

REQUEST FOR NEW COURSE

1. General Information.				
a.	Submitted by the College of: <input type="text" value="Medicine"/>	Today's Date:	<input type="text" value="3/25/11"/>	
b.	Department/Division: <input type="text" value="Anatomy & Neurobiology"/>			
c.	Contact person name: <input type="text" value="April Richardson, PhD"/>	Email: <input type="text" value="arich3@uky.edu"/>	Phone:	<input type="text" value="859-323-4907"/>
d.	Requested Effective Date: <input type="checkbox"/> Semester following approval	OR	<input checked="" type="checkbox"/> Specific Term/Year ¹ :	<input type="text" value="Spring 2012"/>
2. Designation and Description of Proposed Course.				
a.	Prefix and Number: <input type="text" value="ANA 309"/>			
b.	Full Title: <input type="text" value="An Introduction to Regional Anatomy"/>			
c.	Transcript Title (if full title is more than 40 characters): <input type="text"/>			
d.	To be Cross-Listed ² with (Prefix and Number): <input type="text"/>			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.			
	<input type="text" value="42"/> Lecture	<input type="text" value="22.5"/> hrs Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text" value="15"/> hrs Practicum	<input type="text"/> Research
	<input type="text"/> Seminar	<input type="text"/> Studio	<input type="text"/> Other – Please explain: <input type="text"/>	
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits:	<input type="text" value="5"/>		
h.	Is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES: Maximum number of credit hours:	<input type="text"/>		
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
i.	Course Description for Bulletin:	<input type="text" value="ANA 309"/>		
j.	Prerequisites, if any:	<input type="text" value="ANA 209 and mastery of the Second Life program"/>		
k.	Will this course also be offered through Distance Learning?	YES ⁴ <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
3.	Will this course be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
4. Frequency of Course Offering.				
a.	Course will be offered (check all that apply):	<input type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input type="checkbox"/> Summer
b.	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

REQUEST FOR NEW COURSE

	If NO, explain: _____	
5.	Are facilities and personnel necessary for the proposed new course available?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
	If NO, explain: _____	
6.	What enrollment (per section per semester) may reasonably be expected?	30-60
7.	Anticipated Student Demand.	
a.	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
b.	Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES, explain:	This course will serve as a transition between undergraduate and professional anatomy courses, so I anticipate pre-medical professional students to enroll.
8.	Check the category most applicable to this course:	
	<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere	
	<input type="checkbox"/> Relatively New – Now Being Widely Established	
	<input checked="" type="checkbox"/> Not Yet Found in Many (or Any) Other Universities	
9.	Course Relationship to Program(s).	
a.	Is this course part of a proposed new program?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES, name the proposed new program: _____	
b.	Will this course be a new requirement ⁵ for ANY program?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES ⁵ , list affected programs: _____	
10.	Information to be Placed on Syllabus.	
a.	Is the course 400G or 500?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)	
b.	<input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.	

⁵ In order to change a program, a program change form must also be submitted.

ANA 309

An Introduction to Regional Anatomy

Course instructor: Dr. April Richardson
arich3@uky.edu
859-323-4907
Avatar name: Kezia1618 Landar

Class Locations:

1. Online independent study modules will be distributed via Blackboard™
2. Weekly Team-based Learning sessions (TBLs) will be held in the virtual anatomy laboratory on UK's island in Second Life™:
(<http://maps.secondlife.com/secondlife/University%20of%20KY/149/50/28>)
3. Course exams (4 exams total) will be administered in a computer facility on UK's campus. The specific room number will be announced in class.

Course Pre-requisites:

1. ANA 209 (001 or 002) Principles of Human Anatomy
2. Mastery of downloading and using the virtual environment Second Life™ (information regarding this program is listed on pg 8 of this syllabus).

