

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
 COOPERATIVE DEGREE PROGRAM
 WITHIN EXISTING RESOURCES or REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Morgan State University

Institution Submitting Proposal

August, 2016

Projected Implementation Date

Master of Social Work

Online Master of Social Work

Award to be Offered

Title of Proposed Program

2104.00

44.0701

Suggested HEGIS Code

Suggested CIP Code

Master of Social Work

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Department of Proposed Program

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Signature and Date

President/Chief Executive Approval

August 4, 2015

Date

Date Endorsed/Approved by Governing Board

A. Centrality to institutional mission statement and planning priorities:

As an HBCU and the designated premier urban research university in Maryland, Morgan State University is positioned well to offer the online MSW degree which will advance the “commitment of the university to have a major impact on the under representation of Blacks and other minorities in the professional labor force within the city, state, nation and the world”. Morgan State School of Social Work has a unique brand as an HBCU focusing on urban social work. Such a niche can be exploited competitively in the online marketplace given adequate resources and supports.

The School of Social Work is developing a 60 credit online MSW degree program based on the curriculum content of a currently face-to-face MSW degree accredited by the Council on Social Work Education. The face-to-face degree will continue to be offered with some hybrid course options. However, while the face-to-face MSW program is extremely successful as indicated by the large number of applications yet limited acceptance numbers, increased requests for more flexible delivery options have been made especially by working professionals. The online MSW program will use a cohort model with a concentration in Urban Children, Youth and Families. The MSW degree requires all students to complete a minimum of 900 hours of internship within very specific guidelines. This requires the development of a field education component that certifies field settings, places, monitors, and evaluates the internship experience by professional social workers. This requires on site visits and adds a component to the online program that is unique but required by the accrediting body for social work education. The online curriculum mirrors the face-to-face curriculum that will meet the same rigorous academic standards required by the Council on Social Work Education. This proposal requests the offering of an existing face-to-face MSW degree curriculum in an online MSW degree format.

In terms of institutional priorities, offering the online MSW degree aligns with the multiple strategic goals of the University specifically pertaining to increasing student enrollment by “developing unique high demand online degree programs attractive to graduate students”. It also aligns with the university’s goal to lead “the State of Maryland in graduating graduate students in high demand areas” such as social work as reflected in the high number of applications received every year for the MSW degree. The online option will be relevant for “growing Morgan’s resources by investing in the professional development of faculty, staff, and students”, and engaging the community by responding to the demand for flexible delivery options.

B. Adequacy of curriculum design and delivery to related learning outcomes:

1. Program requirements and course list

Program Requirements

Students must complete 60 credit hours, including course work and supervised field practicum, to earn the MSW degree. There is a five-year statute of limitations on completion of the program requirements. Students are not given credit for life experience and cannot receive credit for course work completed in a non-accredited social work program. The MSW degree requires students to complete a foundation and advanced field practicum, each of which entails working in a social work or related agency for a set number of hours each week for two consecutive semesters for a total of 1,740 hours.

SOWK 501: Generalist Social Work Practice - 3 Credits

This course is the first course in the methods sequence and introduces students to the profession of social work and the methods of social work practice. The course explores historical developments that shaped the profession and techniques of generalist practice. The course introduces theories that provide the basis for social work interventions and values and ethics that undergird professional social work practice.

SOWK 502: Agency and Neighborhood Development in Poor Urban Communities - 3 Credits

This course is the second in the methods sequence and builds on the generalist practice framework. Social work practice with urban communities and organizations is the major focus. Community organizing and social planning provide the frame of reference for skills development.

SOWK 503: Foundation Field Practicum I - 3 Credits

Students are assigned to an approved social service agency 16 hours per week (240 total hours) under the supervision of an experienced social work professional. Field placements provide students the opportunity to integrate social work theory within an ethical framework and apply skills within an agency setting and urban community context. The field setting will enable students to develop a greater respect for diversity and practice with populations at risk, to utilize critical thinking and problem solving, and to develop comfort in the professional role.

SOWK 504: Foundation Field Practicum II - 3 Credits

Students are assigned to an approved social service agency 16 hours per week (200 total hours) under the supervision of an experienced social work professional. Field placements provide students the opportunity to integrate social work theory within an ethical framework and apply skills within an agency setting and urban community context. The field setting will enable students to develop a greater respect for diversity and practice with populations at risk, to utilize critical thinking and problem solving, and to develop comfort in the professional role.

SOWK 505: Life Course Development and Issues (HBSE I) - 3 Credits

This course examines the major social science theories that inform the social work profession's understanding of human behavior from a social systems perspective. Development across the life span is conceptualized as the interplay between nature and nurture where biological and psychosocial risk influence individual resiliency and environmental competence.

SOWK 506: Urban Organizations, Neighborhoods & Communities (HBSE II) - 3 Credits

This course emphasizes several aspects of macro practice within an ecological perspective. Students learn how to assess characteristics, dynamics, strengths, and problems of human service and community-based organizations, service delivery systems, and urban communities. An ecological systems framework together with a developmental approach is used to provide an interactional understanding of human behavior.

