Course Information

Date Submitted: 12/5/2014

Current Prefix and Number: GEN - Agriculture - General , GEN 109 SPEC INTRODUCTORY CRS: (SR)

Other Course:

Proposed Prefix and Number: GEN 109

What type of change is being proposed?

> Major – Add Distance Learning

Should this course be a UK Core Course?   No

1. General Information

a. Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT

b. Department/Division: Agriculture General

c. Is there a change in 'ownership' of the course?   No

   If YES, what college/department will offer the course instead: Select...

e. Contact Person

> Name: Larry Grabau
>
> Email: lgrabau@uky.edu
>
> Phone: 257-3468

> Responsible Faculty ID (if different from Contact)
>
> Name: Roberta Dwyer
>
> Email: rmdwyer@uky.edu
>
> Phone: 218-1122

f. Requested Effective Date

   Semester Following Approval: No OR Effective Semester: Spring 2015

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: SPECIAL INTRODUCTORY COURSE: (SUBTITLE REQUIRED)

   Proposed Title: SPECIAL INTRODUCTORY COURSE: (SUBTITLE REQUIRED)

c. Current Transcript Title: SPEC INTRODUCTORY CRS: (SR)

   Proposed Transcript Title: SPEC INTRODUCTORY CRS: (SR)

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 1 - 6 (variable)

Proposed number of credit hours: 1-6

h. Currently, is this course repeatable for additional credit? Yes

Proposed to be repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 12

If Yes: Will this course allow multiple registrations during the same semester? Yes

2i. Current Course Description for Bulletin: Interdisciplinary, topical or experimental courses offered at the introductory level to be approved by the Dean of the College of Agriculture. A particular title may be offered at most twice under the GEN 109 number. Students may not repeat under the same title; repeatable to a maximum of six credit hours.

Proposed Course Description for Bulletin: Interdisciplinary, topical or experimental courses offered at the introductory level to be approved by the Dean of the College of Agriculture, Food and Environment. A particular title may be offered at most twice under the GEN 109 number. Students may not repeat under the same title; repeatable to a maximum of twelve credit hours.

2j. Current Prerequisites, if any: Prereq: To be set by the instructor.

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rational:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

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

5b. Will modifying this course result in a new requirement of ANY program? No

    If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Roberta Dwyer

Instructor Email: rmdwyer@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

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?   The course syllabus states students will receive a response to an emailed question to an instructor within 24 hours Monday-Friday. While email is the preferred method of communication with the instructors, phone numbers are also included on the syllabus. The syllabus conforms with University Senate Syllabus Guidelines and 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.   The textbook chosen is one that has clinical applications of veterinary medical terminology with many images and online resources. Through PowerPoint presentations and assigned audio-visual materials to watch, students will be able to apply and use veterinary medical terminology, making it much easier to retain. The student learning outcomes are to: Interpret medical words into the word root, prefix and suffix; Create appropriate medical words with the knowledge of word roots, prefixes and suffixes; Utilize domestic animal-specific terminology with medical terminology; and Translate veterinary medical terms into lay language through use of case studies and supplemental readings. Assessment will be through weekly quizzes, case presentations and two examinations.

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.   SafeAssign will be used to prevent plagiarism. Over half a page of the syllabus addresses Academic Integrity and refers students to the UK Ombud website as well as Part II of the Student Rights and Responsibilities. Exams and quizzes will be taken online and are timed.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?   NO

If yes, which percentage, and which program(s)?   0%

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?   The instructors are both available via email and phone for student questions and issues, with availability Monday-Friday, similar to traditional student classroom settings. The syllabus also clearly explains to students the process for obtaining accommodations due to a documented disability via the UK Disability Resource Center.

6.How do course requirements ensure that students make appropriate use of learning resources?   The textbook is required, as is internet access to Uk BlackBoard. Additional learning resources are available online at the textbook website (case studies, crossword puzzles, etc.) which are used as homework assignments.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.   The only equipment required for this class is a computer with capabilities to access UK BlackBoard and UK email systems. These computer minimum requirements will allow students to all class materials.

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 Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?   This is contained in the syllabus: If students encounter technical difficulties with Blackboard, they should contact the UK Information Technology Customer Service Center (http://www.uky.edu/UKIT/). If technical issues cannot be resolved contact the instructors to identify alternative solutions.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   YES

If no, explain how student 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.   Services are available through the Distance Learning Program and students will be using BlackBoard.

