COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.

a. Submitted by the College of: <u>Fine Arts</u> Today's Date: <u>September 15, 2011</u>

b. Department/Division: <u>Art</u>

c. Is there a change in "ownership" of the course? YES ☐ NO ☒

If YES, what college/department will offer the course instead? _____

d. What type of change is being proposed? ☒ **Major** ☐ Minor[1] (place cursor here for minor change definition)

e. Contact Person Name: <u>Dr. George Szekely</u> | Email: <u>gszek01@uky.edu</u> Phone: <u>859-278-4824</u>

f. Requested Effective Date: ☒ **Semester Following Approval** OR ☐ Specific Term[2]: _____

2. Designation and Description of Proposed Course.

a. **Current Prefix and Number:** <u>A-E 675</u> **Proposed Prefix & Number:** <u>A-E 675</u>

b. **Full Title:** <u>Aesthetics and Design</u> **Proposed Title:** <u>*Aesthetics and Design*</u>

c. **Current Transcript Title** (if full title is more than 40 characters): _____

c. *Proposed Transcript Title (if full title is more than 40 characters):* _____

d. **Current Cross-listing:** ☒ *N/A* OR Currently[3] *Cross-listed with (Prefix & Number):* _____

Proposed – ☐ *ADD[3] Cross-listing (Prefix & Number):* _____

Proposed – ☐ *REMOVE[3, 4] Cross-listing (Prefix & Number):* _____

e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours[5] for each meeting pattern type.

Current:	<u>3</u> Lecture	____ Laboratory[5]	____ Recitation	_____ Discussion	____ Indep. Study
	____ Clinical	____ Colloquium	____ Practicum	____ Research	____ Residency
	____ Seminar	____ Studio	____ Other – Please explain: ____		

Proposed:	*1* Lecture	*1* Laboratory	_____ Recitation	*1* Discussion	____ Indep. Study
	____ Clinical	____ Colloquium	____ Practicum	*1* Research	____ Residency
	____ Seminar	____ Studio	*X* Other – Please explain: <u>DL</u>		

f. **Current Grading System:** ☒ Letter (A, B, C, etc.) ☐ Pass/Fail

Proposed Grading System: ☒ *Letter (A, B, C, etc.)* ☐ *Pass/Fail*

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[1] See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

[2] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[3] Signature of the chair of the cross-listing department is required on the Signature Routing Log.

[4] Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

[5] Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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g. Current number of credit hours: __3__   *Proposed number of credit hours:* __3__

h. Currently, is this course repeatable for additional credit? YES ☐ NO ☒

   Proposed to be repeatable for additional credit? YES ☐ *NO* ☒

   If YES: Maximum number of credit hours: _____

   If YES: Will this course allow multiple registrations during the same semester? YES ☐ *NO* ☐

i. **Current Course Description for Bulletin:** Aesthetics and design focuses on advancing aesthetic awareness, developing an understanding of the principles of visual design, and the application of aesthetic design to human-computer interaction in order to integrate an artiostic approach to the examination of technological innovation.

   Proposed Course Description for Bulletin: *Aesthetics and Design focuses on advancing aesthetic awareness, developing an understanding of the principles of visual design, and the application of aesthetic design to human-computer interaction in order to integrate an artistic approach to the examination of technological innovation.*

j. **Current Prerequisites, if any:**   No

   Proposed Prerequisites, if any: *No*

k. Current Distance Learning(DL) Status: ☐ N/A   ☐ Already approved for DL*   ☒ *Please Add[6]*   ☐ *Please Drop*

   *If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box ☐) that the proposed changes do not affect DL delivery.

l. **Current Supplementary Teaching Component, if any:** ☐ Community-Based Experience ☐ Service Learning ☐ Both

   Proposed Supplementary Teaching Component: ☐ *Community-Based Experience* ☐ *Service Learning* ☐ *Both*

