

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 X	Business	Education
Proposal Submitted By: Pam McCullough/Colleen Vanak		Date Prepared: 08/31/2017	
Course Title: The Art and Science of Interdisciplinary Care for Health Professionals			
Department/discipline and course number*:		HSCI 305	
Prerequisites:		None	

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

Number of credits:	3	Will this course meet for at least 700 contact minutes for each credit hour proposed? <i>If no, provide a credit hour justification.</i>	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	YES

Date of first offering of this new course: FALL SEMESTER, year		Fall SEMESTER, 2018	
Proposed frequency of offering of the course:		Fall, Spring, Summer	
List the faculty who will likely teach the course:		Colleen Vanak, Pam McCullough	
Are ANY new resources required?	NO X YES	Document in attached impact statement	

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

**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):	
Prerequisite: POI. This course is an analysis of the art and science of practicing interdisciplinary care for health professionals. Writing for personal, academic, and professional purposes is practiced. The development of inter/intra-professional partnerships will be experienced. Inherent values of caring for others are explored. The concept of health promotion and disease prevention will be investigated.	

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).					
NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.					

REQUIRED ATTACHMENTS:

1. **Rationale Statement** – Why is this course needed? What purposes will it serve?
2. **Credit Hour Justification** (if required) – explain how this course will comply with the UMW Credit Hours Policy (D.5.3)
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**

5. Department Chair Approval:

D. Pamela McCullough, CPNP

Date: 08/31/2017

CCC Chair Approval:

Don M. Baker

Date: 9/07/2017

UCC Chair Approval:

Janice Bentley

Date: 9/20/17

Rationale (Why is this course needed? What purposes will it serve?)

To ensure the UMW liberal arts mission is continued in the BSN Completion (BSN-C) Program, ENGL 308 *Writing Studies and Healing* was created by the English, Linguistics, and Communication (ELC) Department. Students are required to take ENGL 308 in their first semester of the BSN-C Program to increase their knowledge and skills in speaking, writing and critical thinking. The non-traditional working student population requires the course to be delivered online. At this time there is one ENGL adjunct professor who has approval to teach the course online. An ELC does have a new faculty member who will be developing an online version of ENGL 308.

The BSN-C Program cohort size in fall 2014 was 11. The fall 2017 cohort was over 30. The growth of the program is expected to continue. It is an unrealistic expectation for the ELC department to offer **multiple** sections each semester of ENGL 308 to BSN students. Not having the additional learning experiences in speaking, writing and critical thinking prior to beginning the NURS sequence, will threaten student success in meeting the liberal arts mission of the university. Thus, threaten the BSN-C Program's accreditation status. The director and the College of Arts and Sciences Dean discussed exploring alternative methods to meet the liberal arts mission in August 2017.

The Institute of Medicine (IOM) report of 2001, *Crossing the Quality Chasm*, recommended interdisciplinary reform of health professions education to enhance quality and patient safety. The IOM report of 2002, *Health Professions Education: A Bridge to Quality*, presented a set of core competencies to be incorporated into the education of all health professions. The report recommended all health professionals be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics. In the academic year 2016-2017 the university added courses with the Health Science (HSCI) prefix. UMW offers a post-licensure BSN degree. Students are required to hold an RN license to enroll in UMW NURS courses. Pre-BSN and BSN students will enroll in this course. As space permits, the course is available to all students, to encourage interdisciplinary education of students interested in health disciplines.

HSCI 305 *The Art and Science of Interdisciplinary Care for Health Professionals* is modeled after ENGL 308 *Writing Arts and Healing*. The new course adopts the same student learning outcomes, and includes many of the same assignments, which focus on writing, speaking and critical thinking. The new course **DOES NOT** replace ENGL 308. The new course will be offered as enrollment demands, to ensure the liberal arts mission of the university continues in the BSN Completion Program.

Credit Hour Justification This course will include a minimum of 2100 minutes of online content delivery over each term, which is 150 minutes for 14 weeks. During the summer term, the 2100 minutes will be delivered over 10 weeks in a compressed format. This course will require additional time for homework, assignments and readings.

Impact Statement (Provide details about the Library, space, budget, technology, staffing and curricular impacts created by this program change. Supporting statements from the Library, IT Department, etc. evaluating the resource impact and feasibility of adding the new program are required.)

