SEMESTER HOURS: Three (3) Credit Hours
DIDACTIC HOURS: Two (2) Clock Hours 4X during the 8 weeks
CLINICAL HOURS: 10 (10) Clock Hours/Week
CONTACT HOURS: Eleven Hours/Week Didactic and Clinical
PREREQUISITES: All NURS courses have either been completed or the student is enrolled in the final course/s simultaneously to meet graduation requirements.

COURSE DESCRIPTION:

This course addresses the application of bio-psycho-socio-cultural concepts to individuals with health care needs as guided by a selected preceptor. The educational process links previous nursing knowledge and experience with content from baccalaureate courses to build new clinical nursing principles and practice. Students will utilize previously attained knowledge, advanced systems assessment, screenings and diagnostic data, and pathophysiologic knowledge to guide nursing planning for a selected patient population with attention to health promotion, health care needs, patient education, safety issues, cultural needs, and spirituality. This advancement of nursing knowledge and skill will be linked with nursing leadership and management principles and experiences.

FACULTY INFORMATION:

Name   Donna Kuenstler RN MSN

Cell 432-294-3729

Office Hours: T 10-12 and 2-4 W 10-12

Hours available via e-mail: M-F 8-5 Sunday 7-9

University e-mail: dkuenstl@sulross.edu

STUDENT LEARNING OUTCOMES:

Each student enrolled in the course will be expected to meet course objectives that are presented within the applicable framework of the Texas Board of Nursing (TBON) Disseminated Essential Competencies of Graduates from Texas Nursing programs (DEC's and the American Association of College of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (BSN Essentials). Course objectives are linked to appropriate DEC's, BSN Essentials, and QSEN standards.

At the end of the course, the student will be able to:
1.   Develop and implement a comprehensive data base for assessment of a selected patient population designated for this course. (DEC"S I-A1, 2, 3; II-B1,2,3,4,5,6,7,8,9) (Essential VI)
2.   Incorporate laboratory and other diagnostic data into the comprehensive patient assessment process. (DEC's II-G 1,2,3, (Essential VII)
3.   Use effective interviewing and communication skills when conducting a health history and performing a physical examination. (DEC's II-B4,5 II-C 4,5; II-F 2,3, (Essential VII, IX)

4. Demonstrate appropriate utilization of selected assessment tools for each body system. (DEC's IV-F 1,2) (Essential VI, VII, IX)
5. Demonstrate physical examination techniques including observation, auscultation, palpation, and percussion for each designated body system. (DEC's III-B 1) (Essential IX)
6. Apply principles of infection control and patient safety during the assessment process. (DEC's III-A1,2,3,4,5,6; III-B4,5, (Essential IX)
7. Utilize a selected nursing theory to plan and implement care for a selected population group. (DEC's II-A 1,2,3,4; II-B 1,2,4,5,6,7,10) (Essential I, VIII)
8. Demonstrate the nurse's role in health promotion, disease prevention, and managing the individual needs for a selected diverse population groups, inclusive of diverse population/ age group (infants, toddlers, school-age children, adolescents, adults, and/or older adults). (DEC's II-D1,2,3,4,5; II-E 1,2,3,4,5,6,7,9; 10, 11, 12, 13, 14; II-H 1,3, 4, 5, 6; IV A 1,2, IV-B 1,2, II-F 1,2,3,4,5,6) (Essential II, III, VI)
9. Describe and implement nursing management for a select group of health promotion topics as it relates to primary, secondary, and tertiary prevention. (DEC's I-B 1,2,3, 4,5,6,7,8,9: III-E 1,2,4; IV-A 4) (Essential V)
10. Integrate concepts from management/leadership, resource management, and communication theories in working with and supervising other in provision of patient centered care with diverse patients and settings.
11. Practice within a framework of professional, ethical and legal standards applicable to the nurse as leader, delegator, advocate, coordinator and manager of patient centered care. (DEC's I-A 1-9; I-B 3, 4, 7; I-C 1, 3, 5, 6; I-D 1,2,3,4,5) (Essential IV)

REQUIRED TEXT:
1. Jarvis, C. (2018). Physical Examination & Health Assessment (6th Edition) St. Louis, Mo: Saunders-Elsevier.
2. Jarvis, C. (2018). Physical Examination & Health Assessment Student Laboratory Manual (6th Edition). St. Louis MO: Saunders-Elsevier.
3. Student & Preceptor Handbook

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:

LEARNING ACTIVITES:

Students will be required to meet expectations identified in this course that include synchronous discussion related to specified topics. Discussion will reflect knowledge obtained from required and recommended references and evaluated according to a rubric for class discussion related to clinical issues. A response of "I agree", or "sounds good" are not acceptable entries. Written documents will reflect guidelines prepared by the faculty that clearly address the purpose and inclusions for topics addressed in the paper. Grading rubrics for professional papers will provide specific direction for the document and APA guidelines that are required for all written documents.

