

HHS 102: Survey of Health Professions II: Shadowing Experience  
(1 credit hour)

## NEW COURSE FORM

<b>1. General Information.</b>				
a.	Submitted by the College of: Health Sciences	Today's Date:	6/16/11	
b.	Department/Division: Clinical Sciences			
c.	Contact person name: Sharon R. Stewart	Email: srstew01@uky.edu	Phone:	218-0570
d.	Requested Effective Date:	<input type="checkbox"/> Semester following approval	OR	<input checked="" type="checkbox"/> Specific Term/Year <sup>1</sup> : Fall 2012
<b>2. Designation and Description of Proposed Course.</b>				
a.	Prefix and Number:	HHS 102		
b.	Full Title:	Survey of Health Professions I I: Shadowing Experience		
c.	Transcript Title (if full title is more than 40 characters):	Survey of Health Prof I I: Shadowing Exp		
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number):	NA		
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.			
	7 contact hrs Lecture 1 hr./week	16 contact hrs Laboratory <sup>1</sup>	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits:	01		
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 checked="" type="checkbox"/>	
i.	Course Description for Bulletin:	This course provides students with opportunities to explore the health sciences professions. It assists students in developing beginning observation, recording, and reporting skills appropriate to the selected professions by way of an on-the-job shadowing experiences.		
j.	Prerequisites, if any:	NA		
k.	Will this course also be offered through Distance Learning?	YES <sup>4</sup> <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
l.	Supplementary teaching component, if any:	<input checked="" 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"/>	

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

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

<sup>3</sup> 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)

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

## NEW COURSE FORM

<b>4.</b>	<b>Frequency of Course Offering.</b>			
a.	Course will be offered (check all that apply):	<input checked="" 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:	_____		
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>			
		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	50-75		
<b>7.</b>	<b>Anticipated Student Demand.</b>			
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 checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, explain:	Professional shadowing courses are likely to be of interest to students both within and outside the HHS program. These courses are typically of interest to students whenever they are offered.		
<b>8.</b>	<b>Check the category most applicable to this course:</b>			
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
<b>9.</b>	<b>Course Relationship to Program(s).</b>			
a.	Is this course part of a proposed new program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, name the proposed new program:	Bachelor's Degree in Human Health Sciences		
b.	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES <sup>5</sup> , list affected programs:	_____		
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>			
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 <b>10.b</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 <b>10.a</b> above) are attached.		

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

**General Information:**

Course Prefix and Number: HHS 102

Proposal Contact Person Name: Sharon R. Stewart Phone: 218-0570 Email: srstew01@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
Dept. of Clinical Sciences	7/11/2011	Dr. Karen Skaff / 218-0585 / karenskaff@uky.edu	
College of Health Sciences	7/11/2011	Dr. Sharon Stewart / 218-0570 / srstew01@uky.edu	
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council	2/28/2012	Sharon Gill	
Graduate Council			
Health Care Colleges Council	11/15/11	Heidi Anderson	
Senate Council Approval		University Senate Approval	

Comments:

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

**University of Kentucky  
College of Health Sciences  
Department of Clinical Sciences**

HHS 102: Survey of Health Professions II -Shadowing Experience  
Section TBD  
Course Credits: 1

**COURSE MEETING DAYS AND TIMES:** TBD

**COURSE MEETING LOCATION:** TBD.

**INSTRUCTOR INFORMATION:**

**Instructor:** Dr. Karen Skaff

**Office phone #:** 218-0585

**Office address:** CTW 207

**Email address:** [koskaf0@uky.edu](mailto:koskaf0@uky.edu)

**Preferred method for reaching instructor:** By email or phone

**Office hours/ prior appointment:** The course instructor welcomes conversations with students outside of class and should feel free to contact the instructor with questions regarding the mechanics or operation of the course. Students may correspond with instructor by email or set up appointment by phone or email.

**COURSE DESCRIPTION:** This course provides students with opportunities to explore the health sciences professions. It assists students in developing beginning observation, recording, and reporting skills related to the professions selected for their on-the-job shadowing experiences. **Prerequisites:** None

**COURSE GOALS:** The overall goal of this course is to provide students with the knowledge and experiences they need to make an informed decision in choosing a healthcare profession. This will be accomplished by having students:

1. Read about and discuss various healthcare professions,
2. Observe and interview practitioners in two different professions, and
3. Critically analyze the demands and expectations of selected careers, comparing those demands and expectations to their personal interests, knowledge, and skills.

