


Streamline Quality Matters Review with Standardized Templates

SIDLIT Conference, Overland Park

Presented August 4, 2016 by Dr. Linda Merillat

Using Quality Matters as a Guide

At Washburn, it is recommended to use Quality Matters as a guide for your online course development. The heart of Quality Matters is a 43 point rubric. It includes benchmarks in the areas of Course Overview and Introduction, Learning Objectives/Competencies, Assessment and Measurement, Instructional Materials, Learner Activities and Learner Interaction, Course Technology, Learner Support, and Accessibility & Usability.

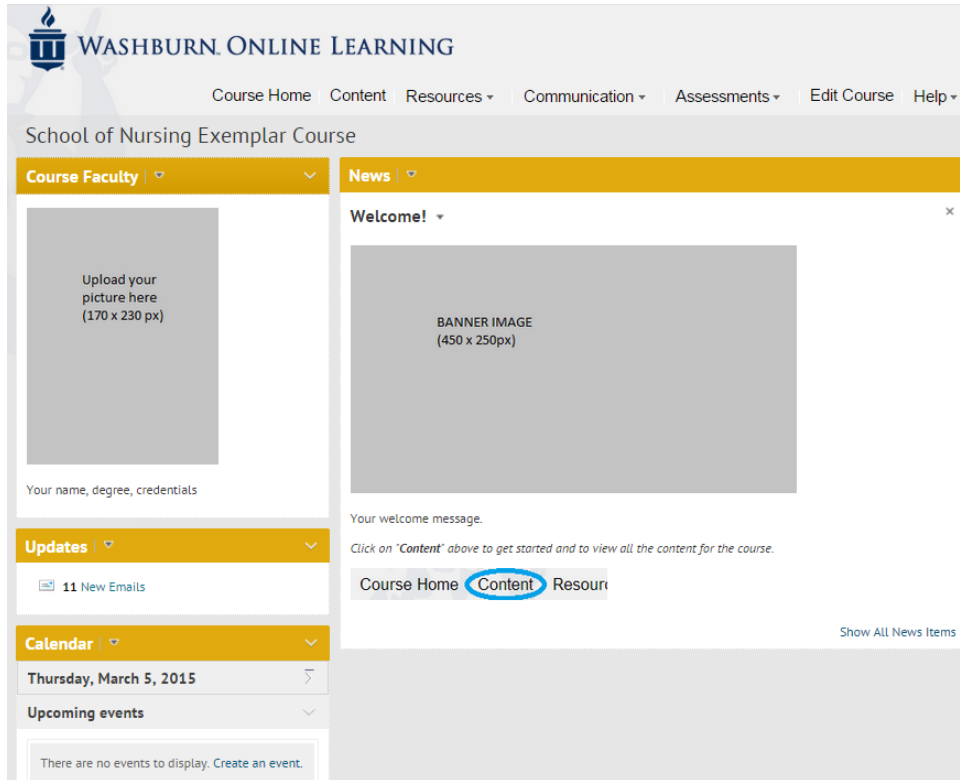
<div> <div>  <div> Standards from the QM Higher Education Rubric, Fifth Edition </div> </div> <div> For more information visit www.qualitymatters.org or email info@qualitymatters.org </div> </div>		
Standards		Points
Course Overview Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2
	1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2
	1.5 Minimum technology requirements are clearly stated and instructions for use provided.	2
	1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.7 Minimum technical skills expected of the learner are clearly stated.	1
	1.8 The self-introduction by the instructor is appropriate and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.	3
	2.4 The relationship between learning objectives or competencies and course activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3

When you first look at the rubric, it is absolutely overwhelming!! It's almost like reading a foreign language. You may not be familiar with many of the terms, or you may not completely understand how to interpret and implement many of the benchmarks. This rubric is really targeted to someone who is educated in instructional design principles.

One way to approach adopting the Quality Matters standards is to analyze each benchmark to see what is required. Our analysis showed that many of the features could be "canned" or developed so that they could be reused over and over again in many courses. In the School of Nursing, we adopted this approach. The reusable tools we developed are a Course Template for D2L, a Syllabus Template, and a Student Resource Center. About 37% of the QM benchmarks can be achieved by using these standard objects.

