

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: Social Work Today's Date: 10/11/10
- b. Department/Division: Social Work
- c. Contact person name: Janet Ford, DGS Email: jpford01 Phone: 7-6660
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: SW 602
- b. Full Title: Theory-informed Practice with Groups
- c. Transcript Title (if full title is more than 40 characters): SW Practice III
- d. To be Cross-Listed² with (Prefix and Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

X Lecture _____ Laboratory¹ _____ Recitation _____ Discussion _____ Indep. Study

_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency

_____ Seminar _____ Studio _____ Other – Please explain: _____

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. 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

- i. Course Description for Bulletin: This course introduces students to the place of group work in professional social work practice, the theoretical and philosophical formulations that underlie group work and the concepts and techniques derived from these formulations. The

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)

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course emphasizes group dynamics, development, and techniques needed to be a successful group leader. Prerequisites: Admission into the MSW program, SW 600, SW 601, SW 635.

j. Prerequisites, if any: Prerequisites: Admission into the MSW program, SW 600, SW 601, SW 635.

k. Will this course also be offered through Distance Learning? YES⁴ NO

i. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. Will this course be taught off campus? YES NO

4. Frequency of Course Offering.

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

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: _____

6. What enrollment (per section per semester) may reasonably be expected? 20

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: _____

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 requirement⁵ for ANY program? YES NO

If YES⁵, list affected programs: Master of Social Work Program

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 additional assignments by the graduate students; and/or (ii)

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.

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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.a** above) are attached.

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Signature Routing Log

General Information:


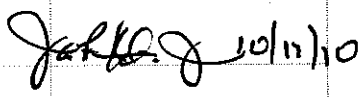
Course Prefix and Number: SW 602

Proposal Contact Person Name: Janet Ford, DGS Phone: 7-6660 Email: jpford0@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
College of Social Work Curriculum Committee	3/22/10	Michele Tindall, Chair / 7-2483 / cmstat00@uky.edu	 10-11-10
College of Social Work Faculty	4/19/10	James Adams, Dean / 7-6654 / j.p.adams@uky.edu	 10/17/10
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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

UNIVERSITY OF KENTUCKY
College of Social Work

SW 602 Theory-Informed Social Work Practice with Groups (3 credit hours)

Carlton D. Craig, Ph.D., DCSW
661 Patterson Office Tower
Phone: 859-257-6657
e-mail address: carlton.craig@uky.edu
Preferred method of reaching instructor: email or office visits

Class time
Class location
Office hours: By appointment

COURSE DESCRIPTION

This course introduces students to the place of group work in professional social work practice, the theoretical and philosophical formulations that underlie group work and the concepts and techniques derived from these formulations. The course emphasizes group dynamics, development, and techniques needed to be a successful group leader. **Prerequisites:** Admission into the MSW program, SW 600, SW 601, SW 635.

COURSE OBJECTIVES

This course will:

1. Identify and describe the components of the professional social work relationship and discuss the critical importance of setting clear boundaries with groups. (2.1.1)
2. Examine the role of values, morals, ideals and rules as they pertain to ethics and decision making for group work in social work practice. (2.1.2)
3. Present and analyze the major philosophical and theoretical traditions that underlie group work as it pertains to social work practice. (2.1.3, 2.1.7)
4. Utilize students' self-awareness to explore personal biases and values to eliminate their influence on practice with diverse groups and develop appreciation of differences in shaping life experiences. (2.1.4, 2.1.5)
5. Present and use practical exercises to help students understand basic group dynamics such as leadership, power, and decision making as it relates to engagement, assessment, intervention, and evaluation. (2.1.3, 2.1.10)
6. Examine the ambiguity of working with group dynamics and development in the context of different settings and populations. (2.1.3, 2.1.4, 2.1.5, 2.1.9, 2.1.10)
7. Present and develop students' understanding of different types of groups (e.g., task, dyadic, psycho-educational, counseling, therapy) and the distinct roles of power and leadership within each group (e.g., task, dyadic, educational, counseling, therapy, social action). (2.1.9, 2.1.10)
8. Assist students to understand basic theoretical assumptions and understandings of major group therapy and counseling techniques. (2.1.7, 2.1.10)
9. Assist students in their application of group leadership techniques and evidence based frameworks through small group exercises used as a learning lab within the classroom. (2.1.6, 2.10)

