

NEW COURSE FORM

1. General Information.				
a.	Submitted by the College of: Health Sciences	Today's Date:	6/19/11	
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 ¹ : Fall 2012
2. Designation and Description of Proposed Course.				
a.	Prefix and Number:	HHS 356		
b.	Full Title:	Seminar in Interprofessional Healthcare		
c.	Transcript Title (if full title is more than 40 characters):			
d.	To be Cross-Listed ² 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 ³ for each meeting pattern type.			
	____ Lecture	____ Laboratory ¹	____ Recitation	____ Discussion
	____ Clinical	____ Colloquium	____ Practicum	____ Research
	____ 15 contact hrs/ 1 cr. hr 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 checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES: Maximum number of credit hours:	4		
	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:	A study of selected topics in health and wellness with a focus on the way individuals experience health and utilize resources within their individual nesting environments of health and social communities. Topic will include an exploration of individual perceptions and experiences of health, wellness, and quality of life throughout the lifespan and resources available to achieve health. Four hours of seminar is required, and at least 1 seminar must be taken in the final year of the program.		
j.	Prerequisites, if any:	Admission to HHS Program or consent of instructor.		
k.	Will this course also be offered through Distance Learning?	YES ⁴ <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	

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

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

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

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

NEW COURSE FORM

1.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
3.	Will this course be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
4.	Frequency of Course Offering.			
a.	Course will be offered (check all that apply):	<input 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:	_____		
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?	50-75		
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 checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, explain:	This course may also be of interest to students in related health fields.		
8.	Check the category most applicable to this course:			
	<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			
9.	Course Relationship to Program(s).			
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 ⁵ for ANY program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES ⁵ , list affected programs:	HHS 356 is a required course in the new Bachelor's Degree in Human Health Sciences and must be take 4 times for a total of 4 credits.		
10.	Information to be Placed on Syllabus.			
a.	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)			
b.	<input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.			

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

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: HHS 356

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	7/07/2011	Dr. Karen Skaff / 218-0585 / karenskaff@uky.edu	
College of Health Sciences	7/26/2011	Dr. Sharon Stewart / 218-0570 / srstew01@uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
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:

⁶ 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 356: Seminar in Interprofessional Healthcare
Section TBD

Course credit: 1 credit (3 credits required; may be repeated up to 4 times)

MEETING DAYS AND TIMES: TBD

COURSE MEETING LOCATION: TBD

INSTRUCTOR INFORMATION:

Instructor: Dr. Janice Kuperstein

Office Phone: 218-0593

Office address: CTW 204

Email address: jkupe0@uky.edu

Preferred method for reaching instructor: email or phone

Office hours/ prior appointment: Students are welcome to stop by the office, but the most reliable way to ensure that the instructor can meet with you is to make an appointment by phone or email in advance.

COURSE DESCRIPTION: A study of selected topics in health and wellness with a focus on the way individuals experience health and utilize resources within their individual nesting environments of health and social communities. Topic will include an exploration of individual perceptions and experiences of health, wellness, and quality of life throughout the lifespan and resources available to achieve health. Four credit hours of seminar are required, and at least 1 seminar must be taken in the final year of the program. *Prerequisites:* Admission to HHS program or consent of instructor.

PREREQUISITES

Admission to HHS Program or consent of instructor

COURSE GOALS: The Institute of Medicine had identified the importance of enhanced understanding and communication among health professionals of all disciplines with the patient at the center. The goals of his course are to provide students with opportunities for: 1) facilitated discussion on the pre-professional level; 2) experiential learning and reflections; and 3) group activities that will clearly keep the patient as the focus as we explore dimensions of health through the lens of the World Health Organization International Classification of Functioning, Disability and Health (ICF).

STUDENT LEARNING OUTCOMES: By the end of this course, students will:

- Describe an individual's current health status through the framework of the ICF model
- Identify resources in the medical and social delivery systems that enhance health
- Identify environments of care available throughout the continuum and requirements for admission to various environments
- Discuss the interdependent role of healthcare providers in enhancing an individual's experience of health
- Perform an environmental scan of defined communities
- Identify macrosystem level policies and trends that impact health and wellness
- Discuss the role of the healthcare provider as a citizen advocate
- Identify complexities in the existing systems of care and propose ways to improve an individual's
- Work collaboratively with classmates to achieve an outcome that influences the health of an individual or community

REQUIREDTEXTBOOK: No specific textbook is required. Assigned readings will be made based on the topics for each individual seminar.

COURSE CONTENT: Topics will vary by semester topic area but may include:

- Understanding health through the lens of the ICF
- Continuum of care within the medical care delivery system
- Services available within the social service delivery system
- Health system navigation
- Assessing environments of care
- Interprofessional professionalism

Instructional Strategies: Each class will be organized around a major theme and will be taught using a distributed learning format including in class didactic and interactive instruction, Blackboard based discussion and assignment completion, and experiential learning in community settings. Students will frequently work in groups drawn from the different concentrations in the class (e.g., Pre-PT, Pre-Medicine, etc.)

GRADING:

Evaluation Components:

Activity	Points Available	% of Course Grade
Blackboard discussions on assigned readings	25 pts.	25%
Responses to classmates' posts	10	10
Class attendance and participation	05	5
Quizzes	05	5
Group final project and presentation*	40	40
Team participation in group work	15	15
TOTAL	100	100

*Because of the importance of teamwork in interprofessional healthcare, a significant portion of each individual's grade is based on a final group project. As part of the overall grade, each individual will be evaluated by each member of his or her group to determine the team participation score.

