

COURSE NAME/NUMBER
COURSE TITLE
Credits

COURSE SYLLABUS
Term Year

COURSE DESCRIPTION:

Prerequisite:

GENERAL INSTRUCTIONAL OBJECTIVES:

PRIMARY COURSE TEXTS:

SUPPLEMENTAL TEXTS:

Reading materials from online sources, databases and websites, may be assigned to enhance the learning experience.

BOOKSTORE:

Textbooks may be purchased from EWU Bookstore at:

<http://bookstore.ewu.edu/store1/home.aspx>

URL:

TEACHING METHODS:

COURSE HOURS:

This is an asynchronous online course with the following time commitment and weekly interaction requirements. To be successful in this online course, you must be willing to allocate sufficient time to access course materials, participate in online classes and discussion groups, and complete all of the assignments. This is an online course and just like the traditional classroom, you will interact with the content, your teacher, and your classmates on at least a weekly basis through course assignments, asynchronous discussion, and synchronous meetings as determined from group project participation. In order to be successful you should plan to devote 3 hours per week for each credit. Students should plan on logging into the course at least 3 times a week

to participate fully in course activities. While this may affect weekend time, noting that course participants may have work responsibilities during the week and time management strategies can minimize time spent in the course on weekends.

COURSE INSTRUCTOR:

Name

Position

Address

Office Phone

Email

Instructor's Credo/Philosophy etc.

Insert Professional Photo of Instructor

OFFICE HOURS: Physical and Electronic

I have an open door office policy therefore; I will be available to you, as you need me both in the office and online. I will notify you when I will be away from my office or email. Please feel free to call me as needed.

Office Phone: (509) 828-1321

Cell/Home Phone (713) 408-1321

Email: "I will respond to all emails within 48 hours except weekends and holidays unless otherwise posted via email to all course participants."

Primary Course Email: awetmore@ewu.edu

I will be available by appointment either for CANVAS Conference sessions to discuss the course and or answer questions individually or as a group by appointment. I would request that these meetings be scheduled at least 4 days so that I can plan accordingly, however you may use email, text, or the EagleExpresso shop also.

EWU Email is the main form of communication for this course. If at any time there is a problem with EWU email, students may call the instructor to discuss another form of electronic communication.

ATTENDANCE POLICY:

Whenever possible, students should notify the instructor if they are unable to Participate in course activities and discussions. Participation in online discussion boards and group activities will be monitored by the instructor. The student will receive an email from the instructor if the student is not "attending" to the course.

EWU, DEPT. AND PROGRAM POLICIES

KEY DATES:

Beginning Date: March 31, 2014
Last day of Instruction: June 6, 2014
Finals Week: June 19-12, 2014
Ending Date: June 13, 2014
Grades Posted by June 18, 2014

ACADEMIC INTEGRITY STATEMENT:

Refer to the EWU Dental Hygiene Student Handbook for proper citations and paraphrasing policies. EWU looks at issues of academic integrity (i.e. plagiarism and/or cheating) as a very serious offense subject to dismissal from the university after repeated incidences. Failure to exhibit academic integrity in this course will result in a grade deduction that will be based on a case-by-case basis, pending severity.

ADA STATEMENT

Eastern Washington University is committed to providing support for students with disabilities. If you are a student with physical, learning, emotional, or psychological disabilities needing an accommodation, you are encouraged to stop by Disability Support Services (DSS), TAW 124 and speak with Kevin Hills, the Manager DSS or call 509-359-6871.

EQUAL OPPORTUNITY STATEMENT

No person shall, on the basis of age, race, religion, color, gender, sexual orientation, gender identity, national origin, or disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of Eastern Washington University.

AFFIRMATIVE ACTION STATEMENT

Eastern Washington University adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

INTERPROFESSIONAL EDUCATION (IPE) STATEMENT

The Department of Dental Hygiene strongly values interprofessional education (IPE). IPE is essential to prepare health professions students for deliberative collaboration with a common goal of safer and better patient-centered care. Dental Hygiene students should be offered opportunities to engage in interactive learning with those outside their own profession as a routine part of their education. IPE ultimately results in increased value for other health care professionals, improved

quality of care for the community, and enhanced skills and communication. The Department alerts students to potential IPE opportunities in hopes that each student can participate in quarterly IPE events.

MINIMUM TECHNICAL REQUIREMENTS:

COMMUNICATING ELECTRONICALLY:

Netiquette Expectations (courtesy from Clemson University; retrieved on 6/26/2009

<http://www.hehd.clemson.edu/ode/pages/syllabustemplate.php>)

Always practice Internet Etiquette when communicating electronically. The purpose of communicating electronically in an online course is to share information.