PRACTICE BEHAVIORS (LEARNING OUTCOMES)

By the end of this class, students are expected to build towards or acquire the competency in the following practice behaviors. Students should demonstrate the ability to:

Primary Practice Behaviors

1. Identify and practice within professional roles and boundaries. [2.1.1.3]
2. Make ethical decisions by applying standards of the NASW and other social work codes of ethics. [2.1.2.2]
3. Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom. [2.1.3.1]
4. Analyze models of prevention, assessment, intervention, and evaluation. [2.1.3.2]
5. Recognize personal biases and values to manage their influence in working with diverse groups. [2.1.4.1]
6. Advocate for human rights and social and economic justice. [2.1.5.2]
7. Utilize theoretical conceptual frameworks to guide the processes of assessment, intervention, and evaluation. [2.1.7.1]
8. Critique and apply knowledge to understand person and environment. [2.1.7.2]
9. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. [2.1.9.2]
10. Substantively and affectively prepare for action with client systems. [2.1.10.a.1]
11. Develop a mutually agreed upon focus of work and desired outcomes. [2.1.10.a.3]
12. Develop mutually agreed upon intervention goals and objectives. [2.1.10.b.4]
13. Select appropriate intervention strategies. [2.1.10.b.5]
14. Help clients resolve problems. [2.1.10.c.3]
15. Facilitate transitions and endings. [2.1.10.c.5]
16. Critically analyze and evaluate interventions. [2.1.10.d.1]

Secondary Practice Behaviors

1. Practice personal reflection and self-correction to assure continual professional development. [2.1.1.2]
2. Recognize and manage personal values so that professional values guide practice. [2.1.2.1]
3. Recognize the extent to which a culture's structure and values may influence marginalization, privilege, power, and the forms and mechanisms of oppression. [2.1.4.2]
4. Use research evidence to inform practice. [2.1.6.2]
5. Continuously discover, appraise, and attend to contextual changes. [2.1.9.1]
6. Assess clients' strengths and limitations. [2.1.10.b.3]

Means

1. Demonstrate effective oral and written communication in professional settings. [2.1.3.3]
2. Recognize and communicate their understanding of the importance of differences (diversity) in the shaping of an individual's life experiences. [2.1.4.3]
3. Understand the forms and mechanisms of oppression and discrimination. [2.1.5.1]
4. Use empathy and other interpersonal skills. [2.1.10.a.2]
5. Collect, organize, and interpret client data. [2.1.10.b.1]

TEXTS

Corey, G. (2008). *Theory and practice of group counseling* (7th ed.). Belmont, CA: Thomson Brooks/Cole.

Corey, M. S., Corey, G., & Corey, C. (2010). *Groups in action workbook*. Belmont, CA: Brooks/Cole.

Forsyth, D. (2010). *Group dynamics* (5th ed.). Belmont, CA: Wadsworth, Cengage Learning.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2006). *Contemporary human behavior theory: A critical perspective for social work* (2nd ed.). Boston, MA: Allyn and Bacon.

Graduate Grading Scale	Grade Components	
A=92-100	Paper on therapy group/ intervention (group assignment)	25%
B=78-91	Group observation/participation and analysis paper (individual assignment)	20%
C=70-77	Common Case application exercise (group assignment)	15%
E<70	Small group exercises with work book (group assignment)	15%
	Group Seminar	15%
	Attendance and Participation	10%

DISABILITY STATEMENT

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. 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, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities.

COURSE COMPONENTS

1. Three Signature Assignments:

- #1. Therapy Group/ Intervention Paper: 25% (10-12 pages)
- #2. Group Observation/Participation and Analysis Papers: 20% (8-10 pages)
- #3. Common Case Application with Small Group Exercises and Seminar Discussion Group with: 15%

2. Small Group Exercises with Workbook Assignments: 15%

3. Seminar group participation: 15%

4. Class participation: 10%

Grades will be earned based on attendance, on class participation, and on completion of in-class exercises.

Group assignments will be graded on the group product and also on detailed descriptions of each group member's contribution to the product.