10.Does the syllabus contain all the required components?   YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Roberta M. Dwyer

SIGNATURE|LGRABAU|Larry J Grabau|GEN 109 CHANGE College Review|20140926

SIGNATURE|JMETT2|Joanie Ett-Mims|GEN 109 CHANGE Undergrad Council Review|20141203

SIGNATURE|JEL224|Janie S Ellis|GEN 109 CHANGE Senate Council Review|20141205

SIGNATURE|LGRABAU|Larry J Grabau|GEN 109 CHANGE Approval Returned to College|20141208

Courses	Request Tracking

Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Generate R

Attachments:

[Browse...]   Upload File

	ID	Attachment
Delete	4146	GEN_109_Spec_Intro_Course.pdf

[First] 1 [Last]

[Select saved project to retrieve...]   Get   New

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

Current Prefix and Number:	GEN - Agriculture - General [▼] GEN 109 SPEC INTRODUCTORY CRS: (SR) [▼]	*Proposed Prefix & Number:* (example: PHY 401G) ☐ Check if **same** as current	GEN 109

* **What type of change is being proposed?**	☐ Major Change ☑ Major – Add Distance Learning ☐ Minor - change in number within the same hundred series, exception 6(the same "hundred series" ☐ Minor - editorial change in course title or description which does not im in content or emphasis ☐ Minor - a change in prerequisite(s) which does not imply a change in cc content or emphasis, or which is made necessary by the elimination or sigr alteration of the prerequisite(s) ☐ Minor - a cross listing of a course as described above

Should this course be a UK Core Course? ☐ Yes ☑ No

If YES, check the areas that apply:

☐ Inquiry - Arts & Creativity	☐ Composition & Communications - II
☐ Inquiry - Humanities	☐ Quantitative Foundations
☐ Inquiry - Nat/Math/Phys Sci	☐ Statistical Inferential Reasoning
☐ Inquiry - Social Sciences	☐ U.S. Citizenship, Community, Diversity
☐ Composition & Communications - I	☐ Global Dynamics

1.	General Information
a.	Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT Submission Date: 12/5/2014
b.	Department/Division: Agriculture General
c.*	Is there a change in "ownership" of the course? ☐ Yes ☑ No If YES, what college/department will offer the course instead? [Select... ▼]
e.*	* Contact Person Name: Larry Grabau Email: lgrabau@uky.edu Phone: 257-3468 * Responsible Faculty ID (if different from Contact) Roberta Dwyer Email: rmdwyer@uky.edu Phone: 218-1122
f.*	Requested Effective Date: ☐ Semester Following Approval OR Specific Term: ² Spring 2015
2.	**Designation and Description of Proposed Course.**
a.	Current Distance Learning(DL) Status: ☐ N/A ☐ Already approved for DL* ☑ Please Add ☐ 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) tha proposed changes do not affect DL delivery.
b.	**Full Title:**	SPECIAL INTRODUCTORY COURSE: (SUBTITLE REQUIRED)	*Proposed Title:* *	SPECIAL INTRODUCTORY COURSE (SUBTITLE REQUIRED)
c.	**Current Transcript Title** (if full title is more than 40 characters):		SPEC INTRODUCTORY CRS: (SR)	
c.	*Proposed Transcript Title (if full title is more than 40 characters):*			

				SPEC INTRODUCTORY CRS: (SR)	

d.	**Current Cross-listing:**	☐ N/A		OR	Currently[3] Cross-listed with (Prefix & Number):	none
	Proposed – ADD[3] Cross-listing (Prefix & Number):					
	Proposed – REMOVE [2,4] Cross-listing (Prefix & Number):					

e. Courses must be described by **at least one** of the meeting patterns below. Include number of actual contact hours [8] for each meeting pattern type.

Current:	Lecture 3	Laboratory[5]	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	

Proposed: *	Lecture	Laboratory[5]	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	

f.	**Current Grading System:**	ABC Letter Grade Scale
	Proposed Grading System:*	◉ *Letter (A, B, C, etc.)* ○ *Pass/Fail* ○ *Medicine Numeric Grade (Non-medical students will receive a letter grade)* ○ *Graduate School Grade Scale*

g.	**Current number of credit hours:**		1 - 6 (variable)	*Proposed number of credit hours:**	1-6

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:*	12
	If YES:	*Will this course allow multiple registrations during the same semester?*	◉ Yes ○ No

I.	**Current Course Description for Bulletin:**
	Interdisciplinary, topical or experimental courses offered at the introductory level to be approved by the Dean of the College of Agriculture. A particular title may be offered at most twice under the GEN 109 number. Students may not repeat under the same title; repeatable to a maximum of six credit hours.