Students are required to participate in class discussions that explore health care issues in professional nursing practice and varied health care organizations. Student dialogue will focus on identifying and assessing resources, analyzing patient situations, and identifying clinical dilemmas that impact professional nursing regulation and management of direct patient care. Students are expected to contribute to the dialogue using critical thinking, clinical reasoning,

and professional comportment.   In accordance with educational guidelines for Sul Ross State University, students are required to enter dialogue within the BB document on a weekly basis. If more than two weeks pass without communication with the faculty of record and/or the student group, this lack of activity is not acceptable and will be followed with action in keeping with the RN to BSN Nursing Program Student Handbook. It is important to note that all communication between faculty and students must occur on Sul Ross e-mail and Blackboard. Communication must be a part of the Sul Ross State University system.

Class, Discussion & Online Seminar Participation:
Students will participate in online collaborative activities that explore concepts and theories in professional nursing and health care. Students are expected to participate in scheduled discussion providing at least two (2) substantial comments at each meeting. One substantial class response will address an initial response to a question. The second response will be viewed and evaluated as a reply to several responses provided by classmates.

Clinical Objectives:
Each student will prepare clinical objectives to be met while completing clinical practice. Course objectives must guide the statements in addition to inclusion of personal clinical goals the student may wish to accomplish. These objectives must be available to the faculty of record during the first week of class for review and discussion.

Critical Analysis of Literature/Research: Weekly topics identified in class activities and discussion will require literature review pertinent for the patient population that each student in the course has selected for their clinical focus. Written and verbal information must be properly referenced. Postings must be referenced using APA format.

Data Base Development:
Students will refine the comprehensive data base developed in NURS 3309 Comprehensive Assessment to reflect the patient population selected for clinical experience. There are numerous data bases available to reflet information which will contribute to completeness of assessment and assist with development of creative approaches to delivering nursing care and recording information; however, it is not acceptable to copy a data base from a clinical agency and present the instrument without significant alteration and sequencing of information as identified in the guidelines.

Weekly Documentation of Assessment/Patient Education/Health Promotion
Students will maintain a log/diary to document learning experiences in the clinical setting. Data must be organized around clinical objectives prepared by the student and approved by the faculty of record. Information will be reviewed periodically by the faculty of record.

Clinical Performance/Preceptor:
During the semester prior to enrollment in NURS 4313 Clinical Nursing Practice, each student must meet with the Director of the Program to discuss clinical locations that could potentially meet the student's clinical objectives. Each student must prepare clinical objectives designed to meet clinical course and personal objectives and personal

objectives. The faculty of record will assist with development of these objectives. Affiliation agreements must be signed prior to the beginning of the semester as discussed in the Preceptor/Student Guidelines. Each student will follow guidelines presented in the Preceptor/Student Guidelines to plan, implement, and evaluate clinical learning experiences for this course.

Final Complete Integrated Assessment:
Each student will demonstrate their ability to perform a comprehensive assessment for a body system. A body system will be randomly selected the day of the scheduled assessment. Potential body systems include respiratory, cardiovascular, gastro-intestinal, neurological, and integumentary/musculoskeletal as presented in system competencies. Time for the integrated assessment will be presented by the clinical faculty member as arranged in the Simulation Lab located on the Southwest Texas Junior College Campus in the nursing education area. This assessment must be completed prior to finals week for the semester.

COURSE EXPECTIONS:
Verbal and written responses to assignments will incorporate evidence that the student has read appropriate assignments and is able to articulate information that reflects individual cognition and understanding of information. All written assignments must be presented in APA format. Any technical difficulties related to Blackboard Collaboration must be referred to the IT resources close to your home address and corrected as soon as possible. Making an appointment with the IT resource and taking your computer equipment with you to the appointment will lead to a successful learning process.