Course Description:

This course is designed to serve as a transition between systems-based undergraduate anatomy and regionally-based medical professional anatomy. The human body will be taught in an online format, including modules for independent study, weekly virtual team-based learning sessions, and formal course and practical examinations. Anatomical organization will be presented in a regional format so that students can assimilate the bones, muscles, vasculature, innervations, and lymphatic pattern for each region of the body, similar to the pedagogical approach used in medical professional programs.

Course Objectives:

1. Examine the gross anatomical arrangement of the human body in a regional format.
2. Reinforce anatomical concepts and correlate this to clinical relevancy via weekly virtual team-based learning sessions in Second Life™.
3. Administer computer-based lab practical examinations that test identification of anatomical structures of the cadaver.

4. Provide a comprehensive and challenging anatomy course that closely mimics the concepts and level of difficulty students will experience in their respective medical professional programs.

Textbooks:

Human Anatomy. K. Saladin. McGraw Hill Publishing, 3rd edition.
ISBN# 0-07-039080-0

Atlas of Anatomy. A. Gilroy, B. MacPherson, and L. Ross.
2008. Thieme Medical Publishers. ISBN# 9-7816-0406-0621

McGraw-Hill APR 3.0/Connect© will be used for the studying/testing of cadaveric images and course quizzes. Students must register for ANA 309-001 at the following website:
http://connect.mcgraw-hill.com/class/a_richardson_001

Office Hours:

Virtual office hours may be scheduled by appointment. Please email me at arich3@uky.edu to schedule an appointment.

Course Grades and Grading Policies:

There will be four **course examinations** related to lecture material which will comprise 70% of the overall grade. Students will be given a limited time for each question, and will only be permitted to take one question at a time. Each examination will have a timed **lecture-based component** and a **lab practical component**. The lecture-based will be composed of questions based on the self-study modules (i.e. understanding of the anatomy, clinical correlations, etc), and will consist of multiple choice questions. The lab practical portion of the exam will consist of identification questions in a lab practical format offered via McGraw-Hill Connect™. A detailed list of cadaver structures corresponding to the lecture topics will be posted on Bb. Students are expected to be able to identify cadaver structures on the exam, and this will comprise a minimum of 25% of the content tested on course examinations.

Team-based Learning (TBL) sessions will comprise the remaining 30% of the total grade. TBL sessions will be held virtually (see pg 7 for introductory material for Second Life™) once a week and will cover material designated for that week, with an emphasis on a clinical vignette that reinforces the anatomical concepts that should be mastered for that week. TBL sessions consist of a specific format, including a readiness assurance process (individual quiz and group quiz) and a clinical application. The readiness assurance component will consist of an **individual readiness assurance test (iRAT)** and a **group readiness assurance test (gRAT)**; this process is designed to test basic knowledge of the material and will consist of multiple-choice questions that will be administered via McGraw-Hill Connect™ (for the iRAT) and in the virtual anatomy laboratory (gRAT).

Team-based learning also consists of *clinical application exercise* in which teams are given a clinical scenario to solve based on their knowledge of anatomical principles. These sessions will follow the gRAT process in the weekly virtual anatomy laboratory setting.

The last component of the TBL process will include *peer evaluation*, in which a percent of the student's grade is based upon peer evaluation of their participation in the group learning sessions. A mock-peer evaluation will be given at mid-term, following Exam 2. This mock peer-evaluation will be followed by the formal, graded peer evaluation at the end of the semester. The TBL process will be introduced on the first day of virtual class and the specifics of this process will be discussed in more details at that time.

Grading Schema:

Exam 1.....	17.5% (75 pts)
Exam 2.....	17.5% (75 pts)
Exam 3.....	17.5% (75 pts)
Exam 4.....	17.5% (75 pts)
TBL.....	30%
iRAT.....	10% (14 quizzes/10pts each, total of 140 pts)
gRAT.....	15% (14 quizzes/40pts each, total of 560pts)
peer evaluation...	5% (50 pts)

- A – 89.5% or greater
- B – 79.5 - 89.4%
- C – 69.5 - 79.4%
- D – 59.5 - 69.4%
- E – less than 59.4%

Notification of Disabilities

If you are a person with a documented disability that may require academic modification or accommodation for this course, you must provide me with a 'Letter of Accommodation' from the UK Disability Resource Center.