COURSE CALENDAR

Week 1	Introduction to the class	Introduction to group work in social work practice
Week 2	Corey, Chapter 1 Forsyth, Chapters 1 – 3 Articles: Tuckman, B.W. (1965). Developmental sequence in small groups. <i>Psychological Bulletin</i> , 63, 384-399; Tuckman, B.W., & Jensen, M.C. (1977). Stages of small group development revisited. <i>Group and Organizational Studies</i> , 2, 419-427.	Introduction to group work, introduction to group dynamics, studying groups, the individual and the group, group development
Week 3	Corey, Chapter 4 Forsyth, Chapters 4-6 Article: Burnette, J.L. & Forsyth, D.R.,(2008). "I didn't do it": Responsibility biases in open and closed groups. <i>Group Dynamics: Theory, Research, and Practice</i> , 12, 210-222. doi: 10.1037/1089-2699.12.3.210	Early stages of group development, group formation, cohesion and development, structure.
Week 4	Corey, Chapter 2 Forsyth, Chapters 7-9	Group leadership, influence, power
Week 5	Corey, Chapter 3 Forsyth, Chapters 10-12 Article: Hanneke, J. M., Bode, K., van Knippenberg, D., & van Ginkel, W. P. (2008). Ethnic diversity and distributed information in group decision making: The importance of information elaboration. <i>Group Dynamics: Theory, Research and Practice</i> , 12, 307–320. doi: 10.1037/1089-2699.12.4.307	Ethical and professional issues in group practice, performance, decision-making, teams, ethnic diversity
Week 6	Forsyth, Chapters 13-15 Article: Toseland, R. W., & McClive-Reed, K. P. (2009). Social group work: International and global perspectives. <i>Social Work With Groups</i> , 32, 5-13. doi: 10.1080/01609510802382649	Conflict, intergroup relations, groups in context, international and global perspectives

Week 7	<p>Corey, Chapter 5 Forsyth, Chapters 16-17 Article: Chovanec, M. G. (2009). Facilitating change in group work with abusive men: Examining stages of change. <i>Social Work With Groups</i>, 32, 125-142. doi: 10.1080/01609510802413055</p>	<p>Late stages of group development, groups and change, crowds and collective behavior, facilitating change Signature Assignment #1 due: Therapy Group/Intervention Paper.</p>
Week 8	<p>Robbins et al., Chapters 3-5 Article: Jacobson, M., & Rugeley, C. (2007). Community-based participatory research: Group work for social justice and community change. <i>Social Work With Groups</i>, 30, 21-39. doi: 10.1300/J009v30n04_03</p>	<p>Conflict theories, theories of empowerment, theories of assimilation, acculturation, bicultural socialization, and ethnic minority identity, social action groups</p>
Week 9	<p>Robbins et al., Chapter 2; Chapter 11 pp. 363-385</p>	<p>Systems theory, exchange theory, ecological perspective</p>
Week 10	<p>Corey, Chapters 6, 7, 12</p>	<p>Psychoanalytical approaches to group, Adlerian group counseling, transactional analysis in groups</p>
Week 11	<p>Corey, Chapters 10, 8 Article: Patterson, G. T. (2008). A framework for facilitating stress management educational groups for police officers, <i>Social Work With Groups</i>, 31, 53-70. doi: 10.1300/J009v31n01_05</p>	<p>The person-centered approach to groups, psychodrama in groups</p>
Week 12	<p>Corey, Chapters 9, 11 Robbins et al., Chapter 12 Article; Payne, K. T., & Marcus, D. K. (2008). The efficacy of group psychotherapy for older adult clients: A meta-analysis. <i>Group Dynamics: Theory, Research, and Practice</i>, 12, 268–278. doi: 10.1037/a0013519</p>	<p>The existential approach to groups, Gestalt therapy in groups, transpersonal theory Signature Assignment #2 due: Group Observation/Participation and Analysis Paper</p>
Week 13	<p>Robbins et al., Chapter 8 pp. 258-280, Chapter 11 pp. 349-355 Corey, Chapters 13-14 Article: Salloum, A., Garside, L. W., Irwin, C. L., Anderson, A. D., & Francois, A. H.(2009). Grief and trauma group therapy for children after Hurricane Katrina. <i>Social Work With Groups</i>, 32, 64-79. doi: 10.1080/ 01609510802290958</p>	<p>Theories of cognitive and moral development, behaviorism, social learning theory, cognitive-behavioral approaches to groups, rational emotive behavior therapy in groups</p>

