

1. General Information

1a. Submitted by the College of: SOCIAL WORK

Date Submitted: 4/29/2015

1b. Department/Division: Social Work

1c. Contact Person

Name: Karen Badger

Email: kbadger@uky.edu

Phone: 7-2350

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes ⁴

2b. Prefix and Number: SW 370

2c. Full Title: Financial Social Work

2d. Transcript Title: Financial Social Work

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

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

2j. Course Description for Bulletin: Personal finance terminology, ratios, financial statements, individual and family finance problems, decision options, decision consequences, and decision-making skills are studied to understand their influence on clients' underlying financial problems in social work practice. Included is an examination of the material from a strengths based behavioral perspective including understanding the role of diversity factors.

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SENATE COUNCIL

2k. Prerequisites, if any: none

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: No

If No, explain: The course requires internet and a LMS as well as an instructor.

6. What enrollment (per section per semester) may reasonably be expected?: 30

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: This course may be of interest to students in other majors who plan to work in human service or educational settings with clients.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain: The course requires internet and a LMS as well as an instructor.

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: This course is being offered as an elective. It has been offered as a special topics course to educate students about this dimension of social work practice to better prepare them for work with clients. We would like to transition this to a permanent course to continue its offering.

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. 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: Yes

Distance Learning Form

Instructor Name: Martie Gillen

Instructor Email: martie.gillen@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? see attached form

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. see attached form

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. see attached form

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? see attached form

If yes, which percentage, and which program(s)? see attached form

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? see attached form

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

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

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/>)? see attached form

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. N/A

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: Martie Gillen (signed in attachment)

SIGNATURE|KBADGER|Karen Badger|SW 370 NEW College Review|20150429

SIGNATURE|JMETT2|Joanie Ett-Mims|SW 370 NEW Undergrad Council Review|20150506

New Course Form

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

Generate PDF

Open in full window to print or save

Attachments:

Browse...

Upload File

ID	Attachment
Delete 4682	SW 370 Financial Social Work Syllabus.doc
Delete 4683	SW 370 DL Form.pdf

First 1 Last

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c. * Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e. 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

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other			

If Other, Please explain:

g. * Identify a grading system:

- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

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

j. * Course Description for Bulletin:

Personal finance terminology, ratios, financial statements, individual and family finance problems, decision options, decision consequences, and decision-making skills are studied to understand their influence on clients' underlying financial problems in social work practice. Included is an examination of the material from a strengths based behavioral perspective including understanding the role of diversity factors.

k. Prerequisites, if any:

none

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

The course requires internet and a LMS as well as an instructor.

6. * What enrollment (per section per semester) may reasonably be expected? 30

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

This course may be of interest to students in other majors who plan to work in human service or educational settings with clients.

8. * Check the category most applicable to this course:

Traditional - Offered in Corresponding Departments at Universities Elsewhere

Relatively New - Now Being Widely Established

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 No

If YES, name the proposed new program:

b. * Will this course be a new requirement ²for ANY program? Yes No

If YES ², list affected programs::

This course is being offered as an elective. It has been offered as a special topics course to educate students about this dimension of social work practice to better prepare them for work with clients. We would like to

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of add 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. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10 attached.

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 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 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 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 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:	SW 370	Date:	3/24/2015
Instructor Name:	Martie Gillen	Instructor Email:	martie.gillen@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input checked="" type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid <input type="checkbox"/>			

Curriculum and Instruction

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?
see attached form
- 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, and student learning outcomes, etc.
see attached form
- 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 policy; etc.
see attached form
- 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 of the methods defined above?
see attached form

Which percentage, and which program(s)?
see attached form

*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 is 12 months from the date of approval.
- 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?
see attached form

Library and Learning Resources

- How do course requirements ensure that students make appropriate use of learning resources?
see attached form
- Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
see attached form

Student Services

- 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 the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
see attached form
- 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.
 N/A
- 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 Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation 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/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dlservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lhb_id=16

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

Instructor Name:

Martie Gillen (signed in attachment)

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] 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. A 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.

