

**1. General Information**

1a. Submitted by the College of: SOCIAL WORK

Date Submitted: 11/11/2014

1b. Department/Division: Social Work

1c. Contact Person

Name: Chris Flaherty

Email: chris.flaherty@uky.edu

Phone: 257-3254

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year<sup>1</sup> Summer 2015

1e. Should this course be a UK Core Course? No

RECEIVED

FEB 28 2015

OFFICE OF THE  
SENATE COUNCIL**2. Designation and Description of Proposed Course**2a. Will this course also be offered through Distance Learning?: Yes<sup>4</sup>

2b. Prefix and Number: SW 738

2c. Full Title: Guided Independent Work: Military and Veteran Populations

2d. Transcript Title: Ind Work Mil-Vet Populations

2e. Cross-listing:

2f. Meeting Patterns

PRACTICUM: 2

SEMINAR: 1

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This guided independent study is a graduate student-directed learning experience, for which faculty provide oversight and direction. Participation in SW 780 requires critical thinking and reflection regarding relevant material, conceptualization of an independent study project and the development of an electronic portfolio which addresses each learning outcome. Students will meet with the course instructor and/or other certificate-seeking students via electronic resources such as Echo 360, Adobe Connect, or Skype. The seminar instructor will determine the most effective means of communication with students, considering access to various web-based communication tools.

2k. Prerequisites, if any: Admission to the Graduate Certificate in Military Behavioral Health; SW 530; FAM 759

2l. Supplementary Teaching Component: Community-Based Experience

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 12

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: Of interest to any student seeking the graduate certificate in military behavioral health. To be eligible, students must be enrolled in a course if study from a human services discipline, and must be in good academic standing.

8. Check the category most applicable to this course: Not Yet Found in Many (or Any) Other-Universities ,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: Graduate Certificate in Military Behavioral Health

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: Graduate Certificate in Military Behavioral Health

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

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: Yes

## Distance Learning Form

Instructor Name: Chris Flaherty

Instructor Email: chris.flaherty@uky.edu

Internet/Web-based: Yes

Interactive Video: Yes

Hybrid: No

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? The course will employ a variety of web based communication tools to create a virtual seminar. Some tools to be used include Adobe Connect, Skype, Blackboard discussion and file sharing tools.

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. This course will be taught only in the distance learning format, and will operate much like a field practicum seminar, with students meeting on a scheduled basis to discuss experiences and challenges related to their community placements. The instructor will conduct these seminars, using the web based tools described above. Students will be able to access all necessary academic resources via UK library services. There will be no required text.

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. Students will develop an electronic portfolio, specific to their community-based learning experience. All assignments will be checked for plagiarism with Safe Assign.

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? 100%

If yes, which percentage, and which program(s)? 100%

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? No traditional alternative exists. However, the college's experience with conducting

6. How do course requirements ensure that students make appropriate use of learning resources? Students will have access to UK web based library services. Being second year graduate students, they will be familiar with these resources.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Students will be able to access UK library on-line resources. They will need no other equipments, nor lab access.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? This is provided in the course syllabus

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student 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. n/a

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Chris Flaherty

SIGNATURE|KBADGER|Karen Badger|SW 738 NEW College Review|20141111

SIGNATURE|ZNNIKO0|Roshan Nikou|SW 738 NEW Graduate Council Review|20150226

Courses	Request Tracking
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## New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:  Upload File

	ID	Attachment
Delete	3956	SW 738 Guided Ind Work with Mil-Vet pop .doc
Delete	4185	Response to graduate council questions.docx

Select saved project to retrieve...

(\*denotes required fields)

## 1. General Information

- a. \* Submitted by the College of:  Submission Date:
- b. \* Department/Division:
- c.
- \* Contact Person Name:  Email:  Phone:
- \* Responsible Faculty ID (if different from Contact):  Email:  Phone:
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year
- e.
- Should this course be a UK Core Course?  Yes  No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity  Composition & Communications - II
- Inquiry - Humanities  Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning
- Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity
- Composition & Communications - I  Global Dynamics

