

REQUEST FOR NEW COURSE

1. General Information.			
a. Submitted by the College of:	Education	Today's Date:	1/14/10
b. Department/Division:	Educational Leadership Studies		
c. Contact person name:	Tricia Browne-Ferrigno	Email:	tricia.ferrigno@uky.edu
		Phone:	257-5504
d. Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval OR <input type="checkbox"/> Specific Term/Year ¹ : _____		
2. Designation and Description of Proposed Course.			
a. Prefix and Number:	ELS 691		
b. Full Title:	Legal Perspectives for Teachers		
c. Transcript Title (if full title is more than 40 characters):	_____		
d. To be Cross-Listed ² with (Prefix and Number):	_____		
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.			
_____ Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion _____ Indep. Study
_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research _____ Residency
_____ Seminar	_____ Studio	1 hrs weekly Other – Please explain: _____ Hybrid (online, face-to-face)	
f. Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail		
g. Number of credits:	1		
h. Is this course repeatable for additional credit?			YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If YES:	Maximum number of credit hours:		_____
If YES:	Will this course allow multiple registrations during the same semester?		YES <input type="checkbox"/> NO <input type="checkbox"/>
i. Course Description for Bulletin:	This course introduces legal concerns for public school teachers. It emphasizes legal rights and responsibilities of both teachers and pupils. Course coverage includes an introduction to governance, liability, church and state, instructional issues, student rights, student discipline, student abuse, teacher rights, and teacher discipline.		
j. Prerequisites, if any:	None		
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		

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.

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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"/>
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?	18-22	
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: _____		
8. Check the category most applicable to this course:		
<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere		
<input checked="" type="checkbox"/> Relatively New – Now Being Widely Established		
<input 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 requirement⁵ 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 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.

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Signature Routing Log

General Information:




Course Prefix and Number: **ELS691**

Proposal Contact Person Name: **Tricia Browne-Ferrigno** Phone: 257-5504 Email: tricia.ferrigno@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:

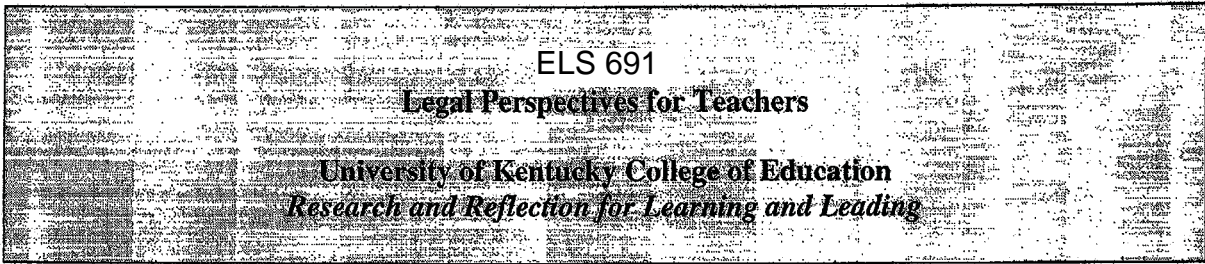
Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
EDL	11/10/09	Lars Bjork / 257-2450 / lbjor1@uky.edu	
Courses & Curricula	1/26/10	Jeff Reese 257-4909 jeff.reese@uky.edu	
College of Education	2/9/10	Robert Shapiro 257-9795 / rshap01@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council		 2010.04.02 14:18:46 -04'00'	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.



Course Syllabus
XXX Semester, XXX Year

Hybrid Course Delivery
Predominately independent study supplemented with
online activities, fieldwork, and five class sessions
XXX (day) XXX (time) PM
UK Campus Location TBA

Contact Information

Instructor: Justin Bathon, J.D./Ph.D.
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Office phone: (859) 257-7845
Cell phone: (859) 321-4203
Office hours: By appointment (preferably made via e-mail)
Campus address: Department of Educational Leadership Studies
111 Dickey Hall, College of Education
University of Kentucky
Lexington, KY 40506-0017
Department phone: (859) 257-8921
Department Web site: <http://education.uky.edu/EDL/>
Personal Website: <http://www.justinbathon.com>
Blog & Courseware: <http://www.edjurist.com>
Twitter: <http://www.twitter.com/edjurist>
Skype ID: jbathon

Course Description in UK Bulletin 2008-2009

This course introduces legal concerns for public school teachers. It emphasizes legal rights and responsibilities of both teachers and pupils. Course coverage includes an introduction to governance, liability, church and state, instructional issues, student rights, student discipline, student abuse, teacher rights, and teacher discipline.

