

NEW COURSE FORM

1. General Information.				
a.	Submitted by the College of: Social Work		Today's Date: 10/11/10	
b.	Department/Division: Social Work			
c.	Contact person name: Janet Ford, DGS	Email: jpford01	Phone: 7-6660	
d.	Requested Effective Date: <input type="checkbox"/> Semester following approval OR <input checked="" type="checkbox"/> Specific Term/Year ¹ : Fall 2012			
2. Designation and Description of Proposed Course.				
a.	Prefix and Number: SW 737			
b.	Full Title: Non-Profit Management in Human Service Organizations			
c.	Transcript Title (if full title is more than 40 characters): Non-Profit Management			
d.	To be Cross-Listed ² with (Prefix and Number): _____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.			
	X Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion
				_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
				_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail			
g.	Number of credits: 3			
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES: Maximum number of credit hours: _____			
	If YES: Will this course allow multiple registrations during the same semester?			YES <input type="checkbox"/> NO <input type="checkbox"/>
i.	Course Description for Bulletin: This course focuses on social work management practices and leadership skills required in the development and management of non-profit organizations. With a particular focus on the human services delivery system, this course emphasizes			

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

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achievement of human service goals and objectives through management control processes such as strategic planning, human resource management, program development and evaluation, finance, and advisory board governance.

j. Prerequisites, if any: Prerequisite: SW 721 or concurrent.

k. Will this course also be offered through Distance Learning? YES⁴ NO

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. Will this course be taught off campus? YES NO

4. Frequency of Course Offering.

a. Course will be offered (check all that apply): Fall Spring Summer

b. Will the course be offered every year? YES NO

If NO, explain: _____

5. Are facilities and personnel necessary for the proposed new course available? YES NO

If NO, explain: _____

6. What enrollment (per section per semester) may reasonably be expected? 20

7. Anticipated Student Demand.

a. Will this course serve students primarily within the degree program? YES NO

b. Will it be of interest to a significant number of students outside the degree pgm? YES NO

If YES, explain: _____

8. Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program? YES NO

If YES, name the proposed new program: _____

b. Will this course be a new requirement⁵ for ANY program? YES NO

If YES⁵, list affected programs: Master of Social Work Program

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500? YES NO

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b.** You must include: (i) identification of additional assignments by the graduate students; and/or (ii)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

⁵ In order to change a program, a program change form must also be submitted.

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establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*.)

b.



The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from *10.a* above) are attached.

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Signature Routing Log

General Information:

Course Prefix and Number: SW 737

Proposal Contact Person Name: Janet Ford, DGS Phone: 7-6660 Email: jpford0@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
College of Social Work Curriculum Committee	3/22/10	Michele Tindall, Chair / 7-2483 / cmstat00@uky.edu	<i>M. Tindall</i> 10-11-10
College of Social Work Faculty	4/19/10	James Adams, Dean / 7-6654 / j.p.adams@uky.edu	<i>James Adams</i> 4/19/10
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

UNIVERSITY OF KENTUCKY
College of Social Work

SW 737 Non-Profit Management in Human Service Organizations

Jennifer Swanberg, Ph.D.
663 Patterson Office Tower
Phone: 859-257-3351
e-mail address: jswan0@uky.edu
Preferred method of reaching instructor: e-mail

Class time
Class location
Office hours

COURSE DESCRIPTION

This course focuses on social work management practices and leadership skills required in the development and management of non-profit organizations. With a particular focus on the human services delivery system, this course emphasizes achievement of human service goals and objectives through management control processes such as strategic planning, human resource management, program development and evaluation, finance, and advisory board governance.

Prerequisite: SW 721 or concurrent.