SOWK 507: Social Welfare and Urban Economics - 3 Credits

This course explores historical dynamics of class, race, and other oppressions impacting U.S. social welfare policy. It analyzes groups' struggles for empowerment directing community action toward urban injustices. Students become familiar with political strategies, organizational tools and social work values effectuating social change.

SOWK 509: Introduction to Addictive Behaviors: Theories and Implications for Practice - 3 Credits

This course addresses the biological and neurological bases of addictive processes, and the various substances of addiction. Its goal is to assist students conceptualize the role that biologically based etiological factors play in the development of addictive disorders, and how those factors serve to promote continued drug/alcohol use despite serious consequences. Students will learn the strengths and weaknesses of various theoretical frameworks used to explain addictive behaviors. This course will examine addiction issues within the urban environment with a heavy focus on community violence, social justice, and diversity.

SOWK 510: Research and Urban Social Problems - 3 Credits

The social work research curriculum is designed to help students develop into effective practitioners/researchers. The course includes content on ethical standards of scientific inquiry, research design for qualitative and quantitative research, analyses and reporting, practice evaluation, and the utilization of research. Students will critically review research reports on urban social problems in the media and professional journals.

SOWK 601: Psychopathology and Clinical Intervention - 3 Credits

This course is designed to fully acquaint students with the DSM V (Diagnostic and Statistical Manual of Mental Disorders, 5th Edition). As a text, this manual provides a descriptive approach for diagnosis of childhood and adult mental disorders and the criteria for diagnosing mental disorders. Case studies representing the major mental disorders will serve as the tool for developing treatment planning and clinical intervention.

SOWK 602: Social Work Practice with Urban Black Families - 3 Credits

This advanced practice course will expand the development and application of empowerment and strengths-based interventions for the purpose of creating alternative African-centered healing models for practice with African/Black American families. The course will combine a historical overview of African/Black American families with an emphasis on the obstacles they encounter as threats to healthy development and family functioning. Special attention is devoted to unraveling the effects of African cultural legacies, slavery, and institutional racism on urban Black family life.

SOWK 603: Concentration Field Practicum III - 3 Credits

The Concentration Field Practicum is intended to help students develop expanded knowledge, values, and skills in their area of concentration. Students are assigned to an approved social service agency under the supervision of an experienced professional for three full days per week per semester (364 total hours). The focus of the concentration practica is to enable students to integrate the advanced level of knowledge and skills learned in concentration practice methods courses into their field internship experiences. Concentration Field Practicum courses SOWK 603 and SOWK 604 are taken in consecutive semesters starting in the fall semester.

SOWK 604: Concentration Field Practicum IV - 3 Credits

The Concentration Field Practicum is intended to help students develop expanded knowledge, values, and skills in their area of concentration. Students are assigned to an approved social service agency under the supervision of an experienced professional for three full days per week per semester (336 total hours). The focus of the concentration practica is to enable students to integrate the advanced level of knowledge and skills learned in concentration practice methods courses into their field internship experiences. Concentration Field Practicum courses SOWK 603 and SOWK 604 are taken in consecutive semesters starting in the fall semester.

SOWK 608: Organizational Policy and Leadership in Human Service Programs - 3 Credits

This course will focus on the purpose, development, policies and functions of human service organizations within the urban context. Emphasis will be placed on organizational history, theoretical frameworks for human services management, budgeting and fiscal management, cultural competence, and leadership skills.

SOWK 610: Evaluation Research of Urban Social Problems, Services, & Interventions - 3 Credits

This course further develops the use of research knowledge and skills learned in undergraduate programs or in the foundation research course. The primary goals of the course are to evaluate research findings relevant to urban problems and practitioners' concerns, use the scientific research methods to answer research questions relevant to practice and policy, and collect and analyze data and present research findings, with particular application to program evaluation.

SOWK 620: Urban Social Work Practice with the Aged and their Families - 3 Credits

This course is designed to provide students with specialized knowledge necessary for advanced social work practice with urban older adults and their families, especially African Americans. Case management and clinical interventions with vulnerable and oppressed client/client families will form the basis of the course. Students will sharpen their skills in advanced clinical bio-psychosocial, mental health and other types of assessments. This is a required course for the Gerontology Concentration.

SOWK 621: Social Forces Affecting Older Adults and their Families - 3 Credits

This course will take a comprehensive look at the effects of social forces on the welfare of older urban people of color, their families and communities. These social forces include: crime, violence, underground economies, misogyny, inadequate housing, incarceration, health disparities, the long term impact of unequal educational opportunities, environmental risk factors and continuous racial oppression. Current models used in urban settings to address these social forces and culturally appropriate interventions toward systems and individual behavioral change will be emphasized. This is a required course for the Gerontology Concentration.

SOWK 622: Coping with Losses and Grief - 3 Credits

In this course, students will examine the range of losses elders experience during late adulthood such as: death of family members and friends; loss of a role in the family and/or their caregiver, loss of security in their environment, loss of a sense of dignity in their community, loss of mobility and social functioning and interaction, loss of contact with relatives due to separation and/or divorce. Social theories and best practice models to address these types of losses will be explored. This is a required course for the Gerontology Concentration.