**STUDENT LEARNING OUTCOMES:** By the end of this course, students should be able to:

1. Discuss the roles, responsibilities, and activities of various occupations
2. Conduct observations and interviews related to selected occupations
3. Develop inquiry skills through interview/job shadowing design and implementation
4. Synthesize, summarize, and report on information obtained through course experiences in writing and orally
5. Through a critical analysis, determine whether an occupation in the health professions will result in a personally satisfying career path and meet student career education goals

**REQUIRED TEXT:** Gerdin, J. (2011). *Health Careers Today* (5<sup>th</sup> ed.). Mosby.

**COURSE CONTENT:** Class will meet for a total of 7 sessions during the semester. For the remainder of the class time students will be in a health professions shadowing experience as described in the syllabus. Shadowing experiences will take place in health care locations in the surrounding community.

**Professional Shadowing (60 pts. total – 30 points for each experience):** Each student will choose two health professionals to shadow. Students will be responsible for contacting and identifying their own professional to shadow. One shadowing experience will be in the student's chosen health profession. ***To avoid duplication, your instructor must approve your selection in advance.*** Students will be required to submit a completed verification

of hours form signed by their mentor following completion of shadowing hours in order to earn credit. Students will be required to complete 8 shadowing hours in 2 separate shadowing experiences (16 hours total) over the course of the semester. The instructor may be able to assist students in identifying possible shadowing opportunities. Students will complete a journal for both shadowing experiences. *One Extra Credit Point will be awarded for each additional hour over the required 8 hours; up to 5 Extra Credit points may be earned in this manner.*

Job shadowing needs to be at **two different** health care agencies. You may job shadow at more than two agencies for a lesser amount of time (e.g. four different agencies/professionals for four hours each). You are responsible for setting up job shadowing appointments. We will develop a list of who you might contact and how to set up the job shadowing in class. **Contact your instructor if you need assistance!** While you are job shadowing, project yourself into the role you're observing and try to get a sense of how it would be to enact such a role on an ongoing basis. This experience is observational only; it is not designed for you to function in the role.

**GRADING:**

**Evaluation Components:**

<b>Assignment</b>	<b>Points Available</b>	<b>Percent of Course Grade</b>
Journal and Presentation	50	50
Shadowing Evaluation	10	10
Daily quizzes	35	35
Attendance & Participation	05	05
<b>TOTAL</b>	<b>100</b>	<b>100</b>

**Job Shadowing Journal and Presentation Guidelines:**

Your journal should summarize your experiences in each of your job-shadowing experiences. The total journal will be 4-6 pages, although you can make it longer if needed. It must be typed or computer generated. Make sure it is readable and grammatically correct. The Writing Center is available to help with editing.

**Grading Criteria for Job Shadowing Journals (50 points)**

- Content.....25 points (50%)
  - a. Identify individuals/agencies
  - b. Key information from shadowing
  - c. Observations of tasks, skills, job responsibilities, clients
  - d. Mental/Physical work environment
  - e. Salary considerations
- Structure, readability, grammar.....10 points (20%)
  - a. No references needed for this paper.
  - b. Get help from The Writing Center if you have any questions about your writing
- Personal statement of interest and role fit.....10 points (20%)
  - a. What are your specific aptitudes, characteristics, abilities for working in the particular role/s you observed?
  - b. What aspects of the professional role do you have questions about with regard to your ability or your specific characteristics and interests?
  - c. Based on your interviews and job shadowing, what do you anticipate to be the satisfiers and dissatisfiers of work in this field?
- Presentation of Job Shadowing Journal.....5 points (10%)
  - a. In a logical & systematic manner, provide the rest of the class with the highlights of your job shadowing. Identify the individuals and agencies. Support your opinions with your observations.

- b. ***Prior to your presentation***, provide the instructor with a brief outline that includes names, agencies, and dates of shadowing.

**Shadowing (10 pts. total):** You will provide a “supervisor report” to each of your shadowing contacts. This is a simple assessment of your professionalism in 5 areas, including attendance, punctuality, professional attitude, inquisitiveness, and professional appearance. The rating is: 2 (excellent), 1 (satisfactory) or 0 (unsatisfactory) for each item, and will be signed by your supervisor. The scoring rubric will be provided along with details about the shadowing. The points will be summed and averaged for all shadowing experiences. *Students rated as ‘unsatisfactory’ in any category may be asked to withdraw from the shadowing experience.*