If you are not registered with the center, you may contact them via email: jkarnes@email.uky.edu or by telephone: (859) 257-2754.

You may also visit the DRC website for information on how to register for services as a person with a disability: <http://www.uky.edu/DRC>

Procedures for Quizzes and Examinations

A percentage (20%) of your final grade will be determined by your performance on a series of quizzes (iRAT and gRAT) as part of the TBL process. The iRAT will be made available in McGraw-Hill Connect™ from **3:00-6:00 pm on Tuesdays** (a day before the actual virtual session), and will count as 10% of your total grade. A list of quiz and virtual session dates is provided on pgs 5 & 6 of the syllabus). The gRAT will be administered during the actual virtual sessions on **Wednesdays, 4:00-5:30pm** and will count as 15% of your total grade.

Should you miss a quiz for an excusable reason as stated below for exams, please see the instructor to arrange a makeup time as soon as possible. **Issues related to quiz scores (i.e. if a notepad symbol appears in the grade column or a quiz grade is not listed) should be reported to Dr. Richardson within the 3 hr quiz time frame.**

Exams will be administered in a computer facility on UK's campus from **8:00-10:00 am on Friday mornings**. Both lecture-based and practicum questions will be administered via McGraw-Hill Connect© on a computer on UK's campus. *All students will be expected to present their student ID upon arrival to the exam location and upon completion of the exam.* Completion of all four exams is required, and unless a valid excuse is presented for being absent, a grade of '0' (zero) will be awarded for that exam. Make-up exams will be arranged for students with valid excuses. The type of make-up exam will be determined by the instructor and may include short answer, essay, true/false and multiple choice questions. A valid excuse for an absence must be in compliance with the University Senate rule on excused absences. Briefly they are:

1. Illness of the student or serious illness of a member of the student's immediate family. A note from the Health Service stating you visited or were treated there **is not appropriate verification**. The physician's name must be presented along with permission to contact that individual to verify you were too ill to take the examination.
2. The death of a member of the student's immediate family. **Appropriate verification will be requested.**
3. Trips for members of student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletic events. When feasible the student must notify the instructor **prior to** the occurrence of these absences. In no case will such notification occur more than one week after the absence. Formal notification from appropriate university personnel will be required to verify the student's participation in such trips.
4. Major religious holidays. Students are responsible for notifying the instructor **in writing** of anticipated absences due to observance of such holidays **no later than the last day for adding a class.**

SUMMARY OF REQUIRED MEETING/TESTING TIMES

- 1. Quizzes MUST be completed on Tuesdays between 3:00-6:00pm
- 2. Virtual sessions will be held in the SL anatomy laboratory from 4:00-5:30 on Wednesdays
- 3. Course examinations will be administered from 8:00-10:00am on Friday mornings in a computer facility on UK’s campus (Room will be announced).

NOTE: If you cannot commit to these specific time frames, please do not register for this course.

Class Schedule:

Students will be expected to spend a minimum of **4 hrs per week in independent study**; the specific time and location of this study period is at the student’s discretion.

All virtual sessions will be held on **Wednesdays from 4:00-5:30** in the virtual anatomy laboratory on UK’s island in Second Life.

Session #	Independent Study	Virtual Session	Study Topics
1		Jan 11	Introduction
2	Jan 12-17	Jan 18	Spinal Cord and Typical Spinal Nerve Superficial and Deep Back Muscles/Suboccipital Triangle
3	Jan 19-24	Jan 25	Autonomic Nervous System Posterior Triangle of the Neck
4	Jan 26-31	Feb 1	Brachial Plexus Regional Anatomy of the Upper Limb: Arm
5	Feb 2-7	Feb 8	Regional Anatomy of the Upper Limb: Forearm Regional Anatomy of the Upper Limb: Hand*
*Exam I: Back and Upper Limb 8:00am-10:00 am Friday, Feb 10 Room TBA			
6	Feb 9-14	Feb 15	Thoracic Wall Mediastinum
7	Feb 16-21	Feb 22	Heart Lungs