SOWK 623: Implications of Intergenerational Issues for Urban Older Adults - 3 Credits

This seminar will utilize an intergenerational perspective as it focuses on: publicly and privately funded intergenerational programs, grandparents raising grandchildren, and elder abuse. The course will facilitate a joint beneficial activity for students to apply program development and evaluation knowledge to urban agencies that provide services to community residents of all ages.

SOWK 630: Urban Child Welfare - 3 Credits

This course is designed to prepare students with the knowledge, ethics, and skills for effective practice in the field of urban child welfare. The course will explore the history, evolution, and current status of child welfare policies, the service continuum provided to families and children, and the socio-cultural context of child welfare practice. Emphasis will be placed on culturally competent assessment, intervention, and evaluation strategies as their relevance to poor, urban, and African American families and communities. This is a required course for the Urban Children, Youth and Families Concentration.

SOWK 631: Child Neglect and Abuse - 3 Credits

This course presents an examination from historical and contemporary perspectives the medical, legal, psychosocial, and cultural aspects of child maltreatment. A variety of theoretical frameworks will be explored as they guide an understanding of the societal, familial and community dynamics that engender child neglect, physical, sexual, and emotional abuse. Specific attention will be paid to cultural strengths and community assets that prevent child maltreatment and promote healthy psychosocial development of children and families. This is a required course for the Urban Children, Youth and Families Concentration.

SOWK 632: Juvenile Delinquency: Prevention, Development & Intervention - 3 Credits

This course is designed to provide an in-depth understanding of the nature and extent of juvenile delinquency and its impact within the juvenile justice system. The role of social workers in the juvenile justice system will be explicated related to practice with urban individuals, families and communities. Prevention, development, and intervention approaches will be emphasized in the course. This is a required course for the Urban Children, Youth and Families Concentration.

SOWK 640: Social Work in Urban Schools - 3 Credits

This seminar is the first of three courses in the School Social Work Concentration. It introduces social work roles, core principles, concepts, and techniques that underlie generalist social work practice in school settings. The course explores practice models used by school social workers and helps students understand the unique role of school social workers in the lives of children. Emphasis will be on the development of knowledge and competencies with urban populations. This is a required course for the School Social Work Concentration.

SOWK 641: Schools in Communities - 3 Credits

This advanced course is an opportunity for critical analysis of the ecological systems model so widely utilized in the social work profession. It explores the relationship between schools and their communities with particular emphasis on the role of the community in the learning, culture, and extra-curricular activities of the school. The role of children and youth as members of the community, and their responsibility as citizens, will be a central theme for helping social workers to develop community models to improve public schools and the quality of life for urban children and youth attending them. This is a required course for the School Social Work Concentration.

SOWK 642: Urban Social Work & Special Education - 3 Credits

This course offers a unique examination of social work practice in school settings with special emphasis on special education. The course will explore the historical, legislative (ADA/Section 504 inclusion laws), and litigation history of special education, as well as models, theories, and philosophies that provide the basis for special education practice. The course will also provide an in-depth look at tools that social workers have available to them as school social workers in practice with the urban school population with special education needs and issues. This is a required course for the School Social Work Concentration.

SOWK 643: Popular Youth Culture - 3 Credits

The course undertakes a critical analysis of problems facing urban youth and the development of innovative solutions that lead to youth empowerment. Innovative prevention, intervention and treatment approaches to bridge gaps between youth, their families, communities and society at large are prescribed as models for engaging urban youth and embracing popular youth culture.

SOWK 650: Social Work Practice in Health Promotion and Disease Prevention - 3 Credits

This course teaches practice models and multi-level methods of intervention for general health promotion and prevention in public health social work practice with urban populations. Examples of topics covered in the course include: promotion screening and early intervention, child health and safety; promotion of healthy aging; violence prevention (domestic, youth), and environmental health risks. This is a required course for the Public Health Social Work Concentration.

SOWK 651: Epidemiology - 3 Credits

This course presents a comprehensive review of the distribution and determinants of disease in human populations and the application of epidemiological and bio-statistical procedures to understanding the occurrence and control of conditions such as infections and chronic diseases, mental disorders, community and environmental health hazards, and geriatric problems. The course introduces epidemiologic definitions, a review of vital statistics and other sources of public health data, methods for calculating distributions, behavior of diseases, sampling methods, study designs, and measurement outcomes. This is a required course for the Public Health Social Work Concentration.

SOWK 652: Maternal and Child Health Macro Practice, Programs and Policies - 3 Credits

This course provides an overview of maternal and child health including history, legislation, key public health issues, health and social welfare policies and programmatic responses to such issues as maternal and infant mortality, child and adolescent health, immigrant health, male reproductive health, and special needs of children and their families. Program and policy development and familiarity with various professional roles in addressing public health problems impacting children and families will be emphasized.

SOWK 653: Public Health Policy, Urban Health Services and Planning - 3 Credits

This course examines the formulation and implementation of health policy in the U.S. health care system. Emphasis is on the application of analytical contributions from health economics, health services research, and other policy-related disciplines to current issues in urban health care delivery, organization, and financing. This is a required course for the Public Health Social Work Concentration.

