

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 701 Proposed prefix & number SW 701
(b) Present Title Asset –Based Community Development and Assessment
New Title Asset-Based and Sustainable Community Assessment and Development
(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:
Community Assessment
(d) Present credits: 3 Proposed credits: 3
(e) Current lecture: laboratory ratio N/A Proposed: N/A
(f) Effective Date of Change: (Semester & Year) Spring 2013
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 course is one of two assessment and intervention courses in the Family and Community Practice Concentration. The course examines the community context of social work practice with an emphasis on organizations, neighborhoods, communities, and larger social systems that influence quality of life. Models of community practice are presented to assess and intervene in social problems and acts of social injustice than constrain opportunities and limit access to resources for individuals and families. Particular attention is given to the concept of asset-based development for building community capacity and empowering individuals and groups. Prereq: SW 722, SW 731, and completion of foundation courses or advanced standing.
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- (b) New description:
This course is a practice course focusing on assessment and intervention in the Social and Community Development Concentration. The course examines the community context of social work practice with an emphasis on neighborhoods, communities, and larger social systems that influence quality of life. Models of community practice are presented to assess and intervene in social problems and social injustice that constrain opportunities and limit access to resources for individuals and families. Particular attention is given to the concept of asset-based development for building community capacity and empowering individuals and groups. **Prerequisite: SW 721**
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- (c) Prerequisite(s) for course as changed: Prerequisite: SW 721
5. What has prompted this proposal?
Changes in the MSW program to meet Council on Social Work Education accreditation standards and change from Family & Community Concentration to Community and Social Development Concentration
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6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
N/A
-
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?
If yes, please attach an explanation of the change.*

Yes X No

10. Is this course currently included in the University Studies Program?
If yes, please attach correspondence indicating concurrence of the University Studies Committee.

Yes X No

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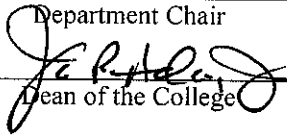
12. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.

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
<div style="text-align: center;"> Department Chair  Dean of the College </div>	10/14/10
James P. "Ike" Adams	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]

UNIVERSITY OF KENTUCKY
College of Social Work

SW 701 Asset-Based and Sustainable Community Assessment and Development
(3 credit hours)

Patty Cook-Craig, Ph.D.
629 Patterson Office Tower
Phone: 859-323-7407

e-mail address: patty.cook@uky.edu

Preferred method of reaching instructor: e-mail

Class time
Class location
Office hours

COURSE DESCRIPTION

This course is a practice course focusing on assessment and intervention in the Social and Community Development Concentration. The course examines the community context of social work practice with an emphasis on neighborhoods, communities, and larger social systems that influence quality of life. Models of community practice are presented to assess and intervene in social problems and social injustice that constrain opportunities and limit access to resources for individuals and families. Particular attention is given to the concept of asset-based development for building community capacity and empowering individuals and groups. **Prerequisite: SW 721**

COURSE OBJECTIVES

This course will:

1. Deconstruct the micro-macro dichotomy by presenting a framework to understand the dynamics of community-level change as a response to social and economic inequalities underlying individual and family problems (e.g. poverty, affordable housing). (2.1.1, 2.1.3, 2.1.5, 2.1.7, 2.1.8, 2.1.9, 2.1.10)
2. Provide a multi-systemic approach to understanding the interconnectedness of individuals and families with larger institutions within the community (e.g., schools). (2.1.3, 2.1.7, 2.1.10)
3. Present approaches to analyze the social, economic, political, and demographic characteristics of neighborhoods and communities through the use of census data and other recognized indicators. (2.1.3, 2.1.6, 2.1.7, 2.1.10)
4. Introduce theoretical models of community practice, including asset-based development, and critically analyze the strengths and limitations of each with regard to cultural diversity, decision-making, power structures, and resource allocation. (2.1.4, 2.1.7, 2.1.10)
5. Introduce approaches to assessing community resources and needs, including the use of asset mapping, informant interviews, participant observation, and existing data sources. (2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.10)
6. Examine intervention strategies for use with neighborhoods, communities, and larger social systems that promote local capacity building, social advocacy, and social justice. (2.1.5, 2.1.8, 2.1.10)
7. Discuss approaches to community assessment and intervention that are culturally appropriate for work with culturally diverse and socially and economically marginalized populations. (2.1.4, 2.1.5, 2.1.8, 2.1.10)
8. Examine value dilemmas and ethical issues confronting social workers and their implications for social work practice with organizations, neighborhoods, communities, and larger institutions. (2.1.1, 2.1.2, 2.1.10)