## 2. Designation and Description of Proposed Course.

- a. \* Will this course also be offered through Distance Learning?  Yes  No
- b. \* Prefix and Number:
- c. \* Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
- |                                       |  |  |  |
|---------------------------------------|--|--|--|
| <input type="checkbox"/> Lecture      | <input type="checkbox"/> Laboratory <sup>1</sup> | <input type="checkbox"/> Recitation    | <input type="checkbox"/> Discussion      |
| <input type="checkbox"/> Indep. Study | <input type="checkbox"/> Clinical                | <input type="checkbox"/> Colloquium    | <input type="text" value="2"/> Practicum |
| <input type="checkbox"/> Research     | <input type="checkbox"/> Residency               | <input type="text" value="1"/> Seminar | <input type="checkbox"/> Studio          |
| <input type="checkbox"/> Other        | If Other, Please explain: <input type="text"/>   |  |  |
- g. \* Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. \* Number of credits:
- i. \* Is this course repeatable for additional credit?  Yes  No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester?  Yes  No

**J. \* Course Description for Bulletin:**

This guided independent study is a graduate student-directed learning experience, for which faculty provide oversight and direction. Participation in SW 780 requires critical thinking and reflection regarding relevant material, conceptualization of an independent study project and the development of an electronic portfolio which addresses each learning outcome. Students will meet with the course instructor and/or other certificate-seeking students via electronic resources such as Echo 360, Adobe Connect, or Skype. The seminar instructor will determine the most effective means of communication with students, considering access to various web-based communication tools.

**K. Prerequisites, if any:**

Admission to the Graduate Certificate in Military Behavioral Health; SW 530; FAM 759

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

**3. \* Will this course be taught off campus?**  Yes  No

If YES, enter the off campus address:

**4. Frequency of Course Offering.**

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

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?** 12

**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:

Of interest to any student seeking the graduate certificate in military behavioral health. To be eligible, students must be enrolled in a course if study from a human services discipline, and must be in good academic

**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:

Graduate Certificate in Military Behavioral Health

b. \* Will this course be a new requirement<sup>2</sup> for ANY program?  Yes  No

If YES<sup>2</sup>, list affected programs:

Graduate Certificate in Military Behavioral Health

**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) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

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

### **Instructions for Electronic Portfolio**

The electronic portfolio chronicles the student's learning experience, using various electronic media, and addressing specified learning outcomes. The course instructor, in collaboration with the student, will set deadlines for each element of the portfolio based on the nature of the student's experiential learning arrangement. The portfolio must address all learning outcomes in order to successfully complete the course.

Unless, an alternative format is approved by the course instructor, the elements of the portfolio will be structured in the following way:

#### Portfolio Contents:

Part 1 (25 points) : Develop an electronic poster detailing the unique experiences and challenges of a particular military or veteran sub-population associate with your placement. The e-poster should include:

- A demographic description of the population, including relevant information regarding age, gender, and sexual orientation, as applicable
- A detailed discussion of this group's history within the Armed Forces
- A detailed discussion of unique experiences and challenges experienced by this population, including perceptions of relative power, oppression, or stigma experienced within the military system

Part 2 (20 points): Develop an annotated bibliography of scholarly work that addresses a particular challenge faced by the identified population. Include a minimum of 15 scholarly sources.

Part 3 (50 points): Submit an 11-13 research paper that critically examines the body of literature relevant to the experiences/challenges experienced by the identified target population. The paper should be written in accordance to APA guidelines, and should address:

- A summary of the historical experiences of the population within the military
- A detailed discussion or one or more psychosocial stresses or pathologies that uniquely affect this population
- A critical analysis of the extant research literature regarding prevention and/or intervention strategies that have been implemented to address the particular problem within this population. Include:
  - o Discussion of your assessment of the effectiveness of current interventions
  - o Discussion of cultural factors that may influence the effectiveness of interventions with this particular population, in relation to the identified stresses/challenges
- A proposal for improving services to this population and/or a research plan to address limitations of current knowledge in this area.

Part 4 (5 points): A list of electronic resources or services available to assist the population or the

specific challenges discussed above. Provide a brief description of purpose and components of each resource.

If no such resources are available, write a one page paper, proposing the creation of a new resource that would serve to address the identified problem area.



As a graduate student in social work, 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.