3. Currently, is this course taught off campus? YES ☐ NO ☒

   Proposed to be taught off campus? YES ☐ NO ☒

4. Are significant changes in content/teaching objectives of the course being proposed? YES ☐ NO ☒

   If YES, explain and offer brief rationale:

   _____

5. Course Relationship to Program(s).

   a. Are there other depts and/or pgms that could be affected by the proposed change? YES ☐ NO ☒

      If YES, identify the depts. and/or pgms: _____

   b. Will modifying this course result in a new requirement[7] for ANY program? YES ☐ NO ☒

      If YES[7], list the program(s) here: _____

6. Information to be Placed on Syllabus.

   a. ☐ Check box if changed to 400G or 500.   If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate

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[6] You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

[7] In order to change a program, a program change form must also be submitted.

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students. (See *SR 3.1.4.*)
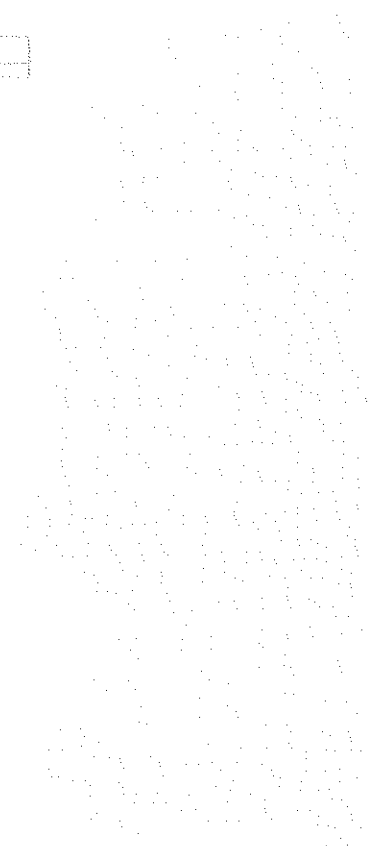
COURSE CHANGE FORM

Signature Routing Log

INSTRUCTIONS:
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Art Dept	3/9/12	Ben Withers / 7-4013 bwithers@uky.edu	
College of Fine Arts	3/30/12	G. Maschio 7-1707 gmasc1@uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[8]
Undergraduate Council			
Graduate Council	5/3/12	Brian Jackson	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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[8] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

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A-E 675, Aesthetics and Design
Syllabus
ON-LINE

Instructor:	Dr. George Szekely
Office Location	Fine Arts Building 301
Phone Number	859-278-4824 (studio)
Email	gszek01@uky.edu
Virtual Office Hours	CONSULTATION/CONTACT HOURS WILL BE CONDUCTED BY VIDEO CONFERENCING AND CHAT-ROOM TEXTING (vs. office hours and face to face classroom teaching)
Technological Requirements	Computer with internet access or access to UK computer facilities. Access to digital video recording devices (digital camera, digital video recorder, laptop webcams)
For Technological assistance	Contact TASC at http://www.uky.edu/TASC or call 859.257.8272 Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Technical Complaints	Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Preferred method for contacting instructor	Email or Studio Phone
Anticipated Response Time	4 hours
Information on Distance Learning Library Service	http://www.uky.edu/Libraries/DLLS
DL Librarian	Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 dllservice@email.uky.edu
DL Interlibrary Loan Service	http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&llib_id16
Face-to-Face Librarian	Brad Carrington, Education Librarian brad.carrington@uky.edu 859.257.7977
Face-to-Face Interlibrary Loan Service	http://libguides.uky.edu/educ
Course Website:	Blackboard

Course Description

Aesthetics and Design focuses on advancing aesthetic awareness, developing an understanding of the principles of visual design, and the application of aesthetic design to human-computer interaction in order to integrate an artistic approach to the examination of technological innovation. CONSULTATION/CONTACT HOURS WILL BE CONDUCTED BY VIDEO CONFERENCING AND CHAT-ROOM TEXTING (vs. office hours and face to face classroom teaching)

Prerequisite:

Candidates must be enrolled in one of the Advanced Preparation Teacher Leader Programs in Art Education to take this course or, permission from instructor.