<p>Week 14</p>	<p>Corey, Chapters 15-16 Article: Sweifach, J. (2009). Cross-cultural group work practice with African American and Jewish adolescents: JCC/READY. <i>Social Work With Groups</i>, 32, 109-124. doi: 10.1080/01609510802290941</p>	<p>Reality therapy in groups, solution-focused brief therapy groups</p>
<p>Week 15</p>	<p>Corey, Chapters 17-18 Article: Palmer, S., Stalker, C. A., Harper, K., & Gadbois, S. (2007). Balancing positive outcomes with vicarious traumatization: Participants' experiences with group treatment for long-term effects of childhood abuse, <i>Social Work With Groups</i>, 30, 59-77. doi: 10.1300/J009v30n04_05</p>	<p>Comparisons, contrasts and integration; evolution of a group: an integrative perspective.</p> <p>Signature Assignment #3 due: Common Case Application paper</p>

COURSE POLICIES

- 1. Class Format:** Classes will be conducted in a seminar/lecture/discussion format. Students are expected to be actively involved in the knowledge building process and to participate fully in class work session activities. The ability to debate and analyze practice and ethical issues is central to this class.
- 2. Participation and Attendance:** Attendance does influence the final course grade. All courses in a professional curriculum demand class participation and full attendance. Class attendance and participation reveal, to a large extent, a student's commitment to her or his education. Absences not discussed with the professor prior to or within a week of the absence will be considered unexcused and will impact your participation grade. **A final grade will be lowered by one letter grade if more than 2 classes are missed for reasons other than those considered excused as defined in the Student Rights Handbook.** You may be asked to verify your absence. **You are expected to be on time for class and to stay for the entire class time in order to receive credit for attending class.** (For example, if you leave at break, you will not receive credit for attending class). If an exceptional circumstance occurs that requires the need to arrive late or leave early, please notify the professor.

Class participation will account for 10 percent of the final course grade. In order to receive full credit for class participation, students must attend all classes and remain active participants in the learning process throughout the class time frame.

- 3. Excused Absences:** Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for

excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester student are able to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdrawal from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

4. **Verification of Absences:** Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required.
5. **Submission of Assignments:** Papers need to be formatted according to **APA publication guidelines (6th edition)**. Please see the professor if you are unfamiliar with APA style writing. All written work is expected to be typed using 12 point font, double space and printed on white paper 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.**

All assignments are due at the beginning of class on the stated due date in the course calendar. Each assignment will specify the submission format in which the assignment is expected (electronic or hard copy). **Late assignments will be penalized 5 points each day late unless otherwise arranged with the professor.**

6. **Make-up Opportunities:** Make-up quizzes/project work/exams will only be considered for those students for whom the conditions for excused absences outlined in the Student Handbook apply. Students who miss quizzes or other graded projects because of arriving late to a class with an unexcused absence will not be able to make up that quiz or graded work. Only students who miss a class with verified excused absences will be able to make-up exams/quizzes or other graded projects. **It is the student's responsibility to inform the instructor of an excused absence preferably in advance, but no later than one week after it.**
7. **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).

Please note: Any assignment you turn in may be submitted to an electronic database (such as Turnitin.com or Safeassign in Blackboard) to check for plagiarism comparison.

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.

- 8. Classroom Behavior, Decorum, and Civility:** Because other students depend upon the presence of student colleagues for discussion and for completion of case presentations, class attendance and participation is very important. The possibility of developing collaborative skills, team building, and collegiality is greatly diminished without full attendance.

The College of Social Work has strong commitments to respect of diversity and the valuing of differences among members of our academic community. Academic discovery includes discussion and debate, and the right to respectfully

disagree from time-to-time. Students have a right to voice reasoned opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2) but should do so respectfully and civilly. Disagreements and opinion statements that include attacks of a personal nature or statements degrading another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other irrelevant factors may affect one's grade because they are unacceptable and do not contribute to a safe, productive learning environment.