- **Course Template**

The course template in D2L provides students with a standardized experience about where to easily find information from course to course. It doesn't mean that every course is identical, but that key features are consistently used. ***Consistency is a crucial characteristic of effective online course design.***





The main page displays an image of the faculty member to encourage connection and to build a sense of presence, uses an image in the welcome message to “brand” the course, and clearly displays how to get started. *****Note, home page has been customized to remove the Content Browser.*** When students use the Content Browser, they only get the links – not all the other information you have put in the course.

The Course Overview (START HERE) section includes the syllabus, Introduction to the course, Meet the Instructor, and an optional Class Ice-Breaker.


Table of Contents	2
Course Overview (START HERE)	2
Introduction	
Meet the Instructor	
Class Ice-Breaker Draft	

Course Overview (START HERE) ▾


 Print  Settings


Add dates and restrictions... ✓ Published ▾

BANNER IMAGE
(450 x 250px)

New ▾ Add Existing Activities ▾  Bulk Edit

Expand All | Collapse All

 Syllabus ▾ ✓

 RN-to-BSN Student Handbook ▾ ✓


The Introduction is an ideal place to set the tone for the course. You can kick things off with a video; or you might do a narrated PowerPoint where you review the syllabus. ***An online course should be a media-rich experience. Use videos, podcasts, and images.***

Introduction

Add course description.

Include Introduction to Course video.

Being a Nurse



You are here in the program graphic.

New

Add Existing Activities

Drag and drop files here to create and update topics

The Meet the Instructor section ensures that all the students know how and when to contact the instructor. Again, it's another ***way to connect and to build presence in the course.***

Meet the Instructor

Upload your picture here
(170 x 230 px)

Instructor Name, xxx

Instructor Title

first.last@washburn.edu

(785) xxx-xxxx

The best way to contact me:

xxx

Expectations for communication and feedback:

- For e-mails:
- For discussion postings:
- For feedback on assignments:
- For grades

Add video or narrated PowerPoint for introduction.

New


Add Existing Activities

Drag and drop files here to create and update topics

Page 4 of 25

The Class Ice-Breaker can be optional. It's not always required if you're using a cohort model. It's could also be an opportunity to pre-assess your students to determine what they already know about the subject matter.

Class Ice-Breaker

 Draft

In the cohort model, it's not necessary to have everyone introduce themselves to each other again, however, it is nice for them to introduce themselves to the instructor.

You can do this in an ice-breaker format. You can use a discussion board or other activity to prime their thinking on the new topic brought forward in this class.

You can also use it for pre-assessment - to gauge what students already know about a subject.

New

Add Existing Activities

Drag and drop files here to create and update topics

The next major tab in the template is Course Structure. It covers Course Outcomes, Course Expectations, Course Grading Policy, Course Rubrics, and Tracking Your Progress. Much of this information is also included in the syllabus. ***It is provided in the course as well for the student's convenience.***

Course Structure
Course Outcomes
Course Expectations
Course Grading Policy
Course Rubrics
Tracking Your Progress

One of the biggest challenges with Quality Matters is doing a good job of mapping your program outcomes to course outcomes to module outcomes to learning activities to assessment.

One way to handle this need to clearly map outcomes throughout the course.

Course Outcomes

At the end of this course, students will be able to:

- C1. XXXX
- C2. XXXX
- C3. XXXX
- C4. XXXX
- C5. XXXX

Course Outcomes to Modules Mapping

Each module has its own outcomes. The table below outlines the general topic for each module and how it maps back to the overall course outcomes.

Module	Outcome	C1	C2	C3	C4	C5	C6	C7	C8
1	<Module Name>	X							
2						X			
3				X					
4									
5									
6									
7									
8									

New ▾

Add Existing Activities ▾

Drag and drop files here to create and update topics

Another key aspect of Quality Matters is clearly explaining to students what is required. It is useful to provide an explicit area for course expectations around the different components of the course.

Course Expectations

New

Add Existing Activities

Student Participation

Discussion Forums

Assignments

Quizzes/Exams

Quality Matters expects that the Grading Policy be clearly outlined.

