



OFFICE OF THE PRESIDENT

April 14, 2023

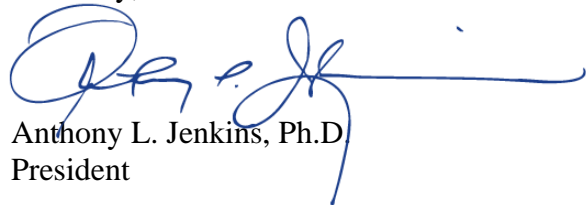
Dr. Emily A.A. Dow
Assistant Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dr. Dow:

I am seeking your approval to offer a joint Master of Social Work/Doctorate of Social Work degree program at Coppin State University (CSU). The proposed program codes for the new program are CIP 44.0701 and HEGIS code 2104.00, respectively. The program will contribute to the workforce, innovation and economic growth goals of Maryland as identified in the University System of Maryland's Strategic Plan. More specifically, this program will provide graduates to the State of Maryland with advanced and specialized skills required by the growing demands of the profession.

The proposal has the approval of appropriate campus committees and was submitted to me for my endorsement. I am pleased to recommend this proposal and request your approval. Should you have any questions, please contact me or my staff. Additionally, you may contact Dr. Pamela R. Wilks, Provost and Vice President for Academic Affairs.

Sincerely,



Anthony L. Jenkins, Ph.D.
President

cc: Dr. Pamela R. Wilks, Provost & Vice President for Academic Affairs
Dr. Candace Caraco, Associate Vice Chancellor for Academic Affairs
Dr. Beverly J. O'Bryant, Dean, College of Behavioral and Social Sciences
Mr. Michael W. Bowden, Assistant Vice President for Planning & Assessment



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**Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program**

Institution Submitting Proposal	Coppin State University
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Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment Submitted: <input checked="" type="radio"/> Yes	Payment Type: <input checked="" type="radio"/> R*STARS #	Payment Amount: \$1,700	Date Submitted: 3/8/23
<input type="radio"/> No	<input type="radio"/> Check #		

Department Proposing Program	Social Work		
Degree Level and Degree Type	Graduate, Masters and Doctorate		
Title of Proposed Program	MSW/DSW in Social Work		
Total Number of Credits			
Suggested Codes	HEGIS: 2104.00	CIP: 44.0701	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both		
Program Resources	<input type="radio"/> Using Existing Resources <input checked="" type="radio"/> Requiring New Resources		
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2023		
Provide Link to Most Recent Academic Catalog	URL: https://catalog.coppin.edu/index.php		
Preferred Contact for this Proposal	Name:	Michael Bowden	
	Title:	Assistant Vice President for Planning & Assessment	
	Phone:	(410) 951-6280	
	Email:	mbowden@coppin.edu	
President/Chief Executive	Type Name:	Dr. Pamela R. Wilks, Provost and Vice President for Academic Affairs	
	Signature:		Date: 03/07/2023
	Date of Approval/Endorsement by Governing Board:		

Revised 1/2021

Coppin State University

Proposal to Offer the Master of Social Work/Doctor of Social Work Joint Degree Program

A. Centrality of Institutional Mission and Planning Priorities

1. Coppin State University's mission, the aforementioned mission of the Department of Social Work, and the most recent CSWE standards for doctoral education and MSW programs all align with the mission and goals of the professional doctoral social work program addresses social work's purpose, are grounded in core professional values, and are informed by program context. The core values of the profession are service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry. These values underpin the explicit and implicit curricula and frame the profession's commitment to respect for all people and the quest for social and economic justice. The program context encompasses the mission of Coppin State University and the needs and opportunities associated with the context in which Coppin is located. The university's mission states that "*Coppin State University, a Historically Black Institution in a dynamic urban setting, espouses a mission to serve a multi-generational student population and provide education opportunities while promoting lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.*"
2. In alignment with the university's mission, the Department of Social Work is committed to excellence in educating a diverse student population to become generalist, advanced generalists and advanced social work practitioners and scholars. Through the use of a competency-based curriculum, students acquire social work knowledge, values, and skills to work effectively with individuals, families, groups, organizations and communities, especially those within ethnic and marginalized environments. By employing appropriate pedagogical and practice methodologies, infusing cutting edge technology, providing cultural-emersion experiences, and cultivating research opportunities, the department prepares students to work as competent entry-level through advanced practitioners and global leaders. More specifically, the proposed joint MSW to DSW program is committed to excellence in educating a diverse student population to become advanced social work scholar-practitioners. Through the use of a competency-based curriculum, students explore social work's purpose, expand upon social work knowledge, values, and skills, and explicate the context in which these are practices with to work effectively as advanced scholar-practitioners with individuals, families, groups, organizations, and communities, especially those within ethnic and marginalized environments. By employing appropriate pedagogical and practice methodologies, infusing cutting edge technology, providing cultural-emersion experiences, and cultivating innovative research opportunities, the department prepares master-level graduates of CSWE-accredited programs to work as competent advanced Doctor of Social Work practitioners and global leaders. Furthermore, the proposed MSW to DSW program is further influenced by Coppin State University's practice communities, is informed by its historical, political, economic, environmental, social, cultural,

demographic, local, regional, and global contexts, and by how they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research that impacts.

3. The university is committed to supporting the growth of the program and commits to providing the necessary budgetary support to ensure the success of the program's implementation and ongoing administration over the next five years and beyond. Initial growth of the program will be driven by Coppin's own undergraduates who express on an annual basis the desire to remain at Coppin and pursue master and doctoral studies upon graduation from the Bachelor of Social Work program. Seventy-five percent of program completers express this desire annually, along the explaining the needs the profession requires in the current social and economic conditions in the State and nation. The program anticipates an enrollment of 17 in the initial class upon implementation. However, the budget is set to a conservative projection of 10 full-time students within the first year. The University is committed to supporting the program as it meets its enrollment goals over the next five years and beyond.

4. Description of Institution's Commitment for:

- a. **ongoing administrative, financial, and technical support of the proposed program**

The proposed program has the ongoing committed administrative, financial, and technical support from the institution. The types of support include, but not limited to, faculty salaries, recruitment activities and other initiatives with internal and external partners, state-of-the-art smart classrooms and IT infrastructure, faculty professional development, technical support from the campus IT Division, and library resources.