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

Rev 8/09

University of Kentucky
College of Social Work
SW ____ Financial Social Work (3 Credit Hours)

Instructor: Martie Gillen, Ph.D., MBA
Certified Financial Social Work Educator

Email: martie.gillen@uky.edu

Note: I respond to student emails within a 24 hour time period, with the exception of weekends, wherein it may be 48 hours. Please list SW ____ in the subject of all emails you send to me.

Course Description:

Personal finance terminology, ratios, financial statements, individual and family finance problems, decision options, decision consequences, and decision-making skills are studied to understand their influence on clients' underlying financial problems in social work practice. Included is an examination of the material from a strengths based behavioral perspective including understanding the role of diversity factors.

Prerequisites: None

Course Objectives:

1. To describe the importance of financial factors in relation to client improvement and well-being in social work practice.
2. To identify and explain financial terminology, tools (budgets, balance sheet, income and expense statement), and relevant information needed to inform clients in making financially responsible decisions as related to social work practice.
3. To identify techniques social workers may use for engaging diverse clients in using financial tools and resource management decision-making skills.
4. To analyze how clients may experience financial difficulties and examine the roots of why people spend money the way they do.
5. To examine a client's financial crisis or decision from a behavioral perspective to assist with assessment and problem-solving efforts.
6. To identify techniques for educating, motivating, and supporting the client's financial behavioral change.
7. To identify techniques for helping clients think more broadly about asset building to assist with goal setting.

Student Outcomes:

By the end of the course students should demonstrate the ability to:

1. Articulate the importance of financial social work in practice.
2. Recognize and apply financial terminology and tools to social work practice and apply knowledge and skills to better assist clients with responsible financial decision-making.
3. Apply knowledge, skills, and strategies to engage clients in using financial tools to enhance decision-making skills and goal setting.
4. Describe how clients get into financial trouble and identify the resulting issues relevant to social work practice.
5. Describe the impact of underlying emotions and behavior on a client's finances.
6. Apply knowledge, skills, and strategies to assist clients with addressing problematic financial behaviors.
7. Apply techniques to help clients with identifying goals and areas of improvement related to asset building.

Required Textbook:

Course pack to be purchased from the UK Bookstore. Refer to the course calendar for assigned workbook readings from the course pack. Refer to the journal article/internet reading list for assigned reading and date. **You are responsible for locating each and reading the listed articles.**

Distance Learning Format: The course content and interaction are delivered using Blackboard (web-based).

Technologies requirements for this course: Because this course relies on a web-based interaction (use of Blackboard), you should have ready access to a computer with a reliable internet connection and should meet the technological requirements outlined in the Blackboard course shell for this course – see “Technical Requirements” tab in Blackboard to assess your readiness for this course.

Grading Criteria:

- | | |
|----------------------------------|---------------------------|
| ○ Weekly quizzes (13 weeks) | 130 points |
| ○ Participation/discussion board | 130 points |
| ○ 4 Case Studies | 200 points |
| ○ Final paper | <u>100 points</u> |
| | 560 total points possible |

Grading Scale:

- | | |
|----------|---|
| A | 501 - 560 (90% -100%) - outstanding quality of work |
| B | 445 - 500 points (80% - 89%) - above average |
| C | 389 - 444 points (70%-79%) - satisfactory work |
| D | 333 - 388 points (60%-69%) - less than satisfactory |
| E | < 333 points (<60%) - failing |

Grading Components

Quizzes:

- The format will be true/false and multiple choice. Each quiz will have no more than 10 questions.
- The quizzes are untimed. However, each quiz must be completed in a single session.
- You may go back to questions that are skipped; once you submit the quiz you will not be able to change your answers.
- The quiz for each date will be available beginning on **Sunday at 10:00 pm**; access to the quiz will end on the following **Saturday at 10:00 pm** for each respective quiz.
- Refer to the course calendar for quiz weeks.

Participation/Discussion Board activities:

Participation will be required in weekly discussion board activities. Refer to the course calendar for weekly discussion board dates. The weekly discussions will run from Sunday evening (10:00 pm) until Saturday evening (10:00 pm). **For weeks 2-7 you will have two discussion board prompts to reply, each worth 10 points and for week 8 you will have one discussion board prompt.** The discussion board topics will be posted by the instructor on Sunday by 10:00 pm. You then have until the following Saturday to post your responses. You should post your responses to the instructor prompts by Saturday (10:00 pm). You are not required to respond to the posts of your classmates.