COURSE OBJECTIVES

This course will:

1. Examine contemporary theories of leadership and management and their application to human service and social change organizations. (2.1.3, 2.1.7)
2. Increase awareness of student's own primary style of leadership including strengths and counterproductive tendencies.(2.1.1, 2.1.10)
3. Increase awareness of one's own personality style and how it plays out when working in teams. (2.1.1, 2.1.3)
4. Examine professionals' role in the application and integration of professional values and principles of ethics within community and organizational practice settings. (2.1.1, 2.1.2)
5. Examine concepts of cultural diversity and factors affecting vulnerable populations and their impact on management practice and program development. (2.1.4, 2.1.5)
6. Examine management practices within the organizational functions of personnel, resource allocation, information technology, and decision making. (2.1.3, 2.1.6, 2.1.7)
7. Explore principles of strategic planning to assess the organizational and community environment. (2.1.7, 2.1.10)
8. Present organizational and community change strategies based on theories of management and encourage and encourage students to apply these ideas to case studies. (2.1.7, 2.1.10)
9. Increase student's awareness of the interplay between organizational dynamics and community and environmental factors. (2.1.3, 2.1.9, 2.1.10)
10. Provide students with the opportunity to garner assessment skills which utilize the major components of employee relations functions within organizational and community practice settings. (2.1.3, 2.1.7, 2.1.10)

11. Examine the internal and external organizational factors and their impact on organizational and management practice. (2.1.3, 2.1.9)
12. Present techniques of team building, collaboration cooperation, and coordination within organizational and community practice settings. (2.1.3, 2.1.6, 2.1.10)
13. Convey knowledge of public policies and design and present program implementation strategies related to these policies within human service and social change organizations. (2.1.3, 2.1.8)
14. Present financial terminology along with program budgeting, financial management and fiscal accountability. (2.1.9, 2.1.10)

PRACTICE BEHAVIORS (LEARNING OUTCOMES)

Primary Practice Behaviors

1. Identify opportunities for social work involvement in formulating, changing and evaluating policies at the agency, local, state and federal level that enhance the well-being and sustainability of communities and organizations [2.1.1.7]
2. Demonstrate an understanding of the value and ethical issues confronting social workers practicing with organizations and communities. [2.1.2.5]
3. Research and analyze the strengths and limitations of organizations, neighborhoods, and geographical communities using a variety of data sources. [2.1.3.4]
4. Communicate and collaborate effectively with diverse populations of clients, practitioners, leadership and stakeholders from other disciplines in planning and implementing organizational and community change. [2.1.3.5]
5. Demonstrate knowledge of approaches to organizational and community assessment and intervention that are culturally appropriate for work with culturally diverse, socially and economically marginalized populations. [2.1.4.5]
6. 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]
7. Work in collaboration with researchers and evaluators to assess effectiveness of community development and intervention efforts, and organizational change efforts. [2.1.6.4]
8. Critique and apply a multi-systemic framework to understand and create change within neighborhoods, communities, community based organizations and larger social institutions, recognizing the social, economic, political, and geographic factors that influence organizational and community development. [2.1.7.4]
9. Act as change agents to promote quality workplace practices for all employees, especially vulnerable working populations.[2.1.9.4]
10. Apply organizational and community theories, models, and research in the context of different practice settings and across multiple systems of care. [2.1.10.b.8]
11. 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]
12. Identify, evaluate, and select literature-based organizational and community assessments and intervention strategies. [2.1.10.c.8]
13. Identify and apply evaluation measures for intervention with organizations and communities.[2.1.10.d.3]

Secondary Practice Behaviors

1. Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom.[2.1.3.1]
2. Recognize the extent to which organizations and their operations may marginalize or exclude classes of persons.[2.1.4.6]
3. 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]
4. Advocate for the minimization of disparities that diverse or marginalized populations may experience. [2.1.5.5]
5. 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]
6. Continuously discover, appraise, and attend to contextual changes. [2.1.9.1]
7. Prepare to effectively connect and interact with organizations and communities at multiple levels to enhance organizational and social well being. [2.1.10.a.4]
8. Select appropriate intervention strategies. [2.1.10.b.5]

Means

1. Identify and practice within professional roles and boundaries. [2.1.1.3]
2. Practice personal reflection and self-correction to assure continual professional development. [2.1.1.2]
3. Recognize and manage personal values so professional values guide practice.[2.1.2.1]
4. Apply strategies of ethical reasoning to arrive at principled decisions.[2.1.2.4]
5. Demonstrate effective oral and written communication in professional settings. [2.1.3.3]
6. Understand forms of oppression and discrimination. [2.1.5.1]
7. Use research evidence to inform practice. [2.1.6.2]
8. Collaborate with colleagues and clients for effective policy action.[2.1.8.4]

TEXTS AND READINGS

Drucker, P. (2006). *Managing the nonprofit organization*. New York: HarperCollins Publishers

Patti, R. J. (2009). *The handbook of human services management* (2nd ed.). Thousand Oaks, CA: SAGE Publications

Worth, M. (2008). *Nonprofit management principles and practice*. Thousand Oaks, CA: SAGE Publications

Course pack of articles and case studies listed in syllabus are available at the UK Bookstore at the Student Center only.