**University of Kentucky**  
College of Social Work

**SW 738: Guided Independent Work: Military and Veteran Populations**  
**(3 credit hours)**

Instructor: Chris Flaherty  
Office hours: By appointment

Office: 649 Patterson Office Tower  
Email: [chris.flaherty@uky.edu](mailto:chris.flaherty@uky.edu)  
Phone number: 257-3254

Classroom: n/a  
Meeting pattern: TBA

Preferred means of communication: email

*Note: I respond to student emails within a 24 hour time period, with the exception of weekends, wherein it may be 72 hours. Please use the e-mail feature on your Blackboard course shell for all correspondence regarding the course.*

### **Course Description**

#### **SW 738 Independent Work**

Organized study, research and/or tutorial focused on special issues or problems affecting military and veteran populations.

**Prerequisites:** Graduate standing of 3.0 overall GPA. SW 538 and FAM 759, one of which may be completed concurrently with SW 780.

### **Course Objectives**

This guided independent study is a graduate student-directed learning experience, for which faculty provide oversight and direction. Participation in SW 780 requires critical thinking and reflection regarding relevant material, conceptualization of an independent study project and the development of an electronic portfolio which addresses each learning outcome. Students will meet with the course instructor and/or other certificate-seeking students via electronic resources such as Echo 360, Adobe Connect, or Skype. The seminar instructor will determine the most effective means of communication with students, considering access to various web-based communication tools.

The purpose of this course is to provide students with an opportunity to independently explore, investigate, and critically analyze specific issues or problems, or conduct research activities of interest to the student, in relation to working with military and/or veteran populations. Students complete this study by working with the seminar instructor. The Military Behavioral Health Certificate Advisory Board may also assign students to work with an additional mentor, based on interest and expertise. Students will work collaboratively with the seminar instructor to and formulate focused project that addresses required student learning outcomes. Students will apply knowledge and skills gained from other areas of the curriculum.

To pursue a guided learning experience, students will work collaboratively with the seminar instructor to identify a study project and/or area of focus. Working the seminar instructor, students complete a learning agreement that delineates how the student's final electronic portfolio will reflect successful completion of each learning outcome. (See attached sample Independent Study Form).

### **Learning Outcomes**

Student learning outcomes will be addressed through assessment of relevant advanced practice behaviors. Student work will address the following student learning outcomes:

*In this course, students will be able to:*

1. Demonstrate professional behavior that reflects awareness of and respect for military and veteran cultures
2. Demonstrate knowledge related to risk and protective factors associated with deployment, military service, and other aspects of life and role transitions that service members and veterans experience
3. Locate, evaluate, and analyze current research literature related to military behavioral health
4. Demonstrate the ability to critically appraise the impact of the social environment on overall wellbeing of service members, veterans, their families, and their communities

### **Primary Practice Behaviors (Learning Outcomes)**

This course assists students to develop competency in the following practice behaviors:

1. Exhibit professionalism in all interactions with study site personnel, clients, and other students
2. Demonstrate a sophisticated level of understanding of challenges and stresses related to military service, the effects of these on functioning and wellbeing of military populations, as well as an understanding of the role of specific protective factors in ameliorating distress and pathology
3. Identify and critically analyze scientific literature regarding psychosocial interventions that address problems and pathologies that commonly affect military and veteran populations.
4. Identify and critically assess the role of environmental factors that affect a specific military population in terms of health and wellbeing

### **Secondary Practice Behaviors**

1. Develop a commitment to engage in career long learning
2. Make ethical decisions by applying standards of the NASW and other social work code of ethics
3. Demonstrate professional demeanor in behavior, appearance, and communication
4. View themselves as learners and engage with clients to understand their clients' lives, cultures, and experiences

5. Continuously discover, appraise, and attend to contextual changes (for example current events, changing locales, populations, scientific and technological development and emerging societal trends to provide relevant services)

### **Means Practice Behaviors**

1. Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom
2. Demonstrate effective oral and written communication in professional settings
3. Continuously discover, appraise, and attend to contextual changes (for example current events, changing locales, populations, scientific and technological development and emerging societal trends to provide relevant services)

### Assessment Methods:

#### **Electronic Portfolio:**

An assessment of the student's achievement of learning outcomes will be accomplished through the development and submission of an electronic portfolio. The portfolio will demonstrate successful completion of each learning outcome described above. See Appendix A for portfolio structure and contents. The portfolio will be the primary means of assessment of quality of work submitted, and course grade. Participation, including proactive communication with the course instructor regarding the process of developing the portfolio, will also contribute the final evaluation of course grades. See detailed description of portfolio components below.

