN: 978-0-8036-3827 FA Davis Company (2015)
Authors: Teri M. Woo, Ph.D., PNP and Marylou V. Robinson

Strongly Recommended Reading

Title: *Pharmacotherapy Casebook* (9th Ed.)
ISBN: 978-0-07-174626-7 McGraw Hill 2014
Authors: T. Schwinghammer and J. Koehler

Title: Prescribing: Preventing Legal Pitfalls for Nurse Practitioners (2010)
Author: Carolyn Buppert, JD, FNP-BC

Strongly Recommended Websites

- www.nacpm.org/ (National Association of Professional Certified Midwives)
- www.usp.org
- www.perinatology.com/exposures/druglist.htm
- http://effectivehealthcare.ahrq.gov/index.cfm/search-for-guides-reviews-and-reports/
- http://reference.medscape.com/
- http://prescribersletter.therapeuticresearch.com/home.aspx?cs=&s=PRL (Prescribers Letter – paid subscription)

Required Software for this Course

- General software: MS Office or Open Office, Adobe Acrobat Reader, and Windows Media Player
- APA software: Perla or ReferencePoint
- Online exam proctoring software (TBA)

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.

- **<mark>Late assignments will receive a 0 grade.</mark>**

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.

Submission of Assignments

You are expected to complete assignments on-time. All assignments must be turned in by the date and time established by the course coordinator as published in the syllabus and/or posted on the Canvas course site. If you have difficulties or questions when completing the assignment, contact the instructor **before** the assignment is due. Extensions may be requested, but will be considered and granted on a case-by-case basis at the discretion of the instructor.

Any testing assignment submitted beyond the published due date without prior approval for an extension is graded at the discretion of the faculty and may receive a zero; if graded, the assignment can receive a score no higher than 83%. Late written assignments without granted extensions, if graded, will have a mandatory 10 point/percent deduction if submitted within 24 hours past the published due date. After 24 hours, the maximum grade that can be awarded is 83% for graduate students. Students may receive a zero or have additional daily reductions for tardiness.

Additionally, if you have difficulties while taking a quiz or text and requiring a test reset by the instructor to retake the test. Your original answers for the portion of the test already taken will be counted and you will not be allowed to change those responses.

Attendance and Make-Up Policy

This is a hybrid online course. Pharmacology is traditionally a very complex area of medicine, nursing and health sciences. As such, the faculty have designated topics for which the student must attend on-campus classes. Attendance for these lectures is **mandatory.** If a student misses a mandatory class without **prior** permission, two points may be deducted for each absence from the final grade.

Students with personal or family emergencies must contact the instructor as soon as they are able to inform the instructor of the situation. The instructor does not require detailed information, but will need a brief explanation of the situation.

In addition, students are encouraged to schedule time each week for completing the assigned readings, for viewing the online power point lectures, and submitting completed assignments on time.

Technical Difficulties

If the UMW network is down or you have technical difficulties with e-mail or Canvas access, first contact the Help Desk (they can tell you if there is a system-wide problem; if there isn't one, they can assist you with your individual computer problem). If you need to notify the instructor about a computer problem, and if e-mail is subsequently not available, please refer to the contact phone number(s) on the cover page of the syllabus.

If the UMW server goes down near a due date for assignments or closing date for a discussion forum, DO NOT PANIC (if you cannot access Canvas, it is likely others cannot access it either, including faculty). First, contact the Help Desk to confirm the outage, then leave a brief voice message for the instructor, and then attempt at regular intervals to access Canvas until you see that the network problem is over.

Topical Outline

Concepts of pharmacotherapeutics will be presented. This will include physiological basis of disease, clinical presentation and manifestation, diagnostic studies, assessment, treatment plan, complications, and prevention. A list of topics is provided in the class schedule on the following page 8. General topics to be covered during this course:

Review of Basic Principles of Pharmacology
- Drug Receptors
- Pharmacodynamics
- Clinical Evaluation of New Drugs
- Pharmacokinetics
- Drug Biotransformation
- Pharmacogenomics
- Special populations
- Lifespan considerations from newborn to geriatrics
- Metrology, legal, and ethical fundamentals of prescribing