UK College of Education Professional Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: *research, reflection, learning,* and *leading*. Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. *Reflection* will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Course Learning Targets, Outcomes, and Assessments

This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, classroom experiencein exploring aesthetics and design. Through the design and execution of Aesthetic and Design Projects in art education settings students will engage in aesthetic and design experiences and create related experiences for public school students. These learning targets are aligned with Senate Bill 1 expectations including, Kentucky Academic Core Standards, Assessment Literacy, College & Career Readiness, and Characteristics of Highly Effective Teaching and Learning. By the end of this course, students will have gained the following:

Learning Target/Outcome	Assessment (Formative/Summative)
Understand the fundamental issues and purposesof aesthetics and design engaging	Self-assessment (Formative)

art educators in public schools.	
Develop a personal point of view regarding the issues and practice of teaching aesthetics and design and how to address them within the context and environment of the school.	
Share knowledge developed from research and practice in promotingaesthetic and design education in the schools.	
Facilitate improvement in the instruction of aesthetics and design in art classes and implement student learning based on the new knowledge	
Engage in outreach and collaboration with museum educators and art teachers to promote the understanding and study of aesthetics and design on all grade levels.	
Advocate for the study of aesthetic and design education in the art teaching profession	

Course Delivery
This course is designed for On-Line Delivery on BB

Senate Bill 1 Initiatives
This course will provide students an opportunity to advance their knowledge and mastery of the "tools" associated with Kentucky education reform, including the Kentucky Core Academic Standards (as they become available), assessment literacy – assessment *for* learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

Required Texts
Aesthetics and Arts Education, Ralph Smith and Alan Simpson, University of Illinois Press
Aesthetics and Education, Michael Parsons and Gene Blocker, University of Illinois Press
Art Teaching, George Szekely, Rutledge, NY and London

Grades

Grades will be assigned based on Research Presentations and Discussion (35), Final Project (15), Mid-term Examination (35 points), BB Participation and documented school collaboration (15 points).

Presentation and discussion (35 points): Research presentations and discussions of the issues providing evidence of quality research in each argument.

Final project (15 points): Student will select an issue, research it, and digitally present the pros and cons in a 20 -page paper. Candidates will be evaluated on their thoughtful presentation of the issues to their colleagues on BB.

Mid-term examination (35 points): This will be a review of the first half of the semester as follows:

a)	Completion of all BB assignments
b)	Engagement in all BB discussion sessions
c)	Posting BB assignments on time
d)	Evidence of critical analysis of collected data
e)	Evidence of quality research

Participation (15 points). These points will reflect the candidate's participation in BB discussions. Two points will be subtracted for each incomplete or un-submitted BB assignment. If for any reason a student misses more than 1/5 of the BB class, this student may be asked to withdraw from the course. In the case of excused absences, the student may arrange with the instructor to make up missed exercises and assignments.

Students who are late in submitting work for BB are responsible for speaking with the instructor as soon as the problem arises.

Due dates for assignments are announced each Friday on BB, when they are assigned. The general expectation is that all assignments will be posted on or before the announced date.

Late Assignments
Late assignment will be handled at the discretion of the instructor.

Attendance
If for any reason a candidate misses more than 1/5 the consultation contact hours, this candidate may be asked to withdraw from the course. In the case of excused absences, the candidate may arrange with the instructor to make up missed consultation visits. Candidates having difficulties meeting their commitment in this course should notify the instructor as soon as the problem arises.

Excused Absences: S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:
1) serious illness;
2) illness or death of family member;
3) University-related trips;
4) major religious holidays;

5) other circumstances you find to be "reasonable cause for nonattendance."

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754).

