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 730   Proposed prefix & number   SW 730

   (b) Present Title   Mental Health Policy

        New Title   Evidence-Based Practice for Social Workers

   (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:

        Evidence-Based Practice

   (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):
        Building on the social justice tradition and the policy analysis framework provided in SW 630, this course will consider the response of government, business, communities and professional groups to dealing with the current range of mental health policy issues. The interrelationship of social welfare and health care systems will be considered, as well as the legal aspects of providing mental health treatment. Attention will be paid to the behavioral health model, managed care and privatization. Prereq: Admission into the MSW program with advanced standing or SW 630.

   (b) New description:
        This course offers an intensive study of three evidence based practices one for adult, one for children and one group intervention. It is designed to increase the social worker's familiarity with evidence based practices for social work treatment of mental health disorders. **Prerequisites: SW 718, SW 724, and Psychopathology II.**

   (c) Prerequisite(s) for course as changed: **Prerequisites: SW 718, SW 724, and Psychopathology II.**

5. What has prompted this proposal?
   Changes in the MSW program to meet Council on Social Work Education accreditation standards and change from Mental Health Concentration to Clinical Social Work Concentration

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
   The course is changing from a mental health policy course to an evidence-based clinical social work course which reviews evidence-based interventions that inform policy related to delivery of clinical social work interventions.

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
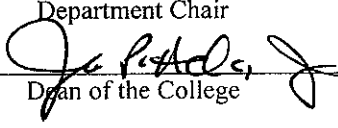   **If yes, please attach an explanation of the change.***

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.

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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   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	Date
Department Chair	
James P. "Ike" Adams	6/11/10
Dean of the College	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

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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 730 Evidence-Based Practice for Social Workers (3 credit hours)

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

Class time
Class location
Office hours: By appointment

COURSE DESCRIPTION
This course offers an intensive study of three evidence based practices one for adult, one for children and one group intervention. It is designed to increase the social worker's familiarity with evidence based practices for social work treatment of mental health disorders. **Prerequisites: SW 718, SW 724, and Psychopathology II.**

COURSE OBJECTIVES
This course will:

1. Examine and discuss how research informs evidence-based practice at both the individual and group level. (2.1.6, 2.1.1)
2. Differentiate between an efficacy and effectiveness study. (2.1.6, 2.1.3, 2.1.10)
3. Examine and discuss the theoretical assumptions of an evidence-based model of therapy. (2.1.3, 2.1.7)
4. Present and discuss manualized treatment and the use of standardized measures in treatment at both the individual and group level. (2.1.3, 2.1.6, 2.17, 2.1.10)
5. Present and discuss the core components of a manualized adult model of therapy. (2.1.3, 2.1.6, 2.1.0)
6. Present and discuss the core components of a manualized child model of therapy (2.1.3, 2.1.6, 2.1.10)
7. Present and discuss the core components of a manualized group model of therapy. (2.1.3, 2.1.6, 2.1.10)
8. Examine and discuss how to make a cultural adaptation to evidence-based practices at both the individual and group level. (2.1.4, 2.1.5, 2.1.3, 2.1.10)
9. Examine and discuss the importance of understanding one's value system as it pertains to evidence-based practice. (2.1.1, 2.1.2)
10. Examine and discuss contextual issues regarding the application of evidence- based practices. (2.1.9, 2.1.10)
11. Critically assess the strengths and weaknesses of specific evidence- based practices. (2.1.3, 2.1.10)

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

Primary Practice Behaviors

1. Use the evidence-based practice process in clinical assessment and intervention with clients. [2.1.6.3]
2. Use research evidence to inform practice. [2.1.6.2]
3. Use bio-psycho-social-spiritual theories and multi-axial diagnostic classification systems in formulation of comprehensive assessments. [2.1.7.4]
4. Understand and apply knowledge, models, and research about co-morbid conditions in the assessment and treatment process. [2.1.7.5]
5. Evaluate, select and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools. [2.1.3.6]
6. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations. [2.1.3.7]
7. Facilitate transitions and endings. [2.1.10.c.5]
8. Critically evaluate, select, and apply best practices and evidence-based interventions. [2.1.10.c.6]
9. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed. [2.1.10.c.7]
10. Critically analyze and evaluate interventions. [2.1.10.d.1]
11. Recognize personal biases and values to manage their influence in working with diverse groups. [2.1.4.1]
12. Use knowledge of the effects of oppression, discrimination, and historical trauma on clients and client systems to guide treatment planning and implementation. [2.1.5.4]
13. Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats. [2.1.3.8]
14. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being. [2.1.2.8]
15. Understand and identify professional strengths, limitations and challenges. [2.1.1.9]
16. Develop a commitment to engage in career long learning. [2.1.1.5]

Secondary Practice Behaviors

1. Practice personal reflection and self-correction to assure continual professional development. [2.1.1.2]
2. Recognize and manage personal values so professional values guide practice. [2.1.2.1]
3. Research and apply knowledge of diverse populations to enhance client well-being. [2.1.4.5]
4. Work effectively with diverse populations. [2.1.4.6]
5. Assess the quality of clients' interactions within their social contexts and the quality of mental health services available to vulnerable populations, i.e., homeless, incarcerated adults, and adults and children living in rural and urban environments. [2.1.9.3]
6. Help clients resolve problems. [2.1.10.c.3]
7. Negotiate, mediate, and advocate for clients. [2.1.10.c.4]
8. Collaborate with other professionals to coordinate treatment interventions. [2.1.10.c.8]

Means

1. Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective [2.1.1.10]

2. Demonstrate effective oral and written communication in professional settings. [2.1.3.3]
3. Engage in selective practice. [2.1.3.4]
4. 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]
5. Recognize and communicate their understanding of the importance of differences (diversity) in the shaping of an individual's life experiences. [2.1.4.3]
6. Utilize theoretical conceptual frameworks to guide the processes of assessment, intervention, and evaluation. [2.1.7.1]
7. Consult with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process. [2.1.7.6]
8. Continuously discover, appraise, and attend to contextual changes. [2.1.9.1]
9. Develop intervention plans to accomplish systemic change. [2.1.9.4]
10. Work collaboratively with others to effect systemic change that is sustainable. [2.1.9.5]
11. Develop a culturally responsive therapeutic relationship. [2.1.0.a.4]
12. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance. [2.1.0.a.5]
13. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes. [2.1.0.a.6]

TEXTS

Beck, J. (1995). *Cognitive behavioral therapy: The basics and beyond.* New York, NY: The Guilford Press.

