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: Fine Arts	Today's Date: 10/05/2011	
b.	Department/Division: Arts Administration Program		
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: Michael Braun	Email: Michael.Braun@uky.edu	Phone: 859 257 4142
f.	Requested Effective Date: ☒ Semester Following Approval OR ☐ Specific Term[2]: _____		
2.	**Designation and Description of Proposed Course.**		
a.	**Current Prefix and Number:** AAD 302	*Proposed Prefix & Number*: *AAD 302*	
b.	**Full Title:** Web Site Design and Maintenance	*Proposed Title*: *Web Site Design and Maintenance*	
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 at least one of the meeting patterns below. Include number of actual contact hours[5] for each meeting pattern type.**		

Current:	3 Lecture	_____ Laboratory[5]	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
Proposed:	_____ *Lecture*	_____ *Laboratory*	_____ *Recitation*	_____ *Discussion*	_____ *Indep. Study*
	_____ *Clinical*	_____ *Colloquium*	_____ *Practicum*	_____ *Research*	_____ *Residency*
	_____ *Seminar*	_____ *Studio*	*3 Other – Please explain:*	*This is an online course which will include reading books and articles, viewing and completing video tutorials, researching web sites for resources and examples, participating in discussion boards, completing exercises and*	

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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.*)

				projects, posting drafts of projects online and improving them after receiving student and teacher evaluations.

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

g.	**Current number of credit hours:**	<u>3</u>	*Proposed number of credit hours:*	<u>3</u>

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:**	The purpose of this course is for students to gain the basic skills that will allow them to design, build and manage a web site. Besides covering basic web design concepts, the course will familiarize students with extensible hypertext markup language (XHTML) as well as web design applications, such as Dreamweaver and Fireworks.
	Proposed Course Description for Bulletin:	*This course teaches students the process of designing, building and maintaining web sites that meet personal and organizational needs. The course also examines some of the legal, philosophical, societal and technological issues relevant to delivering information in this manner.*

j.	**Current Prerequisites, if any:**	<u>None</u>
	Proposed Prerequisites, if any:	<u>None</u>

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 ☒

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

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

6.	**Information to be Placed on Syllabus.**		
a.	☐	Check box if <u>changed to</u> 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 students. (See *SR 3.1.4.*)

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

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: AAD 302

Proposal Contact Person Name: Michael Braun   Phone: 859 257 4142   Email: Michael.Braun@uky.edu

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
Arts Administration Faculty	09/30/2011	Michael Braun / 257 4142 / Michael.Braun	
College of Fine Arts	10/07/11	G.Maschio / 7-1707 gmasc1@uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[8]
Undergraduate Council	2/14/2012	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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

Rev 8/09

Arts Administration
AAD 302: Web Site Design and Maintenance
Distance Learning Syllabus

Instructor Information
Instructor: XXXXX
Email: XXXXXXX.uky.edu
Phone: 859 257 XXXX
Campus Location: Online
Class Hours: Online
Office Hours: The instructor will be available on Adobe Connect during the office hours listed above. You may also contact the instructor by phone during office hours. Please contact the instructor by email only outside of office hours. The instructor will answer emails within 24 hours of receiving them. Tutorials and resources to help you with Adobe Connect are available here http://www.uky.edu/DistanceLearning/online/adobe.php
Instructor Biography: Dr. XXXX received her degrees in...

Course Information

Course Description
This course teaches students the process of designing, building and maintaining web sites that meet personal and organizational needs. The course also examines some of the legal, philosophical, societal and technological issues relevant to delivering information in this manner.