Major Course Objectives

This course examines the relationship between law, public policy, ethics and current issues in K-12 education. The College of Education is dedicated to preparing outstanding teachers and administrators for K-12 public and private schools. In order to adequately prepare leaders, a basic understanding of school law is crucial. Teachers and administrators need to understand school legal issues in order to create legally sound policies and to legally advocate for themselves and their students. As such, this course examines the current legal issues related to education and introduces students to legal reasoning and analysis. Its objectives are to (1) interpret the U.S. judicial and legislative systems and the formation of laws relating to public education; (2) understand aspects of the Kentucky legal context within which schools function, (3) understand how legal and ethical issues interact within schools, (4) analyze current school practices from the standpoint of potential legal controversies, including the ability to practice "preventative law;" and (5) identify the dynamic nature of school law and locate resources utilizing available technology to remain current.

Required Course Textbook and Readings

This course will rely on multiple sources for readings. In addition to the sources listed below, this course will also occasionally read additional materials such as articles, cases, and law reviews. When such readings are required, they will be provided by the instructor in advance either in paper form or available at an electronic source.

Most of the materials provided for this course are available at our course website: <http://sites.education.uky.edu/miclaw/> Students are required to get the content from this website as well as complete the quizzes that the site links to.

Finally, part of the knowledge base for educational law is a working knowledge of how to access legal information online. Instructions regarding accessing legal information will be provided by the course instructor on the first night.

Required Instructional Technology

This course requires use of information technology: Students are expected to have regular access to a personal computer and the Internet to complete their learning activities. All Web-based activities are to be completed within designated sections of the course Blackboard, which can be accessed through <http://elearning.uky.edu>.

Integration of Syllabus with UK College of Education Conceptual Framework

This graduate course addresses the four themes within the conceptual framework of the UK College of Education: *research, reflection, learning, and leading*. Throughout the semester

students have opportunities to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry and reflect on their own practices as P-12 educators as they study, observe, and work in P-12 school and university classrooms. *Reflection* is integrated regularly through oral and written communication to help students hone their analytical and problem-solving skills that comprise critical professional reflection on one's own practice. This course emphasizes the commitment of the UK College of Education to ensure that its graduates continue their professional careers equipped for life-long *learning* as educators actively *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce educational leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Commitment to Diversity

UK is committed to making diversity central to university policies, decisions, and practices to strengthen diversity within the Commonwealth. Efforts by a broad-based task force appointed by President Todd defined diversity as

embracing difference or promoting increased knowledge regarding race/ethnicity, gender, religion, sexual orientation, disability, veteran affairs, and thought within an inclusive community. This definition of diversity values an inclusive institutional culture, academic programs, and co-curricular activities that prepare students for active, global citizenship. This commitment further allows for an educational process that fosters growth among all members of the academic community by including a wide array of talents, and recognizing the human differences are organizational strengths (University-Wide Comprehensive Diversity Plan Task Force Report, April 2005, p. 6).

Because the desired outcome is excellence in education, UK “does not practice discrimination on the basis of race/ethnicity, gender, religion, sexual orientation, or disability” (p. 6).

The College of Education supports the university-wide definition of diversity and enhances it through an expanded interpretation. This broader conceptualization of diversity includes learning exceptionalities, native languages, socioeconomic status, and life experiences often created by residing in unique geographical regions such as Appalachia. Curricula within the UK College of Education, field experiences, and membership of its faculty and student body reflect a commitment to diversity.

Leading successful P-12 schools and districts requires understanding of and sensitivity to differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Hence, diversity is a theme woven throughout this graduate course, which focuses on preparing and developing principals and other educational leaders with requisite knowledge, dispositions, and skills to practice effectively the multiple responsibilities of school leadership and change agency.

UK Policies

The adopted UK academic policies apply in this course and are articulated in the *Students Rights and Responsibilities Handbook* and the *UK Graduate Bulletin*. Important policies and regulations

applicable to this course include, but are not limited to, those concerning attendance, cheating and plagiarism, course withdrawal, incomplete grades, and acceptable standards of English. As the instructor, I retain absolute discretion concerning acceptance of required assignments after established due dates and reserve the right to lower grades on assignments submitted late.

