

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 731 Proposed prefix & number SW 731
(b) Present Title Community and Family Policy
New Title Advanced Social Welfare Policy and Analysis
(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:
CSD Advanced Policy
(d) Present credits: 3 Proposed credits: 3
(e) Current lecture: laboratory ratio N/A Proposed: N/A
(f) Effective Date of Change: (Semester & Year) 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 builds on the social justice tradition and the policy analysis framework provided in SW 630 to prepare students to engage in the policy making processes that impact and are impacted by the community service delivery system. Controversial issues within the child welfare, school social work, aging, and community development policy arenas are examined. Prereq: Admission into the MSW program with advanced standing or SW 630.

(b) New description:
This course builds on the social justice tradition and the policy analysis framework provided in SW 630 to prepare students to engage in the policy-making processes that impact and are impacted by the family and community service delivery system. Controversial issues within the child welfare, school social work, aging, and community development policy arenas are examined. **Prerequisite:** SW 721, SW 737.

(c) Prerequisite(s) for course as changed: _____

5. What has prompted this proposal?
Changes in the MSW program to meet Council on Social Work Education accreditation standards and change from Family & Community Concentration to Community and Social Development Concentration

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? Yes X No
If yes, please attach an explanation of the change.*

10. Is this course currently included in the University Studies Program? Yes No
If yes, please attach correspondence indicating concurrence of the University Studies Committee.
11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

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

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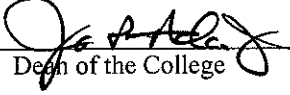
12. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.

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

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

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

Signatures of Approval:

James P. "Ike" Adams	Date
Department Chair	
James P. "Ike" Adams	10/11/10
 Dean of the College	Date
	4/19/10
	Date of Notice to the Faculty
**Undergraduate Council	Date
**Graduate Council	Date
**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 731 Advanced Social Welfare Policy and Analysis (3 credit hours)

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

Class time
Class location
Office hours

COURSE DESCRIPTION

This course builds on the social justice tradition and the policy analysis framework provided in SW 630 to prepare students to engage in the policy-making processes that impact and are impacted by the community service delivery system. Controversial issues within the child welfare, school social work, aging, and community development policy arenas are examined. **Prerequisite:** SW 721, SW 737.

COURSE OBJECTIVES

This course will:

1. Articulate social work roles and values in formulating, changing, and evaluating social policies and agency policies that enhance the well-being of children and their families, the elderly and their families, and low-income communities and their constituents. (2.1.1, 2.1.2, 2.1.8, 2.1.9, 2.1.10)
2. Increase student's awareness of racism, sexism, classism and other discriminatory patterns that underlie the development of policies and delivery of services to children and their families, the elderly and their families, and low-income communities and their constituents. (2.1.3, 2.1.4, 2.1.5, 2.1.7, 2.1.8, 2.1.9, 2.1.10)
3. Encourage debate that features the voices and values of key players and various stakeholders within the child welfare, public education, aging, and community development policy arenas at the state, local or agency level. (2.1.2, 2.1.8, 2.1.9, 2.1.10)
4. Provide a forum for students to develop plans of action, alternate strategies, and budget proposals that influence state, local or agency policy on behalf of children and their families, the elderly and their families, children in public schools, and low-income communities and their diverse constituency base. (2.1.3, 2.1.8, 2.1.9, 2.1.10)
5. Provide a forum for students to acquire and use policy knowledge and skills to effectively engage in the policy processes that affect the service delivery systems specific to child welfare, public education, and the elderly and low-income communities. (2.1.1, 2.1.3, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10)
6. Provide the opportunity for students to explore social problems and policy options concerning children, the elderly and low-income communities in other countries within an international context. (2.1.3, 2.1.4, 2.1.5, 2.1.8, 2.1.9, 2.1.10)

PRACTICE BEHAVIORS (LEARNING OUTCOMES)

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

Primary Practice Behaviors

1. Advocate for client access to social work services. [2.1.1.1]
2. 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 and sustainability of communities and organizations. [2.1.1.7]
3. Demonstrate an understanding of the value and ethical issues particular to social workers practicing with organizations and communities. [2.1.2.5]
4. Analyze models of prevention, assessment, intervention, and evaluation. [2.1.3.2]
5. Communicate and collaborate effectively with diverse populations of clients, practitioners, leaders and stakeholders from other disciplines in planning and implementing organizational and community change. [2.1.3.5]
6. 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]
7. Advocate at multiple levels for improvements in the organizational change and policy processes that affect marginalized and vulnerable populations and at risk communities at local, national and international levels. [2.1.5.4]
8. Advocate for the minimization of disparities that diverse or marginalized populations may experience. [2.1.5.5]
9. 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]
10. Apply policy skills to effectively engage in the policy processes that affect service delivery systems and that affect the organizational practices within organizations that employ low-wage workers, and other vulnerable populations. [2.1.8.5]
11. 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]
12. Lobby and advocate for policy goals and practices at the state, local, or agency level to advance the well-being of vulnerable populations and distressed communities. [2.1.9.5]
13. Respond to changing community needs by accessing new funding and engaging in resource development. [2.1.9.6]
14. Negotiate, mediate, and advocate for clients. [2.1.10.c.4]
15. Develop and implement collaborative, multidisciplinary planning and intervention strategies for enhancing the effectiveness and quality of organizations and well-being of communities. [2.1.10.c.7]
16. Communicate and disseminate results in a format appropriate to the intended audience. [2.1.10.d.4]

