

**Agendum
Oakland University
Board of Trustees Formal Session
June 21, 2021**

MASTER OF SOCIAL WORK

1. **Division and Department:** Academic Affairs, College of Arts and Sciences, Department of Sociology, Anthropology, Social Work and Criminal Justice
2. **Introduction:** Oakland University proposes a new degree graduate program in Social Work, specifically the Master in Social Work (MSW) within the Department of Sociology, Anthropology, Social Work and Criminal Justice (SASC), in the College of Arts and Sciences (CAS).

The rigorous planning process began Fall 2017 with social work faculty and an external planning committee exploring the feasibility of developing and implementing a social work program. As such, several meetings occurred to examine existing MSW programs throughout the State of Michigan, understand labor market data, obtain information regarding the accreditation process, surveying student interest and receiving feedback from our community partners.

An MSW is required for clinical social work positions and increases the scope of services a licensed clinical or macro social worker (LMSW) is qualified to provide. An MSW program prepares graduates for advanced social work professional practice and is required in the State of Michigan to become an LMSW. An LMSW is also required to provide social work supervision for licensure to limited-licensed social workers and to conduct continuing education.

Oakland University's MSW students will be uniquely trained through an advanced generalist integrated curriculum that merges historically disparate "clinical" and "macro" social work practice roles in a more contemporary and transformative approach to social work practice and social change across systems, emphasizing the social and economic well-being of those who are vulnerable, marginalized or oppressed. This would provide our graduates with greater opportunities for employment and would make Oakland University more attractive to students seeking a profession in social work.

This curriculum is designed in part to fulfill the curricular requirements associated with Council on Social Work Education (CSWE) Core Competencies. Those students who seek a more intensive training in a specialized area will have the option to complete one of three specializations (integrated health, community and organizational leadership, or school social work). Depending how students enter the MSW program there are two options for completing the proposed MSW degree: a traditional curriculum for students who do not hold a BSW, including 64 hours of coursework and 900 hours of field education, and an advanced standing program for students who hold a BSW and meet additional criteria that requires 34 credit hours of coursework and 450 hours of field education.

Need for the Master of Social Work degree at Oakland University

As the number of people needing social work services increases, the demand for professionally trained social workers is imminent. The need for OU's MSW program is grounded in the increasing labor market demand for trained social workers, along with survey data and statements from area human services agencies suggesting that an Oakland University's MSW program is needed to serve the region and community.

Opportunities in the field of social work are increasing faster than overall employment growth nationally, statewide, and in the Midwest region. Employment of social workers is projected to grow 12% from 2019 to 2029, much faster than the average for all occupations (overall growth is projected at 4%). Employment growth will be driven by increased demand for healthcare and social services, but will vary by specialization (United States Department of Labor, 2018). Nationwide, employment of healthcare social workers is projected to grow 13% from 2019 to 2029, much faster than the average for all occupations. In addition, child, family, and school social workers and mental health substance abuse social workers are expected to grow by 12% and 17%, respectively. The State of Michigan projects that demand for social workers in health care and addiction/behavioral health will increase 15% and 16%, respectively, from 2014 through 2024. This is more robust growth than for all occupations, at 12%. Moreover, the demand for social and Community Service Managers in Michigan will grow by 11% between 2014 and 2024.

Currently in Michigan, there are 12 accredited or in candidacy MSW programs. Among those MSW programs, only five offer the advanced generalist curriculum. Therefore, offering an advanced generalist curriculum positions Oakland University as the only MSW program to offer an integrated curriculum throughout the southeastern Michigan region.

Our proposed MSW program is carefully planned, and fortuitously timed to meet the educational and accreditation standards set forth by the CSWE for the MSW program. At the timing of HLC approval Oakland University's MSW program will seek candidacy of accreditation from CSWE.

3. Previous Board Action: None.

4. **Budget Implications:** In financial terms, the program promises to more than support itself. The main costs associated with the program are faculty salaries and expenses associated with administrative responsibilities of field education, student support, and accreditation. These can be more than offset by graduate tuition. Thus, the program has the potential to not only sustain itself financially, but to enrich programs in related fields including Sociology, Psychology, Counseling, Criminal Justice, and Public Health as faculty and students have opportunities to work with Social Work faculty. We estimate that there will be 70 new students (35 traditional students and 35 advanced standing students). We anticipate that students earning a Bachelor in Social Work will transition to the one-year advanced standing program. The budget indicates the Master of Social Work degree program will generate net revenues each year. A proforma budget is included as Attachment B.

5. **Educational Implications:** The program most impacted by reallocation of resources to the MSW would be the Oakland University BSW program. We anticipate that the BSW program will be enriched as students in these programs have access to more full-time faculty, with a broader range of expertise. We anticipate being able to offer more diverse elective courses for BSW students to fulfill their required sociology/criminal justice/social work elective, preparing them to work in varied agency settings and with a variety of client populations. Due to their assignments in both the BSW and MSW programs, faculty will be available to continue to mentor undergraduate students in research. Undergraduate students may also benefit from participation in professional development events sponsored by the MSW program and its community partners.

Offering the MSW degree will have minimal impact on other graduate programs at Oakland University. Oakland University offers graduate degrees in Counseling; School and Clinical Mental Health, Psychology and Public Administration. Although on the surface the four-degree programs may appear to have similarities with social work, they are profoundly different. Each represents a different profession with unique professional regulations, licensure requirements, job functions, pedagogical requirements, foundational knowledge, accreditation bodies, and practice protections of the State of Michigan Public Health Code. The only pathway into each profession is through the respective accredited degree program. Adding social work as a graduate degree option is not duplicative but instead additive. The proposed MSW program will afford students the opportunity to pursue the professional pathway that is right for them. It will allow students who want to become social workers to pursue their professional social work training within Oakland University, thus retaining those students who would otherwise have no choice but to attend an MSW program outside of Oakland University.

6. **Personnel Implications:** Per CSWE, the MSW programs identifies at least six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose primary assignment is to the master's program. To meet accreditation standards, the proposed program requires six Social Work faculty who are primarily assigned (51% or more) to the MSW program. Per CSWE accreditation, all program faculty must earn an MSW and two years post MSW experience. Currently four faculty members in the BSW program will transition the majority of their time to support the MSW program. Over the course of three years, the program will need to hire four new faculty members to support both the MSW (three positions) and BSW program (one new faculty position). We proposed hires that are ranked at tenure track and special instructor to support the specialized training needs of preparing clinically trained MSW students. In year two and for the following subsequent years, the MSW program is proposing to include a salary stipend and tuition for one graduate assistant to support the program is a variety of capacities across field education and programmatic needs. The MSW program will also hire an administrative professional (AP) to support the Director of Field Education in managing and placing over 200 students in internship sites across the BSW and MSW programs. Our current two APs will have reassigned responsibilities to support both the BSW and MSW programs.

7. **University Reviews/Approvals:** This proposal for the Master of Social Work degree program was reviewed and approved by the College of Arts and Sciences Assembly, the OU Graduate School Grad Council, the OU Senate, and the Executive Vice President for Academic Affairs and Provost.

8. **Recommendation:**

WHEREAS, the Master of Social Work degree program is consistent with the objectives contained in Oakland University's Institutional Priorities; and

WHEREAS, the Master of Social Work degree program will build on the academic and research strengths in the Department of Sociology, Anthropology, Social Work and Criminal Justice and provide new educational and community engagement opportunities in the field of social work; now, therefore, be it

RESOLVED, that the Board of Trustees authorizes the College of Arts and Sciences to offer a Master of Social Work degree program; and, be it further

RESOLVED, that the Executive Vice President for Academic Affairs and Provost will complete annual reviews of the Master of Social Work degree program to evaluate academic quality and fiscal viability to determine whether the program should continue.

9. Attachments:

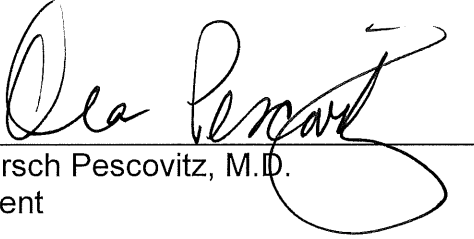
- A. Proposal for the Master of Social Work degree program
- B. Pro Forma budget for the Master of Social Work degree program

Submitted to the President
on 6/17, 2021 by



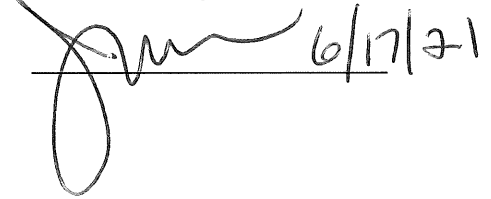
Britt Rios-Ellis, M.S., Ph.D.
Executive Vice President for
Academic Affairs and Provost

Recommended on 6/17, 2021
to the Board for approval by



Ora Hirsch Pescovitz, M.D.
President

Reviewed by



Cover Memo

REQUESTED Effective Term/Year 2022
Proposed Title of the Graduate Degree program Master of Social Work
Department Department of Sociology, Anthropology, Social Work and Criminal Justice
School/College College of Arts and Sciences
The delivery method for the Graduate Degree <u>program</u> is <input checked="" type="checkbox"/> face to face (100%) <input type="checkbox"/> fully online (100%) <input type="checkbox"/> primarily online (75%)

I, Dean (enter last name) certify that the (insert title of proposed degree program) has been reviewed by the appropriate school/college and department committees and that implementation of the proposed degree program is recommended.

Dean of College/School (signature)

Date

Dean of College/School (print)

DECISION OF GRADUATE SCHOOL

Date

Oakland University
Oakland University Graduate School

Degree: Master in Social Work (MSW)

Name of Degree Program Coordinator: Maria Beam, PhD, LMS

Requested Implementation Term: Fall 2022 Traditional Program/Summer II 2020 Advanced Standing

School or College Governance

Department of Sociology, Anthropology, Social Work and Criminal Justice

Date Submitted March 12 2019 Date Approved April 12 2019

Graduate Committee on Instruction

Date Submitted November 13, 2019 Date Approved December 11, 2019

College of Arts and Sciences

Date Submitted January 2020 Date Approved February 18, 2020

University Governance

Graduate School

February 2020 Date Submitted Approved December 16, 2020

Senate

March 2021 Date Submitted Date Approved April 25, 2021

Board of Trustees

Date Submitted Date Approved

Presidents Council

Date Submitted Date Approved

One Page Abstract

The Department of Sociology, Anthropology, Social Work and Criminal Justice is proposing a new graduate degree program- a Master of Social Work (MSW) program for a possible start of Fall 2022. The rigorous planning process began Fall 2017 with social work faculty and an external planning committee exploring the feasibility of developing and implementing a social work program. As such, several meetings occurred to examine existing MSW programs throughout the State of Michigan, understand labor market data, obtain information regarding the accreditation process, surveying student interest and receiving feedback from our community partners.

Opportunities in the field of social work are increasing faster than overall employment growth nationally, statewide, and in the Midwest region. The State of Michigan projects that demand for social workers in health care and addiction/behavioral health will increase 15% and 16%, respectively, from 2014 through 2024. Moreover, the demand for social and community service managers in Michigan will grow by 11% between 2014 and 2024.

An MSW is required for clinical social work positions and increases the scope of services a LMSW is qualified to provide. A MSW program prepares graduates for advanced social work professional practice and is required in the State of Michigan to become a licensed clinical or macro social worker (LMSW). An LMSW is also required to provide social work supervision for licensure to limited-licensed social workers and to conduct continuing education.

We anticipate strong demand for an MSW program at Oakland University. We routinely receive queries from individuals who are not Oakland University students regarding whether OU has such a program, and if one is in development. Furthermore, in 2017, we surveyed students in the OU BSW program regarding interest in earning the MSW, with 86% of respondents indicating they were considering pursuing an MSW degree and nearly 80% of students surveyed stating they would apply to OU if an MSW program were an option.

Oakland University's MSW students will be uniquely trained through an advanced generalist integrated curriculum that merges historically disparate "clinical" and "macro" social work practice roles in a more contemporary and transformative approach to social work practice and social change across systems, emphasizing the social and economic well-being of those who are vulnerable, marginalized or oppressed. This would provide our graduates with greater opportunities for employment and would make Oakland University more attractive to students seeking a profession in social work. Currently in Michigan, there are ten accredited or in candidacy MSW programs. Among those MSW programs, only two offer the advanced generalist curriculum (Grand Valley State University and Andrews University). Thus, offering an advanced generalist curriculum positions Oakland University as the only MSW program to offer an integrated curriculum in the southeast Michigan region.

This curriculum is designed in part to fulfill the curricular requirements associated with Council on Social Work Education (CSWE) Core Competencies. Those students who seek a more intensive training in a specialized area will have the option to complete one of three specializations (integrated health, community and organizational leadership, or school social work). Depending how students enter the MSW program there are two options for completing the proposed MSW degree: a traditional curriculum for students who do not hold a BSW, including 64 hours of coursework and 900 hours of field education, and an advanced standing program for students who hold a BSW and meet additional criteria that requires 34 credit hours of coursework and 450 hours of field education.

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The Proposal

SECTION I: RATIONALE

Social work is a profession that strives to prevent crises, promote social justice, and enhance the social functioning of individuals, groups, and communities so they may better cope with the many challenges they encounter. These challenges include but are not limited to poverty, abuse, addiction, discrimination, physical illness, unemployment, and mental illness. As the number of people needing social work services increases, the demand for professionals trained in an accredited social work program also grows. The need for Oakland University's MSW program is grounded in the increasing labor market demand for trained social workers, as indicated by state and federal data. In addition, local survey data and statements from area human services agencies suggest that an OU MSW program is needed to serve the region and community.

Institution's Role and Mission of Oakland University

The MSW program will directly advance OU's mission and goals articulated in the Strategic Plan 2025. This program would promote all aspects of the teaching, research and service mission of OU, which reads:

Oakland University cultivates the full potential of a diverse and inclusive community. As a public doctoral institution, we impact Michigan and the world through education, research, scholarship, and creative activity.

Like the BSW program, the MSW program will continue to cultivate ***the full potential of a diverse and inclusive community*** attracting high achieving students. A high-quality, accredited MSW program will strengthen the quality and reputation of the Department of Sociology, Anthropology, Social Work, and Criminal Justice at Oakland University. OU's MSW program will also broaden and deepen community engagement by supporting civic, cultural, and recreational opportunities and valuable public service. The proposed MSW program will strengthen the quality of our community engagement by increasing the levels of partnerships through the expansion of our internship program. Our current BSW program has 75 community partners that place our students in 400-hour internships in the areas of family and child welfare, housing assistance, mental health and substance abuse, homelessness, hospice, and school social work, among others. The MSW will also require substantial field education (900 hours total; advanced standing students will complete approximately 450 hours at the graduate level). Because some social work internships are available only to graduate students, we will be expanding the list of agencies supporting OU SW student interns, specifically in the areas of health, behavioral/mental health, and substance abuse. The proposed MSW program will serve as the vehicle to help students prepare for graduation, become active and involved members of their communities, and fill jobs that help power Michigan's economy and the region's economy. The MSW is an esteemed professional degree that will prepare students for these social work careers, including the coursework requirements for licensure.

*The MSW program aligns with the mission by **impacting Michigan and the world through education, research, scholarship, and creative activity.***

Our current SW faculty are productive scholars, successful in presenting, publishing original research in nationally, and internationally recognized peer-reviewed outlets and in securing funding to support these endeavors. In filling the four additional faculty positions required to support the MSW, we will continue to recruit teacher-scholars with strong commitments to research and to leverage new opportunities for applied

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social science research that has local, state, and national impact. This will strengthen the quality and reputation of scholarship and research at Oakland University, as well as increasing research activity. Importantly, much of the scholarship undertaken by our faculty responds to issues and concerns specific to Michigan and the greater metropolitan community. We anticipate that as the faculty grows, community-engaged research will increase in both quality and quantity, and productivity and excellence in community engagement and research and scholarship will grow in tandem.

In addition to advancing the mission of Oakland University, the proposed MSW program will advance all three strategic goals outlined in Oakland University Strategic Plan 2025. First, it will ***“Foster student success through a robust teaching and learning environment and comprehensive student services.”*** Strategies associated with this goal include the development of programs that “meet student career aspirations and community needs,” “provide diverse opportunities for fostering interaction among students, faculty, and staff,” and “prepare students for lifelong learning and professional success.” We base this upon the strong student and employer demand for this program, the program’s requirement that students complete 900 hours (450 for advanced standing students) in a supervised field placement, and the emphasis of accredited MSW programs on development of core competencies required for successful social work practice.

The Strategic Plan’s second goal is to ***“Be recognized as a strong research and scholarly environment focused on creative endeavors and on the discovery, dissemination, and utilization of knowledge”***.¹ Based on our experience with the BSW program, we anticipate that the MSW program will facilitate and strengthen relationships between faculty, students, and community partners, and that these relationships will provide rich opportunities for collaboration and research. Our current faculty model community-based research and teaching in their scholarship and their work with undergraduate students, and we will recruit faculty to the MSW who can further contribute to this goal.

Goal three seeks to ***“Become a leader in serving the needs and aspirations of our communities and region through expanded community relationships, institutional reputation and visibility, and engagement.”*** Through their required field placements, MSW students will make active contributions to communities throughout the metropolitan and southeast Michigan region. As they do so, local human service and nonprofit agencies will increasingly look to OU as a source of well-qualified interns and employees, and as a resource for research expertise.

The Strategic Plan’s fourth’s goal is to ***“cultivate the full potential of a diverse and inclusive community. As a public doctoral institution, we impact Michigan and the world through education, research, scholarship, and creative activity.”*** The MSW program will explicitly aim to foster a climate that affirms diverse persons as well as cultivating in students the skills necessary to work with and advocate for diverse populations. Specifically, the MSW program will train to recognize the dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. MSW social workers will appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Furthermore, MSW students will be able to incorporate social justice practices in organizations, institutions, and society to ensure that these fundamental human rights are distributed equitably and without prejudice.

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Program Need & Uniqueness

As the number of people needing social work services increases, the demand for professionally trained social workers is imminent. The need for Oakland University's MSW program is grounded in the increasing labor market demand for trained social workers, along with survey data and statements from area human services agencies suggesting that an Oakland University's MSW program is needed to serve the region and community.

Workforce Demand

As stated above, opportunities in the field of social work are increasing faster than overall employment growth nationally, statewide, and in the Midwest region. Employment of social workers is projected to grow 12% from 2019 to 2029, much faster than the average for all occupations (overall growth is projected at 4%)². Employment growth will be driven by increased demand for healthcare and social services, but will vary by specialization (United States Department of Labor, 2018). Nationwide, employment of healthcare social workers is projected to grow 13% from 2019 to 2029, much faster than the average for all occupations.³ In addition, child, family, and school social workers and mental health substance abuse social workers are expected to grow by 12% and 17%, respectively⁴. The State of Michigan projects that demand for social workers in health care and addiction/behavioral health will increase 15% and 16%, respectively, from 2014 through 2024. This is more robust growth than for all occupations, at 12%⁵. Moreover, the demand for social and Community Service Managers in Michigan will grow by 11% between 2014 and 2024.

Student Demand

We anticipate strong demand for an MSW program at Oakland University. We routinely (daily) receive queries from individuals who are not Oakland University students regarding whether OU has such a program, and whether one is in development. In addition, Michigan State University offers an advanced standing clinical program on OU's campus, enrolling 35-40 new students each year. The geographic location of Oakland University to house an MSW program is a popular location preference by potential graduates. Moreover, OU has multiple undergraduate degree programs that produce potential candidates for the MSW, including Social Work, Sociology, Psychology, and Criminal Justice. Students are often drawn to these majors based on their desire to work in the helping profession, and each discipline offers students with some training relevant to the MSW. In fall 2017, these programs had a combined 1,502 majors at OU and graduated 478 students with bachelor's degrees in 2016-17.

Development of the Bachelor of Social Work Program at Oakland University introduces a very promising pipeline of students for the proposed MSW. Students who earn a BSW from an accredited program, and do so with a satisfactory record in academics and performance in the field, would be eligible for admission to the Advanced Standing version of the MSW program. This program accelerates the time to the MSW by approximately one year, allowing students to earn the BSW and MSW in about five years. The OU BSW Program currently graduates an average of 100 students per year. Based on the rate at which BSW graduates at other institutions remain for the MSW, we anticipate about half of our BSW graduates will apply to OU for the MSW program.

In 2017, we surveyed students in the OU BSW program regarding interest in earning the MSW. Eighty-six percent out of 85 respondents indicated they considered pursuing an MSW degree, and a strong majority (62%) expressed a preference for earning an MSW in southeast Michigan due to the location of the institution as the main reason for selecting an MSW program. 80% of students stated that if OU had an MSW program, they would apply. Most of these students also planned to continue working in the region following their studies. See Appendix I for additional survey responses and questions.

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Program Uniqueness

The Oakland University MSW program will prepare students with the requisite theoretical knowledge, skills, and ethical framework for advanced social work practice with diverse client systems across practice settings. OU MSW students will be uniquely trained through an **advanced generalist** integrated curriculum that merges historically disparate “clinical” and “macro” social work practice roles in a more contemporary and transformative approach to social work practice and social change across systems, emphasizing the social and economic well-being of those who are vulnerable, marginalized or oppressed. This would provide our graduates with greater opportunities for employment and make Oakland University more attractive to students seeking a profession in social work. Currently in Michigan, there are twelve accredited or in candidacy MSW programs. Among those MSW programs, only five offer the advanced generalist curriculum. Therefore, **offering an advanced generalist curriculum positions Oakland University as the only MSW program to offer an integrated curriculum throughout the southeastern Michigan region.** All MSW students will demonstrate advanced mastery of nine Core Competencies dictated by the CSWE, which will allow them to assume clinical and macro social work practice roles upon graduation. Students who wish to pursue licensure as a clinical or macro social worker after graduation will have the necessary course preparation and field experience to do so. An advanced generalist concentration will not preclude any student from becoming licensed, as the post-MSW experience, supervisor license, and state licensing exam dictate the social worker’s license designation.

Importance of MSW Degree vs. BSW Degree for Social Work Practice

The BSW and MSW degrees differ in conceptualization and design in that the overall MSW content is more complex. Generalist learning is assessed in an advanced student's ability to apply that foundation knowledge in preparation for their advanced-year outcomes. Although BSW and MSW generalist students take some of the same class content and are expected to demonstrate proficiency in practice behaviors, MSW students are expected to achieve at a higher level. Therefore, the grading percentages for graduate students are higher than those for undergraduates.

The MSW program also differs from the BSW program in that the generalist curriculum prepares students to utilize the generalist foundation perspectives in advanced practice behaviors. Students learn to use generalist perspectives to assess clients (individuals, families, groups, organizations, and/or communities) within the context of the clients’ environments. Generalist perspectives require that practitioners decide which levels of which systems should be the focus of each intervention strategy. Generalist practice skills require that professionals apply broad-based liberal arts knowledge of the human biological, psychological, social, spiritual, political, and economic systems to the change process. The MSW generalist practice behaviors require students to demonstrate effective intervention techniques and skills that are guided by professional values and ethics. In the foundation generalist year of the MSW program, students develop a level of knowledge and competence transferable to a variety of settings, situations, and modalities.

Beyond the generalist perspective taught in the foundation year (year one of the MSW program), the MSW program prepares graduates for professional practice through an Advanced Generalist year of coursework. Graduate students learn increased depth and breadth and gain specific knowledge and skills for conducting advanced autonomous practice.

In regards to social work practice, the most significant difference between the BSW and MSW degrees is the scope of services a social worker is qualified to provide. With a BSW, a graduate can attain their entry-level direct-service social worker job and perform non-clinical functions. For example, a graduating student

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can work in fields such as child and family assistance, child welfare, housing & shelters services, emergency basic needs and hold job titles such as caseworker and mental health assistant. With a MSW, a graduate can pursue a license to work as a clinical or macro social worker in the State of Michigan. While BSW graduates earn licensure, the license is in the area of generalist social work practice. With a MSW, clinical social workers are qualified to diagnose mental and emotional disorders and to treat them with psychotherapy. A clinical social worker may provide counseling services to individuals, couples, and families, as well as help clients access social service programs and resources. Similarly, with an MSW, macro social workers can provide community needs assessments, supervise macro social workers, direct social service agencies or develop social welfare policy.

In the State of Michigan, the law governing social work practice is found in the Public Health Code MCL 333.18501 et seq. The full scope of practice located in appendix I.4. According to the public health code, there are 22 social work tasks or functions that are performed at the MSW level only.

1. Administration and interpretation of assessment checklists
2. Case Intervention planning and evaluation
3. Child or adult custody assessments and recommendations
4. Consultation regarding agency practice and policy development
5. Consultation regarding clinical issues
6. Coordination and evaluation of service delivery
7. Development of social welfare policy
8. Diagnosis of mental, emotional or substance abuse disorders with a diagnostic code
9. Directing clinical programs
10. Directing social work agencies but not clinical practice
11. Directing social work agencies including clinical practice
12. Intervention methods using specialized and formal interactions
13. Private practice – clinical
14. Private practice – macro
15. Provision of training regarding community needs and problems
16. Psychosocial assessment
17. Psychotherapy with adults
18. Psychotherapy with children
19. Research – design and analysis
20. Supervision of clinical social workers
21. Supervision of macro social workers
22. Treatment planning and evaluation

The MSW degree is mandatory to become a licensed clinical or macro social worker (LMSW) in Michigan. Moreover, an LMSW is required to provide social work supervision for licensure to limited-licensed social workers and to conduct continuing education workshops/sessions. In addition, the MSW degree is required by many CSWE accredited social work programs to supervise student interns. Finally, several practice settings require the MSW for employment. For example, according to the Michigan Department of Education, school social workers must hold a Master of Social Work (MSW) degree and have successfully completed specific specialized training in helping students within the context of local schools. In addition, clinical social workers can bill a variety of insurance companies, including Medicare Part B, and are reimbursed for approved services.

Goals and Objectives

Mission of Oakland University's MSW Program:

Guided by the principles of social and economic justice, cultural competence, and the values and ethics of the social work profession, Oakland University's MSW Program prepares students for competent and effective advanced generalist social work practice to serve the needs of individuals, families, groups, communities and organizations in a multicultural and global society. Utilizing critical thinking, scientific inquiry and evidence-based practice skills, graduates of the program are prepared to serve as leaders to enhance community wellbeing, promote socially just, culturally-responsive and theory-informed interventions and advocate for social justice in the delivery of social services to diverse populations of Southeast Michigan.

Goals

- To prepare advanced generalist social workers who identify with the social work profession, model the values and ethics of the profession, and are committed to continuing their learning after graduation
- To prepare advanced generalist social workers for leadership roles in an interprofessional environment within the community and at all system levels
- To prepare advanced generalist social workers to engage, assess, intervene and evaluate on all systems of social work practice dealing with increasingly complex social problems.
- To prepare advanced generalist social workers to engage in advocacy, policy practice, and social change to advance social and economic justice in diverse communities and the global society.
- To prepare advanced generalist social workers who use scientific inquiry, critical thinking and evidence-based to deliver equitable and interculturally effective programs, policies and services.

Objectives

Students will develop the requisite theoretical knowledge, skills, and ethical framework for advanced social work practice with diverse client systems across practice settings, and be prepared to advance the social and economic well-being of those who are vulnerable, marginalized or oppressed. The curriculum emphasizes both clinical and administrative elements of social work practice, preparing students to assume a variety of roles upon graduation and throughout their social work careers. All MSW students will demonstrate advanced mastery of nine Core Competencies dictated by the CSWE. Students who wish to pursue licensure as clinical social workers after graduation will have the course preparation and field experience necessary to do so. As dictated by the CSWE's *Educational Policy & Accreditation Standards*, all Oakland University MSW students will demonstrate mastery of the following learning outcomes. While these outcomes are the same as those that inform BSW programs, the practice behaviors associated with the outcomes at the Master's level are more advanced.

- SLO 1: Demonstrate ethical and professional behavior

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- SLO 2: Engage diversity and difference in practice
- SLO 3: Advance human rights and social, economic, and environmental justice
- SLO 4: Engage in practice-informed research and research-informed practice
- SLO 5: Engage in policy practice
- SLO 6: Engage with individuals, families, groups, organizations, and communities
- SLO 7: Assess individuals, families, groups, organizations, and communities
- SLO 8: Intervene with individuals, families, groups, organizations, and communities
- SLO 9: Evaluate practice with individuals, families, groups, organizations, and communities

Comparison to other similar programs –State/Regional/National

Table 1 identifies other institutions' concentration areas, along with optional areas of specialization throughout Michigan. The CSWE requires social work programs to identify "specialized practice" areas that extend social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. The majority of MSW programs orient their curriculum designs around clinical or macro practice-based training, where students choose one or the other as their curriculum concentration. Rather than requiring students to choose between a clinical or macro concentration, Oakland University is proposing an advanced generalist program offering students a broad curriculum that incorporates elements of clinical practice with individuals, families, and groups, and macro practice at the community and organizational level. Oakland University's MSW Program will also provide training and instruction in three sub-specializations integrated health and mental health, community and organizational leadership, and school social work. Therefore, Oakland University MSW students will be uniquely trained through an advanced generalist concentration curriculum integrating "clinical" and "macro" social work practice roles across a variety of social work practice settings and social change across systems.

Table 1: The State of Michigan's MSW Programs

	Concentrations	Specializations/Certificates
Andrews University	<ul style="list-style-type: none"> • Advanced Generalist 	<ul style="list-style-type: none"> • Marriage and Family • Administration and Development • Mental Health • School • Christian Ministry • International • Medical • Child Welfare
Eastern Michigan University	<ul style="list-style-type: none"> • Clinical/Macro <ol style="list-style-type: none"> 1. Mental Health and Substance Abuse 2. Family and Children Services 3. Health and Aging Services 	<ul style="list-style-type: none"> • Non-Profit Management • Gerontology • School Social Work • Dementia
Ferris State University	<ul style="list-style-type: none"> • Advanced Generalist 	
Grand Valley State University	<ul style="list-style-type: none"> • Advanced Generalist 	<ul style="list-style-type: none"> • School Social Work

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Madonna University	<ul style="list-style-type: none"> • Clinical/Macro <ol style="list-style-type: none"> 1. Clinical: Youth and Children 2. Clinical: Mental Health 3. Clinical Aging 4. Macro 	
Michigan State University	<ul style="list-style-type: none"> • Clinical/Macro <ol style="list-style-type: none"> 1. Clinical 2. Organizational and Community Practice 	<ul style="list-style-type: none"> • Addiction studies • Child and Family • Child Welfare • Clinical Social Work with Families • Evidence Based Trauma Treatment • Gerontology • School • Veterans • Health Care
Northern Michigan	<ul style="list-style-type: none"> • Advanced Generalist 	
Spring Arbor	<ul style="list-style-type: none"> • Clinical 	
Saginaw Valley State University	<ul style="list-style-type: none"> • Advanced Generalist 	
University of Michigan	<ul style="list-style-type: none"> • Clinical/Macro <ol style="list-style-type: none"> 1. Interpersonal Practice 2. Community Organization 3. Management of Human Services 4. Social Policy and Evaluation 	<ul style="list-style-type: none"> • Aging in Families and Society • Communities and Social Systems • Mental Health • Health
Wayne State University	<ul style="list-style-type: none"> • Clinical/Macro <ol style="list-style-type: none"> 1. Innovation in Community, Policy and Leadership (I-CPL) 2. Interpersonal Practice 	<ul style="list-style-type: none"> • Gerontology • Alcohol and Drug Abuse Studies • Developmental Disability • Research & Evaluation • School
Western Michigan University	<ul style="list-style-type: none"> • Clinical/Macro <ol style="list-style-type: none"> 1. Interpersonal Practice 2. Policy, Planning and Administration. 	<ul style="list-style-type: none"> • Trauma

Program Sustainability

In financial terms, the program promises to more than support itself. The main costs associated with the program are faculty salaries – which are low relative to many other disciplines – and expenses associated with administrative responsibilities of field education, student support, and accreditation. These can be more than offset by graduate tuition. Thus, the program has the potential to not only sustain itself financially, but to enrich programs in related fields including Sociology, Psychology, Counseling, Criminal Justice, and Public Health as faculty and students have opportunities to work with SW faculty.