Graduate Grading Scale	Grade Components	
	Leadership Self-Assessment and Development plan	25%
A = 90-100	Case study analysis	25%
B = 80-89	Quizzes	15%
C = 70-79	Final Exam	25%
E = <70	Attendance/Class participation	10%

DISABILITY STATEMENT

Any student who has a documented disability that requires academic accommodations in this course must make their request to the Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide the instructor with a Letter of Accommodations which details the recommended accommodations. Contact the Disability Resource Center Director, Jake Karnes, at 859-257-2754 or jkarnes@email.uky.edu.

COURSE COMPONENTS

1. One exam: 25%
2. Two Signature Assignments:
 - #1. Leadership Self-Assessment & Development Plan: 25% (7-10 pages)
 - #2. Case Study Analysis: 25%
3. Quizzes: 15%. Quizzes will be given throughout the semester and may or may not be announced.
4. Class Participation: 10%
 Grades will be earned based on attendance, on class participation, and on completion of in-class exercises.

COURSE CALENDAR

Week 1	Introduction to the class Patti, Chapters 1 and 2 Worth, Chapters 1 and 2 Reading: Austin, J., Overview of the nonprofit sector. Harvard Business School, No. 9-300-027	Dimensions of human services & nonprofit management
Week 2	Drucker, pp. 3-47 Patti, Chapters and 4 Readings: Acker, J. (1990). Hierarchies, jobs, bodies: A theory of gendered organization. <i>Gender & Society</i> , 4(2), 139-158. Case Study Analysis: Harvard Business Review Case Study: Dana Hall: Funding a Mission	Human services administration and organizational theory
Week 3	Drucker, pp. 189-224. Readings: Eagly, A. H., & Carli, L. L. (2007). Women and the labyrinth of leadership. <i>Harvard Business Review</i> , September, 62-71. George, B., et al. (2007). Discovering Your Authentic Leadership. <i>Harvard Business Review</i> . February. Patti, R. J. (2003). Reflections on the state of management in social work. <i>Administration in Social Work</i> , 27(2).	Developing yourself as a leader: Leadership styles, competencies and attributes Signature Assignment #1 due: Leadership Self-Assessment paper

Week 4	<p>Patti, Chapter 5 Worth, Chapter 4 Readings: Heifetz, R. & Laurie, D. (2001). The Work of Leadership. <i>Harvard Business Review</i>, December, 3-13. Zenger, J. & Folkman, J. (2009) Ten Fatal Flaws that Derail Leaders. <i>Harvard Business Review</i> June 09 Wimpfheimer, S. (2004). Leadership and management competencies defined by practice social work managers: An overview of standards developed by the National Network for Social Work Managers. <i>Administration in Social Work</i>, 28(1). Case Study Analysis: The Miami Project to Cure Paralysis.</p>	Leading non-profit human service organizations
Week 5	<p>Patti, Chapter 6 Worth, Chapters 4 and 6 Readings: Chavez, C., & Weisinger, J. (2008). Beyond diversity training: A social infusion for cultural inclusion. <i>Human Resource Management</i>, 47, 331-350. Egan, M. & Bendick, M. (2008). Combining multicultural management and diversity into one course on cultural competence. <i>Academy of Management Learning & Education</i>, 7, pp. 387-393. Mary, N.L. (2005). Transformational leadership in human service organizations. <i>Administration in Social Work</i>, 29(2).</p>	Organizational climate and change in human service organizations
Week 6	<p>Readings; Glisson, A. & James, L. (2002). The cross-level effects of culture and climate in human service teams . <i>Journal of Organizational Behavior</i>, 23 (6), 767-794 Hurley, R. (September, 2006). The Decision to Trust. HARVARD BUSINESS REVIEW. Hustinx, L. & Handy, F. (2009). <i>Administration in Social Work</i>, 33, 202-220.</p>	Developing and empowering staff and volunteers
Week 7	<p>Drucker, pp. 107-114 Patti, Chapter 7 Worth, Chapter 5 Readings: Giovanni, M. (2004) What gets measured gets done. <i>Journal for Quality & Participation</i>. p.21-27.</p>	Managing for performance: How to define it and how to measure it.
Week 8	<p>Patti, Chapter 5 Worth, Chapter 7</p>	Strategic planning & strategic