Excessive Absences

According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences:
If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one–fifth of the class contact hours for that course, a student shall have the right to petition for a "W," and the faculty member may require the student to petition for a "W" or take an "I" in the course. (US: 2/9/87; RC: 11/20/87)

Participation and Professionalism

The Art Education program is a teacher preparation program, and as such expects you to work and to transition into the teaching profession. This entails both mature personal behavior and professional conduct based on the College of Education's Functional Skills and Dispositions (see Student Handbook at http://education.uky.edu/AcadServ/content/ student-handbook-education-programs). These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Students who fail to participate on BB on a regular basis, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals, and may face failure or expulsion based on due process policies set by the College of Education and Teacher Education Preparation program. You are encouraged to communicate regularly with the instructor so that you are aware of your standing. This may be accomplished via face-face meetings during office hours and via email.

Students with Special Needs

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a

learning environment that provides a reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please notify your instructor and contact the Disability Resource Center (Mr. Jake Karnes, jkarnes@uky.edu) 257-2754, room 2 Alumni Gym.

The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

Ethics Statement
This course and its participants will not tolerate discrimination, violence, or vandalism. The Art Education Program is an open and affirming program for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis or race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their work and postings as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior may result in failure for the course and/or expulsion from the Art Education program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct.

Statement on Plagiarism
All materials generated for this class (which may include but are not limited to syllabi and in-class materials) are copyrighted. You do not have the right to copy such materials unless the professor or assistant expressly grants permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others.

Legal Action
Students charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or field experiences until the case is settled. Students are responsible for reporting such charges to the Program Faculty Chair.

Commitment to Diversity& Equity
The Art Education Program is committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth.

Equitable access to high quality instruction in Kentucky's schools is directly and indirectly affected by UK's Art Education program's beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its youth to acquire high levels of skill in art education that can then be used by them as citizens to enhance their communities and participate in the state's ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our teacher candidates to understand issues related to social diversity and make a commitment to value diversity as they engaged in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in educational contexts regardless of their race, ethnicity, gender, social class, sexual orientation, domestic partner status, and so forth.

Commitment to Addressing the Achievement Gap
The Art Education Advanced Program aligns itself with the positions of Standard III of the National Board for Professional Teaching Standards in Art for Early Childhood, Middle Childhood, and Early Adolescence (NBPTS). Standard III advocate for equity and diversity; accomplished art teachers are committed to the celebration of diversity, practice equity and fairness, and use the multicultural content of art to promote opportunities to learn tolerance and acceptance of others.

Equity and diversity in Art Educationis directly related to closing the achievement gap. Instructor and students must speak the same language for students to maximize their learning opportunities with that instructor. Simply put, if students do not speak the same language as the instructor minimal learning will take place.

Students in K-12 education come from different backgrounds (economic, social, ethnic, etc.) and for them to maximize their learning art teachers must provide content materials that reflect the customs and traditions of their students and ensure diversity and promote equity across every aspect of the classroom engagement.

Commitment to Technology
The Initial Preparation Certification Program in Art Education is committed to teaching candidates so they use technology as a personal and professional tool. Our program is guided by NCATE standards, EPSB Kentucky Teacher Standards, EPSB Themes, and UK College of Education Technology Standards as they relate to technology, the NBPTS Early Childhood and Middle Childhood Art Standards for Teachers of Students, Ages 3-12, and the NBPTS Early Adolescence through Young adulthood Art Standards for Teachers of Students, Ages 11-18 plus.

Course Components

Course readings and assessments have been selected and arranged in compliance with policies set forth by Senate Bill 1 (March 2009), the Kentucky Teacher Standards, SPA Standards, Kentucky Core Academic Standards, University of Kentucky Teacher Leader Standards, University of Kentucky Functional Skills and Dispositions, University of Kentucky Technology Standards, the Kentucky Education Professional Standards Board (EPSB) themes of Diversity, Assessment, Literacy, and Closing the Achievement Gap, and the National Council for the Accreditation of Teacher Education Standards.