9. Provide an overview of the collaborative nature of community practice with regard to the conflicts and similarities that emerge between social workers and professionals trained in other disciplines (e.g. business, economics, planning, and political sciences). (2.1.1, 2.1.3, 2.1.7, 2.1.8, 2.1.9, 2.1.1.0)

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. Identify opportunities for social work involvement in formulating, changing and evaluating policies at the agency, local, state and federal level that enhance the well-being of communities. [2.1.1.7]
2. Research and analyze the strengths and limitations of neighborhoods and geographical communities using a variety of data sources. [2.1.3.4]
3. Evaluate, select, and implement literature-based approaches to assess resources and needs of neighborhoods and communities. [2.1.3.5]
4. Demonstrate knowledge of approaches to community assessment and intervention that are culturally appropriate for work with culturally diverse, socially and economically marginalized populations. [2.1.4.5]
5. Use research evidence to inform practice. [2.1.6.2]
6. Utilize foundation research skills to effectively evaluate efforts to develop and provide interventions in organizations and communities. [2.1.6.3]
7. Utilize conceptual theoretical frameworks to guide the processes of assessment, intervention, and evaluation within the context of community based organizations and larger social institutions. [2.1.7.3]
8. Critique and apply a multi-systemic framework to understand and create change within neighborhoods, communities, community based organizations and larger social institutions, recognizing the social, economic, political, and geographic factors that influence organizational and community development. [2.1.7.4]
9. Articulate social work roles and values in formulating, changing, and evaluating social and agency policies that enhance the well-being of communities. [2.1.8.6]
10. Continuously discover, appraise, and attend to contextual changes such as changing locales, populations, scientific and technological development and emerging societal trends to provide relevant services [2.1.9.1]
11. Adapt, modify, and use assessment tools and approaches for work with communities [2.1.10.b.6]
12. Apply organizational and community theories, models, and research in the context of different practice settings and across multiple systems of care [2.1.10.b.8]
13. Identify, evaluate, and select literature-based organizational and community assessments and intervention strategies. [2.1.10.c.8]

Secondary Practice Behaviors

1. Demonstrate an understanding of the value and ethical issues confronting social workers practicing with organizations and communities. [2.1.2.5]
2. Understand the forms and mechanisms of oppression and discrimination. [2.1.5.1]
3. Advocate for the minimization of disparities that diverse or marginalized populations may experience. [2.1.5.5]
4. Act as change agents to promote service delivery to address the needs of distressed communities. [2.1.9.3]

5. Develop and implement collaborative, multidisciplinary assessment, planning and intervention strategies for enhancing the well-being of communities. [2.1.10.c.7]

Means

1. Recognize and manage personal values so that professional values guide practice. [2.1.2.1]
2. Demonstrate effective oral and written communication in professional settings. [2.1.3.3]
3. View themselves as learners and engage with clients to understand their lives, culture, and experiences. [2.1.4.4]
4. Collect, organize, and interpret client data. [2.1.10.b.1]
5. Separate fact from opinion in data presentation. [2.1.10.b.2]
6. Assess client's strengths and limitations. [2.1.10.b.3]
7. Critically analyze and evaluate interventions. [2.1.10.d.1]

TEXTS

Fellin, P. (2001). *The community and the social worker (3rd ed)*. Itasca, IL: F. E. Peacock.

Green, G. P., & Haines, A. (2008). *Asset building and community development (2nd ed)*. Thousand Oaks, CA: Sage.

Scales, T. L., & Streeter, C. L. (2004). *Rural social work: Building and sustaining community assets*. Belmont, CA: Brooks/Cole.

ADDITIONAL READINGS

For some course meetings, an academic journal article or a chapter from a book that is not a required course text is assigned as part of the required reading for this course. Many of the journal articles/chapters can be accessed online through the UK library online journals. Book chapters and any articles not available through via on-line journal will be available to check out from the professor to make copies.

RECOMMENDED TEXTS

American Psychological Association (2001). *Publication Manual of the American Psychological Association (5th ed.)*. Washington, DC: American Psychological Association Press.

Netting, F. E., Kettner, P. M., & McMurty, S. L. (2007). *Social work macro practice (4th ed.)*. New York: Longman.