		management Case study analysis due
Week 9	Patti, Chapter 17 Worth, Chapter 9 Readings: Martin, L.L. (2000). Budgeting for outcomes in state human agencies. <i>Administration in Social Work, 24</i> (3)	Effective strategies for marketing, innovation and fund raising
Week 10	Patti, Chapters 17 and 19 Worth, Chapter 12	The financing of human services organizations
Week 11	Patti, Chapters 15 and 16 Readings: Savaya, R. & Waysman, M. (2005). The logic model: A tool for incorporating theory in development and evaluation of programs, <i>Administration in Social Work, 29</i> (2). Neuman, K.M. (2003). Developing a comprehensive outcomes management program: A ten step process. <i>Administration in Social Work, 27</i> (1)	Developing and managing programs and resources
Week 12	Readings: Martin, R.L. & Osberg, S. (Spring, 2007). Social entrepreneurship: The case for definition. <i>Stanford Social Innovation Review</i> Kanter, M. (1999). From spare change to real change: The social sector as beta site for business innovation. <i>Harvard Business Review, 77</i> , (3)	Innovation in human services and non-profit organizations
Week 13	Patti, Chapters 17, 18, and 19 Reading: Taylor, B.E., Chait, R.P. & Holland, T.P. (1996) The new work of the nonprofit board. <i>Harvard Business Review, 74</i> pp. 36-46.	Board governance & building community partnerships
Week 14	Course wrap-up	Review
Week 15		FINAL EXAM

COURSE POLICIES

- 1. Class Format:** Classes will be conducted in a seminar/lecture/discussion format. Students are expected to be actively involved in the knowledge building process and to participate fully in class work session activities. The ability to debate and analyze practice and ethical issues is central to this class.
- 2. Participation and Attendance:** Attendance does influence the final course grade. All courses in a professional curriculum demand class participation and

full attendance. Class attendance and participation reveal, to a large extent, a student's commitment to her or his education. Absences not discussed with the professor prior to or within a week of the absence will be considered unexcused and will impact your participation grade. **A final grade will be lowered by one letter grade if more than 2 classes are missed for reasons other than those considered excused as defined in the Student Rights Handbook.** You may be asked to verify your absence. **You are expected to be on time for class and to stay for the entire class time in order to receive credit for attending class.** (For example, if you leave at break, you will not receive credit for attending class). If an exceptional circumstance occurs that requires the need to arrive late or leave early, please notify the professor.

Class participation will account for 10 percent of the final course grade. In order to receive full credit for class participation, students must attend all classes and remain active participants in the learning process throughout the class time frame.

- 3. Excused Absences:** Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester student are able to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdrawal from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

- 4. Verification of Absences:** Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required.
- 5. Submission of Assignments:** Papers need to be formatted according to **APA publication guidelines (6th edition)**. Please see the professor if you are unfamiliar with APA style writing. All written work is expected to be typed using 12 point font, double space and printed on white paper with 1" margins on all sides. You are expected to submit papers free of grammatical and spelling errors, and to use citations when appropriate. You should strive to write with clarity, and support your ideas and assertions with sound, informed reasoning. The ability to explain your ideas is absolutely essential for sound social work practice. Please use spell check, grammar check and proof reading work is

expected prior to the submission of any assignments. **Grades will be lowered for work submitted not in accordance with these guidelines.**

All assignments are due at the beginning of class on the stated due date in the course calendar. Each assignment will specify the submission format in which the assignment is expected (electronic or hard copy). **Late assignments will be penalized 5 points each day late unless otherwise arranged with the professor.**

6. Make-up Opportunities: Make-up quizzes/project work/exams will only be considered for those students for whom the conditions for excused absences outlined in the Student Handbook apply. Students who miss quizzes or other graded projects because of arriving late to a class with an unexcused absence will not be able to make up that quiz or graded work. Only students who miss a class with verified excused absences will be able to make-up exams/quizzes or other graded projects. **It is the student's responsibility to inform the instructor of an excused absence preferably in advance, but no later than one week after it.**

7. Academic Integrity Statement: It is expected that students at UK will refrain from plagiarism and cheating. Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:<http://www.cs.uky.edu/%7Epaulp/Plagiarism.htm> A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what,

where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database (such as Turnitin.com or Safeassign in Blackboard) to check for plagiarism comparison.

A penalty for an academic offense, such as cheating or plagiarism, can be as severe as a failing grade on the assignment or failing the course.

- 8. Classroom Behavior, Decorum, and Civility:** Because other students depend upon the presence of student colleagues for discussion and for completion of case presentations, class attendance and participation is very important. The possibility of developing collaborative skills, team building, and collegiality is greatly diminished without full attendance.

The College of Social Work has strong commitments to respect of diversity and the valuing of differences among members of our academic community. Academic discovery includes discussion and debate, and the right to respectfully disagree from time-to-time. Students have a right to voice reasoned opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2) but should do so respectfully and civilly. Disagreements and opinion statements that include attacks of a personal nature or statements degrading another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other irrelevant factors may affect one's grade because they are unacceptable and do not contribute to a safe, productive learning environment.

9. Limit classroom disruptions:

***** Turn off all cell phones (or put on vibrate mode) and other electronic devices and store them during class. *****

*****Lap tops are permitted in class only for note-taking and other required activities. If used during class for other purposes (such as email, surfing the internet, etc) you will be asked to put your laptop away and leave it at home or stored during future classes.*****

Students are expected to actively participate in the class discussions by:

- * Coming to class having completed assigned readings and prepared to discuss them
- * Demonstrating an active interest in the topic being discussed by verbal and nonverbal behaviors
- * Taking part in the class discussion vs. engaging in side conversation with those around you
- * Demonstrating a commitment to share thoughts and feelings with other students
- * Assuming responsibility for involving the other students in all subjects discussed (listening, asking others questions, and allowing space for others to contribute)

- * Sharing relevant information from one's knowledge base or life experiences with classmates
- * Students are expected to follow social work ethics by respecting their colleagues and maintaining confidentiality.

10. Professional Preparation: As a social work major, you are expected to adhere to the standards and guidelines for professional behavior as outlined in the *NASW Code of Ethics* and social work licensure rules and regulations expectations.

In addition, as an outcome of your education, you are expected to identify as a professional social worker and conduct yourself accordingly (CSWE Educational Policy 2.1.1). As social work students, you are preparing to represent the profession, its mission, and its core values in your future practice. Therefore, part of your education includes achieving and demonstrating competency in the following practice behaviors:

- Advocating for client access to the services of social work;
- Practicing personal reflection and self-correction to assure continual professional development;
- Identify and practice within professional roles and boundaries;
- Demonstrate professional demeanor in behavior, appearance, and communication;
- Develop a commitment to engage in career long learning;
- Effectively use supervision and consultation.

11. Hybrid Model: For the hybrid model of this course, there will be fewer than 50% face-to-face/classroom meetings. Course materials will be posted on Blackboard; written assignments will be submitted via Blackboard and group discussions will be conducted via Blackboard. The instructor will be available for email and/or telephone discussions during the posted class time (unless otherwise noted); the professor will respond to student communications within 3 working days. Students will need internet access to Blackboard materials. For technical problems, contact the Teaching and Academic Service Center (TASC) at <http://www.uky.edu/TASC/> (phone: 859-257-8272) or the Information Technology Customer Service Center at <http://www.uky.edu/UKIT/> (phone: 859-257-1300). For information on Distance Learning Library Services, visit http://www.uky.edu/Libraries/lib.php?lib_id=16 or contact Carla Cantagallo, DL Librarian at dllservice@email.uky.edu (phone: 859-257-0500, ext. 2171, or 800-828-0439)

Distance Learning Form

This form must accompany 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 737	Date: 10/7/10
Instructor Name: Dr. Jennifer Swanberg	Instructor Email: jswan0@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 class periods will be face-to-face</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p>

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

Distance Learning Form

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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.	Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/ ; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/ ; 859-257-1300). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none">○ "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none">○ Carla Cantagallo, DL Librarian○ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)○ Email: dllservice@email.uky.edu○ DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Jennifer Swanberg, Ph.D. Instructor Signature: <i>Jennifer Swanberg</i> <i>per JF</i> <i>10/15/10</i>

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