

**UNIVERSITY OF KENTUCKY**  
**APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR**

1. Submitted by College of Social Work Date 10/7/10  
Department/Division offering course Social Work
2. Changes proposed:  
(a) Present prefix & number SW 630 Proposed prefix & number SW 630  
(b) Present Title Introduction to Social Welfare Policy and Services  
New Title Introduction to Social Welfare Policy and Services  
(c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:  
SW Policy  
(d) Present credits: 3 Proposed credits: 3  
(e) Current lecture: laboratory ratio N/A Proposed: N/A  
(f) Effective Date of Change: (Semester & Year) Fall 2011
3. To be Cross-listed as: \_\_\_\_\_  
Prefix and Number \_\_\_\_\_ Signature: Department Chair \_\_\_\_\_
4. Proposed change in Bulletin description:  
(a) Present description (including prerequisite(s):  
This first course in the policy sequence emphasizes the analysis of social programs, policies, and the policy-making process. An important focus of the course is to identify and understand the impact of a wide range of social policies on social work clients and the human service delivery system within a social justice framework. The course content reflects the interdisciplinary efforts of the social, political, legal, economic, and administrative processes which are vital to policy making at all levels. Prereq: Admission into the MSW program.  
\_\_\_\_\_  
\_\_\_\_\_  
(b) New description:  
This course reviews the history of the social welfare system and emphasizes the analysis of social programs and policies and of the policy making process. An important focus of the course is to identify and understand the impact of a wide range of social policies on social work clients and the human service delivery system within a social justice framework. The course content reflects the interdisciplinary efforts of the social, political, legal, economic, and administrative processes which are vital to policy making at all levels. **Prerequisite:** Acceptance into the MSW program.  
\_\_\_\_\_  
\_\_\_\_\_  
(c) Prerequisite(s) for course as changed: \_\_\_\_\_
5. What has prompted this proposal?  
Changes in the MSW program to meet Council on Social Work Education accreditation standards and change in the concentrations  
\_\_\_\_\_  
\_\_\_\_\_
6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:  
No significant changes  
\_\_\_\_\_  
\_\_\_\_\_
7. What other departments could be affected by the proposed change?  
N/A  
\_\_\_\_\_
8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? X Yes  No
9. Will changing this course change the degree requirements in one or more programs?\* Yes X No

**If yes, please attach correspondence indicating concurrence of the University Studies Committee.**

11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

\*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.

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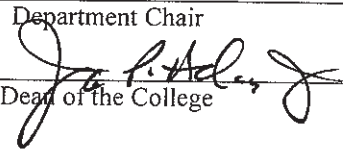

12. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales.  Check here if 400G-500.

12. Is this a minor change?  Yes  No  
 (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?

Name: Janet Ford, DGS Phone Extension: 7-6660

**Signatures of Approval:**

James P. "Ike" Adams	Date
Department Chair	
James P. "Ike" Adams	10/11/10
 Dean of the College	Date
	4/19/10
	Date of Notice to the Faculty
**Undergraduate Council	Date
**Graduate Council	Date
 2010.11.12 16:20:39 -05'00'	Date
**Academic Council for the Medical Center	Date
**Senate Council	Date of Notice to University Senate

\*\*If applicable, as provided by the Rules of the University Senate.

ACTION OTHER THAN APPROVAL

\*\*\*\*\*

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

- a. change in number within the same hundred series;
- b. editorial change in description which does not imply change in content or emphasis;
- c. editorial change in title which does not imply change in content or emphasis;
- d. change in prerequisite which does not imply change in content or emphasis;
- e. cross-listing of courses under conditions set forth in item 3.0;
- f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

**UNIVERSITY OF KENTUCKY**  
**College of Social Work**

**SW 630 Introduction to Social Welfare Policies and Services (3 credit hours)**

Gretchen Ely, Ph.D.  
639 Patterson Office Tower  
Phone: 859- 257-5740  
e-mail address: [gretchen.ely@uky.edu](mailto:gretchen.ely@uky.edu)  
Preferred method of reaching instructor:

Class time  
Class location:  
Office hours

**COURSE DESCRIPTION**

This course reviews the history of the social welfare system and emphasizes the analysis of social programs and policies and of the policy making process. An important focus of the course is to identify and understand the impact of a wide range of social policies on social work clients and the human service delivery system within a social justice framework. The course content reflects the interdisciplinary efforts of the social, political, legal, economic, and administrative processes which are vital to policy making at all levels. **Prerequisite:** Acceptance into the MSW program.

