

UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

COLLEGE (check one):	Arts and Sciences	<input checked="" type="checkbox"/>	Business	<input type="checkbox"/>	Education	<input type="checkbox"/>
Proposal Submitted By: Richard Finkelstein (CAS Dean) & Pam McCullough (Nursing)			Date Prepared: October 28, 2016 Revised: January 10, 2017			
Course Title:	MSN-FNP Capstone					
Department/discipline and course number*:	NURS 790					
Prerequisites:	NURS 520, 530, 540, 550, 560, 580, 590, 610, 620, 630, 640, 650, 740, 750					

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits:	1	Will this course meet for at least 700 contact minutes for each credit hour proposed? <i>If no, provide a credit hour justification.</i>	YES X	<input type="checkbox"/>	NO	<input type="checkbox"/>
Will this be a <i>new, repeatable</i> "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)			NO X	<input type="checkbox"/>	YES	<input type="checkbox"/>

Date of first offering of this <i>new</i> course: SEMESTER, year	Spring 2021				
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	<input checked="" type="checkbox"/>	<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	<input type="checkbox"/>
Elective in the major	<input type="checkbox"/>	Elective in the minor	<input type="checkbox"/>	General Education**	<input type="checkbox"/>

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

Catalog Description (suggested length – less than 50 words):	
<p>The focus of this final MSN-FNP course is the integration of theories, models and concepts which support the development of the advanced nursing role of the family nurse practitioner with patients across the lifespan. Critical thinking and diagnostic reasoning will continue to be developed as knowledge is synthesized from the natural, behavioral and nursing sciences. Advanced practice nursing professional issues are incorporated into the course. Upon completion of the course, student will have demonstrated entry-level clinical knowledge and skills of a family nurse practitioner through a professional oral presentation and examination, the completion of a professional portfolio, and a final comprehensive MSN-FNP competency exam.</p>	

COURSE HISTORY:	Was this course taught previously as a topics or experimental course?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	X
Course Number and Title of Previous Course		Semester Offered	Enrollment			
<p>CHECK HERE if the proposed course is to be <i>equated</i> 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).</p> <p>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.</p>						

REQUIRED ATTACHMENTS:

- Rationale Statement** –What purposes will it serve?
- Credit Hour Justification** (if required) – explain how this course will comply with the UMW Credit Hours Policy (D.5.1)
- 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.**
- Sample Syllabus**

Department Chair Approval: D. Paul Smalley, CNP

Date: 10/28/2016/ Revised 1/9/2017

CCC Chair Approval: _____

Date: _____

UCC Chair Approval: Patricia Reynolds

Date: 1/20/2017

REQUIRED ATTACHMENTS:**Rationale**

With changes in health care 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, throughout Virginia, 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 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 qualified BSN prepared Registered Nurse associates. 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 Micah Alderman Scott to develop this course proposal. She is a PhD, FNP-BC, Assistant Professor and Interim FNP Program Coordinator, University of North Carolina at Wilmington, 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 MSN-FNP program. This course is an assessment of the student readiness for the dual nursing and medical boards' certification and licensure, granted upon passing a national competency-based examination. Nurse Practitioner programs are evaluated on their graduates' first time pass rate of national certification exams. This course reviews the knowledge, skills and attitudes presented in the program, which ensures compliance with:

- *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 **14 contact** hours of online activity. The weekly modules will be designed to deliver course content over 14 weeks at 50 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, who will progress in a cohort manner, through a 45 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 UMW 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 both completing an impact assessment to determine the additional funding required by their departments.