8	Feb 23-28	Feb 29	Abdomen Posterior Abdominal Wall**
			**Exam II: Trunk, Thorax, and Abdomen 8:00am-10:00 am Friday, March 10th Room TBA
9	Mar 1-6	Mar 7	Pelvis and Perineum
10	Mar 8-20	Mar 21	Gluteal Region Regional Anatomy of the Lower Limb: Thigh
11	Mar 22-27	Mar 28	Regional Anatomy of the Lower Limb: Leg Regional Anatomy of the Lower Limb: Foot***
			***Exam III: Pelvis, perineum, and lower limb 8:00am-10:00 am Friday, Mar 30th Room TBA
12	Mar 29- Apr 3	Apr 4	Anterior Triangle of Neck/Larynx Root of Neck
13	Apr 5-10	Apr 11	Superficial Face Infratemporal Fossa
14	Apr 12-17	Apr 18	Cranial Contents Cranial Nerves
15	Apr 19-24	Apr 25	Head in sagittal section Orbit
16		May 2	FINAL EXAM: Head and Neck Room/time TBA

Individual (iRAT) Quiz deadlines:

(Quiz #)	Released on Bb		Due	
	Date	Time	Date	Time
1	Tues, Jan 17	3:00pm	Tues, Jan 17	6:00pm
2	Tues, Jan 24	3:00pm	Tues, Jan 24	6:00pm
3	Tues, Jan 31	3:00pm	Tues, Jan 31	6:00pm
4	Tues, Feb 7	3:00pm	Tues, Feb 7	6:00pm
5	Tues, Feb 14	3:00pm	Tues, Feb 14	6:00pm
6	Tues, Feb 21	3:00pm	Tues, Feb 21	6:00pm
7	Tues, Feb 28	3:00pm	Tues, Feb 28	6:00pm
8	Tues, Mar 6	3:00pm	Tues, Mar 6	6:00pm
9	Tues, Mar 20	3:00pm	Tues, Mar 20	6:00pm
10	Tues, Mar 27	3:00pm	Tues, Mar 27	6:00pm
11	Tues, Apr 3	3:00pm	Tues, Apr 3	6:00pm
12	Tues, Apr 10	3:00pm	Tues, Apr 10	6:00pm
13	Tues, Apr 17	3:00pm	Tues, Apr 17	6:00pm
14	Tues, Apr 24	3:00pm	Tues, Apr 24	6:00pm

Technical requirements for the course:

All course participants must have access to the internet-based program Second Life™. Specific requirements for this can be found at <http://secondlife.com/support/system-requirements/>. The quality of your virtual experience is very much dependent on meeting these system requirements, as lack of will result in slow loading times, failure of structures to load, etc.

In addition, students must have microphone/speaker capabilities on their computers as **voice chat** will be the mode of communication during the virtual sessions. Logitech HD Webcam C510 is recommended for portable HD calling and recording; if you do not have this equipment, contact Dr. Richardson, and a Logitech headset will be provided for you to check out during the semester. ***Students will be expected to attend virtual class in avatar form on the first day of class, with voice chat capabilities in check.*** Please review the “Introduction to Second Life” for a summary of this virtual application and instructions for developing an avatar.

Reporting technical problems with Second Life:

Technical problems with Second Life™ or APR/Connect© may be reported to Dr. Richardson at arich3@uky.edu or Matt Hazzard (medical illustrator) at matt.hazzard@uky.edu. In addition, UK Information Technology may be contacted at 859-218-4357 (<http://www.uky.edu/UKIT/>) for assistance related to Bb problems. Every effort will be made to respond to your concerns within a 24 hr time frame; urgent requests (i.e. Bb crash during a timed assignment) should be noted in the subject line of the email.

