



Provost and Senior Vice President for Academic Affairs

May 16, 2022

The Honorable Dr. James D. Fielder, Jr.
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Dr. Fielder,

On behalf of Morgan State University, please find attached a proposal to establish a new Academic Program, the “*Doctor of Social Work (DSW)*” in the School of Social Work. This proposed Academic Program was approved by the Board of Regents on May 3, 2022.

If additional information is required, please contact me at hongtao.yu@morgan.edu or (443)885-3350.

Sincerely,

Hongtao Yu, PhD
Provost and Senior Vice President for Academic Affairs, Morgan State University

cc: Dr. David Wilson, President, Morgan State University
Dr. Phyllis Keys, Interim Associate Vice President for Academic Affairs
Dr. Anna McPhatter, Founding Dean, School of Social Work
Dr. Emily Dow, Assistant Secretary for Academic Affairs, Maryland Higher Education Commission



Office Use Only: PP#

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

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|---------------------------------|-------------------------|
| Institution Submitting Proposal | Morgan State University |
|---------------------------------|-------------------------|

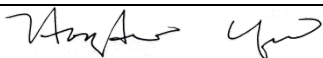
Each action below requires a separate proposal and cover sheet.

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| <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 |

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| Payment <input checked="" type="radio"/> Yes | Payment <input checked="" type="radio"/> R*STARS # | Payment Amount: \$850 | Date Submitted: 5/15/22 |
| Submitted: <input type="radio"/> No | Type: <input type="radio"/> Check # | | |

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|--|---|
| Department Proposing Program | School of Social Work |
| Degree Level and Degree Type | New Doctoral Program |
| Title of Proposed Program | Doctor of Social Work (D.S.W.) |
| Total Number of Credits | 36 |
| Suggested Codes | HEGIS: 1222.00 CIP: 51.1503 |
| Program Modality | <input type="radio"/> On-campus <input checked="" type="radio"/> Distance Education (<i>fully online</i>) |
| Program Resources | <input type="radio"/> Using Existing Resources <input checked="" type="radio"/> Requiring New Resources |
| Projected Implementation Date | <input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2023 |
| Provide Link to Most Recent Academic Catalog | URL: catalog.morgan.edu |

| | |
|-------------------------------------|---|
| Preferred Contact for this Proposal | Name: Dr. Phyllis Keys |
| | Title: Interim Associate Vice President for Academic Affairs |
| | Phone: (443) 885-3350 |
| | Email: Phyllis.Keys@morgan.edu |

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|---------------------------|--|
| President/Chief Executive | Type Name: Dr. Hongtao Yu, Provost & Senior Vice President for Academic Affairs |
| | Signature:  Date: 05/16/2022 |

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| | Date of Approval/Endorsement by Governing Board: 05/03/2022 |
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Revised 1/2021

Morgan State University
School of Social Work

Proposed Doctor of Social Work (D.S.W.)
(New Doctoral Program)

A. Centrality to Institutional Mission and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

The proposed program is a Doctor of Social Work (DSW) program at Morgan State University. Doctor of Social Work programs are practice-based doctoral programs that provide opportunities for existing Master of Social Work (MSW) practitioners to receive training in advanced practice skills and who may not prefer a traditional academic career (Council on Social Work Education and Group for the Advancement of Doctoral Education in Social Work, 2020). Although these programs provide some research training, the primary focus is on enhancing the existing practice skills of MSW practitioners so that the workforce for the delivery of human services, such as mental health programs, can expand. The proposed DSW program will focus on providing MSW clinicians with advanced skills to serve urban families and communities. The program will provide advanced skills training in both micro and macro social work practice.

Micro practice focuses on providing services to individuals, families, and small groups while macro practice focuses on offering social work interventions for organizations and communities. Macro practice also includes an emphasis on social policy advocacy and development. The focus on providing MSW clinicians with advanced training to serve urban families and communities is consistent with a major aspect of Morgan State University's mission, which is to address societal problems that affect urban families and communities. Since urban families and communities disproportionately comprise minorities of color, the proposed DSW program will primarily focus its training on this population.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

The proposed DSW program supports the University's strategic plan and especially affirms two of its goals, which are to 1) elevate Morgan's status to R1 'Very High' doctoral research university, and 2) serve as the premier anchor institution for Baltimore City and beyond. The DSW program supports goal one in that to achieve R1 status, Morgan State will have to increase its number of doctoral programs. Although the DSW program will primarily have a practice-based focus, it also will have a research component linked to conducting evaluation research to assess the effectiveness of social work practice interventions. A major aspect of strategic goal 2 is to enhance Morgan State's community engagement activities. These activities will center on implementing innovative strategies with community partners to prevent, reduce, and eliminate social problems that disproportionately affect urban families and communities. A critical aspect of this endeavor is to increase the workforce in these communities with culturally competent professionals who will collaborate with the University on important community initiatives. A major thrust of the social work profession, historically and contemporarily, is to engage in community organization and development and to provide human services to those who are most vulnerable. The inclusion of a DSW program at Morgan would significantly help the University to achieve this community engagement strategic goal.

The DSW program proposal is an institutional priority in that it has received full support from the faculty, staff, and administrators, including the Dean of the School of Social Work. The program is endorsed by the Provost and President and is considered a high-demand program that supports the University's mission and strategic goals as previously discussed.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L).

The university has committed to startup costs for the program which will consist of planning and hiring of essential administrative staff, curriculum development, marketing of the program, student recruitment, and admission of the first cohort of students. As described in the proposed budget (section L), student enrollment will be robust enough to support the program through the first five years and beyond. Additional information about the program's funding can be found in section L.

4. Provide a description of the institution's commitment to:

- a) ongoing administrative, financial, and technical support of the proposed program:

Morgan's President, Provost, and Senior Administration have all pledged strong commitment to the development and success of the proposed program. Each expresses this commitment and views it as fully aligned with the future direction of the university as a unique and high-demand program that will not only grow Morgan's doctoral enrollment that is beneficial to the university's strategic goal of achieving an R1, Very High Research status. The program will also significantly enhance Morgan's mission as an urban anchor institution increasing the city of Baltimore's and the state's diverse labor force in the critical areas of mental health.

- b) Continuation of the program for a period of time sufficient to allow enrolled students to complete the program:

The DSW degree is showing increased demand and growth across the nation. Given Morgan's regional location and the online instructional modality of the proposed program, all indications are that the enrollment in the proposed program will rapidly grow and accrue a return on investment sufficient to sustain long-term growth within the program. It is expected that students should be able to complete the program in 3 to 4 calendar years.

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 need for the advancement and evolution of knowledge

One reason for the proposed DSW program is that it will help advance the knowledge-base of social work students through the following: a) by exposing them to the latest theories that undergird advanced social work practice, and b) by exposing them to the latest knowledge and skills associated with advanced social work practice. The enhancement of the student's knowledgebase will ultimately help advance the social work profession in being more effective in bringing about desired changes in the clients that social workers serve.

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

c) The need to strengthen and expand the capacity of historically black institutions to provide high-quality and unique educational programs. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).

To address components "b" and "c" of this section, the proposed DSW program is needed regionally and statewide for the following reasons. First, although DSW programs are growing faster than PhD programs in social work (Group for the Advancement of Doctoral Education in Social Work, 2022), and there are currently no such programs in the state of Maryland, the District of Columbia, and Virginia. Additionally, there are thousands of MSW-level social workers in Maryland, and many of them desire advanced practice training at the doctoral level. Many of these practitioners are minorities of color, and having a DSW program at a Historically Black College or University (HBCU) in Maryland would significantly enhance the educational opportunities for this population. Morgan State University is a leader in training and graduating minority students of color in the State and nationally. Indeed, since its inception in 2005, the MSW program at Morgan has produced 884 graduates who are mostly from and work in Maryland; many of whom would be interested in pursuing and obtaining a DSW degree.