*	*Proposed Course Description for Bulletin:*
	Interdisciplinary, topical or experimental courses offered at the introductory level to be approved by the Dean of the College of Agriculture, Food and Environment. A particular title may be offered at most twice under the GEN 109 number. Students may not repeat under the same title; repeatable to a maximum of twelve credit hours.

j.	**Current Prerequisites, if any:**
	Prereq: To be set by the instructor.

*	*Proposed Prerequisites, if any:*
*	

k.	**Current Supplementary Teaching Component, if any:**	○ Community-Based Experience

| | ○ Service Learning |
| | ○ Both |

Proposed Supplementary Teaching Component:	○ Community-Based Experience
	○ Service Learning
	○ Both
	◉ No Change

3.	Currently, is this course taught off campus?	○ Yes ◉ No
*	*Proposed to be taught off campus?*	○ Yes ◉ No
	If YES, enter the off campus address:	
4.*	Are significant changes in content/student learning outcomes 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^Z for ANY program?	○ Yes ◉ No
	If YES^Z, list the program(s) here:	
6.	Information to be Placed on Syllabus.	
a.	☐ Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

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

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 educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instruct in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer techno

A number of specific requirements are listed for DL courses. The *department* proposing the change in delivery method is responsible for ensuring that the require 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 equi experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

| Course Number and Prefix: | GEN 109 | Date: | 9/26/2014 |
| Instructor Name: | Roberta Dwyer | Instructor Email: | rmdwyer@uky.edu |

Check the method below that best reflects how the majority 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 Univers Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

   The course syllabus states students will receive a response to an emailed question to an instructor within 24 hours Monday-Friday. While email is the preferred method of communication with the instructors, phone numbers

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 goa assessment of student learning outcomes, etc.

The textbook chosen is one that has clinical applications of veterinary medical terminology with many images and online resources. Through PowerPoint presentations and assigned audio-visual materials to watch, students will

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; acac offense policy; etc.

SafeAssign will be used to prevent plagiarism. Over half a page of the syllabus addresses Academic Integrity and refers students to the UK Ombud website as well as Part II of the Student Rights and Responsibilities. Exams

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 a DL, as defined above?

NO

Which percentage, and which program(s)?

0%

*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 deli: 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 se

The instructors are both available via email and phone for student questions and issues, with availability Monday-Friday, similar to traditional student classroom settings.

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

The textbook is required, as is internet access to Uk BlackBoard. Additional learning resources are available online at the textbook website (case studies, crossword puzzles, etc.) which are used as homework assignments.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

The only equipment required for this class is a computer with capabilities to access UK BlackBoard and UK email systems. These computer minimum requirements will allow students to all class materials.

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/ of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

This is contained in the syllabus:
If students encounter technical difficulties with Blackboard, they should contact the UK Information Technology

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

◉ Yes
○ No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

Services are available through the Distance Learning Program and students will be using BlackBoard.

10. Does the syllabus contain all the required components, below? ☑ Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (http://www.uky.edu/DistanceLearning) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/Help/; 859-218-HELP).
- 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:
  - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Res 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."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
  - 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. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:
Roberta M. Dwyer

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (http://www.uky.edu/UKIT/Help)

Revised 8/09

[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 "n 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 me meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)

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

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

Submit as New Proposal   Save Current Changes

Special Introductory Course:
Veterinary Medical Terminology

Instructors:	Dr. Roberta Dwyer	Dr. Melissa Newman
Office Address:	108 Gluck Equine Res Ctr	204 W.P. Garrigus Bldg
	University of Kentucky	Dept of Animal and Food Sciences
Email:	rmdwyer@uky.edu	mnewman@uky.edu
Office Phone:	859-218-1122	859-619-9950

Virtual Office hours: By appointment. The preferred method for reaching instructors is via e-mail. Students will receive a response to e-mail/phone communications within 24 hours, Monday through Friday. Please recognize that instructors may not be able to respond immediately to your questions, So Plan Ahead!

Contact information for Distance Learning programs Distance Learning programs (http://www.uky.edu/DistanceLearning) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/Help/ 859-218-HELP).
Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS); 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.

Course Description:
This course will cover veterinary terminology including medical word roots, prefixes, suffixes and animal specific terminology involving food animals, horses and pets. Veterinary case studies will allow students to apply these fundamentals in practical situations. Appropriate for pre-vets and any students interested in animal health and care.