Secondary Practice Behaviors

1. Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom. [2.1.3.1]
2. View themselves as learners and engage with clients to understand their clients' lives, cultures, and experiences. [2.1.4.4]
3. Recognize and communicate their understanding of the importance of differences (diversity) in the shaping of an individual's life experiences. [2.1.4.3]
4. Advocate for human rights and social and economic justice. [2.1.5.2]
5. Use research evidence to inform practice. [2.1.6.2]

6. Formulate policies that advance social well-being. [2.1.8.2]
7. Advocate for policies that advance social well-being. [2.1.8.3]
8. Collaborate with colleagues and clients for effective policy action. [2.1.8.4]
9. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. [2.1.9.2]
10. Act as change agents to promote service delivery to address the needs of distressed communities. [2.1.9.3]
11. Act as change agents to promote quality workplace practices for all employees, especially vulnerable working populations. [2.1.9.4]
12. Adapt, modify, and use assessment tools and approaches for work with organizations and communities. [2.1.10.b.6]
13. Apply research skills to evaluate intervention with organizations and communities. [2.1.10.d.2]

Means

1. Recognize and manage personal values so professional values guide practice. [2.1.2.1]
2. Demonstrate effective oral and written communication in professional settings. [2.1.3.3]
3. Recognize personal biases and values to manage their influence in working with diverse groups. [2.1.4.1]
4. Understand forms of oppression and discrimination. [2.1.5.1]
5. Engage in social work practices that advance social and economic justice. [2.1.5.3]
6. Critique and apply knowledge to understand person and environment. [2.1.7.2]
7. Utilize theoretical conceptual frameworks to guide the processes of assessment, intervention, and evaluation. [2.1.7.1]
8. Analyze policies that advance social well-being. [2.1.8.1]
9. Continuously discover, appraise, and attend to contextual changes. [2.1.9.1]

TEXTS

Jansson, B.S. (2007). *Becoming an effective policy advocate: From policy practice to social justice* (5th Ed). Pacific Cove, CA: Brooks-Cole

NASW. (2009). *Social work speaks: NASW policy statements* (7th ed.) Washington, DC: National Association of Social Workers.

Graduate Grading Scale	Grade Components	
	Policy Analysis/Position Paper	15%
A=90-100	Midterm Exam	15%
B=80-89	Agency Assessment/Mobilization for Change	15%
C=70-79	Group Advocacy Project	25%
E<70	Discussion Questions	10%
	Individual Reaction summary	10%
	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. **Policy Analysis/Position Paper: 15%** Analyze and critique a social policy or piece of legislation, summarize what it is actually saying, consider whether the policy is doing what it is expected to do, and if not how can it be improved: 5-7 pages written to influence area policy-makers.
2. **Midterm Exam: 15%:** the exam will consist of 25 knowledge-based, multiple-choice and fill in the blank questions. Material will come from the readings and students can expect content from each reading to appear on the exam.
3. **Agency Assessment/Mobilization for Change Paper: 15%** This assignment builds on the policy analysis assignment. Pick an agency that provides services related to the policy and assess its effectiveness. Based on the findings from your agency assessment, develop a 3-page critique and a plan of action to bring about some major reforms/change in this agency to enable it render better quality of service to its client system.
4. **Signature Assignment: Group Advocacy Project: 25%.** Groups will be formed early in the semester and will choose a policy to analyze for this project and for assignments 1 and 3. This final project will take the place of a final exam and should integrate material from the entire semester including readings, discussions and the previous policy analysis. Products include a 15-20 page paper and class presentation geared toward targeted policy makers and advocating for improving the policy and associated services.
5. **Individual reaction summary: 10%** As part of the final project, each student will be required to submit a short (no more than 750 word) reaction paper to the group work conducted throughout the semester. The students are expected to evaluate themselves, group member(s), and provide an evaluation of the group work and final project. Reaction summaries will not be shared with other group members and will remain confidential
5. **Weekly Discussion Questions: 10%** Students should bring to class three (3) discussion questions based on policy-related current events or news and/or the readings for class.
6. **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 the individual reaction summary.