Absences. The University defines acceptable reasons for absences as (a) serious illness, (b) university-related trips, (c) major religious holidays, and (d) other circumstances that the instructor finds to be "reasonable cause for nonattendance." Because the class meets only five times, regular attendance is essential. If students must miss a scheduled class meeting, then they must notify me about the reason for the absence **before it occurs**. In the event of **emergency absences** (e.g., personal illness, major accident, death of family member), students should notify me as soon as possible, **preferably through e-mail communication**. Additional assignments may be required for missed class meetings.

Canceled Class. If a class meeting must be canceled due to bad weather or other unforeseen circumstances, I will make every possible effort to contact you in sufficient time to avoid an unnecessary travel.

Changes to Syllabus. I retain the right to modify this syllabus, if necessary, to meet the learning objectives of this course. Changes to this syllabus will be discussed with you and provided in writing as an addendum distributed electronically via e-mail and posted on the course Blackboard.

Go to www.research.uky.edu/gs/bulletin/bullinfo.shtml for more information about UK Policies.

Quality of Student Work

Unless specified otherwise, all papers submitted to me must be presented in the writing style and format described in the fifth edition of the *Publication Manual of the American Psychological Association*¹, specifically those found on pages 296-320. All papers must be word-processed in **Times New Roman 12-point font**. Students are expected to follow rules of usage and principles of composition². When the two resources listed in the footnote below present differing rules, students are to adhere to the academic writing guidelines in the *APA Manual*.

Plagiarism. Where appropriate, references to professional and research literature need to be integrated into the text and cited at the end of all papers. According to UK rules, the minimum consequence for cheating or plagiarism is an "E" in the course. Cheating or plagiarism is basically stealing ideas or intellectual property created by others. Students are cautioned to reference all resources properly: The mere re-phrasing of another author's work does not excuse the student from the requirement for including proper citations. Cite all your sources accurately and appropriately! Be aware that re-cycling of assignments from other courses can be interpreted as self-plagiarizing and fails to meet the minimal standards of intellectual rigor required in graduate study.

¹ American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

² Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). New York: Longman.

Late Submittals. Assignment due dates are provided in the course calendar on pages 7-8. Exceptions will only be made for extreme emergencies.

Incomplete Grade. Incomplete grades for this course are issued reluctantly and sparingly. The UK Graduate School permits students **one calendar year—unless a shorter time frame is determined mutually by the student and instructor**—to remove an “I” grade. If the contracted work is not completed satisfactorily, the “I” grade converts automatically to an “E” (a failing mark). UK and EDL rules require students requesting an “I” grade to complete a contract specifying how and when the “I” will be removed within the calendar year. The contract must be submitted to me before an “I” grade can be issued. Incomplete work and missing assignments will be assigned “E” grades if the student does not submit a completed Incomplete Grade Contract by the course deadline.

Student Responsibilities

Graduate students assume major responsibility for their own learning. As members of a learning group, they are likewise responsible for helping their peers by consulting with them and engaging in collaborative problem solving before seeking assistance from me. A class roster will be posted in the course Blackboard site to encourage and support communication.

Requirements

With the exception of class participation, additional information on all the course requirements will be provided by the instructor. The following are a list of course requirements for which points have been allocated and from which the final grade will be determined.

1. **Class Participation:** Due to the course format, schedule and content, attendance is essential. Absences are reflected in a student’s grade. Students are required to attend all classes, participate in discussions (including online discussions), interact with others in group work, and read the assigned material prior to each class. (An understanding of legal principles is cumulative.)
2. **Content Quiz (3):** Several online readings are assigned for meetings two (student issues) and three (teacher issues). These readings are short and direct. They provide a background that is necessary for us to move quickly in our few class meetings. Thus, it is expected these will be read. To ensure they are read, in meetings two and three a think now quiz will be used based on these readings. Each of these quizzes will have only a few questions and students will be given only a few minutes to complete them.
3. **Find Information Assessment:** In today’s world the majority of educational law exists online. Teachers can gather some information on legal issues they face online. Much of this is promulgated by legislatures and administrative bodies in the form of statutes and regulations. This assignment is intended to test the ability of students to utilize these tools. This assessment will be conducted online and instructions will be provided.
4. **Exam:** The major objective knowledge assessment in this course will take the form of an exam at the end of the course. A basic and readily accessible knowledge of the law related to schools is required for all teachers. Thus, the exam in this course will consist of multiple choice and other objective questions designed to elicit the student’s stored

memory of issues in school law. An exam review sheet will be provided and the exam will be of the take-home variety and completed online.