Students are expected to enter into group decisions at the beginning of the semester related to planning synchronous and asynchronous learning activities designed to meet course and unit objectives. Attendance and participation in synchronous and asynchronous student groups are required unless prior arrangements have been made with the faculty of record. All assignments should be planned to meet the deadlines designated on the course schedule. Late papers and make up assignments must be discussed with the faculty of record. Examinations must be taken when scheduled unless previous arrangements have been made with the faculty of record. A detailed schedule of course activities and due dates are included in this syllabus.

Orientation to Course:
It is expected that you attend a nursing orientation at the beginning of the semester unless you have attended a scheduled event prior to the course. Nursing orientation will be held at the beginning of each fall and spring semester and students will be notified by e-mail when we have been notified that you are enrolled in the course. New students come to the Uvalde campus with their personal lap top so IT representatives can assist with access and solve any problems that may exist with the individual computer. During the afternoon, students will be able to meet with faculty and clarify any questions that may be related to course expectations. The Director for the library will be present to orient all new students to the library sources and how to access resources that can be utilized throughout the course.

Each student and faculty member will spend time with a staff member that can assist with the learning process for Blackboard and Communicate. It is important that all participants are oriented to the learning process related to all resources available through the Blackboard process.

STUDENT/FACULTY EXPECTATIONS IN THE TEACHING/LEARNING PROCESS

Learning is a shared endeavor based upon respectful and collaborative relationships between students and faculty. The learning activities designed for this course were developed based upon the following:

1. As adult learners we are partners in learning.
2. Faculty members serve as a mentor, resource, guide, or coach and professional peer.
3. Our work and life experiences differ and serve to enrich our individual and mutual learning.
4. Each member of the class is committed to preparing for and successfully completing class learning activities.
5. Each member of the class will organize their time, learning goals, work schedules and family arrangements to fully participate in the course and assignment activities.
6. Each member of the class is able to use computer technology and access resources via the Internet and other mobile technologies as needed for this and other courses.

COMMUNICATIONS:

- **Announcements** – Check announcements each time you log onto the course.
- **Course E-mail** – All e-mail communication must be through your Sul Ross e-mail account. Check Sul Ross e-mail frequently for communications and make sure your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday – Friday.
- **Responses to e-mails and course postings** – Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross e-mail and if not available, mobile phone or texting between the hours of 8 am and 8 pm if possible. Messages received on the weekends or holidays will be answered by the next working day.
- **Assignments** – Assignments will be reviewed and returned with feedback/grade within 4 days of submission.
- **Writing and use of APA format** – All written assignments and discussion board postings will be submitted using the American Psychological Association (APA) Guidelines, as indicated by faculty. http://owl.english.purdue.edu/owl/resource/560/01

USE OF TECHNOLOGY:

If you have any technical questions, problems or concerns with Blackboard, do not spend more than 15 minutes on any technical problem, seek help immediately.

- Contact the 24-7 Help Desk at: 1-888-837-2882.
- Uvalde OIT Department: 830-279-3045
- Eagle Pass OIT Department: 830-758-5010
- Del Rio OIT Department: 830-703-4818

ATTENDANCE AND PARTICIPATION:

- Your attendance is expected at every class meeting both face to face and online.

- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.
- Scholarly and knowledgeable participation requires that you read your assigned readings prior to joining the class discussions.
- An online course requires participation in all areas for accurate evaluation of performance including responding the faculty requests or communications.
- If you have an emergency and cannot attend a class meeting or complete an assignment by the due date, you must contact your faculty by phone, e-mail, or text as soon as possible and make arrangements to make up the assignments.
- Blackboard course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course. The Blackboard tracking function may be utilized to verify student online participation.

RULES OF NETIQUETTE:

The term "netiquette" refers to written and unwritten rules regarding appropriate communication on the Internet. It will apply primarily to your interactions on the course Discussion Board, assignments both individual and group, and e-mail communications.

1. Help create a community of scholars by encouraging a cooperative win-win attitude in which all members of the class are willing to work together, each contributing in their own way.
2. Be helpful and be sure to do your part in an online class or in group work so that assignments can be completed.
3. Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are essential when taking an online class.
   a. Use a meaningful title in the Subject line. For e-mail, include course number.
   b. Use the person's name you are writing to as a greeting in the first line of the message – this helps ensure you are writing to the intended person (group).
   c. Close the posting by writing your full name at the end of the message.
4. Do not post anything too personal as all students in the class and your instructor will see what you write and the University archives all course materials;
5. Be courteous and respectful to students and faculty in the course.
   a. There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view as it will be read by others;
   b. Be careful with the tones of what you are communicating, sarcasm and subtle humor; one person's joke may be another person's insults;
   c. Do not use all caps in the message box (it is considered shouting);
   d. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race or ethnicity.
6. Keep the messages you post to the Discussion Board relevant to the course and assignment, and provide a rationale including references as appropriate to support your point-of-view.
7. Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.
8. When posting a response, make sure you clarify the post to which you are responding.
9. If the topic you wish to address is already covered under an existing thread, do not start a new thread.
10. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
11. Try not to lurk, meaning you are just reading and not participating.