Second, the focus on enhancing the educational opportunities of minority students of color is consistent with MHEC's 2017-2021 State Plan, Strategy 4 which reads, "Continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions." Here, the State Plan emphasizes the importance of ensuring equal access to higher education in Maryland despite one's race and ethnicity, among other characteristics. An important way of enhancing access, according to the State Plan, is to support the "unique missions" of HBCUs. Having a DSW program at Morgan State University would significantly foster and facilitate this effort, and it would expand Morgan's capacity to achieve its mission of enhancing the quality of life for urban families and communities. Additionally, not only are there no DSW programs in Maryland, the District of Columbia, and Virginia, but there are none at any of the over 100 HBCUs in the nation. Thus, establishing a DSW program at Morgan would not only fill a critical and compelling state and regional need, but a national one as well.

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

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.

There are many potential industries and employment opportunities for graduates of the proposed DSW program. Social workers at all educational levels work in a variety of settings including children and family services, mental health, public health, schools and other educational organizations, employment and income maintenance services, geriatric services, various aspects of human service administration and entrepreneurship, and academic and research organizations. According to the U.S. Bureau of Labor Statistics (2022), social work employment opportunities are projected to grow 12 percent between 2020 and 2030, and this growth is faster than the national average for other occupations. Thus, the demand for social work services is currently high over the next five to ten years and will expand in the future. The fastest growth area in social work is mental health services, projected to grow 15 percent between 2020 and 2030 (U.S. Bureau of Labor Statistics, 2022).

Additionally, DSW social workers will be highly trained and experienced, and their entry-level into the various workplace settings will be correspondingly high. Thus, most DSW graduates of the proposed program will obtain positions of high importance and influence such as clinical supervisors and managers, human service administrators and entrepreneurs, as well as social policy advocates and practitioners. These leadership positions will give graduates greater visibility and will enhance their influence in addressing pressing social and mental health problems of the state of Maryland and beyond.

2. Present data and analysis projecting market demand and the availability of openings in a job market being served by the new program.

Providing mental health services is a major professional activity of social workers, and social workers are one of the largest providers of mental health services in the United States (National Association of Social Workers, 2022). Indeed, a major reason for the growth of DSW programs is to fill the increasing mental health needs of people by enhancing the practice skills of social workers, who often work with other mental health professionals who have a doctorate as a terminal degree (Edwards et al., 2015). Like other allied mental health professionals such as psychologists, there is increasing recognition in the field of social work that the terminal practice degree should be a doctorate (Apgar, 2020; Edwards et al., 2015). This shift in the social work profession will provide greater employment opportunities for DSW-trained social workers in not only mental health but other workplace settings as well. Additionally, this shift will provide a greater incentive, indeed imperative, for current MSW practitioners to obtain the DSW degree.

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

There also is a critical need for DSW practitioners over the next five years and beyond in other practice areas as well, especially in human service administrative and management positions. According to the Council on Social Work Education and Group for the Advancement of Doctoral Education in Social Work (2020), the largest percentage of graduates of DSW programs obtain employment in non-academic administrative positions. These positions are expected to grow significantly in the future.

According to the U.S. Bureau of Labor Statistics (2022), social and community service management jobs will grow by 15% between 2020 and 2030, and this growth is faster than the average growth for other professions. Additionally, on average, these jobs are projected to grow by over 18,000 each year over the next decade (U.S. Bureau of Labor Statistics, 2022).

4. Provide data showing the current and projected supply of prospective graduates.

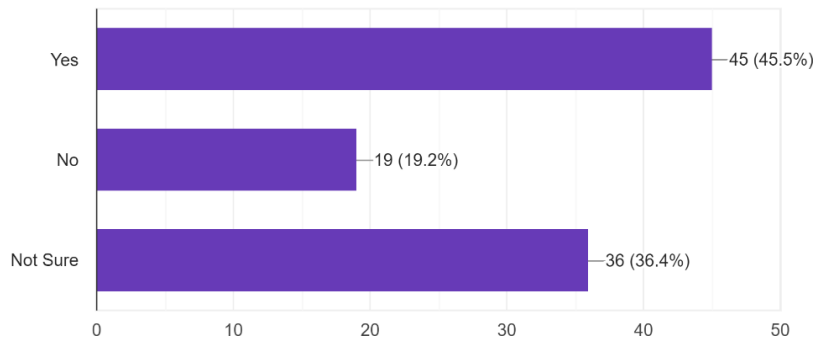
A needs assessment was conducted to explore the interest in a DSW in the School of Social Work at Morgan State University. An online self-administered survey was disseminated using SSW networks: MSW alumni and field agencies. The sample consisted of 99 participants ranging from 24 – 69 years of age. While a majority (70%) of the sample included Morgan State University graduates, the sample included participants from Howard University, Temple University, Towson University, Columbia University, University of Maryland, Hunter College, University of Pittsburgh, University of Tennessee, and few other academic institutions. In addition, participants' present employment included clinical practice, behavioral health, school social work, medical social work, gerontology, addictions, as well as a few other fields of social work.

The findings revealed almost half (46%) of the sample (n=45) are interested in pursuing a DSW, 36% (N=36) are unsure, while 19% (N = 19) are not interested in pursuing a DSW (see Graph 1). Over three-fifths (62%) of the participants who expressed interest in the DSW program were interested (N=37) and very interested (N=25) in the DSW program at Morgan State University (see Graph 2). Almost 66% (N=66) of the participants preferred a hybrid mode of instruction which includes a mix of online and in-person teaching modalities. Moreover, 15% (N=14) preferred a complete in-person on-campus instruction modality, and 30% (N=30) preferred an online instruction modality, which includes synchronous and asynchronous instruction. Finally, participants expressed numerous reasons for pursuing a DSW, including obtaining faculty appointments (43%), securing management positions (42%), obtaining advanced clinical positions (37%), securing research and evaluation positions (28%), and obtaining university-level administration positions (24%) (see Graph 3).

Graph 1

Are you interested in pursuing a Doctorate of Social Work (DSW)?

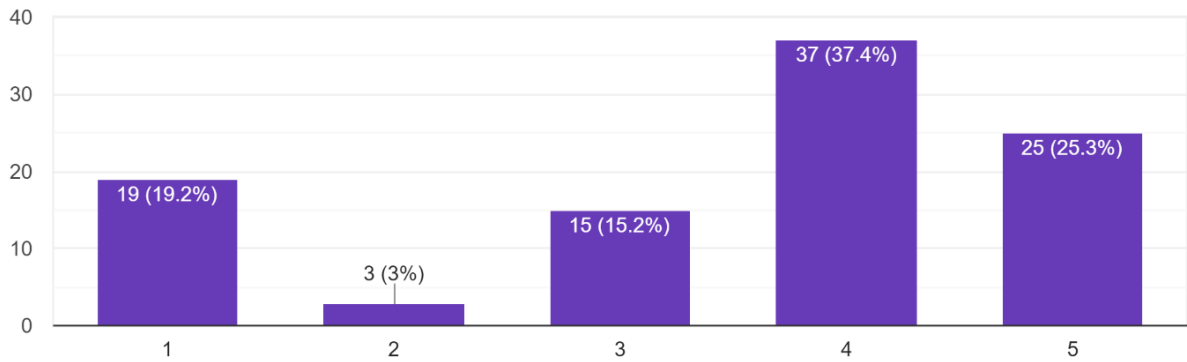
99 responses



Graph 2

How interested are you in pursuing a DSW at Morgan State University?

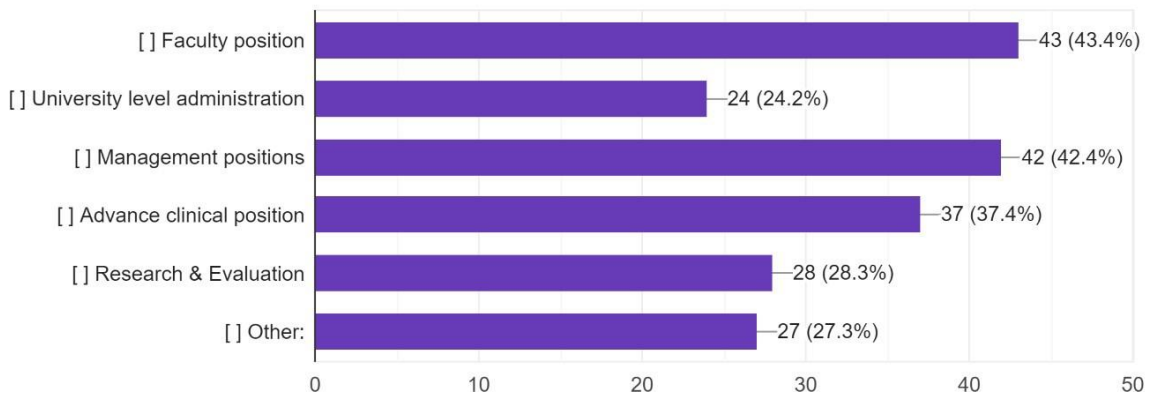
99 responses



Graph 3

What are some of your reasons for pursuing a DSW? Select as many choices that suit your interest.