- 1) Each discussion board activity will contain two prompts (week 8 has 1 prompt) from the instructor that will be connected to that week's reading assignments. You will be graded on your use of logic in addressing the issues and questions that have been posed and how well you communicate your point of view. Present your points in a clear and systematic manner and use class materials to support your point of view. Use materials given in class to support your points, be sure to cite the materials. You should also use materials not given in class to support your points, again be sure to use citations. **It is anticipated that your responses will each be about ½ page single spaced. Each discussion board should have at least three citations to support your points. You should cite at least once from the respective article, once from the weekly coursepack readings, and once from an outside scholarly source to support your points. Use APA for your citations and include a reference list.**

Students are asked to adhere to the following guidelines when posting replies to Blackboard's Discussion Board:

- **Please be respectful of others and keep your language polite.** Just as in the classroom, you are expected to show respect towards others and their opinions.
- **Use correct grammar in your reply.** Using shorthand abbreviations might be confusing to some. In addition, use of good grammar and spelling always count with any graded activity.

Case studies:

There will be four case studies due during the semester worth 50 points each. The deadline for each case study is listed on the course calendar. Each case study must be uploaded to Blackboard by 5:00 PM on Friday for the respective week listed. The case studies are to be completed individually by each student.

Final paper:

Submit a final paper addressing a series of questions related to Financial Social Work. Students will be expected to provide detailed responses to *four* questions. It is anticipated that **each response will be one page in length** (refer to submission of assignments for page formatting). The specific requirements will be detailed in the final paper guidelines. The final paper is to be completed individually by each student. The final paper is to be completed individually by each student. **The final paper must be uploaded to Blackboard by 5:00 PM on [insert date].**

SW 580**Journal Article and Internet Reading List**

You are responsible for locating and reading the listed articles.

Week 1

CFED. (2013). State Profile: Kentucky. Retrieved from:

<http://scorecard.assetsandopportunity.org/2013/report/state-profile?state=>

Note: This report is posted with the weekly PowerPoint.

Week 2

Gillen, M. & Loeffler, D. (2012). Financial literacy and Social Work students: Knowledge is power. *Journal of Financial Therapy*, 3(2), 28-38.

Week 3

Perry, V. & Morris, M. (2005). Who is in control? The role of self-perception, knowledge, and income in explaining financial behavior. *The Journal of Consumer Affairs*, 39(2), 299-313).

Britt, S., Cumbie, J.A., & Bell, M.M. (2013). The influence of locus of control on student financial behavior. *College Student Journal*, 47(1), 178-184.

Week 4

Robb, C., and Pinto, M. (2010). College students and credit card use: an analysis of financially at-risk students. *College Student Journal*, Dec 2010 44(4), 823-835.

Anderson, S.G., Zhan, M., and Scott, J. (2007). Improving the knowledge and attitudes of low-income families about banking and predatory financial practices. *Families in Society*, 88(3), 443-452.

Week 5

Allegretto, S. (2006). Basic family budgets: Working families' incomes often fail to meet

living expenses around the states. *International Journal of Health Services*, 36(3), 443-454).

Week 6

Lyons, A. (2004). A profile of financially at-risk college students. *The Journal of Consumer Affairs*, 38(1), 56-80.

Fiona, C.S., Wai-Lap, C.A., & Yin-Kwan, C.K. (2012). Financial knowledge and aptitudes: Impacts on college students' financial well-being. *College Student Journal*, 46(1), 114-132.

Week 7

Loibl, C. & Scharff, R. (2010). Examining the effect of expressing a quantitative goal on consumer savings. *The Journal of Consumer Affairs*, 44(1), 127-154.

Week 8

<http://www.kiplinger.com/article/retirement/T046-C006-S001-why-you-need-a-roth-ira.html>

Wiener, J. & Doescher, T. (2008) A framework for promoting retirement savings. *The Journal of Consumer Affairs*, 42, (2), 137-64.