**COURSE OBJECTIVES:**

This course will:

1. Identify and describe the philosophical, societal, and historical antecedents of the current social welfare system and policies. (2.1.1, 2.1.7)
2. Describe and discuss the ways in which diversity and values may influence privilege, power, and the forms and mechanisms of oppression, including racism, sexism, ethnocentrism, ageism, homophobia, and poverty in the development of social policy. (2.1.4, 2.1.8)
3. Analyze social welfare policies and their context to build skills to implement and develop policies that enhance human rights and social and economic well-being. (2.1.5, 2.1.8, 2.1.9)
4. Identify and describe relationships between competing values and the policy-making process, goals, and outcomes so that professional values and ethical standards guide policy practice. (2.1.2)
5. Assess current and developing social welfare policy to evaluate how diversity and difference may affect access to application of, and utilization of social welfare policy. (2.1.4)
6. Examine the influence of the social work profession and the social workers' role within the context of agenda building, problem definition, option identification, proposal writing, enactment, implementation, and evaluation relative to social welfare policy. (2.1.1, 2.1.5, 2.1.8)
7. Access, appraise, and analyze multiple sources of contextual, practice, and research-informed knowledge to enhance the ability to influence the social policy decision making process. (2.1.3, 2.1.6, 2.1.9)
8. Critically analyze and evaluate interventions affecting individuals, families, groups, organizations, and communities. (2.1.10)

## **PRACTICE BEHAVIORS (LEARNING OUTCOMES)**

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

### **Primary Practice Behaviors**

1. Analyze policies that advance social well-being. [2.1.8.1]
2. Formulate policies that advance social well-being. [2.1.8.2]
3. Advocate for policies that advance social well-being. [2.1.8.3]
4. Collaborate with colleagues and clients for effective policy action. [2.1.8.4]
5. 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]
6. Understand the forms of oppression and discrimination. [2.1.5.1]
7. Advocate for human rights and social and economic justice. [2.1.5.2]
8. Advocate for client access to the services of social work. [2.1.1.1]
9. Engage in social work practice that advances social and economic justice. [2.1.5.3]
10. Analyze models of prevention, assessment, intervention, and evaluation. [2.1.3.2]
11. Critically analyze and evaluate interventions. [2.1.10.d.1]

### **Secondary Practice Behaviors**

1. Recognize and manage personal values so that professional values guide practice. [2.1.2.1]
2. Recognize personal biases and values to manage their influence in working with diverse groups. [2.1.4.1]
3. Make ethical decisions by applying standards of the NASW and other social work code of ethics. [2.1.2.2]
4. Utilize theoretical conceptual frameworks to guide the processes of assessment, intervention, and evaluation. [2.1.7.1]

### **Means**

1. Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom. [2.1.3.1]
2. Use research evidence to inform practice. [2.1.6.2]
3. Continuously discover, appraise, and attend to contextual changes. [2.1.9.1]
4. Demonstrate professional demeanor in behavior, appearance, and communication. [2.1.1.4]

### **TEXTS**

Segal, E.A. (2007). *Social welfare policy and social programs*. Belmont, CA: Thompson Brooks/Cole.

NASW (2009). *Social work speaks: NASW policy statements 2010–2012 (8<sup>th</sup> Edition)*. Washington DC: NASW.

### **REFERENCE MANUAL**

American Psychological Association. (2010). *Publication manual of the American Psychological Association (6<sup>th</sup> Edition)*. Washington DC: American Psychological Association.