99 responses



D. Reasonableness of Program Duplication:

This is NA for us since there are no existing DSW Programs.

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

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

Morgan State University, Maryland's Preeminent Public Urban Research University, has a clear and distinct mission and is rapidly ascending toward the achievement of the R1 Very High Research designation. Morgan's Strategic Plan is explicit in describing its future goals, strategies, and outcomes with a targeted focus on expanding high demand and unique degree programs that simultaneously fulfill its mission as an Anchor Institution. Morgan is the only HBI that will offer the DSW Degree in the state of Maryland as well as in the region and nationally. As previously described, the DSW degree, like a number of other advanced practice-oriented doctoral degrees, is one of the fastest-growing doctoral degree programs and it is not currently being offered in the region. The DSW degree will substantially increase the number of Black social work graduates with advanced degrees, and it will help the state of Maryland to achieve its equity, inclusion and diversity goals.

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

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

Morgan's historic mission to advance post-secondary education for Blacks who have been denied opportunities in this regard continues to maintain its HBCU identity. Moreover, Morgan's prominence as an HBI has demonstrated remarkable growth and breadth in the number of degree programs and the production of graduates at all degree levels. These achievements have successfully attracted and broadened the university's reach to other minority groups within the state, the region, the country and abroad. The growth of high demand and unique graduate programs such as the DSW degree is one of the many examples and offering it is in line with Morgan's mission and strategic goals. Particularly important is that this degree directly addresses the rapidly expanding labor force needs of the state and nation relative to social work practitioners prepared to address access and service disparities in the areas of mental health, substance abuse, youth violence prevention, and the growing needs of aging citizens of the

state. Morgan's Bachelor's and Master's degrees in Social Work are well established as a foundation to the proposed advanced, clinically-oriented, and leadership practice doctorate and will not only be the first in the state but also the first offered among HBI's nationally.

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

The DSW program was established based on the following: a) a survey was conducted and data collected indicating a need for the program in the state of Maryland; b) the fact that there are no DSW programs in Maryland and the region, and that there are no such programs at any of the over 100 Historically Black Colleges and Universities in the nation; and c) the program is consistent with the mission of Morgan State University and its strategic plan, especially to become a Research I University and to enhance its community engagement and influence. The faculty who will oversee the program are described in section I of this proposal. They all have sufficient training, expertise, and experience to teach in the program.

Below are the faculty, program description and objectives, courses, course descriptions, and course numbers (where appropriate) for the proposed DSW program:



Morgan State University
School of Graduate

Studies Catalog Entry

Program Template

Doctor of Social Work: Doctor of Social Work (DSW)

Department Chair: Dr. Jerome Schiele Professor

Program Coordinator:

Jerome H. Schiele

Professor and Chair, PhD Department School of Social Work

Morgan State University 1700 E. Cold Spring Lane

Historic Jenkins Bldg., Rm. 338 Baltimore, Maryland 21251

ph: 443-885-1964

fax: 443-885-8241

Program Faculty:

Dr. Sharlene Allen, LCSW-C Associate Professor

Dr. Linda Darrell, LCSW-C Associate Professor

Dr. Anthony Estreet, LCSW-C Associate Professor

Dr. John R. Gallagher, LCSW-C Associate Professor

Dr. Georgia Jennings-Dorsey, LCSW-C Assistant Professor

Dr. Dawn Thurman, LCSW-C Associate Professor

Dr. Laurens Van Sluytman, LCSW-C Associate Professor

Dr. Rhonda Wells Wilbon, LCSW-C Associate Professor

Program Description

The Doctor of Social Work (DSW) program is an advanced clinical practitioner degree offered by the School of Social Work. Strategically adapted towards the working advanced career clinical practitioner, the DSW program is an accelerated online program that enables students to complete degree requirements in three years with minimal career disruption. The primary focus of the program is to provide MSW clinicians with advanced clinical training to serve urban families and communities which is consistent with Morgan State University's mission. Since urban families and communities disproportionately comprise minorities of color, the DSW program primarily focuses its training on this population. The DSW program curriculum provides advanced skills in both micro and macro social work practice which includes evidence-based practice, clinical leadership, and advanced clinical research. The DSW differs from the Ph.D. in social work in that it is a professional

practice degree.

Program Objectives

1. To produce competent and socially conscious social work practitioners with an expertise in the field of social work and leadership to address social justice & change;
2. To produce social work practitioners with advanced practice skills who will contribute to the advancement of clinical research, scholarship, and social policy advocacy specifically in the areas of urban social problems and urban social strengths;
3. To produce social work practitioners who will infuse knowledge of urban social problems and urban social strengths in the social work curriculum; and
4. To produce graduates who are competent in and knowledgeable of urban social policy, urban social work and family theory, urban organizations and communities, and research methods and statistics.

General Requirements

Candidates for the Doctor of Social Work degree must complete a minimum of [Thirty-six] (36) academic credit hours of coursework, which includes passing a comprehensive examination and successfully completing, defending, and submitting an acceptably written capstone project. Candidates may not possess “C” grades totaling more than 20 percent of the total credit hours required for satisfying the degree requirements. Thus, social work DSW students must not have more than 9 credit hours of “C” grades. Students who earned more than 9 credit hours of “C” grades will be dismissed from the program.

Admission

To be eligible for admission to the DSW Program in School of Social Work, an applicant must:

- Have earned a bachelor’s degree from a regionally accredited college or university.
- Possess an undergraduate cumulative grade point average (G.P.A.) of 3.0 or better to be considered for regular admission. Students who possess a cumulative undergraduate G.P.A. of between a 2.7 and 2.9 may be considered for conditional admission. Post-bachelor’s undergraduate credits will not be used to enhance G.P.A. requirements for admission to graduate study.
- Possess a 3.0 or better on a 4.0 scale on all postgraduate study beyond the baccalaureate degree.
- Have an earned Master of Social Work (MSW) degree from a program in good standing with the Council on Social Work Education.
- Submit an application for admission to the School of Graduate Studies. All required documents must be submitted as directed by the School of Graduate Studies prior to program review and admission decision.
- Graduate Record Examination (GRE) GMAT MAT etc. are not required for this program.
- Use the application system to arrange for three letters of recommendation to be placed with the application. These letters must be from officials or faculty members of institutions previously attended who are acquainted with the applicant’s ability for graduate study or from employment supervisors where applicable.
- Submit a typed exposition regarding the candidate’s personal professional and academic plans and the reasons for selecting Morgan State University.
- A current resume or curriculum vitae documenting professional experiences.
- One sample of professional writing, which can include a publication, research proposal abstract, or clinical or other professional training abstract if available.
- Interview with the DSW Admissions Committee.
- Students must also hold a clinical license in social work that is in good standing from the state where they practice social work.

Meeting the minimum eligibility requirements and submitting all the required documents does not guarantee that an offer of admission will be made to the applicant. The decision of the Program

Admissions Committee involves a review and analysis of all the elements of the application as well as the availability of positions in the program. The committee then recommends to the Dean of the School of Graduate Studies that an offer of admission should be made based on that review.

Candidacy

Students achieve candidacy by successfully passing the Comprehensive Examination.

Once a student achieves candidacy, enrollment in any course other than 799, 797, 997, or 998 is generally prohibited. Students seeking additional skills, knowledge, or a certificate must seek approval through the program up to the School of Graduate Studies. The request must be accompanied with a revised Plan of Study.