Cohen, J. A., Mannarino, A. P., Deblinger, E. (2006). *Treating trauma and traumatic grief in children and adolescents.* New York, NY: The Guilford Press.

Free, M. L. (1999). *Cognitive therapy in groups: Guidelines and resources for practice.* West Sussex, England: John Wiley & Sons Ltd.

O,Hare, T. (2005). *Evidence-based practices for social workers: An interdisciplinary approach.* Chicago, IL: Lyceum Books, Inc.

Graduate Grading Scale	Grade Components	
A=92-100	Quizzes	25%
B=78-91	Individual paper (assignment 1)	20%
C=70-77	Group paper (assignment 2)	20%
E<70	Individual paper (assignment 3)	25%
	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:** There will be seven quizzes worth 25% of the course grade: They will consist of multiple choice questions and will cover the assigned readings for that week. The quizzes will not be announced prior to class and may be expected in any class. The two lowest quiz grades will be dropped at the end of the semester and the five highest grades will be counted in the final grade.

2. **Three signature assignments:**
   #1. Individual literature review paper: 20% (8-10 pages)
   #2. Group paper evaluating efficacy and effectiveness of a cognitive-behavioral intervention: 20% (10-12 pages)
   #3. Individual case formulation paper: 25% (8-10 pages)

3. **Class Participation: 10%**
   Grades will be earned based on attendance, on class participation, and on completion of in-class exercises
   Group assignment grades will be based on the group product and a detailed description of each group member's contribution to the product.

COURSE CALENDAR

Week 1	Introduction to Class O'Hare, Chapters 1-4	Defining evidence-based practice in social work, definition, processes, and principles, qualitative and quantitative assessment, implementing and evaluating interventions and programs
Week 2	Beck, Introduction, Chapters 1-4.	Cognitive conceptualization, structure of the first therapy session, session two and beyond, structure and format.
Week 3	Beck, Chapters 5-9	Problems with structuring the therapy session, identifying automatic thoughts, evaluating emotions, evaluating and responding to automatic thoughts,
Week 4	Beck, Chapters 10-13	Identifying and modifying intermediate, core beliefs, additional cognitive and behavioral techniques, imagery
Week 5	Beck, Chapters 14-18	Homework, termination and relapse prevention, treatment planning, problems in therapy, progressing as a cognitive therapist
Week 6	Cohen et al., Introduction, Part I: Chapters 1- 4	Trauma-focused cognitive-behavioral therapy the impact of trauma and grief on children and families, assessment

		strategies for traumatized children, the TF-CBT model: how it work; the role of the TF-CBT therapist Signature Assignment #1 due
Week 7	Cohen et al., Part II: Components 1- 4	Trauma-focused components, introduction to TF-CBT Component 1: Psychoeducation Component 2: Parenting Skills Component 3: Relaxation Component 4: Affective Expression and Modulation
Week 8	Cohen et al., Part II: Components 5-7	Component 5: Cognitive Coping and Processing I: The Cognitive Triangle Component 6: Trauma Narrative Component 7: Cognitive Coping and Processing II: Processing the Traumatic Experience
Week 9	Cohen et al., Part II: Components 8-10	Component 8: In Vivo Mastery Component 9: Conjoint Child-Parenting Sessions Component 10: Enhancing Future Safety
Week 10	Cohen et al., Part III: Components	Grief Focused Components Component 1: Grief Psychoeducation Component 2: Grieving the Loss and Resolving Ambivalent Feelings about the Deceased Component 3: Preserving Positive Memories of the Deceased Component 4: Redefining the Relationship with the Deceased and Committing to Present Relationships
Week 11	Free, Chapters 1-3	Introduction, theoretical foundations, outcome study
Week 12	Free, Chapters 4-6	Preparing for running a group program, Therapy Session One Therapy Session Two Signature Assignment #2 due
Week 13	Free, Chapters 7-9	Therapy Session Three Therapy Session Four Therapy Session Five
Week 14	Free, Chapters 10-12	Therapy Session Six Therapy Session Seven Therapy Session Eight

| Week 15 | Free, Chapters 13-15 | **Therapy Session Nine**
Therapy Session Ten
Therapy Session Eleven & Twelve
Signature Assignment #3 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. <u>**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.**</u> (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 730   Date: 10/7/10

Instructor Name: Dr. Carlton Craig

Instructor Email: carlton.craig@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
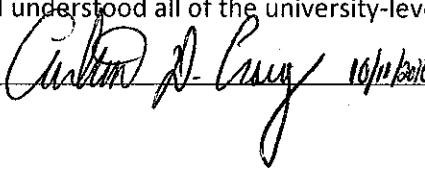
Revised 8/09

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

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? ☒ 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:

    o "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)

    o Carla Cantagallo, DL Librarian

    o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)

    o Email: dllservice@email.uky.edu

    o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL.
	Instructor Name: Carlton Craig, Ph.D. _(signature)_ 10/11/2010 Instructor Signature:

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