Week 9

Insurance:

<http://money.cnn.com/magazines/moneymag/money101/lesson19/index.htm>

<http://money.cnn.com/magazines/moneymag/money101/lesson22/index.htm>

<http://money.cnn.com/magazines/moneymag/money101/lesson20/index.htm>

<http://money.cnn.com/magazines/moneymag/money101/lesson16/index.htm>

Week 10 – Spring Break

No additional readings

Week 11

Estate Planning:

<http://money.cnn.com/magazines/moneymag/money101/lesson21/index.htm>

http://www.kiplinger.com/basics/archives/2007/09/6willsteps.html?kipad_id=49

http://www.kiplinger.com/basics/archives/2007/09/willforces.html?kipad_id=49

Week 12

Mendenhall, R., Edin, K, Crowley, S., Sykes, J., Rach, L., Kriz, K., & Kling, J. R. (2012). The role of

Earned Income Tax Credit in the budgets of low-income households. *Social Service Review*, 86(3): 367-400.

Balance Sheets of Low-Income Households: What We Know about Their Assets and Liabilities

<http://aspe.hhs.gov/hsp/07/poorfinances/balance/execsum.shtml>

Assets & Opportunity Special Report: The financial security of households with children

http://cfed.org/assets/pdfs/SpecialReport_Children.pdf

Portraits of the Assets and Liabilities of Low-Income Families

http://www.urban.org/UploadedPDF/411678_low-income_families.pdf

Week 13

Despard, M. & Chowa, G. (2010). Social workers' interest in building individuals' financial capabilities. *The Journal of Financial Therapy*, 1(1), 23-41.

Week 14

Sherraden, M., Laux, S., & Kaufman, C. (2007). Financial education for social workers. *Journal of Community Practice*, 15(3), 9-36.

Note: This article is posted with this week's PowerPoint.

Week 15

Mandell, L. & Klein, L. M. (2009). The impact of financial literacy education on subsequent financial behavior. *Journal of Financial Counseling & Planning*, 20(1), 15-24.

Zhan, M., Anderson, S., & Scott, J. (2006). Financial knowledge of the low-income population: Effects of a financial education program. *Journal of Sociology and Social Welfare*, 33(1), 53-74.

Week 16

No additional readings

Course Policies

Class Format:

The use of Blackboard and a distance learning format requires a significant commitment on the student's part – self discipline and the ability to work independently are essential. If you do not understand or have any questions about your assignments, it is to your benefit to receive clarification prior to the due date. "I did not understand" is not an adequate response for completing the assignment incorrectly.

Submission of Assignments:

Papers need to be formatted according to **APA publication guidelines (6th edition)**.

The case studies and final paper should be typed using 12 point font, double space with 1" margins on all sides. You are expected to submit papers free of grammatical and spelling errors, and to use citations when appropriate. You should strive to write with clarity, and support your ideas and assertions with sound, informed reasoning. The ability to explain your ideas is absolutely essential for sound social work practice. Please use spell check, grammar check and proof reading work is expected prior to the submission of any assignments. **Grades will be lowered for work submitted not in accordance with these guidelines. The instructor will**

lower the final project grade up to 15% for violations of APA, poor grammar and mechanics, etc. This is at my discretion.

All assignments are due at the date/time stated in the course calendar. Assignments are always due on the date listed by 5:00 PM in the Assignments area of Blackboard. **Late discussion board posts and assignments will be penalized 5 points each day late unless otherwise arranged with the professor. Assignments should not be emailed directly to the instructor unless there is a significant problem with Blackboard.**

Academic Integrity Statement

It is expected that students at UK will refrain from plagiarism and cheating. Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal. 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.cs.uky.edu/%7Epaulp/Plagiarism.htm> 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).

A penalty for an academic offense, such as cheating or plagiarism, can be as severe as a failing grade on the assignment or failing the course.

It is expected that a student in the College of Social Work will refrain from plagiarism and cheating. 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 (link provided above).

Please be sure that you fully understand what does/does not constitute plagiarism. Attention to this issue is critical in a course that requires you to be able to summarize and document the written work of others to complete your own integrative paper.