Sample Syllabus

(See Attached)



**NURS 790
MSN-FNP Capstone
COURSE SYLLABUS**

Course Number: **NURS 790**

Course Title: **MSN-FNP Capstone**

Dates: **TBA**

Semester: **SPRING 2021**

Course Format: **Online**

Total Credits: **1**

Prerequisites: **NURS 520, 530, 540, 550, 560, 580, 590, 610, 620, 630, 640, 650, 740, 750**

Co-Requisites: **NURS 760, 770**

Instructor: **TBA**

Preferred Communication: **TBA**

Virtual Office Hours: **TBA**

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WELCOME TO THE COURSE

Course Description

The focus of this final MSN-FNP course is the integration of theories, models and concepts which support the development of the advanced nursing role of the family nurse practitioner with patients across the lifespan. Critical thinking and diagnostic reasoning will continue to be developed as knowledge is synthesized from the natural, behavioral and nursing sciences. Advanced practice nursing professional issues are incorporated into the course. Upon completion of the course, student will have demonstrated entry-level clinical knowledge and skills of a family nurse practitioner through a professional oral presentation and examination, the completion of a professional portfolio, and a final comprehensive MSN-FNP competency exam.

STUDENT LEARNING OBJECTIVES

Each student learning outcome corresponds to a CCNE Essential. This course is designed to result in the following student learning outcomes (SLOs): The student will:

Student Learning Outcome	Method of Measurement	Corresponding CCNE Essential
Student Learning Outcome #1 • Integrate knowledge of clinical decision making to enhance assessment and management of patients across the lifespan in a primary care setting.	• This SLO will be measure via the oral presentation and examination; and the comprehensive MSN-FNP competency exam.	This SLO corresponds to CCNE Essential #3, 3.1, 3.4, 5.1, 5.2, 7.3, 9, 9.3a-e, 9.4, and 9.4c.
Student Learning Outcome #2 Analyze and discuss cases in terms of assessment, management, and legal and ethical issues.	• This SLO will be measure via the oral presentation and examination; and class participation.	This SLO corresponds to CCNE Essential # 6.2, 6.3, 8, and 8.1-8.3.
Student Learning Outcome #3 • Create a professional portfolio to demonstrate career potential as an advanced practice nurse.	This SLO will be measured via the professional portfolio.	This SLO corresponds to CCNE Essential # 2.1, 3.5, 7, 7.1, and 7.2.

Methods of Instruction

- Independent inquiry
- Class attendance and participation
- Review of relevant research
- Professional presentation
- Professional portfolio

Since the focus of this course is the development of clinical reasoning and diagnostic judgment, students will be expected to read broadly from the numerous resources available to students in order to complete assignments. Additional readings from other sources are **strongly recommended**.

Required Textbook

- *Primary Care: A Collaborative Practice* (4th ed) by T. Buttaro, J. Trybulski, P. Bailey and J. Sandberg-Cook (2013) (ISBN: 978-0323075015)
- FNP Certification Review Book(s) of choice
- Recommended: *Publication Manual of the American Psychological Association* (6th ed) by the American Psychological Association (2009)

Required Software

- General software: MS Office or Open Office, Adobe Acrobat Reader, and Windows Media Player
- APA software: Perla or ReferencePoint
- Proctoring Exam software: Respondus (or as assigned by the university)

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.

Late assignments will be given a score of 0

The instructor will use grading rubrics for all graded assignments. The rubrics can be found on canvas, with the assignments. 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 and submitted to the honor council.

Submission of Assignments

You are expected to complete assignments on-time. All assignments must be turned in by the deadline published in the syllabus and/or posted on the Canvas course site. If you have difficulties or questions when completing an assignment, contact the instructor **before the assignment is due** for guidance. Extensions may be requested for extenuating circumstances, and will be considered on a case-by-case basis at the discretion of the instructor **tardiness. Late assignments will be given a score of 0.**

Each assignment should be typed in a font no smaller than 12 points (see APA 6th edition regarding fonts and typefaces). The assignments should be formatted in APA style and presented professionally with an appropriate cover page, reference list, and appendixes as needed. Errors in spelling, grammar, sentence structure, punctuation, and format will result in a significant point deduction from the total point score for the assignment. **Please be sure that you title the electronic files you will be submitting to include your last name and the name of the assignment (i.e. Smith-Critique1.doc)**

Proofread your papers before turning them in. If you have difficulty proofreading, then have someone else proof your paper. It is expected that all assignments will meet the standard for graduate level work. The course instructor reserves the right to refuse to grade any assignment that does not meet the expected standard for professional preparation and appearance. This may result in a zero for the assignment and a failure for the course.