Central Nervous System Agents
- Sedatives /Hypnotics
- Analgesics
- Stimulants
- Psychotropic Agents
- Antiepileptics
- Parkinson Agents
- Other Selected CNS Agents
- Contemporary Drugs of Abuse

Anti-infective Agents
- Antibiotics
- Antivirals
- Antiretrovirals
- Antiparasitics
- Anthelmincs

Respiratory System Agents
- Asthma, COPD, Allergy/URI Management Agents

Autonomic Nervous System Agents
- General Principles of Autonomic Nervous System Pharmacology

Cardiovascular and Renal System Agents
- Antihypertensive Agents
- Vasodilators
- Cardiac Glycosides
- Antiarrythmia Agents
- Diuretic Agents (General Listing of Selected Renal Agents)
- Antilipemic Agents

Endocrine System Agents
- Diabetic Agents (Insulin, Oral Hypoglycemia, Glucagon)
- Hypothyroidism and Hyperthyroidism Agents
- Reproductive System Agents

Gastrointestinal System Agents
- GERD/Ulcer Agents
- Laxatives, Antidiarrheals, Anti-emetics

Dermatologic and Inflammatory Process Agents
- Dermatologic Agents
- Agents used to treat inflammatory conditions

Hematopoietic System Agents
- Anticoagulant and Antiplatelet Agents
- Hematopoietic Agents

Course Schedule

As this is an online hybrid course, the delivery of content and related activities is organized by units. Sometimes activities for a given unit will be concentrated in a single week, and at other times a unit may span over two or more weeks. The length of time for each content unit depends on the complexity of the material and number/variety of activities in which students must engage. **Please refer to other sections in this syllabus and the Canvas course site for a detailed course schedule which includes learning objectives and reading assignments.**

WK	DATES	HIGHLIGHTS	YOUR TO-DO LIST
1	XXX to XXX	• Section 1 Assignments • Orientation/Course Overview on XXX (Mandatory Attendance)	Section 1 Assignments • Review/study metrology and all other narrated PowerPoints in Canvas assignments for section 1. • Readings in Woo textbook: Chapters (1) *Role of Prescriber*, (3) *Drug Selection*, (4) *Legal and Professional Issues*, (11) *Information Technology and Prescribing*, and Chapter PPTS

WK	DATES	HIGHLIGHTS	YOUR TO-DO LIST
2	XXX to XXX	• Quiz 1 (on Section 1) • Read Section 2 Assignments • Pharmacokinetics/ dynamics, pharmacogenomics, lifespan issues	Quiz 1 on Section 1 (Prescribing/Metrology): Available **from XXX on XXX through XXX on XXX**. Section 2 Assignments • Readings in Woo textbook: Chapters (2) *Basic Pharmacology Principles*, (8) *Pharmacogenomics*, and (50) *Pediatric Patients*, and (51) *Geriatric Patients*; also review the non-narrated PowerPoints on these chapters in Canvas
3	XXX to XXX	• Quiz 2 (Basic Principles, Pharmacodynamics, Pharmacokinetics, Pharmacogenomics) • Continued Section 2 assignments	Quiz 2 on Section 2, but ONLY on Basic Principles pharmacokinetics/pharmacodynamics, pharmacogenomics (chapters 2 & 8 of Woo textbook and associated PowerPoints/lecture): Available from XXX on XXX through XXX on XXX. Section 2 Assignments, Continued • Readings in Woo textbook: Chapters (14) *ANS Pharmacology and Drugs*, (15) *CNS Pharmacology and Drugs*, (29) *Anxiety/ Depression*, (35) *Headaches* and (53) *Pain Management*; also review the narrated and non-narrated PowerPoints for these Woo text chapters in Canvas
4	XXX to XXX	• Continued Section 2 Assignments (ANS/CNS Pharmacology) •	Section 2 Assignments, Continued
5	XXX to XXX	• Test 1 on Section 2 Assignments (Woo chapters 50, 51, 14, 15, 29, 53, 35) • Start assignments for Section 3 (Cardiovascular and Endocrine)	Test 1 on Section 2 assignments (EXCLUDING QUIZ 2 MATERIAL): available from XXX on XXX through XXX on XXX. Section 3 Assignments • CVS readings in Woo textbook: Chapters (16) *CVS/Renal Pharmacology and Drugs*, (28) *Angina*, (36) *Heart Failure*, (40) *HTN*, and (39) *Lipids*; also review the narrated and non-narrated PowerPoints in Canvas for these chapters
6	XXX to XXX	• Continued Section 3 Assignments •	Section 3 Assignments Continued • Endocrine Readings in Woo textbook: Chapters (21) *Endocrine Pharmacology and Drugs*, (33) *Diabetes*,(41) *Thyroid*, (22) *Reproductive Drugs*, (31) *Contraception*, (38) *HRT/Osteoporosis*, (48) *Women as Patients*, and (49) *Men as Patients*; also review the narrated and non-narrated PowerPoints for these chapters
7	XXX to XXX	• Continued Section 3 Assignments (Cardiovascular and Endocrine)	
8	XXX To XXX	• Test 2 on Section 3 Assignments (Cardiovascular and Endocrine)	Test 2 on Section 3 Assignments (CV and Endocrine): available from XXX on XXX through XXX on XXX
9	XXX To XXX	• Start Section 4 Assignments (Anti-infectives, Respiratory, and Dermatologic)	Section 4 Assignments • Readings in Woo textbook: Chapters (24) *Infectious Disease/Anti-*
10	XXX to XXX	• Continued Section 4 Assignments	Section 4 Assignments Continued • Readings in Woo textbook: Chapters (17) *Respiratory Pharmacology and Drugs*, (30) *Asthma/COPD*, (23) *Dermatologic Pharmacology and Drugs*, and (32) *Dermatologic Conditions*; also review the non-narrated PowerPoints for these chapters