- b. **continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

Given the high demand for and the strategic importance of the program, the program will be continued, and CSU is committed to allow sufficient time for enrolled students to complete the program. Once the program gets approved, we will start active recruitment through different platforms, establish external partnerships with local businesses, community colleges and high schools, create career development and placement prospects for program students, and seek interdisciplinary or multidisciplinary collaboration opportunities with other CSU programs and government agencies.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
 - a) The Coppin State University Department of Social Work aspires to prepare relevant social workers who excel as transformative leaders that positively impact the human condition and all systems through direct service, activism, advocacy, and technological innovation that benefits the global society at all levels.

- b) Currently, the department is committed to excellence in educating a diverse student population to become generalist social work practitioners. Through the use of a competency-based curriculum, current students acquire social work knowledge, values, and skills to work effectively with individuals, families, groups, organizations and communities, especially those within ethnic and urban environments. By employing appropriate pedagogical and practice methodologies, infusing cutting edge technology, providing cultural-emersion experiences, and cultivating research opportunities, the department prepares students to work as competent entry-level practitioners and global leaders.
 - c) The Department holds a number of core values guide the department's representation as a model comprehensive, urban liberal arts university regionally, nationally, and globally. These values include utilization of cutting-edge technology, inclusion of service learning and community engagement, facilitation of student-centered advancement and promotion of leadership development. In recent years, the Department of Social Work has thoughtfully explored the expansion of our current program offering to include graduate programs at the Master and Doctoral levels.
2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).

CSU's academic program development priorities continue to be directed toward supporting the workforce demands as identified by the USM¹ and in the 2022 *Maryland State Plan for Postsecondary Education*. In recent years, numerous articles in notable journals have made a strong case for recognizing the severe shortage of social workers with skills that are in demand following the most recent pandemic of COVID-19 and the trauma that ensued afterwards throughout the United States and world-wide. In addition, a recent program viability study conducted at the institution, CSU recognized that the Social Work program would grow exponentially by meeting the demands of the students who want to attend CSU for the MSW/DSW. There is a high-demand for the skills that the proposed program will bring to the State meeting compelling workforce needs.

Coppin State University's proposed program will provide the *Access*, which is the **first goal and priority the Maryland State Plan**. The university has the lowest tuition costs within the University System of Maryland, which affords prospective students with the opportunity to begin or continue their education at Coppin, which is the desire of current BSW graduates. The lower tuition costs will strengthen the pipeline of available graduates to fill critical roles as defined by the State. A recent poll of CSU students indicated that 85% of our current BSW graduates apply and are accepted into graduate MSW programs in- and out-of-state, most of whom enter as advanced standing students. While these students currently receive graduate education in social work from other schools, at least 75% of those BSW graduates want to pursue their advanced degree at CSU, and routinely inquire about whether an MSW/DSW degree will be offered at the institution due to the low tuition costs and

student experience. Additionally, several of our graduates and community practitioners have expressed interests in securing the DSW degree in Social Work. In addition to serving our own BSW graduates who wish to continue studying in the proposed CSU MSW/DSW program, we would also serve the population of students who are unable to attend other programs within the USM and geographic area.

Additionally, the university will help meet the **third goal and priority of the Maryland State Plan**, which is *Innovation*. The proposed MSW/DSW in Social Work is a prime example of a USM institution adapting to the ever-changing workforce needs. While traditional social work skills will continue to be in demand, advanced doctoral-level and applied skills will be needed to address areas of the discipline as current workers evolve into advanced job roles and as some workers leave to work in related fields to meet needs of the community. According to the National Bureau of Labor Statistics, Overall employment of social workers is projected to grow 9 percent from 2021 to 2031, faster than the average for all occupations. About 74,700 openings for social workers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire, moving onto other job roles due to innovation within the service components of the field. The Social Work discipline has evolved since the pandemic and will continue to evolve as community needs continue to grow.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

The national labor statistics note a shortage of social workers, which correlates with a projected 13% rise in the labor market that far exceeds other professions (<https://www.bls.gov/ooh/community-and-social-service/social-workers.htm>). The current Bureau of Labor statistics project that the job market in Maryland will continue to be ripe for graduate level social workers. While there is little data that specially speaks to macro social work practice specifically in Maryland, there is a noted need for graduate level social workers and social work supervisors in the field of child welfare, healthcare, mental health, substance abuse, and other fields of practice (<https://www.bls.gov/ooh/community-and-social-service/social-workers.htm#tab-7>).

There is a local need for social work leaders who are licensed to practice and who can provide supervision for other emerging practitioners will multiply exponentially. Evidence of such is a current call from the Maryland Department of Human Services for “social workers and social work supervisors across the state to promote family stability, child permanency and the safety and self-sufficiency of vulnerable adults and children in Maryland” (<https://dhs.maryland.gov/about-dhs/careers/>). These sentiments relate to one agency, many of the state and private social work agencies are short-staffed and have extended a similar call for employees. COVID and continued racial unrest amplify the need for macro social workers and supervisors who understand the context and impact of these tragedies and their relation to policy, practice, and global leadership.

According to SocialWorker.org, there is also evidence of a need based on the hiring data that is available: About two-thirds of new MSWs had bachelor's degrees in non-social work fields. The remainder had bachelor's degrees in social work. Two-thirds of those who searched for a job had received an offer and accepted it (66.8%), 10.8% had received an offer but were still searching, and 17.3% had not yet received any job offers (Table 36). The majority of new graduates who were searching for employment were working by September after spring graduation. In addition to the respondents who had searched and accepted a job, another 798 MSWs had secured a job without searching. Of those who had a job (including those who had searched and those who secured a job without looking), two thirds were in jobs that required an MSW or social work license; another 11.5% were in other social work positions. Importantly, 17% were in positions using their social work skills but not defined as social workers; another 5.8% were in non-social work positions. As a result, 23% of the new MSWs with positions would be lost from data systems tracking the workforce, such as the federal Department of Labor's occupational statistics, within a few months of graduation. The majority of MSWs were serving high-need populations regardless of the overall focus or setting of their practice. Two-thirds (68.5%) of new MSWs in direct social work positions reported that more than 50% of their clients were people below the federal poverty level like many of those in the Baltimore region.

Black/African American MSWs were more likely than Whites to work in large cities with populations of more than a million (40.3% vs. 17.2%), and Hispanics were more likely than non-Hispanics to work in large cities (39.2% vs. 21.4%). On the other hand, Whites were more likely to work in suburbs, small cities, and semirural areas than Black/African Americans (52.4% vs. 31.3%). Two-thirds of those who searched for a job had received an offer and accepted it (66.8%), 10.8% had received an offer but were still searching, and 17.3% had not yet received any job offers (Table 36). Whites were more likely to have been offered a job and accepted it (69.4% of Whites vs. 61.3% of Black/African Americans, $p < .05$). Those who had been offered a social work job but were still searching were more likely to be older (mean age 32.1 years, $p = .05$), as were those who had not yet been offered any job (mean age 32.6 years, $p < .001$). Of those working in indirect or macro social work, half (49.9%) were working in administration and 19.5% were working in policy or advocacy and 16.6% working in research (Table 56). Among those taking up positions in macro social work, those working in policy or advocacy were more likely to be non-Hispanic (21.0% of non-Hispanics vs. 9.3% of Hispanics, $p < .001$). Of new social workers in the job market, only 4.4% cited an overall lack of jobs as the most important reason they had a difficult time finding a job.