Course Grading Policy

Your work in this course will be evaluated in these areas:

Grade Category	%
Class Participation	16
Discussion Forum	16
Peer Evaluation	4
Written Assignments	45
Grammar & Composition Self-Assessment	19
TOTAL	100%

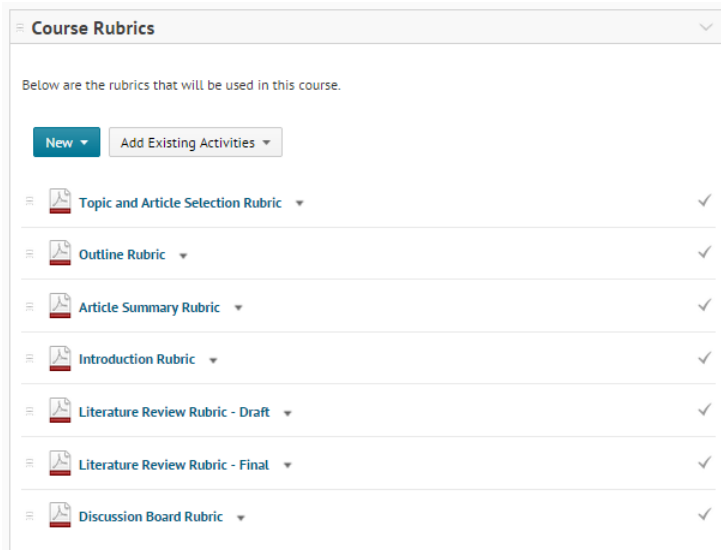
Grading Scale	Grade
91 - 100%	A
83 - 90.99%	B
75 - 82.99%	C
66 - 74.99%	D
< 66%	F

New

Add Existing Activities

Drag and drop files here to create and update topics

Provide the students up front with the rubrics that will be used or other grading criteria. It really helps students plan their work when they know all the requirements in advance. ***D2L supports rubrics, and it makes it much easier to grade than calculating the grade manually.***



One of the Quality Matters benchmarks is giving students an opportunity to track their own progress. This is difficult to do if there are only 2-3 major projects or tests in a course. ***In an online course, it especially important to give students smaller assignments that are due each week.*** This outline matches exactly what students can find in the gradebook.

Tracking Your Progress

There are several opportunities for you to track your progress throughout the course. There are a variety of activities planned each week. Below is a complete outline:

Activity	Points	Category Total	Percent
Class participation			
Virtual class participation - Week 1	15		
Virtual class participation - Week 5	15		
One-on-one meeting with instructor - Week 6	15		
Virtual class participation - Week 8	15	60	16%
Discussion Forum			
Discussion - Week 2	15		
Discussion - Week 3	15		
Discussion - Week 4	15		
Discussion - Week 7	15	60	16%
Peer Evaluation			
First Draft - Peer Evaluation	15	15	4%
Written assignments			
Week 1 - Topic Selection & Potential Articles	15		
Week 2 - Outline	15		
Week 3 - Editing Worksheets	15		
Week 4 - Draft of Article Summaries	25		
Week 5 - Draft of Introduction & Problem Statement	25		
Week 6 - First Draft	25		
Week 8 - Final Literature Review	50	170	45%
Grammar & Composition Self-Assessment			
Week 1 Self-Assessment	17		
Week 2 Self-Assessment	7		
Week 3 Self-Assessment	9		
Week 4 Self-Assessment	9		
Week 5 Self-Assessment	8		
Week 6 Self-Assessment	4		
Week 7 Self-Assessment	9		
Week 8 Self-Assessment	8	71	19%
TOTAL	376	376	100%

Under the Table of Contents, there are 8 default modules. In the RN-to-BSN program, the courses run 8 weeks, so each module covers one week. In a full semester term, you might choose to have modules that run more than one week. ***It's important to note that the modules are given names that relate to the topic being covered.*** This is another tool to help build up a frame of reference in the student's mind.

Table of Contents	2
Course Overview (START HERE)	2
Course Structure	
1. Module Name	
2. Module Name	
3. Module Name	
4. Module Name	
5. Module Name	
6. Module Name	
7. Module Name	
8. Module Name	
Student Resource Center	
Instructor Notes Draft	
Add a module...	

