Course Prefix/Number: _SWK 3325_  Course Title: __Psychopathology & Social Work Practice____

Date: __9/2/13__  Submitted by: __Nancy Sidell__

Sponsoring Department: _ASBS_______________________

To request approval to offer a course online, complete and sign this form. Include:

1. The course syllabus, with student learning outcomes; the current or proposed catalog description;
2. A narrative that describes: details of how you plan to deliver content in a manner appropriate to the online environment, course activities, learning assessments, and opportunities for student engagement. The narrative must address the following:
   a. Design features that support student learning in a format appropriate to the online environment
   b. Strategies for engaging students with meaningful, interactive activities
   c. Strategies for communicating with and among students
   d. Strategies for assessing student learning outcomes, including methods to ensure procedural integrity

This form and attached materials should be sent to the Chair of AAC in electronic form (a single file is preferred). Two copies of the form and attached materials (with Applicant and Department Chairperson signatures) should be submitted via campus mail to the Chair of AAC.

Signatures:

Department Chairperson: __________________________ Date: ________________

Chairperson, AAC: _________________________________ Date: ________________

Dean of Record: ________________________________ Date: ________________

The process for online approvals is via Department Chair, AAC, and Dean (this Expedited Approval process is consistent with the CBA). Online approvals should be submitted prior to the listing of a course in WebAdvisor. Once a course is approved for online, any qualified faculty may teach the course. Courses under special topics (or 2255/4455) should be submitted on a topic-by-topic basis.

Use this form to request online status for an existing course (one already approved through the regular curricular process). If you are proposing to create a new course for online delivery, the new course forms should accompany this form.

(Approved by Senate 12/08/2011)
Narrative

Course activities, learning assessments, and opportunities for student engagement are all designed to make optimal use of the online learning environment. Weekly work will be posted to Desire2Learn, along with instructions for completing it. Types of work that will be required will include watching instructor-developed screencasts, exploring websites, reading from the syllabus and other selected articles; viewing of videos that illustrate key concepts, responding to discussion board scenarios, completing weekly quizzes and using the dropbox to submit assignments and weekly exercises. Students will earn points based on shared rubrics for weekly activities, in addition to the required assignments.

Design features that support student learning in a format appropriate to the online environment:

This course features the following design elements that support student learning in the online environment. These will additionally serve to engage students in meaningful, interactive activities:

1. Weekly online assignments/participation, which includes but is not limited to brief quizzes, case study analysis, responses to discussion board postings of at least two peers, sharing thoughts with peers, and reactions to assigned readings and websites using the 3-2-1 method (students describe three most important concepts, identify two aspects they don’t understand, and pose one question to the textbook’s authors).
2. The use of the internet to explore a randomly assigned diagnosis
3. The creation of an electronic tool to share what is learned about a diagnosis with peers.
4. The locating of a pertinent electronic content clip on an assigned treatment modality.
5. The critical thinking process of personally developing an approach to clients with mental health issues.

Strategies for communicating with and among students will include:

1. Presence of online office hours and use of the electronic grade book feature
2. Weekly feedback on online assignments/participation
3. Requirement that students provide feedback to at least two peers
4. Educating of peers via “share what you know” assignment

Strategies for assessing student learning outcomes, including methods to ensure procedural integrity will include:

1. Rubrics will be provided to students for each major assignment.
2. Screencasts will be posted weekly to provide further support for students.
3. Expectations will be clearly outlined in the course materials.
4. Regular check-ins with students will be held to insure progress towards learning outcomes.
5. The syllabus will be followed to insure procedural integrity.
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<thead>
<tr>
<th>Score</th>
<th>Construction</th>
<th>Understanding/Evaluation</th>
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<tbody>
<tr>
<td>0</td>
<td>Student makes comments that are inappropriate or unacceptable.</td>
<td>Comments are not related to assigned topic or are of a personal nature.</td>
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<tr>
<td>2</td>
<td>Poor spelling and grammatical errors. Short 1 or 2 sentences. Lacks structure or flow. Written in informal language, abbreviations or txt.</td>
<td>Simple comment which lacks insight, depth or is superficial. The entry is short and frequently irrelevant to the key question, original post or concept. Does not express opinion clearly. Shows little understanding.</td>
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<td>4</td>
<td>Some poor spelling and grammatical errors. The comment has some structure, but the entry does not flow. The comment contains several sentences. May contain a link or image. The construction is mainly formal containing few abbreviations or txt style language.</td>
<td>Simple comment showing some insight, depth and are connected with original post, or a comment. The comments are short and may contain some irrelevant material. Offers some personal comments or opinions these may not be on task. Shows some understanding.</td>
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<td>6</td>
<td>Few spelling and grammatical errors. Comment has structure and the entry flows. The comment contains sentences or paragraphs. The comment contains a appropriate links, uploaded files or images. Refers to other posts or comments.</td>
<td>The comment show insight, depth and are connected with post and or comments. Entries may contain some irrelevant material. Personal opinion is expressed in an appropriate style. Considers impacts or outcomes as a result of the post - shows some evaluation.</td>
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<td>8</td>
<td>Spelling and grammatical errors are rare. Comment has structure, Flow and is constructed to enhance readability. Comment contains appropriate links, uploaded files or images. Sources are acknowledged and other posts and comments are linked to.</td>
<td>The comment show insight, depth and evaluation. They are connected with original post and subsequent comments. Entries are relevant with links to supporting material. Personal opinion is expressed in an appropriate style and is clearly related to the thread or post. The comment or post shows a level of evaluation and considers in some depth the outcomes, impacts or effects of the post or comments.</td>
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