The new course DOES NOT replace ENGL 308. The proposed course will be administered by the BSN Completion Program and will be taught by a nurse with a graduate or terminal degree in nursing. This course will generate additional tuition revenue, which will cover the cost of an adjunct nursing faculty member. This course does not require additional space. The library resources to BSN Completion and other undergraduate students are sufficient.

Syllabus

HSCI 305

THE ART AND SCIENCE OF INTERDISCIPLINARY CARE FOR HEALTHCARE PROFESSIONALS

COURSE SYLLABUS

Course Number: HSCI 305

Course Title: The Art and Science of Interdisciplinary Care for Healthcare Professionals

Dates: XX

Semester: Fall 2018

Format: Online

Number of Credits: 3

Prerequisite: Permission of Instructor

Instructor:

Preferred communication: TBA

Virtual Office Hours: TBA

SYLLABUS TABLE OF CONTENTS

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COURSE DESCRIPTION

Course Description:

This course is an analysis of the art and science of practicing interdisciplinary care for health professionals. Writing for personal, academic, and professional purposes is practiced. The development of inter/intra-professional partnerships will be experienced. Inherent values of caring for others are explored. The concept of health promotion and disease prevention will be investigated.

Upon the completion of this course, students will be able to:

	Student Learning Outcomes	Measurement
1	Examine concepts of cultural sensitivity, and life-long learning.	-Reflective Writing /Discussion Thread
2	Support issues related to inherent values of altruism, autonomy, human dignity, integrity, and social justice.	-Reflective Writing /Discussion Thread
3	Develop inter-professional partnerships, characterized by teamwork, collaboration, and communication.	-Health Promotion and Disease Prevention Group Project
4	Describe and discuss topics related to health promotion and disease prevention for individuals, families, groups, populations, and communities in complex situations.	-Health Promotion and Disease Prevention Group Project Presentation
5	Demonstrate writing, critical thinking, and speaking skills.	-Midterm Word Essay -Final Critical Analysis Essay -Health Promotion & Disease Prevention Presentation

ONLINE EDUCATION AND LIBERAL ARTS VALUES AT UMW

One of the hallmarks of online courses at UMW is that they embody the values of the 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; they help to frame the work of individuals within larger intellectual conversations; and they offer the 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, where 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 also communication. Active learning leads to a focus on critical thinking rather than merely memorization. Another example is

activities that engender genuine inquiry by students into 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. Such reflection is not limited, though, to the 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 for 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 herself to make intellectual choices. These skills lay the foundation for life-long, adaptive learning as well as cultivating intellectual curiosity, creativity, flexibility, and self-discipline.

ONLINE STUDENT SUPPORT SERVICES

Accommodations/Disability Resources:

The Office of Disability Resources (ODR) has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Services and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise.

If you have not made contact with the Office of Disability Resources and have reasonable accommodation needs, I will be happy to help you contact them. The office will require appropriate documentation of a disability.

- Phone: 540-654-1266
- Website: <http://academics.umw.edu/disability>
- Office Location: Lee Hall, Room 401

UMW Writing Center

The UMW Writing Center offers assistance on all types of writing projects: reports, papers, cover letters and resumes, research projects, and citations. The Writing Center can also help you prepare for in-class essay exams and for standardized tests that include essays such as the Praxis I writing exam.

If you are an online, commuter or Stafford Campus student, you can schedule online or face-to-face appointments. Please ensure you are choosing the appropriate appointment type and date.

- Phone: 540-654-5653
- Website: <https://universityofmarywashington.fullslate.com>
- Office Location: Hurley Convergence Center (HCC), Room 430

UMW Libraries

UMW Libraries have both a physical and online presence. The physical locations are: the Stafford Campus Library on UMW's Stafford campus and the Simpson Library on the Fredericksburg campus. Both libraries are open to UMW students, and librarians are available to assist you via phone, email, chat message, or face-to-face.