Distance Learning (DL) Library Resources

The following services are available through the DL Library Service: information literacy, research assistance, access to electronic databases, interlibrary loan, copyright assistance and electronic reserves. If you would like to use these services, please contact DL Librarian Ms. Carla Cantagallo at 859-257-0500 ext 2171 (email: dllservice@email.uky.edu).

Introduction to Second Life™

Second Life™ is a virtual world application that is a web-based platform for communication and sharing information. In this virtual environment, avatars represent real people and may interact with other avatars via instant message/voice chat and with their environment via walking, running, flying, and teleporting. To learn more about this virtual world, visit <http://secondlife.com> to download the free software and to begin to create your personal avatar. A detailed tutorial on this program and avatar development will be provided to you on Bb. Students enrolled in ANA 309 will be expected to complete the following **BEFORE** the first day of class:

1. Create your avatar (name, appearance).
2. Visit Orientation Island (you will automatically be dropped into this island when you first create your avatar) to learn the basic skills of SL.
3. Become proficient in navigating in SL: i.e. to walk, land, fly, move up close to see objects (camera control moves), open objects, add and use inventory object, and chat.
4. Teleport to at least two other islands of your choice and take a snapshot of these experiences.
5. Visit the Gross Anatomy lab on UK's virtual island and learn the layout of the room.

Professionalism

As pre-medical professional students, it is expected that you conduct yourself in a professional manner at all times, even in the virtual environment. Toward this end, students will be required to wear UK lab coats and scrubs throughout the duration of the weekly laboratory meetings (instructions on how to do this will be provided the first day of class). In addition, students are expected to be respectful in the discussion of cadaveric material, if applicable, and in their discussions with each other. Behaviors that are considered unprofessional and unacceptable include being habitually late to class, talking over other avatars, failing to mute your microphone when you are not speaking, being unprepared for group discussions, and creating an atmosphere obstructive to learning. Incidences such as these will be noted by the instructor and repeated offenses will be grounds for dismissal from the course. Students who are caught cheating will receive a grade of "0" points for that assignment and will be reported to the college dean for further disciplinary action.

Distance Learning Form

This form must accompany every 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!**

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: ANA 309	Date: 3/25/11
Instructor Name: April Richardson, PhD	Instructor Email: arich3@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
	Hybrid <input type="checkbox"/>

<i>Curriculum and Instruction</i>	
1.	<p>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?</p> <p>This course will consist of an online study component, in which students will study the human body in a regional format. Anatomical concepts will be reinforced via weekly virtual Team-based learning (TBL) sessions (Wednesdays, 4:00-5:30) held in the anatomy laboratory on UK's island in Second Life. These sessions are designed to test the student's understanding of the weekly anatomy modules and will count 30% of their final grade. Yes, this course meets the Distance Learning considerations as referenced by the university-level distance learning statements.</p>
2.	<p>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.</p> <p>This course will be similar in some aspects to the current online ANA 209 (Principles of Human Anatomy) with regard to the delivery of the content via Bb; however, ANA 309 will provide anatomy modules that reflect a regional approach to anatomy. These modules include self-explanatory presentations of the material. To ensure that the students have mastered the concepts, weekly TBL sessions will be held in the virtual anatomy laboratory on UK's island. The TBL process consists of an individual quiz (via Bb), a group quiz (via Second Life discussions), clinical application, and peer evaluation. The TBL process will count 30% of the overall grade. The TBL sessions will be instructor-guided so that the progress of the students can be closely monitored.</p> <p>In addition, there will be four course examinations that consist of content-based multiple choice items, as well as practical identification of cadaveric images. The latter testing method will be drawn from a test bank of images provided through A&P Revealed by McGraw Hill. Students will be able to connect to A&P revealed images throughout the duration of the course, and will be given a list of structures that they are responsible for on the practical component. This aspect differs from the current versions (in-class/online) of ANA 209 offered at UK, in that students are not tested based upon their identification of cadaveric images. This new component will be very beneficial for students who enter into a professional anatomy course.</p>