SOWK 654: Socio Historical Impact of HIV/AIDS in African American Families: A Social Justice Approach - 3 Credits

This course explores the cultural, social, epidemiologic, political, psychological, economic, public health, and public policy dimensions of HIV/AIDS throughout the African Diaspora, including the United States. Students will utilize African Centered and Womanist theoretical frameworks to analyze HIV/AIDS from a culturally competent and gender specific social work approach. Special attention is given to at-risk populations, women, marginalized groups, LGBT communities, aging, intimate partner violence, rural and African communities and the relationship to substance abuse. The over arching impact of HIV/AIDS from many social service systems is explored.

SOWK 670: Spirituality, Religions, and the Helping Tradition - 3 Credits

This course is offered to aid the development of culturally competent practitioners who will be critically reflective of and respectfully responsive to the diversity of religious and spiritual values, ethics, and principles that contribute to the world views of those with whom they work. It explores the role of spiritual and religious perspectives in supporting or impeding individuals, families, and group strengths as well as its interaction within structural systems.

SOWK 681: Ethics in Social Work Practice with Addictions - 3 Credits

This course explores the many actual and potential ethical issues inherent in the social work profession. The focus is on the student being able to identify ethical issues when they occur (or as they are developing) and apply a decision-making model to solving the issue. Key areas of inquiry include ethical issues in the social work practice such as boundaries and multiple relationships, confidentiality, client and practitioner rights and responsibilities, professional relationships and credentialing/regulating agencies. A specific focus will be on ethical issues relevant to working with addicted populations, including the impact of federal confidentiality regulations and working with mandated client populations.

2. Educational objectives and intended student learning outcomes:

The MSW Program goals are clearly derived from the MSW Program mission:

1. To prepare autonomous practitioners committed to working competently and effectively with urban individuals, families, groups, organizations and communities;
2. To socialize students to the values and ethics of the profession of social work;
3. To address challenges, issues and problems of the urban environment toward the alleviation of human suffering and enhancing the quality of life of oppressed and vulnerable populations;
4. To develop in students an appreciation for the historical and contemporary contributions of African Americans to the field of social welfare as the context for urban social work practice;
5. To prepare students with the knowledge, skills, and commitment to address oppression and social injustice in all forms; and
6. To promote the fullest understanding of the realities and complexities of human diversity, using a strengths- oriented perspective as a basis for culturally competent social work practice

Upon graduation from Morgan State University MSW students will have achieved at an advanced level, the following core competencies per the Council on Social Work Education 2008 Educational Policy and Accreditation Standards and the mission and goals of the Program:

Educational Policy 2.1.1	Identify as a professional social worker and conduct oneself accordingly
Educational Policy 2.1.2	Apply social work ethical principles to guide professional practice
Educational Policy 2.1.3	Apply critical thinking to inform and communicate professional judgments
Educational Policy 2.1.4	Engage diversity and difference in practice
Educational Policy 2.1.5	Advance human rights and social and economic justice

Educational Policy 2.1.6	Engage in research-informed practice and practice informed research
Educational Policy 2.1.7	Apply knowledge of human behavior and the social environment
Educational Policy 2.1.8	Engage in policy practice to advance social and economic well-being and deliver effective social work services
Educational Policy 2.1.9	Respond to contexts that shape practice
Educational Policy 2.1.10	Engage [2.1.10(a)], assess [2.1.10 (b)], intervene with [2.1.10 (c)] and evaluate [2.1.10 (d)] individuals, families, groups, organizations, and communities
Educational Policy 2.1.11	Apply knowledge of African-Americans in social welfare as context for urban social work practice
Educational Policy 2.1.12	Apply knowledge of the dynamics and complexities of urban communities as the basis for urban social work practice

3. General education requirements: N/A

4. Specialized accreditation or graduate certification requirements: None

5. Contracting with another institution or non-collegiate organization: There are no contracts with other institutions.

C. Critical and compelling regional or State wide need as identified in the State Plan:

As a historical Black university with the unique designation as Maryland's Public Urban University, Morgan serves an ethnically and culturally diverse student body made up of traditional college age as well as part-time and adult learners. The curriculum is designed to meet the educational needs of city residents and the needs of the city and the state for professionals trained in a variety of areas. A major focus of the curriculum is on the social, economic and political characteristics of the city so that the capacity to understand urban life and phenomena is a central part of the students' education. In addition, Morgan's program reflects the commitment of the University to have a major impact on the problem of the under representation of Blacks and other minorities in the professional labor force within the city, state, nation and the world.

D. Market supply and demand

The Bureau of Labor Statistics table below indicates that growth in employment of social workers is expected to be 19%, outpacing all occupations between 2012 and 2022. The

needs are particularly pronounced in the areas school-based social work; children, youth and families; health and mental health and substance abuse. Morgan State's current face-to-face MSW program currently has curriculum concentration areas in children youth and families, school social work, gerontology, and public health, as well as courses in substance abuse treatment. Additionally, the Morgan State MSW Department currently has a workforce development grant from the U.S. Health Resource and Services Administration (HRSA) that supports training for further specialization in behavioral health (i.e., mental health and substance abuse treatment) for a select group of our students.