Capstone/Dissertation Completion

The capstone project is the last phase of the DSW program. It is a written analysis of a specific academic topic that applies traditional scientific methods of inquiry to examine specific research questions or hypotheses. Students begin the process of selecting a capstone chairperson and members to constitute the capstone committee once they have passed the Comprehensive Examination. The role of the capstone committee is to supervise and guide the student in selecting a capstone topic, in conceptualizing the research problem and research questions, in executing the research design and data analysis, and in organizing and presenting the ideas that shape the capstone project. Candidates may select from four types of capstone projects, a dissertation, intervention, curriculum development, or publication.

The capstone committee must comprise of at least three (3), but no more than five (5), members. A majority of the committee members must be full-time faculty in the School of Social Work at Morgan State University. The student can also select outside persons (that is, persons who are not affiliated with the School of Social Work or Morgan State University) to serve on the committee. Outside persons can be professors, community practitioners, or administrators, so long as they have doctorates and expertise in the area of study.

Students must orally defend a capstone proposal and the entire capstone project to complete the program. Once the proposal has been successfully defended, students can then proceed to collect and analyze their data and discuss the findings and implications. Once the written capstone project has been completed, a capstone hearing is scheduled for the final oral defense. Four outcomes of both the proposal and final oral defenses are possible: 1) Passed (no corrections are needed); 2) Conditionally passed (minor adjustments are needed in substance and/or format and must be approved by the capstone chairperson); 3) Deferred (major adjustments are needed in substance and/or format and a second and final oral defense is warranted), and 4) Failed (needed adjustments are too extensive or candidate failed to satisfactorily defend).

Additional requirements

Academic and professional conduct, and academic performance, are critically important to maintain enrollment in the DSW program. Violation of the standards of academic and professional conduct and academic performance could lead to a student's dismissal. Academic conduct is the degree to which students behave ethically and honestly as they execute their academic responsibilities and interact with their peers and professors. Some examples of unethical and dishonest behavior are cheating, plagiarism, abuse of academic/library materials, stealing, and lying.

Professional conduct is both inclusive of and broader than academic conduct and integrity. It fundamentally requires students to behave in a manner consistent with the ethical principles and standards of the social work profession, as formalized in the National Association of Social Workers' (NASW) Code of Ethics (see the NASW website: www.socialworkers.org). These ethical principles require social workers to conduct themselves with enormous integrity and respect for the dignity and worth of all people.

Academic performance is the degree to which students maintain the minimal level of achievement as

assessed by established metrics such as the Grade Point Average (GPA). To maintain enrollment in the program, students must do the following:

1. maintain a minimum cumulative grade point average of 3.0;
2. not exceed the seven-year statute of limitations;
3. pass the comprehensive examination;
4. pass both the dissertation proposal and final dissertation defenses;
5. not earn “C” grades totaling more than 9 credit hours of coursework; and
6. not earn two or more grades of “F.” All courses with “F” grades must be retaken and a passing grade must be assigned to graduate.

Failure to adhere to these standards, in addition to those of honesty and integrity, can lead to a student’s dismissal from the program. If students are dismissed from the program, they have the right to appeal the decision. All appeals, including a student’s academic progress, probation, or dismissal, must be addressed in writing to the Dean of the School of Social Work who, in consultation with the PhD Department Chair, will review the appeal and prepare a report and written recommendation for review by the Dean of the School of Graduate Studies. The Graduate Studies Dean renders the final decision regarding a student’s appeal.

Program Course Requirements

DSW (36 credit hours):

- 27 credit hours from the Foundational or Core Courses

| | |
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| ODSW 701: Advanced Clinical Practice I | 3 |
| ODSW 703: Advanced Clinical Practice II | 3 |
| ODSW 704: Research Methods for Clinical Practice | 3 |
| ODSW 705: Applied Statistics | 3 |
| ODSW 702: Neurobiology and Psychopharmacology in Social Work Practice | 3 |
| ODSW 706: Social Work with Urban Organizations, Communities, and Policy | 3 |
| ODSW 802: Leadership for Social Change | 3 |
| ODSW 803: Social Work Pedagogy and Education | 3 |
| ODSW 804: Spirituality, Religion, and the Helping Tradition (Clinical) | 3 |
- 6 credit hours in Electives

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| ODSW 805: Technology, Human Behavior, and Clinical Social Work Practice | 3 |
| ODSW 806: Entrepreneurship-Advanced Practice Project Development Seminar—Grant Writing | 3 |
| ODSW 807: Community Advocacy and Participatory Research for Applied Practice | 3 |
- 3 credit hours Dissertation Seminar

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| ODSW 998: Dissertation Seminar II (reports a 9) | 3 |
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Plan of Study

The typical plan of study for the DSW requires enrollment in a minimum of nine (9) credit hours per term to remain full-time. Not every course is offered every term, and the following plan of study is an illustration. At the initial conference with an academic advisor, a preliminary plan of study will be established, and this will be reported to the School of Graduate Studies (using the SGS Plan of Study Form) for placement in the student’s official file. At this time, any anticipated exceptions or anticipated transfer credits will be noted. An

estimated time for completion of the capstone project must be included. Changes to the plan of study will be reported to the School of Graduate Studies. The student and the advisor will sign the form submitted to the School of Graduate Studies.

The following plan of study is based on a 36- hour DSW program

Year 1, First Year 1: First Semester (Fall, Year 1):

| | |
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| Sample Courses, 9 credit hours: | |
| ODSW 701: Advanced Clinical Practice I | 3 |
| ODSW 702: Neurobiology and Psychopharmacology in Social Work Practice | 3 |
| ODSW 706: Social Work with Urban Organizations, Communities, and Policy | 3 |

Year 1: Second Semester (Spring, Year 1):

| | |
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| Sample Courses, 9 credit hours: | |
| ODSW 703: Advanced Clinical Practice II | 3 |
| ODSW 704: Research Methods for Clinical Practice | 3 |
| ODSW 705: Applied Statistics | 3 |
| Totals: Year 1, 18 credit hours completed. | |

Year 2: Third Semester (Fall, Year 2):

| | |
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| Sample Courses, 9 credit hours: | |
| ODSW 802: Leadership for Social Change | 3 |
| ODSW 804: Spirituality, Religion, and the Helping Tradition (Clinical) | 3 |
| ODSW XXX: Elective | 3 |

Year 2: Fourth Semester (Spring, Year 2):

| | |
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| Sample Courses, 9 credit hours: | 3 |
| ODSW 803: Social Work Pedagogy and Education | 3 |

Year 3: (Fall & Spring, Year 3):

| | |
|--|------|
| ODSW 997/998 Dissertation Guidance / Dissertation Defense (reports as 9 to establish full-time) | 3/9* |
| Year 1 and 2, 36 academic credit hours have been completed. | |

Continuing Semesters (continuing enrollment required to complete the Dissertation):

* Note:

Upon achieving Doctoral Candidacy, the student will continuously register in Fall and Spring terms for ODSW 997 (Dissertation Guidance) until the Dissertation is completed and submitted to the School of Graduate Studies for review. The course is used only when the curriculum has been completed, candidacy has been achieved, and the student is completing the research and writing of the Dissertation. The ODSW 997 course registration maintains the student status as a matriculated, full-time student (student is registered for 3 credit hours and the system reports a full-time 9 credit hour load).

After the *Intent to Defend the Dissertation* form has been received by the School of Graduate Studies, this course registration will be changed to ODSW 998 (Dissertation Defense) for the given semester and count for 3 credit hours of curricular coursework (ODSW 998 will also count as 9 credits of load). ODSW 997 will not count toward curricular credits. Other courses cannot be substituted for ODSW 997 (Dissertation Guidance). The only eligible grade for ODSW 997 (Dissertation Guidance) is the grade of "S" and the only acceptable grade for ODSW 998 (Dissertation Defense) is "P/F" (Pass/Fail).

SCHOOL OF SOCIAL WORK

COURSE DESCRIPTIONS

DOCTOR OF SOCIAL WORK (DSW)

ODSW 701: Advanced Clinical Practice I

Three Hours: 3 Credits

Prerequisites: None

Co-requisites: ODSW 702 and ODSW 706

Term(s) offered: Fall Semester

This clinical methods course advances students' ability to work directly with individuals from urban populations using evidence-based practice and theoretical models to inform clinical practice and research. Students will enhance their ability to perform psychosocial assessments, develop treatment plans, and plan interventions. The evidenced-based models of clinical practice addressed in this course are Afrocentric paradigms and modalities, Cognitive Behavioral Therapy, Trauma-Focused CBT, Motivational Enhancement Therapy, Dialectical Behavioral Therapy, Interpersonal Therapy, Psychodynamic, Supportive Therapy, Relational Therapy, and Narrative Therapy. Attention will be given to advancing students' critical thinking skills, applying ethical standards to advanced clinical practice, and using evidence-based interventions and theoretical models to advance intervention research and knowledge with urban populations.