**Daily Quizzes (35 pts. total):** A short quiz (5 points each) will be given at the beginning of each class period, as noted on the course schedule. This will be a short five question quiz on information presented in assigned readings or class presentations. *Students arriving after the quiz has been started will not receive additional time to complete the quiz. Students arriving after the quiz has been collected will not be provided with the quiz or a make-up quiz unless they have an excused absence.*

**Class Attendance & Participation (5 pts. total):** Attendance is expected in all classes. *For the second and each subsequent unexcused absence, the final average will be lowered by 2 points.* You are beginning preparation for a career where dependability, reliability, motivation, and a positive, caring attitude are expected as basic ethical/professional behaviors. Role will be taken at the beginning of each class. Students coming in late have the responsibility of making sure they are marked present on the attendance sheet. Attendance and participation points are achieved by coming to class regularly, maintaining a courteous and respectful manner in the classroom, participating in discussion without monopolizing, and demonstrating the ability to focus on content under discussion.

**Grading Scale:** The following grading scale will be used:

<i>Grade</i>	<i>Points</i>	<i>Percent</i>
A	90 – 100	90 – 100
B	80 – 89	80 – 89
C	70 – 79	70 – 79
D	60 – 69	60 – 69
E	< 60	< 60

Your midterm grade will be available online on (date). There is no final examination for this course.

#### **COURSE POLICIES:**

**Academic accommodations due to disability:** If you have a documented disability that requires academic accommodations, please see the instructor as soon as possible. In order to receive accommodations in this course, you must provide the instructor with a Letter of Accommodation from the Disability resource Center (Room 2, Alumni gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Attendance:** Attendance in this course is mandatory. *For the second and each subsequent unexcused absence, the final grade will be lowered by 2 points.* Tardiness of more than 5 minutes or leaving class early without prior arrangement with the instructor will lower the final average by 1 point for each infraction.

**Excused absences:** Senate Rule 5.2.4.2 defines the following as acceptable reasons for excused absences: serious illness; illness or death of family member; University-related trips; major religious holidays; and other circumstances the instructor may find to be ‘reasonable cause for nonattendance.’”

**Make-up opportunity:** When there is an excused absence, you will be given the opportunity to make-up missed work and/or exams. It is your responsibility to inform the instructor of the absence and make arrangements for making up missed work or exams, preferably in advance, but no later than one week after it.

**Verification of absences:** 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. The University Health Services (UHS) provides a printed statement that specifies that the University Health Services does not give excuses for absences from class due to illness or injury. At the discretion of the instructor, you may be asked to sign a release of information that will give permission for the staff to talk with the instructor to verify that you kept an appointment with University Health Services (especially when there has been multiple or prolonged absences from class). This form is available on the University Health Services Web Page: <http://www.uky.edu/StudentAffairs/UHS/>.

**Submission of assignments:** Unless PRIOR arrangements are made between the student and instructor, assignments submitted late will be penalized 10% for each day beyond the due date. Assignments submitted electronically are due by 5:00 on the date specified; assignments to be submitted in class are due at the beginning of class.

**Academic integrity, cheating, and plagiarism:** Academic honesty is expected in this course, and any kind of plagiarism or other forms of cheating will not be tolerated.

If it is determined that a student has engaged in cheating, the minimum resulting penalty is a 'zero' for the assignment.

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.

For more information on what constitutes plagiarism, you should read: "Plagiarism: What is it?" at <http://www.uky.edu/Ombud/Plagiarism.pdf>. The Ombud web site also includes a link to a Prentice Hall Companion Website "Understanding Plagiarism" [http://wps.prenhall.com/hss\\_understand\\_plagiarism\\_1/0,6622,427064-,00.html](http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html). The site includes brief quizzes on related topics.

**Classroom behavior, decorum and civility.** In addition to cheating and plagiarism, classroom demeanor is an increasingly significant problem on campus (and nationally). You are expected to respect the dignity of all and to value differences among members of our academic community. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2), but this should be done with respect. Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility does not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.

**Professional preparation:** Students are expected to demonstrate professional behavior that is ethical, respectful of the healthcare and other professions, demonstrates sensitivity to individuals, regardless of their gender, religion, race, or ethnicity. For specific information about behavioral expectations, students should refer to guidelines provided by their profession.