The number of social work positions in 2019 was 713,200 and the anticipated number available between 2019 and 2029 is an additional 90,700 jobs that span the social work workforce environments: private, nonprofit, or charitable organization (34.3% of all social workers); however, 41% of social workers work for government when combining federal, state, and local governments. Private, for-profit companies and businesses employ 22.3% of social workers, leaving just 2.5% self-employed or working in a family business. If all individuals who self-define as social workers regardless of educational attainment are included, there were about 850,000 such social workers in 2015,

according to the ACS. If limited to those individuals with at least a bachelor's degree, an estimated 650,000 individuals were employed as social workers in 2015. The number of licensed social workers is far less, probably in the range of 350,000.

https://www.socialworkers.org/LinkClick.aspx?fileticket=1_j2EXVNspY%3d&portalid=0
<https://www.cswe.org/CSWE/media/Workforce-Study/2018-Social-Work-Workforce-Report-Final.pdf>
<https://www.bls.gov/ooh/community-and-social-service/social-workers.htm>

The degree will provide an opportunity for qualified students to receive the graduate degrees in social work, but also to assume the leadership positions in social work that are becoming more available at an expedited rate.

Finally, in an effort to address some of the systemic problems that exist in West Baltimore and other areas in our global society in a more intensive way and using a leadership framework, the Coppin State University Department of Social Work intends prepare graduate-level social work scholar-practitioners. The data suggests that graduate degrees in Social Work are important to offer, and would be ideal, successful, and lucrative at Coppin State University. The proposed Social Work graduate and doctoral programs with an emphasis on advanced generalist who specialize in macro practice would be one of very few offered at HBCUs, one of 14 programs that offers the DSW versus PhD, one of very few graduate degree programs in social work that infuses policy, and the first of its kind to focus global leadership and coaching and supervision as specializations as well as programmatic foci on diversity, equity, and inclusion, and social justice. Finally, this plan aligns with the trajectory noted in the Maryland State Plan for Postsecondary Education as well as by the University System of Maryland. Both entities recognize the dynamic educational engine that exists within our relatively small state which leads those in others in surrounding areas. Yet, both entities also provide the challenge for universities to develop feasible, accessible and innovative academic programs that respond to the growing, diverse needs of the educational system, our students, and the communities within its catchment and global community.

<https://mhec.state.md.us/About/Pages/2017StatePlanforPostsecondaryEducation.aspx>;
<https://www.usmd.edu/10yrplan/USM2020.pdf>.

D. Reasonableness of Program Duplication

Several schools in Maryland offer the MSW degree including Morgan State University, Salisbury University, Towson University, University of Maryland Baltimore, and the University of Maryland College Park; however, only one of those schools is an HBCU and none of them service the West Baltimore corridor, or offer the same specializations in global leadership, coaching and supervision and policy-practice analysis and administration. Furthermore, there are no programs that offer the DSW in this area other than Walden University. Finally, no other school, other than Walden University, provides the DSW Program.

Coppin State University would be the only school in this region that offers the MSW Degree with specializations in macro subject areas including global leadership, policy- practice analysis and administration, and coaching and supervision. More specifically, Coppin would be the only program in the area that offers a DSW Program, and one of less than five in the country that has an emphasis on macro practice. Additionally, because Coppin State University has a Bachelor of Social Work program, it has the potential to offer the MSW-DSW program with a steady stream of students, including those not serviced by UM and Morgan due to the 1:25 faculty/student ratio imposed by CSWE. Finally, and especially because of the unique challenges that face the West Baltimore communities, Coppin MSW and DSW students would be in a unique position to have a positive, direct impact on the community.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

The MSW to DSW program is aligned with the university's mission to provide lifelong learning that impacts multi-generations, and to foster leadership, social responsibility, civic and community engagement, cultural diversity and inclusion and economic development. Based on a review several websites including the Council on Social Work Education, there is only one local HBCU that offers the MSW degree and the Ph.D. However, there are no programs among the HBIs comparable to CSU's proposed MSW to DSW program that offers the specializations that are included within this proposal. This, especially when contextualized within the rising job market and the push from CSWE for emphasis on anti-racism, diversity, equity, and inclusion, means an enormous increase in educational and employment opportunities in terms of the employment outlook for aspiring social work students attending HBIs, particularly those in Baltimore, the region, and the state.

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Offering the proposed program at CSU is consistent with the identity and mission of the institution. This proposed academic program makes the major unique to the HBCUs and will have a significant impact on CSU in fulfilling its mission. HBCUs are engaged in creating high-demand programs that serve the workforce demand of their states. CSU, as one of the HBCUs, is proposing this new program as there is a critical need, especially of African Americans (and minorities, at large), in the workforce, mainly in the field of Social Work.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

Describe how the proposed program was established, and also describe the faculty who will oversee the program.

1. As stated in the program justification in section, the proposed program was established by a multidisciplinary team from both academia and industry, including the CSU Social Work Team, faculty colleagues, and agencies who have expressed an interest in seeing the MSW/DSW program at Coppin. The curriculum requirements were developed based on workforce demanded skill sets, existing CSU courses and research. The program is housed in the Department of Social Work within the College of Behavioral and Social Sciences. The department chairperson and newly-hired faculty will help oversee the program.

2. Objectives and Outcomes

The educational objectives and intended student learning outcomes for the MSW and DSW programs align with those outlined by the Council on Social Work Education for accredited Social Work programs.

Educational Objectives

Master's program provides students with knowledge, values, skills and cognitive and affective processes at both generalist and specialized levels that prepare them for professional practice with individuals, families, groups, organizations, and communities.

Doctoral program provides students with knowledge, values, skills, and cognitive and affective processes at leadership levels that prepare them for professional macro practice.

3. How will the institution do the following:

- a) Provide for the assessment of student learning outcomes: Assessment data and collection of student learning outcomes will be housed within the university's Learning Management System known as Blackboard Learn, now being upgraded to Blackboard Ultra upon recent acquisition by Anthology. Data on student learning outcomes is collected on a cyclical basis as defined by the department's assessment calendar. Additionally, data on the dimensions as defined by the Council on Social Work Education (CSWE), the program's accrediting body will be assessed via faculty and student surveys and posted to the university's website as required by the accrediting agency.