Table of Contents	56
Course Overview (START HERE)	2
Course Structure	7
1. Introduction & Topic Selection	4
2. Pre-Writing Begins March 18	7
3. Writing Voice, Tense, and Transition Begins March 25	11
4. Summarizing, Paraphrasing, and Quoting Source Material Begins April 1	7
5. Introductions and Conclusions Begins April 8	6
6. Editing Your Work Begins April 15	4
7. Peer Review and Re-writes Begins April 22	5
8. Final Project Begins April 29	3
Student Resource Center	

Each module has a similar structure: Module Outcomes, Required Readings & Materials, Learning Activities, Student Interaction, Additional Recommended Resources, and Module Assignments.

The Module Outcomes reinforce the outcome mapping that was begun earlier.

1. Module Name
Module Outcomes
Required Readings & Materials Draft
Learning Activities
Student Interaction
Additional Recommended Resources
Module Assignments

Module Outcomes

- M1.1 Use electronic resources for identify topics and potential articles; share results electronically.
- M1.2 Self-evaluate current composition and grammar skills in the area of usage, homonyms, and other easily confused word pairs.
- M1.3 Select an appropriate topic for a Review of Literature.
- M1.4 Select appropriate articles to support a Review of Literature.
- M1.5 Discuss key aspects of topic and article selection with your classmates.

Component	Activity	M1.1	M1.2	M1.3	M1.4	M1.5
Knowledge	Read Chapters			X	X	
Understand	View PowerPoint			X	X	
Interact	Attend Virtual Class Session					X
Analyze	Topic and Article Selection for Review of Literature	X		X	X	
Self-Reflect	Self-Assessment of Grammar & Composition		X			
Assessment	Topic and Article Selection Rubric			X	X	

New

Add Existing Activities

Drag and drop files here to create and update topics

In Quality Matters, it's important for student's to understand what materials are required versus those that are supplemental or optional.

Required Readings & Materials

These are the required readings & materials.

- Chap. 1 - Anatomy of Writing
- Chap. 2 - Finding, Refining, and Defining a Topic

New

Add Existing Activities

Drag and drop files here to create and update topics

Learning Activities can be anything. It might be videos to watch, or an activity to complete. It important to provide a context for the activities and how they address the module outcomes. The activities may or may not be graded.

Learning Activities

▼

Provide a clear description of the activities, and how they address the module outcomes.

New ▼

Add Existing Activities ▼

Drag and drop files here to create and update topics

Student interaction can also vary. In an online course, it's important to provide a variety of different types of interaction.

Student Interaction

▼

Provide a clear description of the planned student interactions and how they support the module objectives.

New ▼

Add Existing Activities ▼

Drag and drop files here to create and update topics

Additional Recommended Resources is a way to distinguish them from the required materials provided earlier.

Additional Recommended Resources

▼

These are additional, optional reading & materials for your benefit.

New ▼

Add Existing Activities ▼

Drag and drop files here to create and update topics

Module Assignment are designed to the culminating activities for the module. They are usually associated with a graded assessment.

Module Assignments

Provide a clear description of assignments, and how they support the module outcomes.

New

Add Existing Activities

Drag and drop files here to create and update topics


The final section in the template for students is the Student Resource Center. It includes a link to another course in D2L designed specifically for this purpose.

Student Resource Center

Print
Settings

Add dates and restrictions...

Published



Visit the [School of Nursing Student Resource Center](#) in D2L to learn more about these topics:

Technology Support - getting answers to your technology questions.

- Information Technology Services
 - Password resets
 - Access to MyWashburn & Banner
 - Setting up e-mail on your phone
 - Using Office 365
 - Name changes
 - Technical Support questions
- Online Education Support
 - Questions related to D2L

Accessibility - learn more about your options at Washburn and obtain help.

Academic Support Services - services to help you with your academic studies.