**FOR DISTANCE LEARNING STUDENTS (Center for Excellence in Rural Health):**

*Distance Learning: Formal educational process in which the majority of instruction in a course occurs when students and instructors are not in the same place.*

**Instructor Information:**

Virtual Office Hours: TBD

Preferred method of contact: Email (email address found in INSTRUCTOR INFORMATION at top of syllabus)

Maximum timeframe for responding to student communications: 48 hours (2 working days)

**Technological Requirements:**

- Access to a computer with Internet capabilities (DSL or Cable modems are highly recommended)
- System Requirements for Blackboard see <http://wiki.uky.edu/blackboard/Wiki%20Pages/FAQS.aspx>

Technology Support:

- Contact information for Teaching and Learning Services Center (TASC) (*now Center for Teaching & Learning*):  
Website: <http://www.uky.edu/TASC/>  
Phone: 859-257-8272
- Contact information for Information Technology Customer Service Center (ITSC):  
Website: <http://www.uky.edu/UKIT/>  
Phone: 859-218-HELP
- Procedure for resolving technical complaints: Contact TASC or ITSC first, then contact instructor

Distance Learning Library Services:

- Contact information for Distance Learning Library Services:  
Website: <http://www.uky.edu/Libraries/DLLS>  
DL Librarian: Carla Cantagallo  
Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)  
Phone: 859-257-0500, ext. 2171; (800) 828-0439 (option #6)  
DL Interlibrary Loan Service: [http://www.uky.edu/Libraries/libpage.php?1web\\_id=253&1lib\\_id=16](http://www.uky.edu/Libraries/libpage.php?1web_id=253&1lib_id=16)

**COURSE OUTLINE** (Note: There are 7 class meetings throughout the semester; the remaining 16 hours are conducted at the job-shadowing location.).

Week	Topic	Text/Readings	Assignments Due
1	Course Overview/Expectations	Text Chapters 1 & 2	Quiz 1
2	How to Set Up Job Shadowing & Select Settings	Text Chapters 3 through 6	Quiz 2  A list of potential shadowing sites will be provided and discussed.
3	Issues of professionalism – professional behavior, professional appearance	Text Chapter 7, & Text Chapter that includes your chosen profession and 2 <sup>nd</sup> profession to shadow	Quiz 3
7	Q/A Session with professionals from job settings you have shadowed: Now what are your questions?	Text Chapters 8, 25, 26, & 31	Quiz 4
9	Q/A sessions continued...		Quiz 5
11	Shadowing presentations		Quiz 6  Shadowing Journal Reports Due
14	Shadowing presentations (cont.)		Quiz 7

## Distance Learning Forms

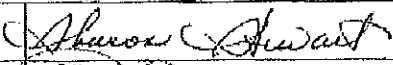
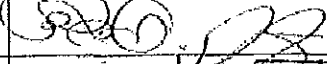
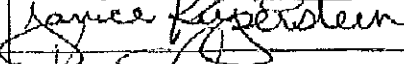

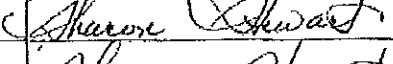

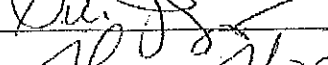
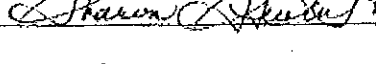

**BACHELOR'S DEGREE IN HUMAN HEALTH SCIENCES (HHS)**  
**Distance Learning Proposal for Program Courses**

The College of Health Sciences (CHS) is proposing a new Bachelor's degree in Human Health Sciences. As part of this new degree, the CHS is seeking approval to offer portions of the program using interactive video for students enrolled at the Center for Excellence in Rural Health (CRH) in Hazard, KY. One course will be in hybrid distance learning format.

The College of Health Sciences has a longstanding, successful relationship with the Center, and CHS faculty are highly experienced in delivering courses to students at the Center using distance technologies. Since the 1980's, the CHS Division of Physical therapy has offered its degree program at the Center. In addition, the Division of Medical Laboratory Sciences (formerly Clinical Laboratory Sciences) has successfully offered a degree at the Center in the past and has been approved to resume the distance program in 2012.

The CHS anticipates being able to initiate the HHS program on the UK campus in Lexington in fall 2012. Once the new HHS Program is implemented and is established at the UK campus in Lexington, the Program plans to expand its offering to the UK CRH – perhaps as early as fall 2013. As noted previously, the Program will use synchronous interactive video to deliver courses to the UK CRH with the exception of one course that will use a hybrid format.

Information provided in the attached Distance Learning Forms applies to the courses listed below. New courses that will be offered using distance technologies (interactive video or hybrid) are listed and signatures are included where the course instructor has been identified. Course syllabi for these courses can be found with the appropriate new course or major course change forms that are part of the HHS proposal.