MSW Student Learning Outcomes

- Upon completion, master's level students will be able to:
- Demonstrate ethical and professional behavior
- Engage anti-racism, diversity, equity, and inclusion in practice
- Advance human rights and social, racial, economic, and environmental justice
- Engage practice-informed research and research-informed practice
- Engage in policy practice
- Engage with individuals, families, groups, organizations, and communities
- Assess individuals, families, groups, organizations, and communities
- Intervene with individuals, families, groups, organizations and communities
- Evaluate practice with individuals, families, groups, organizations and communities

DSW Student Learning Outcomes

Upon completion, Doctoral level students will be able to:

- Engage in systematic inquiry that adheres to scholarly conventions;
- Use and evaluate research-informed practice critically and at an advanced level;
- Develop and disseminate practice-relevant knowledge through a variety of channels, such as teaching, scholarship, professional presentations, mentoring, and administration;

- Demonstrate leadership in social work practice and education; and
- Develop and maintain substantive expertise in one or more areas of social work practice.

In addition to the testing and evaluations built into the classroom instruction, students will be more broadly assessed for the competencies of the program and field placements. Some of this will take place as a part of the application/intake process as well as the capstone experiences. This field experience will be evaluated by their site supervisors as well as their academic advisor within the Department of Social Work.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

MSW Course Descriptions

Social Welfare & Social Work History (3 credits)

This social welfare and social work history course provides knowledge and promotes the understanding of the historical development and contemporary forces that have shaped the social welfare system and the profession of social work. Students will be able to explain the social welfare system in relationship to the problems and issues addressed by the social work profession in the development of services to diverse populations at the micro, mezzo, and macro levels. Special Emphasis will be given to the service delivery role of the professional social worker in working with special populations

Policy (3 credits)

This social policy course examines the social welfare system in the United States within a global, national, state, and local context. Students will develop critical thinking skills related to the use of scientific knowledge to understand the impact contemporary issues have on defining social problems, techniques for analyzing existing policies and programs, and developing intervention strategies for meeting the needs of a diverse population. Specific emphasis will be given to the development of policies for special populations.

Ethics (3 credits)

This ethics course exams values and ethical standards related to advanced social work practice. Utilizing the NASW Code of Ethics as the framework, students will be introduced to social work values, ethical theories, principles, standards, decision making processes and application of these values, theories, principles, standards, and processes in advanced social work practice at the micro, mezzo, and macro levels to resolve ethical dilemmas. Specific emphasis will be given to the engagement of ethical practices with and for special populations.

HBSE (3 credits)

This course considers the study of human development from conception through death. Students will understand concepts relative to biological, psychological, and social factors surrounding human behavior from conception through death. Special emphasis will be given to the examination of the influence impacting human behavior and the social environment for special populations

Theories (3 credits)

This course presents major theoretical systems used in advanced micro, mezzo, and macro practice. Students will be able to analyze, evaluate and demonstrate theoretical competence specifically related to human behaviors, social and environmental justice, and practice.

Research I (3 credits)

This course introduces elements of the scientific method as applied to the practice of research in social work. Students will discover, explain, and apply basic research competencies and strategies in the context of social work practice situations.

Research II (3 credits)

This course further examines and facilitates the application of elements of the scientific method and alternative research design strategies used in social work research. Students will gather, apply, analyze, interpret, and integrate data to assure effectiveness in developing, implementing, evaluating, and modifying social work services.

Social Work & Technology (3 credits)

This course provides an overview of creative ways to employ technology in social work practice. Students will learn how to assess, evaluate, develop and integrate ethically responsible social media and technology-based strategies as an effective vehicle to enhance service delivery, effect client change, create personal and professional brand, expand business development, all while furthering social work's mission and its commitment to social justice

Generalist Practice and Field I (3 credits)

This course is the first in a series of coordinated collaborative practice and field education courses that presents pertinent micro, mezzo and macro information in a university approved and supervised social work field setting. Emphasis is on the application of core competencies within generalist practice.

Generalist Practice and Field II (3 credits)

This course is the second in a series of coordinated collaborative practice and field education courses that presents pertinent micro, mezzo and macro information in a university approved and supervised social work field setting. Emphasis is on the application of core competencies within generalist practice.

Advanced Generalist Practice and Field I (3 credits)

This course is the third in a series of coordinated collaborative practice and field education courses that presents pertinent micro, mezzo and macro information in a university approved and supervised social work field setting. Emphasis is on the application of core competencies within advanced generalist practice.

Advanced Generalist Practice and Field II (3 credits)

This course is the fourth in a series of coordinated collaborative practice and field education courses that presents pertinent micro, mezzo and macro information in a

university approved and supervised social work field setting. Emphasis is on the application of core competencies within advanced generalist practice.

Culture, Diversity and Policy I (3 credits)

This course critically analyzes issues related to culture, anti-racism, diversity, equity, and inclusion within the context of social work policy. Students will compare and contrast cross-cultural practices, values, and policies, with an emphasis on race, class, and gender as interrelated biological, social, psychological, and historical constructs for special populations within micro, mezzo, and macro practice.

Contemporary Issues in Special Populations (3 credits)

This course examines contemporary issues related to culture, anti-racism, diversity, equity, and inclusion through the lens of history, theoretical frameworks, policies, practice, ethics, and research. Students will consider a swath of “hot topics” and formulate the framework for an appropriate intervention

Leadership, Management and Administration (3 credits)

This course examines organizational leadership within organizations. Students will understand, apply, analyze, and evaluate social work knowledge, values, theories, and leadership skills associated with large and complex units including services agencies.

Advanced Policy and Practice (3 credits)

This course provides advanced knowledge regarding the evaluation and development of policies and their practice effectiveness with specific target populations. Students will examine alternative models of policy development and their application to current social welfare issues and will include a connection with research-informed practice via a review of relevant primary and secondary data.

Global Social Work Leadership (3 credits)

This course explores social work leadership from a global context. Students will study several theoretical models and leadership frameworks that contextualize social work within an international setting. Special emphasis will be placed on the African diaspora and anti-racism, diversity, equity, and inclusion.

Coaching, Supervision and Leadership (3 credits)

This course examines the practice of effective coaching and supervision. Students will learn the elements and strategies of effective coaching and supervision and will utilize designated assessment tools to engage in a number of coaching and supervision exercises.