UMW Libraries offers online databases, research guides, and e-books that are accessible off-campus by using your network ID and password. An online interlibrary loan service is also available so that students can request articles and books not available in the collections of UMW Libraries

- Website: <http://libraries.umw.edu/>
- Research Guides: <http://libguides.umw.edu/>
- Stafford Campus Library: 540-286-8025, stafflib@umw.edu
- Simpson Library: 540-654-1148, refdesk@umw.edu
- Hours: <http://libraries.umw.edu/hours-and-directions/>

Help Desk/Computer Problems:

If you are having difficulties with Canvas or connecting to online University resources, seek assistance from the Help Desk:

- Call 540-654-2255 or leave a voicemail
- Send an email message to: helpdesk@umw.edu
- Submit your problem via online form: <http://technology.umw.edu/helpdesk/submit-a-service-request/>
- Website (with operating hours): <https://technology.umw.edu/helpdesk/>

Digital Knowledge Center (DKC)

The Digital Knowledge Center (DKC) provides UMW students with peer tutoring on digital projects and assignments. Any student at the University can take advantage of the Center's services by scheduling an appointment to work one-one-one or in a group with a student tutor; when a tutor is available, the Center also provides walk-in assistance. Tutorials can cover a wide-range of topics related to common digital systems, technologies, new media, and tools used in courses at UMW; the Center also provides training to students interested in learning how to use the Advanced Media Production Studio (HCC 115). DKC tutors adhere to the UMW Honor Code in all tutorials; they are available to provide guidance and advice, but they cannot create, produce, or edit work on a student's behalf.

- Website: <http://dkc.umw.edu/>
- Email: info@dkc.umw.edu
- Phone: 540-654-5815

Method of Instruction

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

Independent writing
 Online group discussions
 Online activities and assignments
 Required assigned readings
 Required online videos
 Independent research
 Student presentations

Computer Specifications

All incoming students should visit the UMW Student Computing website www.umw.edu/technology/studentcomputing.

Online classes also require:

Speakers and microphone, or a headset

Broadband Internet Connection for online access. (Check with your Service Provider for what speeds are available in your area. Examples of Broadband include but are not limited to: Cable, DSL, Fiber Optic, and Satellite.) Internet Explorer 6.0 or greater (Later versions of Netscape work as well) or Firefox.
Software Requirements: MS Office or Open Office; Adobe Acrobat Reader; Windows® Media Player

Textbooks & Resources

Mayhem, Emily, (2014). *Wounded: A New History of the Western Front in World War I*. New York, New York: The Oxford Press.
ISBN-13: 978-0199322459
ISBN-10: 0199322457

Clark, P. and Drinka, T. (2000). *Health Care Teamwork: Interdisciplinary Practice and Teaching*. Westport, CT: Auburn House
ISBN-13: 978-0865692985
ISBN-10: 086569298X

American Psychological Association. 2009. *Publication Manual of the American Psychological Association*, (6th Ed).
ISBN: 978-1433805622.

WELCOME TO THE HEALTH SCIENCES COURSES

The IOM Report of 2003 calls for all health professionals to be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics.¹ This course, HSCI 305 *The Art and Science of Interdisciplinary Care for Health Professionals* is a course designed to ensure students studying to become health professionals, become skilled in a set of simple, core competencies that all health clinicians should possess, regardless of their discipline, to meet the needs of the 21st-century health care system. HSCI courses are offered online, and are complimentary courses to the student's declared major.

Institute of Medicine Core Competencies

Provide patient-centered care

Identify, respect, and care about patients' differences, values, preferences, and expressed needs; listen to, clearly inform, communicate with, and educate patients; share decision making and management; and continuously advocate disease prevention, wellness, and promotion of healthy lifestyles, including a focus on population health.

Work in interdisciplinary teams

Cooperate, collaborate, communicate, and integrate care in teams to ensure that care is continuous and reliable.

Employ evidence-based practice

Integrate best research with clinical expertise and patient values for optimum care, and participate in learning and research activities to the extent feasible.

Apply quality improvement

Identify errors and hazards in care; understand and implement basic safety design principles, such as standardization and simplification; continually understand and measure quality of care in terms of structure, process, and outcomes in relation to patient and community needs; and design and test interventions to change processes and systems of care, with the objective of improving quality.

Utilize informatics

Communicate, manage knowledge, mitigate error, and support decision making using information technology.

--From *Health Professions Education: A Bridge to Quality*. Institute of

¹Institute of Medicine (US) Committee on the Health Professions Education Summit; Greiner AC, Knebel E, editors. Health Professions Education: A Bridge to Quality. Washington (DC): National Academies Press (US); 2003. Chapter 3, The Core Competencies Needed for Health Care Professionals. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK221519/>

All HSCI core competencies courses are managed through the Learning Management System (LMS) used by the University of Mary Washington (UMW) "Canvas." All course content is available on the course page. It is recommended to login to the course page every 1-3 days to ensure prompt communication with your educator and peers. **The week starts Monday morning at 12:00 am and ends Sunday night at 11:59pm.**

All assignments, homework, readings and activities will be posted on the course page. It is important students use the course page to upload all graded assignments (deliverables) to ensure correct grading because grading is done through the LMS.