ODSW 703: Advanced Clinical Practice II

Three Hours: 3 Credits

Prerequisites: ODSW 701, ODSW 702, and ODSW 706

Co-requisites: 704 and 705

Term(s) offered: Spring Semester

The aim of this advanced methods course is to deepen students' understanding of interventions with urban populations. Students will focus on interventions with Children and Adolescents, Couples and Families, the Elderly, and Substance Use Populations. This course will explore urban group dynamics, theories, and methods, with special emphasis on particular groups as a whole. Course content includes using research and theory to plan for and facilitate interventions with urban populations in different settings. The meanings of group experience for members of oppressed groups will be stressed.

ODSW 702: Neurobiology and Psychopharmacology in Social Work Practice

Three Hours: 3 Credits

Prerequisites: None

Co-requisites: ODSW 701 and ODSW 706

Term(s) offered: Fall Semester

Clinical Practice with urban populations must focus on the person in their environment to improve health and wellbeing. This course will focus on the neurobiological implications for behaviors that develop due to the impact of urban living conditions and adaptation. Research supports a neurobiological basis for many conditions experienced by urban populations, including mental health disorders, addictive disorders, and maladaptive behaviors. Students will examine global differences in intervention strategies and currently used pharmacological

interventions. Students will understand how to use neurobiological functioning, disease progression, and medication when assessing, developing treatment plans, and across the treatment process.

ODSW 704: Research Methods for Clinical Practice

Three Hours: 3 Credits

Prerequisites: ODSW 701, ODSW 702, and ODSW 706

Co-requisites: ODSW 703 and ODSW 705

Term(s) offered: Fall Semester

This course presents an examination of the various psychological, socio-cultural, political, and economic theories that undergird urban clinical social work knowledge, values, and skills. Theories relevant to urban social work phenomena in clinical, organizational, community development and empowerment are also discussed.

ODSW 705: Applied Statistics

Three Hours: 3 Credits

Prerequisites: ODSW 701, ODSW 702, and ODSW 706

Co-requisites: ODSW 703 and ODSW 704

Term(s) offered: Spring Semester

This course equips students with the knowledge needed to use various statistical techniques, emphasizing applications that can be used to address urban social work practice issues. Students will learn to apply descriptive and some intermediate statistical procedures to social problems and human service programs, emphasizing clinical practice settings. In addition, beginning knowledge and use of computer statistical software packages will be emphasized.

ODSW 706: Social Work with Urban Organizations, Communities, and Policy

Three Hours: 3 Credits

Prerequisites: None

Co-requisites: ODSW 701 and ODSW 702

Term(s) offered: Fall Semester

This course examines urban organizations and communities with a focus on community-based organizations that serve urban and historically oppressed populations. This course also focuses on administrative roles, organizational management, resource acquisition, community organizing and planning, and the impact of local, state, and federal policy decisions on urban organizations and communities.

ODSW 802: Leadership for Social Change

Three Hours: 3 Credits

Prerequisites: ODSW 701, ODSW 703, and ODSW 706

Co-requisites: None

Term(s) offered: Fall Semester

This course is designed to assist a new generation of advanced urban practitioners in developing a professional philosophy and approach to leadership and policy practice skills on a micro, mezzo, and macro level focused on creating a more just society. The course will introduce current theories on leadership, reflect on various contexts in which leadership skills are exercised, and consider leadership practices in diverse environments. Conceptual frameworks including social justice, intersectionality, and anti-racism are placed within an

ecological perspective to understand the relevance of interactions, dynamics, and consequences of structural bias and discrimination in decision making.

ODSW 803: Social Work Pedagogy and Education

Three Hours: 3 Credits

Prerequisites: ODSW 701, ODSW 703, ODSW 704 and ODSW 706

Co-requisites: None

Term(s) offered: Fall Semester

This course examines the role and structure of urban social work education at the BSW, MSW, and Ph.D./DSW levels. Students will be introduced to a variety of philosophies for teaching adult education, strategies for effective learning in the classroom with an emphasis on diversity, social justice, and conflict resolution in the classroom. Content will focus on students' development of teaching skills, curriculum/syllabus design, lecture preparation, assignments and evaluation, and content delivery for effective and competent teaching and the transmission of knowledge and skills in academic and agency settings. Students will learn diverse instructional modalities including remote, asynchronous, hybrid, and Morgan flex. Students will develop a teaching philosophy to include in their professional portfolio.

ODSW 804: Spirituality, Religion, and the Helping Tradition (Clinical)

Three Hours: 3 Credits

Prerequisites: ODSW 701, ODSW 702, ODSW 703, and ODSW 706

Co-requisites: None

Term(s) offered: Fall Semester

This course is offered to aid the development of culturally competent clinical 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 and their interaction within structural systems. Students will gain knowledge of clinical interventions related to V Codes that may be the cause of the underlying conditions related to spiritual or religious problems and the overlap between psychiatric disorders.

ODSW 997: DISSERTATION GUIDANCE

Three Hours: 3 Credits (Reports as 9)

Prerequisites: ODSW 701, ODSW 702, ODSW 703, ODSW 704, ODSW 705, ODSW 706, ODSW 802, ODSW 803, and ODSW 804 and three ODSW Electives

Co-Requisites: None

Term(s) Offered: Fall & Spring

This course enables a doctoral student to develop and execute an approved scholarly research agenda in consultation with the student's dissertation chairperson and committee. Students register for this course continuously to maintain enrollment until the student has completed the dissertation. This course is a non-curricular course and is not considered a program credit requirement. The student registers for 3 credit hours and the registration reports the full-time status of 9 graduate credit hours.

ODSW 998: DISSERTATION DEFENSE

Three Hours: 3 Credits (Reports as 9)

Prerequisites: ODSW 701, ODSW 702, ODSW 703, ODSW 704, ODSW 705, ODSW 706, ODSW 802,

ODSW 803, and ODSW 804 and three ODSW Electives**Co-Requisites: None****Term(s) Offered: Fall & Spring**

This course allows doctoral students the opportunity to defend their doctoral dissertation for approval by the student's dissertation chairperson and committee after the dissertation has been completed. After gaining approval of the dissertation chairperson and committee, the dissertation is submitted to the School of Graduate Studies for final processing and approval. This course is a curricular course and may be considered as 3 credit hours of the overall program credit requirement. The student registers for 3 credit hours and the registration reports the full-time status of 9 graduate credit hours.

Electives**ODSW 805: Technology, Human Behavior, and Clinical Social Work Practice****Three Hours: 3 Credits****Prerequisites: ODSW 701 and ODSW 703****Co-requisites: None****Term(s) offered: Fall and Spring Semesters**

Clinical Social Worker Practitioners provide a variety of services using online technologies. Covid-19 provided urban populations with the convenience of online treatment for medical, mental health, and other health-related disorders and educational and social opportunities. This course explores technology's impact on advanced clinical social work practice with urban populations, colleagues, and institutions and the behaviors that influence technology use. Students will apply ethical standards to advanced clinical practice, debate access to care issues, and use evidence-based interventions and theoretical models on a number of technological platforms.

ODSW 806: Entrepreneurship-Advanced Practice Project Development Seminar—Grant Writing**Three Hours: 3 Credits****Prerequisites: ODSW 701, ODSW 702, and ODSW 706****Co-requisites: None****Term(s) offered: Fall and Spring Semesters**

This course provides students with an experiential grant writing opportunity. Students will identify a research project and potential grants to fund the project. Students will select a grant funding opportunity for development. Students will develop skills in funding justification, developing a budget, project evaluation, and the development of a grant proposal.