Grant Writing (3 credits)

This course examines the grant-writing process. Students will be provided with guidance on the acquisition of grants and will in how where to identify grant opportunities, how to develop grant proposals, how to construct an associated budget and how to evaluate grant quality in an effort to aid them in diversifying agency financial resources.

Data Analysis (3 credits)

This course explores the use of qualitative and quantitative data in social work practice and program development. Students will review research-related literature and utilize various data analysis programs to understand descriptive statistics, distributions, hypothesis testing, inferential statistics, test selection, bivariate and multivariate statistical analysis, and interpretation of findings.

Program Evaluation (3 credits)

This course examines concepts related to evaluating programs. Students will develop advanced skills related to program evaluation stemmed from qualitative and quantitative methodologies that inform social work policy and practice.

Field-based Presentation

This residency is designed to enhance skill-building and presentation skills. Students will meet virtually with faculty and students to practice and discuss field placement and make competency-based presentations. The residency will provide students with the opportunity to express and enhance listening skills, ethical practice, case conceptualization and communication.

Capstone (Portfolio) Presentation

This residency is designed to enhance the research and leadership skills of MSW students. Students will meet virtually with faculty and students to practice and discuss field placement and make competency-based presentations regarding research-informed practice, supervision and leadership. The residency will provide students with the opportunity to present their portfolio and demonstrate proficiency in leadership and supervision.

MSW Program Requirements

The MSW Program will require students to select either 60-credit two-year program or the 36-credit one-year (Advanced Standing) program which will include a specialization in one of macro-oriented tracks:

- Global Social Work Leadership
- Policy-Practice Analysis and Administration
- Coaching and Supervision

DSW Course Descriptions

Philosophies of Knowledge (3- credit hours)

This course analyzes the philosophies and application of knowledge within the context of social work practice and as related to political, racial, ethnic, economic, cultural considerations. Scholars will deconstruct selected topics in relation to philosophies of knowledge and its impact on micro, mezzo, and macro social work practice.

Contemporary Theories of Culture & Community Practice (3- credit hours)

This course evaluates a variety of theoretical frameworks in relation to cultural and community

practices. Scholars will compare and contrast aspects of numerous theories to detect appropriateness of use within specific cultures and communities to predict.

Human Rights, Social Justice, and Social Welfare Policies in Special Populations (3- credit hours) This course considers diversity, anti-racism, equity, and inclusion from a framework of human rights, social justice, and social welfare policies as they relate to special populations. Using historical and theoretical lenses, scholars will analyze and evaluate the complex relationship between power, privilege, practice, and policy for specific populations.

Ethical Issues (3- credit hours)

This course provides a framework to analyze and evaluate ethical issues within community practice. Scholars will explain philosophical, historical, cultural, and legal shifts to assess the contemporary ethical standards and their implementation within community practice.

Capstone: Portfolio Development I (Class Collaboration) (3- credit hours)

This course synthesizes information regarding the philosophies of knowledge, contemporary theories, human rights, social justice, social welfare, and ethical issues to provide the foundation for generation of specified portfolio assignments. Scholars will utilize this information to create components of their capstone portfolio assignment.

Advanced Research Methods (3- credit hours)

This course examines advanced qualitative and quantitative methods of research. Scholars will critically assess a variety of research methods and designs in relation to philosophy, epistemology, ethics, theory, social-cultural contexts, theory, data collection and management, decision making and writing strategies for the purpose of creating a sound and rigorous independent research study.

Statistics & Data Analysis (3- credit hours)

This course utilizes SPSS, ATLAS.ti, NVivo to or other relevant statistical tools to explain a continuum of quantitative and qualitative data analysis. Students will experiment with probability and mathematical statistics including ANOVA, multifactor ANOVA, multiple comparison techniques, ANCOVA, multiple regression, factor analysis and other processes in relation to solving community-based concerns. Additionally, students will be exposed to qualitative data analysis methods and concepts as well.

Contemporary Issues in Special Populations (3- credit hours)

This course considers philosophies, theories, social justice policy and practice, ethics and research related to contemporary issues and connected to diversity, anti-racism, equity, and inclusion. Students will use knowledge, technology, and current research in the aforementioned areas to devise and implement a community-focused platform to address contemporary issues within special populations (FIRST YEAR DEFENSE)

Evidence-based Practice & Research with Special Populations (3- credit hours)

This course will evaluate the effectiveness of current qualitative and quantitative research methods with special populations. Students will critique a variety of published articles and evaluation tools to guide their development of a tool that could be used in their individual

research with a special population.

Executive Leadership (3- credit hours)

This course presents theories and principles of executive leadership in non-profit international non-profit, for-profit and educational settings. Students will develop a cadre of professional and personal skills required for successful executive coaching, supervision, management, and evaluation of programs which will be represented in the capstone portfolio.

Community Organizing and Engagement with Special Populations (3- credit hours) This course examines community organizing, development and engagement with special populations from a social justice perspective throughout world. Informed by case studies, students will produce a sustainable community development project that exudes from significant community engagement initiatives.

Capstone: Portfolio Development II (Independent Project) (3- credit hours)

This course synthesizes information regarding executive leadership, research methods, data analysis, and contemporary issues to provide the foundation for generation of specified portfolio assignments. Scholars will utilize this information to create components of their community-based capstone portfolio assignment (SECOND YEAR DEFENSE)

Teaching and Learning (3- credit hours)

This course will present information regarding teaching and learning in higher education. Students will consider the information in the course to design aspects of a technologically influenced, competency-based curriculum/educational program that can be implemented with a specific population in a chosen setting.

Capstone: Portfolio Development III (Presentation) (3- credit hours)

This course synthesizes information regarding all program courses. Students will provide and present the community-based capstone portfolio assignments in this course. (FINAL YEAR DEFENSE)

DSW Program Requirements

The macro-focused DSW Program will require students to complete 49-credit hours inclusive of two-years of classes, the completion of a capstone project program and specialization in one of three areas:

- Global Social Work Leadership
- Policy-Practice Analysis and Administration
- Coaching and Supervision

Students accepted into the program must have acquired a MSW degree from a CSWE-accredited program, have graduated with a GPA of 3.25, should have a two-year post-MSW work history and should have an expressed interest in Global Social Work Leadership, Coaching and Supervision and Legislation and Policy Analysis.