Occupational Title	SOC Code	Employment, 2012	Projected Employment, 2022	Change, 2012-22	
				Percent	Numeric
Social workers	21-1020	607,300	721,500	19	114,100
Child, family, and school social workers	21-1021	285,700	328,800	15	43,100
Healthcare social workers	21-1022	146,200	185,500	27	39,200
Mental health and substance abuse social workers	21-1023	114,200	140,200	23	26,000
Social workers, all other	21-1029	61,200	67,000	9	5,800

(Source: Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, Social Workers, on the Internet at <http://www.bls.gov/ooh/community-and-social-service/social-workers.htm> (visited May 22, 2015).)

E. Reasonableness of program duplication:

Morgan State University has had an MSW program for ten years, graduating its first class in May 2007. The Program is accredited by the Council on Social Work Education and focuses on urban social work practice with African Americans. There are currently two other CSWE-accredited MSW programs in Maryland: Salisbury University and University of Maryland, Baltimore. Salisbury University currently offers both face-to-face and online delivery options for the MSW degree. However, it is explicitly stated that the online program is not to be advertised in the Baltimore area. Moreover, Salisbury's online program is primarily intended to serve students in the military. University of Maryland, Baltimore does not currently offer an online option for the MSW degree. Further, Morgan's

MSW program is distinguished from both of the other programs by its explicit focus on urban social work practice with African Americans and other marginalized populations.

A major impetus in offering the MSW degree online is to increase access to education that aligns with the University's mission "to serve the community, region, state, nation, and the world as an intellectual and creative resource by supporting, empowering and preparing high-quality, diverse graduates for growing the future and leading the world". Offering a versatile degree such as social work in an alternative online format will advance the university's mission to contribute positively to the development of healthy urban communities, and the School of Social Work's mission "to fully prepare urban social work leaders who are committed to the alleviation of human suffering, social justice and the improvement of the quality of life for diverse urban populations".

F. Relevance to Historically Black Institutions (HBIs):

HBCUs such as Morgan State University have served a primary purpose of educating students of color across disciplines since 1837. There are unique features of HBCUs such as its mission to educate people of color for whom access to higher education was historically denied. The contributions of HBCUs to social work education have been tremendous. For instance, while all social work programs have the responsibility for preparing their graduates for generalist or advanced practice based on the core competencies, HBCUs like Morgan also provides a unique experience in preparing social workers of color and those interested in working with communities of color, training them as leaders to work with underserved urban communities and most often, to give back to their own communities which aligns with the mission of the University.

This proposed online MSW degree curriculum highlights the extraordinary contributions of Morgan's social work program that includes models, perspectives, and ideas that can be translated across communities to produce competent versatile professionals and leaders who are responsive to 21st century demands of families and communities. This proposed online MSW degree will also respond to the high demand for the MSW degree and delivery options that offer flexibility for 21st century graduate students who face multiple and often conflicting demands on their time. This online MSW degree will have a positive impact on the identity and mission of the University as an HBCU.

G. Principles of Good Practice for Distance Education:

a. Curriculum and Instruction.

- i. A distance education program shall be established and overseen by qualified faculty. The online MSW Program will be established under the direction of the current MSW Program Chairperson, who has a Ph.D. in Social Work and an MSW from a CSWE accredited institution. The Chair has been a social work educator for sixteen years, and has taught online courses since 2003. Moreover, she is a certified Quality Matters™ Peer Reviewer. Courses in the MSW online program will be taught by all full time MSW faculty. As enrollment increases adjunct faculty will be used to cover growth, but they will constitute less than 50% of instructors for the MSW Online Program. All current full time faculty members will teach in the MSW Online program, as indicated below:

Sandra Austin, MSW, Ed.D.
Linda Darrell, MSW, Ph.D.
Denise Davison, MSW, Ph.D.
Anthony Estreet, MSW, Ph.D.
Melissa Littlefield, MSW, Ph.D.
Margaret Pittman, MSW
Michael Sinclair, MSW, Ph.D.
M. Taqi Tirmazi, MSW, Ph.D.
Laurens Van Sluytman, MSW, Ph.D.

The faculty members above have successfully completed Quality Matters™ training in developing and teaching online courses, and they all have experience teaching online social work courses. Faculty will receive ongoing training in educational technology and online pedagogy to continuously improve and maintain their online teaching skills. While all full time faculty will teach in the online program, they will still have a commitment to teach in the traditional face to face program. Selected existing adjunct faculty will be trained to teach online, as well. They will also take Quality Matters™ training and may participate in in-service trainings. New adjunct faculty hired for the online program will be required to have online teaching training and experience in addition to subject matter expertise.