### Components of Final Course Grade:

80%	Electronic Portfolio
20%	Participation

### **Required Reading**

Reading assignments will be determined by the student and faculty mentor. **Note:** For a project to be considered appropriate for SW 780 there must be an academic component beyond participating in experiential learning.

### **Teaching Format:**

The seminar will be conducted in a distance learning format. The course instructor will develop a schedule for individual and group seminar discussions based on student needs. These communications will be conducted via web-based tools, as described above. The instructor has discretion to schedule mandatory synchronous meetings, as needed.

**Technologies requirements for this course:** Because this course relies on a web-based interaction (use of Blackboard), you should have ready access to a computer with a reliable internet connection and should meet the technological requirements outlined in the Blackboard course shell for this course – see “Technical Requirements” tab in Blackboard to assess your readiness for this course or at this website:

<http://www.uky.edu/DistanceLearning/current/technology/techReqs.html>

**Technical Difficulties**

Questions regarding technical difficulties may be directed towards UK's Information Technology Customer Service Center (<http://www.uky.edu/UKIT>) or 859-218-HELP.

**Distance Learning Library**

Information about distance learning library services can be accessed at (<http://libraries.uky.edu/dlls>). The distance learning librarian for the University of Kentucky is Carla Cantagallo ([Carla@uky.edu](mailto:Carla@uky.edu); 859-257-0500, ext. 2171). All distance learning students and main campus students receive link blue and library accounts. These accounts allow students to have remote access via proxy servers to electronic library services and materials. There is also a library resource tutorial available that is specific to social work and reviews library services and how to navigate the website: <http://libguides.uky.edu/LibGforSW>.

**Graduate Grading Scale**

A = 90-100

B = 80-89

C = 70-79

E = Below 70

**Disability Statement**

Any student who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact the Disability Resource Center at 859-257-2754 to discuss accommodations necessary to ensure his/her full participation in this course.

**Submission of Assignments**

Any papers required as part of the individual study are to be written and formatted according to **APA publication guidelines (6<sup>th</sup> edition)**. Students should consult with their instructor if they have questions about requirements of APA style writing. Students are expected to submit required papers free of grammatical and spelling errors, and to use citations when appropriate. Students should strive to write with clarity, and support your ideas and assertions with sound, informed reasoning.

**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.uky.edu/Ombud/Plagiarism.pdf>. 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.**

### **Student Behavior, Decorum, and Civility**

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.

### **Student Participation Expectations**

Students are expected to actively participate in the SW 780 by:

- ★ Initiating the independent study idea and actively participating in its planning.
- ★ Attending meetings with the faculty mentor and other community or faculty personnel having completed the necessary work and reading and being prepared to discuss them
- ★ Demonstrating an active interest in the topic of the independent study as demonstrated by verbal and nonverbal behaviors and follow-through with assignments

### **Professional Preparation**

individual independent study or an online/electronically conducted course suggests that there's not enough clarity about this aspect of the course in the proposal.

**Response:**

The course uses online resources to provide structure and as a means of encouraging a collaborative learning community among students pursuing the graduate certificate. The primary reason for imbedding electronic communication resources is to enhance student access. The certificate will be available to UK students from across the state, as well as to students enrolled in other universities. All required courses may be completed online. By providing this course in an online format, students may complete all requirements for the certificate online. This will provide access for remotely located students.

The course instructor will use web-based sources for one-on-one communication, but will also use these tools to connect students to one another in seminar discussions and other information-sharing activities.

is approved by the course instructor, the elements of the portfolio will be structured in the following way”). This clearly suggests there’s the possibility that in some instances the course may end up consisting of a research paper and annotated bibliography only (for example, if the instructor decides not to assign the electronic poster). In this case, SW738 will mostly require that students write a research paper on a particular issue facing veterans and/or military families, do the annotated bibliography, and the list of online sources (or some other unidentified assignment). Again, why create a new course then if these activities could be completed within the framework of a “regular” independent study?