### **BOOK CHOICES FOR GROUP BOOK REVIEW ASSIGNMENT (examples)**

- Barlow, M. (2007). *Blue covenant*. New York: The New Press .
- Bernstein, N. (2007). *All alone in the world: Children of the incarcerated*. New York: The New Press.
- Ehrenreich, B. (2001). *Nickel & dimed: On (not) getting by in America*. New York: Metropolitan Books.
- Kotlowitz, A. (1991). *There are no children here: The story of two boys growing up in the other America*. New York: Anchor Books.
- Kozol, J. (2005). *The shame of the nation: The restoration of apartheid schooling in America*. New York: Three Rivers Press.
- Lee, E. (2003). *Abortion, motherhood and mental health: Medicalizing reproduction in the United States and Great Britain*. Hawthorne, NJ: Aldyne De Gruyter.
- Secombe, K. (1999). *So you think I drive a Cadillac: Welfare recipients' perspectives on the system and its reform*. Needham Heights, MA: Allyn & Bacon.
- Weinbaum, E. (2003). *To move a mountain: Fighting the global economy in Appalachia*. New York: The New Press.

Other readings will be assigned that are available for you to download/access via the UK Library's electronic journal databases. These are required readings. ***If you do not know how to access articles electronically, please set up a time to work with a reference librarian to learn how to search and use the electronic databases. UK Librarians are very helpful and will be happy to assist you in this area.***

COMPUTER ACCESS- This course contains some distance learning components set up in Blackboard (BB). Thus, you will need access to a computer. If you do not have a personal computer in your home, you may use the computers in the computer labs located across campus. There is a computer lab in the College of Social Work on the 6<sup>th</sup> floor of POT. The POT lab does have limited operating hours, so please keep this in mind when you are thinking about completing your assignments. Other labs across campus offer expanded hours. Please make yourself familiar with the computer labs and their hours so you will be able to access a computer when you need to. In addition, public libraries have computers for public use, so you might want to use this resource, as well.

Graduate Grading Scale	Grade Components	
A=90-100	Six quizzes	30%
B=80-89	Two online discussion assignments	10%
C=70-79	Common Case assignment/ Policy Brief	20%
E<70	Group book review assignment	20%
	Letter to editor	10%
	Class participation	10%

## DISABILITY STATEMENT

Any student who has a documented disability that requires academic accommodations in this course must make their request to the Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide the instructor with a Letter of Accommodations which details the recommended accommodations. Contact the Disability Resource Center Director, Jake Karnes, at 859-257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu).

## COURSE COMPONENTS

1. **Six quizzes:** Students will take six quizzes (30% of grade). The quizzes will be knowledge-based, and will cover the material in all of the assigned readings and/or films for that week and could consist of multiple choice, true/false, or fill in the blank questions. In order to do well on these quizzes, it will be necessary to read all assigned material. **Note: if you are caught using an electronic device, holding one or looking at one during your quiz, you will automatically fail the quiz, no questions asked.**
2. **Two Signature Assignments:**
  - #1. **Common Case Assignment/Policy Brief: 20%**
  - #2. **Group book review and class presentation: 20%**
3. **Online discussions incorporating current issues: 10%.**
4. **Individual or Group letter to the editor: 10%**

**Important note regarding group projects:** On the first day of class, students will sign up for groups and choose the book they would like to be responsible for reviewing for the group book review assignment. Students will also compose and submit letters to the editor as a group to turn in during the last week of class.

An individual and a group grade will be assigned for each member. If members have contributed equally, then the individual and group grade should be the same. The lower of the two grades will be used as a final grade for each person for this assignment.

## COURSE CALENDAR

Week 1	Introduction to the class Orientation, course overview, introductions	Introduction to social welfare policies and services
Week 2	Segal, Chapters 1 & 2 NASW Policy Statements: <i>Civil Liberties and Justice</i> ; <i>International Policy on Human Rights</i> ; <i>Peace and Social Justice</i> ; <i>Poverty and Economic Justice</i> Film: <i>The Shadow of Hate</i>	History of social welfare, the meaning of social justice to the social work profession, the role of social justice in policy formation, the functioning of government for the common individual Quiz 1
Week 3	Segal, Chapter 3 NASW Policy Statements: <i>Electoral Politics</i> ; <i>Role of Government, Social Policy and Social Work</i> ; <i>Voter Participation</i> Film: <i>Statecraft</i>	The history of government in social welfare, the role of government in the social work profession, political parties and political affiliations, the branches of government, taxes