MSW Plan of Study

Traditional Program- First Year (24 credits)

	Session I (Fall) (12 credits)	Session II (Spring) (12 credits)
7 Weeks	Social Welfare & Social Work History (3 credits) Ethics (3 credits)	HBSE (3 credits) Generalist Practice and Field I (3 credits)
Intensive	Weekend Intensive & Field-based Presentation	Weekend Intensive & Field-based Presentation

Residency Experience (Weekend)		
7 Weeks	Policy (3 credits) Research (3 credits)	Social Work & Technology (3 credits) Generalist Practice and Field II (3 credits)
Intensive Residency Experience (Weekend)	Weekend Intensive & Capstone Presentation	Weekend Intensive & Capstone Presentation

Traditional Program- Second Year /Advanced Placement Program- One Year (36-credits)

	Session I (Summer) (12 credits)	Session II (Fall) (12 credits)	Session III (Spring) (12 credits)
7 Weeks	Culture, Diversity and Policy Analysis (3 credits) Theories (3 credits)	Advanced Generalist Practice and Field I (3 credits) Research (3 credits)	Advanced Generalist Practice and Field III (3 credits) Leadership, Management and Administration (3 credits) OR Global Social Work Leadership (3 credits) OR Advanced Policy and Practice
Intensive Residency Experience (Weekend)	Field-based Presentation	Field-based Presentation	Field-based Presentation
7 Weeks	Elective (3 credits) Contemporary Issues in Special Populations Grant Writing (3 credits)	Advanced Generalist Practice and Field II (3 credits) Data Analysis (3 credits)	Advanced Generalist Practice and Field I (3 credits) Program Evaluation (3 credits)

Intensive Residency Experience (Weekend)	Virtual Residency & Capstone Presentation	Virtual Residency & Capstone Presentation	Virtual Residency & Capstone Presentation

DSW Plan of Study

Summer Session II (7 weeks)	Contemporary Theories of Culture & Community Practice (3 credits)	Evidence-based Practice & Research with Special Populations (3 credits)	
Fall Session I First 7 weeks	Human Rights, Social Justice, and Social Welfare Policies in Special Populations (3 credits)	Executive Leadership (3 credits)	
Fall Session II Second 7 weeks	Advanced Research Methods (3 credits)	Community Organizing and Engagement with Special Populations (3 credits)	
Winter Session	Capstone: Portfolio Development I (Class Collaboration) (3 credits)	Capstone: Portfolio Development II (Independent Project) (3 credits)	
Spring Session I First 7 Weeks	Ethical Issues (3 credits)	Teaching and Learning (3 credits)	
Spring Session II Second 7 Weeks	Statistics & Data Analysis (3 credits)	Certification Class: (3 credits)	
Year I		Year II	Year III
Summer Session I (7 weeks)	Philosophy of Knowledge (3 credits)	Contemporary Issues in Special Populations (3 credits)	Completion of Capstone Portfolio Development III Requirements and Defense

5. Discuss General Education Requirements

There are no general education requirements associated with the MSW to DSW program.

6. Specialized Accreditation Requirements

The Council on Social Work Education (CSWE) provides all program expectations for BSW, MSW and DSW programs through the proposed Educational and Accreditation Policy Statement. The 25-page document is in transition and will be found here:

[https://cswe.org/getattachment/Accreditation/Information/2022-EPAS/EPAS-2022-Draft-1-April-2021-\(2\).pdf.aspx](https://cswe.org/getattachment/Accreditation/Information/2022-EPAS/EPAS-2022-Draft-1-April-2021-(2).pdf.aspx)

Some of the primary expectations within the CSWE document are listed below:

- The accreditation cycle is every seven years, and the upcoming cycle explores five features of an integrated curriculum design: (1) program mission and goals, (2) antiracism, diversity, equity, and inclusion, (3) explicit curriculum, (4) implicit curriculum, and (5) assessment.
- The program has at least one area of specialized practice that builds upon generalist social work.
- The field education program ensures specialized practice opportunities are provided to students to demonstrate social work competencies with one or more systems levels in field settings within each area of specialized practice, and students hours in field settings equate to at least 900.
- The implicit curriculum comprises the following elements: admissions; advisement, retention, and termination; student participation in governance; faculty; administrative and governance structure; and resources that ensure a commitment to Anti-racism, diversity, equity, and inclusion.
- The professional development of the student requires a program's clear commitment to adequate resources from admission through graduation including. clear admissions, advisement, retention, and termination policies that reflect the program's commitment to anti-racism, diversity, equity, and inclusion.
- There are no fewer than four (4) full-time faculty assigned to the master's program. These faculty members have a master's degree in social work from a CSWE-accredited program*, a full-time appointment to social work, and whose principal assignment is to the master's program. The majority of the total full-time master's social work program faculty have a master's degree in social work from a CSWE-accredited program* and a doctoral degree, preferably in social work.
- The program has a full-time equivalent faculty-to-student ratio not greater than 1:25
- Administrative sufficiency includes distribution of resources across program options relative to program level, number of enrolled students in social work programs and registered in field practicum, modality, and location in order to carry out the program's mission.
- The program has a director administering all program options. Institutions with both accredited baccalaureate and master's programs have a separate director appointed for each program
- The program director's assigned time to carry out the administrative functions specific to the responsibilities of the social work program is commensurate with the program's full-time equivalent (FTE) of students: a minimum of 25% assigned time for fewer than 100

student FTE or a minimum of 50% assigned time for 100 or more student FTE.

- The program has a field education director, administering all program options
- The field education director’s assigned time to provide educational and administrative leadership for field education is commensurate with the program’s full-time equivalent (FTE) of students: a minimum of 25% assigned time for fewer than 100 student FTE or a minimum of 50% assigned time for 100 or more student FTE.
- The program has sufficient personnel and technological support to administer the field education program
- The program has a plan for ongoing assessment of student outcomes for all identified competencies in generalist practice (baccalaureate social work programs) and generalist and specialized practice (master’s social work programs)
- The program has a process to calculate outcomes from its ADEI Assessment Plan

7. Institutional Contracts

None

Program Evaluation Provisions

The department currently employs regular procedures to evaluate the courses, faculty and student learning outcomes which will be the same for the MSW to DSW Program. In summary, quantitative, and qualitative data regarding the department’s courses, faculty and student learning outcome will be gathered, reviewed, and evaluated by some of all of the following means: monthly and bi-monthly departmental meetings, bi-annual departmental retreats, regular meetings with the Assistant Vice-President for Planning and Assessment, external consultants, and various departmental constituency groups.

Measurement	Data Collection	Data Assessment	Data Assessment
	Period	Period with Faculty	Event/Location
Student Perspective Survey	February September	May/August January	Faculty Retreats
Field Evaluation	October & December	December & January	Field Grading Period Faculty Retreats
	March & May	May & August	Field Grading Period Faculty Retreats
	July	July	Faculty Grading Period

Alumni Survey	February/March October	May/August January	Faculty Retreat
Course Capstone Assignments	Throughout every semester	December & January May & August	University Grading Period Faculty Retreat
Department Capstone Assignments	October & December March & May July	December & January May & August July	Faculty Grading Period Faculty Retreats Faculty Grading Period Faculty Retreats Faculty Grading Period
Pre/Post-Test	January/ February August/September	May/August January	Faculty Retreats
Departmental Benchmark Review	Throughout school year using various measures	May/August January	Faculty Retreats
Student Focus Group	April	January	Faculty Retreat

	December	May/August	
Alumni Focus Group	Feb/March October	May/August	Faculty Retreat
Advisory Board Meetings	Feb/March October	May/August	Faculty Retreat
Student Evaluations of Faculty	November	April	Near end of each semester
Annual Faculty Evaluations (Form A and Form B)	October/November	March/April	Supervisory Meeting with Chair

Peer Evaluation Form	October/November	March/April	Classroom Observation by Peer
Faculty Tenure/Promotion Review	October - March		DPRC, Chair, Dean, UFRC, Provost, President Meetings
Post-Tenure Review Document	October		Chair, Dean, Provost Meetings
CSWE Self-Study	Every seven years	Every seven years	Site Visit

H. Adequacy of Articulation

There are currently no articulation agreements in place as this is a joint graduate-level program proposal.

I. Adequacy of Faculty Resources

The program has ample faculty to implement the proposed program upon approval. However, more faculty will continue to be recruited to accommodate program growth and finalize alignment with CSWE accreditation requirements. Dr. Christa Gilliam, the lead faculty member/coordinator of both graduate programs will direct the overall management and instruction of the program. Dr. Gilliam holds a Ph.D. in Social Work along with an MSW in Social Work. She is also a certified coach and has held a variety of leadership positions in international professional social work organizations. She is a Full Professor in the Department of Social Work with approximately 25 years teaching social work education and is capable of teaching across the curriculum in either of the proposed graduate programs. As the lead coordinator, Dr. Christa Gilliam would be responsible for recruiting and onboarding quality faculty, and ensuring that their ongoing pedagogical training is gained through conference attendance, trainings, supervision support, scholarship production, community engagement, and participation on local, regional, state and national committees related to the best evidence-based practices.

The program's core faculty are listed below. However the program is supported by adjunct faculty and program affiliates currently working in the field.

<u>Faculty Name</u>	<u>Terminal Degree</u>	<u>Rank</u>	<u>Status</u>	<u>Areas and Courses</u>
Dr. Christa Gilliam	Ph.D. Social Work	Associate Professor	Full-Time	Introduction to Social Work, Social Welfare Policy, Macro Practice, Research Methods
Dr. Melissa Buckley	Ph.D. Social Work	Assistant Professor	Full-Time	Social Welfare Policy, Introduction to Social Work, Social Work Methods I & II, Human Behavior in the Social Environment
Dr. Jeronda Burley	Ph.D. Social Work	Assistant Professor	Full-Time	Research Methods, Introduction to

				Social Work, Social Welfare Policy, Technology in Social Work
Dr. Claudia Thorne	Ph.D. Social Work	Assistant Professor	Full-Time	Social Work Methods I & II, Human Behavior in the Social Environment, Macro Practice

J. Adequacy of Library Resources

The library at Coppin State University is a part of the expansive University System of Maryland’s Library System CSU students have full use of this 85,521 square-foot facility that houses a plethora of physical and technologically accessible volume journals, data, and social interest publications as well as those volumes that are accessible through the shared electronic system via the USM. The Coppin library seats 750 students and operates from 8:00 AM – 9:00 AM Monday through Thursday and 8:00 AM – 5:00 PM on Friday but is also accessible online 24-hours a day. The library provides space for classrooms, meetings, offices, and specialized laboratories. A group study room is also available for students. Classrooms are available for bibliographic instruction and viewing of visual media. The seminar room may be booked for meetings and conferences. The Department of Social Work also has a library and study space that provides access to hard-back resources and online resources similar to those noted previously.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Equipment

The Department of Social Work is housed on the 5th floor within the Health and Human Services Building. This space is allocated for individual faculty offices, an administrative suite, and a student resource center. In addition, the Department has been allocated observation rooms on the 3rd floor of the building and a dedicated space for the Dorothy Height Center for the Advancement of Social Justice. Most classes offered by the program are also conducted in the Health and Human Services building, although other buildings including Grace Jacobs and the Science and Technology Building are used if additional space is needed. All buildings are outfitted to meet the technological needs of the course and research needs of faculty, including access to electronic data bases. In addition, all buildings have small and/or large conference room spaces, most of which are equipped with smart-board technology and access to the internet to provide for advanced technology needed for classes or meetings. There is adequate space within the building to meet our current needs. As the program grows and considers expansion, additional space will be needed, and proposals will be submitted to the Dean of the College of Behavioral and Social Sciences and the University’s Space Allocation Committee.

L. Adequacy of Financial Resources with Documentation

To carry out the ongoing functions of the program while adding the proposed MSW/DSW will require an infusion of resources from the institution. The full-time equivalent faculty-to-student ratio is usually 1:25 for a master’s program. To implement the doctoral social work program there should be no fewer than four full-time faculty with master’s degrees in social work from a CSWE- accredited program and who hold a Ph.D. in social work or a related field or DSW whose principal assignment is to the master’s program. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student

ratio is also projected to be 1:25. At the onset of the program, two full-time faculty in each program will be added with an additional faculty added each year. The director of the MSW program and the director of the DSW program should be hired at the level of an associate professor. The additional faculty may be hired at the assistant professor level. This includes the director of field education.

It is anticipated that the program will start with a first- year MSW class enrollment of at least 10 students (actual enrollment could be as high as 17; but projecting conservatively). Growth projections for a five year period include: 2nd year – 15; 3rd year – 23; 4th year -25 and 5th year 30. The projects for DSW enrollment would be 7 in the first year. Growth projections for a five-year period include: 2nd year – 13; 3rd year – 17; 4th year -22 and 5th year- 27.