- *A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty*

If you plagiarize and your instructor has proof of said plagiarism, the following actions will be taken:

- 1) The instructor will check with the registrar's office to see if you have a previous academic offense.
- 2) If you have a previous academic offense, you will receive, at a minimum, a grade of E/F for the course. The maximum penalty could include an XE/XF and suspension from the University, based upon the discretion of your instructor, the Dean of the College of Social Work and the Provost.
- 3) If this is your first offense, the instructor will – *at a minimum*: a) impose a score of zero for the assignment, and b) write a “letter of warning” to the student, submitted to the University Registrar's office – this letter stays in the student file and is destroyed upon graduation if there are no subsequent offenses. The MAXIMUM penalty for plagiarism in this course is a grade of XE/EF and/or suspension from the university. The instructor, along with the Dean of the College of Social work and the Provost, will use discretion to determine the penalty on a case-by-case basis.

If you are unfamiliar with what constitutes plagiarism, please review

<http://www.uky.edu/Ombud/Plagiarism.pdf> and

http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html and consult with your instructor if you have any questions.

Disability Statement:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours or by appointment. In order to receive accommodations in this course, you must provide me 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.

Technology:

IT Customer Service Center - <http://www.uky.edu/UKIT/> or 859-218-HELP

Procedure for resolving a technical complaint and some basic tech info:

- The course instructor does not resolve technical complaints. Refer to the above resources.
- If there is a university-wide issue with technology (either the UK email server or Blackboard), allowances will be made for late assignments, etc. – this determination is made by the instructor only.
- If you are having technical troubles, you should use UK IT Customer Service and resources available via the Blackboard Support.
- It is the student's responsibility to determine that he/she has the technology necessary for the web-based features used in Blackboard – e.g. pod casts, videos, etc. – “I can't run it on my computer” is not an acceptable excuse for not viewing/listening to something.
- You should resolve these issues during the first week of class.

A NOTE ABOUT INTERNET ACCESS AND EMAIL ACCOUNTS:

- Assignments are due at 5:00 PM and “no internet access” is not a valid reason for having a late assignment, unless UK's network has been impacted.
- Your UK email is the preferred email – if you use another email address, you assume the responsibility of making sure the Blackboard and UK email addresses are forwarded to your current email address or you may not end up receiving communication from the course instructor.

Because this is a distance learning course, you have access to the Distance Learning Library Services:

<http://www.uky.edu/libraries/DLLS>

The DL Librarian can be reached at 859-257-0500 x2171 or via dllservice@email.uky.edu

Distance Learning Form

This form must accompany every submission of a new/change course form that requests a change in delivery mode.
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: SW	Date: 3/22/15
Instructor Name: Martie Gillen	Instructor Email: martie.gillen@uky.edu

<i>Curriculum and Instruction</i>	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>The course provides for timely and appropriate interaction between students and faculty and among student through the use of discussion boards. Participation is required in weekly discussion board activities. Yes, the course syllabus conforms to University Senate Syllabus Guidelines, including the Distance Learning Considerations.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>The course materials used, course goals, and assessment of student learning outcomes are the same regardless of whether the course is taught in a face to face classroom setting or via Distance Learning. The discussion board activities are similar to classroom discussion.</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>An academic integrity statement is included in the syllabus and students are expected to adhere. Students are expected to cite their sources using APA.</p>
4.	<p>Will offering this course via DL result in 25% or 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No</p> <p>If yes, which program(s)?</p>

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

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 can access library resources by logging in off-campus. Students are provided information to access the Disability Resource Center as well as the IT Customer Service Center.</p>
Library and Learning Resources	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>The discussion board activities requires students to access journal articles through the library.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Laboratories, facilities, and equipment are not needed for the course. Students can access library resources by logging in off-campus.</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>Yes, statements are included in the syllabus. A welcome announcement is also sent to students at the beginning of the semester with this information.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>
Does the syllabus contain all the required components, below? Yes	
<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"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none"> o Carla Cantagallo, DL Librarian o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) o Email: dllservice@email.uky.edu o DL Interlibrary Loan Service: 	

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

http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

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

Instructor Name: Martie Gillen

Instructor Signature: [Signature]

Pending University Senate Approval

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