5. Youtube Assignment: In groups of no more than 4, students will make a youtube video about a topic covered in class. This assignment is not due until March 23 and may be submitted online or in hard copy (CD's usually work pretty well) to the instructor or my assistant in 111 Dickey Hall. Details and instructional videos will be provided. The video is expected to be short, in the range of 2-5 min. Alternatively, students may complete an alternative assignment individually (groups not allowed). Alternative assignments include writing a blog entry, writing a wikipedia entry, or making a podcast. Details on the alternative assignment will also be provided, but are expected to be one page in length. Note, students are not required to actually publish their work on the Internet.

The point allocation of the preceding course requirements follows:

<u>Assignment</u>	<u>Points</u>
General Class Participation	50
Think Now Quizzes	90
Find Information Assessment	60
Youtube Assignment	80
Exam	120
<hr/>	
Total Possible Points	400

Schedule

Class Session	Topics	Readings	Assignments Due
1	<p>Syllabus</p> <p>Legal Framework</p> <p>Torts & Immunity</p>	<p>Syllabus</p> <p>Kentucky Constitution: § 183: http://lrc.ky.gov/legresou/Constitu/list2.htm#Education</p> <p>U.S. Constitution: http://www.law.cornell.edu/constitution/constitution.overview.html</p>	
2	<p>Church & State</p> <p>Bullying & Harassment</p> <p>Child Abuse</p> <p>Instructional Issues /</p> <p>Copyright / Confidentiality</p>	<p>Professional Code of Ethics: 704 KAR 20:680: http://www.lrc.state.ky.us/kar/016/001/020.htm</p> <p>Watch: http://edjurist.blip.tv/file/1244770/</p> <p>Kentucky Anti-Bullying Law: http://www.bullypolice.org/ky_law.html</p> <p>Kentucky Child Abuse Stats: http://www.pcakv.org/guide.aspx?i</p>	<p>Content Quiz 1 – Governance and Curriculum</p>

	Instructional Issues Copyright / Confidentiality	<u>abID=4</u> Encyclopedia of Everyday Law: Curriculum: http://www.enotes.com/everyday-law-encyclopedia/curriculum Jefferson County (CO) Guidelines on Copyright and Fair Use: http://jeffcweb.jeffco.k12.co.us/isu/library/copyright.html Missouri DESE – FERPA Overview: http://dese.mo.gov/schoollaw/freqaskques/FERPA.htm	
3	Student Expression Student Classifications Student Discipline Search and Seizure	First Amendment Center – Student Expression Rights: http://www.firstamendmentcenter.org/Speech/studentexpression/overview.aspx Center for Public Education, Search and Seizure, Due Process & Public Schools: http://www.centerforpubliceducation.org/site/c.kjJXJ5MPlwE/b.1537263/k.CB45/Search_and_seizure_due_process_and_public_schools.htm	Content Quiz 2 – Student Issues
4	Teacher Rights and Lifestyles Discrimination & Harassment in Employment	Encyclopedia of Everyday Law: Teacher's Rights: http://www.enotes.com/everyday-law-encyclopedia/teachers-rights	Find Information Assessment (complete online)
5	Teacher & Administrator Due Process and Dismissal Terms and Conditions of Employment	Encyclopedia of Everyday Law: Teacher's Rights: http://www.enotes.com/everyday-law-encyclopedia/teachers-rights	Content Quiz 3 – Teacher Issues
6	Complete Assignments		Exam will be provided to complete online Youtube Assignment (or alternative assignment) due via e-mail or CD delivery.

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: ELS 691	Date: January 14, 2009
Instructor Name: Justin Bathon	Instructor Email: justin.bathon@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 type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input checked="" type="checkbox"/>	