9. Limit classroom disruptions:

***** Turn off all cell phones (or put on vibrate mode) and other electronic devices and store them during class. *****

*****Lap tops are permitted in class only for note-taking and other required activities. If used during class for other purposes (such as email, surfing the internet, etc) you will be asked to put your laptop away and leave it at home or stored during future classes.*****

Students are expected to actively participate in the class discussions by:

- * Coming to class having completed assigned readings and prepared to discuss them
- * Demonstrating an active interest in the topic being discussed by verbal and nonverbal behaviors
- * Taking part in the class discussion vs. engaging in side conversation with those around you
- * Demonstrating a commitment to share thoughts and feelings with other students
- * Assuming responsibility for involving the other students in all subjects discussed (listening, asking others questions, and allowing space for others to contribute)
- * Sharing relevant information from one's knowledge base or life experiences with classmates
- * Students are expected to follow social work ethics by respecting their colleagues and maintaining confidentiality.

10. Professional Preparation: As a social work major, you are expected to adhere to the standards and guidelines for professional behavior as outlined in the *NASW Code of Ethics* and social work licensure rules and regulations expectations.

In addition, as an outcome of your education, you are expected to identify as a professional social worker and conduct yourself accordingly (CSWE Educational Policy 2.1.1). As social work students, you are preparing to represent the profession, its mission, and its core values in your future practice. Therefore, part of your education includes achieving and demonstrating competency in the following practice behaviors:

- Advocating for client access to the services of social work;
- Practicing personal reflection and self-correction to assure continual professional development;
- Identify and practice within professional roles and boundaries;

- Demonstrate professional demeanor in behavior, appearance, and communication;
- Develop a commitment to engage in career long learning;
- Effectively use supervision and consultation.

11. Hybrid Model: For the hybrid model of this course, there will be fewer than 50% face-to-face/classroom meetings. Course materials will be posted on Blackboard; written assignments will be submitted via Blackboard and group discussions will be conducted via Blackboard. The instructor will be available for email and/or telephone discussions during the posted class time (unless otherwise noted); the professor will respond to student communications within 3 working days. Students will need internet access to Blackboard materials. For technical problems, contact the Teaching and Academic Service Center (TASC) at <http://www.uky.edu/TASC/> (phone: 859-257-8272) or the Information Technology Customer Service Center at <http://www.uky.edu/UKIT/> (phone: 859-257-1300). For information on Distance Learning Library Services, visit http://www.uky.edu/Libraries/lib.php?lib_id=16 or contact Carla Cantagallo, DL Librarian at dllservice@email.uky.edu (phone: 859-257-0500, ext. 2171, or 800-828-0439)

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: SW 602	Date: 10/4/10
Instructor Name: Dr. Carlton Craig	Instructor Email: carlton.craig@uky.edu
<p>Check the method below that best reflects how the majority of course of the course content will be delivered.</p> <p style="text-align: center;"> Internet/Web-based <input type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> </p>	

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>Instructor is available via email or phone; DL staff will be consulted for Blackboard assignments</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>All texts, course objectives and learning outcomes are the same as for full face-to-face course delivery</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>Blackboard technology will be used to post course materials, but fewer than 50% of class periods will be face-to-face</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p>

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

Distance Learning Form

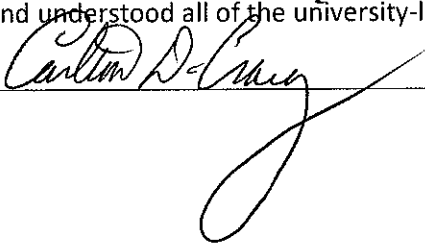
This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	<p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>The course is being offered in a hybrid model; fewer than 50% of class periods will be face-to-face</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>The academic requirements are the same for the face-to-face and hybrid versions</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Students will have access to the same materials as the fully face-to-face course students</p>
<i>Student Services</i>	
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>This information will be included in syllabi for hybrid courses</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>

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10.	Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes <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">○ "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">○ Carla Cantagallo, DL Librarian○ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)○ Email: dllservice@email.uky.edu○ DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Carlton Craig, Ph.D  Instructor Signature: 10-06-2010

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