Student Learning Outcomes
Upon completion of this course, students will be able to:
- Describe and demonstrate the design principles, techniques and issues involved in developing personal web sites, as well as those for arts organizations.
- Successfully utilize current programming languages, software and hardware in building web sites.
- Evaluate existing web sites in regard to their aesthetic appeal, content quality, technical competency, delivery methods, security, accessibility and navigation.
- Undertake the research necessary to design and build an effective web site that addresses either personal or organizational goals.
- Design and build a basic personal web site, as well as one for an artist or arts organization.
- Update content on existing web sites by inserting information and media, such as text, tables, charts, photographs, graphics, audio, films and databases.
- Communicate effectively with professional designers and technicians in the development and maintenance of sophisticated web sites.

Required Texts
McNeil, Patrick. *The Web Designer's Idea Book, Vol. 2: More of the Best Themes, Trends and Styles in Website Design*, How, 2010, ISBN-10: 160061972X, ISBN-13: 978-1600619724.

Negrino, Tom and Smith, Dori. *Dreamweaver CS5 for Windows and Macintosh: Visual QuickStart Guide*, Peachpit Press, 2010, ISBN-10: 032170357X, ISBN-13: 978-0321703576. (Updates for 5.5 are available at publisher's site with book registration.)

Required Supplies

Access to Adobe Dreamweaver CS5.5 and Photoshop CS5.1 or Fireworks 5.5 is required to complete this course. Students may either purchase the software for home use or work in designated computer labs on campus.

- Students may purchase the software via download.uky.edu through e-Academy. Cost for the Adobe CS5.5 web suite is approximately $400.
- Labs with CS5.5 available and their hours and locations may be found at http://www.uky.edu/ukit/labs/software

Assignments and Grading

Assignment Descriptions

Discussions
Unit discussions are designed to engage your thinking about the readings as well as your interaction with other students in the course. Discussion threads will provide an opportunity for students to post their projects for peer review and constructive feedback. Discussion postings should be courteous, thoughtful, and carefully written.

Quizzes
Two quizzes will be given to evaluate your understanding of basic XHTML tags and accessibility rules.

Exercises
Fourteen exercises in the skills and techniques used in the process of designing Web pages and sites. The focus is on mastering specific practices rather than content development. Because web design is built on the precise use of standards, it is key that you develop your skills separately from your ability to produce good design or content.

Projects
The projects consist of one personal Website and one Website for an Arts organization uploaded to the student web server. You will be required to demonstrate your understanding of Web design concepts and coding by completing two drafts of each project. Students will post to the Discussion Board with written explanations, describing what they are attempting to accomplish along with a storyboard. The class will then conduct peer reviews, commenting on the strengths and weaknesses of each project. Finally, students will be expected to take these comments, along with those of the instructor, into consideration and rework their Websites, before turning in their final Sites.

Grading Information
Your overall course grade will be computed according to the following breakdown:

Assignment	Weight
Discussion Board Participation	20 percent
2 Quizzes	5 percent
Exercises	25 percent
Project 1 Personal Website	25 percent
Project 2 Arts Organization Website	25 percent
	100 percent

Grade Explanations

Letter Grade:	A
Characterization:	Excellent
Explanation:	Student's work is of outstanding quality according to the criteria established for evaluation. The work is professional, executed at the highest level, and is fully finished while demonstrating a full understanding and command of Web design concepts. The student regularly engages in discussions by bringing ideas and questions to the table, as well as adding to the established conversation.
Range:	90 to 100 percent
Letter Grade:	B
Characterization:	Good
Explanation:	Student's work is of above average quality according to evaluation criteria. The work is professional, executed at an above average level, and is fully finished while demonstrating knowledge and a good understanding of Web design concepts. The student engages in discussions by adding thoughtful commentary to the established conversation.
Range:	80 to 89 percent
Letter Grade:	C
Characterization:	Average
Explanation:	Student's work is of satisfactory or adequate quality according to evaluation criteria. The work meets the requirements, but demonstrates little effort, skill, or understanding of Web design concepts. The student engages in most discussions, but not adding new or different commentary to the established conversation.
Range:	70 to 79 percent
Letter Grade:	D
Characterization:	Poor
Explanation:	Student's work barely meets requirements, demonstrates little effort, skill, or understanding of Web design concepts. The student engages in some discussions, but does not add anything new or different commentary to the established conversation.
Range:	60 to 69 percent