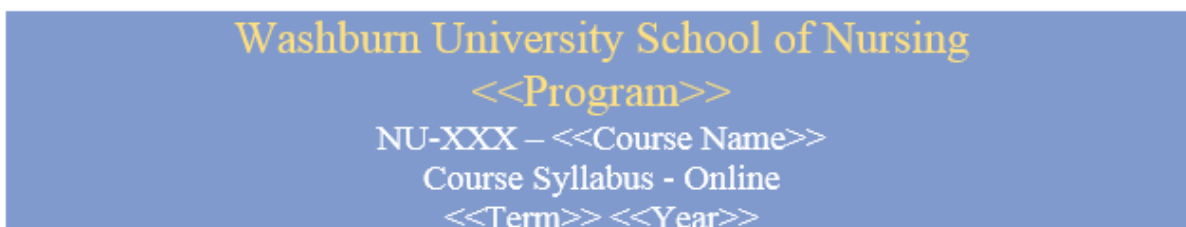
- Mabee Library
- Meet Your Librarian
- Center for Student Success
- Tutoring & Writing Center
- APA Resources

Student Services - services to help you personally.

- School of Nursing Advising
- Financial Aid
- Student Organizations
- Counseling
- Career Services

- Syllabus Template

Having a standard course template is a big help, but it's also important to use a syllabus template as well. One of the first things you'll notice about this syllabus template is that it uses color. ***These are online students and color is free!***



The course syllabus is considered a ***learning agreement*** between the student and the course instructor(s). Students will be held accountable for the contents outlined in this document. It is considered important and is your guide to succeeding in this course.

Faculty

Name, Credentials

Office: xxx
 Voice: xxx
 Cell: xxx
 Email: xxx
 Office Hours: By appointment
The best way to reach me is...

Course Description

Place course description from catalog.
 X Credit Hours

Course Prerequisite(s) and Competencies:

Place course prerequisite(s) and previous competencies.

Course Outcomes:

Upon completion of the course NU-XXX, the learner will be able to:

- Xxx
- Xxx
- Xxx

One of the item especially important for Quality Matters is the mapping of Course outcomes to Program Outcomes.

Course Outcomes:

Upon completion of the course NU-300, the learner will be able to:

- C1. Demonstrate critical reading and synthesis of content.
- C2. Apply a writing process that requires continuing recursive rereading, and revision.
- C3. Use electronic resources for organization, drafting, reviewing, editing, and sharing content.
- C4. Self-evaluate current composition and grammar skills.
- C5. Develop a central idea or argument, and to provide logical and clear support.
- C6. Construct a literature review to demonstrate how to present ideas, paraphrasing, summarizing, and correctly citing material.
- C7. Discuss key aspects of scholarly writing with your classmates.

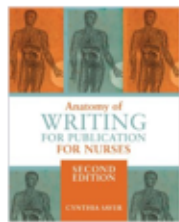
Mapping to Program Outcomes:

1. Apply principles of leadership to deliver quality patient care in complex systems.
2. Integrate evidence, clinical judgment, inter-professional perspectives, and patient preferences in the planning, implementation, and evaluation of patient care (C1).
3. Demonstrate skill in using patient care technologies, information systems, and communication devices to support quality nursing practice (C3).
4. Practice strategies to change local and global health policy by influencing sociocultural, economic, legal, and political systems.
5. Integrate inter-professional communication patterns into nursing practice (C2, C3, C4, C5, C6, C7).

A Course Bibliography is standard, but the image of the textbook cover is a nice touch.

Course Bibliography:

Required:



Saver, C. (2014). *Anatomy of Writing for Publications for Nurses* (2nd ed.). Indianapolis, IN: Sigma Theta Tau. ISBN 9781938835421.

Course Methodology can be approached in different ways. In the syllabus template, a table is provided, and the instructor merely needs to delete those strategies not being employed in the course.

Course Methodology:

This course uses a fully online format to guide you through the learning experience of this course. We will use these strategies:

Presentation of Materials	Student Interaction	Assessment
<ul style="list-style-type: none"> • Textbook Readings • PowerPoint presentations • Scholarly Articles • Web Resources • Video Recordings • Podcasts • Programmed Lessons • Simulations • Case Studies • Practicum Experience 	<ul style="list-style-type: none"> • Discussion Forums • Pair & Share • Small Group • Virtual Classroom Sessions • Chat • Social Media • Peer Evaluation • Field Work • Community Engagement • Email • Blog 	<ul style="list-style-type: none"> • Written Assignments • Projects • Rubrics • Checklists • Self-Assessments • Oral Presentations • Quizzes • Proctored Exams

The Methods of Evaluation is repeated in the syllabus from the course.