Course Prefix	Course Name	Instructor Name	Signature
<b><i>New Courses – Proposed Interactive Video</i></b>			
HHS 451	Introduction to Medicine	TBD	
HHS 102	Survey of Health Professions II: Shadowing	Dr. Karen Skuff	
HHS 356	Seminar in Inter-professional Health Care	Dr. Janice Kuperstein	
HHS 361	Health Care Quality and Patient Safety	Prof. Kevin Schuer	
IHS 443	Health Information Management	TBD	
HHS 453	Cultural Competence in Health Care	TBD	
HHS 454	Research in Human Health Sciences	Dr. Gilson Capilouto	
HHS 470	International Experience in Health Sciences	TBD	
<b><i>New Courses – Hybrid</i></b>			
HHS 362	Health Advocacy	Dr. Geza Bruckner	

## 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: See attached list of HHS program courses	Date: 6/22/11
Instructor Name: See attached list	Instructor Email: See attached list
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 checked="" type="checkbox"/>
Hybrid <input type="checkbox"/>	

<b>Curriculum and Instruction</b>	
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>Courses will be offered synchronously to students enrolled on the UK campus in Lexington and the UK Center for Excellence in Rural Health (CRH) in Hazard. CRH students will be able to interact with faculty and fellow students during scheduled lecture times. In addition, Blackboard communication tools, such as the Discussion Board, will be utilized so the students can communicate with each other. Email will be used for private and/or mass communication.</p> <p>Course materials will be available to all students via Blackboard.</p> <p>The syllabi for all courses conform to Senate Guidelines for DL considerations (see syllabi attached to new and major course change forms.)</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 same syllabi will be used for students at the UK campus in Lexington and the UK CRH in Hazard. Course goals, student learning outcomes, textbooks and readings, assignments, course expectations, assessment, and grading will be identical for students at both locations. Lecture syllabi, materials, assignments, and gradebook will be available on the course Blackboard site. Class meetings will be delivered by a faculty member at one site and simultaneously delivered to the other site using interactive video.</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>1. Students at both locations will submit assignments via Blackboard.</p>

## Distance Learning Form

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	<p>2. When assignments involve group activities in the classroom, the primary instructor will be at one location and an additional faculty member or assistant will be at the other. Students and both instructors will be in contact when in-class assignments are completed using interactive video.</p> <p>3. When exams are administered, a second faculty member or proctor will be in the classroom at the interactive video site and the primary instructor will be at the original site.</p> <p>4. Students at the UK campus in Lexington and the UK CRH in Hazard are expected to abide by UK policies on academic honesty and other policies as described in the course 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? Students at the CRH could take about 44% of their courses via DL.</p> <p>If yes, which percentage, and which program(s)? <i>Students enrolled in the HHS Program at the CRH will be transfer students from the Hazard Community College. The Program requires 120 credits. At least 67 credit hours will be non-distance learning courses, including gen ed and prerequisite required or recommended courses. This means that students could take up to 53 credit hours, or 44%, of the 120 credit hours using DL technologies.</i></p> <p><i>*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.</i></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 at the UK CRH in Hazard have student services comparable to those offered at the UK campus in Lexington. The CRH offers student advising, student health services, technical assistance and computer/technology access, and opportunities to interact with program faculty.</p>
<b>Library and Learning Resources</b>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Students may be asked to make use of the library, online library resources, computers available in computer labs, internet video services or other learning resources depending on the course offering.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Both the UK Lexington and Hazard locations are well equipped to meet student needs. Student laboratories, clinical laboratories, distance learning classrooms, and classroom/computer equipment are appropriate for the program at both locations.</p>
<b>Student Services</b>	
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 (<a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a>) and the Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>)?</p> <p>The syllabi list entities available to technical assistance (see syllabi attached to the HHS proposal). The syllabi specify the necessary software for successful course completion, requirements for access and use of Blackboard, and related course policies. Important links are provided.</p>

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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>
10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li> <li><input type="checkbox"/> The technological requirements for the course.</li> <li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li> <li><input type="checkbox"/> Procedure for resolving technical complaints.</li> <li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li> <li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li> <li><input type="checkbox"/> Language pertaining academic accommodations:             <ul style="list-style-type: none"> <li>o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li> </ul> </li> <li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>)             <ul style="list-style-type: none"> <li>o Carla Cantagallo, DL Librarian</li> <li>o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li>o Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li>o DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li> </ul> </li> </ul>
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: See attached list for names &amp; signatures <span style="float: right;">Instructor</span></p> <p>Signature: _____</p>