- ii. A program's curriculum shall be coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats. CSWE subjects online MSW Programs to the same accreditation standards and review criteria as campus based program. Thus, MSU's proposed online MSW Program will be similar to the campus based program as required in terms of student learning outcomes (i.e., competencies), curriculum, rigor, and assessment methods. The required courses will cover the same content areas, although, fewer practice specialization courses will be offered initially. The same assessment measures used in the campus based program will be employed to assess student learning outcomes. Currently used measures to obtain student perceptions of the learning environment and experiences will be adapted to capture student experiences of the online program.
- iii. A Program shall result in learning outcomes appropriate to the rigor and breadth of the program. CSWE requires evidence that students achieve ten specific competencies (learning outcomes) related to the practice of social work. The MSW curriculum is designed to provide instruction and opportunities for students to develop these competencies, and annual assessment and reporting of students' attainment of these competencies is required. As indicated in ii. above, the online MSW program will necessarily have the same curriculum and learning outcomes per CSWE requirements.
- iv. A program shall provide for appropriate real time or delayed interaction between faculty and students. Online MSW Program courses will be developed in accordance with best

practices for the type and nature of content being taught. The instructional designer will provide guidance in the appropriate real time or delayed interaction between faculty and students, based on best practices for online teaching and the types of technology available for engaging students with various types of content. Faculty will receive support and guidance in this area first as they develop the online courses in their subject area, again in a specialized course faculty will be required to take before teaching online focusing on these types of topics, and finally when they receive feedback after their courses are peer reviewed.

- v. Faculty members in appropriate disciplines in collaboration with other institutional personnel shall participate in the design of courses offered through a distance education program. Courses will be developed by MSU MSW full time faculty, who have subject matter expertise in particular areas with support and assistance from the University instructional designer. Courses will undergo a Quality Matters peer review to ensure compliance with best practices in online instructional design. The MSW Program Chair may serve as a subject matter expert during the Quality Matters peer review process.

b. Role and Mission

- i. The Mission of Morgan State University is to serve the community, region, state, nation, and the world as an intellectual and creative resource by supporting, empowering and preparing high-quality, diverse graduates for growing the future and leading the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross-section of the population in a comprehensive range of disciplines at the baccalaureate, master, doctoral, and professional degree levels. Consistent with the mission of Morgan State University, the MSW Department's mission is to prepare autonomous social work professionals to become leaders in urban communities. Offering the MSW degree as an online program is consistent with this mission. Online courses provide a higher degree of flexibility to students in completing their coursework. The amount of courses and hours in internships required by CSWE to complete the MSW degree is challenging for many students. This is especially true of the students who comprise MSU SSW's target population. Most are working women of childbearing age who often have familial responsibilities and financial obligations. Taking a leave of absence from paid work to become full time, campus-based students is not a viable option for many. Having an opportunity to earn their MSW degree online is a better option for many of these students.
- ii. Review and approval processes shall ensure the appropriateness of the technology being used to meet a program's objectives. Courses developed for the MSW online program will be required to meet the nationally recognized Quality Matters™ standards for online courses. QM certified peer reviewers will evaluate all courses vis-a-vis very

specific standards pertaining to the appropriateness of the educational technology that is being used to meet the learning objectives and make recommendations for continuous improvement.

c. Faculty Support

- i. An institution shall provide for training for faculty who teach with the use of technology in a distance education formation, including training in the learning management system and pedagogy of distance education. Faculty who teach in the Online MSW Program will be required to take an intensive Quality Matters “Teach Online” course which trains them in the use of the learning management system (Blackboard™) and pedagogical strategies such as engaging and motivating online students and creating a sense of instructor presence. Faculty who will design courses must also take an intensive Quality Matters™ “Design Your Own Course” class. At the present time, all fulltime MSW faculty have successfully completed these two Quality Matters™ courses in online course design and instruction, and all are currently teaching online courses in the face-to-face MSW or BSW program.
- ii. Principles of best practice for teaching in a distance education format shall be developed and maintained by the faculty. Online MSW Faculty will be trained in the Quality Matters standards and will tailor the teaching strategies they learn to the social work educational setting. Monthly MSW Online Faculty meetings will provide opportunities to share effective strategies.
- iii. An institution shall provide faculty support services specifically related to teaching through a distance education format. Morgan Online is MSU’s coordinating office for online programs. It provides resources and support for academic units to receive training and funding to develop online courses that meet Quality Matters standards. This office also coordinates the Quality Matters Peer Review process for courses within the institution. Additionally, the University employs an instructional designer who provides ongoing training on using the various features of the LMS (Blackboard) as well as other instructional technology that can be used within the LMS to deliver content and engage and assess students. The instructional designer works closely with faculty to develop their courses and learn skills to effectively teach online.
- d. An institution shall ensure that appropriate learning resources are available to students including appropriate and adequate library services and resources. MSU library services can be accessed remotely including database searches and document retrieval as well as contacting a librarian for assistance in accessing resources. In addition to library services, MSU provides 24-hour technical support to students and faculty via phone and live Internet chat. Assistance with email, the learning management system (Blackboard), and other instructional technologies supported by the University are available through the MSU technology service desk.

e. Students and Student Services.

- (i) A distance education program shall provide students with clear, complete and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and prepayment policies. An MSW Online Program Student Handbook will be provided to students that will provide information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills and technical equipment requirements. A webinar will provide students with information about academic support services and financial aid resources, and costs and prepayment policies. Instruction on using the learning management system (Blackboard) will be provided in a number of tutorial formats including text based instructions and videos. Students will be required to participate in the webinar, complete the tutorials, and obtain a score of 85% on assessments (quizzes) before they can begin classes.
- (ii) Enrolled students shall have reasonable and adequate access to the range of student services to support their distance education activities. Student services will be contracted out to a reputable online educational support provider. The University has a vendor who will provide student services to online programs university-wide.
- (iii) Accepted students shall have the background knowledge and technical skills needed to undertake a distance education program. Students will be required to complete a questionnaire about their readiness for an online program. Students will be offered opportunities to develop their knowledge and technical skills via instructional videos and assessments that are currently available through Atomic Learning, a reputable provider of web-based, self-paced tutorials.
- (iv) Advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available. Materials will be developed that accurately and clearly represent the online MSW program and the services available to students.