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SECTION II ACADEMIC UNIT

Goals of the unit are served by the program

The new MSW program will be housed in the Department of Sociology, Anthropology, Social Work, and Criminal Justice. This department has many strengths that will facilitate development of the MSW.

First, the Department of Sociology, Anthropology, Social Work and Criminal Justice began offering a BSW degree in Fall 2007. In developing this program, Department and Program leadership have become very familiar with the requirements and processes associated with accreditation through the CSWE. Accreditation of the BSW program has proceeded successfully to date, and the program has undergone three successful accreditation visits.

Second, based on the Department's experience with the BSW program, we anticipate that the MSW program and its faculty and students will benefit from collaboration with the existing programs in Sociology, Anthropology, and Criminal Justice. For instance, the BSW program of study requires twelve credit hours of coursework directly related to diversity, cultural and social problems; this requirement can be met through courses offered in Sociology and Anthropology. Faculty in Sociology currently teaches our research methods and statistics requirement, and continue to work with SW faculty to develop additional courses that will serve students across the disciplines. We anticipate that faculty in our department might offer elective courses for the MSW, or might work with students as research mentors. We also anticipate that faculty and students in the MSW program would contribute to research projects carried out by department colleagues.

Existing Staff Support

Per CSWE, the master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose primary assignment is to the master's program. To meet accreditation standards, the proposed program requires six Social Work faculty who are primarily assigned (51% or more) to the MSW program. Per CSWE accreditation, all program faculty must earn an MSW and two years post MSW experience.

Below, we included two Assistant Professor (Dr. Theresa Anasti and the open Assistant Professor position) currently teaching in the BSW program. In addition, two Associate Professors (Dr. Scott Smith and Dr. Angela Kaiser) and one Assistant Professor with tenure by the MSW program (Dr. Kareen Tonsing) will be reassigned to the MSW with more than 51% of assigned time teaching. Four additional faculty will be hired with (two) assigned to the MSW program, and one will be assigned to the BSW program. Currently, the transition plan would also include Dr. Maria Beam (Special Instructor) to serve as the MSW program director.

Existing Faculty/Staff:

- Maria Beam, BSW Program Director & Special Instructor
- Stephanie Brandimarte, Director of Field and Student Supports
- Heather El-Khoury, Coordinator of Field and Student Supports
- Scott Smith, Associate Professor
- Angela Kaiser Associate Professor
- Kareen Tonsing, Assistant Professor
- Theresa Anasti, Assistant Professor
- *Hydeen Beverly, New Assistant Professor (Fall 2020)*
- *Betty Tonui, New Assistant Professor (Fall 2020)*

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Existing Faculty/Staff Transition to support the MSW Program:

- Stephanie Brandimarte, Director of Field Education & Student Supports (supports both MSW & BSW Program)
- Heather El-Khoury, Assistant Director of Student Supports (supports both MSW & BSW Program)
- Scott Smith, Associate Professor 51% or more time to MSW education
- Angela Kaiser Associate Professor 51% or more time to MSW education
- Kareen Tonsing, Assistant Professor 51% or more time to MSW education
- Maria Beam, Special Instructor, 51% or more time to MSW education
- Betty Tonui, New Assistant Professor (Fall 2020) , 51% or more time to MSW education

Faculty Qualification

(Current scholarly activity of the faculty in the proposed program Appendix A)

According to CSWE, the majority of the full-time MSW faculty must have an MSW and a doctoral degree, preferably in social work. All SW faculty must have an MSW degree with at least two years of post-MSW experience in social work practice and a Ph.D. in social work or closely related area. CSWE requires the majority of full-time master's social work program faculty teaching in the graduate program have an MSW degree and a doctoral degree in social work or closely related field.

Persons with MSW degrees and no less than five years of social work practice experience manage our field program. They do not need to hold the Ph.D. degree. Because their duties are specific to field work and do not hold the faculty requirement of research engagement, these are accepted qualifications. Again, these qualifications are consistent with those in MSW programs nationally and meet the standard set forth by CSWE.

Current Resources Impact Existing Resources

The program most impacted by reallocation of resources to the MSW would be the OU BSW program. Depending on program enrollments, some faculty assigned 100% to the BSW program will transition a percent of time to the MSW program. For instance, a faculty member currently teaching three courses per term for the BSW might be reassigned to teach two courses per term for the MSW and one per term for the BSW. However, we also anticipate that most of the faculty hired to serve the MSW program could also have a partial assignment to the BSW program. This mitigates any negative impact on the BSW program. In fact, we anticipate that the BSW program will be enriched as students in these programs have access to more full-time faculty, with a broader range of expertise. In particular, we anticipate being able to offer more diverse elective courses at the 5000 level for BSW students to fulfill their required sociology/criminal justice/social work elective, preparing them to work in varied agency settings and with a variety of client populations. Due to their assignments in both the BSW and MSW programs, faculty will be available to continue to mentor undergraduate students in research. Undergraduate students may also benefit from participation in professional development events sponsored by the MSW program and its community partners.

Impacts on other programs are minimal. We anticipate that all required courses for the MSW will be offered within the MSW program. The majority of elective courses will likely be offered within the MSW program, with only a few offered in existing Graduate programs. Students may take elective courses in other programs or departments, but only with permission of those programs and the course instructors, as well as permission of the MSW Program Director. Courses from other departments or programs will not be required. The proposed MSW program's prerequisite requirements include available lower division courses in research, social and behavioral sciences, and biology, which many students complete as part of their

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general education course sequence and BSW program during their undergraduate studies. The table below outlines examples of colleges and universities located in Michigan with co-existing similar graduate programs. Wayne State University, Eastern Michigan University, Andrews College, Western Michigan, and Michigan State University have each of the five graduate programs.

Table 2 Comparisons of Michigan's Colleges/Universities & Graduate Programs

School	Graduate Program: MSW	Graduate Program: Counseling	Graduate Program: Psychology	Graduate Program: Public Administration	Graduate Program: Public Health
Detroit Mercy	Master of Community Development program & MA of Addiction Counseling	Yes	Yes	No	Yes (Health Services Administration)
Eastern Michigan	Yes	Yes	Yes	Yes	Yes
Madonna	Yes	No	Yes	No	No
Michigan State University	Yes	Yes	Yes	Yes	Yes
U of M - Ann Arbor	Yes	No	Yes	Yes	Yes
U of M - Dearborn	No	No	Yes	Yes	Yes
U of M - Flint	No (but is starting candidacy soon)	No	No	Yes	Yes
Wayne State University	Yes	Yes	Yes	Yes	Yes
Saginaw Valley State University	Yes	No	No	Yes	Yes
Andrews University	Yes	Yes	Yes	No	Yes
Ferris State University	Yes	No	No	No (but has Criminal Justice & Health Care Administration)	Yes
Grand Valley State	Yes	No	Yes	Yes	Yes
Spring Arbor	Yes	Yes	No	No	No
Western Michigan University	Yes	Yes	Yes	Yes	Yes
Northern Michigan	Yes	No	Yes	Yes	No
Central Michigan	No	Yes	Yes	Yes	Yes

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SECTION III: PROGRAM PLAN

Admission Requirements

Prospective students will apply through the OU Graduate Admissions gateway by February 15 of each year in order to be reviewed for admittance into the program for the Summer Semester (advanced standing) and Fall Semester (traditional program). The MSW degree is a scholarly as well as a professional degree, and admission to the program is extended to people who have demonstrated the potential to do high-quality academic work beyond the level of a baccalaureate degree.

A student with a BSW degree from a CSWE accredited programs may be considered for the advanced standing program if the student received a BSW degree from a CSWE accredited social work program. For advanced standing students, a minimum cumulative GPA of 3.25 in BSW coursework is required. For admission into the traditional 2-year MSW program, a baccalaureate degree from a regionally accredited U.S. institution or its equivalent from a foreign institution with a GPA of 3.0 or higher in all work attempted in the last 60 credit hours of undergraduate study is required.

In addition for both programs, student must have successful completion (grade of C- or better) of undergraduate courses in social and behavioral sciences (12 credit hours, drawing from sociology, psychology, government, economics, or related disciplines), research (4 credit hours), and biology with human content (4 credit hours). These courses may be completed at the introductory level. Additional documents students must include in their application package are:

- 1) Letter of support from BSW field placement supervisor (agency supervisor) or copy of final field evaluation for advanced standing students only;
- 2) two other letters of recommendation that speak to the applicant's academic and/or professional suitability for advanced study in Social Work; at least one of these must be from a professor or instructor;
- 3) a personal statement that will be used to assess preparation for and commitment to advanced study in Social Work, suitability for the profession, and skills in written communication; and
- 4) one-page resume including volunteer, internship or paid work experience relevant to Social Work practice.

However, students with lower GPAs may be considered for provisional admission when combined with volunteer work and work experience, or when there are extenuating circumstances. The Admissions Committee will assess a GPA between 2.7 and 3.0, generally for provisional acceptance. Provisional applicants will be admitted on a part-time basis. These applicants may petition the admission committee by explaining reasons for their lower GPA and how the student plans to overcome such difficulties while attending full-time. Students with GPAs lower than a 2.7 will need to provide a strong rationale in the personal statement and may require an interview with the admission committee for a decision.

Degree Requirements

To earn an MSW degree, the student must have the following 1) completion of each required and elective course in the student's program of study with a grade of B or higher and cumulative GPA of 3.0 or higher; 2) satisfactory completion of the required 900 hours of supervised field instruction; 3) satisfaction of all other academic and professional qualifications as published by the appropriate governing bodies of the university and 4) all coursework for the MSW must be completed within six years of admission to the program.

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MSW Internship Placements

As part of the curriculum, each student will complete an MSW practicum internship. Traditional students will complete an entire academic yearlong internship in both Years 1 and 2 at separate place locations. Advanced standing students will complete only one internship during the fall and winter semesters of the academic year. Depending on how students enter the MSW program (advanced standing versus traditional), students have two options for completing the proposed MSW degree: a traditional curriculum includes 900 hours of field education or an advanced standing program requires 450 hours of field education. It is entirely in keeping with CSWE's accreditation requirement that these placements sites with proper MSW level supervision and ability to meet CSWE's core competency standards.

Many organizations have been identified as likely sites for student internship placements. In addition, these organizations expressed unanimous support for the development of an MSW program at OU and their willingness to take on potential MSW interns. We received letters of support from agencies that employ substantial numbers of social workers, including Genesee Health System, Oakland County Intermediate School District, Community Housing Network, Turning Point, Oakland Livingston Human Service Agency, The Arc of Macomb, Vandyke Public Schools, Jewish Vocational Services, Oakland County Community Corrections, Premier Health Care Management, Avondale Schools, Southwest Solutions, and Stonecrest Center. The full letters are included in Appendix H.

According to CSWE accreditation standard, MSW field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings. In addition, the field education program is required to identify specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field setting To ensure these accreditation standards are met and there is proper gatekeeping and monitoring over OU's MSW and BSW field education program, we will need two FTEs dedicated to carry out the administrative functions of the field education program. Therefore, the Director and Coordinator of Field Education will be responsible for the placement of all student interns at the MSW and BSW levels. We anticipate in any given year we will have over 200 internship placements.

Curriculum Overview

The MSW program will prepare students with the requisite theoretical knowledge, skills, and ethical framework for advanced social work practice with diverse client systems across practice settings. OU MSW students will be uniquely trained through an integrated advanced generalist. All MSW students will demonstrate advanced mastery of nine Core Competencies dictated by the CSWE, which will allow them to assume clinical and macro social work practice roles upon graduation. Students who wish to pursue licensure as clinical or macro social workers after graduation will have the necessary course preparation and field experience to do so.

Those students who seek more intensive training in a specialized area will have the option to complete one of three specializations (integrated health, community and organizational leadership or school social work). Depending how students enter the MSW program, (Advanced Standing versus Traditional) students have two options for completing the proposed MSW degree: a Traditional curriculum, including 64 hours of coursework and 900 hours of field education, and an Advanced Standing program that requires 34 credit hours of coursework and 450 hours of field education.

The traditional program of study includes one year of foundational coursework on the principles of social work as a profession (including issues of social justice, diversity, and professional ethics), conducting and

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critiquing research, generalist practice in social work across a variety of scales and systems, and understanding human behavior. In their second year, students master advanced generalist practice across the life course, and may choose two courses focused on practice in distinct contexts (restricted electives). Students also complete 450 hours of supervised field education in the first year, and 450 hours in the second year, to reach the 900 hours mandated by the program's accrediting body CSWE.

The advanced standing program of study includes a summer course sequence followed by the same sequence of courses as the advanced year curriculum of the traditional MSW program of study. The "Summer Bridge Curriculum" immerses students in the profession through an intensive seminar on key social work case studies and an examination of social work needs and field sites in the region.

Table 3: Total Credit Hours

	Traditional MSW	Advanced Standing MSW
Required Courses	60 credit hours	30 credit hours
Social Work Electives	4 credit hours	4 credit hours
Total	64 credit hours	34 credit hours

The proposed total credit amount is aligned with the total number of credits of Michigan's MSW programs and other institutions surrounding the State. Examples of Michigan's MSW's full-time plan of studies (Andrews University, Northern Michigan and Wayne State) are available in Appendix I.5 outlining the total number of courses (an average of 4 to 5) taken each semester.

Table 4: Comparison of Local & Regional State Universities Total Credit Amount

School	Advanced Standing (1 Year)	Traditional MSW (2 Year)
*Andrews University	33	56
Wayne State University	38	58
University of Michigan	45	60
Madonna University	45	60
Michigan State University	38	57
Ferris State University	35	65
Spring Arbor University	30	60
*Saginaw Valley State University	39	56
Toledo University	33	60
*Grand Valley State University	38	60
Western Michigan University	39	60
Eastern Michigan University	35	63
Northern Michigan University	36	50
Average Credit Totals		

Table 5: Traditional MSW Program 2-Year Plan of Study 64 Credit Hours

Term	Course	Credits
Foundations Year Fall	SW 5100 Foundations of Generalist Practice I	4
	SW 5101 Human Behavior and the Social Environment I	4
	SW 5102 Policy I: Social Welfare and Analysis	4
	SW 5950 Field Practicum I	4

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Foundations Year Winter	SW 5200 Foundations of Generalist Practice II	4
	SW 5201 Human Behavior and the Social Environment II	4
	SW 5951 Field Practicum II	4
	SW 5202 Fundamentals of Social Work Research	4
Advanced Year Summer		
Advanced Year Fall	SW 6101 Cultural Competency for Advanced Generalist Practice	4
	SW 6100 Advanced Generalist Practice with Individuals, Families and Groups	4
	SW 6202 Policy II: Advocacy and Change	4
	SW 6950 Field Practicum III	4
Advanced Year Winter	SW 6102 Applied Social Work Research	4
	SW 6200 Advanced Generalist Practice Administrating Organizations and Communities	4
	SW 6951 Field Practicum IV	4
	Electives	4
Total		64

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Table 6: Traditional MSW Program 4-Year Plan of Study 64 Credit Hours

Term	Course	Credits
Foundations Year 1 Fall	SW 5101 Human Behavior and the Social Environment I	4
	SW 5102 Policy I: Social Welfare and Analysis	4
Foundations Year 1 Winter	SW 5201 Human Behavior and the Social Environment II	4
	SW 5202 Fundamentals of Social Work Research	4
Foundations Year 2 Fall	SW 5100 Foundations of Generalist Practice I	4
	SW 5950 Field Practicum I	4
Foundations Year 2 Winter	SW 5200 Foundations of Generalist Practice II	4
	SW 5951 Field Practicum II	4
Advanced Year 3 Fall	SW 6101 Cultural Competency for Advanced Generalist Practice	4
	SW 6202 Policy II: Advocacy and Change	4
Advanced Year 3 Winter	SW 6102 Applied Social Work Research	4
	Electives	4
Advanced Year 4 Fall	SW 6100 Advanced Generalist Practice with Individuals, Families and Groups	4
	SW 6950 Field Practicum III	4
Foundations Year 4 Winter	SW 6200 Advanced Generalist Practice Administrating Organizations and Communities	4
	SW 6951 Field Practicum IV	4
Total		64

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Table 7: Advanced Standing MSW Program 1-Year Plan of Study 34 Credit Hours

Term		Credits
Advanced Standing Summer	SW 5500 Advanced Generalist Seminar Bridge Course	2
	Electives	
Advanced Year 1 Fall	SW 6101 Cultural Competency for Advanced Generalist Practice	4
	SW 6100 Advanced Generalist Practice with Individuals, Families and Groups	4
	SW 6950 Field Practicum III	4
	SW 6202 Policy II: Advocacy and Change	4
Advanced Year 1 Winter	SW 6102 Applied Social Work Research	4
	SW 6200 Advanced Generalist Practice Administrating Organizations and Communities	4
	SW 6951 Field Practicum IV	4
	Elective	
Total		34

Table 8: Advanced Standing MSW Program 2- Year Plan of Study 34 Credit Hours

Term		Credits
Advanced Standing Summer	SW 5500 Advanced Generalist Seminar Bridge Course	2
Advanced Year 1 Fall	SW 6101 Cultural Competency for Advanced Generalist Practice	4
	SW 6202 Policy II: Advocacy and Change	4
Advanced Year 1 Winter	SW 6102 Applied Social Work Research	4
	Electives	4
Advanced Year 2 Fall	SW 6100 Advanced Generalist Practice with Individuals, Families and Groups	4
	SW 6950 Field Practicum III	4
Advanced Year 2 Winter	SW 6200 Advanced Generalist Practice Administrating Organizations and Communities	4
	SW 6951 Field Practicum IV	4
		34

Having earned a BSW from a CSWE-accredited program and mastered generalist practice, Advanced standing students are provided a structured transition into the content and pedagogy of the Master's program. The "Bridge" curriculum takes place the summer following admission, and facilitates connections between the content of the BSW curriculum and the MSW's Advanced Year curriculum.

The goals of the Summer Bridge curriculum are to:

- Refresh the knowledge of those students who are no more than six years from their BSW coursework, and integrate the knowledge of those who are nearer to the BSW;

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- Socialize all students to the expectations of graduate-level work, and how this differs from undergraduate coursework (e.g., more active learning, taking responsibility for one's success, higher standards in professional conduct and communication, etc.);
- Cultivate a common core of knowledge that can provide examples in future courses (e.g., cases that all advanced standing students are familiar with, and to which they [and faculty] might refer in subsequent coursework);
- Provide exposure to field settings where students might be placed, with the goal of informing placement decisions; and
- Foster a sense of community among the Advanced Standing students.

Specialization in Integrated Health 8 credits

To earn the specialization in integrated health students, must take the following courses:

1. SW 5630 Advanced Social Work Practice in Integrated Healthcare (4 credits)
2. SW 5640 Integrated Health Policy and Services (4 credits)

Specialization in Community and Organizational Leadership 8 credits

To earn the specialization in community and organizational leadership, students select course for 8 credits.

1. SW 5730 Program Development and Evaluation (4 credits)
2. SW 5740 Community Organizing (4 credits)
3. PA 6500 Fundraising and Philanthropy (4 credits)
4. PA 6510 Grants: Politics and Administration (2 or 4 credits)

Specialization in School Social Work 8 credits

To earn the specialization in community and organizational leadership, students select two of the following courses:

1. SW 5830 Policy and Practice of School Social Work in Educational Settings (4 credits)
2. SW 5835 Diagnosis & Assessment of Mental Health and Educational Disabilities in School Social Work (2 credits)
3. SW 5840 Social Work Interventions in an Educational Setting (2 credits)

Academic Progress – Probation – Dismissal

To earn an MSW degree, the student must have the following 1) completion of each required and elective course in the student's program of study with a grade of B or higher, and cumulative GPA of 3.0 or higher; 2) satisfactory completion of the required 900 hours of supervised field instruction; 3) satisfaction of all other academic and professional qualifications as published by the appropriate governing bodies of the university and 4) all coursework for the MSW must be completed within six years of admission to the program. The Social Work Program follows the grading policy and interpretation of grades of the University as found the graduate catalog.

Academic progress

To remain in good academic standing, all students admitted to the MSW program must maintain an overall GPA of 3.0 or above. At the end of any semester, a graduate student with an overall GPA below 3.0 is placed on academic probation and provided a second and third (final) probationary semester. A student is subject to dismissal upon failure to raise the cumulative GPA to a 3.0 or above by the end of the third (final) probationary semester.

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At the end of any semester, a graduate student who earns an individual course grade below a B will be reviewed Graduate program unit and subject to academic warning, probation, or dismissal, according to program requirements.

Students failing to meet the MSW Program's standards for academic performance must meet with their faculty advisor immediately to establish an academic plan. The program reserves the right to recommend dismissing students who fail to meet minimum standards for academic performance from the program and/or to deny or delay permission to proceed into field practicum until satisfactory performance is achieved.

Supported by the social work curriculum, students develop and increase their capacities in nine core competencies. These competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The development of capabilities in core competencies prepares social work students to become Generalist Social Work Practitioners. Students must meet CSWE Core Competencies for retention and graduation from the program and will be assessed in the classroom and the field setting. Students who do not meet CSWE Core Competencies in the field setting will be reviewed by the Professional Standards Review Committee (PSRC) and are subject to probation, suspension, or dismissal. The sanctions received from the PSRC for professional conduct violations may differ from those imposed by the Student Code of Conduct sanctions, at the sole discretion of the PSRC, and through the procedures established by the MSW Program and as set forth below in the PSRC Procedures.

Students are expected to adhere to the procedures for Academic Conduct described in the Student Code of Conduct. The Social Work Program will follow the procedures described by the Office of the Dean of Students <http://www.oakland.edu/handbook>. All allegations regarding academic misconduct will be referred to the Dean of Students. Students found guilty of academic misconduct by the university will be subject to university sanctions.

Probation

We expect that throughout a student's education at OU that concerns, suggestions, issues, etc., will be identified and discussed with the student on an ongoing basis. The student's social work advisor is a resource for faculty and students to use in identifying and addressing concerns through an academic improvement plan before reaching a point in which the student's continuation in the program is in jeopardy. The purpose of placing a student on probation is to allow the student time to correct deficiencies. Students identified as not meeting the academic standards and/or requirements for good academic standing must be provided with written notice by the program, which includes acknowledgment of receipt by the student with a copy to Oakland University Graduate School, of their deficiencies, corrective measures, a timeline for completion, and the consequences of not removing the deficiencies. Students placed on academic probation are provided an academic probation period to improve performance. After the probationary period has expired, the graduate program unit will evaluate the student's academic performance. Students who do not return to good academic standing are subject to academic dismissal.

The decision of the MSW program to remove a student from an internship, practicum, clinical site, or service-learning placement will be made by the Director of Field Education and undergo the PSRC's Procedures, if it results in potential dismissal from the MSW Program.

Dismissal

The MSW program may recommend academic dismissal for unsatisfactory academic performance, inability to meet CSWE core-competencies, lack of academic progress toward degree or failure to meet MSW program requirements within established time limits. Oakland University's Graduate School, in consultation

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with the MSW program, may also recommend a dismissal student behavioral or unprofessional conduct issues or academic conduct.

Dismissals for student behavioral issues or academic conduct are covered by separate policies and procedures (see PSRC's Procedures below).

According to Oakland University's Graduate School, a dismissed student is not in good standing and is not eligible to enroll as a student in the MSW program during the dismissal period. A student who has been academically dismissed may be eligible to apply to a different Oakland University graduate program as follows:

- The student may not apply to the graduate program from which the student was dismissed; and
- The student is granted no guarantee of admission to a different graduate program.

To initiate academic dismissal, the MSW program will provide the Graduate School a written rationale for the action, as well as a copy of the program handbook or other written guidelines that include a description of the procedures provided to the student. The graduate program does NOT dismiss the student from a degree program, but makes the recommendation to the Graduate School, which reviews the recommendation and finalizes the action.

Professional Standards Review Committee (PSRC) Procedures

In dismissing students for unprofessional conduct, following steps will be taken when a student is unable or unwilling to meet the program's professional and academic standards:

When concerns arise regarding non-professional student conduct in the program, the faculty member or field instructor should discuss the concerns with the student. Students should be given the opportunity to correct their behavior by having expectations clarified or by developing a plan for improvement.

If the concerns are not resolved or are of a serious enough nature, the problem will be put in writing and forwarded to the student's social work advisor and if the concerns are related to field, to the student's faculty liaison and the field director/coordinator. The faculty liaison or academic advisor will then meet with the student as soon as possible to address the issues and outline further action. Documentation of this activity will be noted in the student's file.

- If the issues continue to be unresolved and are serious enough to possibly warrant the student's suspension, termination, or probationary status in the program, the Program Director will be asked to review the matter and determine if a PSRC should be convened.
- The PSRC will consist of 5-7 members of the Social Work Program, other department faculty and other individuals as appropriate.
- Students may wish to identify a support adviser (OU faculty, staff, field supervisor). An adviser may attend the PSRC meeting however, the adviser's only role is to observe and provide support. The adviser is not permitted to actively participate in the meeting.
- The student will be notified in writing of the time and place of the PSRC, members in attendance, the concerns to be addressed, and advised of the process and potential outcomes.
- Either the Department Chair, MSW Director or Program Designee chairs the PSRC. All parties will be provided with opportunities to present information and discuss the matter. At the close of the meeting, the student will be dismissed and the committee will deliberate and reach a decision. If a

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consensus decision cannot be reached, the Department Chair will call for a vote of the faculty members in attendance.

Potential outcomes of the Review Committee include, but are not limited to:

- A conclusion that no misconduct occurred
- Probation with the development of a learning contract or plan for the student's further growth and ultimate success within the program
- Probation with conditional status within the program, along with expectations and procedures identified for a resumption to full status
- Suspension for one or more semesters
- Dismissal from the program

Appeal Procedure

In accordance with the Graduate School, the appeal procedure for academic dismissal is a closed, internal proceeding. As such, there is no institutional attorney or other representation at a hearing. The decision to reinstate a student will be made in the sole or absolute discretion of the Graduate School and the Dean of the Graduate School.

In general, reinstatement may be granted in cases where either the intent of the procedure was not followed or where there are additional, extenuating circumstances that affected the student's performance that were unknown at the time of the initial recommendation to the Graduate School.

- Step 1: Following receipt of a letter of dismissal from Oakland University's Graduate School, the student has three months to appeal the dismissal. If the student wishes to appeal, the student must write a letter to the Dean of Oakland University's Graduate School with a corresponding copy to the Director of the MSW program. The appeal must cite an appropriate cause for consideration of the appeal, providing information on the reason(s) for reinstatement and substantial evidence or extenuating circumstances in support of reinstatement. Disagreements over evaluation of academic quality or the decision of a graduate program unit to remove a student from an internship, practicum, clinical site, or service-learning placement must be appealed within the MSW Program.
- Step 2: Within thirty (30) calendar days of receipt of a student's appeal, the Dean of the Graduate School will seek written input from the MSW Director. The MSW program has fourteen (14) calendar days to send written input to the Dean of Oakland University's Graduate School. The Dean of Oakland University's Graduate School will review the case, based upon the appeal and written input from the MSW Program. The Dean of OU's Graduate School may either: 1) uphold the dismissal status or 2) reverse the decision of the MSW Program. If the Dean of the Graduate School is satisfied that there is no valued basis for reinstatement and that the proceedings regarding the student have met the stated procedure and requirements, the appeal for reinstatement will be denied. If there is a reason to overturn the dismissal, the student will be reinstated on academic probation until the student meets all academic requirements and standards or is returned to good academic standing. The decision of the Dean of the Graduate School is final.

Should the Dean find that the MSW program did not follow proper procedures, or unprofessional conduct is a concern affecting the graduate program decision of dismissal, the appeal may be subject to reversal by the Dean of the Graduate School.

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In such a case or in any other case deemed appropriate by the Dean of the Graduate School, advice from the Graduate School Subcommittee on Academic Graduate Conduct may be sought at the discretion of the Dean. Following the investigation or advice from the Graduate School Subcommittee on Academic Graduate Conduct and the final review by the Dean of the Graduate School, the result will be conveyed in writing to the student, the graduate program unit and the Dean in the College of Arts and Sciences.

Academic Direction and Oversight

There are three accreditation standards regarding credentials and release time of the MSW program director. At current time, the tentative plan includes a transition of Dr. Maria Beam from the role of BSW Director to the position of the MSW Program Director. CSWE's accreditation standards include meeting the following requirements for the directorship of the MSW program:

- M3.3.4(a) The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.
- M3.3.4 (b) The program provides documentation that the director has a full-time appointment to the social work master's program.
- M3.3.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient to carry out the responsibilities of the administrative position.

Interdisciplinary programs

The proposed MSW Program will be situated in the Department of Sociology, Anthropology, Social Work, and Criminal Justice in the College of Arts and Sciences. There are opportunities to collaborate with the Master of Public Health, Master of Counseling, and Master of Public Administration programs. All three programs were consulted about the development of an MSW program and each of the three programs welcomed the opportunity for potential collaboration. Moreover, students may take elective courses in other programs such as Psychology, Public Health, Education, or departments, but only with permission of those programs and the course instructors, as well as permission of the MSW Program Director.

Chairs & Dean Statement of Support

To: OU Reviewing Committees and Bodies
From, Jo Reger, Department Chair
RE: Statement of Support for MSW Proposal
Date: September 4, 2019

This memo is to offer a statement of support for the master's of social work (MSW) program proposal developed through committee work in the Social Work program starting in the Fall of 2017. As the current department chair, I have reviewed the proposal and find that addresses a core need of our students, particularly those who obtain a bachelor's of social work (BSW) degree at Oakland University and will attract other potential students in the surrounding area.

As a result of this review, the department is prepared to launch the MSW program. The current BSW program has developed a strong foundation for this proposed program with the current faculty, support staff and director. In other words, it is well poised to take this next step. The

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department also recognizes that there will be a strong demand for the program as it develops and finds that the schedule of adding faculty will be sufficient to meet that need. It should be noted that the current faculty is not sufficient to run both a BSW and MSW program and additional faculty will be necessary.