Methods of Evaluation:

Your work in this course will be evaluated in these areas:

Grade Category	%
TOTAL	100%

Grading Scale	Grade
91 – 100%	A
83 – 90.99%	B
75 – 82.99%	C
66 – 74.99%	D
< 66%	F

The Content Overview/Outline gives an overview to students about what to expect throughout the course. It is a one-on-one mapping from the Module Outcomes provided in the course.

Content Overview/Outline:

Module	Topic
Module 1	INTRODUCTION & TOPIC SELECTION
	<ul style="list-style-type: none"> • Read Chapters • View PowerPoint • Attend Virtual Class Session • Topic and Article Selection for Review of Literature • Self-Assessment of Grammar & Composition
Module 2	PRE-WRITING
	<ul style="list-style-type: none"> • Read Chapters • Participate in Discussion Forum • Develop Outline • Self-Assessment of Grammar & Composition
Module 3	WRITING VOICE, TENSE, AND TRANSITION
	<ul style="list-style-type: none"> • Read Chapters • Participate in Discussion Forum • Complete Writing Worksheet • Self-Assessment of Grammar & Composition
Module 4	SUMMARIZING, PARAPHRASING, AND QUOTING SOURCE MATERIAL
	<ul style="list-style-type: none"> • Read Supplemental Resources • Participate in Discussion Forum • Complete Article Summaries • Self-Assessment of Grammar & Composition
Module 5	INTRODUCTIONS AND CONCLUSIONS
	<ul style="list-style-type: none"> • Read Supplemental Resources • View PowerPoint • Attend Virtual Class Session

Providing Technology Requirements is a real strength of the syllabus template. It is standard information that can be used over and over again.

Technology Requirements:

Desire to Learn (D2L) will be used for this course to post announcements, class instruction, participation, e-mail, discussion and individual course grades. Course materials and assessments will be posted to the D2L course sites throughout the semester. **The assumption is made that all students have access to reliable computer facilities, the Internet, and a web browser to access the D2L course web site.**

1. See [D2L Help](#) for recommended browsers. In my experience <http://www.firefox.com> works well for Mac/Apple based hardware.
(https://mnsite.ims.mnscu.edu/shared/platform_requirements/10.3_Platform_Requirements.html)
2. Complete the System Check before logging in: <https://d2l.washburn.edu/d2l/systemCheck>.
3. Skype is an excellent way for us to meet if conferences or study sessions are needed in a face-to-face venue. You can download a free version by going to <http://www.skype.com>. Skype to Skype calls are free of charge.
4. Online courses hosted within the D2L Learning environment are accessed at <http://d2l.washburn.edu>.
5. Once you log in, you can access Student Help under the Help tab. Click on Course Tools from the main navigation at the top of the screen.
6. Or call the Help desk @ 785-670-2381. For more information on technical support, visit the WUSON Student Resource Center in D2L.
7. Learn about D2L Accessibility at <https://documentation.desire2learn.com/en/Accessibility>.

Desire2Learn's regularly scheduled maintenance window is the 2nd Sunday of each month, between 12:00 (midnight) and 6:00am CST. At any point during this time, Washburn University's Desire2Learn site may be unavailable.

D2L Privacy Policy: <http://www.brightspace.com/legal/privacy/>.

Similarly, Virtual Classroom Requirements can be used repeatedly.

Virtual Classroom Requirements:

Zoom is the application that will be used for our virtual classroom sessions. You will receive an e-mail from the instructor with the conference information. Simply click on the Where: link to enter the session.

System requirements can be viewed at:

<https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-and-Mac>

An accessibility statement for Zoom is not available.

Zoom Privacy Policy: <https://www.zoom.us/privacy>.

A web-cam and/or microphone is required/recommended to participate in virtual classroom sessions.

Providing the requirements for Minimum Technical Skills is another benchmark of Quality Matters.

Minimum Technical Skills:

All students are expected to have these minimum technical skills:

- Using the D2L learning management system:
 - From My Home in D2L, from the main menu, drop-down the Help tab. Click on Training & Orientation.
- Using e-mail with attachments:
 - For Office 365: <http://office.microsoft.com/en-us/office-online-help/working-with-attachments-HA103998941.aspx>
- Creating and submitting files using Word.
 - Look in YouTube or use a Google search.

