

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 735 Proposed prefix & number SW 735
(b) Present Title Integrative Seminar
New Title Community and Social Development Integrative Seminar
(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 Integrative Seminar
(d) Present credits: 2 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 seminar is usually taken by MSW students in their last semester. Students develop a case analysis to assist in integrating their course of study. This includes knowledge of human behavior theories, assessment, micro and macro level interventions, policy-analytic models, ethical reasoning, and research methodology. Prereq: Admission into the MSW program with advanced standing or SW 750.

(b) New description:
This seminar is taken by MSW students in their last semester to prepare for the comprehensive examination. Foundation level and concentration course content and practice behaviors will be reviewed to assist students to integrate their course of study. **Prerequisite:** SW 743 or concurrent.

(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. There are more courses to include in the review materials and integrative assignments.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
The changes will reflect the change to the CSD concentration and the additional courses focusing on organizational and community assessment, analysis, and intervention.

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.*

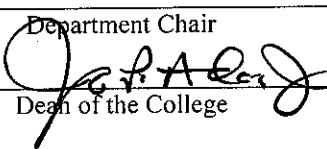
10. Is this course currently included in the University Studies Program? Yes No
If yes, please attach correspondence indicating concurrence of the University Studies Committee.
11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System 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
James P. "Ike" Adams	10/11/10
 Department Chair Dean of the College	Date
**Undergraduate Council	4/19/10
**Graduate Council	Date of Notice to the Faculty
**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 735 Community and Social Development Integrative Seminar (3 credit hours)

Janet Ford, Ph.D.
671 Patterson Office Tower
Phone: 859-257-6660
e-mail address: jpford01@uky.edu
Preferred method of reaching instructor: e-mail

Class time
Class location
Office hours: By appointment

COURSE DESCRIPTION

This seminar is taken by MSW students in their last semester to prepare for the comprehensive examination. Foundation level and concentration course content and practice behaviors will be reviewed to assist students to integrate their course of study.
Prerequisite: SW 743 or concurrent.

COURSE OBJECTIVES

This course will:

1. Facilitate review of foundation, bridge and concentration course materials in preparation for the comprehensive examination.
2. Assist students to develop and refine test-taking skills and strategies.
3. Provide students with the opportunity to demonstrate competencies in applying and integrating generalist practice behaviors.
4. Provide students with the opportunity to demonstrate competencies in applying and integrating advanced practice behaviors.

All of the program competencies and practice behaviors will be assessed in the course assignments and the comprehensive examination.

TEXTS AND READINGS

Course texts and readings from foundation, bridge and concentration courses will be used in the review process.

Graduate Grading Scale	Grade Components	
A=92-100	Quizzes	20%
B=82-91	Foundation Integrative Assignment	35%
C=70-81	Concentration Integrative Assignment	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. Two Signature Assignments:

#1. Foundation Integrative Assignment: 35%: this is a 10-12 page paper plus references and title page. Students will develop a case scenario and integrate and apply the materials that were covered in the foundation and bridge courses of the MSW program. Specific instructions for the paper will be provided.

#2. Concentration Integrative Assignment 35%: this is a 10-12 page paper plus references and title page. Students will respond to a community social work case scenario and develop a paper based on the knowledge and skills acquired in Community and Social Development concentration courses. A copy of the case scenario and specific instructions for the paper will be provided on the first day of the concentration session.

2. Four quizzes: 20%: there will be four in-class quizzes. They will consist exclusively of multiple choice questions that will resemble the content and style of the questions on the comprehensive exam. The quizzes are announced before hand on this syllabus and will cover the assigned reading from the review materials for that respective quiz. Students must pass three out of four of the quizzes with a score of 70% or above to receive the full 20% credit for this portion of the grade.

3. Class Participation: 10% Grades will be earned based on attendance and class participation.

COURSE CALENDAR

<p>Week 1</p>	<p>Introduction to class: Overview of review materials, integrative assignment for the foundation and bridge courses, policies related to eligibility to sit for comprehensive exam, application for graduation, formation of study groups Review for SW 600, SW 601, and SW 602</p>	<p>Review of theory-based and research-informed practice with individuals, families and groups</p>
<p>Week 2</p>	<p>Review for SW 630, SW 635, and SW 650</p>	<p>Review of social work policy, social work ethics, social work research methods</p>
<p>Week 3</p>	<p>Quiz for SW 600, SW 601, SW 602, SW 630, 635, and 650; Review for SW 702 and SW 722</p>	<p>Quiz 1 review of bridge courses: substance misuse, violence and risk management; psychopathology for social work practice</p>
<p>Week 4</p>	<p>Quiz for SW 702 and SW 722 Wrap-up for foundation and bridge curriculum review; questions for foundation integrative assignment</p>	<p>Quiz 2</p>

Week 5	Overview of integrative assignment for the concentration Review for SW 721 and SW 737	Signature Assignment #1: Foundation level integrative assignment due Review of poverty and inequality and non-profit management in human service organizations
Week 6	Study groups	
Week 7	Review for SW 751 and SW 701	Review of research skills for community and social development and asset-based and sustainable community assessment and development
Week 8	Study groups	
Week 9	Quiz for SW 721, SW737, SW 751 and SW 701 Review for SW 733 and SW 731	Quiz 3 Review of community-informed organizational interventions and advanced social welfare policy and analysis
Week 10	Study groups	
Week 11	Quiz for SW 733 and SW 731	Quiz 4
Week 12		Signature Assignment #2: Concentration integrative assignment due
Week 13	Final review; feedback on integrative assignment	
Week 14	Comprehensive Exam	EXAM DATE

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 5 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 735	Date: 10/7/10
Instructor Name: Dr. Janet Ford	Instructor Email: jpford01@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

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	<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"><input type="checkbox"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or 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"><input type="checkbox"/> Carla Cantagallo, DL Librarian<input type="checkbox"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)<input type="checkbox"/> Email: dllservice@email.uky.edu<input type="checkbox"/> DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_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: Janet Ford, Ph.D. <i>Janet Ford</i> Instructor Signature: <i>10/7/10</i></p>

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