Grading Scale

Points	Percent	Grade
90-100 + completion of all course requirements	90 – 100%	A
80-89 + completion of all course requirements	80 – 89	B
74-79 + completion of all course requirements	74 – 79	C
70-73 + completion of all course requirements	70 – 73	D
Below 70 (Scores below <u>precisely</u> 70 will NOT be rounded)		E

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

Assignment standards

Students are expected to practice professional standards with regard to behavior when in the classroom and when completing experiential class work. Assignment and quiz dates will be enforced as provided, unless prior approval is received from the instructor.

Correct use of language is an essential component of professionalism, and is expected in both written and verbal forms. All written work must be neat, grammatically correct, and without spelling or formatting errors. Grading will reflect this expectation.

Students consistently demonstrating poor language skills will be asked to attend one or more appointments at the Writing Center or to perform other remedial activities suggested by the faculty.

You may use either AMA or APA format but must be consistent within a given product.

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) for coordination of campus disability services available to students with disabilities.

Attendance: Students are expected to attend all scheduled class sessions and to participate in experiential learning as assigned. Professional behavioral standards require that students be present in class ready to begin work at the start of class and to remain engaged until dismissal. Tardiness or leaving early without permission will be reflected in the participation grade. More than one instance of tardiness may result in an additional required assignment. Three or more such instances will be considered an unexcused absence.

As an emerging professional, each student should determine what constitutes an emergency absence. In the case of an emergency, the student must notify the course coordinator prior to the beginning of class or as soon as reasonably possible by telephone or email. Students remain responsible for completion of all course work and assignments according to the class schedule.

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.'

** You may define family based on your own individual circumstances

Make-up opportunity: Missed class sessions will be made up at the mutual convenience of student and faculty, along with community partners, provided that the absence was for an approved reason. It is your responsibility to inform the instructor of the absence and make arrangements for making up missed work, 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:

Written assignments: Ten percentage points will be deducted for each day a written assignment is delinquent. Exceptions must be requested in advance of the due date or be due to a sudden emergency. After a period of five days, a grade of "0" will be assigned and recorded. For Blackboard postings, technology failure will be considered in determining whether assignments are tardy. Failure to complete assigned tasks may result in a course grade of I or E at the instructors' discretion.

Presentation and project work. Delinquent class presentations and projects will not be accepted, except in cases of illness or emergency as pre-arranged with the course instructor

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. 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.

As emerging professionals with interests in different health fields, we will begin creating interprofessional teams as part of each seminar. The class will function as a dynamic learning community in which each of us is expected to both teach and learn. Discussions, debates, and diverse opinions will be encouraged with each participant expected to be respectful in all discourse.

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 chosen profession.

Group work and student collaborations: Students will be assigned to groups to complete various assignments. All students are expected to participate equally and contribute to projects. This means that students must be sensitive to the need for frequent and prompt communication and must be available to meet outside of class time. Students are expected to abide by the principles of behavior, decorum, and civility noted above.

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
 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&11ib_id=16

COURSE SCHEDULE: Sample Semester Topic 1 – Understanding Health through the ICF Lens

Week 1 – 2 hours in class	Introduction to Course and Exploration of Bb Shell Set tone of Dynamic Learning Community Assign Teams Teamwork exercise
Week 2 – Independent work	Assigned readings – World Health Organization International Classification of Functioning, Disability, and Health; Selected articles on ICF
Week 3 – 2 hours in class	Formative ICF Quiz Discussion of ICF Model Expanded ICF model to include social ecological model Using this shared lens to view individual health Assign mentor and review home visit guidelines
Week 4 – Independent work	Assignment - Meet with assigned mentors to obtain life stories including health history Complete literature search for home safety assessments Bb Post/Response – ICF vs any other model
Week 5 – 2 hours in class	Summative Expanded ICF Quiz Group Discussion – Environmental and Personal Contextual factors Assessing Home Safety (through a culturally competent lens)
Week 6 – Independent work	Assignment - Visit with mentor. Complete a home safety assessment. Within your team, consider what personal and environmental factors may play a role in your mentor’s health – Reflective Bb posts due
Week 7 – 2 hours in class	Overview of Health and Social Service Care Delivery as Separate Systems
Week 8 – Independent work	Assignment - Visit mentor, identify resources currently utilized to improve health and quality of life. Identify additional resources that may be helpful
Week 9 – 2 hours in class	Group Discussion – Potential Impact of ICF on Health Care Reform
Week 10 – Independent work	Work with team on presentation

Week 11 – 1 hour in class	Presentation and discussion
Week 12 - 1 hour in class	Presentation and discussion
Week 13 - 1 hour in class	Presentation and discussion
Week 14 - 1 hour in class	Presentation and discussion
Week 15 - 1 hour in class	Assessment of team function
Week 16 – Team meetings	Final written presentation due; Teams Meet with Course Director

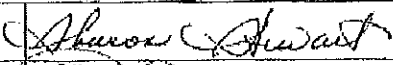
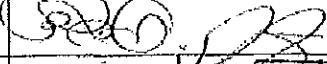
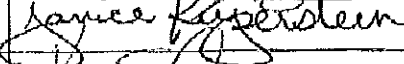

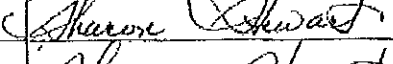

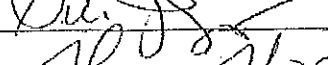
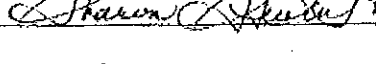

**BACHELOR'S DEGREE IN HUMAN HEALTH SCIENCES (HHS)
Distance Learning Proposal for Program Courses**

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
<i>New Courses – Proposed Interactive Video</i>			
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	
<i>New Courses – Hybrid</i>			
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"/>	

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>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

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!**

	<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>
Library and Learning Resources	
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>
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 Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</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>

Distance Learning Form

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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"> <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: See attached list for names & signatures Instructor</p> <p>Signature: _____</p>