12. Quality of online communications/postings is important
   a. It is not acceptable to present work or ideas of others as your own. If you quote from a source, use quotation marks and provide the original author's name, year, and the work from which the quotation is taken. If you paraphrase, use your own understanding of the work if possible and give credit to the original author by citing name, year and source of the idea.
   b. If the posting is going to be long, use paragraphs;
   c. Do not overuse acronyms like you use in text messaging. Some of the participants may not be familiar with acronyms;
   d. Just as you would proofread a formal paper, before posting;
      i. Read what you have written for content;
      ii. Rethink what you have written for tone;
      iii. Reread what you have written for organization and coherence; and
      iv. Revise what you have written for grammar, punctuation and mechanics.
      v. Once you submit your work, discussion, or e-mail, you cannot change what you have written.
13. Don't send large files as someone in your class may have a relatively slow internet connection and be sure to check for viruses when sending files.
14. Be patient if you do not get an immediate response to your postings as others may be on a different schedule. If it is urgent, you can contact other students of faculty by e-mail, phone, or text.

ASSESSMENT OF STUDENT LEARNING:

1. Evaluation of student performance is based on evidence of achievement of course objectives. Students are graded on their attendance and participation in the class discussion boards, online reflections and observations, clinical performance when applicable, knowledge and comprehension of reading assignments and completion of course assignments. Criteria for each course activity and assignments include grading rubrics are delineated either in the syllabus or in the modules.

2. **Summary of Measures for Evaluations:**
   The course grade is based on Discussion Board participation,

   Course Requirements
1.	Class Discussion & Participation	20%
2.	Critical Analysis of Literature/Research	15%
3.	Data Base Development	15%
4.	Weekly Documentation of Assessment/Patient Education/Health Promotion	10%
5.	Final Complete Integrated Assessment	Pass/Fail
6.	Clinical Performance/Preceptor/Faculty	40%
	Total	100%

3. **Calculation of Final Grade**: The final grade is derived as a summary of the points delineated on specific rubrics for the assignments and participation.

   Grading Scale
   A = 90 – 100
   B = 80 – 89
   C = 75 – 79

D = 70 – 74
F = 69 or below

POLICIES FOR EXAMS AND ASSIGNMENTS:

Missed Examinations and Makeup Examinations: Faculty members must be informed immediately when a student is aware that an examination will be missed. Make-up should occur within a week of the scheduled examination as agreed on between the faculty and student. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, e-mail, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up exams can be arranged without penalty.

Late and Make-up Assignments: To achieve the designated points for an assignment, the assignment must be submitted at or before the scheduled date and time. Missed course work, class participation grades, written documents or presentations will result in the student receiving a zero for the assignment. Should scheduling conflicts and/or family emergencies arise, student should contact faculty by phone, e-mail, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up assignments can be arranged without penalty.

COURSE SCHEDULE: (This schedule is subject to change by faculty.)
NURS 4313 Clinical Nursing Practice

Week & Module	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
Week 1 March 14, 2022	INTRODUCTION TO BLACKBOARD & PATIENT ASSESSMENT, HEALTH HISTORY NUTRITIONAL ASSESSMENT & GENERAL SURVEY • Review Population-Based Data Base Developed in Assessment course. Class Objectives & Discussion Topics: 1. Explain the relationship of clinical reasoning, nursing process and health assessment. 2. Discuss the components of a comprehensive data base.	Reading Assignment: Jarvis, C. (2018). Physical Examination & Health Assessment (7th Ed.). St. Louis, Mo: Saunders-Elsevier. Jarvis, C. (2012). Physical Examination & Health Assessment Student Laboratory Manual (6th Edition). St. Louis MO: Saunders-Elsevier Student/Preceptor Handbook	Class Activities: 1. Utilize interactive activities to assure that each student can utilize necessary components of Blackboard. 2. Discuss some key factors from the nursing theory you selected for your patient population that will guide in the development of your data base. 3. Discuss routine diagnostic data that will provide foundational information for assessment of your selected patient population. **4.** Utilize the entire data base on a minimum of two individuals that represent your patient population.