ODSW 807: Community Advocacy and Participatory Research for Applied Practice**Three Hours: 3 Credits****Prerequisites: ODSW 701, ODSW 703, ODSW 704, ODSW 705 and ODSW 706****Co-requisites: None****Term(s) offered: Fall and Spring Semesters**

This course is offered to aid advanced clinical practitioners with the skills needed to lead community-based participatory research (CBPR). Students will develop skills required for macro-level practice with urban communities. Students will identify and describe theories and relevant models of effective community practice and theoretical models for urban community organization and program evaluation.

ODSW 808: Nonprofit Management, Fundraising, Board & Workforce**Three Hours: 3 Credits****Prerequisites: ODSW 701, ODSW 703, ODSW 704, ODSW 705 and ODSW 706****Co-requisites: None****Term(s) offered: Fall and Spring Semesters**

This course will introduce students to different leadership roles in nonprofit organizations. Students will learn evidence-based, theoretical, and practical strategies for board membership, strategic planning, and ethical fundraising. Students explore financial documents and other tools used in the nonprofit sector for budgeting, funding allocation, capital planning, and operations. Students identify a nonprofit organization and develop a plan to join the organization as a board member.

H. Adequacy of Articulation

There are no articulation agreements as part of this proposal.

I. Adequacy of Faculty Resources:

1. Provide a brief narrative demonstrating the quality of the program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct)

The Morgan State University School of Social Work has adequate faculty resources to establish the DSW program in Fall 2023. The School has scholars dedicated to social work teaching, research, and clinical practice in urban communities. The faculty has expertise in organizational leadership, mental health challenges affecting children, youth, and families in urban environments, gender and racial disparities, substance abuse, and public health issues, including chronic health challenges such as HIV and diabetes. The faculty is also skilled in community and research methodologies – quantitative, qualitative, and mixed methods. The program will be overseen by the Chair of the PhD Department and subsequently implemented by a Faculty/Director of the DSW Program. The following chart includes faculty who currently teach across programs in the school and also have advanced clinical social work licensure in the state of Maryland. In addition, the program will add one additional full-time faculty and a number of part-time adjunct faculty who hold advanced clinical social work licensure and who have well-established credentials in specialized areas of clinical practice with diverse populations.

Name of Faculty, Degrees Area, and Professional/Research Expertise

| Name | Title | Education | Professional/Research Expertise |
|--|---------------------|--|---|
| Dr. Sharlene Allen, LCSW-C | Assistant Professor | Ed.D. , George Washington University MSW , Smith College BSW , Morgan State University | <ul style="list-style-type: none"> Dispersed social work, work life balance for women of color, leadership and mental health |
| Dr. Linda Darrell, LCSW-C | Associate Professor | Ph.D. , Smith College School for Social Work MSW , Virginia Commonwealth University BSW , Stony Brook University | <ul style="list-style-type: none"> Cultural Competence; Mental Health in the African American Community; Families & Children; Obesity in the African American Community |
| Dr. Anthony Estreet, LCSW-C | Associate Professor | Ph.D. , Morgan State University MSW , Virginia Commonwealth University BS, Bowie State University | <ul style="list-style-type: none"> Evidence-based substance abuse and mental health treatment with youth; Substance use epidemiology; Clinical assessment and intervention research with youth and families; Social and behavioral determinants of health among African Americans; Substance use and HIV prevention research |
| Dr. John R. Gallagher, LCSW | Associate Professor | Ph.D. , University of Texas at Arlington (UTA) PhD MSW , Marywood University BA, Alvernia University AA, Harrisburg Area Community College (HACC) | <ul style="list-style-type: none"> Substance Use Disorder and Mental Health Treatment and Recovery; Qualitative Research; Drug Court and other Treatment Courts; African Americans' Lived Experiences in Drug Court; Criminal Justice Reform |
| Dr. Georgia Jennings-Dorsey, LCSW-C | Assistant Professor | DSW , University of Pennsylvania MSW , University of Maryland, Baltimore BSW , Morgan State University | <ul style="list-style-type: none"> African-American Men's Perceptions of the Intersections of Gender, Race, and low SES and Social Determinants of Health |
| Dr. Dawn Thurman, LCSW-C | Associate Professor | Ph.D. , Howard University School of Social Work MSW , Howard University School of Social Work BA , Canisius College | <ul style="list-style-type: none"> School Social Work; Child and Adolescent Psychopathology; Clinical Social Work; Black Families |

| | | | |
|-----------------------------------|---------------------|---|--|
| Dr. Laurens Van Sluytman, LCSW- C | Associate Professor | PhD , Graduate School and University Center, CUNY MSW , Columbia University MA , New York University BS , Upsala College | <ul style="list-style-type: none"> • Gender, • HIV, • Immigration, • Public Health and Policy, • Sex/Sexuality, • Race |
| Dr. Rhonda Wells-Wilbon | | PhD, Howard University MSW, Howard University BSW, Michigan State University | Macro Practice; Domestic Violence; Sexual Assault; African-centered Social Work; Cultural Competence; Social & Economic Justice |

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidence-based best practices, including training in a) pedagogy that meets the needs of the students, b) the learning management system, and c) evidenced-based best practices for distance education, if distance education is offered.

Morgan State University School of Social Work is committed to providing the best teaching and learning possible and excellence in its courses. Every effort is made to ensure that coherence, cohesiveness, and academic rigor between programs offered in traditional instructional formats and those provided online are equivalent. Courses are designed to result in learning outcomes appropriate to the rigor and breadth of the course, and all courses assess student achievement of defined learning outcomes through regular and formal assessment planning.

Once hired, all MPS faculty are provided training on Morgan State University's primary educational technology tools: Canvas and Zoom. Morgan State University School of Social Work also encourages and supports the professional development of faculty in several ways. Faculty members will have access to various professional development and pedagogical training opportunities. Faculty will be encouraged to attend conferences in the field. Institutional support will be available. Morgan State University School of Social Work faculty will be eligible to participate in education conferences sponsored by the Council on Social Work Education and other professional conferences and the services of Morgan State University's Center for Innovative Instruction & Scholarship (CIIS). CIIS is a part of the Division of Academic Affairs. The Center's goal is to assist faculty, staff, and graduate teaching assistants (TAs) in creating innovative and active learning environments and producing collaborative scholarship on teaching and learning. CIIS activities are guided by evidence-based scholarship on

teaching and learning. Among its offerings to increase teaching success are mini-workshops, faculty institutes, conferences and learning communities, online resources, classroom observations, and consultations focused on formative assessment for continuous improvement of teaching and learning.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The Earl S. Richardson Library is the main campus library at Morgan State University.

This library serves as an academic resource center that houses a collection of 500,000+ physical books, provides access to 160,000+ eBooks, 5,000 periodical titles and subscribes to 167 online databases that support students' academic research needs. The mission of the Earl S. Richardson Library is to support the academic programs of Morgan State University. The academic resource center provides resources and services to sustain learning, teaching, and research. The library is focused on resource sharing and professional capacity development. The library is an affiliate member of the University System of Maryland and Affiliated Institutions (USMAI).

Interlibrary Loan is a service provided by the Morgan State University Library for obtaining materials that are not available in Morgan State University library or USMAI consortium. Interlibrary Loan services include Worldshare, which gives patrons access to over 10,000 libraries. Rapid ILL and Reprints Desk provide articles and book chapters that are not available via the databases. The 200,000 sq. ft., 4-story building includes Wi-Fi network, stack space, computer labs, media center with virtual reality technology and recording studio capabilities, government documents center, meeting rooms, information technology (IT) classrooms, and conference rooms. These spaces accommodate the diverse ways in which Morgan students study—an honors area for those who prefer private study, as well as group study areas for conversation and collaboration.