My review confirms that the proposed program curriculum is both innovative and achievable with the additional faculty. The proposed advanced generalist integrated curriculum with its focus on social justice is unique in southeast Michigan and builds upon the current faculty strengths in the department.

In sum after extensive review of the proposal, its timeline and request for additional faculty lines, I am prepared to offer my unequivocal support for this program and look forward to its addition to the department .

Process for recommending and proposing program changes

Because programs are continually evaluated and assessed by faculty, there is the potential to make changes to MSW curriculum. The SW program will have an MSW curriculum committee that is responsible for monitoring and determining any necessary changes to the curriculum. Modifications to the MSW curriculum would go through the College of Arts and Sciences and the Graduate Council, with the CSWE being notified accordingly. The College of Arts and Sciences and Graduate Council approve curriculum changes, deletions, and additions to graduate certificate, graduate degree, and doctoral degree programs. Proposals and other actions pertaining to policies and procedures governing graduate education will be approved by the College of Arts and Sciences and Graduate Council, and then submitted to Senate, and Board as applicable, for approval.

In the event we are modifying the curriculum of the MSW program, merging or splitting a program, the MSW Program will submit a proposal to the College of Arts and Sciences and Graduate Council for review and approval. Major program modifications include course deletions or additions that change the nature of the program, or distribution of courses in the program, or change of total credit hours required.

Accreditation

It is essential for Oakland University to seek accreditation for the MSW program, as state title protection and licensing laws dictate that individuals may only use the title "social worker" and obtain social work licensure if they have a degree from an accredited social work program. The CSWE is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work programs. Oakland University would seek accreditation for the MSW program per the following timetable (see Table 6, below) dictated by CSWE.

CSWE accreditation consists of three stages: pre-candidacy, candidacy, and initial accreditation. In the pre-candidacy stage, the program submits a Candidacy Eligibility Application, an application fee, and a Letter of Institutional Intent and Commitment. The educational specialist of CSWE's Division of Standards and Accreditation reviews the application. When approved, program faculty of the applying university submit a document demonstrating that it complies with the CSWE accreditation requirements. The CSWE educational specialist assigned to the program application reviews the document to determine the institution's readiness for a CSWE commissioner site visit. If the specialist determines that the university has met accreditation requirements, a commission made up of two social work faculty from different universities is formed and assigned to make an on-site visit. Following the commission's fact-finding visit to the university, the commission prepares a report that is sent to the university. Program faculty at the university subsequently prepares a written response to the commission's report and sends it back to CSWE. The commission determines whether the program should be granted candidacy status then reviews

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these materials. The length of time a program stays in the candidacy stage depends on the program's rate of development. Each year in candidacy, a program is expected to achieve a particular level of compliance with CSWE's Educational Policy and Accreditation Standards, pay a fee, and have a commissioner site visit. At the end of the second year of candidacy, the program prepares a written self-study, which is reviewed by the commission to determine the program's readiness for a third site visit. If the program is deemed ready, a two-member site team visits the program and then submits a written report of their assessment of the program. This report, along with the program's response to the site team's report, is subsequently submitted to the commission for initial accreditation review. Initial accreditation is granted for a four-year period. Subsequent re-accreditations take place every eight years.

Accreditation Fees

Per CSWE, the following information below provide an overview of the candidacy fees and expenses for a new program. The link is provided below

<https://www.cswe.org/CSWE/media/AccreditationPDFs/CandidacyFeesandRelatedExpenses-2019-2020.pdf>

There are four categories of fees associated with the candidacy process and the annual dues related to accreditation.

- \$10,000 Letter of Intent and Candidacy Eligibility Fee: The letter of intent and candidacy eligibility fee covers staff time to work with the program in developing, reviewing, and approving the materials submitted to determine institutional eligibility.
- \$12,500 Commission on Accreditation Fee: This fee covers the work of the staff in processing and reviewing program documents and that of the Commission on Accreditation in reaching a decision about the program's compliance with the Benchmarks I - III
 - Commissioner Fee I (5,000)
 - Commissioner Fee II (\$5,000)
 - Commissioner Fee III (\$2,500)
- \$5,000 Initial Accreditation Fee: The initial accreditation fee covers staff and commissioner expenses related to processing and assessing the documents associated with determining the program's compliance with the Educational Policy and Accreditation Standards
- \$15,894 (\$5,298) Annual Program Membership Dues through years 1 -3 of candidacy: All accredited social work programs and those in candidacy for accreditation are required to pay annual membership dues to CSWE.
- \$3,750 Commissioner Visit Expenses Programs pay all expenses of the commission visits. The Commission on Accreditation expects programs to make every effort to minimize commissioner out-of-pocket expenses by providing prepaid airline tickets. Coach fair is expected. In addition, programs should be billed directly by the hotel for the commissioner expenses. Remaining expenses, such as ground transportation and meals not taken at the hotel, should be reimbursed as soon as possible by the program
 - Commissioner Visit Expenses Benchmark I (\$1,250)
 - Commissioner Visit Expenses Benchmark II (\$1,250)
 - Commissioner Visit Expenses Benchmark III (\$1,250)

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For the proposed program, these fees will total \$47,114 from submitting the letter of intent through initial accreditation and through year three of candidacy. In year four, only membership dues totaling \$5,298 is the required fee for accreditation.

Table 9: Sample CSWE Three-year Schedule, February Agenda

Action	Date
Submit letter of intent and candidacy application to CSWE	By March 31, 2021
Submit Draft of Benchmark I Accreditation Document	By April 30, 2021
Revision of Benchmark I Accreditation Document	Summer 2021
Submit final draft of Benchmark I Accreditation Document	late fall, 2021
Commissioner Visit I	Early Winter, 2022
Initial Candidacy Vote	February, 2022
Develop Benchmark II Accreditation Document	July 1 2022
Submit Benchmark II Accreditation Document	Early fall 2022 first cohort starts
Commissioner Visit II	Late fall/early winter 2022/2023
Second Candidacy Vote	February, 2023
Develop Benchmark III Accreditation Document	July 1 2023
Submit Benchmark III Accreditation Document	fall 2023
Commissioner Visit III	Late fall/early winter 2023/2024
Final Accreditation Vote for initial accreditation	June, 2024

Program Description

Oakland University is proposing an advanced generalist program offering students a broad curriculum that incorporates elements of clinical practice with individuals, families, and groups, and macro practice at the community and organizational level. An advanced generalist curriculum prepares graduates for autonomous advanced generalist practice through the preparation of advanced social workers capable of practice in complex, diverse and ever-changing environments. Emphasis is placed on developing evidence-based knowledge and skills for ethical, culturally competent, socially just and empowering interventions on all practice levels. Students will have the option depending on their undergraduate degree to apply to the advanced standing program (34 credits) or traditional program (64 credits). OU's MSW Program will also provide training and instruction in three sub-specializations: school social work, integrated health, and community and organizational leadership.

School Social Work Specialization

The MSW program offers an optional sub-specialization area that focuses on school social work. Individuals employed as school social workers must meet the criteria set forth by the Michigan Department of Education (MDE) in the Public School Code. Specifically, they must have earned an MSW degree, which includes a minimum of 500 clock hours of supervised social work practicum experience. In addition, school social workers must have demonstrated knowledge/competence in four additional areas: 1) child psychopathology 2) diagnosis, assessment and testing, 3) educational disabilities and their impact on children and families, and 4) the practice of social work in educational settings.

The Michigan Department of Education credentials the School Social Work Specialization. This program, and the certification of its graduates, involves close collaboration with MDE by relying on Michigan universities to prepare candidates for school social work positions and provide letters verifying their eligibility. The expected outcome of the program is the preparation of professional school social workers

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who can perform their unique role in conjunction with the traditional education and auxiliary professionals in the school system. This role encompasses the specialized knowledge and skills of school social workers, including social work assessment and intervention with students and families; locating and utilizing community resources, and facilitating the development and implementation of school, family, and community linkages. Graduates of the program provide a critical dimension to the shared goal of maximizing the educational experiences of students.

Integrated Health Specialization

The MSW program offers an optional sub-specialization area that focuses on integrating health and behavioral health practice. The curriculum is designed to meet the contemporary workforce needs with regard to healthcare reform and to underscore the major contributions MSW graduates are qualified to make in the future of healthcare systems that address both physical and behavioral health. The primary goal is to prepare graduates in this area with advanced generalist practice in clinical services, advocacy, and management roles in the dynamic fields of health care and behavioral health.

Students will receive specialized knowledge, skills, and training in the areas of assessment, evidence-based interventions, policy, planning, and management techniques. Clinical students will focus on developing strong assessment skills and learning evidence-based treatment interventions to work with individuals, couples, families, and groups in health and behavioral health settings. In addition, receive specialized knowledge, skills, and training developing the policy, planning, and management skills to become effective advocates and leaders at the local, state, or national level.

Community and Organizational Leadership

The MSW program offers an optional sub-specialization area that focuses on community and organizational leadership, preparing students for advanced generalist practice within the community and in organizations. This specialization emphasizes a macro approach to advancing social justice. Students will gain the skills required to address structural inequities through organizational leadership, community practice, advocacy, and policy reform.

Source of Students

In 2017, we surveyed students in OU BSW's program regarding interest in earning the MSW. Approximately 86% of students out of 85 respondents considered pursuing an MSW degree, with **80% of students** stating that if OU had an MSW program, they would apply. Most of these students plan to work in the region following their studies. See Appendix I for additional survey responses and questions.

A second ongoing factor are students who complete an undergraduate degree in related fields such as Sociology or Psychology who may want to complete an MSW degree to obtain employment in social work. Due to the licensing laws in Michigan, persons earning degrees in related fields after 2006 are not eligible to be licensed as social workers. Therefore, they must obtain an MSW degree. These students will be served by the traditional program.

Our BSW program graduates approximately 80-100 students per year with an average of 75% expressing interest in pursuing an MSW within 3-5 years from graduation. There are five other accredited BSW programs in the Southeast Michigan region area: Wayne State University, Madonna University, University of Michigan-Flint, University of Michigan-Dearborn, and University of Detroit Mercy, as well as an unaccredited program at Rochester University. It is expected that some of these graduates will be interested in enrolling in our advance standing program.

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Planned Program Enrollment

Given the minimum faculty size required by the accrediting body, CSWE, and the faculty-student ratios that CSWE specifies, the proposed program could serve 105 students at a given time. This number will be lower Year One, with an anticipated enrollment of 35 students for the traditional program. In Year Two, we anticipate 35 first year traditional MSW students, 35 second year traditional MSW students, and 35 advanced standing MSW Students. In Year 3, projected enrollment is 105 students: 35 first year traditional, 35 second year traditional MSW students, and 35 advanced standing students. Please note, these are low enrollment numbers and we anticipate the number of applications and admissions to be slightly higher.

Table 10: Projected Enrollment

	Traditional Program	Traditional Program	Advanced Standing	Total
Year 1	35 students		35 students	70 students
Year 2	35 students	35 students	35 students	105 students
Year 3	35 students	35 students	35 students	105 students

Recruitment Plan

Recruitment of new graduates to the MSW program will follow OU's school policies with respect to the acceptance of students. Because the university is located within a major metropolitan region, we have a great opportunity to recruit a diverse student body. Several efforts will be made to recruit a diverse student population through the following ways: (1) Focus on service when applications and inquiries are made; (2) Embrace the contributions of diverse students to the classroom and the social work profession; (3) Advertise and recruit for students in places where there is a more diverse audience (4) Continue to place an emphasis on hiring a diverse faculty body to teach in the graduate program (5) Make timely and efficient decisions about financial support for the students' planning purposes (6) Engage diverse communities through participation in targeted events.

Advising Students

Advising in the proposed MSW program is an important activity, especially in a professional curriculum with accreditation requirements. As dictated by CSWE, professional advising will be provided by social work program faculty or staff. Included in this proposal is a request for an administrative professional (Assistant Director of Student Supports) to serve as the MSW and BSW professional advisor offering student support services to both MSW and BSW program students. The Assistant Director of Student Supports will provide regular academic advising to ensure timely compliance with requirements and career advising on such topics such as career goals, work, licensing or professional development opportunities, and a range of additional professional practice concerns. The MSW program will rely on the Assistant Director of Student Supports to assist in the recruitment and admission of MSW students. Best practices in advising social work students encourage students to meet with their assigned professional advisor regularly to assure that suitable progress towards the degree is being made. Social Work faculty and administrative staff will also be involved in developing and implementing policies and processes that assure that candidates will be able to meet the academic and professional performance expectations of the program.

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Retention Plan

Once the student is accepted into the MSW program, the Assistant Director of Student Support will be responsible for assuring the plan of study is progressing as expected, monitoring student progress and problem-solving academic difficulties. Should the student encounter severe difficulties in any social work course or need additional academic support service, the Assistant Director will be consulted and involved in problem resolution activities. The semester before graduation, the student will need to schedule another advising appointment to make sure that all necessary requirements for graduation have been completed. Important advising documents and information related to the program, including a sample plan of study and program admission requirements, will be located on a website for students to obtain.

As the program is developed, best practices in the recruitment and retention of diverse students will continue to be investigated then implemented as appropriate. Special efforts will also be made to retain minority students once they are in the program. These efforts will be made in the following ways:

- Recognize and respond to diverse student educational needs.
- Continue to be service-oriented once the student is enrolled.
- Include diversity content within the curriculum, in which students can identify.
- Continue to place an emphasis on hiring diverse faculty members to teach in the graduate program.
- Engage minority students within the department, college, university and community

Employment Opportunities for Students

In the Spring 2018, we asked area human services agencies that hire large numbers of social workers to speak to the impact that an OU MSW program might have on their ability to recruit qualified staff and serve their client populations. We received letters of support from agencies that employ substantial numbers of social workers, including Genesee Health System, Oakland County Intermediate School District, Community Housing Network, Turning Point, Oakland Livingston Human Service Agency, The Arc of Macomb, Vandyke Public Schools, Jewish Vocational Services, Oakland County Community Corrections, Premier Health Care Management, Avondale Schools, Southwest Solutions, and Stonecrest Center. These organizations expressed unanimous support for the development of an MSW at OU, citing the locality of the an MSW program as well as the ability of the program and its graduates to better serve the organizations' missions and clients. Wanda Cook-Robinson, Superintendent of Oakland Schools expressed the need to have a local MSW program from a local institution, building capacity to strengthen the workforce and enhance the quality of services provides to their students. Lydia Gray, Director, Rehabilitation Services from Jewish Vocational services stated:

We operate a variety of programs, working with a wide range of individuals, including persons with disabilities, the elderly, youth, and others with barriers. We look for Social Workers with expertise in working with people with intellectual and developmental disabilities, including autism, psychiatric disabilities, learning disabilities, medical and physical disabilities, and persons with dementia and Alzheimer's disease. Your proposed Master in Social Work program could help us meet our recruiting needs.

Anne Carrol, Corporate Director of Social Work and Compliance from Premier Health Care stated:

The students they [OU] send us come with great enthusiasm to learn. They are clinically well prepared when entering their internships with us. In fact, our experience has been so positive that

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we have hired five students from their program after completion of their internships. I can only imagine the quality of Social Workers they would educate for our profession if they had the ability to offer a Master level program.

William Ward, Executive Director of Southwest Counseling Solutions commented:

The proposed concentration in integrated healthcare provides a comprehensive area of study for individuals affected by both mental health and physical challenges; this is a priority area of our community mental health center.”

The full letters are included in Appendix H.

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SECTION IV: OFF CAMPUS OR DISTANCE DELIVERED PROGRAMS

Once the MSW program is established on main campus, we plan to offer a 15-student cohort of the advanced standing program at the Anton Frankel Center in Mount Clemens. We currently offer a 15-person cohort of our BSW program at the Anton Frankel Center.

The Anton/Frankel Center (AFC) houses the headquarters for all OU operations in Macomb County (including the Macomb University Center and the Macomb Intermediate School District). AFC is OU's only off-campus owned facility. Mount Clemens is centrally located in the heart of Macomb County. The AFC location would provide an opportunity for students to have access to a quality OU education closer to where they work and live.

AFC has just over 25,000 square feet of space including 11 classrooms, a computer lab, a conference room, 13 administrative and faculty offices, a work room, and reception as well as student study areas. The 11 classrooms range in size to seat from 22 to 52. The conference room, which can also be used as to accommodate seminar classes, seats 18-20. All rooms have state-of-the-art technology. General education courses are regularly offered at the AFC and several programs, including our BSW program, are part of the AFC offerings.

Both the main campus in Rochester and AFC in Mount Clemens will offer the same classes and in the same sequence. Courses taken at AFC will be offered during the evening, which affords students the opportunity to attend on a part-time or full-time basis while maintaining work and family responsibilities. The main campus will continue to offer both day and evening classes.

Currently, the BSW program is offered at AFC and therefore no additional resources are required.

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SECTION V: NEEDS AND COSTS OF THE PROGRAM

New Resources Needed for the Program

Administrative Professionals

One additional full-time administrative professional will serve as the Assistant Director of Student Supports by our exiting AP (Heather El-Khoury). This position is responsible for the recruitment and coordination of the admission process, student advising, all professional/academic support services of both programs. The Assistant Director of Student Supports will provide regular academic advising to insure timely compliance with requirements and career advising on such topics such as career goals, work, licensing or professional development opportunities, and a range of additional professional practice concerns. We will rely on the Assistant Director of Student Supports to assist in the admission and recruitment of BSW & MSW students.

In addition, our existing AP (Stephanie Brandimarte) will focus on the oversight and leadership of the field education program for both the MSW and BSW program and responsibly for the oversight of the Assistant Director of Student Supports and Coordinator of Field, but will no longer have advising responsibilities. The Coordinator of Field (new position) is a new AP position will assist Stephanie Brandimarte with the Field Education of both the MSW and BSW Program.

Below will describe resource needed for our administrative professional positions:

Table 11: Administrative Professionals Positions

Position	Budget Shift	Amount
AP - New position	Coord of Field Band M - 2ndQ hire	\$48,122
AP Heather El-Khoury Assistant Director of Student Support	Shift salary higher quartile in Band N - 7% of current salary	\$3,889
AP Stephanie Brandimarte Director of Field and Student Support	Shift salary higher quartile in Band R - 7% of current salary	\$5,236

Graduate Assistant

In year two and for the following subsequent years, the MSW program is proposing to include a salary stipend and tuition for one graduate assistant to support the program is a variety of capacities across field education and programmatic needs.

Faculty

Over the course of three years, the program will need to hire three new faculty members, beyond the hire of Betty Touni to support both the MSW (two positions) and BSW program (one new faculty position). We proposed at least two hires that are tenure track and one hire with the rank of special instructor to support the specialized training needs of preparing clinically trained MSW students. Below is an overview the current faculty and future hires.

- Scott Smith, Associate Professor with 51% or more time to MSW education
- Angela Kaiser Associate Professor with 51% or more time to MSW education
- Kareen Tonsing, Assistant Professor with 51% or more time to MSW education
- Maria Beam, Special Instructor with 100% of time toward the MSW program and MSW Director position
- Betty Touni, Assistant Professor with 51% or more time to MSW education

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- New hire special instructor with 51% or more time to MSW education
- New hire special instructor with 51% or more time to MSW education

Section Coverage of Courses across the BSW and MSW Program

The table below highlights the total number of sections across the BSW and MSW programs anticipated during Year 2 of the MSW program. With our current number of faculty and four additional hires, full-time faculty will cover 49 sections of courses across the BSW and MSW curriculums. This number includes course release time for the BSW and MSW directors. There are 113 sections of core social work courses, social work elective offerings to support our minor, concentrations and specializations courses along with field practicum courses. In total, full-time faculty will teach 43% of sections across the BSW and MSW curriculums. This number is slightly lower with the current ratio of section coverage by full-time faculty (46%) teaching in our BSW program.

It is important to note table 11 shows there are 38 field practicum sections across the BSW and MSW program that attributes to a higher number of sections taught by part-time faculty. At the MSW level, there is no course seminar course associated with field practicum, only the monitoring of the student internship experience.

Table 12: Example of Course Coverage of BSW & MSW with All Faculty Hires in Place

BSW Program			MSW Program		
Summer	Fall	Winter	Summer	Fall	Winter
SW 2301	SW 2301	SW 2301	SW 5500	SW 5100	SW 5835
SW 3302	SW 2301	SW 2301	SW 5630	SW 5100	SW 5740
	SW 3101	SW 3201	SW 5640	SW 5101	SW 5200
	SW 3101	SW 3201	SW 5840	SW 5101	SW 5200
5640	SW 3101	SW 3201	SW 4830	SW 5102	SW 5201
	SW 3101	SW 3201	SW 5730	SW 5102	SW 5201
	SW 3102	SW 3203		SW 6101	SW 5202
	SW 3102	SW 3203		SW 6101	SW 5202
	SW 3102	SW 3203		SW 6101	SW 6202
	SW 3102	SW 3203		SW 6100	SW 6202
	SW 3112	SW 3212		SW 6100	SW 6202
	SW 3302	SW 3302		SW 6100	SW 6200
	SW 3302	SW 3302		SW 6102	SW 6200
	SW 3313	SW 3302		SW 6102	SW 6200
	SW 4103	SW 3312		SW 6102	
	SW 4103	SW 4203			
	SW 4103	SW 4203			
	SW 4103	SW 4203			
		SW 4203			
Total number of sections					
2	18	18	6	15	15

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Field Practicum Course Taught by Part-time Faculty		*Field Practicum Courses Taught by Part-time Faculty	
Fall	Winter	Fall	Winter
SW 4970	SW 4951	SW 5950	SW 5951
SW 4970	SW 4951	SW 5950	SW 5951
SW 4970	SW 4951	SW 5950	SW 5951
SW 4970	SW 4951	SW 6950	SW 6951
SW 4970	SW 4951	SW 6950	SW 6951
SW 4950	SW 4971	SW 6950	SW 6951
SW 4950	SW 4971	SW 6950	SW 6951
SW 4950	SW 4971	SW 6950	SW 6951
SW 4950	SW 4971	SW 6950	SW 6951
SW 4950	SW 4971	SW 6950	SW 6951
10	10	9	9

*Field Practicum courses at the MSW level are treated differently in regards to teaching load. There is no course instruction associated with teaching only the monitoring of the student internship. Therefore, the paid credit amount will be equivalent to 2 credits vs. delivery credit of 4 credits for part-time faculty compensation.

Anticipated Teaching Load of Current Part-time Faculty for both MSW and BSW Programs		
<u>Full-Time Faculty</u>	<u>BSW</u>	<u>MSW</u>
Maria Beam	1	2
Scott Smith	0	5
Theresa Anasti	3	2
Kareen Tonsing	0	5
Angela Kaiser	0	5
Hydeen Beverly	3	2
Betty Tonui	2	3
New hire Tenure-Track 1	1	4
New hire Special Instructor 2	0	6
New hire Special Instructor 3	0	6
Total	10	40
Anticipated Teaching Load of Current Part-time Faculty for both MSW and BSW Programs		
Special Lecturer Paul Bernstein	4	2
Special Lecturer Megan Widman	6	2
Special Lecture Tanisha Moir	6	2
Lecturer Stephanie Brandimarte Also AP	1	1
Lecturer Heather El-Khoury Also AP	3	0
Lecturer Ebony Jefferies	4	1
Lecturer Tara Derby	4	1
Lecturer LaToya Dumas	2	1

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Lecturer Jessie Korte	4	0
Lecturer Donna Lackie	2	0
Lecturer Katy Cranston	4	0
GA Raenece Johnson	2	0
Lecturer New Hire	2	2
Lecturer New Hire	2	2
Special Lecture New Hire	2	2
	48	16

These additional positions will help us meet the following CSWE accreditation standards at the BSW and MSW Program (please note, according to CSWE a full-time appointment is an assignment of 51% or more time to the assigned programs).

- The program documents a full-time equivalent faculty-to-student ratio not greater than **1:25** for baccalaureate programs.
- The program documents a full-time equivalent faculty-to-student ratio not greater than **1:12** for master's programs.
- In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.
- The baccalaureate social work program identifies no fewer than **two full-time** faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program.
- The MSW program identifies no fewer than **six full-time** faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program.

Table 13: New Personnel Hires and Timeline

Year	Personnel Type
Fall 2021	<ul style="list-style-type: none"> • No new hires (Betty Touni was hired Fall 2020)
November 2021	<ul style="list-style-type: none"> • New hire of AP
Fall 2022	<ul style="list-style-type: none"> • New hire of tenure-track faculty
Fall 2023	<ul style="list-style-type: none"> • New hire of special instructor • Graduate Assistant
Fall 2024	<ul style="list-style-type: none"> • New hire of special instructor

Source of New Resources and 3-Year Revenue

The main source of funding to support new program efforts will be covered exclusively by graduate tuition (see **Appendix E** for the pro forma budget, a breakdown of anticipated enrollment by cohort and a breakeven budget pro forma).

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It is anticipated there will be a total:

- Year One: 35 MSW students (35 traditional social work program students) 32 credits.
- Year Two: Enrollment is expected to increase to 105 students in (35 Year One traditional students; 35 Year Two traditional students; and 35 Year One advanced standing students).
- Year Three, the total number of students enrolled is approximately 105.

The projected cohort enrollment figures for the traditional social work program in Year One will generate approximately \$633,212. The projected cohort enrollment figures for both the traditional and advanced standing social work program in Years Two and Three will generate approximately \$1,261,901 and \$1,174,984, respectively in tuition dollars. Please note, tuition costs do not factor in tuition dollar from enrollment in one of three specializations. We anticipate our three specializations areas will be highly desirable for students.

Also included in Appendix E is the breakeven budget proforma based on the total number of new students enrolled in the MSW program each year.

Classroom, Laboratory, Space needs

While a social work program generally does not need traditional laboratories, the MSW program will need sufficient space allocated for students to engage in “hands-on” learning techniques such as an interviewing room that would include direct and remote observation of practice interviews as well as the ability to tape interview sessions for later analysis and discussion. Each new faculty and staff, and graduate assistants will need office space has office space.

Equipment Needs

As the program grows, we anticipate the need for additional faculty computers and office printers. These costs are represented in the budget and planned for in years 1-3. For the interview room, we would prefer the ability to monitor interaction through a one-way mirror. If a one-way mirror is not feasible, we could use audio and video technology in this room to record and stream interviews, as an alternative solution.

Budget Narrative

The budget narrative detailing each expense is located Appendix E.

SECTION IV PROGRAM ASSESSMENT PLAN

Student Learning Outcomes

As dictated by the CSWE's Educational Policy & Accreditation Standards, all OU MSW students will demonstrate the following nine core competencies. While these competencies are the same as those that inform Bachelor-level Social Work programs, the practice behaviors associated with the outcomes at the Master's level are more advanced. Specific practice behaviors will be developed with the course syllabi and assessment protocol. The core competencies are as follows:

Competency/SLO 1: Demonstrate Ethical and Professional Behavior

Competency/SLO 2: Engage Diversity and Difference in Practice

Competency/SLO 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency/SLO 4: Engage In Practice-informed Research and Research-informed Practice

Competency/SLO 5: Engage in Policy Practice

Competency/SLO 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency/SLO 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency/SLO 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency/SLO 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The format recommended by the Assessment Committee includes citation of appropriate goals from the University mission statement, specification of the program's goals, identification of student learning outcomes linked to program goals, delineation of the measures for student learning outcomes, clarification of the "feedback loop," and designation of the program faculty responsible for assessment activities. **See Appendix G, Graduate Assessment Plan** for more information about assessment and accreditation mapping.