H. Adequacy of faculty resources:

The MSU faculty is impeccably qualified to deliver an online MSW program. All full time MSW faculty have MSW degrees from CSWE accredited institutions and all but one have doctorate degrees in social work or related disciplines. At the present time, all fulltime MSW faculty have successfully completed Quality Matters™ courses in online course design and online course instruction, and all are currently teaching and developing online courses.

Selected adjunct faculty have received Quality Matters training to teach online, and additional 25% of adjunct faculty are scheduled to be trained. Currently these are our traditional face-to-face adjunct faculty.

MSW Faculty

Full Time Faculty

Sandra A	Austin	MSW, EdD	Associate Professor
Linda	Darrell	PhD in Social Work	Assistant Professor
Denise	Davison	PhD in Social Work	Assistant Professor
Anthony T	Estreet	PhD in Social Work	Assistant Professor
Melissa B	Littlefield	PhD in Social Work	Associate Professor
Margaret E	Pittman	MSW	Lecturer
Michael M	Sinclair	PhD in Social Work	Assistant Professor
Mohammad T	Tirmazi	PhD in Social Work	Associate Professor
Laurens G	Van Sluytmai	PhD in Social Work	Assistant Professor

Online Adjunct Faculty

Sharlene	Allen	PhD	Lecturer-Online
George	Randall	PhD in Social Work	Lecturer-Online
Regina	Sims-Alston	MSW	Lecturer-Online
Dana B	Wilson	PhD in Social Work	Lecturer-Online

Face to Face Adjunct Faculty

Rosemary	Anderson	MSW	Lecturer
James E	Bailey	MSW	Lecturer
Frederica	Barrow	PhD in Social Work	Lecturer
Kristin S	Brown	MSW	Lecturer
Anne S	Davis	MSW	Lecturer
Charles E	Henry	MSW	Lecturer
Ann	Hollis	MSW	Lecturer
Alicia	Jefferson	MSW	Lecturer
Kimberly M	Johnson	PhD in Social Work	Lecturer
Luanda	Johnson	MSW	Lecturer
Nia N	Johnson	MSW	Lecturer
Paula	Langford	PhD in Social Work	Lecturer
Claudia	Lawrence-W	PhD in Social Work	Lecturer
Michael	Layne	MSW	Lecturer
Tiffany	Rice	PhD in Social Work	Lecturer
Thelma	Rich	MSW	Lecturer
Edna	Swann	MSW	Lecturer
Brenda C	Wade	MSW	Lecturer
Lillie	Walker	MSW	Lecturer
Michelle	Willis	MSW	Lecturer
Annette A	Woodroffe	PhD in Social Work	Lecturer

I. Adequacy of Library Resources:

MSU library (<http://www.morgan.edu/library>) offers a range of services and is available for use by online students. Library accounts that enable students to use the services can be activated online. Additionally, library services can be accessed remotely including database searches, document retrieval, and contacting a librarian for assistance in accessing resources. Course instructors can also arrange for a librarian to do online training on information literacy and use of the library. No new library resources are required.

J. Adequacy of physical facilities, infrastructure and instruction equipment are adequate to initiate the program:

No new physical facilities are required to initiate the program. The University provides the Blackboard™ learning management system through which the courses will be delivered. Additionally, 24 hour technical support is available to students and faculty via phone or chat. Various other instructional technologies, including video conferencing, are available at the University. Online training on these technologies is available for faculty and students.

As the President of Morgan State University, I affirm that the physical facilities, infrastructure and instructional equipment are more than adequate to deliver the proposed Online Master of Social work Program. The university has a robust menu of resources (e.g. content management system, faculty, student support systems, etc.) to support and ensure the seamless delivery of the Online Master of Social Work Program. Overall, the university has uniquely positioned itself to deliver the proposed online program, and the already approved traditional Master of Social work Program.

K. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	300,000	300,000	300,000	300,000	300,000
2. Tuition/Fee Revenue (c+g)	118,520	237,040	355,560	474,080	592,600
a. Number of F/T Students	10	20	30	40	50
b. Annual Tuition/Fee Rate	8,000	8,000	8,000	8,000	8,000
c. Total F/T Revenue (a x b)	80,000	160,000	240,000	320,000	400,000
d. Number of P/T Students	5	10	15	20	25
e. Credit Hour Rate	642	642	642	642	642
f. Annual Credit Hour	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	38,520	77,040	115,560	154,080	192,600
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	221,000	325,000	494,000	650,000	819,000
TOTAL (Add 1 – 4)	\$639,520	\$862,040	\$1,149,560	\$1,424,080	\$1,711,600

Resource Allocation (Table 1) Narrative

1. Reallocated Funds - Justification: The first year we will reallocate (1) full-time faculty who will be in-class instructor and (1) full-time faculty who will be an advisor with some teaching responsibilities. The University will ensure that our online program will not impact the delivery of the face-to-face program as we reallocate resources for instruction. Faculty will be cross-teaching in the same content areas. Reallocated funds also include a social work field placement coordinator for online program.