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

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

The DSW Degree Program's anticipated implementation is the fall semester of 2023. Morgan's newly constructed Health and Human Services Center (HHSC) will come on line in the summer of 2024. This \$174 million state of the art facility will house the Schools of Social Work, Community Health and Policy, the Nursing Program, Medical Technology, Family and Consumer Sciences, and the University's Counseling Center. The School of Social Work will also include an on-site clinic wherein social work students will receive clinical field education training as they provide services to community residents. In addition to faculty and administrative offices, the building will have state-of-the-art classrooms, laboratories, and access to technology that will be appropriately aligned with the future academic, research and student learning requirements. This new facility and the addition of the proposed DSW Degree create a dynamic synergy that will be a model for Morgan as an HBI and the state of Maryland higher education as a unique and high-demand program with immeasurable outcomes for both urban communities and the entire state and nation. Currently, and before moving into the new building in 2024, students, faculty, and staff will have access to state-of-the-art technology and sufficient classroom and office space to sufficiently implement the program.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:
 - a) An institutional electronic mailing system,
All students will have access to the University's electronic mailing system.
 - b) A learning management system that provides the necessary technological support for distance education
All students will have access to the University's learning management system (CANVAS) which supports distance education.

L. Adequacy of Financial Resources with Documentation:

Below are the required Tables and narratives that describe the proposed program's financial resources with documentation:

TABLE 1: RESOURCES

| TABLE 1: PROGRAM RESOURCES | | | | | |
|---|--------------|--------------|--------------|--------------|--------------|
| Resource Categories | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 |
| 1. Reallocated Funds | \$5,269.34 | \$5,322.03 | \$5,375.25 | \$5,429.00 | \$5,483.29 |
| 2. Tuition/Fee Revenue (c + g below) | \$272,340.00 | \$340,425.00 | \$408,510.00 | \$476,595.00 | \$544,680.00 |
| a. Number of F/T Students | 20 | 25 | 30 | 35 | 40 |
| b. Annual Tuition/Fee Rate | \$13,617.00 | \$13,617.00 | \$13,617.00 | \$13,617.00 | \$13,617.00 |
| c. Total F/T Revenue (a x b) | \$272,340.00 | \$340,425.00 | \$408,510.00 | \$476,595.00 | \$544,680.00 |
| d. Number of P/T Students | 0 | 0 | 0 | 0 | 0 |
| e. Credit Hour Rate | 0 | 0 | 0 | 0 | 0 |
| f. Annual Credit Hour Rate | 0 | 0 | 0 | 0 | 0 |
| g. Total P/T Revenue (d x e x f) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3. Grants, Contracts & Other External Sources | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4. Other Sources | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| TOTAL (Add 1 – 4) | \$277,609.34 | \$345,747.03 | \$413,885.25 | \$482,024.00 | \$550,163.29 |

TABLE 1: PROGRAM RESOURCES AND NARRATIVE EXPLANATION

1. Reallocated funds

Ten percent of the department's administrative staff will be reallocated for the first five years of implementation.

2. Tuition and Fee revenue

The program will use the same tuition rate \$537 per credit hour for MD resident and \$976 per credit hour for non-Maryland residents. The program intends to increase its student body by five students each year.

3. Grants and contracts

There are currently no grants and contracts. University has committed funds will be provided for start-up cost until the program become self-sustaining approximately Year 2.

4. Other Sources

There are currently no other sources of funds.

Total year

No additional explanation or comments needed. Please see table 1.

TABLE 2: PROGRAM EXPENDITURES

| TABLE 2: PROGRAM EXPENDITURES | | | | | |
|------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Expenditure Categories | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 |
| 1. Faculty (b + c below) | \$291,100.00 | \$294,011.00 | \$296,951.11 | \$299,920.62 | \$302,919.83 |
| a. Number of FTE | 2 | 2 | 2 | 2 | 2 |
| b. Total Salary | \$205,000.00 | \$207,050.00 | \$209,120.50 | \$211,211.71 | \$213,323.82 |
| c. Total Benefits (@ 42%) | \$86,100.00 | \$86,961.00 | \$87,830.61 | \$88,708.92 | \$89,596.01 |
| 2. Admin. Staff (b + c below) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| a. Number of FTE | 0 | 0 | 0 | 0 | 0 |
| b. Total Salary | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| c. Total Benefits | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 3. Support Staff (b + c below) | \$18,000.00 | \$18,000.00 | \$18,000.00 | \$18,000.00 | \$18,000.00 |
| a. Number of FTE | 2 | 2 | 2 | 2 | 2 |
| b. Total Salary | \$18,000.00 | \$18,000.00 | \$18,000.00 | \$18,000.00 | \$18,000.00 |
| c. Total Benefits | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 4. Technical Support and Equipment | \$11,000.00 | \$3,000.00 | \$3,000.00 | \$3,000.00 | \$3,000.00 |
| 5. Library | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 6. New or Renovated Space | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 7. Other Expenses | \$12,500.00 | \$12,500.00 | \$12,500.00 | \$12,500.00 | \$12,500.00 |
| TOTAL (Add 1 – 7) | \$332,600.00 | \$327,511.00 | \$330,451.11 | \$333,420.62 | \$336,419.83 |

TABLE 2: PROGRAM EXPENDITURES AND NARRATIVE EXPLANATION**1. Faculty**

Table 2 reflects the faculty hours in total

2. Administration Staff

Morgan State University, School of Social Work will continue with the current administrative staff through the proposed period.

3. Support Staff

Morgan State University, School of Social Work add 2 adjuncts to facilitate the program's functioning.

4. Equipment

Morgan State University possesses a large catalog of software avail free to students. Funds have been allocated for computers, supplies, and furniture for new staff.

5. Library

Morgan State University possesses an extensive online database. Resources have been allocated for additional material to be added to the on-campus and virtual libraries to ensure the literature remains current and relevant.

6. New or Renovated Space

No new or renovated space is required.

7. Other Expense

Funds have been allocated for student and faculty professional development.

Total

No additional explanation or comments needed. Please see Table 2.

M. Adequacy of Provisions for Evaluation of Program:

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

All programs at Morgan State University utilize and report to the Office for Outcome Assessment and Program Review. Each year, this Office, using standardized forms, request that Deans, Department Chairs, and Program Directors, evaluate their program's effectiveness, which includes the attainment of program goals, how those goals help achieve the University's mission and strategic goals, and the performance evaluation of faculty, staff, and administrators, as well as student learning outcomes.

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.

Besides the broader University structure of evaluation, there will be an additional evaluation layer for the proposed DSW program. The major goal of the DSW program evaluation is to improve the quality and effectiveness of its graduates. The evaluation process provides an opportunity for faculty and administrators to obtain insights regarding the level of excellence of the programs. As the DSW program proceeds with its planning process, information is needed about the strengths and opportunities for improvement. It is expected that specific recommendations aimed at maintaining or enhancing the quality of the DSW program will be an outcome of this evaluation process.

The DSW program's assessment plan will employ multiple approaches to assess achievement of its goals and objectives, course outcomes, and student outcomes. Specifically, the DSW program will utilize a five-step evaluation approach in conducting needs assessment, assessment of its design, assessment of its implementation and process, outcome evaluation, and cost-benefit analysis. In addition, conducting student and faculty evaluation, each course will utilize embedded assessments related to the student outcomes that will align evaluative criteria with corresponding assessments in the courses in which they are embedded. These rubrics are integrated using the learning management system (i.e., Canvas) so that data can be input directly by faculty in each course and then aggregated for each student across courses in which they are assessed, for analysis and reporting. Assessments

embedded in courses constitute a measure of the goals and objectives of the DSW program and course. For the embedded assessments, data are collected via rubrics, which align evaluative criteria with corresponding assessments in the courses in which they are embedded. These rubrics will be integrated using Canvas as the data will be entered directly by faculty in each course and then aggregated for each student across courses in which they are assessed, for analysis and reporting.

In addition to internal assessment and evaluation, the DSW program will work in tandem with the Office of Assessment and Program Review at the University level to support the strategic mission of the institution. This will be done by overseeing the evaluation of student learning on campus, facilitating the interpretation of data collected through these evaluations, and leading the application of assessment results to decision-making, continuous quality improvement, and excellence in the student experience. The Office of Assessment works with the University Assessment Committee (UAC), the vice presidents, the deans, faculty, students, and staff to examine the student experience at Morgan State University, to identify and focus on areas of excellence, and opportunities for improvement. This work is accomplished through multiple methods including standardized testing, an annual cycle of undergraduate and graduate program assessment, program review, surveys, course evaluations, accreditation requirements, and special assessment projects. The University Assessment Committee (UAC) consists of representatives from all segments of the University (e.g., Academic Affairs, Student Affairs, College, Schools, and Budget Management). The Committee reviews assessment plans for academic and non-academic programs, provides recommendations for planning, and program improvements to department chairs, program directors, and departmental assessment coordinators.