Guidelines for grading are provided in this syllabus for course assignments. Use them to ensure that you have addressed all required components for an assignment. A grading summary will be returned with each assignment that will show you how your work was judged. If you have questions or comments about a grade please contact the course instructor.

Writing Requirements

Nurses, of all levels of education, must be able to convey information in an articulate, succinct and confident manner in a variety of clinical and academic settings. Discipline-specific writing promotes critical thinking, which develops the skills of analysis and organization. Whether concerned with accurate documentation of patient information, providing a succinct yet complete shift report, writing term papers for future classes, or composing grant proposals or professional journal articles, good writing skills are *critical* to your success as a future nurse.

Students with difficulty in technical writing may be referred to the UMW Writing Center for support and guidance.

Communication with the Faculty

It is your responsibility to keep the instructor up-to-date on your progress, problems and concerns. Some of the issues that are important are computer/email problems, questions about assignments guidelines, or late submission of assignments. You may contact the instructor by e-mail or by phone (if leaving a voicemail, provide a reliable phone number and time that is good for a call-back). If the instructor has not returned your call or email within 72 hours, then contact the MSN program office (Missy Hall, administrative assistant, at 540.286.8084). If the instructor is going to be out-of-town or unavailable for a period of time, he/she will post a note to that effect on Canvas.

In the Event of Technical Difficulties

If for some reason the UMW server is down or you are having technical difficulties with e-mail or Canvas access, first, contact the Help Desk (they will know the current update/status about any system-wide problems). If there are no system-wide outages, the problem may be your personal computer, and the Help Desk can assist you with this problem. If you need to notify the instructor about a computer problem, and if e-mail is not available due to an outage, please refer to the contact phone number on the cover page of this 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 the site either, including the faculty). Contact the Help Desk to confirm the outage; also leave a brief voice message for the instructor; and, finally, keep checking Canvas on at regular intervals so that you will know when it comes back on-line.

Attendance and Make-Up Policy

Students are expected to participate in all assignments during the designated timeframe. Students are further expected to attend live/synchronous presentations and participate in class discussions as indicated below. Should an absence be necessary, the student is responsible for the material covered during the absence. Excessive absences make it almost impossible for a student to meet the academic objectives of a course and frequently cause a student to receive a lower grade, even though the absence may be unavoidable.

It is important for students to turn in assignments by the established due dates. If a student is going to be unable to complete an assignment by the due date, **the student must contact the instructor prior to the assignment due date**. Together, the instructor and student will determine the details of completing the assignment.

Student Deliverables for this Course

Activities that will be used to evaluate student performance in the course are: Professional Topic Presentation and paper; Professional Portfolio; Class Attendance/Participation; and the final comprehensive MSN-FNP competency exam. The MSN-FNP Capstone course consists of the following components:

DELIVERABLE	MAX . SCORE
1. Topic Oral Presentation and Paper	50%
2. Professional Portfolio	40%
3. Final Comprehensive MSN-FNP Competency Exam	PA/FA
Attendance/Participation	10%
	100%

Student Deliverables for this Course

1. Topic Oral Presentation and Paper:

Each student must choose a different topic. The topic should not be one that is familiar to the student. **You should not have experience or expertise with the topic.** A more thorough job is accomplished when you are unfamiliar with the topic. You should discuss the approach for the topic presentation with the instructor *prior* to putting it together. You will do a 30-minute presentation, with additional time for oral examination questioning at the conclusion. Your presentation should include PowerPoint slides and you must provide a handout and bibliography for the audience. **Your bibliography must include at least two research studies.**

Topics will be assigned on a first come, first served basis. Recommended topics are listed below. Other topics will require approval from the instructor. Please contact the instructor for your topic. The topics will be evenly divided. A sample grading sheet for this assignment is posted with the assignment on Canvas.