COURSE CALENDAR

Week 1	Introduction to the course Universal Declaration of Human Rights: http://www.un.org/Overview/rights.html International Federation of Social Workers policy on human rights: http://www.ifsw.org/en/p38000212.html	Knowing your fellow social work professionals; Class expectations; the concept of the collective and the relationship to the
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	Film: <i>The Shadow of Hate</i>	greater good
Week 2	<p>Jansson, Chapters 1, 2 & 3</p> <p>NASW Policy Statements: <i>Economic Policy, Social Services, Role of Government, Social Policy & Social Work, Civil Liberties & Justice</i></p> <p>Film: <i>Policy Affects Practice: Students/Practitioners Affect Policy</i></p>	<p>Formation of social policy; how to analyze and assess social policy; formation of social policy; how to analyze and assess social policy</p> <p>Sign-up for groups and policy analysis topics</p>
Week 3	<p>Jansson, Chapters 4 & 12</p> <p>NASW Policy Statements: Role of Government, Social Policy & Social Work; Electoral Politics, Voter Participation, Civil Liberties and Justice.</p> <p>Film: <i>Statescraft</i></p>	<p>Policy formation; a just society; role of government-federal, state & local; Injustice, oppression and policy; Social work, policy and law; Armchair advocacy</p>
Week 4	<p>Jansson, Chapter 5</p> <p>NASW Policy Statements-Racism, Cultural Competence and the Social Work Profession, Lesbian, Gay & Bisexual Issues, Transgender and Gender Identity Issues, Affirmative Action, Gender Ethnic and Race Based Workplace Discrimination.</p> <p>Film: <i>Assault on Gay America</i></p>	<p>Expanding policy; advocacy across national borders; policy that discriminates against out-groups</p>
Week 5	<p>Jansson, Chapter 6</p> <p>NASW Policy Statements- Family Planning and Reproductive Choice, Temporary Assistance for Needy Families, Welfare Reform, Women's Issues, Women in the Social Work Profession, Family Violence.</p> <p>Film: <i>From Danger to Dignity</i></p>	<p>Policy and how it relieves or contributes to social problems; women; grassroots political movements</p>
Week 6	<p>Jansson, Chapters 9 & 10</p> <p>NASW Policy Statements- Adolescent Pregnancy and Parenting, Family Policy, Foster Care & Adoption, Child Abuse & Neglect, Early Childhood Care and Services, Public Child</p>	<p>Developing, presenting and defending proposals social and child welfare policy</p> <p>Policy analysis paper:</p>

	Welfare	due
Week 7	Jansson, Chapters 8 & 9 NASW Policy Statements- School Dropout Prevention, Education of Children and Youths, School Violence, Linguistic/Cultural Diversity in the United States Film: <i>The Forgotten Americans</i>	Policy and public education; out-groups and educational access
Week 8	Jansson, Chapter 14 NASW Policy Statements- Economic Policy, Environmental Policy, International Policy on Human Rights, Homelessness, Housing, Peace & Social Justice	Peace as a social justice issue; economic policy and quality of human life; the U.S. and international policy and quality of life; right to a minimal standard of living. MIDTERM EXAM
Week 9	Jansson, Chapter 13 NASW Policy Statements-, Senior Health, Safety & Vitality, Client Self-Determination & End of Life Decisions, Hospice Care, Long Term Care, HIV & AIDS Film: <i>Maggie Growls</i>	Outcomes and unintended consequences; policies that affect the aging population; health and social justice
Week 10	NASW Policy Statements: Immigrants & Refugees, Correctional Social Work, Capital Punishment & the Death Penalty Films: <i>The New Asylum</i>; <i>Critical Resistance: Beyond the Prison Industrial Complex</i>	Immigrants & refugees; policies of correction and punishment and the role of social work
Week 11	Film: <i>Living Old</i>	Aging, education, child welfare; Agency Assessments/ Mobilization for Change Paper Due
Week 12	Film: <i>Sicko by Michael Moore</i>	Health, homelessness/ Housing; women's Issues
Week 13	Film: <i>Abandoned: the Betrayal of American's Immigrants</i>	Refugees and immigrants

Week 14	No class: Group work for final project.	Group work
Week 15	Group Presentations and Course Wrap	Final Group Papers and Individual Reaction Summaries 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 731

Date: 10/7/10

Instructor Name: Dr. Gretchen Ely

Instructor Email: gretchen.ely@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

Distance Learning Form

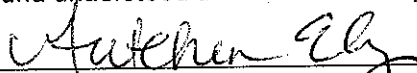
This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	<p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>The course is being offered in a hybrid model; fewer than 50% of class periods will be face-to-face</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>The academic requirements are the same for the face-to-face and hybrid versions</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Students will have access to the same materials as the fully face-to-face course students</p>
<i>Student Services</i>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>This information will be included in syllabi for hybrid courses</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

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10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"><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">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."<input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)<ul style="list-style-type: none">o Carla Cantagallo, DL Librariano Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)o Email: dllservice@email.uky.eduo DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lilib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Gretchen Ely Ph.D.  Instructor Signature: 10-11-10</p>

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