	3. Explain the legal requirements related to nursing assessment based on Texas Board of Nursing standards, rules, and regulations. 4. Differentiate between subjective and objective data. 5. Describe health and illness beliefs and practice assessments. 6. Describe the components and process of a general survey. 7. Identify factors affecting accurate body measurements. 8. Explain the process and technique of a skilled interview.		5. Discuss with faculty and/or classmates any issues that were difficult to assess. 6. Discuss the components of a nutritional assessment including laboratory data. Write a brief, general survey of your patient.
Week 3 March 28, 2022	**Obesity** Learning Activities:: 1. Discuss the prevalence and management of obesity in your selected patient population. 2. Is body mass index recorded during patient care? 3. Discuss secondary effects that can occur from obesity in your patient population. 4. Discuss some approaches to obtaining information from obese patients to determine their understanding, beliefs, & feelings regarding obesity.	Reading Assignment: Jarvis, C. (2018). Physical Examination & Health Assessment (7th ED.). St. Louis, MO: Saunders-Elsevier. Jarvis, C. (2018). Physical Examination & Health ASSESSMENT STUENT LABORATORY MANUAL. Manual (6th Edition). St. Louis MO: Saunders-Elsevier Manual (6th Edition). St. Louis MO: Saunders-Elsevier	**Class Activities:** **1. Group discussion regarding new knowledge and skills obtained in clinical practice including patient conditions, laboratory testing and results and new medications.** **2. Role play some approaches to assessing sensitive information from patients.** **3. Compare and contrast some differences in age, culture/ethnicity or other variables to enhance understanding of obesity.** **4. Share information and approaches to nutritional intake and physical activity which may alter body weight.**
Week 5	Learning Activities	Reading Assignment: Jarvis, C. (2018). Physical Examination	**Class Activities:**

April 11, 2022	1. findings from a comprehensive assessment. 2. Is substance use/abuse addressed during the care of your selected patient population? . **3.** Are questions related to substance use/abuse discussed in the presence of family or significant others? 4. How might personal experiences/feelings impact communication with your selected patient population? 5. Is the topic of depression or any other factors identified regarding the relationship between problems and substance abuse addressed at any time during patient assessment? 6. What are some of the guidelines that nursing staff follow when addressing substance abuse?	& Health Assessment (7th ED.). St. Louis, MO: Saunders-Elsevier. Jarvis, C. (2012). Physical Examination & Health Assessment Student Laboratory Manual (6th Edition). St. Louis MO: Saunders-Elsevier.	**1**. Group discussion regarding new information gained during clinical practice.. 2. Discuss patient situations which you experienced in your practice which has provided insight or understanding of substance use/abuse. 3. Open discussion related to all forms of potential substance abuse such as alcohol, drugs, nicotine use, illicit drugs & others. 4. Discuss the topic of substance abuse screening. 5.. Share information gleaned from literature related to promotion of methods to cease abuse.

| Week 7. April 25, 2022 | **INDICATIONS OF HEALTH STATUS**
1. identify physical observations which can reflect health status in your selected patient population.

2. Identify lab testing and results which provide insight into health status.

3. Factors which alert the nurse to a clear focus on health status. | <u>Reading Assignments:</u>
Jarvis, C. (2016). Physical Examination & Health Assessment (7th ED.). St. Louis, MO: Saunders-Elsevier.

Jarvis, C. (2012). Physical Examination & Health Assessment Student Laboratory Manual (6th Edition). St. Louis MO: Saunders-Elsevier | <u>Class Activities:</u>
1. Group discussion regarding the benefits of clinical experience.
1. Discuss pertinent vaccinations for age groups (across the life span).
2. Does your patient population view vaccinations/immunizations as a health component?
3. What is the focus on food intake in general for your patient population?
4. Is nutrition viewed as an important contributor to health?
5. What is the value of physical activity to health maintenance/status?
6. .Plan communication principles or strategies to enhance assessment of attitudes toward health. |
| **Week 8 May 2, 2022** | **FINALS WEEK**
All Evaluation Forms and Clinical Documents must be finalized that are included in Preceptor/Student Guidelines | | |

ACADEMIC HONESTY POLICY:

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Academic Dishonesty includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty, but must notify the student of his/her right to appeal to the Department Chair, the Associate Provost/Dean, and eventually to the Provost and Vice President for Academic and Student Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case.