<u>Pediatric Issues (5 students)</u>	<u>Emergencies & Musculoskeletal Disorders (5 students)</u>	<u>Professional Issues (5 students)</u>
<ul style="list-style-type: none"> • Work-up of acutely ill child with a fever of unknown Origin (include Meningitis, Reyes) • Failure to Thrive (newborn, toddler, school age, adolescent) • Eating Disorders (Anorexia & Bulimia) • Obesity (diagnosis, treatment, research, EBP that work) • Chronically ill child with Cystic Fibrosis & Sickle Cell Anemia • Abuse (all types) Screening, Intervention and Management • Health Problems/Issues of Cerebral Palsy and Down’s Syndrome • Concussions (Preseason screening, acute and long term treatment and prevention) • ADHD (diagnosis and management of ADHD of primary, secondary, and college age) • Depression/Mental Illness • Seizures (Common types) • SIDS • Zika virus infection 	<ul style="list-style-type: none"> • Acute and Chronic Pain Management • Pre-op Clearance • Sports Participation Clearance • Poisoning & Drug overdoses • Addictions in Primary care (screening, diagnosis, and management) • Animal and Insect Bites to include tick borne illnesses • Eye injuries/Emergencies • Shoulder injuries • Back Pain: Differential, Diagnosis and Management • Anti-inflammatory, Immunosuppressant, and Disease Modifying Drugs for arthritis • Tick Borne Illnesses (Adults and Children) 	<ul style="list-style-type: none"> • State Licensure & Certification (ANCC and AANP) • Prescriptive Privileges and Practice Agreements • Contract Negotiations (including how NP practice productivity will improve patient outcomes and generate revenue), and Malpractice (risks, what is required and recommended) • Evidence Based Research Preparation for Comps • Nurse Research Topics for Comprehensive Exam Preparation: -Literature Review, Statistical Methods • AAP Policy Statement on Medical Home • Can Health Care Reform Advance the Issue of APRN Payment? • Coding a 99213 vs. 99214 (please include modifiers)

Grading for Topic Oral Presentation and Paper:

The following grading scale is used to determine a letter grade for the oral presentation/examination 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

2. Portfolio Guidelines:

In preparation for seeking your first position as an advanced practice nurse, you will develop a marketing portfolio with emphasis on your resume and job description. Feel free to choose a visually appealing format for the resume using a variety of fonts and typefaces. It is further suggested that you include specific clinical educational experiences from your NP program in the resume, since these are likely to be your only relevant primary care experiences to date! For both parts of this project the writing must be free of spelling, grammar, and punctuation errors that would undermine your professionalism in the mind of a prospective employer. You should utilize (and cite) authoritative sources for job description, particularly in the section titled function, scope, and responsibilities. Submit the assignment via the provided link on Canvas in one single file. **Portfolios not submitted in ONE single file will have a five-point deduction from the final grade.** Be sure to include the information below:

	Possible Points
Resume (10 possible points):	
A. Objective statement	1 point
B. Demographic or personal data	1 point
C. Educational background	1 point
D. Professional credentials	1 point
E. Professional experience	1 point
F. Professional memberships	1 point
G. Community involvement	1 point
H. Professional service	1 point
I. Scholarly achievements	1 point
J. References	1 point
(A section on "Honors and Awards" may be included after "Professional Service" if desired; a section on "Military Service Record" may be included after "Education" if desired. Neither additional section will receive points.)	

Position Description (20 possible points) – develop a detailed position description using the following criteria:	
A. Title	.25 point
B. Philosophy	2 points
C. Purpose	2 points
D. Function, scope and responsibilities	5 points
E. Qualifications (education and experience of the person to fill this job)	2 points
F. Settings (in which the job will be performed)	.25 point
G. Support services and equipment required	.50 point
H. Organizational chart, job relationships (your authority, others you will supervise, to whom are accountable, criteria for your evaluation, and strategies for quality (develop a tool for this use)	6 points
I. Salary, benefits, professional memberships and promotions	2 points
Cover Letter	5 points
Organization, coherence, grammar, spelling, punctuation	5 points

A sample grading sheet is posted on Canvas, with the assignment.