Student Learning Outcomes:

After completing this course, the student will be able to:
1. Interpret medical words into the word root, prefix and suffix
2. Create appropriate medical words with the knowledge of word roots, prefixes and suffixes
3. Utilize domestic animal-specific terminology with medical terminology
4. Translate veterinary medical terms into lay language through use of case studies and supplemental readings

Required Materials:
Veterinary Medical Terminology by Angela Taibo (2014) Wiley Blackwell, Ames, IA.
ISBN: 978-1-118-52748-1

Computer access to UK BlackBoard
If students encounter technical difficulties with Blackboard, they should contact the UK Information Technology Customer Service Center (http://www.uky.edu/UKIT/). If technical issues cannot be resolved contact the instructors to identify alternative solutions.
Students will meet the learning outcomes via PowerPoint presentations online that will supplement their required readings and assignments. Veterinary terminology is best learned through USING it, and not just reading about it in a text book.

Course Assignments

2 exams at 100 points each (midterm and final)	200 points
10 weekly quizzes at 15 points each	150 points
2 case interpretations at 25 points each	50 points
TOTAL	400 points

Quizzes and exams and other homework assignments are to be done by individual students and NOT with another person or a group. Work done with another person or a group will be considered as cheating which is taken VERY SERIOUSLY (see Academic Integrity below). Each quiz and exam is comprehensive for the material covered from the beginning of the course. Class quizzes and assignments will directly assist you in studying for the exams and help keep you up-to-date with material.

Course Logistics:

Summary Description of Course Assignments

Exams and quizzes will be online and consist of multiple choice and short answer questions. You will have 60 minutes for each exam and 20 minutes for each quiz. For the two case interpretations, students will be given a choice of two veterinary medical journals which have papers and abstracts available online. Students will then interpret the title and abstract of the article into lay language by utilizing their knowledge of medical and veterinary terminology.

Grading Scale:
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
E = less than 60%

Grades will NOT be curved and no extra credit work will be given. Grades will be rounded to the nearest whole number. If the number is 5 or above the grade will be rounded up. If the number is less than 5 the grade will be rounded down.

Final Exam Information
As scheduled in the UK Schedule of Classes

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)

Course Policies:

Submission of Assignments:

Completed assignments will be submitted online. SafeAssign will be used to prevent plagiarism and to create opportunities to help students identify how to properly attribute sources rather than paraphrase. The class week will start on Wednesday of each week. All assignments are due at noon on Mondays (EST).
Completed assignment filenames, should include student's username. For example, a homework file must be appended by the student's username, such as homework1-username.doc.

Work submitted after the deadline will receive a grade of zero, so leave enough time to account for possible computer issues, as these are NOT excuses for late papers. If Blackboard is down or or the student is having issues submitting an assignment within 7 days of the deadline, students should email their assignments to both Drs. Newman and Dwyer by the deadline.

Attendance Policy.

Excused Absences:
Students need to notify one of the professors (in writing) of absences prior to weekly assignments 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).

If a student has an excused absence, as defined in the excused absences above, the student will have one week following the excused absence to contact the instructor regarding missed graded work.

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.

Accommodations due to disability:
If you have a documented disability that requires academic accommodations, please call or
email Dr. Dwyer as soon as possible during scheduled office hours. In order to receive
accommodations in this course, you must provide Dr. Dwyer with a Letter of Accommodation
from the Disability Resource Center (Room 2, Alumni Gym,
859-257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability
services available to students with disabilities. Accommodations cannot be made until Dr.
Dwyer receives the Letter of Accommodation.