Letter Grade:	E
Characterization:	Failing
Explanation:	Student does not complete the work and does not engage in discussions. The work is clearly of unacceptable quality according to the evaluation criteria.
Range:	0 to 59 percent

Mid-term Grade
Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar
(http://www.uky.edu/Registrar/AcademicCalendar.htm)

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Course Schedule

Unit 1: First Look at Web Design
Students learn about the basic building blocks of web design including standards, concepts, software tools and web accounts.

Topics:
  - Basic web design
  - Student web accounts

Assignments Due:
  - Exercise #1

Unit 2: Basic HTML
Students learn simple HTML including the rules of good code and standard tags.

Topics:
  - Basic HTML rules and tags
  - HTML web pages
  - Links
  - Uploading

Assignments Due:
  - Exercise #2

Unit 3: Planning your First Site
Students plan their first site including outlining goals, storyboarding and designing site navigation.

Topics:
  - Site goals
  - Storyboarding
  - Navigation

Assignments Due:
- Exercise #3

Unit 4: Diving into Dreamweaver
Students begin working in Adobe Dreamweaver.

Topics:
- Dreamweaver interface
- Defining Websites
- Files
- Uploading

Assignments Due:
- *Exercise* #4
- First Quiz

Unit 5: Color and type for the web
Students begin to experiment with design options including color and type.

Topics:
- Cascading stylesheets (CSS)
- Color theory
- Typography
- Fonts

Assignments Due:
- Exercise #5

Unit 6: Adding images and designing for accessibility
Students create and insert photos and graphics into web pages. Additionally, the concept of accessibility as defined by the Americans with Disability Act (ADA) will be introduced in relation to responsible image use.

Topics:
- Image file types
- Photos optimization
- Graphics
- Accessibility

Assignments Due:
- *Exercise* # 6
- First draft of personal web site.

Unit 7: Positioning elements and layout for the web

Students use cascading stylesheets (CSS) to create attractive page layouts that are accessible and designed to work across multiple platforms, browsers and devices.

Topics:
- Page layout theory
- Page divisions
- Internal and external stylesheets (CSS)
- CSS rules

Assignments Due:
- *Exercise* #7
- Critiques of first draft of personal web sites.

Unit 8: Create a personal website
Students complete the planning, designing and building of a personal website.

Tasks/Assignments Due:
- Personal Web Site

Unit 9: Modifying templates
Students create attractive and accessible websites based on existing templates.
Topics:
- Researching website templates
- Downloading and installation
- Modifying design details

Assignments Due:
Exercise #8

Unit 10: Adding animation and video
Students add animation and video to web pages.

Topics:
- Animation and video theory
- Optimizing video
- Inserting animations
- Animations and video controls

Assignments Due:
Exercise #9

Unit 11: Adding web forms
Students build and deploy web forms.

Topics:
- Accessible web forms
- Adding forms

- Processing forms

Assignments Due:
Exercise #10

Unit 12: Adding interactivity to your site
Students add interactive panels and menus to web pages.

Topics:
- Interactive panels and menus
- Customizing content
- Modifying in CSS

Assignments Due:
- *Exercise* #11
- Second Quiz

Unit 13: Adding widgets to your site
Students add photo galleries, Twitter feeds and other interactive widgets to web pages.

Topics:
- Interactive widgets
- Downloading and installation
- Customizing widgets

Assignments Due:
Exercise #12

Unit 14: Creating extensible websites
Students investigate emerging trends and techniques in web design and how to incorporate new and future design methods into existing websites.

Topics:
- New trends in web design
- HTML5 and CSS3

Assignments Due:
- *Exercise* #13
- First draft of arts organization or artist web site.

Unit 15: Using analytics
Students set up basic analytics for their sites and analyze resultant data.