- Be respectful of other participants, their time, their bandwidth, and their opinions.
- Remember that you are communicating with people who do not have the advantage of seeing your body language or hearing your voice inflections, and who may interpret your message differently than you intended.
- Using ALL CAPS may be interpreted as shouting
- Use humor and sarcasm carefully (we can't see the "twinkle in your eye"); add emoticons to provide a visual representation of your intent
- Keep your critiques constructive; antagonistic criticism is called "flaming" and may cause an unwanted reaction
- Remember that you are judged by the quality of your writing.
 - Spelling and grammar do count
 - Be coherent and succinct
 - Do not plagiarize; respect copyrights
 - Do not depend on a single source when contributing new information from external resources
- Be professional

SENDING AND RECEIVING EMAIL:

I will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. I will answer most electronic communications within 48 hours. All e-mail messages from the instructor will be sent to the student's EWU e-mail address.

NAVIGATING THE COURSE:

The electronic classrooms for this course are located in CANVAS.

Open your Internet browser; preferably Mozilla or Google Chrome.

Login using your **EWU LADP/Net Student ID [username]** and **Password**.

1. Your student **"Home"** page has a list of current activity and a link to your calendar.
2. Inbox in upper right for messages both written and voice.
3. Courses, Assignments, Grades, and Calendar are located in tabs at the top of the page
4. Use the Drop-down Menu under **Courses** to enter the **CANVAS** Classroom.

The CANVAS Classrooms (Left side Menu)

Home Course Description and Goals MSDH Competencies	Announcements Course Announcements from Instructor	Syllabus Syllabus Schedule
Modules Weekly Course Content Presentations Readings Link to Blog Questions & Blog Link to Discussion Questions & Discussion Board Links to pages	Assignments Assignments Rubrics both pdf and built-in Submit Assignments here	Discussions Eaglexpresso Coffee Shop Discussion Forums
Grades Lists of grades on assignments Weighted grade totals	People Info about Instructor Info about Students	Pages EWU Library Resources Database Information Instructor Resources List of Required Texts Supplement Texts Links for media production and help sheets
Chat	Conferences Area for instructor to discuss with student	Collaboration Area for students to work on projects together

Technical Assistance Use Help in Upper Right corner or the Helpdesk.

SPECIFIC LEARNING OBJECTIVES:

At the end of the course, the student will be able to:

REQUIRED LEARNING EXPERIENCES (also posted in CANVAS)

List all assignments in chronological order.

Provide detailed information on expectations, due dates, submission, grading.

May want to include rubrics for recurring assignments such as writing and discussion.

COURSE ASSIGNMENT SCHEDULE:

Assignment	Content	Due Date	Evaluation	Points	Total Points	% of Grade
Weekly Discussions	Weekly Topic As assigned	Weekly	Online Discussion Rubric	10/week	100	20 %
Educational Program Development Project	Assessment/ Analysis	April 20, 2014	Rubric	100	500	50%
	Design	May 4, 2014	Rubric	80		
	Development	May 11, 2014	Rubric	135		
	Implementation	May 25, 2014	Rubric	100		
	Evaluation	June 1, 2014	Rubric	100		
Cultural Diversity Project	Cultural Issues related to Oral Health Values	June 8, 2014	Rubric per criteria	100	100	10%
Reflective Blogs	Weekly Reflections	Weekly by Monday at midnight PST	Reflection Rubric (posted in BB)	40/week	400	10%
E-Portfolio	Cultural Diversity Project	June 10, 2014	MSDH E-Portfolio Rubric	200	200	10%
	Educational Program Development Project Reflective Blogs					

Weekly Discussions: Each week, there will be a discussion question relevant to that week's topic. Students are responsible for completing the assigned reading and responding to the discussion question. In addition, students will respond to their classmate's postings in professional discussions. Discussion postings are arranged to fit student needs and extend over the weekends. ***Initial post is due by midnight Thursday and all other posting is due by noon on the following Monday.***

Discussion Evaluation

Weekly Discussions		10 points per week	Total points for qtr.=100		
Criteria	Excellent (5)	Good (4)	Average (3)	Below Average (2)	Poor (1)
Postings	<p>Responded at least once to each classmate in addition to original post</p> <p>Initial posting and all responses to classmates completed on time</p>	<p>Responded to each classmate at least once in addition to original post</p> <p>Most postings are completed on time</p>	<p>Did not respond to each classmate at least once</p> <p>Some postings completed on time</p>	Minimal postings	No postings
Description of Contribution	<p>Use of analysis, synthesis, and evaluation;</p> <p>Critical and/or creative contribution;</p> <p>Very clear that readings are understood and incorporated well into responses;</p> <p>Asks questions that extend the discussion; makes insightful, critical comments;</p> <p>Contributes new information and identifies the source using current APA format;</p> <p>Proper netiquette used;</p> <p>Meets "competent" level on EWU writing rubric</p>	<p>Use of comprehension and application;</p> <p>Readings are understood and incorporated into responses;</p> <p>Exhibits good insights and understanding of discussion question;</p> <p>Relates the issue to prior material covered in the course;</p> <p>Proper netiquette used;</p> <p>Meets "Novice" level on EWU writing rubric.</p>	<p>Use of knowledge;</p> <p>Postings are not on track with readings;</p> <p>Repeats basic correct information related to discussion;</p> <p>Proper netiquette used;</p> <p>Meets "Beginner" level on EWU writing rubric.</p>	<p>Seemingly no evidence that readings were understood or incorporated into the discussion;</p> <p>Did not do the readings</p>	No participation
Revised from rubric retrieved at: http://www.hehd.clemson.edu/ode/pages/syllabustemplate.php					

WRITTEN ASSIGNMENT CRITERIA:

EWU WRITING CENTER:

EWU has an online writing center that you may access via

<http://www.ewu.edu/x64585.xml>.

The Writing Center is intended to guide the student in organizing their writing and helping with structure. It is not an editing service. You must make an appointment.

Online learners who are returning to academia may find this service to be very helpful.

OTHER WRITING SOURCES:

APA MANUAL 6th Edition

<http://owl.english.purdue.edu/owl/resource/560/01/>

EXAMPLE OF WRITTEN ASSIGNMENT CRITERIA/FORMAT

COURSE EVALUATION CRITERIA:

LATE ASSIGNMENT POLICY:

As a graduate student and a colleague, effective time management is expected in order to ensure that all assignments are turned in on time. You will not be able to submit late assignments using the CANVAS Submit Assignment tool. In case of an emergency, please contact your instructor as soon as possible to arrange to turn in your assignment. Late assignments may have points deducted accordingly.

EASTERN WASHINGTON UNIVERSITY GRADE SCALE:

100%	=	4.0	A	86%	=	2.9	B-
99	=	4.0	A	85	=	2.8	B-
98	=	4.0	A	84	=	2.7	B-
97	=	4.0	A	83	=	2.6	C+
96	=	3.9	A	82	=	2.5	C+
95	=	3.8	A	81	=	2.4	C+
94	=	3.7	A-	80	=	2.3	C+
93	=	3.6	A-	79	=	2.2	C
92	=	3.5	A-	78	=	2.1	C
91	=	3.4	B+	77	=	2.0	C
90	=	3.3	B+	76	=	1.9	C-
89	=	3.2	B	75	=	1.8	C-
88	=	3.1	B	74	=	1.7	C-

Any student earning a course grade below 74% (1.7) will receive a 0.0 for DNHY 605 (see Academic Achievement Policy of Dental Hygiene Department).

The student must complete all course work to receive a grade for the course.

See MSDH Handbook for EWU and Dental Hygiene Department Grading Policies.

TENTATIVE COURSE SCHEDULE/CONTENT OUTLINE:

DATE	TOPIC(S)	ASSIGNMENTS
This course runs Sunday through Saturday.		
Getting Ready	Sharing / Getting to Know You	Read Syllabus and Post Comments in Discussion Area
Week 1	Overview of Program Development	Reading and Discussion on Academic and Community Program Development
Week 2	Analysis/Assess	Readings and PEER REVIEW Discussion on Problem Analysis based on Needs Assessment and Learner Assessment
Week 3	Analysis/Assess	Readings and PEER REVIEW Discussion on Resources, Delivery Strategies, and Project Management Plan
Week 4	Design/Plan	Readings and PEER REVIEW Posting of Learning Objectives, Task Analysis, and Testing Strategies Program Development Analysis Component Due**
Week 5	Design/Plan	Posting of Program components for PEER REVIEW
Week 6	Develop/Plan	Readings and Discussion on developing a program: PEER REVIEW Learning Activities and Materials, Lesson Plans Program Development Design/Plan Component Due **
Week 7	Relating Program Development Principles to Cultural Diversity	Reading and Discussion of Cultural Diversity Program Development Examples of Learning Activities and Materials Develop/Plan Component Due**
Week 8	Implementation Evaluation	Reading and Discussion on Teaching & Evaluation Methods Program Development Implementation Due**
Week 9	Evaluation Peer Sharing of Program Development Project	Peer Assessment of Project Presentation Program Development Evaluation Component Due**
Week 10	Peer Sharing of Cultural Development Project	Cultural Diversity Project Due Peer Assessment of Cultural Project Presentation
**All Due Dates for components are on the Sunday of the next week and allow for peer review of drafts prior to submitting assignment by midnight on Sunday evening.		