TABLE 1: RESOURCES - MSW

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1.Reallocated Funds ¹	150000	150000	100000	100000	100000
2. Tuition/Fee Revenue ²	85260	127890	196098	213150	255780
(c+g below)					
a. #F.T Students	10	15	23	25	30
b. Annual Tuition/Fee Rate	8526	8526	8526	8526	8526
c. Annual Full Time Revenue (a x b)	85260	127890	196098	213150	255780
d. # Part Time Students	0	0	0	0	0
e. Credit Hour Rate	1074	1074	1074	1074	1074
f. Annual Credit Hours	0	0	0	0	0
g. Total Part Time Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts, & Other External Sources ³	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	235,260	277,890	296,098	313,150	355,780

Brief Narrative for MSW Resources: The predominant amount resources raised by the program are expected to derive from student tuition. The institution plans to support the program with an infusion of resources at minimum of \$150,000 annually (Yrs.1-2) to support program start-up and then \$100,000 thereafter. The proposal assumes at a conservative level that there will be 10 full-time students within the first year. However, program data collected suggests the program may have in excess of 17 students the first year since 75% of CSU graduates have expressed a desire and prefer to enroll in a Coppin-led MSW/DSW constructed academic program.

TABLE 2: EXPENDITURES - MSW					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses	158600	158600	197200	197200	197200
(b + c below)					
a. # FTE	2	2	3	3	3
b. Total Salary	150000	150000	180000	180000	180000
c. Total Benefits	8600	8600	17200	17200	17200
2. Total Administrative Staff Expenses (b + c below)	48600	48600	48600	48600	48600
a. # FTE	1	1	1	1	1
b. Total Salary	45000	45000	45000	45000	45000
c. Total Benefits	3600	3600	3600	3600	3600
3. Total Support Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	5000	5000	5000	5000	5000
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 - 7)	212200	212200	250800	250800	250800

TABLE 1: RESOURCES - DSW					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds ¹	150000	150000	100000	100000	100000
2. Tuition/Fee Revenue ²	66969	124371	162639	210474	258309
(c+g below)					
a. #F.T Students	7	13	17	22	27
b. Annual Tuition/Fee Rate	9567	9567	9567	9567	9567
c. Annual Full Time Revenue (a x b)	66969	124371	162639	210474	258309
d. # Part Time Students	0	0	0	0	0
e. Credit Hour Rate	1074	1074	1074	1074	1074
f. Annual Credit Hours	0	0	0	0	0
g. Total Part Time Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts, & Other External Sources ³	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	216,969	274,371	262,639	310,474	358,309

Brief Narrative for DSW Resources: The resources raised by the program are expected to derive from student tuition. . The institution plans to support the program with an infusion of resources at minimum of \$150,000 annually (Yrs. 1-2) to support program start-up, and then \$100,000 thereafter. The proposal assumes at a conservative level that there will be 10 full-time students within the first year. However, program data collected suggests the program may have in excess of 17 students the first year since 75% of CSU graduates have expressed a desire and prefer to enroll in a Coppin-led MSW/DSW constructed academic program. As the program grows, the university will continue to add faculty to support the program participants.

TABLE 2: EXPENDITURES - DSW					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses	98600	158600	197200	197200	197200
(b + c below)					
a. # FTE	1	1	2	2	2
b. Total Salary	90000	150000	180000	180000	180000
c. Total Benefits	8600	8600	17200	17200	17200
2. Total Administrative Staff Expenses (b + c below)	48600	48600	48600	48600	48600
a. # FTE	1	1	1	1	1
b. Total Salary	45000	45000	45000	45000	45000
c. Total Benefits	3600	3600	3600	3600	3600
3. Total Support Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	5000	5000	5000	5000	5000
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 - 7)	152200	212200	250800	250800	250800

M. Adequacy of Provisions for Evaluation of Program

1. Discuss procedures for evaluating courses, faculty, and student learning outcomes.

The curriculum, program faculty, and student learning outcomes will be routinely evaluated throughout the semester, annually, and as required by the USM's periodic review process. The program, courses, and faculty will be evaluated using student surveys and program committee reviews on a regular basis. The faculty are also evaluated by department Chair. The curriculum and assessment tools will be reviewed periodically to determine effectiveness in achieving the proposed program's objectives and outcomes. Standard rubrics will be used for various assessment methods. Samples are included in the course syllabi or on course Blackboard sites. The student assessment

method includes tests, quizzes, hands-on projects, capstone assignments, written assignment, oral presentations, and field placements. Faculty course evaluations will be conducted once a year, as is the current norm, by the departmental Chair. Faculty members will be evaluated on teaching ability, research publication and scholarship, and community engagement. In addition, faculty evaluations by students will be done twice a year, in the fall and spring semesters.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

The Institution through the Assessment Committee will evaluate academic programs for their impact on teaching and learning, and student success. A comprehensive assessment system and process has been established by the acquisition of a new software platform and evaluation committees charged by the institution's President and Chief Academic Officer. Additionally, within the College of Behavioral and Social Sciences, there is also a well-established assessment culture, and the college has been utilizing the Blackboard Outcomes platform to assess the SLOs for all its programs. The proposed program will employ the same existing practices and build the assessment piece into the program from the beginning. New program courses are mapped to the adopted Institutional Learning Outcome (SLOs), and within each course, evidence assessment assignments will be created to align with and address the mapped SLOs for the course; after the courses have been offered, the evidence assessment assignments artifacts will be collected by Blackboard Outcomes for evaluation. After the evaluation of the collected artifacts, results will be generated by Blackboard Outcomes for reporting and corrective action purposes. The College of Behavioral and Social Sciences Assessment Committee oversees the process.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

Of the total student population at CSU, a historically black university, over 80% are minority. The faculty and staff of CSU are well trained to work with multi-generational and minority student population. According to Maryland State Plan for Postsecondary Education, reducing the achievement gap is an important goal not only because it helps to remedy persistent social inequalities, but also because it improves the overall educational attainment of the State's population. Although the achievement gap is not a new issue within the State, Maryland remains committed to improving outcomes for groups that have historically lagged those of their peers. Chief among these groups is: 1) African Americans, roughly 30% of all Marylanders and the State's largest racial/ethnic minority group; 2) Hispanics, the State's fastest-growing minority population; and 3) Pell Grant recipients (i.e., low-income students), approximately 30% of all undergraduate students in Maryland. In addition to closing gaps in performance among student populations, there is also a commitment to narrowing disparities that exist among postsecondary institutions in the State. Specifically, Maryland must focus on

narrowing the retention and graduation gaps that exist between the State's historically black colleges and universities (HBCUs) and its traditionally white institutions (TWIs).

The proposed program provides minority students access to a high-demand area of study and will work to help increase student success through improving their workplace competitiveness. Offering the program at CSU, an HBCU, is consistent with the State's minority student achievement goals.

O. Relationship to Low Productivity Programs Identified by the Commission:

- a. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.**

The proposed program is not related to an identified low productivity program.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

- a. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**

The program will not be offered via distance education.

- b. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

Not applicable