Curriculum and Instruction	
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>The EDL 691 - Legal Perspectives for Teachers (see attached syllabus), conforms to all University of Kentucky Distance Learning Syllabus Guidelines and specifically includes information about virtual office hours, procedures for resolving technical issues, notification and information about self-disclosure and procedures for disability accommodations etc. Web-based course delivery methods will be used for 57% of individual student engagement and course interactions (i.e.) 4 Bb and 3 Face-to-face seminars. Web based assignments described in the syllabus include: (1) Asynchronous Dialogue: Students are required to interact with their class peers or conduct a Web-based readiness self-assessment survey; (2) Class Participation: Students are expected to attend the class meetings, actively participate in discussions and activities, and complete independent work as presented on the course calendar and, (3) Find Information Assessment - Students are expected to find legal information using web and print sources, (4) Content Quizzes: To assure completion and mastery of online lessons students will complete an online blackboard assessment; (5) YouTube Assignment - Students are expected to complete a YouTube video, wiki entry, blog post or podcast on a legal topic related to schools. Class and Web discussions are intended to facilitate critical thinking about their role as a professional educator and build their capacity to improve her/his own learning. Discussion questions and asynchronous dialogue with other students in class on the web will enhance critical thinking.</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>The course is designed as a hybrid that combines classroom-based and online (Web-based) learning and teaching formats. The Distance Learning experience for students enrolled in this hybrid course is based on a cohort model and will be comparable to classroom-based instruction. The web-based format aligns with effective adult learning formats and include timely access to the course instructor and peers as well as feedback on reflections and assessment of assignments. The syllabus clearly explicates students' reading</p>

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

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	<p>assignments including required textbook(s), research-based journal articles and book chapters. All assignments are aligned with stated course objectives (goals). Instructor-student interaction is comparable to classroom instructional methods. Student performance is assessed by the instructor by through participation in and monitoring of asynchronous, on-line interactions, observations of in-class discussions, feedback on Individual Reflections (on-line), evaluation of Reflection Papers (see syllabus). A course requirement includes completing an On-Line Video Review of PLC's to ensure all students have adequate background knowledge.</p>
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>This hybrid course (online and classroom-based) course will use University of Kentucky technology that protects the integrity of student work. The course will not require the use of examination proctors or other support staff or interactive video. The syllabus describes UK academic policies that apply in this course and are articulated in the "Students Rights and Responsibilities Handbook" and "the UK Graduate Bulletin." Important policies and regulations applicable to this course are explicitly stated in the syllabus including attendance, cheating and plagiarism, course withdrawal, incomplete grades, and acceptable standards of English, absences, cancelled classes, changes in the syllabus, standards for assessing the quality of student work and late submittals. A statement of student responsibilities is included (see syllabus).</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>*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.</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>All students in this hybrid, DL course have equal access to all student services at the University of Kentucky for which they qualify and those student services are similar to those available to individuals taking this class in a tradition (i.e. face -to-face) classroom setting. Access to student services are explicated on the University of Kentucky websites including but not limited to: (http://www.uky.edu.TASC/index.php) and (http://www.uky.edu/UKIT/). Students who have special needs or require accommodations of any kind will be advised to register with the UK Disability Resource Center for assistance. The course instructor will work with students on an individual basis to make appropriate accommodations to participate in the class and complete work (see syllabus).</p>
Library and Learning Resources	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>In addition to purchasing required textbooks, selected readings will be available through the University of Kentucky Libraries online reserve system or posted on the course website. Additionally, any materials that may pose problems for students with limited bandwidth access to online resources (e.g. digital video classroom episodes for analysis) will be available via CD or DVD that can be mailed in that format to course participants upon request.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Access is provided via students' personal computer proxy access to online library resources (see syllabus).</p>
Student Services	
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</p>

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

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	<p>Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>Students are informed of the availability of University of Kentucky services in the syllabus (TASC, Blackboard (Bb) help desk, UK IT Customer Service Center as described in the syllabus. Bb instructors have received required training in the use of the Course management System, UK Libraries online resources (and EZ Proxy tools) and will assist students as needed. As a hybrid course offering, the classroom instruction will also include overviews and demonstrations (and instruction as needed) in the use of all online course tools, resources and componets. In sum, all students in this course have equal access to all student services at the University of Kentucky for which they qualify. Access to student services are explicated on the University of Kentucky websites including but not limited to: (http://www.uky.edu.TASC/index.php) and (http://www.uky.edu/UKIT/) (see syllabus).</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input type="checkbox"/></p> <p>No <input checked="" 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> <p>The primary delivery location is a University of Kentucky College of Education supported Wordpress site. Students will access the materials via this website and complete the hyperlinked readings. The technology employed is simply clicking webpages, so there should be little technical trouble. But, an assistance page has been provided to assist with any questions and students are encouraged to contact the instructor.</p>
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"> <input type="checkbox"/> "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"> <input type="checkbox"/> Carla Cantagallo, DL Librarian <input type="checkbox"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) <input type="checkbox"/> Email: dllservice@email.uky.edu <input type="checkbox"/> 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: Dr. Justin Bathon</p> <p style="text-align: right;">Instructor Signature: </p>

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