OTHER RESOURCES:

EWU Graduate School Information:

<http://www.ewu.edu/Grad/Programs.xml>

Help with Technology: <http://access.ewu.edu/OIT/Services/iTech/Technology-Services.xml>

Library Services: <http://research.ewu.edu/dental>

Jonathan Potter
(509) 368-6557
jpotter@ewu.edu

Registrar's Office: Debbie Fockler
(509) 359-6348
dfockler@ewu.edu

Student Handbook: On CANVAS

Eastern Washington University is accredited by: Northwest Commission on Colleges and Universities and the American Dental Association Committee on Dental Accreditation

Appendix A WRITING RUBRIC

Abilities	Competent (3 pts.)	Novice (2 pts.)	Beginner (1 pt.)
Clarity	Expresses thoughts clearly. Provides examples to illustrate points.	Most thoughts are clear, but some are ambiguous or unclear. Some examples are occasionally used.	Most thoughts are unclear and examples are not used.
Accuracy	Thoughts are accurate and based on credible evidence. Evidence is provided and identified	Most thoughts are accurate and based on credible evidence. Some evidence is based on authority or tradition.	Thoughts are inaccurate and some evidence is based on authority or tradition.
Relevance	Thoughts are connected to the purpose of the activity or assignment.	Most thoughts have a bearing on the purpose of the activity or assignment.	Thoughts have an obscure connection or are unrelated to the purpose of the activity or assignment.
Depth	Thoughts examine the complex issues and details surrounding the purpose of the activity or assignment.	Thoughts examine some of the complex issues and details surrounding the purpose of the activity or assignment.	Thoughts examine a superficial review of the issues surrounding the purpose of the activity or assignment.
Breadth	Multiple points of view or a broad perspective are recognized and carefully examined for consideration.	Some perspectives are recognized and examined for consideration. A few egocentric thoughts might be evident.	Some perspectives are recognized, but not considered. OR Most thoughts are egocentric.
Logic	Thoughts make sense by following a rational line of reasoning. Thoughts follow from the evidence.	Most thoughts follow one another. Most thoughts follow from the evidence.	Thoughts do not follow each other. Thoughts do not follow from the evidence.
Writing Style	Follows a scientific writing style. Communicates needed information effectively and efficiently according to a given format. Uses complex and varied sentence structure. Effective word choice. Transitions are used.	Approximates the scientific style. Communicates needed information according to a given format. Minimal errors in grammar, sentence structure, spelling, or usage. Transitions are used occasionally.	No sense of the scientific writing style. Lack of communication of needed information. Persistent errors in grammar, sentence structure, spelling, or usage. Transitions are not used.
APA style and Paper Format	References are properly cited within the paper. Reference page is properly completed with a few errors. Paper includes a title page, headings and page numbers at the top right. Paragraphs and double-spacing are used in the text.	References within the paper and on the reference page contain errors. Minor revisions needed to APA style and format.	Reference style does not follow the APA format. Major revisions needed. Paper format is not followed and key components are missing. Unacceptable APA style and format.

*Modified and used with permission from Ellen Rogo, RDH, MS, Idaho State University, Dental Hygiene Department (The critical thinking components of the rubric are based on the Universal Intellectual Standards from the Foundation of Critical Thinking)

**This syllabus is subject to change/improvement as needed.
The most current version is posted in CANVAS.**

Syllabus Checklist

Course Information

- Heading University Name
- Course title and Number
- Course Credits
- Course start/end dates
- Professor's name and contact information
- Course description (EWU catalog description)
- Prerequisites
- Course Goals/ Student Learning Outcomes
- Textbook
- Bookstore Website
- Course URL
- Other required course materials (webcam, mic, etc.)
- Teaching Methods
- Course Hours

Instructor Information

- Course Instructor Information/ Bio
- Instructor Philosophy
- Instructor Photograph
- Office Hours
- Attendance Policy

Policies

- EWU, Department, and Program Policies
- Key dates:
- Academic integrity statement:
- ADA statement
- Equal Opportunity statement

- Affirmative Action statement
- *Interprofessional education (IPE) statement*

Technical Information

- Minimum technical requirements
- Communicating electronically
- *Email Policy*
- *Navigating Information*

Learning Objectives and Experiences

- Specific Learning objectives
- Learning Experiences/Assignments
- Course Assignment Schedules

Assignment Criteria

- Participation
- Attendance Policy/ Posting required
- Written Assignment Criteria
- EWU Writing Center
- Other Writing Sources
- Writing Assignment Criteria/Format
- Late Assignment Policy

Grading

- Evaluation Criteria (table format)
- Grading Scheme

Other Resources

- Tentative Course Schedule
- Links to resources: Library, HelpDesk, etc.
- Appendices
- General Rubrics, Course Forms
- Disclaimer