Tentative Course Schedule

2015 Spring semester

Week	Reading assignment	Subject	Assignments (at end of chapter)
Jan. 7 Week 1	Chapter 1	Dissecting a medical term	1-A. 1-B, 1-E
Jan. 12 (quiz) Week 2	Chapter 2	Anatomic organization	2-A. 2-D. 2-E, crossword puzzle
Jan. 19 (quiz) Week 3	Chapter 3 and Pages 395-405	Musculoskeletal and Equine terminology	3-A, 3-C. 3-D. 3-E crossword puzzle
Jan. 26 (quiz) Week 4	Chapter 4	Gastrointestinal tract	4-A, 4-C, 4-E
Feb. 2 (quiz) Week 5	Chapter 5 Pages 419-425	Reproduction Bovine terminology	5-A, 5-C, 5-D, case studies online
Feb 9 (quiz) Week 6	Chapter 6	Cardiovascular	6-B, 6-D, 6-G, case studies online
Feb 16 (quiz) Week 7	Chapter 7 Pages426-431	Respiratory Sheep & goat term.	7-A, 7-B, 7-C, case studies online
Feb 23 (quiz) Week 8	Chapter 8	Hematology	8-A, 8-E, 8-F, crossword puzzle
March 2 (quiz) Week 9	Chapter 9	Immunology	9-A, 9-B, crossword puzzle and case studies
March 9 EXAM 1 Week 10	Comprehensive exam of all covered material Chapter 10	Endocrine system	10-B, 10-C, case studies
March 16 Week 11	Midterm Break		
March 23 Week 12	Prepare case study* Chapter 11	Integumentary system	11-A, 11-B, 11-C, case studies
March 30 Week 13	Submit case study Chapter 12 Pages 437-443	Nervous system Swine terminology	12-A, 12-C, case studies
April 6 (quiz) Week 14			
April 13 Week 15	Prepare case study* Chapter 13	Eyes and Ears	13-A, 13-B, 13-C, case studies
April 20 Week 16	Submit case study Chapter 14	Urinary system	14-A, 14-B, 14-E. case studies
April 27 (quiz) Week 17	Review for final exam Pages 445-459	Poultry/avian terminology	
May ??	FINAL EXAM	Location/time TBD	

*Students are to find a scientific paper of interest to them in the Journal of the American Veterinary Medical Association, Journal of Veterinary Internal Medicine, or an instructor-approved veterinary journal with original scientific papers (alternative journal names must be submitted 1 week prior to the due date). Students will translate the article title and abstract into lay language (college level student reader) using their skills in veterinary terminology (statistical analysis does not need to be included). The lay abstract must be in complete sentences and accurately reflect the content of the journal paper abstract.

5 points for appropriate choice of article (examples will be given by instructors)

15 points for accurate interpretation of title and abstract into lay language
5 points for appropriate use of English (spelling, punctuation, complete sentences for abstract translation

E-mails: Any e-mail sent to the instructors must have an email address, subject heading including ASC 109 (not "hi") and your name and student ID in the message. USE YOUR UK email address!

All e-mails without an email address and appropriate subject line will be deleted without being read (we don't like worms or viruses); if a student's excuse for missing a quiz or test is attached, it will not be considered, since the email is deleted without opening.

Therefore, BE SURE you send all emails to instructors with a proper subject line of at least "ASC 109 firstname lastname student ID" in your subject line, especially if it includes an excuse for missing a quiz, test or assignment!!!

If you do not receive an answer within 24 hours Monday-Friday, please call the instructor.

APPENDIX

Bloom's Taxonomy of Cognitive Learning

As instructors, we should strive to push students from Knowledge to Synthesis and Evaluation. It is not enough for students to demonstrate Knowledge or Comprehension. They should also be able to demonstrate that they can use this knowledge in higher order thinking and problem solving.

As you construct Student Learning Outcomes, think about the active verbs you are using. What do you expect your students to be able to do? Do you want them to be able to **list** or **describe** some facts? Or do you want them to be able to **design** an experiment or critically **analyze** data and make a **recommendation** utilizing those facts?

Competence	Skills Demonstrated and Action Verbs for Learning Outcomes
Knowledge	*Skills:* observation and recall of information; knowledge of dates, events, places; knowledge of major ideas; mastery of subject matter *Action Verbs:* list, define, tell, describe, identify, show, label, collect,
Comprehension	*Skills:* understanding information; grasp meaning; translate knowledge into new context; interpret facts, compare, contrast; order, group, infer causes; predict consequences *Action Verbs:* summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	*Skills:* use information; use methods, concepts, theories in new situations; solve problems using required skills or knowledge *Action Verbs:* apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysis	*Skills:* seeing patterns; organization of parts; recognition of hidden meanings; identification of components *Action Verbs:* analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	*Skills:* use old ideas to create new ones; generalize from given facts; relate knowledge from several areas; predict, draw conclusions *Action Verbs:* combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare,
Evaluation	*Skills:* compare and discriminate between ideas; assess value of theories, presentations; make choices based on reasoned argument; verify value of evidence; recognize subjectivity *Action Verbs:* assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare,

Bloom B. S. (1956). Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. New York: David McKay Co.,Inc.