Task	Task Description	Standards Alignment
Research	Examine issues that improve practice in Art Education	FSD 3, UARS 1, UARS 2,
Research	Improve practice and student achievement	UKTLS 4, UARS, 3
Share knowledge	Report findings from research to promote professional learning for continuous improvement	KTS 10, FSD1, UARS 4, UARS 5
Apply knowledge	Facilitate improvement in instruction and student learning	KTS 1, KTS 2,
Apply data driven assessment	Use assessments and data for school and district improvement	KTS 5, UKTLS 3, UKTLS 5,
Improve student learning and the image of the profession	Advocate for student learning and improve the image of the profession	FDS 5, UKTLS 7

THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING ANYTIME IN THE SEMESTER. STUDENTS WILL BE ADEQUATELY NOTIFIED WHENEVER CHANGES OCCUR.

Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

<u>Introduction/Definition</u>: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix: A-E 675	Date: 3-29-12
Instructor Name: Dr. George Szekely	Instructor Email: gszek01@uky.edu

Check the method below that best reflects how the majority of course of the course content will be delivered.
Internet/Web-based ☒   Interactive Video ☐   Hybrid ☐

	Curriculum and Instruction
1.	How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Students engage in syncronous (face-to-face) interaction with the instructor and one another via regularly-scheduled webcam and/or chat room discussion sections. Yes, the syllabus conforms to university senate guidelines in this regard.
2.	How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. All graded work for the class, and required readings, and overall course schedule, and assessment of student learning outcomes, is identical to that of the traditional in-person delivery of the course. The only major difference is that students do not meet regularly in a classroom but rather attend regularly-scheduled web-cam and/or chat room discussion sections with the instructor and other students.
3.	How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. Students download, from Blackboard, homework assignments, then complete and submit their work via upload at the Blackboard site, which is password protected. All university policies regarding academic offenses, especially cheating and plagiarism, are enforced for this course, as would be for a traditional in-person course delivery. The overall semester grade for the course is based on individually-completed projects, papers, and/or assignments, and there is no proctored, timed exam, per se.
4.	Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? NO If yes, which percentage, and which program(s)?

Abbreviations: TASC = Teaching and Academic Support Center   DL = distance learning   DLP = Distance Learning Programs

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Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.
5.	How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? All information regarding student services, including information for students with disabilities, is given on the syllabus. Students encountering difficuties with graded assignments for the course may meet, and are encouraged to do so, via webcam chat for virtual office hours with the instructor.
<td colspan="1" align="center">***Library and Learning Resources***</td>	
6.	How do course requirements ensure that students make appropriate use of learning resources? Various class research presentations will involve research and engagement with readings posted at the Blackboard site or available through JSTOR and other library services, in addition to readings from the required textbooks.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Aside from library services, available online, no specific facilities, such as laboratories or art studio space is necessary for completion of the course.
	Student Services
8.	How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)? Yes, the syllabus contains this information, including links and phone numbers to the support agencies listed above and in part 10 of this document. The syllabus also lists the faculty e-mail and studio phone.
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes ☒ No ☐ If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. This course utilizes a Blackboard course shell to organize, distribute, and collect graded work from students, including digital webcam/chat room applications available in Blackboard for syncronous communication during instruction and discussion sessions.

Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

10.	Does the syllabus contain all the required components, below? ☒ Yes
	Instructor's *virtual* office hours, if any.
	The technological requirements for the course.
	Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).
	Procedure for resolving technical complaints.
	Preferred method for reaching instructor, e.g. email, phone, text message.
	Maximum timeframe for responding to student communications.
	Language pertaining academic accommodations:
	o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
	Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
	o Carla Cantagallo, DL Librarian
	o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
	o Email: dllservice@email.uky.edu
	o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL.
	Instructor Name: Dr. George Szekely Instructor Signature: