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

1. Submitted by College of __Social Work__   Date   10/4/10

   Department/Division offering course   Social Work

2. Changes proposed:
   (a) Present prefix & number   SW 640   Proposed prefix & number   SW 640

   (b) Present Title   Foundation Practicum

       New Title   Foundation Practicum

   (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:
       Foundation Practicum

   (d) Present credits: 4   Proposed credits: 3

   (e) Current lecture: laboratory ratio N/A   Proposed: N/A

   (f) Effective Date of Change: (Semester & Year)   Spring 2012

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 introductory field-based course under faculty direction requires that students apply and integrate generalist social work knowledge from the foundation curriculum. Students study the special strengths and needs of populations at-risk for reaching their full potential. Emphasis is given to the beginning development of social work practice skills for work with individuals, families, groups, organizations, and communities toward the goals of restoration and enhancement of social functioning. Students examine many social work roles in the direct delivery of social services with specific attention paid to the NASW Code of Ethics. Experiential learning, 300 hours including weekly seminars. Prereq: SW 600, SW 620, SW 625, SW 630, and SW 650.

   (b) New description:
       Students in this course engage in a generalist social work field placement under the direction of a faculty field professor and an agency field instructor. Through field education seminars students integrate knowledge, skills, and behaviors from prerequisite and concurrent courses, to demonstrate foundation social work practice with individuals, families, small groups, organizations and communities. The focus includes attention to context, policy, ethical considerations, the application of theory, and the use of research- informed interventions. **Includes 300 hours per semester of seminar and experiential learning. Prerequisites: SW 600, 601, 602, 630, 635, 650 or concurrent.**

   (c) Prerequisite(s) for course as changed: **Prerequisites: SW 600, 601, 602, 630, 635, 650 or concurrent.**

5. What has prompted this proposal?
   Changes in accreditation standards for the program; changes in the advanced concentrations. The proposed change also reflects the program plan to have all courses fit the three credit hour model, for more consistency of course and program delivery.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
   This practicum will focus on direct practice with individuals, families and groups. Evaluation of the foundation program delivery will take place in the field evaluations.

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 an explanation of the change.*

10.   Is this course currently included in the University Studies Program?   ☐ 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.

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

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   X   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
_____   _____
                    Department Chair   Date

James P. "Ike" Adams
_____   _____
                    Dean of the College   10|11|10
                                                                                            Date

                                                                                            4/19/10
                                                        _____
                                                                Date of Notice to the Faculty

_____   _____
              **Undergraduate Council   Date

_____   _____
                **Graduate Council   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]

Rev 3/04

UNIVERSITY OF KENTUCKY
College of Social Work

SW 640 Foundation Practicum (3 credit hours)

Beth Mills, MSW
603 Patterson Office Tower
Phone: 859-257- 9851
e-mail address: beth.mills@uky.edu
Preferred method of reaching instructor: e-mail or office visit

Class time
Class location
Office hours

COURSE DESCRIPTION

Students in this course engage in a generalist social work field placement under the direction of a faculty field professor and an agency field instructor. Through field education seminars students integrate knowledge, skills, and behaviors from prerequisite and concurrent courses, to demonstrate foundation social work practice with individuals, families, small groups, organizations and communities. The focus includes attention to context, policy, ethical considerations, the application of theory, and the use of research- informed interventions. **Includes 300 hours per semester of seminar and experiential learning. Prerequisites: SW 600, 601, 602, 630, 635, 650 or concurrent.**

COURSE OBJECTIVES

This course will:

1. Provide students with the opportunity to experience professional social work in a generalist setting, to develop their professional social work identity, including a commitment to life-long learning and professional growth. (2.1.1)
2. Demonstrate application of the problem-solving process and strengths perspectives as utilized in social work practice with individuals, families, and groups. (2.1.3, 2.1.5, 2.1.10)
3. Provide students with opportunities to apply and refine all phases of problem-solving skills in preparation, problem identification, data collection, data assessment, intervention implementation, evaluation, and termination, attending to factors that could contribute to discrimination or oppression. (2.1.3, 2.1.5, 2.1.10)
4. Demonstrate effective use of self-reflection and supervision to enhance students' personal and professional development for quality practice. (2.1.1, 2.1.10)
5. Provide opportunities to apply social work knowledge, values, and skills to develop professional relationships with people from different cultural, racial, economic, ethnic, sexual orientation, and religious backgrounds. (2.1.4, 2.1.10)
6. Provide opportunities for students to continue to develop and refine skills through contextual application necessary to perform such professional social work roles as care provider, broker, advocate, outreach worker, and case manager. (2.1.1, 2.1.5, 2.1.8, 2.1.10)
7. Examine and analyze social work practice in generalist settings from ethical, theoretical, research, and contextual perspectives. (2.1.2, 2.1.3, 2.1.6, 2.1.7, 2.1.9, 2.1.10)
8. Enhance and apply techniques of professional writing and documentation associated with social work practice. (2.1.1, 2.1.3)
9. Explore and discuss practice and program evaluation methods in terms of client outcomes. (2.1.6, 2.1.10)
10. Examine agency policies to understand their role in establishing agency structure, roles and functions of agency staff, and agency decision-making processes and subsequent influence on social work services. (2.1.1, 2.1.3, 2.1.8)
11. Demonstrate appreciation and respect for people of color, women, differently-abled, gays and lesbians or any group that is oppressed because of their differences from the majority group. (2.1.1, 2.1.4, 2.1.10)
12. Identify and analyze ethical issues, applying ethical problem solving strategies to successful ethical decision-making in their field setting. (2.1.2, 2.1.3)

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. Advocate for client access to social work services. [2.1.1.1]
2. Practice personal reflection and self-correction to assure continual professional development. [2.1.1.2]
3. Identify and practice within professional roles and boundaries. [2.1.1.3]
4. Demonstrate professional demeanor in behavior, appearance, and communication. [2.1.1.4]
5. Develop a commitment to engage in career long learning. [2.1.1.5]
6. Effectively use supervision and consultation. [2.1.1.6]
7. Recognize and manage personal values so professional values guide practice. [2.1.2.1]
8. Make ethical decisions by applying standards of the NASW and other social work codes of ethics. [2.1.2.2]
9. Tolerate the uncertainty and ambiguity that accompanies resolving ethical conflicts. [2.1.2.3]
10. Apply strategies of ethical reasoning to arrive at principled decisions. [2.1.2.4]
11. Recognize personal biases and values to manage their influence in working with diverse groups. [2.1.4.1]
12. 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]
13. Recognize and communicate their understanding of the importance of differences (diversity) in the shaping of an individual's life experiences. [2.1.4.3]
14. View themselves as learners and engage with clients to understand their clients' lives, cultures, and experiences. [2.1.4.4]
15. Understand forms of oppression and discrimination. [2.1.5.1]
16. Use research evidence to inform practice. [2.1.6.2]
17. Utilize theoretical conceptual frameworks to guide the processes of assessment, intervention, and evaluation. [2.1.7.1]
18. Critique and apply knowledge to understand person and environment. [2.1.7.2]
19. Analyze policies that advance social well-being. [2.1.8.1]
20. Substantively and affectively prepare for action with clients. [2.1.10.a.1]
21. Use empathy and other interpersonal skills. [2.1.10.a.2]
22. Develop a mutually agreed upon focus of work and desired outcomes. [2.1.10.a.3]
23. Collect, organize, and interpret client data. [2.1.10.b.1]
24. Separate fact from opinion in data presentation. [2.1.10.b.2]
25. Assess clients' strengths and limitations. [2.1.10.b.3]
26. Develop mutually agreed upon intervention goals and objectives. [2.1.10.b.4]
27. Select appropriate intervention strategies. [2.1.10.b.5]
28. Help clients resolve problems. [2.1.10.c.3]
29. Negotiate, mediate, and advocate for clients. [2.1.10.c.4]
30. Facilitate transitions and endings. [2.1.10.c.5]
31. Critically analyze and evaluate interventions. [2.1.10.d.1]

Secondary Practice Behaviors

1. Advocate for human rights and social and economic justice. [2.1.5.2]
2. Engage in social work practices that advance social and economic justice. [2.1.5.3]
3. Use practice to inform scientific inquiry. [2.1.6.1]
4. Formulate policies that advance social well-being. [2.1.8.2]
5. Advocate for policies that advance social well-being. [2.1.8.3]
6. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. [2.1.9.2]
7. Initiate action to achieve organizational goals. [2.1.10.c.1]
8. Implement prevention interventions that enhance clients' capacities. [2.1.10.c.2]

Means
1. Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom. [2.1.3.1]
2. Analyze models of prevention, assessment, intervention, and evaluation. [2.1.3.2]
3. Demonstrate effective oral and written communication in professional settings. [2.1.3.3]
4. Collaborate with colleagues and clients for effective policy action. [2.1.8.4]
5. Continuously discover, appraise, and attend to contextual changes. [2.1.9.1]

TEXTS
Cournoyer, B.R. (2008). *The social work skills workbook* (5th ed.). Belmont, CA: Brooks/Cole: Cengage Learning.

Rompf, B. (2008). *College of Social Work handbook and field education manual.* **NOTE**: This handbook can be downloaded from the College website.

NASW Code of Ethics – As every agency setting and every seminar meeting is full of possibilities for ethical dilemmas, students are required to secure a copy of the current NASW Code of Ethics and have it accessible at the agency. This document is available free on the internet at http://www.nasw.org or in *Social Work Speaks:NASW Policy Statements.*

Graduate Grading Scale		Grade Components	
		Field Instructor recommended grade (field evaluation form)	40%
A=92-100		Learning contract	5%
B=82-91		Field Education Reports	25%
C=72-81		Portfolio	15%
E<72		Related learning experiences	5%
		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.

COURSE COMPONENTS
1. **Experiential learning/Field work:** Students must complete 300 hours of field work with their practicum agency engaging in direct practice social work. Their agency field instructor will recommend a grade based on the work at the agency that counts for 40% of the course grade.
2. **Four Signature Assignments:**
   #1. Learning contract based on CSWE competencies: 5%
   #2. Five Field Education Reports worth 5% each: 25%
   #3. Two Related Learning Experience reports: 5%
   #4. Portfolio with all assignments and field logs: 15%
3. **Class Participation: 10%**
   Grades will be earned based on attendance, on class participation, and on completion of in-class exercises.

COURSE CALENDAR

Week 1	Introduction to the course, review of syllabus Handouts: CSWE EPAS 2008 Competencies and Practice Behaviors/ Learning Agreement Template	Writing a Learning Agreement, Review of the CSWE Competencies
Week 2	Cournoyer, pp. 4-11, 21-25, 27-29, 33-63; Exercises 2-2, 2-3	Professionalism: Personal Values, Critical Thinking, Using Supervision Draft of learning contract due.
Week 3	No class meeting	Initial field conferences
Week 4	Cournoyer, Chapters 4, 5, 8 Exercises DAC Description and Assessment: pp. 261-264, 277-280 with a typical client/family served by field agency	Engaging individuals and families: Assessing the situation. Final signed learning contract due. FER #1 due First timesheet due (70-80 hours)
Week 5	Cournoyer, Chapter 9. Exercises 9-4, 9-5, 9-6, 9-7	Developing Service Plans/ Contracting with Clients
Week 6	Cournoyer, Chapter 10. Exercise 10-12.	Working and Evaluating Practice with Individuals and Families FER #2 due Second timesheet due (110-120 hours)
Week 7	No class meeting	Mid-term evaluations due
Week 8	Cournoyer, pp. 65-69, 128-136. Implicit Association Test: https://implicit.harvard.edu/implicit/	Engaging Diversity and Difference in Practice
Week 9	Video: "Why Can't We be a Family Again?"	Engaging Groups and Community Partners FER #3 due Third timesheet due (170-180 hours)
Week 10	Class discussion	Working and Evaluating Practice with Groups/ Prevention Services
Week 11	Guest Speaker, Legislative Exercise	Assessing Group and Community Needs/ Advocating for policies in the current community context FER #4 due Fourth timesheet due (210-220 hours)
Week 12	Cournoyer, pp.89-115	Using Theoretical Frameworks in the field setting/ in-class theory exercise using cases from field placement agencies.
Week 13	Cournoyer, exercise pp.13-18 Thomlinson, B, & Corcoran, K. (2008). *The Evidence-Based Internship.* New York: Oxford University Press	Using Available Research, evaluating interventions FER #5 due Fifth timesheet due (250-260 hours)

Week 14	Cournoyer, Chap. 11, exercises 11-3, 11-4 **Final class meeting**	Transitions and Service Termination (Portfolio/RLE due; final field conferences) Final field conferences RLE reports due.
Week 15	No class meeting	Final field conferences Final timesheets due Portfolios due Final evaluations due

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 <u>every</u> 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!**

<u>Introduction/Definition</u>: 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 640   Date: 10/7/10

Instructor Name: Beth Mills

Instructor Email: beth.mills@uky.edu

Check the method below that best reflects how the majority of course of the course content will be delivered.
Internet/Web-based ☐   Interactive Video ☐   Hybrid ☒

	Curriculum and Instruction
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? Instructor is available via email or phone; DL staff will be consulted for Blackboard assignments
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. All texts, course objectives and learning outcomes are the same as for full face-to-face course delivery
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. Blackboard technology will be used to post course materials, but fewer than 50% of the class periods will be face-to-face.
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? No If yes, which percentage, and which program(s)?

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

Revised 8/09

Distance Learning Form

This form must accompany <u>every</u> 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!**

	*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.
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? The course is being offered in a hybrid model; fewer than 50% of class periods will be face-to-face
	Library and Learning Resources
6.	How do course requirements ensure that students make appropriate use of learning resources? The academic requirements are the same for the face-to-face and hybrid versions
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Students will have access to the same materials as the fully face-to-face course students
	Student Services
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 Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)? This information will be included in syllabi for hybrid courses
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? 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.

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

Revised 8/09

Distance Learning Form

This form must accompany <u>every</u> 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!**

10.	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 TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).
	☐ 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 which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
	☐ Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
	○ 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: Beth Mills, MSW *Beth K. Mills* Instructor Signature: 10/11/10

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

Revised 8/09