WK	DATES	HIGHLIGHTS	YOUR TO-DO LIST
11	XXX to XXX	• Test 3 on Section 4 Assignments • Start Section 5 Assignments	Test 3 on Section 4 assignments: available from XXX on XXX through XXX on XXX Section 5 Assignments Readings in Woo textbook: (20) *GI Pharmacology and Drugs*, (34) GERD/Ulcers, (18) *Hematopoetic Pharmacology and Drugs*, (27) *Anemia*, (25) *Inflammatory Process Pharmacology and Drugs*, and (10) *Herbal and Complementary Therapies*; also review the non-narrated PowerPoints for these chapters
12	XXX to XXX	•	Continued Study: Section 5 Assignments
13	XXX to XXX	Case Study due in Discussion Board by XXX on XXX	Study Section 5 and Sections 1-4 Assignments for Test 4
14	XXX to XXX	Test 4/Final Exam **Thurs – Sat Note different testing days	Test 4 (FINAL EXAM) on Section 5 Assignments (80%) and Previous Sections 1-4 Assignments (20%) from XXX on XXX through XXX on XXX ♦Note different testing days♦

Course schedule and assignments may be added to or adjusted at the discretion of the course faculty.

Student Deliverables for this Course

DUE	DELIVERABLE	MAX . SCORE
?	Test 1	25%
?	Test 2	25%
?	Test 3	25%
?	Test 4	25%
		100.00%

Your average grade must be 83 or better on exams to pass the course regardless of scores on any written assignments. The test average will be calculated first to establish the required 83 test average prior to calculating the overall course grade.

Activities that will be used to evaluate student performance in the course include exams and class participation. Each student will be **required** to do the following:

1. Complete three quizzes, four tests and one case study assignment
2. Review PowerPoints and reading assignments. (Homework reading/viewing assignments will be listed in the course syllabus, schedule and Canvas.)
3. Attend mandatory lectures.
4. Regularly visit internet sites of nursing and nurse practitioner note/PowerPoints to highlight prescriptive authority of nurse practitioners, nursing statistical information, function of nurse practitioners by individual states and newly approved FDA medications.
5. Regularly review the Canvas course site to access PowerPoints, announcements, voice lectures, discussion boards, assignments, etc.

The final course grade will be comprised of the following components:

Quiz, Test and Case Study Assignments:
There four (4) tests that will be completed by the student during the semester. You will two hours to complete each test. If you for any reason you become disconnected during the taking of the exams, don't panic – immediately email the instructor (include your phone number in the message).

These exams are open book/note/PowerPoint. However, you will not be able to access these on the computer during the tests in the Respondus lockdown browser. You will have to use printed notes and PowerPoints.