Graduate Grading Scale	Grade Components	
	Quizzes	10%
A=92-100	Community Assets Assessment Group Paper	35%
B=78-91	Group Presentation	10%
C=70-77	Individual Paper	35%
E<70	Attendance and 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. **Quizzes: 10%** There will be 6 unannounced quizzes on course material throughout the semester. Questions may be in a variety of formats including (but not limited to) multiple choice, matching, short answer, and essay.
2. **Two Signature Assignments:**
 - #1. **Community Assets Assessment Group Project (35%) and Presentation (10%):** Students will work in teams to complete a community assessment of a local neighborhood using an assets-based approach. Students will choose between a set of pre-selected Lexington neighborhoods on which they can conduct this assessment. The team will write a paper (8-10 pages not including title page appendices, and references) reporting the results of their assessment. Each group will also prepare a 15-20 minute presentation outlining the assessment of their neighborhood intervention strategy. Groups will prepare the presentation as if they were presenting the assessment to community leaders for the City of Lexington.
 - #2. **Community Asset Building Intervention Paper: (35%)** Each individual student will complete a 12-15 page paper (not including title page, appendices, and references) for an intervention strategy designed to build a needed community asset(s) in the neighborhood that they assessed.
3. **Class Participation: 10%**
Grades will be earned based on attendance, on class participation, and on completion of in-class exercises
Group project work will be graded on group products and a detailed description of each member's contribution to the products.

COURSE CALENDAR

Week 1	Green & Haines, Chapter 2 Reserves: McMillen, Morris, & Sherraden	Defining social work macro practice; applying social work skills to community development, unique ethical challenges in macro practice
Week 2	Green & Haines, Chapter 2 Fellin, Chapters 3 & 7 Scales & Streeter, Chapter 7 Reserves: Mannes, Roehlkepartain & Benson	Defining community neighborhoods as communities; understanding communities from an assets-based approach
Week 3	Fellin, Chapter 4 Reserves: Stone & Hughes	Other theoretical frameworks for community building and development
Week 4	Scales & Streeter, Chapter 22 Green & Haines, Chapter 3 Reserves: Sharpe et al.; Delgado	Models of community assessment, multicultural community assessment strategies, mapping community assets, using

		existing data to assess communities
Week 5	Fellin, Chapters 9 & 10 Scales & Streeter, Chapter 14 Green & Haines, Chapter 11	Assessing community systems: social welfare, health, educational; cultural capital in communities
Week 6	Fellin, Chapters 11 & 12 Scales & Streeter, Chapter 18 Green & Haines, Chapters 8 & 10	Assessing community systems: economic, political, & faith systems
Week 7	Fellin, Chapters 13 & 14 Scales & Streeter, Chapter 11 Green & Haines, Chapter 6 Reserves: Kadushin, Brodsky & Saxe	Integration and conflict in communities; the role of social networks in communities, the role of social capital in communities
Week 8	Reserves: Plested, Edwards, & Jumper-Thurman	Assessing community readiness for change Signature Assignment #1 due: Community Assessment Group Paper & Presentation
Week 9	Green & Haines, Chapter 4 Reserves: Weil	Planning change in communities; community building models
Week 10	Green & Haines, Chapter 5 Reserves: Finn & Checkoway; Poole & Colby; Fogel	Building human capital, using assets to facilitate change and build community capacity, building assets for youth
Week 11	Green & Haines, Chapters 8 & 13 Reserves: Page-Adams & Sherraden; Miah; Dreier	Building financial capital
Week 12	Green & Haines, Chapter 7 Reserves: Weber & Smith	Building physical capital
Week 13	Scales & Streeter, Chapter 15 Green & Haines, Chapters 9 & 12 Reserves: Steyaert; Glasmeier & Farrigan	Building social and environmental capital, community sustainability, the information age and community development
Week 14	Netting et al., Chapter 11 Reserves: Ohmer & Korr; Schreiner, Ng, & Sherraden	Evaluation of community development interventions
Week 15	Scales and Streeter, Chapter 25 Green & Haines, Chapter 14	The future of social & community development in social work Course wrap-up and evaluation Signature Assignment #2 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/%7Eepaulp/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 701	Date: 10/7/10
Instructor Name: Dr. Patty Cook-Craig	Instructor Email: patty.cook@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 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>
<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>

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!**

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: Patty Cook-Craig, Ph.D. <i>Patricia J. Cook-Craig</i> 10/11/10 Instructor Signature:

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