Grading for Professional Portfolio:

The following grading scale is used to determine a letter grade for the professional portfolio 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

3. Final Comprehensive MSN-FNP Competency Exam:

All students will participate in a final comprehensive competency-based examination. The standardized test will be administered online by the Advanced Practice Education Associates (APEA). Students are responsible for the cost of the examination and online proctoring (<\$80). Students are not to use any resources for the comprehensive final exam. This is an individual assignment. Any discussion or collaboration or reproduction/copying regarding exam content will be considered an honor code violation.

Grading for the Final Comprehensive MSN-FNP Competency Exam

Students do not earn a letter grade for the final examination. Students will receive a grade of pass (PA) for a score of 80.0 and above. Students will receive a grade of fail (FA) for a score less than 80.00. Scores are not rounded up. Participation is required. Following graduation, students have the option of enrolling in an online or “in person” review course prior to sitting for the FNP certification exam. Students who do not receive a score of PA, are STRONGLY ENCOURAGED to enroll in a FNP review course prior to sitting for the FNP certification exam.

Score Range	Description
93.0 - 100	PASS
90.0 - 92.99	PASS
87.0 - 89.99	PASS
83.0 - 86.99	PASS
80.0 - 82.99	PASS
Below 60.00 - 79.99	FAIL

Course Schedule

Week	Due Dates
1 -13	Due dates for the topic oral presentation and paper; and the professional portfolio TBA Modules to be developed related to professional issues: application for certification and licensure
14	Final Comprehensive MSN-FNP Competency Exam

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.

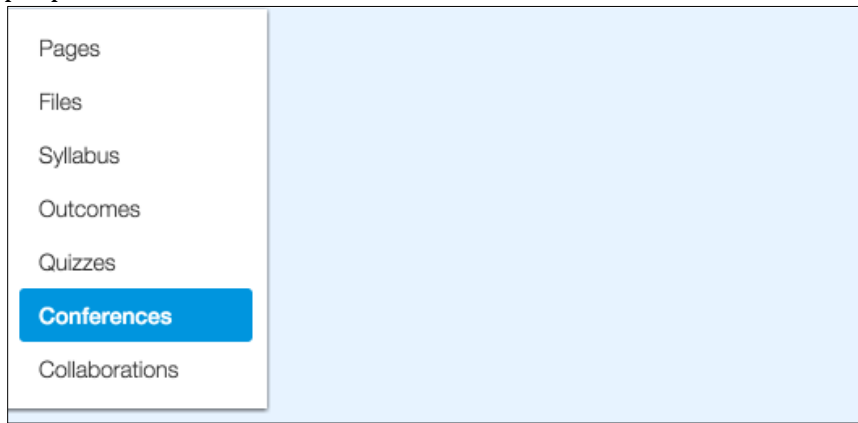
1. Avoid language that may come across as strong or offensive. Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to ensure that an outsider reading it would not be offended, and then post the statement. Humor and sarcasm may easily be misinterpreted 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