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

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3.	<p>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.</p> <p>Regarding the integrity of the four course examinations, these will be administered via Bb and will be released on a specific time frame. The tests will be set on a strict timeline and the questions will be randomized (both the order of the questions and the answer choices) to closely regulate the amount of time students have to finish the exam, preferably reducing the amount of time available for cheating. Students will only be allowed to answer one question at a time, and will not be permitted to return to questions. The individual quiz on Bb (iRAT) will be administered the same way. Regarding the group quiz (gRAT), students will form "small group chats" in Second Life, in which only group members will be able to converse with each other. The instructor and TA will have access to every group chat so that we are able to drop in on their conversations regularly to monitor their progress. Each group must agree on a single best answer for each question, and answer this via a quiz interface in Second Life. The group quizzes will also be administered on a strict time-line to discourage looking up the answers to the questions. In addition, group quiz stations will be isolated from each other so that only designated group members may teleport to their group quiz site, minimizing the ability for fellow students to access the answers from other groups. I will require that all students sign an honor code statement as well, so that they are fully aware of the academic and moral expectations of them as preprofessional students.</p>
4.	<p>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?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p> <p><small>*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.</small></p>
5.	<p>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?</p> <p>Students will receive 24 hr access to Bb services and unlimited access to the virtual anatomy laboratory if they choose to convene there for study purposes.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>The TBL sessions are based on the pedagogical method developed by Larry Michaleson, PhD, and are designed to keep students current on the material at hand (i.e. mastery of the content on the regional anatomy modules). TBLs will serve to pace their study throughout the various modules, so that they do not procrastinate their studies and cram for the course examinations. The TBL process has an individual graded component (the individual readiness assurance test, iRAT) in which they must be familiar with the material in order to perform well on the quiz. Students will take the iRAT via Bb before coming to the virtual lab session. During the actual virtual session, students will take this same quiz as a group (group readiness assurance test, gRAT); during this process, students talk through the major concepts of the material and must come to a common team answer. They will be able to virtually choose their answers and receive immediate feedback as to whether their answer was correct or incorrect. Students will proceed until they reach the right answer, with reduced credit allotted for each incorrect answer. This readiness assurance process (iRAT and the gRAT) is designed to ensure that students have mastered the foundational anatomical concepts for that session, and that they are ready to apply their knowledge to a clinical application. The application exercise will consist of a clinical scenario that must be solved based on the student's knowledge of anatomical principles. Lastly, peer evaluation will be used to provide students with feedback on their group participation and as an exercise in effectively evaluating team-mates. Therefore, the TBL sessions will require students to study as they go, and to understand concepts</p>

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

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	before moving on to the next module.
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>The online study component will be offered through Bb, in which students can access the study modules at any time. In addition, cadaveric images will be accessed through A&P Revealed (McGraw-Hill), which can be accessed via Bb as well. The virtual TBL sessions will be conducted in the virtual anatomy lab on UK's island in SL; these sessions will be weekly, however, students may access the lab at any time to study as a group virtually or to meet the instructor for virtual hours by appointment.</p>
<i>Student Services</i>	
8.	<p>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/)?</p> <p>I am working closely with a medical illustrator, Matt Hazzard, in the Information and Technology group at UK. He has designed the virtual anatomy lab on UK's island, and is very well-versed in the technical aspects of Second Life. Links to UKIT are listed in the syllabus, as well as contact information for myself and Matt. I will also conduct a introductory session in SL in which we discuss the technical aspects of using this virtual environment, as well as the format of the team-based learning sessions. Students will be provided with a tutorial for creating an avatar upon their registration for the course, and will be expected to attend class virtually the first day of class. Students will be informed of the specific computer/microphone requirements for this course as soon as they register, and it will be listed in the syllabus for their reference.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>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.</p>

Distance Learning Form

This form must accompany every 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.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> 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). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> ○ "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." <input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none"> ○ Carla Cantagallo, DL Librarian ○ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) ○ Email: dllservice@email.uky.edu ○ DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: April Richardson, PhD Instructor Signature:</p>

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