Topics:
- Analytic capabilities
- Downloading and installation
- Data collection

- Data analysis

Assignments Due:
- *Exercise* #14
- Critiques of first draft of arts organization or artist web site complete.

Unit 16: Project 2
Students complete the planning, designing and building of a website for an artist or arts organization.

Assignments Due:
- Final draft of arts organization or artist web site.

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Course Policies

Late Work
Ten percent will be deducted immediately from the final grade of an assignment if it is late, that is, if it is submitted after 11:59 pm Eastern Time on the day it is due. Ten percent will be deducted from the final score every 24-hour period that the project is late after the submission date up to a total of three days (for a total of 30% off). Late assignments will not be accepted for credit more than three days after the original due date. Late Discussion posts will not be accepted for credit.

Discussion Board
Please follow these guidelines when posting to the discussion boards:
- When posting a question or submitting your work for review, please start a new thread.
- When creating a post, include a detailed subject line so readers know what the post is about.
- Please reply directly to the appropriate topic posting.
- Please follow general netiquette rules when posting. For example, do not use all caps (that is considered SHOUTING).
- Check your spelling, punctuation, and grammar before submitting.
- Show respect for other people's viewpoints, and do not use language that is offensive, exclusionary, or just plain mean.

Academic Honesty
The purpose of the Student Code of Conduct is to provide guidelines for the educational environment at the University of Kentucky. Such an environment presupposes both rights and responsibilities. Disciplinary regulations at the University are set forth in writing in order to give students general notice of prohibited conduct. Students should be aware of disciplinary actions for all forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion. You can find this Code of Conduct available at http://www.uky.edu/StudentAffairs/Code/index.html

Plagiarism & Cheating
Plagiarism consists using another person's work or ideas without giving them credit. Cheating involves such things as copying from another person's work, or having another person complete an assignment for you. If you engage in either of these, the minimum penalty is a grade zero for the assignment on which the offense occurred.

Withdrawal Policy
It is your responsibility to drop a course or withdraw from the college. Failure to do so will result in receiving an "E."

Diversity
The course content and the course environment are dedicated to an understanding of and acceptance of all people. Disparaging remarks in relation to others' ethnic or racial background, sex, sexual orientation, age, disability, socioeconomic background, etc., will not be tolerated.

ADA Services
If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a letter, detailing the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu. The Center is located in the Alumni Gym, Room 2, at the corner of Avenue of Champions and South Limestone Street (next to the Student Center and across South Limestone Street from Kennedy Bookstore).

Distance Learning Library Services
The goal of Distance Learning Library Services is to provide access to information resources for the students who take classes through the Distance Learning Programs. Services include:
- Access to the University's circulating collections
- Document Delivery & Interlibrary Loan
- Research Assistance

Information on Distance Learning Library Services:
http://www.uky.edu/Libraries/DLLS

DL Librarian:
Carla Cantagallo
Local phone number: 859 257-0500, x2171
Toll-free phone number: 800 828-0439, option 6
Email: dlservice@email.uky.edu

DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

Information Technology Customer Service Center & TASC
UKIT http://www.uky.edu/UKIT/ provides technical support to University of Kentucky students. If students are having difficulty with UK-related systems, call 859-257-1300
TASC http://www.uky.edu/TASC/DL/index.php provides Blackboard technical support for UK Distance Learning students. If students are having difficulty with Blackboard, call 859-257-8272

Other Technical Complaints
If students are having difficulty with their own computer or software, they will be responsible for resolving these as soon as possible

Technical Requirements
Hardware (required)
- Computer

Hardware (recommended)
- Video-camera, such as an "eyeball" camera or your computer's built-in camera
- Headset/microphone

Software (required)
- Access to Adobe Dreamweaver and Photoshop or Fireworks CS5.5

Software (recommended)
- PDF reader, such as Adobe Acrobat Reader
- Microsoft Office (Excel, Word, PowerPoint)
  (available free through https://download.uky.edu/)