APPENDICES

- a. Abbreviated Faculty Vitae
- b. Degree Requirements
- c. Typical Student Plan of Study – Full-Time Schedule
- d. Detailed New Course Descriptions or Syllabi
- e. Proforma Budget
- f. Library Budget Report
- g. Graduate Assessment Plan
- h. Support Letters
 - Professional Societies
 - Governmental Agencies
 - Prospective Employers
 - Professionals in the Field
- i. Survey Data

APPENDIX A

Abbreviated Faculty Vitae

<p>Faculty Name Angela A. Kaiser</p> <p>Title Associate Professor of Social Work</p> <p>School Oakland University</p>	<p>Office 527 Varner Hall</p>	<p>Office Phone 248-370-2423</p> <p>Office Email kaiser@oakland.edu</p>
<p>Degrees – School – Year</p> <p>PhD, Social Work, Wayne State University, 2010</p> <p>MSW, Social Work, Wayne State University, 1998</p> <p>B.A., Psychology, University of Michigan, 1995</p>	<p>Research Interest</p> <p>Social capital in organizations and communities, grassroots organizing, capacity building in organizations and communities, culture and civic participation</p>	
<p>Grants Awarded</p> <p>2017 The Order of the Plume, College of Arts and Sciences, Oakland University (outstanding teaching recognition).</p> <p>2016 Teaching Award Nomination, Senate Committee for Teaching and Learning, Oakland University.</p> <p>2016 Teaching Award Nomination, Sociology, Anthropology, Social Work, and Criminal Justice, Oakland University.</p> <p>2016 The Order of the Plume, College of Arts and Sciences, Oakland University (outstanding teaching recognition).</p> <p>2015 The Order of the Plume, College of Arts and Sciences, Oakland University (outstanding teaching recognition).</p> <p>2015 Oakland Schools Early Childhood Grant, Oakland Schools, Pontiac, Michigan, USA. \$45,000 funded.</p> <p>2014 Faculty Research Fellowship, University Research Committee, Oakland University. \$10,000 funded.</p> <p>2009 Graduate Teaching Assistantship, School of Social Work, Wayne State University. Tuition waiver & \$20,000 stipend.</p> <p>2008 Graduate School Dissertation Research Support Award, Wayne State University. \$1,000 funded.</p> <p>2008 Graduate Student Research Assistantship, School of Social Work, Wayne State University. Tuition waiver and \$20,000 stipend.</p> <p>2007 Graduate Student Research Assistantship, School of Social Work, Wayne State University. Tuition waiver and \$20,000 stipend.</p> <p>2006 Graduate Fellowship, School of Social Work, Wayne State University. Tuition waiver.</p> <p>1997 Graduate Professional Scholarship, Wayne State University. Tuition waiver.</p>		

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1996	School of Social Work Scholarship, Wayne State University. \$1,000 funded.
1995	Graduated Class Honors, University of Michigan.
Most Recent Publications (limit to 6)	
1.	2017 Brown, R.K., Kaiser, A. , Rusch, L. & Brown, R.E. "Immigrant-Conscious Congregations: Race, Ethnicity, and the Rejection of Anti-Immigrant Frames". <i>Politics and Religion</i> , 10, 887-905.
2.	2015 Kaiser, A. "Faith-Based Organizations: A Vehicle for Cross-Cultural Relationship Building." <i>Journal of Religion and Spirituality in Social Work</i> , 34: 265-284.
3.	2015 Kaiser, A. & Rusch, L. "Trade-offs in Empowerment through Social Action: Voices from Detroit." <i>Community Development</i> , 46: 361-379.
4.	2015 Beam, M., Pare, E., Schellenbach, C., Kaiser, A. , & Murphy, M. "Early Developmental Screening in High-Risk Communities: Implications for Research and Child Welfare Policy." <i>The Advanced Generalist</i> , 1: 18-36.
5.	2014 Brown, R.K., Kaiser, A. , & Jackson, J.S. "Worship Discourse and White Race-Based Policy Attitudes." <i>Review of Religious Research</i> , 56: 291-312.
6.	2014 Waites, C.C., Kaiser, A. , & Martin, F. "Health Promotion for African American Elders: Church is a Likely Place." Pp. 191-206 in <i>The Collective Spirit of Aging Across Cultures</i> edited by H.F. Ofahenggae, Vakalahi, G.M. Simpson, & N. Giunta. New York: Springer.
Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
<ul style="list-style-type: none"> Generalist Practice with Neighborhoods, Organizations, and Communities (Southern Illinois University Edwardsville) Generalist Practice with Groups (Southern Illinois University Edwardsville) Human Behavior in the Social Environment (Macro) (Wayne State University) Introduction to Social Welfare Policy in the United States (Wayne State University) 	SW 5102 Policy I Social Welfare and Analysis SW 5200 Foundations of Generalist Practice II SW 5500 Advanced Generalist Seminar Bridge Course SW 6101 Cultural Competency for Advanced Generalist Practice SW 6202 Policy II: Advocacy and Change SW 6200 Advanced Generalist Practice Administrating Organizations and Communities: SW 6102 Applied Social Work Research 5202 Fundamentals of Social Work Research

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<p>Faculty Name Kareen N. Tonsing</p> <p>Title Assistant Professor</p> <p>School Oakland University</p>	<p>Office 531 Varner Hall</p>	<p>Office Phone 248-370-2756</p> <p>Office Email kareentonsing@oakland.edu</p>
<p>Degrees – School – Year</p> <p>PhD, Social Work, The University of Hong Kong, 2012.</p> <p>MSW, Social Work, Chinese University of Hong Kong, 2008.</p> <p>M.A., History, Poona University, 1993.</p> <p>B.A. (Honors), History, Lady Keane College, 1991.</p>	<p>Research Interest</p> <p>Immigration, Children and Family, Mental Health, Family Violence</p>	
<p>Grants Awarded</p> <ol style="list-style-type: none"> 2017, Study Abroad Program Development Grant, OU International Education Award for Faculty-Led Study Abroad Program: <i>International Social Work & Service Learning Hong Kong (2017)</i>. Oakland University. \$1,500. 2016, <i>Domestic Violence and Help-Seeking among South Asian Women in Hong Kong</i>, Department Research Funds, Department of Sociology, Anthropology, Social Work & Criminal Justice, Oakland University. \$5,000. 2016, <i>Exploring the Mental Health and Acculturation Experiences of Burmese Resettled Adults in the US</i>, Okura Mental Health Scholarship for Asian and Pacific Islander Social Workers. 2015, <i>Examining the Experiences of Minority Ethnic Women Facing Domestic Violence: The impact on their Psychological well-being, Help-seeking Behaviors, and Resilience</i>, Hong Kong Christian Service. HK\$21,000 (approx. US \$2,700). 2015, <i>A study on the impact of Matched Savings Program for Low Income Families</i>, Care Corner Family Service, Singapore. SG\$20,000 (approx. US\$14,340). 2014, <i>An Exploratory Study of the Needs and Adjustment of Adolescent and Young Adult Cancer Survivors</i>, Children’s Cancer Foundation, Singapore. SG\$2,500 (approx. US\$1,830). 2011 & 2012, <i>Swire Conference Travel Grant</i>, The University of Hong Kong. HK\$33,000 (approx. US\$4,200). 2010, <i>CRCG Conference Travel Grant</i>, The university of Hong Kong. HD\$15,000 (approx. US\$1,900). 		
<p>Most Recent Publications (limit to 6)</p> <ol style="list-style-type: none"> <u>Tonsing, K.N.</u> (2018). A Review of Mental Health Literacy in Singapore. <i>Social Work in Health Care</i>, 57(1), 27-47. doi:10.1080/00981389.2017.1383335. (Refereed). <u>Tonsing, K.N.</u> (2018). Instructor immediacy and statistics anxiety in social work undergraduate students. <i>Social Work Education</i>, 37(2):223-233. doi:10.1080/02615479.2017.1395009. (First published online, October 2017) (Referred). 		

3. Tonsing, K.N. & Vungkhanching, M. (2018). Assessing psychological distress in cancer patients: The use of Distress Thermometer in an outpatient hematology treatment center. *Social Work in Health Care*, 57(2): 126-136. doi: 10.1080/00981389.2017.1402844. (First published online, November 2017) (Refereed)
4. Tonsing, K.N. & Ow, R. (Feb 2018). Quality of Life, Self-Esteem, and Future Expectations of Adolescent and Young Adult Cancer Survivors. *Health & Social Work*, 43(1), 15-21. <https://doi.org/10.1093/hsw/hlx047>. (first published online, December 2017) (Refereed)
5. Tonsing, J.C. & Tonsing, K.N. (Available Online Before Print, July 2017). Understanding the role of patriarchal ideology in intimate partner violence among South Asian women in Hong Kong. *International Social Work*. doi: 10.1177/0020872817712566. (Volume and page numbers TBD) (Refereed).
6. Chiu, M.Y.L., Zhou, R.D.H., Tong, A.K.K., Tonsing, K. & Yiu, M.G.C. (2017). Asset-based community mental health: An evidence-based community support program by lay mental health ambassadors. *Asia Pacific Journal of Counselling and Psychotherapy*, 8(2), 150-164. doi: 10.1080/21507686.2017.134968. (Refereed).

Graduate Courses Taught (relevant to new degree)	Prospective Graduate Courses (relevant to new degree)
	SW 6102 Applied Social Work Research 5202 Fundamentals of Social Work Research SW 6101 Cultural Competency for Advanced Generalist Practice SW 5201 Human Behavior and the Social Environment II SW 5101 Human Behavior and the Social Environment I SW 5500 Advanced Generalist Seminar Bridge Course

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Abbreviated Faculty Vitae

Faculty Name Maria Beam	Office 512 Varner Hall	Office Phone 248-370-3166
Title Special Instructor, Social Work		Office Email devoogd@oakland.edu
School Oakland University		
Degrees – School – Year PhD, Educational Leadership, Oakland University, 2019. MSW, Community and Organizational Development, Michigan State University 2006. BA, Psychology, Michigan State University, 2003	Research Interest Human Service Nonprofits; Program Design and Evaluation, Food Insecurity, Community Development, Organizational Development	
Grants Awarded <ol style="list-style-type: none">2019 Primary Investigator, Macomb County Health Department, Staff Focus Groups Defining Engagement, Acknowledgment & Value \$ 2,500 Pending2019 Senior Personnel & Evaluator, CAREER: Integration of signaling sustaining self-renewal of pluripotent stem cells by integrin alpha (PI, Luis Villa Diaz) \$1,173,525 Pending2018 Grant Submitter “Oakland University Office of Financial Aid Summer Student Campus Corporation” May 2018 from Oakland University \$5,000 Funded2015 Primary-Investigator with Angela Kaiser, Oakland Schools Early Childhood Research and Evaluation Grant 25,000 Funded2014 Co-Investigator: “Great Start Collaborative of Oakland County Program Evaluation” November 2014-October with Cynthia Schellenbach & Elizabeth Pare from Oakland Intermediate School District \$25,000 Funded2014 Co-Investigator: “United Way for Southeastern MI- A Program Evaluation of the Regional ASQ Developmental Screening Project” July 14 -June 2015 with Cynthia Schellenbach from Oakland Intermediate School District \$7,000 FundedNomination for the Teaching Excellence Award 2018Recognition of the Plume, College of Arts and Sciences, 2016, 2017, 2018Oakland University Collaborative Award, 2015		

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Most Recent Publications (limit to 6)

Beam, M., Pare, E., Schellenbach, C., Kaiser, A., Murphy, M., (2015) Early Developmental Screening in High-Risk Communities: Implications for Research and Child Welfare Policy *The Advanced Generalist Social Work Research Journal*, 1 (3/4), p 18-36.

Beam, M., "Family Assessment" for the *Macmillan Encyclopedia of Families, Marriages, and Intimate Relationships* (2019). "referred"

Beam, M., Cufee, V., Jones., A., (Administration/Management Task Force Advanced Macro Competency 3 Task Force) (In Press). Specialized Practice Curricular Guide for Macro Social Work Practice 2015 EPAS Curricular Guide Resource Series. CSWE and the Special Commission to Advance Macro Practice in Social Work Specialized Practice Curricular Guide for

Graduate Courses Taught (relevant to new degree)

Prospective Graduate Courses (relevant to new degree)

SW 5200 Foundations of Generalist Practice II
SW 5500 Advanced Generalist Seminar Bridge Course
SW 6101 Cultural Competency for Advanced Generalist Practice
SW 6202 Policy II: Advocacy and Change
SW 6200 Advanced Generalist Practice Adminstrating Organizations and Communities:
SW 6102 Applied Social Work Research
5202 Fundamentals of Social Work Research

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Abbreviated Faculty Vitae

<p>Faculty Name Scott Smith</p> <p>Title Associate Professor, Social Work</p> <p>School Oakland University</p>	<p>Office 511 A Varner Hall</p>	<p>Office Phone 248-370-4654</p> <p>Office Email Smith218@oakland.edu</p>
<p>Degrees – School – Year</p> <p>PhD, Social Work, Arizona State University, 2010.</p> <p>MSW, Clinical Social Work 2004.</p> <p>BS, History, Grand Valley State University ,1998</p>	<p>Research Interest</p> <p>Human Service Nonprofits; Program Design and Evaluation, Food Insecurity, Community Development, Organizational Development</p>	
<p>Grants</p> <p>2014. "Mental Health Disparities and Treatment Seeking Behaviors among Hispanics." Oakland University Sociology, Anthropology, Social Work, & Criminal Justice Department. \$5500. Funded.</p> <p>2011. "Evaluation of the Impact of Religiosity and Acculturation on Adolescent Hispanic Male's Sexual Risk." Oakland University Research Committee. \$9000. Funded.</p>		
<p>Most Recent Publications (limit to 6)</p> <p>Lyons, H. & Smith, S. J. (2014). Religiosity and the transition to nonmarital parity. <i>Sexuality Research and Social Policy</i>, 11(2), 163-175.</p> <p>Smith, S. J. (in press). Risky sexual behavior among young adult Latinas – Are acculturation and religiosity protective? <i>Journal of Sex Research</i>.</p> <p>Connally, Dalton, Rose Wedemeyer, and Scott J. Smith. "Cultural practice considerations: The coming out process for Mexican Americans along the rural U.S.-Mexico border". <i>Contemporary Rural Social Work</i>, 5: 42-60, 2013.</p> <p>Marsiglia, Flavio F., Bertram L. Jacobs, Tanya Nieri, Scott J. Smith, Damien Salamone, and Jaime Booth, "Effects of an undergraduate HIV/AIDS course on students' HIV risks." <i>Journal of HIV/AIDS & Social Services</i>,12(2): 172-189, 2013.</p> <p>Marsiglia, Flavio F. and Scott J. Smith, "An Exploration of Ethnicity in Race in the Etiology of Substance Use: A Health Disparities Approach," in L.M. Scheier, ed., <i>Handbook of Drug Use Etiology</i>, Washington DC: American Psychological Association, 2009.</p>		
<p>Graduate Courses Taught (relevant to new degree)</p> <p>MHBC II Stigma (OUWB Medical School)</p> <p>MHCB III Culture & Disease (OUWB Medical School)</p>	<p>Prospective Graduate Courses (relevant to new degree)</p> <p>SW 6102 Applied Social Work Research</p> <p>5202 Fundamentals of Social Work Research</p> <p>SW 6101 Cultural Competency for Advanced Generalist Practice</p> <p>SW 5201 Human Behavior and the Social Environment II</p> <p>SW 5101 Human Behavior and the Social Environment I</p> <p>SW 5500 Advanced Generalist Seminar Bridge Course</p>	

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	SW 5630 Advanced Social Work Practice in Integrated Healthcare SW 5640 Integrated Health Policy and Services
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Faculty Name Hydeen K. Beverly Title: Assistant Professor of Social Work School Oakland University	Office Varner Hall	Office Phone Office Email
Degrees – School – Year Expected 2020 The University of Texas at Austin, Austin, Texas 2014 University of Michigan, Ann Arbor, Michigan 2005 University of Wisconsin- Madison, Madison, Wisconsin	Research Interest Resilience; education attainment of urban youth; restorative justice principles; mental health practice with racial/ethnic families; children of incarcerated parents; development of culturally relevant interventions; music and art therapy; and student athletes	
Grants Awarded		
Most Recent Publications (limit to 6) <ol style="list-style-type: none"> 1. Beverly, H. K., Castro, Y., & Opara, I. (2019). Age of first marijuana use and its impact on education attainment and employment status. <i>Journal of Drug Issues, 49</i>(2), 228-237. 2. Parra-Cardona, J. R., Beverly, H. K., & Lopez Zerón, G. (in press). Community Based Participatory Research: A Critical Approach for the Future of Family Therapy Applied Research and Prevention. In K. S. Wampler (Ed.). <i>Handbook of Couple and Family Therapy</i>. Wiley Publishers. 3. Parra-Cardona, J. R., Beverly, H. K., & Lopez Zerón, G. (in press). Community Based Participatory Research: A Critical Approach for the Future of Family Therapy Applied Research and Prevention. In K. S. Wampler (Ed.). <i>Handbook of Couple and Family Therapy</i>. Wiley Publishers. 		
Graduate Courses Taught (relevant to new degree) <ul style="list-style-type: none"> • Social Work Practice in Organizations and Communities (The University of Texas at Austin Steve Hicks School of Social Work) • Social Work Practice with Individuals (The University of Texas at Austin Steve Hicks School of Social Work) • Foundation Field Instruction Seminar 		

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Faculty Name Betty C. Tonui Title Assistant Professor of Social Work School Oakland University	Office	Office Phone Office Email
Degrees – School – Year 2020 Doctor of Philosophy (Expected date of graduation May 2020) The University of Texas at Arlington 2015 Master of Social Work Western Kentucky University, 2014 Bachelor of Social work Indiana Wesleyan University	Research Interest Immigrants and refugees, trauma/mental health/mental health interventions Health disparities Social determinants of health International social work Community-based participatory research	
Grants Awarded		
Most Recent Publications (limit to 6) <ol style="list-style-type: none"> 1. Baiden, P., Tadeo, S.K., Tonui, B. C., Seastrunk, J. D., & Boateng, G. O. (In Press). "Association between insufficient sleep and suicidal ideation among adolescents". <i>The Psychiatry Research</i>. https://doi.org/10.1016/j.psychres.2019.112579 2. Keyes, L., Crutchfield, J. & Tonui, B.C. (In Press). "The Intersectionality of White privilege and colorism in a racially institutionalized nation: A qualitative Interpretive Meta-Synthesis". 3. Ravi, K. E., & Tonui, B. C. (2019). A Systematic Review of the Child Exposure to Domestic Violence Scale. <i>The British Journal of Social Work</i>. https://doi.org/10.1093/bjsw/bcz028 <i>The Journal of African American Studies</i> 4. Small, E., Sharma, B. B., Nikolova, S.P., & Tonui, B. C. (2019). "Hegemonic Masculinity Attitudes toward Female Genital Mutilation/Cutting among College Students in Sierra Leone". <i>Journal of Transcultural Nursing</i>. https://doi.org/10.1177/1043659619875499 5. Baiden, P., Kuire, V. Z., Shrestha, N., Tonui, B. C., Dako-Gyeke, M., & Peters, K. K. (2018). Bullying victimization as a predictor of suicidal ideation and suicide attempt among senior high school students in Ghana: results from the 2012 Ghana Global School-Based Health Survey. <i>Journal of School Violence</i>, 118. https://doi.org/10.1080/15388220.2018.148620 		
Graduate Courses Taught (relevant to new degree) <ul style="list-style-type: none"> • Human Behavior Diverse Population- BSW (Online) • Human Behavior Diverse Population-MSW(Online) • Foundation Field Split and Seminar-MSW (Online) • Foundation Field Split and Seminar-MSW (Online) • Advanced- Field-Split-I-MSW (Online) 	Prospective Graduate Courses (relevant to new degree)	

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<ul style="list-style-type: none">• Advanced- Field-Split-II- MSW(Online)• US-Immigration Policy- BSW• Theories of Human Behavior- BSW• Advanced- Field-Split-I-MSW(Online)• Advanced- Field-Split-II- MSW (Online) • Human Behavior Diverse Population- BSW• Human Behavior Diverse Population- BSW• Advanced- Field-Split-II- MSW(Online)• Advanced- Field-Split-II- MSW(Online)	
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APPENDIX B

Degree Requirements: Traditional MSW Program

PREPARATORY COURSES – undergraduate courses					
Course	Title	Credits	Prerequisites		
Student must have successful completion (grade of C- or better) of undergraduate courses in social and behavioral sciences (12 credit hours, drawing from sociology, psychology, government, economics, or related disciplines), research (4 credit hours), and biology with human content (4 credit hours).					

FOUNDATION COURSES – graduate courses required prior to core					
Course	Title	Credits	Prerequisites	New (x)	% Distance
SW 5100	Foundations of Generalist Practice I	4	Admission to MSW	x	
SW 5200	Foundations of Generalist Practice II	4	SW 5100	x	

CORE COURSES					
Course	Title	Credits	Prerequisites	New (x)	% Distance
SW 5101	Human Behavior and the Social Environment I	4	Admission to MSW	x	
SW 5102	Policy I: Social Welfare and Analysis	4	Admission to MSW	x	
SW 5201	Human Behavior and the Social Environment II	4	SW 5101	x	
SW 5202	Fundamentals of Social Work Research	4	Admission to MSW	x	
SW 6100	Advanced Generalist Practice with Individuals, Families and Groups	4	SW 5200	x	
SW 6101	Cultural Competency for Advanced Generalist Practice	4	SW 5102	x	
SW 6102	Applied Social Work Research	4	SW 5202	x	
SW 6200	Advanced Generalist Practice Adminstrating Organizations and Communities	4	SW 6100	x	
SW 6202	Policy II: Advocacy and Change	4	SW 5102	x	

RECOMMENDED ELECTIVE COURSES- 4 credits					
Course	Title	Credits	Prerequisites	New (x)	% Distance
SW 5630	Advanced Clinical Social Work Practice in Integrated Healthcare	2	*	x	
SW 5640	Integrated Health Policy and Services	4	*	x	
PA 6500	Fundraising and Philanthropy	4			
PA 6510	Grants: Politics and Administration	2 or 4			

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SW 5730	Program Development and Evaluation	4	*	x	
SW 5740	Community Organizing	4	*	x	
SW 5835	Diagnosis & Assessment of Mental Health and Educational Disabilities in School Social Work	2	*	x	
SW 5830	Policy and Practice of School Social Work in Educational Settings	4	*	x	
SW 5840	Social Work Interventions in an Educational Setting	2	*	x	
CNS 6600	Addictions in Counseling	4			
CNS 7015	Counseling the Chemically Dependent	4			
CNS 7010	Conceptual Models of Addiction	4			
* Prerequisites degree admission to the MSW program or instructors approval					

EXIT COURSES – Internships					
Course	Title	Credits	Prerequisites	New (x)	% Distance
SW 5950	Field Practicum I	4	Admission to MSW	x	
SW 5951	Field Practicum II	4	SW 5950	x	
SW 6950	Field Practicum III	4	SW 5951	x	
SW 6951	Field Practicum IV	4	SW 6950	x	

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Degree Requirements: Advanced Standing MSW Program

PREPARATORY COURSES – undergraduate courses	
Earned BSW Degree within 7 years from a CSWE accredited institution	

FOUNDATION COURSES – graduate courses required prior to core					
Course	Title	Credits	Prerequisites	New (x)	% Distance
SW 5500	Advanced Generalist Seminar Bridge Course	2	Admission to AS MSW	x	

CORE COURSES					
Course	Title	Credits	Prerequisites	New (x)	% Distance
SW 6100	Advanced Generalist Practice with Individuals, Families and Groups	4	Admission to AS MSW	x	
SW 6101	Cultural Competency for Advanced Generalist Practice	4	Admission to AS MSW	x	
SW 6102	Applied Social Work Research	4	Admission to AS MSW	x	
SW 6200	Advanced Generalist Practice Administrating Organizations and Communities	4	SW 6100	x	
SW 6202	Policy II: Advocacy and Change	4	Admission to AS MSW	x	

RECOMMENDED ELECTIVE COURSES- 4 credits					
Course	Title	Credits	Prerequisites	New (x)	% Distance
SW 5630	Advanced Clinical Social Work Practice in Integrated Healthcare	4	*	x	
SW 5640	Integrated Health Policy and Services	4	*	x	
PA 6500	Fundraising and Philanthropy	4			
PA 6510	Grants: Politics and Administration	2 or 4			
SW 5730	Program Development and Evaluation	4	*	x	
SW 5740	Community Organizing	4	*	x	
SW 5835	Diagnosis & Assessment of Mental Health and Educational Disabilities in School Social Work	2	*	x	
SW 5830	Policy and Practice of School Social Work in Educational Settings	4	*	x	
SW 5840	Social Work Interventions in an Educational Setting	2	*	x	
CNS 6600	Addictions in Counseling	4			
* Prerequisites degree admission to the MSW program or instructors approval					

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EXIT COURSES – thesis, dissertation, internship					
Course	Title	Credits	Prerequisites	New (x)	% Distance
SW 6950	Field Practicum III	4	Admission to AS MSW	x	
SW 6951	Field Practicum IV	4	SW 6950	x	

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Degree Requirements: Specialization in Integrated Health

CORE COURSES- 8 credits					
Course	Title	Credits	Prerequisites	New (x)	% Distance
SW 5630	Advanced Social Work Practice in Integrated Healthcare	4	*	x	
SW 5640	Integrated Health Policy and Services	4	*	x	
* Prerequisite: Admission to MSW program or instructor's permission					
** Students may substitute a course requirement for a different graduate level course offered in a separate department. Any course substitutions require approval from the MSW Program Director.					

Degree Requirements: Specialization in Community and Organizational Leadership

CORE COURSES- 8 credits, select 8 credits of the following course:					
Course	Title	Credits	Prerequisites	New (x)	% Distance
SW 5730	Program Development and Evaluation	4	*	x	
SW 5740	Community Organizing	4	*	x	
PA 6500	Fundraising and Philanthropy	4			
PA 6540	Grants: Politics and Administration	2 or 4			
* Prerequisite: Admission to MSW program or instructor's permission					
** Students may substitute a course requirement for a different graduate level course offered in a separate department. Any course substitutions require approval from the MSW Program Director.					

Degree Requirements: Specialization in School Social Work

CORE COURSES- 8 credits					
Course	Title	Credits	Prerequisites	New (x)	% Distance
SW 5830	Policy and Practice of School Social Work in Educational Settings	4	*	x	
SW 5835	Diagnosis & Assessment of Mental Health and Educational Disabilities in School Social Work	2	*	x	
SW 5840	Social Work Interventions in an Educational Setting	2	*	x	
* Prerequisite: Admission to MSW program or instructor's permission					
** Students may substitute a course requirement for a different graduate level course offered in a separate department. Any course substitutions require approval from the MSW Program Director.					

APPENDIX C

Typical Plan of Study – Full-Time Schedule-Traditional Program

Student Schedule		
Fall I <ul style="list-style-type: none"> SW 5100 Foundations of Generalist Practice I SW 5101 Human Behavior and the Social Environment I SW 5102 Policy I: Social Welfare and Analysis SW 5950 Field Practicum I 	Winter I <ul style="list-style-type: none"> SW 5200 Foundations of Generalist Practice II SW 5201 Human Behavior and the Social Environment II SW 5951 Field Practicum II SW 5202 Fundamentals of Social Work Research 	Summer I Open: Electives or specialization courses
Fall II <ul style="list-style-type: none"> SW 6101 Cultural Competency for Advanced Generalist Practice SW 6100 Advanced Generalist Practice with Individuals, Families and Groups SW 6202 Policy II: Advocacy and Change SW 6950 Field Practicum III 	Winter II <ul style="list-style-type: none"> SW 6102 Applied Social Work Research SW 6200 Advanced Generalist Practice Adminstrating Organizations and Communities SW 6951 Field Practicum IV Open Elective 	Summer II

Typical Plan of Study – 4-Year Schedule-Traditional Program

Student Schedule		
Fall I <ul style="list-style-type: none"> SW 5101 Human Behavior and the Social Environment I SW 5102 Policy I: Social Welfare and Analysis 	Winter I <ul style="list-style-type: none"> SW 5201 Human Behavior and the Social Environment II SW 5202 Fundamentals of Social Work Research 	Summer I Open: Electives or specialization courses
Fall II <ul style="list-style-type: none"> SW 5100 Foundations of Generalist Practice I SW 5950 Field Practicum I 	Winter II <ul style="list-style-type: none"> SW 5200 Foundations of Generalist Practice II SW 5951 Field Practicum II 	Summer II Open: Electives or specialization courses
Fall III <ul style="list-style-type: none"> SW 6101 Cultural Competency for Advanced Generalist Practice SW 6202 Policy II: Advocacy and Change 	Winter III <ul style="list-style-type: none"> Electives SW 6102 Applied Social Work Research 	Summer III Open: Electives or specialization courses
Fall IV <ul style="list-style-type: none"> SW 6100 Advanced Generalist Practice with Individuals, Families and Groups SW 6950 Field Practicum III 	Winter IV <ul style="list-style-type: none"> SW 6200 Advanced Generalist Practice Adminstrating Organizations and Communities 	Summer IV

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	• SW 6951 Field Practicum IV	
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Typical Plan of Study – Full-Time Schedule-Advanced Standing Program

Student Schedule		
<p>Summer II</p> <ul style="list-style-type: none"> • SW 5500 Advanced Generalist Seminar Bridge Course • Elective 	<p>Fall I</p> <ul style="list-style-type: none"> • SW 6101 Cultural Competency for Advanced Generalist Practice • SW 6100 Advanced Generalist Practice with Individuals, Families and Groups • SW 6950 Field Practicum III • SW 6202 Policy II: Advocacy and Change 	<p>Winter I</p> <ul style="list-style-type: none"> • SW 6200 Advanced Generalist Practice Adminstrating Organizations and Communities • SW 6951 Field Practicum IV • Elective • SW 6102 Applied Social Work Research

Typical Plan of Study – 2 Year Schedule-Advanced Standing Program

Student Schedule		
<p>Summer II</p> <ul style="list-style-type: none"> • SW 5500 Advanced Generalist Seminar Bridge Course 	<p>Fall I</p> <ul style="list-style-type: none"> • SW 6101 Cultural Competency for Advanced Generalist Practice • SW 6202 Policy II: Advocacy and Change 	<p>Winter I</p> <ul style="list-style-type: none"> • Elective • SW 6102 Applied Social Work Research
<p>Summer I/II</p> <ul style="list-style-type: none"> • Electives 	<p>Fall II</p> <ul style="list-style-type: none"> • SW 6100 Advanced Generalist Practice with Individuals, Families and Groups • SW 6950 Field Practicum III 	<p>Winter II</p> <ul style="list-style-type: none"> • SW 6200 Advanced Generalist Practice Adminstrating Organizations and Communities • SW 6951 Field Practicum IV

APPENDIX D

Detailed New Course Descriptions

SW 5000 Introduction to Generalist Practice (2cr):

This course is an introductory course to the advanced generalist social work profession. The course provides an overview of the history and development of the profession, the values and ethics of the profession, the foundations of knowledge and competencies necessary for practitioners, and practice with all sizes of systems and populations. This course is appropriate for those with a bachelor's degree who are interested in exploring social work at the graduate level. Prerequisite: Bachelor's degree.

SW 5100 Foundations of Generalist Practice I (4cr):

This course provides foundation content in the knowledge and skills for empowerment-based generalist social work practice with individuals, families, groups, organizations, and communities. Includes professional role development, communication and interviewing theory, skill development in social work assessment, intervention and evaluation methods. Prerequisite: degree admission to MSW program. Corequisite 5950

SW 5101 Human Behavior and the Social Environment I (4cr):

This course explores the theories and current knowledge of human behavior and bio-psycho-social-spiritual development from birth to adolescence from a generalist social work perspective, including a focus on how the micro, mezzo, and macro systems impact behavior development. Attention is given to the role of culture, race, ethnicity, social class, gender, age, ability, and sexual orientation in human development and behavior. Prerequisite: degree admission to MSW program Corequisite: SW 5102

SW 5102 Policy I Social Welfare and Analysis (4cr):

This course surveys social welfare institutions, emphasizing the strengths and weaknesses of programs within the context of the social problems they address. The comparison of these structures and provisions enables the development and use of frameworks for analyzing social policies and evaluating programs in light of the mission of the social work profession, the principles of social and economic justice, and the historical, economic and political factors which impinge on policy. Content on the effects of policy and social work practice includes the uses of professional roles in shaping the processes of policy formulation in agency and governmental arenas. Prerequisite: degree admission to the MSW program. Corequisite: SW 5101

SW 5200 Foundations of Generalist Practice II (4cr):

This course provides continued social work practice foundation content emphasizing developing generalist knowledge and skill at the group, organizational, community and societal levels. Emphasizes material on group process, and organizational and community leadership in the development of a problem-solving model for work with systems of all sizes. Prerequisites: SW 5100, degree admission to MSW program. Corequisite: SW 5951

SW 5201 Human Behavior and the Social Environment II (4cr):

This course offers theories and knowledge of human behavior and bio-psycho-social-spiritual development from adolescence to late adulthood from a generalist social work perspective, including focus on micro, mezzo, and particular emphasis on cultural and social systems and their impact on behavior and development. Social systems theory in the analysis of the interactions between human behavior and social structures is applied. The role of culture, race, ethnicity, social class, gender, and sexual orientation in human development and behavior is explored. Prerequisites: SW 5101 Corequisite: SW 5202

5202 Fundamentals of Social Work Research (4cr):

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This course introduces students to the components of quantitative and qualitative research methods and describes how research is designed to conduct studies which seek to improve social work practice. Introduces the basic concepts of the social work research process as well as the methods that are employed. Students develop a framework for critically evaluating (1) methods employed in current social work research, and (2) potential benefits of applying these research findings to social work practice. Prerequisite: degree admission to the MSW program. Corequisite: SW 5201

SW 5500 Advanced Generalist Seminar Bridge Course (2cr):

This course promotes a smooth transition from generalist baccalaureate social work programs to the advanced generalist curriculum of Oakland University Advanced Standing program. The knowledge, skills and values learned at the undergraduate level will be reviewed and supplemented, to prepare Advanced Standing students to begin their advanced year. Prerequisite: degree admission to the Advanced Standing MSW program.

SW 5630 Advanced Social Work Practice in Integrated Healthcare (4cr):

The objective of this course is to introduce social work students to the direct practice of integrated behavioral health in primary care. Students will become knowledgeable of the roles of behavioral health providers working in primary care settings, theories and models of care, and cross-cultural issues. They will develop skills in engagement, assessment, intervention planning and implementation, and practice evaluation. Because the populations served in primary care settings span the spectrum of severity in both the physical and behavioral health dimensions, students will develop competencies in engaging and supporting patients across a range of health conditions. Prerequisites degree admission to the MSW program or instructors approval.

SW 5640 Integrated Health Policy and Services (4cr):

The purpose of this course is to provide intensive study of the evolution of the integration of Primary Care and Behavioral Health services and to provide an opportunity for synthesis and application of learning and practice of policy in this service arena. The course builds on policy content offered in the professional foundation year and links policy to practice and research skills. Diversity, inequality, social and economic justice are continuing themes of study in the advanced concentration year. The content of the course reflects the values of the profession and focuses on the role of the "social policy practitioner" in assisting individuals in the maintenance or attainment of optimal health and mental health, social and economic justice, and recovery and wellness. Theories related to organizational structure and change within an Integrated Behavioral Health environment and strategies for practitioners to influence policies and promote change in the interest of service consumer, agency, and society will be presented. Opportunities for students will be encouraged for direct involvement in the political and organizational processes used to influence policy and delivery systems.. Prerequisites degree admission to the MSW program or instructor's approval.

SW 5730 Program Development and Evaluation (4cr):

This course offers a comprehensive approach to the practice of evaluation research with regard to social welfare programs and policies It is organized around a variety of methods for planning, evaluating, and assessing social interventions in order to understand and improve their efficacy. Topics will include theory-driven approaches to evaluation research, ethical issues in valuation, the role of the evaluator, conducting needs assessments, producing logic models, measuring and assessing multiple types of evidence, planning and implementing evaluations of new and existing programs, evaluation design (experimental, quasi-experimental), cost-benefit analysis, and the dissemination of research and evaluation reports. Prerequisites degree admission to the MSW program or instructor's approval.

SW 5740 Community Organizing (4cr):

The course introduces students to the methods and perspectives of activism, advocacy and community organizing. Knowledge of community organizing and advocacy strategies becomes critical for social work and community practitioners. Organizing, advocacy, and action strategies will be shared and assessed particularly as they pertain to matters of cultural democracy and social change. The course will provide

students with an opportunity to explore in depth the philosophy and theory behind advocacy and community organizing including its many uses as a tool to question and challenge the status quo. Course readings will be used to inform, ground and challenge students as they explore in the classroom the complex and exciting dynamics inherent in community organizing for social change and justice. In addition to learning from readings, students are expected to fully engage in a series of additional learning activities, including community organizing skills training sessions, guest speakers, and one potential field trips. Prerequisites degree admission to the MSW program or instructor's approval.

SW 5830 Policy and Practice of School Social Work in Educational Settings (4cr):

This course focuses on the knowledge, skills and values appropriate for social work practice within the school setting. This advanced level practice course is designed to provide students with an overview of contemporary social work practice in school settings. Specific topical areas include the historical and contemporary contexts of social work service in school settings, legal mandates for social work practice in schools, social policies and trends in education affecting school settings and social work practice in schools, preventive and intervention methods and roles applicable to diverse populations in school settings, research issues and practice effectiveness, and multiculturalism and diversity issues in social work practice in schools.

SW 5835 Diagnosis & Assessment of Mental Health and Educational Disabilities in School Social Work (2cr):

This course introduces the direct practice of school social work in an education setting. Students will develop an understanding of the diagnostics, assessment and testing of children in an educational setting. In addition, students will explore theories related to child psychopathology and the impact of mental health and educational disabilities on children and families.

SW 5840 Social Work Interventions in an Educational Setting (2cr):

This course builds upon the foundational knowledge of school social work and prepares students for implementing effective social work interventions. Students will develop, increase and/or enhance pertinent resources for social work services and interventions that include multidisciplinary and interdisciplinary approaches to help address student and school-based problems. In addition, students will design and evaluate interventions that address clinical, educational or social needs of children, their families and the community. The goal of this course is the development of a culturally relevant and evidence-based practitioner able to work at micro, mezzo and macro levels of social work within an educational context. Students will learn to identify, select and apply evidence-based prevention and intervention approaches to use with children, groups, families, school administration, and communities. Specific social work interventions will focus on students from diverse cultural backgrounds, victims and perpetrators of violence; and students affected by issues pertaining to social class, students with physical and/or learning differences, and the special needs of children.

SW 5905 Advanced Graduate Topics in Social Work (2-4 cr):

This course offers specialized instruction using a variable format in an advanced social work relevant subject. Repeatable. Prerequisites degree admission to the MSW program or instructors approval.

SW 5950 Field Practicum I (4cr):

This course requires a placement in community social service agencies for 225 hours for supervised periods of observation and direct service assignments emphasizing development of basic practice knowledge and skills. This course is designed to promote an understanding of the social service agency and its role in the community service network. Prerequisite: degree admission to the MSW program Corequisite: SW 5100

SW 5951 Field Practicum II (4cr):

This course requires a placement in community social service agencies for 225 hours for supervised periods of observation and direct service assignments emphasizing development of basic practice

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knowledge and skills. This course is designed to promote an understanding of the social service agency and its role in the community service network. Prerequisites: SW 5950 Corequisite: SW 5200

SW 5996 Independent Study (1-4cr)

SW 5996 allows students the opportunity to pursue a topic in depth under the guidance of a faculty supervisor. Typically, students SW 5996 with a faculty member with whom they have had some previous class experience—although this is not a requirement. Students usually have a “topic” in mind, and it is best to match the student’s topical interests with the professor’s area of expertise in order to maximize the benefit of the project to the student. This course rubric is also used when there are research opportunities for students to participate in a faculty member’s research as an assistant. Students interested in this course can approach a faculty member and request sponsorship or solicit the advice of their departmental advisor or chairperson, who can assist in identifying possible faculty sponsors.

SW 6100 Advanced Generalist Practice with Individuals, Families and Groups (4cr):

This course develops the advanced generalist practice competencies needed for intervention with individual, families and group clients. Evidence-based theories and practice intervention strategies are applied. Advanced generalist practice skills in work with clients, families and groups from diverse backgrounds are developed, and critical thinking skills are enhanced in developing an advanced generalist practice perspective integrating individual clients with larger social systems. Prerequisite SW 5200 or SW 5500.

SW 6101 Cultural Competency for Advanced Generalist Practice (4cr):

This course examines the impact of culture, race and ethnicity on client/worker interactions. Presents practice theories and interventions for culturally competent advanced generalist practice with different populations. Emphasizes experiential learning of cultural competence skills to provide services cross-culturally. Prerequisites: SW 5102 or degree admission to the Advanced Standing MSW program

SW 6102 Applied Social Work Research (4cr):

This course prepares students to be ethical practitioners who assess the benefits of social work interventions on an ongoing basis. Because of the importance of evaluation in social work, students develop the research skills needed to evaluate their own practice, conduct program evaluations, use the computer as a research tool, and interpret descriptive and inferential statistic. Prerequisite: degree admission to the Advanced Standing MSW program or SW 5202.

SW 6200 Advanced Generalist Practice Administrating Organizations and Communities (4cr):

This course develops the advanced generalist practice competencies needed for administrative and supervisory intervention with organizations and communities. Evidence-based theories and practice intervention strategies are applied. Provides advanced generalist practice skills in administrating, leading and managing organizations, and intervening with diverse communities. Prerequisite: SW 6100

SW 6202 Policy II: Advocacy and Change (4cr):

This course provides students with advanced generalist skills, knowledge and ethics for advanced policy practice roles within social agencies, communities and political arenas. Examines the history, strategies and approaches to advocacy and policy/program planning and development. Students demonstrate advanced skills in working with communities and policy processes on multiple levels. Prerequisites: degree admission to the MSW program or SW 5102.

SW 6950 Field Practicum III (4cr):

This course is the final part of a course series that allows student practitioners the opportunity to build upon, apply, and integrate advanced classroom training and evidence-based interventions within a practice setting. In this course, students finalize work at their fieldwork site, and demonstrate mastery of advanced practice skills learned throughout the fieldwork experience. MSW students demonstrate competency in direct practice experience working with diverse populations, and increase opportunities, resources, and

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capacity for local agencies that provide direct services to vulnerable families and communities. Two hundred and twenty-five (225) hours of agency experience and two (2) bi-monthly integrative seminar are required for the semester .Prerequisites degree admission to the Advanced Standing MSW program or SW 5951. Corequisites: SW 6100

SW 6951 Field Practicum IV (4cr):

This course is the final part of a course series that allows student practitioners the opportunity to build upon, apply, and integrate advanced classroom training and evidence-based interventions within a practice setting. In this course, students finalize work at their fieldwork site, and demonstrate mastery of advanced practice skills learned throughout the fieldwork experience. MSW students demonstrate competency in direct practice experience working with diverse populations, and increase opportunities, resources, and capacity for local agencies that provide direct services to vulnerable families and communities. Two hundred and twenty-five (225) hours of agency experience and two (2) bi-monthly integrative seminar are required for the semester. Prerequisites SW 6950/ Corequisite: SW 6200

SW 6995 Apprentice College Teaching 2 or 4cr

The Social Work program offers students by "invitation only" the opportunity to receive credit (SW 6995) to serve as an apprentice in college teaching. This experience entails supervised participation in teaching an undergraduate course in social work, combined with readings or discussion of teaching objectives and pedagogical methods. Specific duties vary by professor. However, the student apprentice is not responsible for grading other students.

The department depends upon the faculty's willingness to sponsor and supervise students in any of these endeavors, since these projects are not counted in the faculty member's teaching load, nor do faculty receive compensation for undertaking these projects. Consequently, all of these opportunities require the voluntary participation and permission of the faculty sponsor/supervisor. Because credit is earned for this course, students should expect to devote the same (if not more) amount of time that they would to any upper division course in the major. Specific expectations with respect to reading, research or experimental activities; amount of time spent; and product(s) or project outcomes; are negotiated with the faculty member, who acts as the student's sponsor and supervisor.

APPENDIX E

Anticipated Enrollment Proforma

SBRC Proforma Template

FY2020

Best-Case Scenario

	Year 1	Year 2	Year 3	Year 4	Year 5
Est. New Students to Program - Traditional	35	35	35	35	35
Est. New Students to Program - Advanced	35	35	35	35	35
1st Year Cohort Revenue Traditional	\$ 862,960	\$ 862,960	\$ 862,960	\$ 862,960	\$ 862,960
2nd Year Cohort Revenue Traditional	\$ -	\$ 862,960	\$ 862,960	\$ 862,960	\$ 862,960
3rd Year Cohort Revenue	\$ -	\$ -	\$ -	\$ -	\$ -
4th Year Cohort Revenue	\$ -	\$ -	\$ -	\$ -	\$ -
Gross Tuition Revenue Traditional	\$ 862,960	\$ 1,725,920	\$ 1,725,920	\$ 1,725,920	\$ 1,725,920
Gross tuition revenue Advanced	\$ 916,895	\$ 916,895	\$ 916,895	\$ 916,895	\$ 916,895
Less: Avg Financial Aid (30%)	\$ (533,957)	\$ (792,845)	\$ (792,845)	\$ (792,845)	\$ (792,845)
Net Tuition Revenue	\$ 1,245,899	\$ 1,849,971	\$ 1,849,971	\$ 1,849,971	\$ 1,849,971

Expenses

Salaries

Faculty Salaries	6101	\$ 63,000	\$ 125,575	\$ 189,714	\$ 194,457	\$ 199,319
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Visiting Faculty	6101					
Administrative Professionals	6201	\$ 57,247	\$ 57,247	\$ 57,247	\$ 57,247	\$ 57,247
Clerical Technical	6211					
Administrative IC	6221					
Faculty Inload/Replacement Costs	6301					
Faculty Overload	6301	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Part-Time Faculty	6301	\$ 44,000	\$ 88,000	\$ 88,000	\$ 91,200	\$ 91,200
Graduate Assistant	6311	\$ -	\$ 8,320	\$ 8,320	\$ 8,320	\$ 8,320
Casual/Temp	6401					
Out of Classification	6401					
Student Labor	6501					
Total Salary Expense		\$ 184,247	\$ 299,142	\$ 363,281	\$ 371,224	\$ 376,086
Fringe Benefits	6701	\$ 55,824	\$ 85,978	\$ 112,596	\$ 114,820	\$ 116,838
Total Compensation		\$ 240,071	\$ 385,120	\$ 475,877	\$ 486,044	\$ 492,924
Operating Expenses						
Supplies and Services	7101	\$ 45,748	\$ 46,248	\$ 46,248	\$ 42,498	\$ 42,498
Graduate Tuition	7101	\$ -	\$ 18,492	\$ 18,492	\$ 18,492	\$ 18,492
E-Learning Support	7102					
Travel	7201	\$ 21,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Equipment	7501	\$ 15,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Maintenance	7110					

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Recruitment and advertising	7101						
Library	7401	\$ 7,360	\$ 7,918	\$ 8,520	\$ 9,168	\$ 9,866	
Total Operating Expenses		\$ 89,108	\$ 99,658	\$ 100,260	\$ 97,158	\$ 97,856	
Total Expenses		\$ 329,179	\$ 484,778	\$ 576,137	\$ 583,202	\$ 590,780	
Net Income (Loss)		\$ 916,720	\$ 1,365,192	\$ 1,273,834	\$ 1,266,768	\$ 1,259,191	

The following chart tracks new students admitted to OU by cohort and anticipated enrollment between the traditional program and advanced standing program.

Combined Total Enrollment Advanced Standing and Traditional			
	Best	Likely	Worst
Year 1	70	64	54
Year 2	105	96	81
Year 3	105	96	81
Year 4	105	96	81
Year 5	105	96	81

Budget Narrative of Expenses

Title	Description	Account	Budget Year 1 Amount	Budget Year 2 Amount	Budget Year 3 Amount	Budget Year 4 Amount	Budget Year 5 Amount
Library		Library	\$7,360	\$7,918	\$8,520	\$9,168	\$9,866
AP - New position	Coor of Field	Administrative	\$48,122	\$48,122	\$48,122	\$48,122	\$48,122
	Band M - 2ndQ hire - \$48,122						
AP current increase - Coord Field & Stdnt supt	pos # 988850 band N - 7% increase	Administrative	\$3,889	\$3,889	\$3,889	\$3,889	\$3,889
AP current increase - Dir of Field & Student supt	pos # 989026 band R - 7% increase	Administrative	\$5,236	\$5,236	\$5,236	\$5,236	\$5,236
GA	stipend - MS level	Graduate Assistantship Stipend		\$8,320	\$8,320	\$8,320	\$8,320
GA	tuition - 16cr/yr per Grad study	Graduate Assistant Tuition		\$12,328	\$12,328	\$12,328	\$12,328
TT hire #1	FY20 Hire @ \$62K as baseline	Faculty Salaries		\$63,000	\$63,000	\$63,000	\$63,000
TT hire #2 Spec Instructor	FY20 Hire @ \$58K as baseline	Faculty Salaries		\$60,000	\$60,000	\$60,000	\$60,000
TT Hire #3 - Spec Instructor	FY20 Hire @ \$58K as baseline	Faculty Salaries			\$61,000	\$61,000	\$61,000
Director MSW		Faculty Overload	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Coor CSWE accreditation process		Faculty Overload	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
PT faculty	Ave rate @ \$5,500/ yr 1=4, yr2=9, yr3=10	Part-time Faculty	\$44,000	\$88,000	\$88,000	\$88,000	\$88,000
Equipment	16 courses @ 4 credits	Equipment	\$15,000	\$2,000	\$2,000	\$2,000	\$2,000

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Supplies & Services	Supplies and Services	\$35,748	\$36,248	\$36,248	\$41,248	\$32,498
Travel	Travel	\$21,000	\$25,000	\$25,000	\$25,000	\$25,000
Part-time Faculty Budget Break Down		Year 1	Year 2	Year 3	Year 4	Year 5
8 courses @ 4 credits		\$44,000				
16 courses @ 4 credits			\$88,000	\$88,000	\$88,000	\$88,000
Total		\$44,000	\$88,000	\$88,000	\$88,000	\$88,000
Equipment Budget Break Down		Year 1	Year 2	Year 3	Year 4	Year 5
Conference Room Learning Lab (construction)		\$10,000				
Conference Room Learning Lab Technology (Computers, webcam, intercom, monitors)		\$ 5,000				
Conference Room Learning Lab Technology/Lab Maintenance			\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Total		\$15,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Travel Budget Break Down		Year 1	Year 2	Year 3	Year 4	Year 5
Travel for Full Time Faculty Stipend 4@1,500		\$ 6,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000
Travel for Administrators 1 Director & 3 APs @ 1500		\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Travel for Accreditation MSW Director		\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Travel related to guest & candidates		\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Travel Related to students Mileage meetings and AFC teaching		\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Total		\$21,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000

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Supplies and Services Break Down	Year 1	Year 2	Year 3	Year 4	Year 5
Accreditation Fees and Membership Break Down					
Site Visit I	\$1,250				
Commission Fee I	\$2,500				
Site Visit II		\$1,250			
Commission Fee II		\$2,500			
Initial Accreditation Fee			\$5,000		
Site Visit III			\$1,250		
Commission Fee III			\$2,500		
Annual Membership Dues	\$5,298	\$5,298	\$5,298	\$5,298	\$5,298
Total	\$9,048	\$9,048	\$9,048	\$14,048	\$5,298
Events/Food/Room Rental					
Award Ceremony	1750	2125	2125	2125	2125
Pinning Ceremony	1750	2125	2125	2125	2125
Trainings	1750	2125	2125	2125	2125
Orientations	1750	2125	2125	2125	2125
Total	7000	8500	8500	8500	8500
Misc Supplies/Services					
Office Supplies	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Program Memberships	\$500	\$500	\$500	\$500	\$500
Professional Development for full and part-time faculty	2500	3000	3000	3000	3000
Printing/mailing	500	500	500	500	500
Promotional Items/Recruitment Materials	5500	3500	3500	3500	3500
Software @SONIA renewal/Adobe/Others	4200	6200	6200	6200	6200
Marketing/Communication	3000	1500	1500	1500	1500
Technology for AP Staff/Clerical	2000	2000	2000	2000	2000

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Total	\$19,700	\$18,700	\$18,700	\$18,700	\$18,700
Total	\$35,748	\$36,248	\$36,248	\$41,248	\$32,498

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Break Even Proforma with worse case enrollment

SBRC Proforma Template

FY2020

Worst-Case Scenario

	Year 1	Year 2	Year 3	Year 4	Year 5	
Est. New Students to Program - Traditional	27	27	27	27	27	
Est. New Students to Program - Advanced	27	27	27	27	27	
1st Year Cohort Revenue Traditional	\$ 665,712	\$ 665,712	\$ 665,712	\$ 665,712	\$ 665,712	
2nd Year Cohort Revenue Traditional	\$ -	\$ 665,712	\$ 665,712	\$ 665,712	\$ 665,712	
3rd Year Cohort Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	
4th Year Cohort Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	
Gross Tuition Revenue Traditional	\$ 665,712	\$ 1,331,424	\$ 1,331,424	\$ 1,331,424	\$ 1,331,424	
Gross tuition revenue Advanced	\$ 707,319	\$ 707,319	\$ 707,319	\$ 707,319	\$ 707,319	
Less: Avg Financial Aid (30%)	\$ (411,909)	\$ (611,623)	\$ (611,623)	\$ (611,623)	\$ (611,623)	
Net Tuition Revenue	\$ 961,122	\$ 1,427,120	\$ 1,427,120	\$ 1,427,120	\$ 1,427,120	
Expenses						
Salaries						
Faculty Salaries	6101	\$ 63,000	\$ 125,575	\$ 189,714	\$ 194,457	\$ 199,319

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Visiting Faculty	6101					
Administrative Professionals	6201	\$ 57,247	\$ 57,247	\$ 57,247	\$ 57,247	\$ 57,247
Clerical Technical	6211					
Administrative IC	6221					
Faculty Inload/Replacement Costs	6301					
Faculty Overload	6301	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Part-Time Faculty	6301	\$ 44,000	\$ 88,000	\$ 88,000	\$ 91,200	\$ 91,200
Graduate Assistant	6311	\$ -	\$ 8,320	\$ 8,320	\$ 8,320	\$ 8,320
Casual/Temp	6401					
Out of Classification	6401					
Student Labor	6501					
Total Salary Expense		\$ 184,247	\$ 299,142	\$ 363,281	\$ 371,224	\$ 376,086
Fringe Benefits	6701	\$ 55,824	\$ 85,978	\$ 112,596	\$ 114,820	\$ 116,838
Total Compensation		\$ 240,071	\$ 385,120	\$ 475,877	\$ 486,044	\$ 492,924
Operating Expenses						
Supplies and Services	7101	\$ 45,748	\$ 46,248	\$ 46,248	\$ 42,498	\$ 42,498
Graduate Tuition	7101	\$ -	\$ 18,492	\$ 18,492	\$ 18,492	\$ 18,492
E-Learning Support	7102					
Travel	7201	\$ 21,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Equipment	7501	\$ 15,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Maintenance	7110					

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Recruitment and advertising	7101							
Library	7401	\$ 7,360	\$ 7,918	\$ 8,520	\$ 9,168	\$ 9,866		
Total Operating Expenses		\$ 89,108	\$ 99,658	\$ 100,260	\$ 97,158	\$ 97,856		
Total Expenses		\$ 329,179	\$ 484,778	\$ 576,137	\$ 583,202	\$ 590,780		
Net Income (Loss)		\$ 631,943	\$ 942,342	\$ 850,983	\$ 843,918	\$ 836,340		

APPENDIX F

Library Budget Report



University Libraries
Rochester, Michigan 48309-4401

MEMORANDUM

To: Maria Beam, Director, Social Work Program

From: Helen Levenson, Collection Development Librarian, University Libraries
Anne Switzer Zacharias, Librarian Liaison to Social Sciences, University Libraries

Re: Library collection evaluation for proposed Master of Social Work (M.S.W.)

Date: February 11, 2020

In order to complete this library collection evaluation for the proposed M.S.W. program, we reviewed the draft program proposal in relation to the University Libraries' current resources related to social work, reviewed Journal Citation Reports for Social Work and consulted *Magazines for Libraries* to benchmark the University Libraries' current holdings against core journal lists, and reviewed resources of comparable M.S.W. programs. The following is an assessment of the University Libraries' ability to support the proposed new degree program.

Indexes and Databases Related to Social Work

The University Libraries maintain subscriptions to significant index, abstract, and full text databases that cover the field of social work. These include the following:

- *Academic Search Complete*, a multi-disciplinary indexing and full-text database;
- *CINAHL Complete*, the Cumulative Index to Nursing and Allied Health Literature, a health sciences database that provides full-text access to journals including those in the social work field;
- *Criminal Justice Abstracts with Full Text*, provides full text access to research in the areas of criminal justice including titles related to social work, addiction, and substance abuse;
- *PsychInfo*, provides indexing and full-text access to research on social work, social casework, social services, social welfare and numerous other related social work research and practitioner topics;
- *PsychiatryOnline*, provides access to journal articles and full text access to the DSM-5;
- *PubMed Central* and *MEDLINE*, the premier databases for medical and allied health information;
- *Scopus*, a large citation and abstract database covering science, social science, and medical peerreviewed literature, including numerous social work journals, many with links to full text;
- *Social Sciences Citation Index*, a multi-disciplinary index to social science journals;
- *Social Services Abstracts*, covers research focused on social work, human services, social welfare, social policy, community development, social work practice, and social work education.

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- *Social Work Abstracts*, produced by the National Association of Social Works, this database includes more than 500 social work and human services journals covering all aspects of the field of social work including theory and practice;
- *Sociological Abstracts*, indexes the global literature of sociology and related disciplines in the social and behavioral sciences.

Through use of these databases, users are typically able to access full-text coverage of the periodical literature through the University Libraries' openURL article linker, the "Get It" link. This service links databases to the Libraries' e-journal packages or direct journal subscriptions.

In addition to the above listed databases, it is highly recommended that the University Libraries subscribe to the Social Work Reference Center, an evidence-based, point-of-care full-text practitioner oriented database designed for social workers and related mental health professionals. This resource covers a wide array of topics such as adolescent health, behavioral and mental health, aging, end-of-life care, and clinical social work. See costs for this database in Appendix B.

Monographs

An analysis of the Libraries' monograph collection found that the University Libraries have a solid collection related to social work but a number of social work related classifications of the collection are lacking in currency. Additional monographs should be acquired in these areas. See Table 1 for a breakdown of the monograph collection for relevant social work and related classifications and see Appendix B for projected costs to bring the monograph collection up to date.

Table 1: Total monograph titles and those acquired since July 2018, for subjects related to the proposed M.S.W.:

LC call number range	Subject	Total number of books owned	Number of books acquired since July 2018
HV 1-525	Social Work in General	774	7
HV 551-677	Emergency Management	93	2
HV 697	Families	23	0
HV 700-1420	Children and Young Adults	572	6
HV 1442-1448	Women	43	0
HV 1449	Gay, Lesbian, Bisexual and Transgender	7	1

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HV 1450-1494	Aged	163	2
HV 1551-3024	People with Disabilities	311	6
HV 4005-4630	Immigrants and Homelessness	200	5
HV 4701-4890	Protection of Animals	144	4
HV 4997-5840	Substance Abuse, Alcoholism, and Tobacco Drugs	657	5

To ensure that the Libraries' monographic collection adequately supports the new proposed degree program, funding is needed to purchase approximately 10 monographs each year within the social work field for which the University libraries lack current resources. See Appendix B.

The University Libraries have access the seminal resource *Encyclopedia of Social Work* in eformat which is updated annually. The Libraries also have added access to 34 social work related ebook titles from 2017 to present.

Journals

The University Libraries' coverage of the journal literature in the field of social work is quite strong. Appendix A provides a sample list of the major periodicals in this field to which the Libraries currently have access. All of these titles are available online through the Libraries' discovery tool, its general interest periodical databases, (e.g. Academic Search Complete), the subject-specific periodical indexes and databases listed above, direct journal subscriptions, and its e-journal publisher packages. These publisher packages include those from Cambridge University Press, Duke University Press, Elsevier, Lippincott Williams and Wilkins (LWW), Oxford University Press, Sage, Springer, University of Chicago Press, and Wiley.

In addition to the sample list of periodicals in Appendix A, searches in the Libraries' discovery tool indicate that the library holds 615 journals within the overall, broad subject category of Social Welfare & Social Work, 49 journals within the sub-category of Child & Youth Development, 263 journals within the sub-category of Criminology, Penology, Juvenile Delinquency, 50 journals within the sub-category of Disabilities, 3 journals within the sub-category of Family Violence, 27 journals within the sub-category of Gerontology, and 158 journals within the sub-category of Social Welfare & Social Work—General.

In summary, the Libraries current journal holdings in the field of social work would provide excellent support to the proposed M.S.W. program. **Support for Current Library Resources**

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As noted above, OU Libraries already subscribe to a number of online resources that will support an M.S.W program. However, due to anticipated annual inflationary cost increases for journals and research databases (historically averaging eight percent or more per year), the Libraries cannot guarantee that we will be able to maintain subscriptions even to our current resources. Therefore, we ask that University Libraries be given \$3,800 per year (with inflationary increases in each year) to assist in funding these resources, especially the current journal packages and the online subscription to the *Encyclopedia of Social Work* both of which are critical in support of this program.

Appendix A	
A Sample of Current Kresge Library Journals that Support Proposed MSW Program	
Journal Title	Current Access
Affilia	Sage 1986-present
Aggression and Violent Behavior	Elsevier 1996-present
American Journal of Community Psychology*	Proquest, CINAHL, Wiley, 1994present
American Journal of Orthopsychiatry*	PsycARTICLES 1930-present
Australian Social Work	EBSCO Academic Search Complete from 2003 (18 month embargo)
British Journal of Social Work	JSTOR, Oxford Univ. Press 1971present
Child Abuse and Neglect*	Elsevier 1977-present
Child Abuse Review	EBSCO Academic Search Complete, Wiley 1992-present
Child & Adolescent Social Work	EBSCO Academic Search Complete, SpringerLink 1996-present
Child & Family Social Work	Wiley 1996-present
Child Development*	JSTOR, Wiley 1930-present
Child Maltreatment*	Sage 1996-present

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Child Welfare	EBSCO Academic Search Complete, Proquest 1990-present
Children & Schools	Oxford Univ. Press 1978-present
Children & Society	EBSCO Academic Search Complete, Wiley 1996-present
Children and Youth Services Review*	Elsevier 1979-present
Clinical Social Work Journal	Proquest, SpringerLink 1996-present
Drug and Alcohol Dependence	Elsevier 1975-present
European Journal of Social Work	EBSCO Political Science Complete from 1996 (18 month embargo)
Families in Society	Sage 1920-present

Family Process	Wiley 1962-present
Family Relations	JSTOR, Wiley 1980-present
Health & Social Care in the Community*	Wiley 1997-present
Health & Social Work	Oxford Univ. Press 1976-present
Human Services Organizations Management, Leadership & Governance	Taylor & Francis 1997-present
International Journal of Child, Youth & Family Studies	open access
International Journal of Social Welfare	Wiley 1999-present
International Social Work	Sage 1959-present
Journal of Community Psychology	EBSCO Academic Search Complete, Wiley 1989-present
Journal of Ethnic & Cultural Diversity in Social Work	Taylor & Francis 1997-present
Journal of Family Social Work	Taylor & Francis 1997-present
Journal of Family Violence	Springer 1997-present

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Journal of Gerontological Social Work	Taylor & Francis 1997-present
Journal of Marital and Family Therapy	Wiley 1994-present
Journal of Marriage and Family*	JSTOR, Wiley 1964-present
Journal of Psychologists and Counsellors in Schools	Cambridge Univ. Press 2015-present
Journal of Social Policy*	Cambridge Univ. Press 1997-present
Journal of Social Service Research	Taylor & Francis 1997-present
Journal of Social Work	Sage 2001-present
Journal of Social Work Education	JSTOR, Taylor & Francis 1985-present
Journal of Social Work Practice	Taylor & Francis 1997-present
Journal of Social Work Practice in the Addictions	EBSCO Criminal Justice Abstracts with Full Text from 2001 (18 month embargo)
Journal of Sociology and Social Welfare	open access 1973-present
Journal of Teaching in Social Work	Taylor & Francis 1997-present
Journal of Technology in Human Services	Taylor & Francis 1997-present
Journal of the Society for Social Work and Research	JSTOR, Univ. of Chicago Press 2010present
Psychoanalytic Social Work	Taylor & Francis 1999-present
Qualitative Social Work	Sage 2002-present
Research on Social Work Practice	Sage 1991-present
Scandinavian Journal of Social Welfare	Wiley 1997-present
School Social Work Journal	Proquest 2014-present
Smith College Studies in Social Work	Taylor & Francis 1997-present
Social Development Issues	Proquest 2014-present
Social Policy & Administration	Wiley 1997-prsent

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Social Policy and Society	Cambridge Univ. Press 2002-present
Social Service Review	JSTOR, Univ. of Chicago Press, 1927present
Social Work	JSTOR, Oxford Univ. Press 1956present
Social Work Education	EBSCOhost Academic Search Complete from 1999 (18 month embargo)
Social Work in Health Care	Taylor & Francis 1997-present
Social Work in Public Health	EBSCOhost Education Source from 2007 (18 month embargo)
Social Work Research	JSTOR, Oxford Univ. Press 1994current
Social Work with Groups	Taylor & Francis 1997-present
Suicide and Life-Threatening Behavior	Wiley 1971-present
Trauma, Violence and Abuse*	Sage 2000-present

*Indicates journals with the highest impact factors.

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Appendix B					
Library Budget for Proposed Masters in Social Work					
	Year 1	Year 2	Year 3	Year 4	Year 5
Monographs ¹	\$ 1,020	\$ 1,071	\$ 1,125	\$ 1,181	\$ 1,240
Social Work Reference Center ²	\$ 2,540	\$ 2,743	\$ 2,963	\$ 3,200	\$ 3,456
Support for current resources ²	\$ 3,800	\$ 4,104	\$ 4,432	\$ 4,787	\$ 5,170
Total	\$ 7,360	\$ 7,918	\$ 8,520	\$ 9,168	\$ 9,866
¹ Presumes the purchase of approximately 10 books per year, with a 5% annual inflationary increase.					
² Presumes an 8% annual inflation rate.					

cc: Mariela Hristova, Interim Dean of University Libraries

Julia Rodriguez, University Libraries Representative to University Senate

APPENDIX G

Graduate Assessment Plan

Insert Graduate Assessment Plan following

<https://www.oakland.edu/oira/>

Please contact OIRA for assistance

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Oakland University Assessment Committee

Assessment Process for Programs with External Accreditation

Overview

The Higher Learning Commission (HLC) of the North Central Association (NCA), the university's accrediting body, requires the university to '*demonstrate a commitment to educational achievement and improvement through ongoing assessment of student learning*'. However, the NCA allows the university to decide how best to meet this requirement.

Typically, programs meet this requirement by participating in the university's assessment cycle, as detailed by the university assessment committee (UAC). Programs normally participate in this cycle by first submitting an assessment plan to the UAC, and upon approval, implementing that plan and reporting the results of the implementation back to the UAC in two-year repeating cycles.

Programs with external accreditation sometimes operate with a slightly different process than other programs. Typically, external accreditors have assessment requirements that are more stringent than the requirements of the HLC. As such, fulfilling the assessment requirements of the external accreditor is usually sufficient to satisfy the requirements of both the UAC and the HLC. Programs with external accreditation are eligible to apply for a special waiver to have their accreditation process substitute for the normal university process, reducing the burden on programs with external accreditation and on the UAC.

This is how it works. First, the program must show how their external accrediting body's requirements meet or exceed the requirements of the Higher Learning Commission. This is done through a simple 'mapping' process that is submitted to the UAC. Once the mapping process is reviewed and approved, the UAC then only requires your accrediting body's formal letter of accreditation as evidence that the program is fulfilling the assessment requirements of the HLC. Each time a program is re-accredited, it will need to submit another formal letter, which serves as a substitute for the normal assessment process until its next round of accreditation. This saves the program and the UAC time, because the program does not have to submit formal plans or reports to the UAC.

Instructions: Summary

Step 1: Basic Information

Step 2: Mapping of Standards

Step 3: Final Steps

Please fill this form out electronically. If you are **NOT** accredited by an external body, use [this form](#) instead. For questions, comments, or help with this form, contact Reuben Ternes (ternes@oakland.edu).

Completed forms should be sent electronically to Reuben Ternes (ternes@oakland.edu).

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Step 1: Basic Information

Please fill out the following basic information about your program.

Program Name: Master of Social Work

School or College your program resides in: College of Arts and Sciences

Program Level (check all that apply):

- Undergrad
- Master's
- Doctoral

External Accrediting Agency: Council on Social Work Education

Today's Date:

Current Assessment Contact Representative (& E-mail): Maria Beam devoogd@oakland.edu

Current Department or Program Chair (& E-mail): Jo Regar, regar@oakland.edu

Current Dean (& E-mail): Kevin Corcoran corcoran@oakland.edu

Step 2: Program Mapping

Programs with external accreditation must still meet the accrediting standards of the Higher Learning Commission, or submit an assessment report using the long form. Programs with external accreditation must meet the following requirements as stipulated by the Higher Learning Commission of the North Central Association:

- 1) The program has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
- 2) The program assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
- 3) The program uses the information gained from assessment to improve student learning.
- 4) The program's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

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In order for your mapping to be approved, your external accrediting agency must require the above criteria to be met, in some fashion or another. Below, please provide the exact language that your accrediting body uses to show that each of the requirements listed above is also required by your accrediting body. Understand that this mapping is to the HLC's requirements and the requirements of your accrediting body, and has nothing to do with your program or how your program does assessment. Use the exact language of your accrediting body. In addition, you must provide the location of where members of the UAC can find this language – either a page number in a document or a hyperlink to the appropriate location on the website of your accrediting agency.

Higher Learning Commission Requirements	Your Accrediting Body's Associated Requirements	Location
<p>The program has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.</p>	<p>The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel.</p> <ul style="list-style-type: none"> • A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option. • At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations. • An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0. • Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark. • An explanation of how the program determines the percentage of students achieving the benchmark. • Copies of all assessment measures used to assess all identified competencies 	<p>https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx</p> <p>Page 18, Standard 4.0.1</p>
<p>The program assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.</p>	<p>The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program opt</p>	<p>https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx</p>

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		Page 18 Standard 4.0.2
The program uses the information gained from assessment to improve student learning.	The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data	https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx Page 18 Standard 4.0.4
The program's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.	For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcome The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely updates (minimally every 2 years) its findings	https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx Page 18 Standard 4.0.5 & 4.0.3

Step 3: Final Steps

Please e-mail your completed form to the UAC/OIRA liaison, Reuben Ternes (ternes@oakland.edu). The UAC will review the program mapping to make sure it meets the HLC standards. After the review is complete, you will receive a response from the UAC indicating the final result of the review.

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Oakland University Assessment Committee

Assessment Plan Template

Step 1: Basic Information

Program Name: Master of Social Work Program

School or College your program resides in: College of Arts and Sciences

Program Level (check all that apply):

Undergrad

Master's

Doctoral

Date Report Submitted:

Current Assessment Contact Representative (& E-mail): Maria Beam devoogd@oakland.edu

Current Department or Program Chair (& E-mail): Jo Regar, regar@oakland.edu

Current Dean (& E-mail): Kevin Corcoran corcoran@oakland.edu

Step 2: Type of Assessment Plan

X Option A. Programs that have an external accrediting agency other than the Higher Learning Commission may be eligible to use their accreditor's response in lieu of following the UAC's standard process. These programs use the UAC's 'external accreditation mapping' form instead of this form. For more information, please contact the UAC/OIRA liaison Reuben Ternes (ternes@oakland.edu). Programs without external accreditation should proceed to option B.

X Option B. If you are not accredited by an external body (or your accreditor's standards do not meet the standards set by the Higher Learning Commission), then proceed to Steps 3-5 to create your assessment plan. Members of the UAC are always willing to work with individuals from any department to develop or revise their assessment plans. In addition, the Office of Institutional Research and Assessment (OIRA) has some very helpful tools for faculty and departments listed on their website (www.oakland.edu/OIRA). If at any time you have any questions, need any assistance, or would like to schedule a meeting with any UAC representatives, please contact the UAC and OIRA liaison, Reuben Ternes (ternes@oakland.edu).

Step 3: Aligning the OU Mission, Program Goals, Student Learning Outcomes, and Assessment Measures

Please begin your program assessment plan by completing the table below. Use the "Table" menu in Word to add rows, merge cells, etc. as needed. [A completed table is presented as a sample on our website: XXXX.]

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- In column 1, record what aspects of the OU Mission your program addresses.
- In column 2, record your program goals as they relate to the OU Mission.
- In column 3, record your program's planned student learning outcomes related to each program goal.
- In column 4, record the assessment measure(s) that evaluate each student learning outcome (note: each learning outcome should have an associated assessment measure).
- Add rows to the table as necessary.

(1) OU Mission	(2) Program Goals	(3) Student Learning Outcomes	(4) Assessment Measures
<p>Oakland University is a preeminent metropolitan university that is recognized as a student-centered, doctoral research institution with a global perspective. We engage students in distinctive educational experiences that connect to the unique and diverse opportunities within and beyond our region.</p>	<p><u>Education for Advanced Generalist Practice:</u> To prepare advanced generalist social work leaders and practitioners to develop and implement multi-systemic, multi-level evidence-based practices.</p>	<ol style="list-style-type: none"> 1. Students practice engagement with individuals, families, groups, organizations, and communities 2. Students practice assessment with individuals, families, groups, organizations, and communities 3. Students practice intervention with individuals, families, groups, organizations, and communities 4. Students practice evaluation with individuals, families, groups, organizations, and communities 5. Students demonstrate ethical and professional behavior 	<ol style="list-style-type: none"> 1. Field Evaluation/Exit Survey Items 6a-6b and Items from Signature Assignment 6. 2. Field Evaluation/Exit Survey Items 7a-7d and Items from Signature Assignment 7. 3. Field Evaluation/Exit Survey Items 8a-8e and Items from Signature Assignment 8. 4. Field Evaluation/Exit Survey Items 9a-9d and Items from Signature Assignment 9. 5. Field Evaluation/Exit Survey Items 1a-1e and Items from Signature Assignment 1.
<p>Through faculty-driven and student-engaged research, scholarship, and creative activity, Oakland University advances knowledge and art in a diverse and inclusive environment.</p>	<p><u>Knowledge Development:</u> 2. To prepare advanced generalist social workers that understand and identify with the social work profession, apply principles of critical thinking, engaged in scholarship and are committed to</p>	<ol style="list-style-type: none"> 1. Students engage research informed practice and practice informed research 2. Students practice evaluation with individuals, families, groups, organizations, and communities 	<ol style="list-style-type: none"> 1. Field Evaluation/Exit Survey Items 4a-4c and Items from Signature Assignment 4. 2. Field Evaluation/Exit Survey Items 8a-8e and Items from Signature Assignment 8.

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	upholding the values and ethics of the profession that serve to guide professional practice.		
Oakland University is an active community partner providing thriving civic, cultural, and recreational opportunities and valuable public service.	<u>Education for Culturally Sensitive Practice and the Pursuit of Social Justice</u> : To prepare advanced generalist social workers to advocate for social and economic justice through collaboration with multi-cultural diverse communities.	<ol style="list-style-type: none"> 1. Students engage diversity and difference in practice 2. Student advance Human Rights and Social, Economic, and Environmental Justice 3. Students engage in policy practice to advance well-being and delivery of services 4. Students engage in research informed practice and practice informed research 	<ol style="list-style-type: none"> 1. Field Evaluation/Exit Survey Items 2a-2c and Items from Signature Assignment 2. 2. Field Evaluation/Exit Survey Items 3a-3b and Items from Signature Assignment 3. 3. Field Evaluation/Exit Survey Items 5a-5c and Items from Signature Assignment 5. 4. Field Evaluation/Exit Survey Items 4a-4c and Items from Signature Assignment 4.
Oakland University is an active community partner providing thriving civic, cultural, and recreational opportunities and valuable public service.	<u>Service</u> : The Social Work Program will create an environment that is responsive to students and the community, conducive to personal and professional growth, and reflective of an ethic of service that is demonstrated by the activities of the faculty and the contributions of our students in field and professional practice	<ol style="list-style-type: none"> 1. Students demonstrate ethical and professional behavior 2. Students practice engagement with individuals, families, groups, organizations, and communities 3. Students practice assessment with individuals, families, groups, organizations, and communities 4. Students practice intervention with individuals, families, groups, organizations, and communities 5. Students practice evaluation with 	<ol style="list-style-type: none"> 1. Field Evaluation/Exit Survey Items 1a-1e and Items from Signature Assignment 1. 2. Field Evaluation/Exit Survey Items 6a-6b and Items from Signature Assignment 6. 3. Field Evaluation/Exit Survey Items 7a-7d and Items from Signature Assignment 7. 4. Field Evaluation/Exit Survey Items 8a-8e and Items from Signature Assignment 8. 5. Field Evaluation/Exit Survey Items 9a-9d and Items from Signature

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		individuals, families, groups, organizations, and communities 6. Students practice self-care	Assignment 9. 6. Field Evaluation/Exit Survey Items 10a-10b and Items from Signature Assignment 10.
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Step 4: Participation in Assessment Process

Who Will Participate in Carrying Out the Assessment Plan	What Will Be Their Specific Role/s
<ol style="list-style-type: none"> 1. MSW Program Director of Social Work 2. Stephanie Brandimarte, Director of Field Education 3. Program Faculty 4. Field Seminar Faculty 5. Community Advisory Board 	<p>The MSW Social Work Director assumes primary responsibility for overseeing the program's assessment activities in collaboration with the program's Field Education Director Ms. Stephanie Brandimarte. This includes administering and collecting data on seniors' field evaluation, exit survey and items from signature assignments, compiling and summarizing other forms of assessment data, preparing and presenting the program and general education Assessment Plans (if any changes have been made), and writing the first draft of the Assessment Report to present to program faculty, field direction, community advisory board for feedback. The Field Director is responsible for administering and collecting data on student internship experiences, while the program director is responsible for collecting student items from signature assignments, , evaluated by field seminar faculty. All program faculty , the Field Director/coordinator and community advisory board are involved in the generation, review, and discussion of the final Assessment Report; this includes discussions of improvements to both the Social Work Program (including improvements to signature courses) as well as improvements to the Assessment Plans.</p>

Step 5: Plan for Analyzing and Using Assessment Results to Improve Program

A. How will you analyze your assessment data?

The Social Work Program uses three methods for program assessment used to evaluate the same cohort of students each academic year in both the foundational and advanced years. These include the 1) student field evaluation, which is administered to the student internship supervisor for

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assessment in the students last semester, 2) course embedded assignments, which assessed by faculty who teach the corresponding courses, and 3) student exit survey which is administered to students by the MSW Program director to students in both the foundational and advanced year.

All three assessment tools, the student field evaluation, items from signature assignments and items on the exit survey are answered on a five point Likert scale all measuring the ten core student learning outcomes. Each measure are weighted the same and administered to the same cohort of graduating seniors. These findings are then aggregated and a mean is calculated to give insight on where students are on a five-point scale. The final mean was then compared to the benchmark (mean of a 3.0) to determine the percentage of students who met or exceeded the benchmark.

Field Evaluation

The field evaluation instrument directly assesses student's performance on each practice behavior directly related to the program's ten student-learning outcomes observed through their internship. These student-learning outcomes and corresponding practice behaviors observations are presented on the student's learning plan, providing a strong linkage between the program's student learning outcomes, the student's learning plan, and how the student is ultimately assessed.

The Field Evaluation asks field instructors to evaluate their student's performance in the field practicum setting on each practice behavior with its corresponding student outcome. The Field Instructor rates the student's performance on a five-point Likert scale ranging from "student consistently fails to meet expectation" to "consistently exceed expectations." Field Instructors have an opportunity to comment on the nature and quality of the student's performance in an open-ended comment text box. Should a student earn a two (occasionally meets expectations) or lower, the Field instructor must describe the nature of that ranking. Field Instructors submit the field evaluation at the end of each semester (fall and winter). The first semester evaluation is used as a tool and guide for the student, field instructor, and liaison on where the student needs improvement. The second semester field evaluation is assessing the student's aptitude level on the Program's student learning outcomes and practice behaviors. The second semester's field evaluation is used for the Social Work Program's assessment.

Items from Course Embedded Assignments

The third instrument are course embedded assignments. Certain course assignments are designed to capture learning outcomes associated with CSWE's practice behaviors. Course embedded assignments will include embedded items from the signature assignments of various courses within both years of the MSW curriculum. Faculty will assess each competency using a common rubric for all Signature Assignments. To identify key assignments for measurement, we will intentionally identify signature assignments across the curriculum to assure that students' learning outcomes are measured with multiple assignments at multiple points through their development as an MSW student.

Exit Survey

The third instrument used is an exit survey which measures students' self-efficacy on ten student learning outcomes. This instrument asks the student to describe how often they feel confident in their ability to perform each of the following practice behaviors performance on a five-point Likert scale. The student rates his/her experience on a five-point Likert scale ranging from "never confident" to "always confident." Students have an opportunity to comment on the nature and quality of the experience with an open-ended comment text box. If a student scores him/herself a two (rarely confident) or lower, the student must describe the context of that ranking. The exit survey is administered at the end of the winter term for our graduating seniors. Therefore, the same cohort of students are assessed on their performance in the field as well as their own confidence with their education. In addition, the field Exit Survey, looks at student demographics, NASW membership, licensure preparation, plans future employment. We will further ask the student to

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rate their satisfaction on several areas of their MSW education, including curriculum, program status, class times and course offerings, specialization areas, research, scholarship & grant opportunities, faculty, student support services, advising, peer relationships, development of social work identity, and development of professional relationships/networks. We will also assess student involvement in social work extracurricular activities and the types of educational supports used throughout their time here at Oakland University. Finally, students are asked to respond to questions looking at the educational environment related to openness, diversity, and inclusion. Collecting this data will help us identify areas of improvement to our implicit curriculum.

B. How will you use results to improve your program?

All department faculty members are committed to continuous, on-going self-assessment. Departmental faculty meet as a whole on a monthly basis throughout the academic year and, as mentioned above, and the social work faculty meet monthly as well. Social work faculty review assessment activities and make recommendations regarding programmatic and curricular improvements to the social work curriculum committee. The analysis of the program's field practicum component is shared with Faculty liaisons and presented to field instructors at our annual field instructor training. Results from the analysis are used to make retention decisions about particular field agencies and instructors, as well as program improvements that can better support field instructors and agencies. Finally, measures in the Exit survey are used to inform the program on areas to modify/enhance the implicit curriculum (such as co-curricular offerings, advisement, diversity, student organization, etc.).

Step 6: Submit Assessment Plan

Send completed form electronically to ternes@oakland.edu.

Student Learning Outcome	Measure Name and Short Description	Frequency of SLO Measure	How is this measure scored?	Benchmark Measure
Students demonstrate ethical and professional behavior	<p>Field Evaluation/Exit Survey Items 1a: ability to make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</p> <p>Field Evaluation/Exit Survey Items 1b: ability to use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p> <p>Field Evaluation/Exit Survey Items 1c: ability to demonstrate professional demeanor in behavior; appearance; and oral, written, and</p>	Annually	<p>Field Evaluations: Each question is scored according to a 5-point rubric.</p> <p>Student Exit Survey: Each question is scored according to a 5-point rubric.</p> <p>Items from course embedded signature assignments scored according to a rubric.</p>	Aggregate Mean from the Field Evaluation, Student Exit Survey and Items from Signature Assignments of a 3.0 on each item

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	<p>electronic communication.</p> <p>Field Evaluation/Exit Survey Items 1d: ability to use technology ethically and appropriately to facilitate practice outcomes.</p> <p>Field Evaluation/Exit Survey Items 1e: ability to use supervision and consultation to guide professional judgment and behavior.</p> <p>Items from Signature Assignment 1</p>			
Students engage diversity and difference in practice	<p>Field Evaluation/Exit Survey Items 2a: ability to apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p> <p>Field Evaluation/Exit Survey Items 2b: ability to present themselves as learners and engage clients and constituencies as experts of their own experiences.</p> <p>Field Evaluation/Exit Survey Items 2c: ability to apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p> <p>Items from Signature Assignment 2</p>	Annually	<p>Field Evaluations: Each question is scored according to a 5-point rubric.</p> <p>Student Exit Survey: Each question is scored according to a 5-point rubric.</p> <p>Items from course embedded signature assignments scored according to a rubric</p>	Aggregate Mean from the Field Evaluation, Student Exit Survey and Items from Signature Assignments of a 3.0 on each item
Student advance Human Rights and Social, Economic, and Environmental Justice	<p>Field Evaluation/Exit Survey Items 3a: ability to apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</p> <p>Field Evaluation/Exit Survey Items 3b: ability to engage in practices that advance social, economic, and environmental justice.</p>	Annually	<p>Field Evaluations: Each question is scored according to a 5-point rubric.</p> <p>Student Exit Survey: Each question is scored according to a 5-point rubric.</p> <p>Items from course embedded signature</p>	Aggregate Mean from the Field Evaluation, Student Exit Survey and Items from Signature Assignments of a 3.0 on each item

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	<p>Items from Signature Assignment 3</p>		<p>assignments scored according to a rubric</p>	
<p>Students engage in research informed practice and practice informed research</p>	<p>Field Evaluation/Exit Survey Items 4a: ability to use practice experience and theory to inform scientific inquiry and research.</p> <p>Field Evaluation/Exit Survey Items 4b: ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p> <p>Field Evaluation/Exit Survey Items 4c: ability to use and translate research evidence to inform and improve practice, policy, and service delivery.</p> <p>Items from Signature Assignment 4</p>	<p>Annually</p>	<p>Field Evaluations: Each question is scored according to a 5-point rubric.</p> <p>Student Exit Survey: Each question is scored according to a 5-point rubric.</p> <p>Items from course embedded signature assignments scored according to a rubric</p>	<p>Aggregate Mean from the Field Evaluation, Student Exit Survey and Items from Signature Assignments of a 3.0 on each item</p>
<p>Students engage in policy practice to advance well-being and delivery of services</p>	<p>Field Evaluation/Exit Survey Items 5a: ability to identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p> <p>Field Evaluation/Exit Survey Items 5b: ability to assess how social welfare and economic policies impact the delivery of and access to social services.</p> <p>Field Evaluation/Exit Survey Items 5c: ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p> <p>Items from Signature Assignment 5</p>	<p>Annually</p>	<p>Field Evaluations: Each question is scored according to a 5-point rubric.</p> <p>Student Exit Survey: Each question is scored according to a 5-point rubric.</p> <p>Items from course embedded signature assignments scored according to a rubric</p>	<p>Aggregate Mean from the Field Evaluation, Student Exit Survey and Items from Signature Assignments of a 3.0 on each item</p>
<p>Students practice engagement with individuals, families, groups,</p>	<p>Field Evaluation/Exit Survey Items 6a: ability to apply knowledge of human behavior and the social environment, person-in-environment,</p>		<p>Field Evaluations: Each question is scored according to a</p>	<p>Aggregate Mean from the Field Evaluation, Student Exit</p>

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<p>organizations, and communities</p>	<p>and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</p> <p>Field Evaluation/Exit Survey Items 6b: ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p> <p>Items from Signature Assignment 6</p>	<p>Annually</p>	<p>5-point rubric.</p> <p>Student Exit Survey: Each question is scored according to a 5-point rubric.</p> <p>Items from course embedded signature assignments scored according to a rubric</p>	<p>Survey and Items from Signature Assignments of a 3.0 on each item</p>
<p>Students practice assessment with individuals, families, groups, organizations, and communities</p>	<p>Field Evaluation/Exit Survey Items 7a: ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</p> <p>Field Evaluation/Exit Survey Items 7b: ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</p> <p>Field Evaluation/Exit Survey Items 7c: ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</p> <p>Field Evaluation/Exit Survey Items 7d: ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p> <p>Items from Signature Assignment 7</p>	<p>Annually</p>	<p>Field Evaluations: Each question is scored according to a 5-point rubric.</p> <p>Student Exit Survey: Each question is scored according to a 5-point rubric.</p> <p>Items from course embedded signature assignments scored according to a rubric</p>	<p>Aggregate Mean from the Field Evaluation, Student Exit Survey and Items from Signature Assignments of a 3.0 on each item</p>
<p>Students practice intervention with individuals, families, groups, organizations, and communities</p>	<p>Field Evaluation/Exit Survey Items 8a: ability to critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</p> <p>Field Evaluation/Exit Survey Items 8b: ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with</p>	<p>Annually</p>	<p>Field Evaluations: Each question is scored according to a 5-point rubric.</p> <p>Student Exit Survey: Each question is scored according to a 5-point rubric.</p>	<p>Aggregate Mean from the Field Evaluation, Student Exit Survey and Items from Signature Assignments of a 3.0 on each item</p>

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	<p>clients and constituencies;</p> <p>Field Evaluation/Exit Survey Items 8c: ability to use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;</p> <p>Field Evaluation/Exit Survey Items 8d: ability to negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</p> <p>Field Evaluation/Exit Survey Items 8e: ability to facilitate effective transitions and endings that advance mutually agreed-on goals.</p> <p>Items from Signature Assignment 8.</p>		<p>Items from course embedded signature assignments scored according to a rubric</p>	
<p>Students practice evaluation with individuals, families, groups, organizations, and communities</p>	<p>Field Evaluation/Exit Survey Items 9a: ability to select and use appropriate methods for evaluation of outcomes;</p> <p>Field Evaluation/Exit Survey Items 9b: ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;</p> <p>Field Evaluation/Exit Survey Items 9c: ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes; and</p> <p>Field Evaluation/Exit Survey Items 9d: ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</p> <p>Items from Signature Assignment 9</p>	<p>Annually</p>	<p>Field Evaluations: Each question is scored according to a 5-point rubric.</p> <p>Student Exit Survey: Each question is scored according to a 5-point rubric.</p> <p>Items from course embedded signature assignments scored according to a rubric</p>	<p>Aggregate Mean from the Field Evaluation, Student Exit Survey and Items from Signature Assignments of a 3.0 on each item</p>

APPENDIX H: Support Letters

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2111 Pontiac Lake Road
Waterford, MI 48328-275
Telephone: 248.209.2000
Facsimile: 248.209.2021
www.oakland.k12.mi.us

May 14, 2018

Maria Beam, Director, Oakland University Social Work Program
Department of Sociology, Anthropology, Social Work and Criminal Justice
Oakland University
Varner Hall, Room 518
512 Varner Drive
Rochester, MI 48309-4485

Dear Ms. Beam,

It is with the utmost confidence that I write this letter of support for Oakland University to develop a Master of Social Work (MSW) Program. I am currently the Superintendent of Oakland Schools, an intermediate school district that provides services to the 28 school districts in Oakland County. We employ over 630 staff and historically have struggled to have a selection of qualified applicants, particularly for our master level positions. Having a local Master of Social Work program would enhance our ability to attract skilled professionals in addition to encouraging current staff to seek higher education. Building this capacity will strengthen our work force and ultimately enhance the quality of services provided to our clients.

In addition, a Master of Social Work program will also lend itself to developing local partnerships for research opportunities and field education placements. Currently, we have partnered with Universities out of our area in order to meet this need.

Oakland Schools strongly supports Oakland University in its effort to develop a Master of Social Work program. Oakland University clearly possesses the expertise, capacity and commitment to bringing higher education programs to Oakland County.

Sincerely,

A handwritten signature in black ink, appearing to read 'Wanda Cook-Robinson', written over a white background.

Wanda Cook-Robinson, Ph.D.
Superintendent

Oakland University

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Community Action Since 1964 

Susan Harding
Chief Executive Officer

Central Office

196 Cesar E. Chavez Avenue
P.O. Box 430598
Pontiac, MI 48343-0598

☎ 248.209.2600
☎ 248.209.2645
✉ info@olhsa.org

South Office

1956 Hilton Road
Ferndale, MI 48220-1719

☎ 248.542.5860
☎ 248.542.5897
✉ info@olhsa.org

Livingston Office

2300 E. Grand River
Suite 107
Howell, MI 48843-7574

☎ 517.546.8500
☎ 517.546.3057
✉ livingston@olhsa.org

May 7, 2018

Linda Vanderwaal

Associate Director of Program Development

To Whom It May Concern,

It is with the utmost confidence that I write this letter of support for Oakland University to develop a Master of Social Work (MSW) program. As the current Associate Director of Program Development at Oakland Livingston Human Services Agency (OLHSA). Our agency has been a staple in the community serving over 20,000 people last year with services such as Head Start, housing, employment, and basic needs of seniors and persons with disabilities. Our broad range of services empowers clients to maintain self-sufficiency which is the mission of OLHSA. We employ over 500 staff members that strive for excellence, respect for others, and honor diversity. While at times we may struggle to have a selection of qualified applicants, having a local Master of Social Work program could enhance our ability to attract skilled professionals in addition to encouraging current staff to seek higher education. Building this capacity will strengthen our workforce and ultimately enhance the quality of services provided to the community we serve.

In addition, a Master of Social Work program will also lend itself to developing local partnerships for research opportunities and field education placements.

OLHSA strongly supports Oakland University in its efforts to develop a Master of Social Work program. Through our partnership with Oakland University, it is clear that they possess the expertise, capacity, and commitment to bringing higher education to Oakland County.

Sincerely,

Linda Vanderwaal

Associate Director of Program Development

Oakland University

Oakland University Graduate School



The Arc of Macomb County

The Arc of Macomb County
44050 N. Grebiot Ave. Clinton Township, MI 48035
Phone: 586-469-1600 Fax: 586-569-4331

May 17, 2018

Maria Beam
Director, Oakland University Social Work Program
513 Varner Hall
Department of Sociology, Anthropology,
Social Work and Criminal Justice
Rochester, MI 48309-4401

Dear Maria,

The Arc of Macomb County (The Arc) is pleased to learn that Oakland University is considering creating a Masters in Social Work Program. Such a program would be a tremendous asset to Macomb County in general and to The Arc in particular. The population we serve (individuals with developmental disabilities) would benefit from the skill and expertise of more Masters Level Social Workers. Social Workers, who understand how to work with disenfranchised populations, know how to apply research-based best practices, and understand the importance of professional boundaries and self-preservation would have a positive impact and influence on the individuals we serve. These desirable skills are among the qualities that I have observed first hand in the Oakland University BSW students / interns that I have supervised in the past. Oakland University has demonstrated a capacity to prepare social work students to effectively engage vulnerable populations in an ethical manner. The students that Oakland has sent me are consistently competent, capable, well-prepared, professional, and empathetic. They come with a clear understanding of rights and responsibilities, person centered planning, and professional boundaries. They are confident in their knowledge and abilities, yet eager and anxious to learn. I can only imagine the limitless opportunities that a Master in Social Work Program could afford the students at Oakland University and the abundant benefits that such a program could offer Macomb County and beyond. I will gladly support your efforts in any way that I can.

Sincerely,

Mary Scarsella

Mary Scarsella, BSW, MSW
Director, Guardianship Department

The Arc of Macomb County is an ISO 9001:2008 certified organization.
Donations are tax deductible according to federal legislation.
The Arc of Macomb County is affiliated with The Arc National and The Arc Michigan.

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May 8, 2018

Maria Beam
Director of Social Work Program
Oakland University

Dear Ms. Beam,

It is with the utmost confidence that I write this letter of support for the Oakland University to develop a Master of Social Work (MSW) Program.

I am currently the Director of Clinical Services for Community Housing Network (CHN). We are the largest provider of supportive housing in Oakland and Macomb Counties. CHN provides a variety of housing related programs that rely on a skilled workforce, including those in possession of a MSW. We have a strong relationship with Oakland University, providing field placement opportunities, accepting interns and hiring employees as well as other community partnerships.

We are proud to have a long-standing relationship with Oakland University's Bachelor of Social Work (BSW) program. Having accepted BSW students for field placements for many years, we have found that OU students are dedicated and well-prepared to embark on social work practice. The faculty of OU offer their students a level of expertise that sets their students apart. I have found the OU students to have a high level of competence that is rarely seen in social work students at the undergraduate level. By offering a graduate social work program, I can only anticipate an even greater caliber of student who will be committed to social work values and practice.

Having a local Master of Social Work program would further strengthen our partnership, enhance our ability to attract skilled professionals, and provide current staff with additional higher education opportunities. Building this capacity will strengthen our workforce and ultimately enhance the quality of services provided to our clients. A Master of Social Work program will also lend itself to developing partnerships for research opportunities and additional field education placements.

Community Housing Network strongly supports Oakland University in its effort to develop a Master of Social Work program. Oakland University clearly possesses the expertise, capacity, and commitment to bringing higher education programs to Oakland County. As a county with over 1.2 million people, we believe Oakland

County could benefit by having a local university offer a high quality, MSW program.

Sincerely,

Sarah Sporny, LMSW
Director of Clinical Services



Oakland University

Oakland University Graduate School



May 21, 2018

Maria Beam
Director
Oakland University Social Work Program

Dear Ms. Beam,

Turning Point is a domestic/sexual violence agency in Macomb County. Our agency has been working with Oakland University for several years as a placement site for BSW interns. The interns from Oakland University are always a great asset to our programs. Oakland University interns come prepared for all steps of their internship experience from the interview to termination with clients. The interns are also knowledgeable in what to expect during their internship experience, including their role as interns, balancing class and field time, and completing projects on time.

Oakland University interns are a reflection of the staff, and it is evident the support the University provides to its students. Working with the university has been a positive experience, beginning with placement. The placement process is organized and easy to follow. When an intern is accepted, we have had the pleasure of working with numerous field supervisors from Oakland University who genuinely are present and available to help the students grow and progress in the field of social work.

Turning Point is grateful for our partnership with Oakland University, and welcome the growth of the partnership in years to come.

Sincerely,

Sara J Dobbyn M.S., A.C.T.P.
Trainer/Intern Coordinator

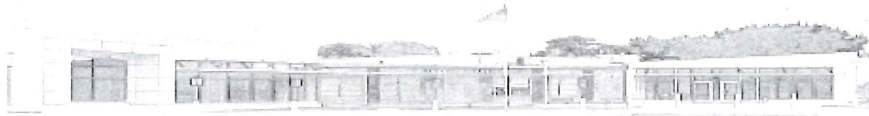
P.O. Box 1123
Mt. Clemens, MI 48046

Main: (586) 463-4430
Help Line: (586) 463-6990
Fax: (586) 463-1771



www.turningpointmacomb.org

Oakland University
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LINCOLN ELEMENTARY SCHOOL
22100 FEDERAL
WARREN, MI 48089
(586)758-8342

May 17, 2018

Maria Beam, LMSW
Director of Social Work Program
Oakland University
318 Meadow Brook Road
Rochester MI, 48309

Dear Ms. Beam,

We want to thank you for the quality interns that are consistently placed in the Van Dyke Public Schools. When Oakland University reached out to us to take a BSW student we were cautious. At first we were leery as we had only taken MSW students. What we found is that compared to other bachelor of social work programs at other universities, Oakland University provides a much stronger foundation. Oakland University's BSW students are better prepared and have a higher skill level than students from other universities. We have observed the program growing under the professional leadership of Maria Beam and Stephanie Brandimarte, just to name a few of the administrators.

The BSW level students were given tasks to do, such as organizing coat drives, working at mobile pantry and assisting in groups. As their confidence and eagerness, as well as their professionalism, became increasingly evident, more and more duties were assigned to them. They began to carry a caseload, interview parents for social histories and attend IEPs. Many realized that school social work was their passion and area of interest. They knew they would have to pursue their MSW in order to work in a school. We can't stress how impressed we have been with these interns.

In order to work as a school social worker, individuals need their MSW and course work unique to the specifications required to be a certified school social worker. This is not currently available to BSW students wishing to continue their social work education through Oakland University. Oakland University, in particular the BSW program is

The mission of Lincoln Elementary is to motivate all students to meet high academic standards. The school, family, and community will work together to promote acceptance of others, increase self-esteem, foster lifelong learning, and strive for academic excellence.

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outstanding in preparing students academically to meet the challenge of a field placement.

As field placement supervisors we appreciate the availability and accessibility of Oakland's BSW faculty. From their interviewing process of candidates, placement protocol checklists for students to complete and their timeliness in linking students to agencies, Oakland has been stellar in their organizational effectiveness. In addition, there are no MSW programs offered in Oakland, Macomb or St. Clair counties other than the MSU satellite at Oakland University. We eagerly anticipate the opportunity for us to support Oakland University's future MSW social work program. We can guarantee that we will be part of partnering with them as they undertake this exciting growth for the social work program. We eagerly anticipate the development of the MSW program.

Most Sincerely,

Van Dyke Public Schools
Elementary School Social Work Staff

Mary Reilly, LMSW
Lincoln Elementary

Kathie Bair, LMSW
Carlson Elementary

Jodi Porzandek, LMSW
McKinley Elementary

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WWW.IVSDDET.ORG

Tuesday, June 05, 2018

Maria Beam
Director
Oakland University Social Work Program

Dear Ms. Beam;

JVS supports OUs application to offer a Masters in Social Work Program As a not-for-profit human service agency in Oakland County, JVS has a strong interest in hiring candidates with MSW degrees.

We operate a variety of programs, working with a wide range of individuals, including persons with disabilities, the elderly, youth, and others with barriers. We look for Social Workers with expertise in working with people with intellectual and developmental disabilities, including autism, psychiatric disabilities, learning disabilities, medical and physical disabilities, and persons with dementia and Alzheimer's disease. Your proposed Masters in Social Work program could help us meet our recruiting needs.

We have had one Bachelor's level Social Work intern at JVS this past year, and she is now a paid employee of JVS. She demonstrated well developed skills for working with our program participants with intellectual and development disabilities.

We look forward to the opportunity to work with additional OU Social Work students, including Masters level students.

Sincerely,

Lydia Gray, M.Ed, LMSW, LPC
Director, Rehabilitation Services

LEAH D. ROSENBAUM, PRESIDENT AND CEO • PAUL J. BLATT, EXECUTIVE VICE PRESIDENT AND COO

Supported by
The Jewish Federation
OF METROPOLITAN DETROIT



Founded in 1941 as Jewish Vocational Service
JVS is an Equal Opportunity Employer and Service Provider
Recipient: Jewish Federation of Metropolitan Detroit
Rehabilitation Services Accredited by CARF
Auxiliary Aids & Services Available to Individuals with Disabilities Upon Request



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May 10, 2018

To Whom It May Concern:

I am writing in support of Oakland University's Social Work internship program. We have utilized Oakland University's internship program for 10 years. Over the past 10 years we have had a very good working relationship with the staff. OU has been nothing but professional and a pleasure to work with. Their students have been a large help to our organization and we are looking forward to having both bachelor and master level students as interns in the future.

If you have any further questions please feel free to contact me.

Best Regards,

Karen Peterson, Supervisor
Oakland County Community Corrections
248-451-2342

Premier Health Care Management Inc.

Beaumont Affiliated Health & Rehabilitation Centers

May 3, 2018

Dear Maria Beam,

This letter is a recommendation for the outstanding Social Work Program that Oakland University currently offers. I cannot think of a better University to secure the ability to offer a Master's level program. I am the Corporate Social Work Director for Premier Health Care (Beaumont's Nursing Facilities). We have five buildings in Macomb and Oakland County and each of our buildings has hosted students from Oakland's BSW program for years. Woodward Hills Nursing Center, West Bloomfield Nursing Center, Evergreen Health and Living, Shore Pointe Nursing Center and Shelby Nursing Center have all had exceptional experiences with the students from Oakland University.

The students they send us come with great enthusiasm to learn. They are clinically well prepared when entering their internships with us. In fact, our experience has been so positive that we have hired five students from their program after completion of their internships. We would have hired more if we had more positions available.

I have been the Social Work Director with Premier for over 27 years. During that time, I have supervised students from U of M, Michigan State, Wayne State, Eastern Michigan and Saginaw Valley. While my heart is with Wayne State as an Alumni, I must still say my most successful well prepared students have come from Oakland University. I can only imagine the quality of Social Workers they would educate for our profession if they had the ability to offer a Masters level program.

Sincerely,

Anne Carroll, LMSW

Corporate Director of Social Work and Compliance

Premier Health Care



Maria Beam <devoogd@oakland.edu>

RE: OU's Social Work Program Support Letter

CAMPBELL, AMY <amy.campbell@avondale.k12.mi.us>
To: Maria Beam <devoogd@oakland.edu>

Thu, May 3, 2018 at 2:19 PM

Dear Maria,

Thank you for your letter and update on the OU Masters in Social Work Program. Avondale's partnership with OU has been very beneficial to us in many ways. We provide a learning atmosphere for our interns, while they provide much-needed assistance with our social work duties. I, personally, have had great luck with my interns being motivated and excellent students. It has been a win-win experience.

For the past 6-7 years, we have also received MSW interns from Wayne State. They also are a valuable resource, as they can also help with our caseloads, giving direct service. We have many responsibilities here at Avondale as school social workers. We have also had sporadic students from the MSU Program. We would be open to the possibility of taking MSW interns from Oakland University in the future. Please keep us in mind when your program is underway.

Thanks again for reaching out for feedback. We look forward to working with you in the future.

Sincerely,

Amy Campbell, LMSW



MAIN CAMPUS
420 W. Fifth Avenue
Flint, MI 48503
Phone: (810) 257-3705
Toll Free: (866) 211-5455
Crisis Line: (877) 346-3648
www.genhs.org

May 3, 2018

To Whom It May Concern:

I am writing to express my support for the addition of a Master of Social Work Program at Oakland University. For the past six years, Genesee Health System has hosted numerous BSW students from Oakland. These students have proven to be bright, inquisitive, motivated, and engaged. They are passionate about making a difference and impacting change, particularly in communities such as ours. Genesee Health System (GHS) is the Community Mental Health Authority seated in Flint, MI. Our community is challenged by violence, poverty, high crime, and the opioid epidemic. Most recently, staff and consumers of GHS have also struggled with the Flint Water Crisis, and all of its' ongoing effects. This man-made disaster has particularly emphasized the need to develop a corps of talented human service professionals. In order to close this gap, BSW graduates need convenient, affordable options for their MSW education. An MSW program at Oakland University would be an excellent option for these students.

Our recent Oakland University interns were wonderful examples of the high caliber of students at OU. While both students were placed in adult case management, each played an important role in the agency as a whole. In between home visits and case notes, one student organized and collected donations for our annual holiday gift program at GHS. Her tireless work on this project was invaluable. Both interns spent time on our Mobile Behavioral Health Unit, providing tangible and emotional support to residents in crisis. These students not only learned a lot, but *contributed* a great deal to our agency, and the Flint community as a whole. Previous OU students have also been instrumental in serving our consumers and influencing agency policy.

Until this point, we have been pleased to hire OU-BSW grads in case management roles at GHS. An MSW program at OU would eventually allow us more options in the hire of clinical, Master's level positions. Given the quality of OU-BSW students, we are anxious to see the development of an MSW program at Oakland University. We are pleased to support and partner with OU on this endeavor.

Sincerely,

A handwritten signature in black ink that reads 'Danis Russell'.

Danis Russell, CEO

Oakland University

Oakland University Graduate School



Southwest Counseling Solutions
5716 Michigan Avenue, Suite 3000
Detroit, MI 48210
313.481.3100 main
www.swsol.org

May 5, 2018

Ms. Maria Beam
Director, Oakland University Social Work Program
512B Varner Hall
Rochester, MI

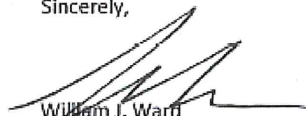
Dear Ms. Beam,

I am writing to express my support for Oakland University's expansion of the social work program to include a Master's of Social Work program. Southwest Counseling Solutions has partnered with Oakland University's Office of Field Education for many years, providing fieldwork opportunities at our consumer-run drop in program and permanent supported housing programs. The Oakland University field staff have been responsive, creative and organized in our efforts to provide BSW internships. Roberta Walker, Director of Program Development, has co-presented with the field staff at their annual orientation for new field instructors.

The addition of an MSW program would provide continuity for those students who wish to continue from the BSW program with advanced standing, and would expand the possibilities for students coming to Oakland from other universities. The proposed concentration of Integrated Healthcare provides a comprehensive area of study for individuals affected by both mental health and physical health challenges; this is a priority area for our community mental health center.

We wish you the best in this endeavor, and wholeheartedly offer the support of Southwest Counseling Solutions as continued partners.

Sincerely,



William J. Ward
Executive Director
Southwest Counseling Solutions

Oakland University
Oakland University Graduate School



Pontiac Strong United Neighbors (SUN) TimeBank
402 N. Telegraph
Pontiac, MI 48341
May 3, 2018

Maria Beam
Oakland University

Dear Maria,

I am writing today to show strong support for a new Masters in Social Work Program at Oakland University. It would be very exciting to have advanced levels of Social Work students in the area. This would not only provide additional opportunity for local students, but would provide support to organizations, like ours, which benefit greatly from interns.

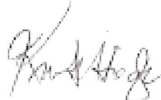
We have had MSW students from University of Michigan and Wayne State University, but they must be able to travel quite a ways to do an internship with us here in Pontiac. Having students who are attending classes in Oakland County would give us a greater pool of possible interns.

We had our first BSW Social Work intern, Jaycey Cepiga, this year. She did a terrific job for us, was a great asset to our organization and a valued member of our team. We very much look forward to an additional intern who has been placed with us this Fall 2018.

We would be happy to supply internships and projects to the proposed new specialized areas including Integrative Health and Mental Health as well as Community and Organizational Leadership.

Please let me know how we can be of assistance to you as you proceed. You can reach me at 248-797-2728.

Sincerely,



Kim Hodge
Director

Oakland University
Oakland University Graduate School



5/11/18

Maria Beam
Director
Oakland University Social Work Program

To whom it may concern,

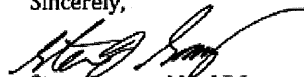
As an Oakland University alumni, I am pleased to write this letter of support for Oakland University's Master of Social Work Program (MSW). Currently I am the Chief Executive Officer for StoneCrest Center. We are an inpatient psychiatric program that services adolescents (12-17), adults, the geriatric population and the MIDD population. We have 134 beds and are in the process of a 28 bed expansion. We accept patients from across the state of Michigan and employ over 300 staff in various capacities.

We have had a long standing relationship with Oakland University in both their Counseling Program and the Bachelor of Social Work program. We have hosted interns from both programs and find they are adequately prepared for field work, professional and an asset to our treatment teams. We have on occasion hired students after their field placement is completed which is a testament to their programs.

Having a local Master of Social Work program would enhance our ability to attract skilled professionals in addition to encouraging current staff to seek higher education. Having the ability to build this capacity will not only strengthen our work force but also build a relationship with the University that may lead to collaborative partnerships.

StoneCrest Center strongly supports Oakland University in its effort to develop the MSW program, as they possess the expertise, capacity and commitment to bringing higher education program to Oakland County.

Sincerely,


Steve Savage, MA, LPC
Chief Executive Officer



Department of Sociology, Anthropology,
Social Work & Criminal Justice

Memo

To: OU Reviewing Committees and Bodies

From, Jo Reger, Department Chair

RE: Statement of Support for MSW Proposal

Date: September 4, 2019

This memo is to offer a statement of support for the master's of social work (MSW) program proposal developed through committee work in the Social Work program starting in the Fall of 2017. As the current department chair, I have reviewed the proposal and find that addresses a core need of our students, particularly those who obtain a bachelor's of social work (BSW) degree at Oakland University and will attract other potential students in the surrounding area.

As a result of this review, the department is prepared to launch the MSW program. The current BSW program has developed a strong foundation for this proposed program with the current faculty, support staff and director. In other words, it is well poised to take this next step. The department also recognizes that there will be a strong demand for the program as it develops and finds that the schedule of adding faculty will be sufficient to meet that need. It should be noted that the current faculty is not sufficient to run both a BSW and MSW program and additional faculty will be necessary.

My review confirms that the proposed program curriculum is both innovative and achievable with the additional faculty. The proposed advanced generalist integrated curriculum with its focus on social justice is unique in southeast Michigan and builds upon the current faculty strengths in the department.

In sum after extensive review of the proposal, its timeline and request for additional faculty lines, I am prepared to offer my unequivocal support for this program and look forward to its addition to the department.

APPENDIX I: SURVEY DATA

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I.1: Student Survey

Sample = 85 Graduating Seniors

Intentions to Attend an MSW Program

- 86% Yes
- 12% No
- 2% Unsure

Planning to or would like to attending graduate school

- 25% Wayne State
- 15% University of Michigan
- 37% MSU at OU
- 12% Other (Grand Valley State, Loyola University, Capella, USC, Texas, Tennessee University)
- 10% Unsure

Main Reason for Selecting MSW Program

- 42% Location/Locality
- 33% Reputation
- 19% Variety of course & program offerings
- 6% Cost

If OU offered an MSW Program Would you attend?

- 80% Yes
- 20% No

Type of program to offer

- 55% Both Clinical and Macro Program
- 39% Clinical Only Program
- 6% Macro Only Program

Day/Times Offerings

- 38% Hybrid Online
- 26% Nights Only
- 23% Days Only
- 11% Friday and Saturday Only

Desirable Focus Areas

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- 13% Behavior health/Medical Health Social Work
- 13% Human Service/Nonprofit Management
- 10% School Social Work
- 9% Addiction/substance abuse
- 8% Human Trafficking
- 8% Child & Adolescent Welfare
- 7% Forensic Social Work
- 7% Trauma
- 5% Aging/gerontology
- 6% Family and Marriage
- 4% Military Social Work
- 4% Evidence based practices/policy and evaluation
- 3% Disabilities
- 2% Global/International/Refugee
- 1% Religion

Additional Comments

- AN MSW program at OU would be amazing!
- Certification in school social work would be great
- Cost, dual degree programs!
- I would 100% go to an MSW program in OU
- I would love for OU to have an MSW program. LGBTQ subjects would be awesome.
- I would love if OU had an MSW program!
- It would be awesome to have an MSW program near where I live
- It would be nearby and would not require relocation
- Looking forward to hearing more!
- More hands on activities, more days and times available
- Please make a program at OU!
- Please make this happen!
- The price, days, requirements would have to be flexible
- This program is so needed. It would be great to have program here so I do not have to move.
- Will it be full-time, or part-time?

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I.2: Labor Market Data Trends Michigan

Area Name	Occupation Code	Occupation Name	Base Year	Base	Proj Year	Proj	Change	Percent Change	Avg Annual Openings
Michigan	21-1011	Substance Abuse and Behavioral Disorder Counselors	2014	1190	2024	1380	190	16	40
Michigan	21-1022	Healthcare Social Workers	2014	6340	2024	7280	940	14.8	250
Michigan	25-1113	Social Work Teachers, Postsecondary	2014	530	2024	600	70	13.2	20
Michigan	21-1023	Mental Health and Substance Abuse Social Workers	2014	4750	2024	5350	600	12.6	170
Michigan	21-1019	Counselors, All Other	2014	330	2024	370	40	12.1	10
Michigan	21-1014	Mental Health Counselors	2014	2570	2024	2870	300	11.7	80
Michigan	21-1093	Social and Human Service Assistants	2014	10940	2024	12150	1210	11.1	340
Michigan	11-9151	Social and Community Service Managers	2014	4520	2024	5000	480	10.6	170
Michigan	21-1013	Marriage and Family Therapists	2014	450	2024	490	40	8.9	10
Michigan	31-9099	Healthcare Support Workers, All Other	2014	3280	2024	3570	290	8.8	100
Michigan	21-1012	Educational, Guidance, School, and Vocational Counselors	2014	6410	2024	6870	460	7.2	180
Michigan	21-1099	Community and Social Service Specialists, All Other	2014	2760	2024	2950	190	6.9	70

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Michigan	21-1015	Rehabilitation Counselors	2014	2630	2024	2810	180	6.8	70
Michigan	33-9099	Protective Service Workers, All Other	2014	3110	2024	3320	210	6.8	70
Michigan	19-3031	Clinical, Counseling, and School Psychologists	2014	3300	2024	3510	210	6.4	90
Michigan	21-1029	Social Workers, All Other	2014	1140	2024	1210	70	6.1	30
Michigan	21-1021	Child, Family, and School Social Workers	2014	13470	2024	14080	610	4.5	390

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I.3: Michigan's MSW Programs and Focus Areas

School	State	Focus Areas	Focus Areas	Focus Areas	Focus Areas	Focus Areas	Focus Areas	Focus Areas	Focus Areas
Andrews	MI	Marriage and Family	Administration and Development	Mental Health	School Social Work	Christian Ministry	International Social Work		
Eastern	MI	Mental Illness/ Chemical Dependency	Family and Children	Service to the Aging					
Ferris State University	MI	Clinical Concentration							
Grand Valley State	MI	Advanced Generalist	Public Administration	School Social Work					
Michigan State	MI	Addiction studies	Child and Family advocacy	Child Welfare	Clinical Social Work with Families	Evidence Based Trauma Treatment	Levande Program in Gerontology	School Social Work	Social Work in Healthcare
Spring Arbor	MI	Clinical Practice with Individuals	Families and Groups						
Madonna	MI	Clinical - Youth & Children	Clinical - Mental Health	Clinical - Aging	Macomb - Community Leadership				
University of Michigan	MI	Interpersonal Practice	Community Organization	Management of Human Services	Social Policy and Evaluation	Aging in Families and Society	Children and Youth in Families and Society	Communities and Social Systems	Mental Health
Wayne State	MI	Addiction studies	Children, Youth, and Families	Clinical or Direct Practice	Community and Social Systems	Community Development	Disabilities	Gerontology	Mental Health
Western Michigan	MI	Interpersonal Practice	Policy, Planning, and Administration	Trauma					

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I.4 Social Work Scope of Practice Michigan Public Health Code

SOCIAL WORK GRID FOR SCOPE OF PRACTICE

This grid is intended as a guide to assist people in understanding the differences in the levels of regulation and to show who would typically be responsible for various activities and functions. This grid is not an authoritative restatement of the law or regulations governing the practice of social work in the State of Michigan. The law governing social work practice is found in the Public Health Code, especially MCL 333.18501 et seq. The rules governing social work practice are found in the Administrative Rules of the Michigan Board of Social Work, R 338.2901 et seq.

Social Work Task or Function	Tech Associate's	BSW	MSW
Administration of assessment checklists requiring interpretation	YES	YES	YES
Administration and interpretation of assessment checklists			YES
Advocacy for group/communities		YES	YES
Advocacy for individual		YES	YES
Case Intervention planning and evaluation			YES
Case Management (for individual, family, couple, group)		YES	YES
Child or adult custody determination		YES	YES
Child or adult custody assessments and recommendations			YES
Child welfare case management		YES	YES
Community organization		YES	YES
Conduct case-finding activities in community	YES	YES	YES
Consultation regarding agency practice and policy development			YES
Consultation regarding clinical issues			YES
Coordination and evaluation of service delivery			YES
Development of social welfare policy			YES
Diagnosis of mental, emotional or substance abuse disorders with a diagnostic code			YES
Directing clinical programs			YES
Directing social work agencies but not clinical practice			YES

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Directing social work agencies including clinical practice			YES
Identification of presenting problem		YES	YES
Impart general information and referral for assistance		YES	YES
Interventions with individuals, couples, families or groups to enhance or restore the capacity for social functioning		YES	YES
Intervention methods using specialized and formal interactions			YES
Interviewing clients regarding client's situation	YES	YES	YES
Monitor client's compliance with program's expectations	YES	YES	YES
Pre-admission general assessment for mental health facilities		YES	YES
Private practice – clinical			YES
Private practice – macro			YES
Program Intervention planning and evaluation		YES	YES
Provide assistance regarding community resources	YES	YES	YES
Provide information about available services	YES	YES	YES
Provide life-skills training	YES	YES	YES
Provide linkages to community services	YES	YES	YES
Provision of training regarding community needs and problems			YES
Psychosocial assessment		YES	YES
Psychotherapy with adults			YES
Psychotherapy with children			YES
Research – design and analysis			YES
Research – data collection		YES	YES
Supervision of clinical social workers			YES
Supervision of macro social workers			YES
Teaching or education of client		YES	YES
Treatment planning and evaluation			YES

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I.5 Comparing of Full-Time Plan of Study of Michigan's MSW Curriculums

Andrews University

Andrews University School of Social Work

"Preparing individuals for excellence during a lifetime of professional service and Christian compassion in action."

Advanced Placement - Full-time One Year

33 Total Credits

Fall Semester	Credits	Spring Semester	Credits	Summer Semester	Credits
SOWK601 Advanced practice I	3	SOWK602 Adv. Interpersonal Practice II	2	SOWK637 Advanced Standing Field	3
SOWK605 Advanced Assessment (IP)	3	SOWK660 Adv. Practice Evaluation	3	Electives	6
SOWK610 Advanced Field Seminar	.5	SOWK610 Advanced Field Seminar	.5		
SOWK637 Advanced Standing Field	2	SOWK637 Advanced Standing Field	1		
SOWK630 Policy for Social Change	3	SOWK689 Advanced Prof. Seminar	.5		
SOWK689 Advanced Prof. Seminar	.5	SOWK515 Christian Perspectives on Ethics & Diversity	2		
		Electives	3		
Total Credits	12		12		9

Fall Semester	Credits	Spring Semester	Credits	Summer Semester	Credits
SOWK605 Advanced Assessment (IP)	3	SOWK660 Adv. Practice Evaluation	3		
Electives	2	Elective	2		
		SOWK515 Christian Perspectives on Ethics & Diversity	2	SOWK637 Advanced Field	2
SOWK601 Advanced Practice I	3	SOWK602 Adv. Interpersonal Practice II	2	Electives	7
		SOWK610 Advanced Field Seminar	.5		
		SOWK637 Advanced Field	2		
		SOWK689 Advanced Prof. Seminar	.5		
Total Credits	8		12		9

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Northern Michigan MSW Curriculum

Advanced Standing Track Grids

Total Track Credits = 36

Advanced Standing: Clinical Concentration					
Summer (Year 1)		Fall (Year 1)		Winter (Year 1)	
Courses	Credits	Courses	Credits	Courses	Credits
SW 519	3	SW 611	3	SW 613	3
SW 529	3	SW 612	3	SW 641	3
SW 549	2	SW 681	4	SW 682	4
SW 569	2	Elective	3	Elective	3
Total Semester =	10	Total Semester =	13	Total Semester =	13

Advanced Standing: Policy, Planning and Administration					
Summer (Year 1)		Fall (Year 1)		Winter (Year 1)	
Courses	Credits	Courses	Credits	Courses	Credits
SW 519	3	SW 621	3	SW 642	3
SW 529	3	SW 622	3	SW 651	3
SW 549	2	SW 681	4	SW 682	4
SW 569	2	Elective	3	Elective	3
Total Semester =	10	Total Semester =	13	Total Semester =	13

Regular Standing Track Grids

Total Track Credits = 50

Regular Standing: Clinical Concentration							
Fall (Year 1)		Winter (Year 1)		Fall (Year 2)		Winter (Year 2)	
Courses	Credits	Courses	Credits	Courses	Credits	Courses	Credits
SW 511	3	SW 512	3	SW 611	3	SW 613	3
SW 521	3	SW 551	3	SW 612	3	SW 641	3
SW 541	3	SW 561	3	SW 681	4	SW 682	4
SW 581	3	SW 582	3	Elective	3	Elective	3
Total Semester =	12	Total Semester =	12	Total Semester =	13	Total Semester =	13

Regular Standing: Policy, Planning and Administration							
Fall (Year 1)		Winter (Year 1)		Fall (Year 2)		Winter (Year 2)	
Courses	Credits	Courses	Credits	Courses	Credits	Courses	Credits
SW 511	3	SW 512	3	SW 621	3	SW 642	3
SW 521	3	SW 551	3	SW 622	3	SW 651	3
SW 541	3	SW 561	3	SW 681	4	SW 682	4
SW 581	3	SW 582	3	Elective	3	Elective	3
Total Semester =	12	Total Semester =	12	Total Semester =	13	Total Semester =	13

Oakland University

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Wayne State University

Full-Time MSW Program Advanced Standing Program

		Credits/ Course	Total Credits
<u>Fall Term: September-December</u>			
SW 8380 or			
SW 8360 or SW 8340	Practice Theory/HBSE Course	4	
SW 8770	Advanced Policy Analysis and Reform	3	
SW ____	S W Elective	2	
SW ____	S W Elective	2	
SW 8998	Field Work for Social Workers	4	15
<u>Winter Term: January-April</u>			
SW 8390 or			
SW 8370 or SW 8350	Practice Theory/HBSE Course	4	
SW 8115	DSMV	3	
SW ____	S W Elective	2	
SW ____	S W Elective	2	
SW 8998	Field Work for Social Workers	4	15

Full-Time – Core Program

First Year (not concentration specific)

		Credits/ Course	Total Credits
<u>Fall Term: September-December</u>			
SW 7040	Methods of Social Work Practice I: Individuals and Families	3	
SW 7560	Human Behavior the Social Environment: Micro Theory	3	
SW 7720	Introduction to Social Welfare Policy in the U. S.	3	
SW 7820	Research Methods I	3	
SW 7998	Field Work for Social Workers	4	16
<u>Winter Term: January-April</u>			
SW 7055	Fndn Group Thry & Pract.	3	
SW 7065	Fndn Macro Thry & Pract.	3	
SW 7660	Diversity in a Multi-Cultural Society: HBSE II	3	
SW 7830	Research Methods II	3	
SW 7998	Field Work for Social Workers	4	16

Appendix J: Timeline

Typical Timeline for Approving Program Proposal

The planning process began in September 2016 with a discussion with the (then) Department of Sociology, Anthropology, Social Work and Criminal Justice, Chair Dorothy Nelson regarding interest in moving forward with the development of a social work program. With the support of the faculty, during the Spring 2017 semester, Department Chair Dorothy Nelson and Social Work Program Director Maria Beam met with the College of Arts and Sciences Dean to explore the University's readiness on implementing the MSW Program. Since Fall 2017, social work faculty and an external planning committee explored the feasibility of developing and implementing a social work program by examining existing programs throughout the state, obtaining information regarding the accreditation process, and informally assessing student and community demand as well as institutional readiness.

The interest and need of offering an MSW program here at OU actually began around 2010. With an agreement between Michigan State University and Oakland University to which MSU would operate one of its advanced standing Clinical MSW programs on OU's campus.

Program Director Maria Beam began outlining the costs associated with an accredited program, examining the accreditation requirements, and with the assistance of BSW Field Education Director, Stephanie Brandimarte, OU's Social Work faculty, and an external committee discussed the curriculum, program goals, mission statement and program structure. In the winter and summer semesters of 2018 OU's Social Work faculty worked in earnest to refine this curriculum and develop the course descriptions included in this application.

Table 14: OU MSW Planning Process

Date	Participants	Planning Activity
September, 2016	SW Faculty/administrative staff	Faculty discuss interest in moving forward with development of the MSW program at regular program meeting
Fall 2016	Department Chair Dorothy Nelson and SW Program Director Maria Beam	Discuss interest in moving forward with development of the MSW program at regular program meeting
February 2017	SW Program Director Maria Beam and Stephanie Brandimarte	Attending a CSWE Candidacy Workshop on the development of Social Work curriculum and CSWE accreditation process.
Winter 2017	Department Chair Dorothy Nelson and SW Program Director Maria Beam	Discuss interest in moving forward with development with the College of Arts and Sciences' Dean, Kevin Corcoran.

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Spring 2017	SW Program Director Maria Beam	Conducted preliminary research on informal assessment of demand for program among students.
Summer 2017	SW Program Director Maria Beam	Discuss interest in moving forward with development of the MSW with the Dean of Graduate Education, Claudia Petrescu and Assistant Dean Claire Rammel.
Fall 2017	Social Work Program Director Maria Beam and Social Work Faculty/administrative staff	Discuss existing local MSW programs, curriculum, and market data at regular program meeting
Winter 2018	Social Work Director, Maria Beam and SW Faculty and an external committee of SW content experts begin to meet regularly	Discuss MSW Program Curriculum and program design
Winter 2018	Social Work Director, Maria Beam meets with MPH Director, Rebecca Cheezum	Discuss the development of the MSW and identify areas of collaboration
May 2018	Social Work Program Director, Maria Beam	Solicit letters of support from community partners and organizations.
October 2018	Social Work Director, Maria Beam meets with the Counseling Department Chair, Todd Leibert	Discuss the development of the MSW and identify areas of collaboration
March 2019	Social Work Director, Maria Beam meets with the Coordinator of Master of Public Administration Program, Suzanne Rossi	Discuss the development of the MSW and identify areas of collaboration
March 2019	Social Work Director, Maria Beam and SW Faculty	Finalize all aspects of the program proposal
May 2019	Social Work Director, Maria Beam submits to Kevin Corcoran for review and feedback	Finalize all aspects of the program proposal
August 2019	Social Work Director, Maria Beam works with Joe Shively for revisions	Finalize all aspects of the program proposal
October 2019	Social Work Director, Maria Beam works with Laura Culbert on budget	Finalize all aspects of the program proposal

The following table contains critical points in the internal and external review process for program which is to begin in Fall 2022 semester. These dates assume that the process is not delayed by significant revisions.

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Table 15: Internal and external review process for program which is to begin in Fall 2022

<u>Date</u>	<u>Event</u>	<u>Materials Needed</u>
February 2020	Review and approval of complete proposal by College of Arts and Sciences	Completed proposal.
February 2020	Completion of Library Report.	Completed proposal.
November 2020	Initial review of complete proposal by the Graduate School. (2 readings)	Completed proposal.
January 2021	Final reviews of revised proposal by the Senate Planning Review Committee and by the Senate Budget Review Committee.	Completed proposal.
March 2021	Review by the University Senate (2 readings)	Final proposal and final cost estimate.
April 2021	Review by Board of Trustees.	Final proposal.
May 2021	Release by Provost to advertise	Final proposal
June 2021	Presentation to Academic Affairs Officers Committee of the Presidents' Council of State Colleges and Universities	Final proposal.
January 2022	AA approval for program start	Release curriculum code
Sept. 2022	MSW Program Start	

¹ ibid

² Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Social Workers, on the Internet at <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm> (visited May 04, 2018).

³ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Social Workers, on the Internet at <https://www.bls.gov/ooh/Community-and-Social-Service/Social-workers.htm#tab-6> (visited May 10, 2018).

⁴ ibid

⁵ ibid

Appendix H: Responses to FAQ

Senate Planning Review Committee

Comments on Master’s in Social Work degree proposal

1. The workforce demand projections are written in future tense with projections initiated in 2014-2016 and proceeding through the mid-20’s. Given the unique social and economic times that we have found ourselves in since the beginning of this projection range, and given we are now midway through this range, are the projections still on track or are these old projection data?

The State of Michigan’s Department of Labor and Economic Opportunity forecasts strong projections, especially in the Metro-Detroit Region in the various occupations of social work. The table below indicated a higher percent increase from the table in the original proposal when looking at the workforce demand for Macomb, Oakland and Wayne counties from 2016 to 2026. These projections do not account for the impact of this pandemic on the economic and social recovery of our State. During times of hardships such as our current situation the need for social workers is even greater. The need will continue to be significant for social workers in hospitals, assisted-living and mental health facilities, rehabilitation centers, and schools. As has been true after other pandemics and economic downturns, professionally trained social workers is critical to helping people find their way in the new economy.

Long-Term Occupational Employment Projections				
2016 to 2026				
Prosperity Region 10 - Detroit Metro Macomb Oakland Wayne Counties				
Michigan Department of Technology, Management and Budget, Bureau of Labor Market Information and Strategic Initiatives				
SOC Code	SOC Title	Employment		Percent
		2016	2026	
11-9151	Social and Community Service Managers	1,935	2,240	15.8%
21-1011	Substance Abuse and Behavioral Disorder Counselors	995	1,165	17.1%
21-1012	Educational, Guidance, School, and Vocational Counselors	2,135	2,360	10.5%

Oakland University

Oakland University Graduate School

21-1013	Marriage and Family Therapists	200	230	15.0%
21-1014	Mental Health Counselors	960	1,135	18.2%
21-1021	Child, Family, and School Social Workers	5,400	6,175	14.4%
21-1022	Healthcare Social Workers	2,650	3,095	16.8%
21-1023	Mental Health and Substance Abuse Social Workers	1,355	1,565	15.5%
21-1029	Social Workers, All Other	430	470	9.3%
21-1092	Probation Officers and Correctional Treatment Specialists	895	1,000	11.7%
21-1093	Social and Human Service Assistants	3,640	4,080	12.1%
21-1094	Community Health Workers	550	635	15.5%
21-1099	Community and Social Service Specialists, All Other	280	315	12.5%
25-1113	Social Work Teachers, Postsecondary	110	115	4.5%
29-1129	Therapists, All Other	345	405	17.4%
33-1099	First-Line Supervisors of Protective Service Workers, All Other	925	985	6.5%
33-9099	Protective Service Workers, All Other	465	545	17.2%

2. Will the MSU advanced standing program no longer be offered on OU campus when this MSW program is initiated?

For the past five-years, we have been transparent about the development of the MSW program and provide ongoing updates on the approval status of the proposal at each review body to MSU's Program Coordinator for the Oakland Campus. This spring, MSU is working on their exit strategy. We anticipate, MSU will transition the Oakland program to their State-wide Blended program offering courses on MSU campus one weekend per month and the remaining course work online. This was the same exit strategy did when transition from Saginaw Valley State University when SVSU started their MSW program a couple of years ago.

3. Four new faculty lines will be created to support the (2) MSW and (1) BSW. To where will the fourth position be assigned?

As with all faculty, cross teaching will occur between the MSW and the BSW program. The fourth position will likely teach predominately in the BSW program.

4. Are students in this program offered any type of financial support (e.g., GTA or GRA)?

Most students in the proposed MSW programs will not receive support. To earn an MSW degree, the internship requirement is significant. On average students will spend at-least 15 hours per week at their place of internship for the entire time they are in the enrolled in the MSW program. This requirement, in addition to a full-time course load offers little time to assume a GA position. In our current proposal, we have budgeted for one GA position, which will be used to recruit a competitive student to assist the MSW program and faculty with research.

5. For applicants to the program that have below the 3.0 GPA is there any thought to requiring the GRE test? Do any of the programs listed in Table 2 require the GRE?

There are no schools in the State of Michigan who require admission testing for the MSW program. Should the proposed MSW program be approved, we recognize the need to assess what types of students are, and are not, applying to the MSW program, to ensure that standards neither create barriers nor inhibit degree completion. We have considered issues of access and equity in our admissions criteria and feel the GRE might be barrier to recruit diverse students, especially given no other Michigan school requires GRE testing for a MSW. However, students with lower GPAs may be considered for provisional admission when combined with volunteer work and work experience, or when there are extenuating circumstances. The Admissions Committee will assess a GPA between 2.7 and 3.0, generally for provisional acceptance. Provisional applicants will be admitted on a part-time basis and or required to take an additional preparation course. These applicants may petition the admission committee by explaining reasons for their lower GPA and how the student plans to overcome such difficulties while attending full-time. Students with GPAs lower than a 2.7 will need to provide a strong rationale in the personal statement and may require an interview with the admission committee for a decision. As we develop the program, we will continue to research and consider best practices in the recruitment and retention of diverse students.

6. Is there additional physical space available in Varner Hall for the program's needs?

The "general purpose" classrooms at Oakland University is technologically equipped, at minimum, with a computer, DVD player, projector, to meet the teaching and training needs of MSW students. With the new renovation of South Foundation Hall to include space for studying, group meetings, and informal socializing, we anticipate this meeting most of our unique teaching needs for the clinical training of students.

In Varner Hall, the Department of Sociology, Anthropology, Social Work and Criminal Justice shares a 16-seat conference room. This room is available for meetings (including student group meetings), presentations and seminars, and is equipped with a conference table, PC, projector, screen and chalk board. At current time, we have one vacant office, one office for visiting faculty and an open office that can accommodate up to three part-time faculty at a given time on the fifth

floor of Varner. Part-time faculty can also use 221 Varner Hall for office hours and to meet with individually with students.

7. What will be the impact of this program in terms of enrollment on the existing programs of the school?

We believe that offering this program will have minimal impact on the degree programs above. Currently Oakland University offers graduate degrees in Counseling (School), Clinical Mental Health, Psychology and Public Administration. Although on the surface the four-degree programs may appear to have similarities with social work, they are profoundly different. Each represents different profession with unique professional regulations, licensure requirements, job functions, pedagogical requirements, foundational knowledge, accreditation bodies, and practice protections of the State of Michigan Public Health Code. The only pathway into each profession is through the respective accredited degree program. Adding social work as a graduate degree option is not duplicative but instead additive. The proposed MSW program will afford students the opportunity to pursue the professional pathway that is right for them. It will allow students who want to become social workers to pursue their professional social work training within Oakland University, thus retaining those students who would otherwise have no choice but to attend an MSW program outside of Oakland University.

We anticipate that students enrolling in Oakland University's MSW program will come from a variety of undergraduate majors beyond the BSW. These include Sociology, Psychology, Criminal Justice, and others. Graduates from these majors at Oakland University currently pursue the MSW at Wayne State University, University of Michigan, Michigan State University and other Michigan institutions. Based on conversations with other MSW programs, we anticipate that about 55% of our BSW graduates will continue to the Advanced Standing MSW (up to 55 per year). We anticipate that many more MSW students will be individuals working in human services who wish to advance their careers.

8. Is it possible to make this program more interdisciplinary to stand out from competitors?

The MSW core curriculum is mandated by the program's accrediting body CSWE.

The Advanced generalist curriculum is inherently interdisciplinary drawing on evidence-based knowledge and skills for ethical, culturally competent, and socially and economically just interventions. In Southeast Michigan, there are no other institutions who offer the Advanced Generalist curriculum. However, the MSW program will maximize cross-college and university interdisciplinary opportunities, while also adhering to accreditation requirements. We recognized the significance of interdisciplinary education and have built various elective options for our three specializations. For example, our Organizational and Community Leadership specialization includes course options in public administration. In addition, we will approve elective course options in the Integrated Health specialization from counseling, specifically their substance abuse courses and other graduate courses in ethics.

Once the proposed MSW program is accredited, we discussed the possibility of offering dual graduate degree opportunities with several degree programs congruent with social work professions such as the Master of Public Administration (MPA) and Master of Public Health (MPH) programs. Finally, our current BSW program is active with the Interprofessional Education Task Force and anticipate the MSW program joining other health graduate professional degree programs (SON, PT, OP, OUWB) in IPE efforts.

9. Will this program offer flexibility for students to take credits for their research thesis? Will SW 6102 Applied Social Work Research satisfy the thesis requirement?

Thesis is not required in the MSW program. This is not a standard curriculum in the State of Michigan to earn an MSW degree. There are two research courses required (SW 5202 & 6102) that prepare students to design and implement research projects, and most assignments for these courses will be research papers, but a formal thesis is not required. Students may set up an independent study course to receive credit for completing an optional formal thesis. Rather, students fulfill 900 hours of supervised practicum (450 hours for advanced standing) in the field instead lieu of a thesis.

In addition, there are no national examinations that measure individual student achievement in social work. However, graduates of this program will be required to be licensed if they intend to practice in Michigan and nearly all other states. This will require that they pass a state or national examination in most cases. Graduates may also apply for various professional specialty certifications in the profession, most of which require that the individual pass an exam that is prepared, in most cases, by a national professional association in social work.

10. I understand there will be faculty moving from the BSW program to the MSW program on a full-time basis. What I couldn't find is how this impacts the BSW program. Will you need to replace faculty? (I do understand there are several new faculty positions in the plan and that seems more than reasonable.)

Faculty in the BSW and MSW programs will be able to teach across the two programs. The majority of full-time faculty who currently teach in the BSW program will transition 51% or more of their time to the MSW. This opportunity thus leverages resources and skill sets already in existence and allows for a rich cross-fertilization of ideas among students and faculty. To meet CSWE's accreditation requirement for the number of full-time faculty with 51% or more in both programs, we feel the four new hires (two tenure-track and two special instructors) with two faculty designated to the MSW program and two designated to the BSW is sufficient to meet CSWE accreditation requirements;

The baccalaureate social work program identifies no fewer than **two full-time** faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program.

The MSW **program identifies** no fewer than **six full-time** faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program.

11. You indicate the program will have a 15 student cohort at Anton Frankel as well as on OU campus. Will any coursework be offered virtually? Just curious, as in nursing we find a wide range of student need; some love online and others like face to face...the literature we find indicates a hybrid approach might deliver the best outcomes. And after the year we have had I am sure there will be more courses moved in this direction.

Because of the “skills-based” nature of the degree it would be difficult to offer social work education entirely online. However, we do plan to make use of as much distributed education technology as possible, to provide affordable, accessible, and pedagogically sound social work education. Our BSW program offers some courses hybrid which has shown to be effective and preferred by some students. To offer a fully hybrid program of more than 51% of courses hybrid, we would need to seek additional CSWE approval. This is something we are not consider implementing with this program proposal.

SBRC Proforma Template		FY2020				
Best-Case Scenario						
		Year 1	Year 2	Year 3	Year 4	Year 5
Est. New Students to Program - Traditional		35	35	35	35	35
Est. New Students to Program - Advanced		35	35	35	35	35
1st Year Cohort Revenue Traditional	\$	862,960	\$ 862,960	\$ 862,960	\$ 862,960	\$ 862,960
2nd Year Cohort Revenue Traditional	\$	-	\$ 862,960	\$ 862,960	\$ 862,960	\$ 862,960
3rd Year Cohort Revenue	\$	-	\$ -	\$ -	\$ -	\$ -
4th Year Cohort Revenue	\$	-	\$ -	\$ -	\$ -	\$ -
Gross Tuition Revenue Traditional	\$	862,960	\$ 1,725,920	\$ 1,725,920	\$ 1,725,920	\$ 1,725,920
Gross tuition revenue Advanced	\$	916,895	\$ 916,895	\$ 916,895	\$ 916,895	\$ 916,895
Less: Avg Financial Aid (30%)	\$	(533,957)	\$ (792,845)	\$ (792,845)	\$ (792,845)	\$ (792,845)
Net Tuition Revenue	\$	1,245,899	\$ 1,849,971	\$ 1,849,971	\$ 1,849,971	\$ 1,849,971
Expenses						
Salaries						
Faculty Salaries	6101	\$ 63,000	\$ 125,575	\$ 189,714	\$ 194,457	\$ 199,319
Visiting Faculty	6101					
Administrative Professionals	6201	\$ 57,247	\$ 57,247	\$ 57,247	\$ 57,247	\$ 57,247
Clerical Technical	6211					
Administrative IC	6221					
Faculty Inload/Replacement Costs	6301					
Faculty Overload	6301	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Part-Time Faculty	6301	\$ 44,000	\$ 88,000	\$ 88,000	\$ 91,200	\$ 91,200
Graduate Assistant	6311	\$ -	\$ 8,320	\$ 8,320	\$ 8,320	\$ 8,320
Casual/Temp	6401					
Out of Classification	6401					
Student Labor	6501					
Total Salary Expense		\$ 184,247	\$ 299,142	\$ 363,281	\$ 371,224	\$ 376,086
Fringe Benefits	6701	\$ 55,824	\$ 85,978	\$ 112,596	\$ 114,820	\$ 116,838
Total Compensation		\$ 240,071	\$ 385,120	\$ 475,877	\$ 486,044	\$ 492,924
Operating Expenses						
Supplies and Services	7101	\$ 45,748	\$ 46,248	\$ 46,248	\$ 42,498	\$ 42,498
Graduate Tuition	7101	\$ -	\$ 18,492	\$ 18,492	\$ 18,492	\$ 18,492
E-Learning Support	7102					
Travel	7201	\$ 21,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Equipment	7501	\$ 15,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Maintenance	7110					
Recruitment and advertising	7101					
Library	7401	\$ 7,360	\$ 7,918	\$ 8,520	\$ 9,168	\$ 9,866
Total Operating Expenses		\$ 89,108	\$ 99,658	\$ 100,260	\$ 97,158	\$ 97,856
Total Expenses		\$ 329,179	\$ 484,778	\$ 576,137	\$ 583,202	\$ 590,780
Net Income (Loss)		\$ 916,720	\$ 1,365,192	\$ 1,273,834	\$ 1,266,768	\$ 1,259,191

SBRC Proforma Template

FY2020

Most Likely Scenario

	Year 1	Year 2	Year 3	Year 4	Year 5
Est. New Students to Program - Traditional	32	32	32	32	32
Est. New Students to Program - Advanced	32	32	32	32	32
1st Year Cohort Revenue Traditional	\$ 788,992	\$ 788,992	\$ 788,992	\$ 788,992	\$ 788,992
2nd Year Cohort Revenue Traditional	\$ -	\$ 788,992	\$ 788,992	\$ 788,992	\$ 788,992
3rd Year Cohort Revenue	\$ -	\$ -	\$ -	\$ -	\$ -
4th Year Cohort Revenue	\$ -	\$ -	\$ -	\$ -	\$ -
Gross Tuition Revenue Traditional	\$ 788,992	\$ 1,577,984	\$ 1,577,984	\$ 1,577,984	\$ 1,577,984
Gross tuition revenue Advanced	\$ 838,304	\$ 838,304	\$ 838,304	\$ 838,304	\$ 838,304
Less: Avg Financial Aid (30%)	\$ (488,189)	\$ (724,886)	\$ (724,886)	\$ (724,886)	\$ (724,886)
Net Tuition Revenue	\$ 1,139,107	\$ 1,691,402	\$ 1,691,402	\$ 1,691,402	\$ 1,691,402

Expenses

Salaries

Faculty Salaries	6101	\$ 63,000	\$ 125,575	\$ 189,714	\$ 194,457	\$ 199,319
Visiting Faculty	6101					
Administrative Professionals	6201	\$ 57,247	\$ 57,247	\$ 57,247	\$ 57,247	\$ 57,247
Clerical Technical	6211					
Administrative IC	6221					
Faculty Inload/Replacement Costs	6301					
Faculty Overload	6301	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Part-Time Faculty	6301	\$ 44,000	\$ 88,000	\$ 88,000	\$ 91,200	\$ 91,200
Graduate Assistant	6311	\$ -	\$ 8,320	\$ 8,320	\$ 8,320	\$ 8,320
Casual/Temp	6401					
Out of Classification	6401					
Student Labor	6501					
Total Salary Expense		\$ 184,247	\$ 299,142	\$ 363,281	\$ 371,224	\$ 376,086
Fringe Benefits	6701	\$ 55,824	\$ 85,978	\$ 112,596	\$ 114,820	\$ 116,838
Total Compensation		\$ 240,071	\$ 385,120	\$ 475,877	\$ 486,044	\$ 492,924

Operating Expenses

Supplies and Services	7101	\$ 45,748	\$ 46,248	\$ 46,248	\$ 42,498	\$ 42,498
Graduate Tuition	7101	\$ -	\$ 18,492	\$ 18,492	\$ 18,492	\$ 18,492
E-Learning Support	7102					
Travel	7201	\$ 21,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
Equipment	7501	\$ 15,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Maintenance	7110					
Recruitment and advertising	7101					
Library	7401	\$ 7,360	\$ 7,918	\$ 8,520	\$ 9,168	\$ 9,866
Total Operating Expenses		\$ 89,108	\$ 99,658	\$ 100,260	\$ 97,158	\$ 97,856
Total Expenses		\$ 329,179	\$ 484,778	\$ 576,137	\$ 583,202	\$ 590,780

Net Income (Loss)

		\$ 809,928	\$ 1,206,623	\$ 1,115,265	\$ 1,108,199	\$ 1,100,622
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SBRC Proforma Template		FY2020				
Worst-Case Scenario						
		Year 1	Year 2	Year 3	Year 4	Year 5
Est. New Students to Program - Traditional		27	27	27	27	27
Est. New Students to Program - Advanced		27	27	27	27	27
1st Year Cohort Revenue Traditional		\$ 665,712	\$ 665,712	\$ 665,712	\$ 665,712	\$ 665,712
2nd Year Cohort Revenue Traditional		\$ -	\$ 665,712	\$ 665,712	\$ 665,712	\$ 665,712
3rd Year Cohort Revenue		\$ -	\$ -	\$ -	\$ -	\$ -
4th Year Cohort Revenue		\$ -	\$ -	\$ -	\$ -	\$ -
Gross Tuition Revenue Traditional		\$ 665,712	\$ 1,331,424	\$ 1,331,424	\$ 1,331,424	\$ 1,331,424
Gross tuition revenue Advanced		\$ 707,319	\$ 707,319	\$ 707,319	\$ 707,319	\$ 707,319
Less: Avg Financial Aid (30%)		\$ (411,909)	\$ (611,623)	\$ (611,623)	\$ (611,623)	\$ (611,623)
Net Tuition Revenue		\$ 961,122	\$ 1,427,120	\$ 1,427,120	\$ 1,427,120	\$ 1,427,120
Expenses						
Salaries						
Faculty Salaries	6101	\$ 63,000	\$ 125,575	\$ 189,714	\$ 194,457	\$ 199,319
Visiting Faculty	6101					
Administrative Professionals	6201	\$ 57,247	\$ 57,247	\$ 57,247	\$ 57,247	\$ 57,247
Clerical Technical	6211					
Administrative IC	6221					
Faculty Inload/Replacement Costs	6301					
Faculty Overload	6301	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Part-Time Faculty	6301	\$ 38,500	\$ 82,500	\$ 82,500	\$ 85,500	\$ 85,500
Graduate Assistant	6311	\$ -	\$ 8,320	\$ 8,320	\$ 8,320	\$ 8,320
Casual/Temp	6401					
Out of Classification	6401					
Student Labor	6501					
Total Salary Expense		\$ 178,747	\$ 293,642	\$ 357,781	\$ 365,524	\$ 370,386
Fringe Benefits	6701	\$ 55,384	\$ 85,538	\$ 112,156	\$ 114,364	\$ 116,382
Total Compensation		\$ 234,131	\$ 379,180	\$ 469,937	\$ 479,888	\$ 486,768
Operating Expenses						
Supplies and Services	7101	\$ 43,460	\$ 43,935	\$ 43,935	\$ 40,373	\$ 40,373
Graduate Tuition	7101	\$ -	\$ 18,492	\$ 18,492	\$ 18,492	\$ 18,492
E-Learning Support	7102					
Travel	7201	\$ 16,800	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Equipment	7501	\$ 15,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Maintenance	7110					
Recruitment and advertising	7101					
Library	7401	\$ 7,360	\$ 7,918	\$ 8,520	\$ 9,168	\$ 9,866
Total Operating Expenses		\$ 82,620	\$ 92,345	\$ 92,947	\$ 90,033	\$ 90,731
Total Expenses		\$ 316,751	\$ 471,525	\$ 562,884	\$ 569,921	\$ 577,499
Net Income (Loss)		\$ 644,371	\$ 955,595	\$ 864,236	\$ 857,199	\$ 849,621

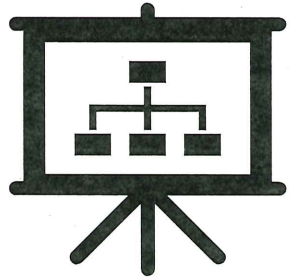


MSW Program Proposal Board of Trustees

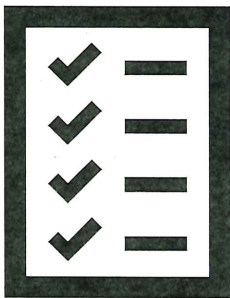
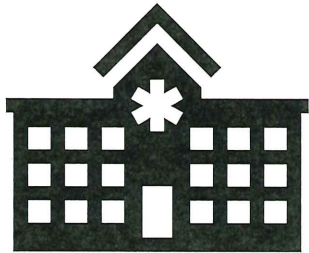
Department of Sociology, Anthropology, Social
Work & Criminal Justice

June 21, 2021





Why a MSW Degree?



- An MSW is required for clinical titled social work positions
- Required in the State of Michigan to become a licensed clinical or macro social worker (LMSW).
- Increases the scope of services a LMSW is qualified to provide in such settings a
 - Schools
 - Hospitals
 - Mental Health/Private Practice
- An LMSW is also required to provide social work supervision for licensure to limited-licensed social workers and to conduct continuing education CEs.
- Strong student demand and labor market projections

Student & Agency Interest

Student Survey 85 Graduating BSW Seniors

- **86%** Plan on attending an MSW Program
- **80%** Would attend OU's MSW Program
- **Location** is as the top reason top reason for selecting an MSW program
- **55%** prefer a clinical and macro integrated program, **39%** Clinical only and **6%** macro only
- MSW degree is highly sought degree
- Strong support from local agencies

Top three specialization areas:

1. *Behavioral & Medical Health*
2. *Human Service /Nonprofit Management*
3. *School Social Work*

Market Data Projections: Michigan 2016-2026

SOC Title	2016	2026	Percent
Mental Health Counselors	960	1,135	18.20%
Therapists, All Other	345	405	17.40%
Protective Service Workers, All Other	465	545	17.20%
Substance Abuse and Behavioral Disorder Counselors	995	1,165	17.10%
Healthcare Social Workers	2,650	3,095	16.80%
Social and Community Service Managers	1,935	2,240	15.80%
Mental Health and Substance Abuse Social Workers	1,355	1,565	15.50%
Marriage and Family Therapists	200	230	15.00%
Child, Family, and School Social Workers	5,400	6,175	14.40%
Community and Social Service Specialists, All Other	280	315	12.50%
Social and Human Service Assistants	3,640	4,080	12.10%
Probation Officers and Correctional Treatment Specialists	895	1,000	11.70%
Educational, Guidance, School, and Vocational Counselors	2,135	2,360	10.50%
Social Workers, All Other	430	470	9.30%
First-Line Supervisors of Protective Service Workers, All Other	925	985	6.50%

Alignment with the University's Mission

...“cultivate the full potential of a diverse and inclusive community”

- Serve the needs of individuals, families, groups, communities and organizations in a multicultural and global society.
- Serve as leaders to enhance community wellbeing, promote socially just, culturally-responsive and advocate for social justice in the delivery of social services to diverse populations of Southeast Michigan.

Alignment with the University's Strategic Plan

1. Student Success
2. Research
3. Community Engagement
4. Diversity

Accreditation



COUNCIL ON SOCIAL WORK EDUCATION

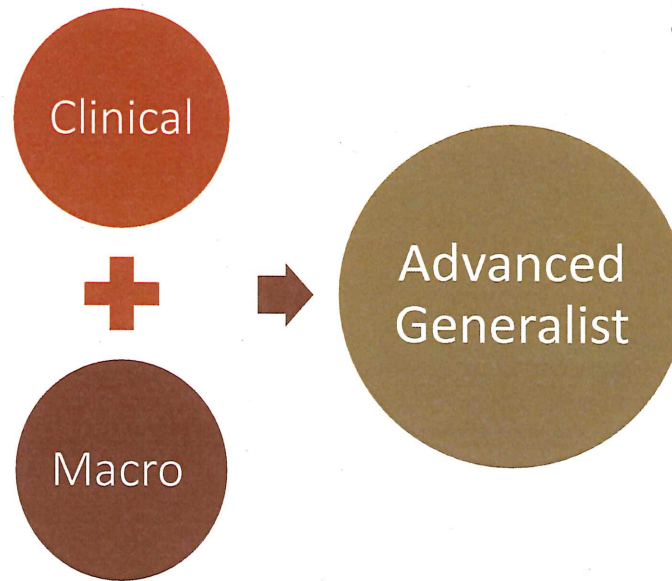
- Curriculum
- Administration Oversight
- Student-to-Faculty Ratio
- Field Education & Hours
- Faculty Qualifications
- Advising & Support Services, etc.
- Assessment

Michigan MSW Programs

University	Type of Program
Andrews University	Advanced Generalist
Grand Valley State University	Advanced Generalist
Saginaw Valley State University	Advanced Generalist
Ferris State University	Advanced Generalist
Northern Michigan University	Advanced Generalist
Wayne State University	Clinical or Macro
Eastern Michigan University	Clinical or Macro
Michigan State University	Clinical or Macro
Spring Arbor University	Clinical or Macro
Madonna University	Clinical or Macro
University of Michigan	Clinical or Macro
Western Michigan University	Clinical or Macro

Advanced Generalist MSW Program Curriculum

Advanced generalist practice **integrates** both clinical and macro social work practice into its core curriculum



Specializations

1. Integrated Health
2. School Social Work
3. Community and Organizational Leadership

Program Types

Traditional

- Two-Year Program
- Non-BSW Degree Students
- 3.0 Undergraduate GPA Required for Admission
- Part & Full-Time
- 900 Hours Internship

Advanced Standing

- One-Year Program
- BSW degree from a CSWE Program
- 3.25 Undergraduate GPA Required for Admission
- Part & Full-Time
- 450 Hours Internship

Prospective Student Recruitment & Enrollment

- Directly from BSW programs
- Students who complete an undergraduate degree in related fields such as Sociology or Psychology

3-Year Enrollment Targets	Traditional Program	Traditional Program	Advanced Standing	Total
Year 1	35 students		35 students	70 students
Year 2	35 students	35 students	35 students	105 students
Year 3	35 students	35 students	35 students	105 students

Funding Revenue & Expenses

Net Tuition Revenue

- Year 1: \$1.2 million
- Years 2-5: \$ 1.8 million

Expense Categories

- Faculty & Staff Salaries
- Supplies & Services
 - Candidacy & Annual Accreditation Fees
- Travel
- Equipment

Budget Questions

- GTA or GRA Positions
- Sharing of resources across programs

Thank You &
Questions