In addition, members of the UAC collaborate with General Education Program (GEP) Committee in developing, monitoring, and revising the university plan for assessing the general education learning outcomes. Below is an evaluation checklist for the DSW assessment committee:

Goals and Objectives

1. Goals of the DSW program and how these are related to the School of Social Work's short and long-term strategic plans and goals;

- a. Ways in which these goals have changed during annual assessments and reviews and the responsiveness to changes;
 - b. Ways in which the programs have succeeded in achieving these goals;
 - c. Ways in which the programs have not consistently met identified goals;
 - d. Responsiveness to changing directions and demands of urban communities, human and social service organizations;
 - e. Responsiveness to changes in available resources or workload;
 - f. Responsiveness to changing needs of the social work profession and academia.
2. Faculty
- a. Specific qualifications of faculty for the program
 - b. Productivity of the faculty
 - i. Quality of teaching, research productivity, and service;
 - c. National and international impact of faculty on the social work profession;
 - d. External recognition of faculty, including exhibits, awards, prizes, commissions, fellowships, etc.;
 - e. Salary and fringe benefits to attract and retain faculty;
 - f. Faculty turnover rates and reasons;
 - g. Faculty teaching loads;
 - h. Faculty advising loads;
 - i. Faculty mentoring and support for faculty development;
 - j. Faculty involvement in governance and program development;
 - k. Opportunities for intellectual interactions among faculty; and
 - l. Description of faculty morale.
3. Students
- a. Demographic and academic characteristics of student population;
 - b. Policy on admission of students and resources and strategies used for recruitment;
 - c. Financial assistance available to students;
 - d. Student participation in program development and evaluation;
 - e. Attrition rate, amount of time to complete degree, graduate rate;
 - f. Success in placement of graduates in administration and management, academic appointments, entrepreneurship, etc.;
 - g. Description of the morale of students.
4. Physical Facilities and Other Resources
- a. Classrooms and other instructional and distance education facilities;

- b. Offices and meeting rooms;
 - c. Library and information retrieval resources;
 - d. Technology support.
5. Curricula and Teaching Effectiveness
- a. Curricula objectives and student programs of study;
 - b. Methods of evaluating student performance;
 - c. Numbers, types and sizes of classes taught by tenure-stream, tenured, and, adjunct faculty;
 - d. Assessment of teaching by students and peers (methods and results);
 - e. Opportunities for professional development;
 - f. Interrelatedness (if any) of Programs with Other Programs, Departments, Centers and Schools within the University and at Other Leading Institutions.
6. Comparison to Similar Programs within the MSU and at Other Leading Universities (where feasible)
- a. Identification of peer programs;
 - b. Ratings by accrediting agencies, professional organization or others;
 - c. Annual program support (all sources);
 - d. Faculty size and number of students;
 - e. Success at recruitment of good graduate students;
 - f. Success at placement of graduates and productivity and recognition of these graduates;
 - g. National and international reputation in profession or discipline;
 - h. Strategies for Strengthening Program, Given Present Resources.

N. Consistency with the State’s Minority Student Achievement Goals:

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

Morgan State University is Maryland’s largest HBCU, and a major aspect of its mission is to expand access to higher educational opportunities for diverse and underserved student populations, especially African Americans, and to provide support for their academic success. Morgan State’s mission also embraces an urban focus that highlights the need to prepare graduates to address problems that disproportionately affect urban families and communities. Thus, Morgan State affirms the link between enhancing student access to and success in higher education with real-world problems that often prevent and make it difficult for urban residents to seek and afford higher education. By

addressing, preventing, and reducing these problems, more underserved urban residents will have a greater chance of accessing higher education and obtaining a degree.

The proposed DSW program also affirms the University's mission and will be designed to attract diverse groups of MSW practitioners who want to advance their practice skills through doctoral education. The proposed program will especially recruit minority students of color who are interested in enhancing their practice skills to address social and mental health problems that disproportionately affect urban families and communities. According to the Council on Social Work Education and the Group for the Advancement of Doctoral Education in Social Work (2020), DSW programs enroll a greater percentage of African-American students (35.8%) than traditional PhD programs in social work (22.1%). In part, this may be a function of the greater need for African-American MSW practitioners to obtain a doctorate so that they can more effectively work to resolve social and behavioral health problems that African-Americans disproportionately experience. African-American MSW practitioners may have a sociocultural nexus with other African-Americans who are experiencing the brunt of socioeconomic, health and behavioral health problems, and may view obtaining a DSW degree as a way to better serve the communities from which they have emerged. Since many African Americans are reared in urban social environments, the urban mission of Morgan State and the proposed DSW program will provide greater opportunities for more African-American MSW practitioners to obtain their doctorates and make a positive difference in their communities.

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

Not applicable, this program is not identified as a low performing program as identified by the Commission.

P. Adequacy of Distance Education Programs:

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide distance education.

Morgan State University is an active SARA institution (see [NC-Sara Directory | NC-SARA](#)).

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

As a SARA Institution, Morgan State University has agreed to abide by C-RAC Guidelines.

The Institution agrees to abide by the Interregional Guidelines for the Evaluation of Distance Education and provisions of the SARA Policy Manual. Below are some specifics about the Distance Education as it relates to the proposed DSW program:

a. Curriculum and Instruction.

i. A distance education program shall be established and overseen by qualified faculty.

The online DSW Program will be established under the direction of the current PhD Program Chairperson, who has a DSW in Social Work and an MSW from a CSWE accredited institution. The Chair has an extraordinary and lengthy record of teaching, scholarship and academic administration. He is also well versed in online and remote instructional modalities at all levels of social work education.

- ii. A program's curriculum shall be coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats. The MSU's proposed online DSW Program will be reflective of the campus-based doctoral program as required in terms of student learning outcomes (i.e., competencies), curriculum, rigor, and assessment methods. The required courses will cover the significant clinical content areas with a variety of electives. The assessment measures used in the online DSW program will be comprehensive in nature to critically assess student-learning outcomes. Currently used measures from the doctoral program 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. The DSW curriculum is designed to provide instruction and opportunities for students to master identified competencies, and annual assessment and reporting of students' attainment of these competencies will be required. As indicated in ii above, the online DSW program will be reflective of the campus-based doctoral program and as such have similar learning outcomes.
- iv. A program shall provide for appropriate real-time or delayed interaction between faculty and students. Online DSW 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 prior to 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 Morgan State's School of Social Work faculty who have subject matter expertise in particular areas with support and assistance from the University's Online and Instructional Design Office. Currently, all faculty who teach courses in the Online MSW Program are Quality Matters trained. DSW courses will undergo a Quality Matters peer review to ensure compliance with best practices in online instructional design.

- 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, offering the DSW 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 number of courses and hours to complete the DSW degree could be challenging for some students. It is common for graduate and doctoral students to be faced with 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 DSW degree online is a preferred option for many of these prospective enrollees.

- II. Review and approval processes shall ensure the appropriateness of the technology being used to meet a program's objectives.

Courses developed for the DSW online program will be required to meet the nationally recognized Quality MattersTM 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 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 DSW Program will be required to take an intensive Quality Matters "Teach Online" course which trains them in the use of the learning management system (CanvasTM) 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 MattersTM "Design Your Own Course" class. At the present time, all full-time MSW faculty within the SSW have successfully completed these two Quality MattersTM courses in online course design and instruction, and all are currently teaching online courses in the bricks and mortar MSW or BSW program. This means that over half of the full-time SSW faculty have met these criteria and will be responsible for the development and content of courses within the online DSW program.

- II. Principles of best practice for teaching in a distance education format shall be developed and maintained by the faculty.

Online DSW Faculty will be trained in the Quality Matters standards and will tailor the teaching strategies they learn to the social work educational setting. Monthly DSW 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 (Canvas) 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 (Canvas), 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.
 - (ii) A DSW Online Program Student Handbook will be available 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 (Canvas) 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.
 - (iii) 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 is currently in negotiations with a vendor who will provide student services to online programs university-wide.
 - (iv) 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.
 - (v) 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 DSW program and the services available to students.

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