In the case of flagrant or repeated violations, the Vice President for Academic and Student Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

AMERICAN WITH DISABILITIES ACT (ADA) STATEMENT:

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623

Garner Field Road, Rio Grande College-Sul Ross State University, Uvalde, Texas 78801. Telephone: <mark>830-279-3003.</mark> E-mail: kbiddick@sulross.edu

ONLINE COURSES:
Web courses (offered online) are not self-paced and require considerable work in order to meet requirements. Students should be prepared to devote approximately 12 hours per week to accomplish the work required for a 3-hour class (i.e. student should devote approximately the same study time for an online course as would be spent in a regular class with outside work requirements—a measure generally calculated at 3 hours outside work for each hours in class.) Students MUST have a reliable high-speed internet connection available on a regular basis for course work and other assignments whenever University computer laboratories are not open. Computer labs are open Mon.-Thurs., 8 a.m.-10 p.m., and Fri. 8 a.m-5 p.m. University computer labs are not open on weekends and holidays, but computers are available at the Southwest Texas Junior College and Sul Ross State University Rio Grande College libraries. A student who fails to participate in assignments during any one work period may be subject to being withdrawn from class and given a grade of F. Students should regularly log in to their class.

DISTANCE EDUCATION STATEMENT:
Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

GENERAL CAMPUS REGULATIONS AND CONDUCT:
All students are expected to conduct themselves in a manner consistent with the University's functions as an educational institution. It is also expected that all students who enroll at Sul Ross State University agree to assume the responsibilities of citizenship in the university community. Association in such a university community is purely voluntary, and any student may resign from it at any time when he/she considers the obligation of membership disproportionate to the benefits. All students are subject to University authority, and those students whose conduct is not within the policies of the University rules and regulations are subject to dismissal. Students are responsible for abiding by all published University rules and regulations. Failure to read publications will not excuse the student from the requirements and regulations described therein. The SRSU Student Handbook and other official University publications outline specific regulations and requirements.

DISCUSSION BOARD RUBRIC

CRITERIA	Performance Indicators			
	Proficient	Competent	Substantive Area for Improvement	Unsatisfactory Work
Content Relevance of information in the posting to the assigned questions and demonstrates student learning.	Responds to discussion questions with a clear understanding of the focus of study in the module. Posting & responses meet all the requirements of the discussion instruction 25 Points	Responds to discussion questions but with minor confusion about the focus of study in the module. Posting & responses meet most of the requirements of the discussion instructions 20 Points	Responds to 1 or more discussion questions with major confusion about the focus of study in the module. Or Provides some answers but fails to respond to discussion questions as directed in the Forum. Posting & responses meet some of the requirements of the discussion instructions 10 Points	The discussion questions are not answered Or Responses have no connection to the questions. Posting & responses meet few/none of the discussion instructions. 0 Points
Scholarly Presentation Writing style allows for clear communication of thoughts through logical presentation of ideas with correct spelling, grammar, and punctuation (SGP).	Thoughts are logically organized at the paragraph level without errors in SGP. 15 Points	Thoughts are logically organized at the paragraph level with no more than 3 errors in SG 10 Points	Thoughts are logically organized at the paragraph level with no more than 4 errors in SGP. &/Or Thoughts show limited logical organization between ideas. 5 Points	Thoughts show no logical organization in the paragraph. &/ Or Postings contain in excess of 4 errors in SGP. 0 Points
Engagement Engages in discussion through use of thoughtful replies to the postings of other students.	Replies in the forum to 2 peers in a thoughtful, reflective, and respectful manner. 20 Points	Replies in the forum to 1 peer in a thoughtful, reflective, and respectful manner. 10 Points	Gives a limited reply to peers in a respectful manner. 5 Points	No replies to any postings. &/ Or Replies are clearly disrespectful. 0 Points
Citations/APA Ideas are supported by proper citation and use of references following APA format.	Postings incorporate citations and references following APA format with only 1 error. 20 Points	Postings incorporate citations and references following APA format with no more than 2 errors. 15 Points	Postings incorporate citations and references following APA format with no more than 3 errors. 10 Points	Postings include three or more errors in APA format. 5 Points
Literature/Evidence Ideas are supported by student conducted research – outside the required course material.	Postings and replies are supported by more than two outside references in addition to required readings. 20 Points	Postings and replies are supported by one outside reference in addition to required readings. 10 Points	Postings and/or replies are only supported by required readings. 5 Points	Postings and replies are not supported by any evidence. 0 Points