		and privatization Quiz 2
Week 4	Segal, Chapter 4 Article: Figueira-McDonough, J. (1993). Policy practice: The neglected side of social work intervention. <i>Social Work</i> , 38, 179-188.	Policy practice and the social work profession, the role of research in policy practice, theories of policy analysis, graduate level social work formal policy analysis, writing analyses for multidisciplinary groups, social work and the importance of advocacy skills, making a well thought out and formalized policy argument, ethical policy practice  Quiz 3
Week 5	Segal, Chapter 7 Article: Svihula, J., & Estes, C.L. (2008). Social Security privatization: An ideologically structured movement. <i>Journal of Sociology and Social Welfare</i> , 25 (1), 75-104.	The well-being of society and the collective response to social problems, the US response to social problems: Social Security, Western Europe and the US and Social Insurance, a breakdown of Social Security, what it means to be a working American, the feminist framework epistemology
Week 6	CLASS DOES NOT MEET IN PERSON	Online discussion #1
Week 7	Segal, Chapters 6 NASW Policy Statements: <i>Social Services, Housing, Welfare Reform</i>	Poverty, who cares about poverty, what can be done to assist the poor, the role of social work and the elimination of poverty, the relationship between social justice, policy, and poverty in the U.S.  Quiz 4
Week 8	Policy brief discussions	Signature Assignment #1: Common Case Policy Brief paper due (6-8 pages)
Week 9	Segal, Chapter 14 NASW Policy Statements: <i>Adolescent Health, Mental Health; People with Disabilities</i>	Health, mental health, disability and health care reform  Quiz 5



Week 10	Segal, Chapter 8 NASW Policy Statements: <i>Cultural and Linguistic Competence in the Social Work Profession; Gender-Ethnic and Race-based Workplace Discrimination; Immigrants and Refugees; Lesbian, Gay, &amp; Bisexual Issues; Transgender and Gender Identity Issues</i> Film: <i>This Way Out</i>	The effects of social policy on vulnerable populations, policy development and marginalized groups Quiz 6
Week 11	CLASS DOES NOT MEET IN PERSON Segal, Chapter 10 NASW Policy Statements: <i>Aging and Wellness; End-of-Life Care; Hospice Care; Long-term Care</i>	Policy, aging and the elderly in the US Online discussion #2 on PBS films
Week 12	NASW Policy Statements: <i>Adolescent Pregnancy and Parenting; Child Abuse and Neglect; Education of Children and Youths; Family Planning and Reproductive Choice; Family Violence</i>	Social policy and marginalized groups, women and children, single mothers and welfare reform, grassroots policy reform and benefits to vulnerable populations
Week 13	Presentations	Group book review due; Groups 1 and 2 powerpoint presentations
Week 14	Presentations	Groups 3 and 4 powerpoint presentations
Week 15	Course wrap-up, course evaluations	Group letter assignment due

## COURSE POLICIES

- 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.
- 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 (6<sup>th</sup> 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 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](http://www.uky.edu/Libraries/lib.php?lib_id=16) or contact Caria Cantagallo, DL Librarian at [dllservice@email.uky.edu](mailto: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 630	Date: 10/7/10
Instructor Name: Dr. Gretchen Ely	Instructor Email: gretchen.ely@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>	

<b>Curriculum and Instruction</b>	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>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 the 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>
<b><i>Library and Learning Resources</i></b>	
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>
<b><i>Student Services</i></b>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (<a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a>) and the Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>)?</p> <p>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>

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

## Distance Learning Form

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10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li><li><input type="checkbox"/> The technological requirements for the course.</li><li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li><li><input type="checkbox"/> Procedure for resolving technical complaints.</li><li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li><li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li><li><input type="checkbox"/> Language pertaining academic accommodations:<ul style="list-style-type: none"><li><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 <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li></ul></li><li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>)<ul style="list-style-type: none"><li><input type="checkbox"/> Carla Cantagallo, DL Librarian</li><li><input type="checkbox"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li><li><input type="checkbox"/> Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li><li><input type="checkbox"/> DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li></ul></li></ul>
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Gretchen Ely, Ph.D.  Instructor Signature: 10-11-10</p>

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