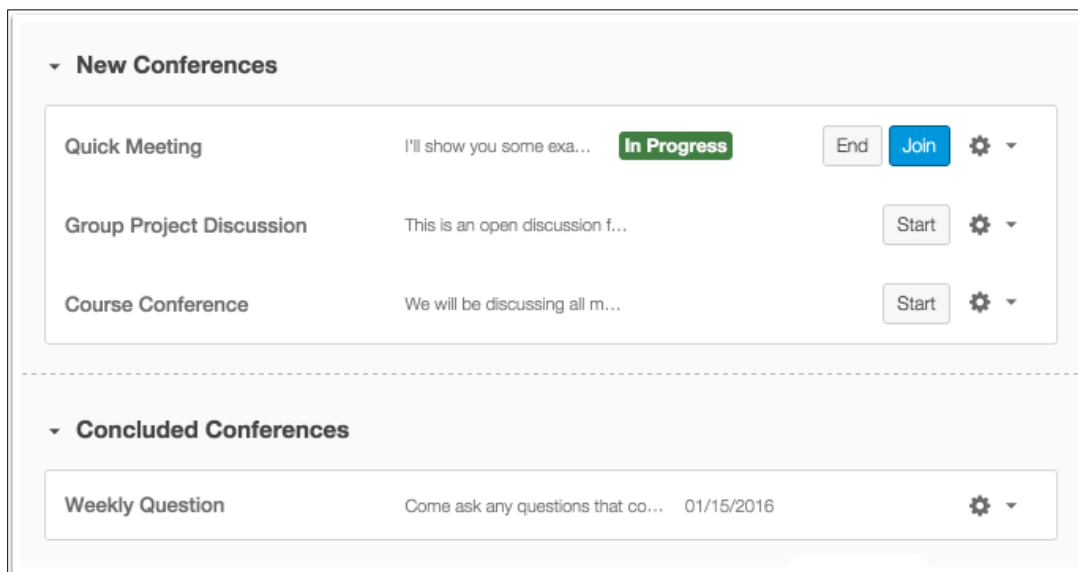
What are Conferences in Canvas?

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.



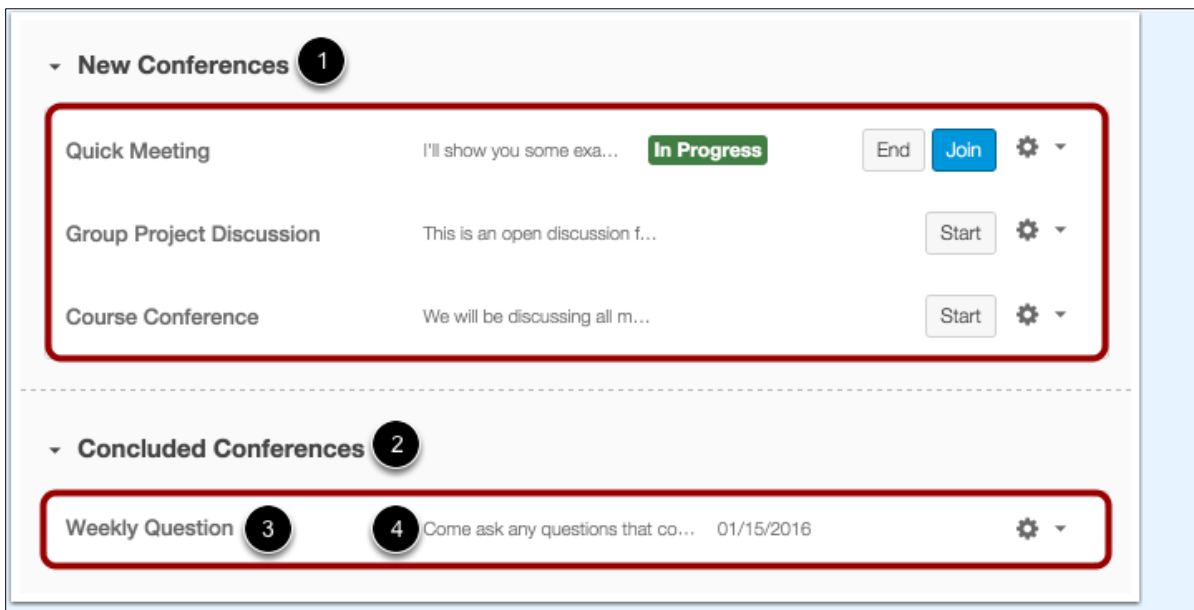
When would I use Conferences?

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)

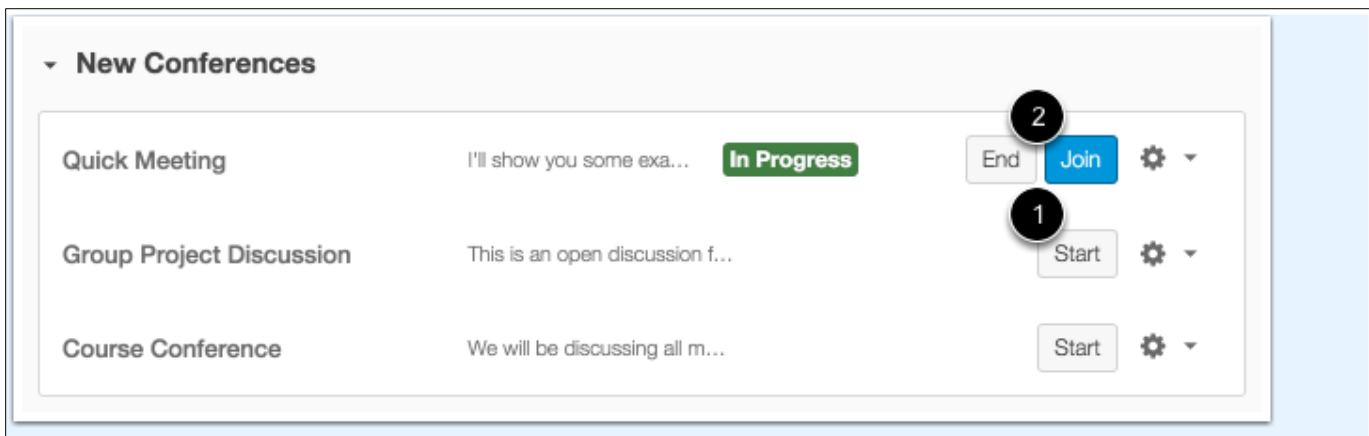
How do I use the Conferences Index Page (see graphic below)?

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.

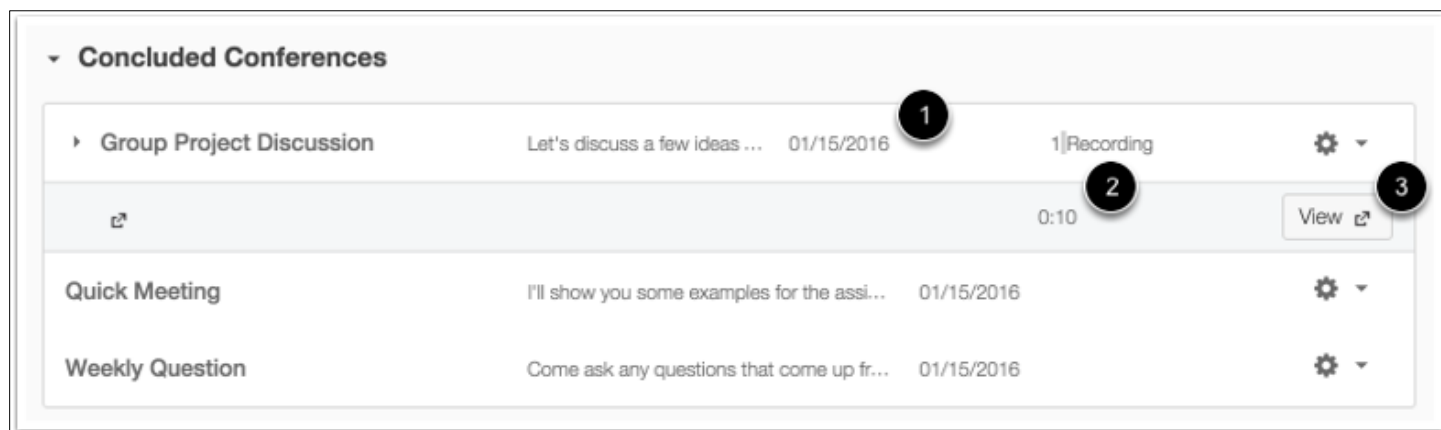


Concluded Conferences (see graphic below)

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: **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.

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: _____