2. Tuition and Fee Revenue

The online MSW degree will be offered on both a full time and a part time basis. Figures are calculated based on an \$8,000 average cost for tuition and fees for full time graduate students and an average cost for part time tuition and fees of \$642 per credit hour. Students will be recruited within the State initially and then from other jurisdictions as the Office of Field Instruction expands its capacity to manage internships from a distance by year 3. The inaugural cohort will consist of 15 students. An additional cohort of 15 students each will be added every year and stabilize at 75 students in year 5. It is expected that there will be demand for a part time track based on our experience with the face-to-face MSW Program. We expect that approximately a third of students will seek a part time option to allow them to begin coursework and defer the start of field internships until future semesters. The MSW program receives many more applications than it has slots to fill presently. Therefore, it is feasible to achieve these targets.

3. Grants and Contracts - It is not anticipated that the online MSW program will be supported by any external grants or contracts.

4. Other Sources – A State subsidy of \$13,000 per student is expected.

Table 2: Expenses

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	73,650	147,300	220,950	294,600	368,250
a. # FTE	1	2	3	4	5
b. Total Salary	55,500	111,000	166,500	222,000	277,500
c. Total Benefits	18,150	36,300	54,450	72,600	90,750
2. Admin. Staff (b + c below)	161,000	231,000	231,000	301,000	371,000
a. # FTE	2	3	3	4	5
b. Total Salary	115,000	165,000	165,000	215,000	265,000
c. Total Benefits	46,000	66,000	66,000	86,000	106,000
3. Support Staff (b + c below)	133,000	133,000	49,000	49,000	49,000
a. # FTE	2	2	1	1	1
b. Total Salary	95,000	95,000	35,000	35,000	35,000
c. Total Benefits	38,000	38,000	14,000	14,000	14,000
4. Equipment	15,000	15,000	15,000	15,000	15,000
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	20,000	20,000	20,000	20,000	20,000
TOTAL (Add 1 – 7)	\$402,650	\$546,300	\$535,950	\$679,600	\$823,250

Expenses (Table 2) Narrative

1. Faculty (#FTE, Salary, and Benefits): A regular full time faculty will be added in Year 1, Year 2, and Year 3, and 2 additional faculty members will be added in Year 4 and

Year 5. Average salary with benefits for regular faculty will be \$100,000 and average salary with benefits for adjunct faculty will be \$49,500; an average of 70% regular faculty and 30% adjunct faculty combination. Council on Social Work Education accreditation standard is 12:1 student-faculty ratio.

2. Administrative Staff (#FTE, Salary, and Benefits): The administrative staff consists of a full time MSW Online Coordinator at \$65,000 salary, and a full time Field Education Coordinator at \$60,000. A full time Field Liaison will be added in Year 2 at a salary of \$50,000 per year. The number of liaisons will increase as the program grows in Year 4 and Year 5.
3. Support Staff (#FTE, Salary, and Benefits): The support staff include an Instructional Designer at \$60,000 salary for Years 1 and 2 only and an administrative assistant at \$35,000 salary for Years 1, 2, 3, 4 and 5.
4. Equipment: A software program that facilitates the management of field internships, which are required of all students, will be purchased in year 1 and maintained throughout.
5. Library: It is not expected that the online program will incur funding for library services beyond those that are available online to existing students.
6. New or Renovated Space: No additional expense is expected for new or renovated space.
7. Other Expenses: Other expenses include travel funds and faculty development. Travel covers mileage and overnight stay for field visits to internship sites. These are required for accreditation to ensure quality and continuity of student supervision of the sites. Faculty development includes initial and ongoing training to develop and maintain state of the art online teaching skills.

L. Adequacy of provisions for evaluation of program (as outlined in COMAR 138.02.03.15).

The Council on Social Work Education, which is the accrediting body for the MSW Program requires that student learning outcomes be assessed on a regular basis and that the findings be posted on the School's website. Student learning outcomes will be measured using existing instruments used in the bricks-and-mortar program. Additionally, a student course evaluation specifically designed for online courses will be developed and implemented.

M. Consistency with the State's minority student achievement goals (as outlined in COMAR 138.02.03.05 and in the State Plan for Postsecondary Education).

This proposed online MSW program is an innovative way to advance the State's minority student achievement goals and Morgan's cultural diversity goals by expanding access to education. It aligns with the goals of the COMAR and State Plan for Postsecondary Education. As such, this program will enhance access to a flexible option for completing a high demand MSW degree to a diverse graduate student body from local, national, and international communities. It will address the achievement gap on the graduate degree level by increasing the number of graduate trained social workers committed to urban communities. The curriculum will also be delivered by a diverse team of social work faculty committed to growing a workforce that reflects the diversity of our U.S. population, which will in turn contribute to economic growth and better socio-economic status particularly among members of urban communities.

N. Relationship to low productivity programs identified by the Commission: Not applicable.