Providing clear guidance on access to Technical Support is important in Quality Matters, and can be easily repeated.

Technical Support:

Information Technology Services:

Information Technology Services (ITS) can help you with general issues related to your account such as:

- Password resets
- Access to MyWashburn & Banner
- Setting up e-mail on your phone
- Using Office 365
- Name changes
- Technical support questions

For technical assistance, call 785.670.3000.

E-mail: support@washburn.edu

Technology Support Center Support Hours

Day of Week	Hours
Mon-Thur	7:30am – 11:00pm
Fri	7:30am – 5:00pm
Sat	8:00am – 5:00pm
Sun	1:00pm – 11:00pm

Visit ITS online for more information: <http://www.washburn.edu/a-z-index/its/index.html>.

Online Education Support:

Online Education Support can answer your questions about Desire2Learn (D2L Insights and Learning Object Repository), Respondus, StudyMate, and Respondus LockDown Browser.

Desire2Learn (D2L) reference materials are available online and can be accessed from your D2L Homepage after logging in.

Phone Support

785.670.2381

Mon. - Fri.: 8:00am - 5:00pm CST

Email: online-ed-support@washburn.edu

Student expectations of Instructor are clearly delineated.

Student Expectations of Instructor:

Access to Faculty:

Faculty for online classes are available by appointment by email, course chat software, Zoom and Skype software, text messages, and telephone conference.

Timely Response to Email Questions and Answers:

Students can expect a *reasonable* response time to questions submitted by Email. Every effort will be made to answer questions received Monday through Friday within about 24-48 hours of when they are received, excluding weekends and holidays. Please keep in mind that many faculty receive hundreds of email messages a day and messages might not be opened immediately. If the instructor does not respond within 48 hours Monday through Friday, please resend your message. Generally, faculty will not respond to email or discussion forums after 1700 (5:00 pm CST) on Friday. *It may take up to 72 hours for faculty to respond to your questions— especially after 5:00 pm (1700) on Fridays, excluding holidays.*

Email messages are considered professional communication and should be civil, concise, to the point and submitted in complete sentences.

Timely Posting of Course Materials:

The course week runs from Monday to Sunday. Course calendars/schedules of class content will be posted at the beginning of semester prior to the first day of class. Except for the first week, class content for a week will be made available on the prior Wednesday at 6:00 am. Content will remain available, but assignments will close each Sunday at 6:00 pm.

Timely Grading:

Students can expect all submitted assignments to be graded within 7 days.

Schedule and Syllabus Changes:

The instructor(s) have the right to alter the course schedule or syllabus as may be necessary to facilitate learning needs.

The Instructor Expectations of Students includes:

- Attendance & Participation
- Course Materials
- Late Assignments
- General Criteria
- Plagiarism
- Online Discussion Forums
- Expectations for each type of assignment (also repeated in the course shell)

Instructor Expectations of Students:

Attendance & Participation:

Learner success in online coursework heavily depends on their ability to communicate through discussion and writing, engage with their peers, and participate in course activities. Timely participation in online discussions is a **very** important part of this course and participation in discussions, as well as activities assigned is **not** optional. "Presence" in online courses is determined by participation in an "academically related activity", i.e. submission of an assignment, assessment or discussion forum posting. Log in and activity reports will be run periodically to determine if learner is meeting this course requirement.

If the learner is unable to participate in scheduled discussions or activities, the instructor must be notified during that week of that class module or discussion. The instructor reserves the right to make judgment on accepting and/or making up assignments missed because of failed participation in course

In the section on Online Discussion Forums, it's important to include guidelines and a reference to proper 'netiquette.'

Online Discussion Protocol

Guidelines for being successful in online discussions are as follows:

- Posting should be evenly distributed during each discussion forum.
- Adding your post the last day of the forum is open is not acceptable.
- Postings should be a minimum to cover the topic and your points accurately.
- Avoid short responses such as "I agree", "Good point" unless they are accompanied by supporting statements from the readings, prior knowledge, or literature outside the readings.
- Contribute NEW and relevant information to the discussions.
- Encourage further discussion by building on current threads.
- Check postings for responses from others and respond in kind.
- Stay focused on the discussion topic.
- Use proper 'netiquette'. (<http://www.albion.com/netiquette/corerules.html>)

Because email is so important, a specific section on Email Expectations is recommended.

Email Expectations:

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information and the University will consider this your official notification for important information. It may also be used by your instructors to provide specific course information. If you prefer to use an alternate e-mail address to receive official University notices you can set a forwarding address in the Outlook Web App by following the steps below.

Outlook Web App: Set Forwarding Address

1. Go to <http://outlook.washburn.edu>
2. Sign in
3. Click the **Gear** in the upper right
4. Choose **Options**
5. Select **Forward your email** from the list on the right
6. In the lower portion of the screen, **enter the email address** to which you want to forward all your email.
7. Click the **start forwarding** button

It is your responsibility to ensure that your official e-mail box does not exceed your message quota resulting in the inability of e-mail messages to be accepted into your mailbox.

Finally there is a reference to the University Course Policies and Additions to Syllabus.

Course Policies and Additions to Syllabus

For current policy information on these topics visit:

<http://www.washburn.edu/faculty-staff/faculty-resources/policies-forms/forms/master-syllabus.doc>

Mission of the University

Definition of a Credit Hour

Safe Educational Environment

Academic Misconduct Policy

Student Services Center

Student Health Services

WU Counseling Services

Disability Services

Center for Student Success

Withdrawal Policy

Attendance/Administrative Withdrawal

- Student Resource Center

One of the requirements of Quality Matters is providing general support for students beyond just what's in the course. This section can be especially difficult for individual instructors on their own for their respective courses. To meet this requirement, the School of Nursing developed a separate course shell to provide students with these resources.

Technology Support repeats the same information as found in the syllabus.

Technology Support

New

Add Existing Activities

Information Technology Services

Information Technology Services (ITS) can help you with general issues related to your account such as:

- Password resets
- Access to MyWashburn & Banner
- Setting up e-mail on your phone
- Using Office 365
- Name changes
- Technical support questions

For technical assistance, call 785.670.3000.

E-mail: support@washburn.edu

Technology Support Center Support Hours

Day of Week	Hours
Mon-Thur	7:30am - 11:00pm
Fri	7:30am - 5:00pm
Sat	8:00am - 5:00pm
Sun	1:00pm - 11:00pm

Visit ITS online for more information.

Online Education Support

Online Education Support can answer your questions about Desire2Learn (D2L Insights and Learning Object Repository), Respondus, StudyMate, and Respondus LockDown Browser.

Desire2Learn (D2L) reference materials are available online and can be accessed from your D2L Homepage after logging in.

Phone Support

785.670.2381

Mon. - Fri.: 8:00am - 5:00pm CST

Email: online-ed-support@washburn.edu

Visit Online Education Support webpage.

Information on Accessibility is provided. Accessibility and usability are significant benchmarks in the Quality Matters rubric.

Accessibility

Learn more about accessibility options at Washburn University.

Information on how to obtain help from Washburn University's Disability Services office.

Contact the Student Service Office

785.670.1629 (voice)

785.670.1025 (TDD)

Email: student-services@washburn.edu

New

Add Existing Activities

Drag and drop files here to create and update topics


Academic Support Services includes information about Mabee Library, Meet Your Librarian (Gwen Wilson), Center for Student Success, Tutoring & Writing Center, and APA Resources.

Academic Support Services

New

Add Existing Activities

Mabee Library



[Connect to library resources online.](#)
Main telephone number: 785.670.2485
Toll free number: 1.800.736.9060

Student Services includes information on SON Advising, Financial Aid, Student Organizations, Counseling, and Career Services.

Student Services

New


Add Existing Activities

School of Nursing Advising

Financial Aid

[Learn more about financial aid at Washburn University.](#)
Morgan Hall
Student Service Center, Room 152
1700 SW College Ave.
Topeka, KS 66621
Phone: 785.670.1151
Fax: 785.670.1079
Email: financialaid@washburn.edu

Student Organizations



Being involved on campus provides an opportunity to become connected with the campus community and leadership outside of the classroom will allow for increased success of college life.

[Learn more about the student organizations available on campus.](#)