These are individual assignments. Any discussion, collaboration or reproduction/copying of exam content will be considered an Honor Code violation. Additional information or any changes to the assignment information will be provided on Canvas OR via email. Check both every day for updates.

Personal issues regarding a quiz or test should be explained to the instructor via e-mail *well before* the testing date (include your phone number in the message).

Test #1 on Course Section 2 (excluding chapter 2) will be available in Canvas from XXX on XXX through XXX on XXX. It is a timed test and once you start you will have two hours to complete it. This assignment is an online, open book, open note/PowerPoint test topics are listed on the course schedule and in Canvas.

Any general questions regarding this test should be directed to the instructor in Canvas. Please do not discuss test content on Canvas; questions may be emailed or discussed during office hours.

Test #2 on Course Section 3 will be available in Canvas It is a timed test and once you start you will have two hours to complete it. This assignment is an online, open book, open note/PowerPoint test. Test topics are listed on the course schedule and in Canvas.

Any general questions regarding this test should be directed to the instructor in Canvas. Please do not discuss test content on Canvas; questions may be emailed or discussed during office hours.

Test #3 on Course Section 4 will be available in Canvas. It is a timed test and once you start you will have two hours to complete it. This assignment is an online, open book, open note/PowerPoint test. Test topics are listed on the course schedule and in Canvas.

Test #4 on Course Section 5 (80% of test content) and Sections 1-4 (20% of test content) will be available in Canvas. It is a timed test and once you start you will have two hours to complete it. This assignment is an online, open book, open note/PowerPoint test. Test topics are listed on the course schedule and in Canvas.

Course Grading Policy

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

Your average grade must be 83 or better on exams to pass the course regardless of scores on any written assignments. The test average will be calculated first to establish the required 83 test average prior to calculating the overall course grade.

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.
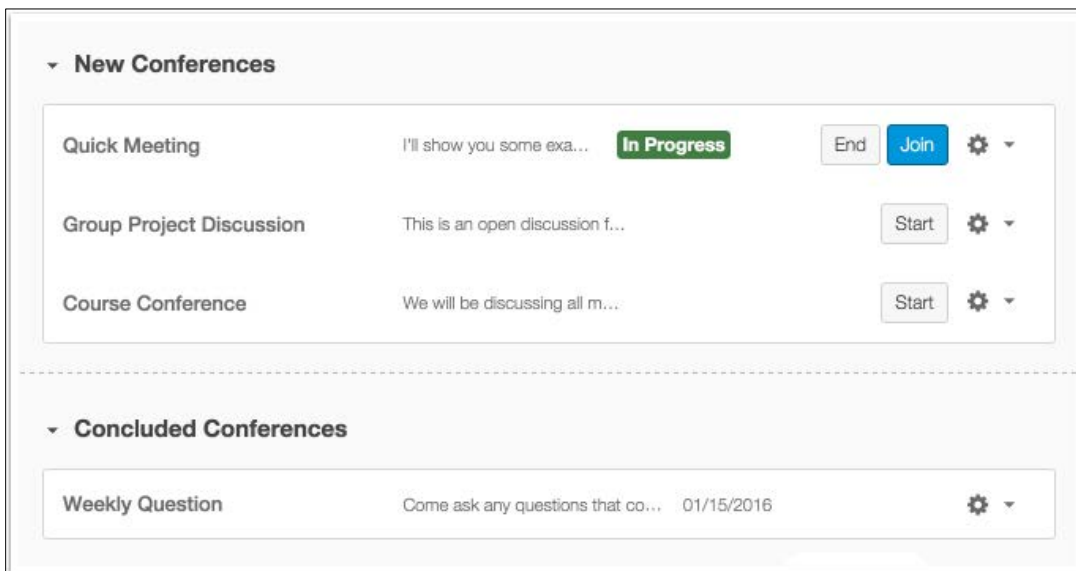
## When would I use *Conferences*?

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.
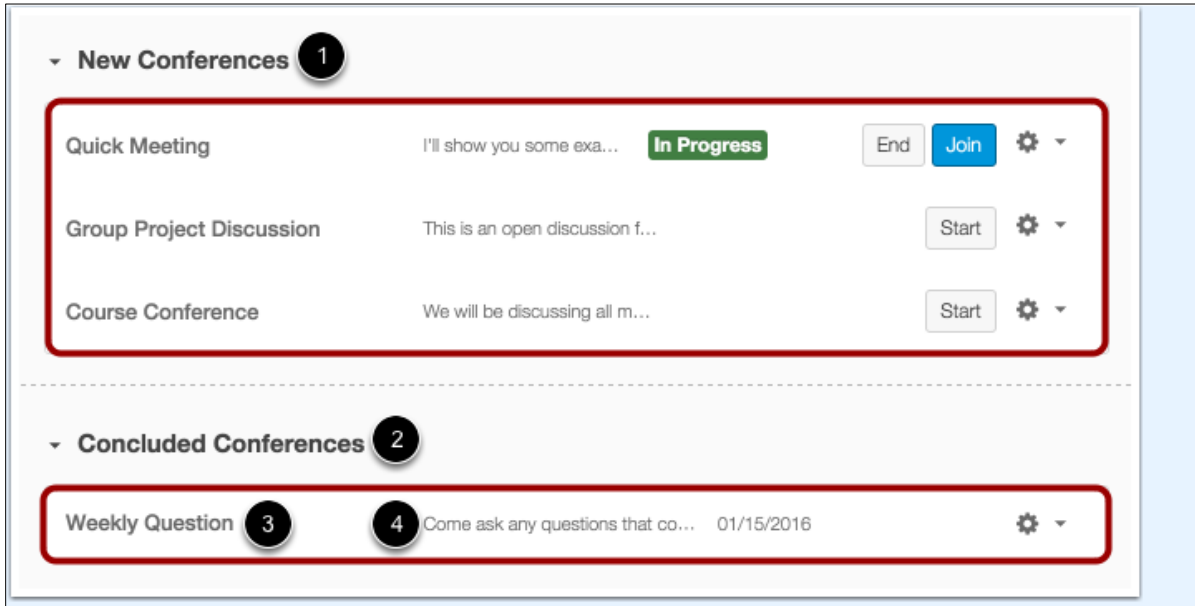
New Conferences (see graphic below)

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.
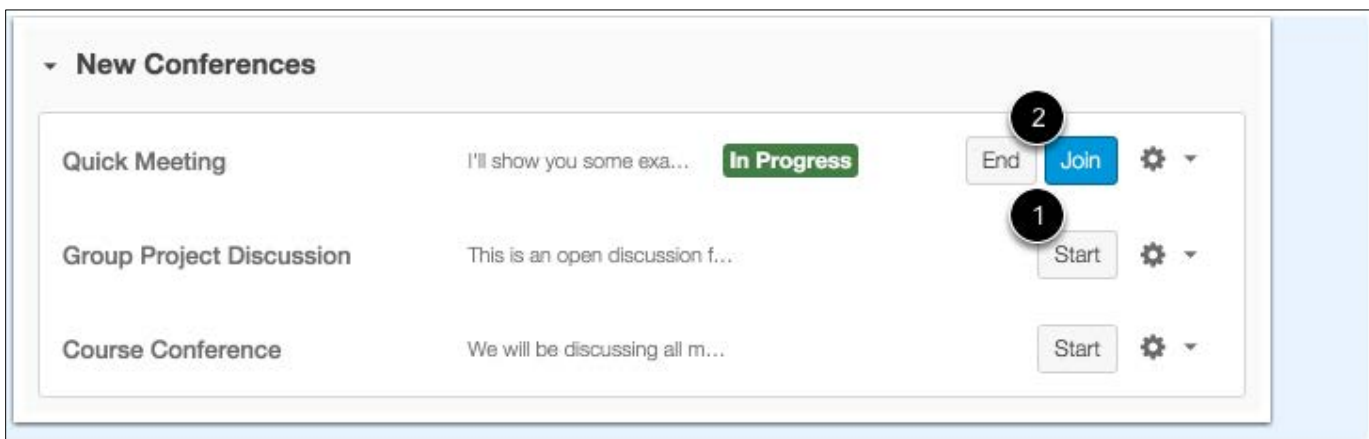
Concluded Conferences (see graphic below)

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.

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/
- 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

<mark>Insert academic calendar here</mark>

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: _____