Rubrics are often for grading. ALWAYS follow the grading rubric. It is recommended to perform a "self-grading" exercise using the grading rubric prior to the actual submission of a deliverable (handed in assignment) to the instructor.

Evaluation/Grading

Students must participate in all of the Assignment Areas in order to pass the course.

- I. Personal Journal Entries
- II. Writing Reflections/Discussion Threads
- III. Midterm Evaluation
- IV. Final Evaluation
- V. APA & Paraphrasing Workshop and Assignment
- VI. Individual Annotated Bibliography
- VII. Group Project and Components

Assignment	Percentage
Personal Journal Entries	10
Written Reflections (Discussion Threads)	30
Midterm Evaluation: Word Essay	10
Final Evaluation: Critical Analysis Essay	10
APA & Paraphrasing Workshop and Assignment	05
Individual Annotated Bibliography	10
Group Project	25
Evaluation of the Presentation (Combines instructor's and 3 peer evaluations as assigned)	[12]
Student completes evaluation of the other group presentations	[3]
Student completes the evaluation of the other team members	[5]
Overall result of the student's evaluation by their team members	[5]
	100

COURSE OUTLINE

Each week starts on Monday at 00:00 (12:00 AM) and ends Sunday at 2359 (11:59 PM).

Weekly Topic	Module Content	Deliverables (student work to uploaded to CANVAS)
Week 1: The A & S of I-D HC	-Overview of Interdisciplinary Healthcare -Why "An Art and Science?" -Posted articles/videos	Introduction Discussion Thread Reflection #1 Weekly Writing Prompt for Personal Journal #1
Week 2: Wounded & Bearers	Mayhem: Ch.1,2 Posted articles/videos	Introduction Discussion Thread Reflection #2 Weekly Writing Prompt for Personal Journal #2
Week 3: Regimental Medical Officers & Surgeons	Mayhem: Ch. 3,4, Posted articles/videos	Introduction Discussion Thread Reflection #3 Weekly Writing Prompt for Personal Journal #3
Week 4: Wounded & Nurses	Mayhem: Ch. 5,6 Posted articles/videos	Introduction Discussion Thread Reflection #4 Weekly Writing Prompt for Personal Journal #4
Week 5: Orderlies; Wounded; Chaplains; Ambulance Trains	Mayhem, Ch. 7, 8,9, 10 Posted articles/videos	Introduction Discussion Thread Reflection #5 Weekly Writing Prompt for Personal Journal #5
Week 6: Furnes Railway Station, The London Ambulance Column & Wounded	Mayham: Ch. 11. 12 & Epilogue Posted articles/videos	Introduction Discussion Thread Reflection #6 Weekly Writing Prompt for Personal Journal #6 APA & Paraphrasing Workshop Participation Assignment Due
Week 7	Midterm	Word Essay
Week 8 What are Interdisciplinary Teams	Clark & Drinka: Ch. 1, 2, 5 Posted articles/videos	Discussion Thread Reflection (Revisit #1) #7 Weekly Writing Prompt for Personal Journal #7

Week 9 Communication Conflict & Problem Solving	Clark & Drinka: Ch. 3, 4.7 Posted articles/videos	Discussion Thread Reflection #8 Weekly Writing Prompt for Personal Journal #8
Week 10 Leadership & Power	Clark & Drinka: Ch. 6 Posted articles/videos	Discussion Thread Reflection #9 Weekly Writing Prompt for Personal Journal #9
Week 11 Learning, Teaching, Lifelong Learning	Clark & Drinka: Ch. 8, 9 Posted articles/videos	Discussion Thread Reflection #10 Weekly Writing Prompt for Personal Journal #10
Week 12	Group Health Promotion/Disease Prevention Presentation	Student Reviews Individual Annotated Bibliography
Week 13	Group Health Promotion/Disease Prevention Presentation	Student Reviews Individual Annotated Bibliography
Week 14	Final Evaluation	Critical Analysis Essay

Assignments

Discussion Threads
<p>Weekly Personal Journaling (10 entries)</p> <p>The more opportunities to write, the more comfortable a student will be with writing. You will develop a personal journal this semester. Writing prompts are listed in Canvas each week. You will submit at least 10 entries to receive the full 10 points. These are personal writings and not read by others in the class. They are not graded. You receive one point each for completing the assignment. Each is to be the writing produced in a twenty-minute focused response to the assigned topic. You are invited to write for more than twenty minutes, if you are experiencing flow and find yourself engaged with what you are writing, but no more than twenty minutes of writing time is required. Before you begin your private writing journal, be sure to read the prompt and the assigned text, sit in a quiet room, in a comfortable chair at a desk where you can type without interruption. Set a timer for twenty minutes. Compose your thoughts without concern for editing; follow the sequence of ideas as they occur to you. This is an experiment with writing for discovery and the application of your “felt sense.” If you find yourself drifting to topics not anticipated by the assignment, let your writing drift, as long as you are interested in what you are writing.</p>
<p>Written Reflections /Discussion Thread (10 posts w/replies)</p> <p>All assigned reflections must be posted on Canvas by the dates due and meet the basic expectations for substance and relevance. The reflections will be shared on in a Discussion thread. You are required to read and comment on the posts of three other students. You are required to rotate and respond to different students each week. Though these reflections will fulfill many of the expectations of an essay, they will be thoughts-in-progress, not “finished products.” Note that for these, your writing must meet a minimum expectation for length—no fewer than 500 words. Anytime, however, that you are experiencing flow and would like to write more, you should honor that pleasure by writing as much as seems satisfying to you.</p>
Participating in an APA Style of Writing and Paraphrasing Workshop and Assignment (Dates/posted

on Canvas)

Disease Prevention/Health Promotion Group Presentations

Students in the course will be divided into groups for the purpose to collaborate and communicate to complete an assignment related to researching the origins of a disease prevention and health promotion topic. Each student in the group will complete an annotated bibliography, using the APA style of writing, as part of the assignment. This part of the assignment is an individual assignment. Each group will present towards the end of the semester. Group members will evaluate their team members. Individual students will evaluate the presentations of other groups.

Midterm Evaluation: Extended Exploration of an important word Essay

This will be focused on a word that strikes you as important and relevant to the themes presented in the required reading of *Wounded*. Words are entirely dependent on their context of associations. They mean what they mean because of where we encounter them and how we associate them with emotion and experience. Every word has a history of use (its etymology), often losing certain meanings and acquiring new ones, but words can carry added impact acquired from personal experiences. Effective writers choose their words carefully because they know words have complicated nuances. This will be a personal essay that is informed by your research into a word's etymology, its current uses, and what it means to you because of the context of your encounter with it. (2-3 pages)

Final Evaluation: CRITICAL ANALYSIS ESSAY

You are required to write a critical analysis essay which will be an autobiographical essay describing your perspective on writing (noting how your perspective has changed over the course of the semester), your sense of yourself as a writer (noting the ways your sense of self has changed over the course of the semester), your accomplishments as a writer this semester (making specific references to documents included in the portfolio), and what you learned from this semester's experiments with writing rituals.

Health Sciences Grading Policy

Students must participate in all of the assignment areas in order to pass the course.

The following grading scale is used to determine a letter grade for the course associated with a point value.

Score Range	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

Course Expectations

Attendance and Make-up Policy

Students are expected to participate in all assignments in the course during the designated timeframe. Should absences be necessary, students are responsible for the material covered during the absences. 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 absences were unavoidable.

It is important the students remain up-to-date in turning-in assignments. In the event that a student is unable to complete an assignment by the due date, the student must contact the instructor **prior to the assignment due date**. The faculty member and the student will determine the details of completing the assignment.

University Notices

University Closures

If the University Mary Washington is closed on a regularly scheduled day, HSCI core courses 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 Office of Disability Services and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Please bring your accommodation letter with you to the appointment. Any information you share will be held in the strictest confidence unless given 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 office will require appropriate documentation of disability. Again, their phone number is 540-654-1266.

To protect student privacy and confidentiality students should not have to inform their professor directly of the nature of their disability. Once the student has been approved for accommodations they will receive a letter detailing what these accommodations. Copies of this letter will be given by the student to each professor. The professor is not informed of the nature of the disability, just the classroom accommodation.

Sexual Assault Prevention Specialist

Sexual harassment in education includes any unwanted and unwelcome sexual behavior that 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 provided by: Avina Ross, Sexual Assault Prevention Specialist AROSS@UMW.edu 540-654-1166