**Response:**

The language regarding alternative format for the electronic portfolio is included in order to provide flexibility to instructors to allow students to bring creativity to the process of fulfilling the requirements of the capstone project. Because students will be immersed in a variety of community-based learning environments, unanticipated and potentially rich learning experiences may emerge. The goal here is to provide a structure to be followed by the majority of students, but to allow the instructor latitude to deviate from the structure if this will enhance the learning experience.

**Issue/Question #3:** In the learning objectives section, the proposal states that “the Military Behavioral Health Certificate Advisory Board” may also assign students to work with an additional mentor, based on interest and expertise. It also states that “students will work collaboratively with the seminar instructor to and formulate focused project that addresses required student learning outcomes. Students will apply knowledge and skills gained from other areas of the curriculum. ” There’s not enough clarity as to what all these mean (or about how exactly this relates to the development of the course (or about the role played by the Board in this proposal).

**Response:**

This language is included to inform students that the certificate advisory board will develop community partnerships to provide experiential learning opportunities. This may include brokering connections between students and specific community-based mentors to facilitate and enhance the student’s learning experience. The intent is to assure students that the board will provide support in linking students to these opportunities.

**Issue/Question #4:** Should we think of this course as an independent study or as an “online” / electronically conducted course? The latter is the case. Right? In that case, why call it an independent study then? Isn’t all independent work and online/electronic instruction “guided” ?how many students do they expect to have per section of the course? But let’s assume for a second that SW 738 will follow the regular individual independent study format, does it make sense to use an electronic format in an independent study involving one faculty and one student? Are there other reasons why they would substitute the one on one interaction format that has been so characteristic of independent studies? This does not make much sense so it can’t possibly be what they are really suggesting in the proposal. The fact that I ask whether SW738 is an



**Issue/Question #1:** SW738 is described as an independent study course coordinated and managed through different electronic resources, such as Skype, Adobe Connect, etc. In the proposal, the course is presented as an “organized study, research and/or tutorial focused on special issues or problems affecting military and veteran populations.” The proposal indicates that the completion of an electronic portfolio accounts for 80% of the final grade (participation accounts for the other 20%). The portfolio has four different components: 1) the creation of an electronic poster, 2) an annotated bibliography, 3) a 10-11 pages long paper, and 4) a list of electronic resources (OR “a one page paper, proposing the creation of a new resource that would serve to address the identified problem area.”) It seems that parts 2-4 are just a slightly different version of what students commonly do in a “regular” independent study course. The electronic poster is the most novel aspect of the course activities, but it only accounts to 25% of the final grade (in comparison, the 10-11 pages long paper is worth 50 points or 50% of the grade). Does the electronic portfolio –the only real novelty within the suggested course activities- justify the creation of a new independent study course? I say “only real novelty” because the other aspects of the major assignment (i.e. writing up a research paper, completing an annotated bibliography and listing useful/relevant electronic resources) are commonly completed activities within “regular” independent studies.

**Response:**

There are important reasons why this course is conceived to be distinct from a more traditional independent study.

1) The course provides a capstone experience for students who have completed all other requirements for the proposed Graduate Certificate in Military Behavioral Health, and is open only to these students. The course requires students to integrate knowledge gained from coursework specifically related to military populations, as well as to demonstrate competency in practice behaviors required for completion of the certificate.

2) Typical independent studies are directed by a variety of faculty members, based on faculty interest and availability. Individual faculty members have broad latitude as to how a particular study is structured and evaluated. The creation of this course will provide more structure, as well as a single point of contact for students seeking the certificate. This will enhance mentoring opportunities and will provide consistency in expectations and assessment of students’ academic work. The instructor will also use web-based media to facilitate interaction and sharing of ideas among students in the course.

3) Some assignments do follow structures that are used on a traditional independent study (e.g. research paper, annotated bibliography). However, these assignments are tailored to the specific content of the course and learning outcomes required for the graduate certificate. These formats are used in a wide variety of courses across the university, but are tailored to the specific topic areas and assessment requirements of specific departments and courses. I don’t see this as a redundancy.

**Issue/Question#2:** The proposal suggests that the portfolio format could be changed or restructured by the course instructor. This is said in these words: “Unless, an alternative format