Internet Browser (required)
- Firefox 3.5 (Cookies must be enabled; Pop-Blocker must be disabled)
- Other browsers may be used but be sure that they are Blackboard compatible
  http://wiki.uky.edu/blackboard/Wiki Pages/Bb9 Hardware and Software Requirements.aspx

Internet Connection (required)
- DSL, cable, or any high-speed connection

Apps (required)
- Java
- JavaScript
- Flash
- FileZilla

Additional Resources
- Check Your Computer ... a quick test to see what browser version you are using, whether or not you have Java and JavaScript enabled, your version of Flash player, and several other items
- Blackboard System Requirements ... Operating System and Browser requirements for Blackboard
- Blackboard Hardware and Software ... detailed specs on what hardware and software is required for Blackboard
- Blackboard Known Issues and Problems ... check here to review current Blackboard issues that are being worked on.
- Speed Test ... use this site to check what download speed you are getting. For videos to

play, you need at least a 1 Mbps download speed. If higher, you will have less possibility of the videos having to stop and wait for more of the video to download.

Excused Absences:
Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

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 in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written

or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

 Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Introduction/Definition: 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: AAD 302	Date: September 30, 2011
Instructor Name: Michael Braun	Instructor Email: Michael.Braun@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? Engaged interaction between students and faculty are built into the curriculum. There are submission and discussion requirements for every module. The instructor is required to be available for virtual 'office hours' 3 days a week for an hour, at a set time, to take questions. The instructor is required to answer emails from students within 24 hours of receiving them. The syllabus meets all requirements of the UK Senate Syllabus Guidelines and its Distance Learning Considerations.
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. This course directly mirrors the quality of the classroom experience, while embracing the advantages of distance learning. The course exactly matches the traditional version of this class in these ways: - The course description, goals and outcomes - The content and schedule of assignments and exercises - The draft, review, and final product workflow for creating final projects - The grading assessment, as in the classroom, is determined both by the quality of student work and student participation and engagement throughout the semester By offering this class in a Distance Learning environment, there will be areas in which the student's experience will exceed that of the classroom, including, but not limited to, offering flexibility for various schedules, life circumstances, and learning styles.
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. Quizzes and exams will be given via Blackboard and myUK, which require secure password authentication. All exams will consist of random ordering of questions in a category and random ordering of answers for questions, helping to prevent copying from one computer to another. Quizzes and exams will be open book,

	and timed, to assure that all students have the same opportunities for success. Written work will be read closely for evidence of plagiarism and appropriate tools will be used to check for this (e.g., SafeAssign).
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, this course will not make up 25%-50% of a degree program. If yes, which percentage, and which program(s)? *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? Distance Learning Students have access to the Distance Learning Library, and access to UKIT as outlined on the syllabus. Students have access to the instructor through live 'office hours' three days a week, and the instructor will answer emails within 24 hours of receiving them.
	Library and Learning Resources
6.	How do course requirements ensure that students make appropriate use of learning resources? The course requirements students to complete 2 design projects, 14 exercises and 2 presentations that are peer reviewed. Additionally, students will not be able to be complete these assignments without viewing instructional videos created for the course, viewing tutorials and design examples embedded in the course, and participating in discussions via Blackboard.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. If the student has access to the University of Kentucky campus, they may use any computer lab that has CS5.5 web suite. According to the UKIT site: http://webapps.uky.edu/ukit/labs/software all labs are outfitted with the software needed for this class (generally only on the Macintosh machines), except the Civil Engineering Lab and the Whitehall Lab. If the student is not on UK's Campus, they must own or have frequent access to computers with the above-mentioned software.
	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/)? Contact information for the Information Technology Customer Service Center is in the syllabus for this course.
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes X 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.

10.	Does the syllabus contain all the required components, below?　　X 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:　　　Michael Braun　　　　　Instructor Signature: