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August 1, 2022

Dr. James D. Fielder, Jr.
Maryland Higher Education Commission
Secretary of Higher Education
6 North Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder:

On behalf of President Carolyn Lepre, the faculty, and the entire Salisbury University (SU) community, I am requesting approval to add a new area of concentration in Masters of Social Work – Clinical Social Work and Advocacy Concentration. The proposal is fully endorsed by Salisbury University.

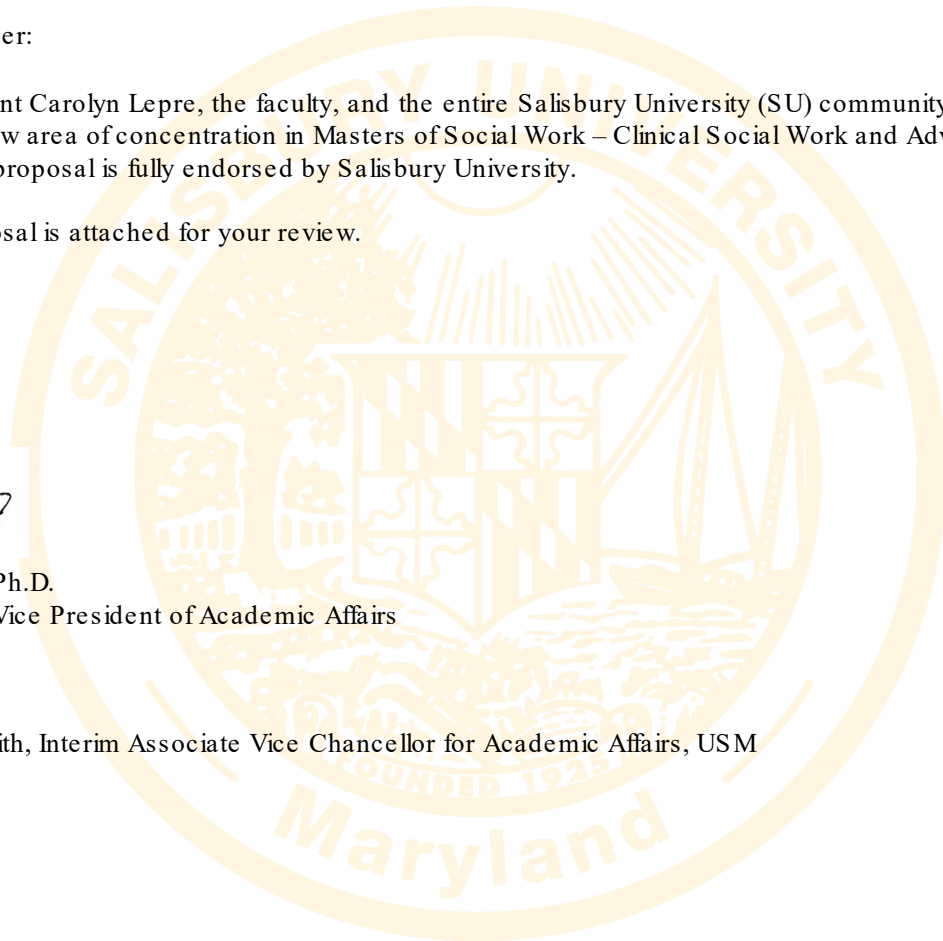 The complete proposal is attached for your review.

Sincerely,

Karen L. Olmstead, Ph.D.
Provost and Senior Vice President of Academic Affairs

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ecc: Dr. Darlene Smith, Interim Associate Vice Chancellor for Academic Affairs, USM

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

Institution Submitting Proposal	

*Each **action** below requires a separate proposal and cover sheet.*

New Academic Program	Substantial Change to a Degree Program
New Area of Concentration	Substantial Change to an Area of Concentration
New Degree Level Approval	Substantial Change to a Certificate Program
New Stand-Alone Certificate	Cooperative Degree Program
Off Campus Program	Offer Program at Regional Higher Education Center

Payment Submitted:	Yes	Payment Type:	R*STARS #	Payment Amount:	Date Submitted:
	No		Check #		

Department Proposing Program	
Degree Level and Degree Type	
Title of Proposed Program	
Total Number of Credits	

Suggested Codes	HEGIS:	CIP:

Program Modality	On-campus	Distance Education (*fully online*)
Program Resources	Using Existing Resources	Requiring New Resources

Projected Implementation Date	Fall	Spring	Summer	Year:

Provide Link to Most Recent Academic Catalog	URL:

Preferred Contact for this Proposal	Name:
	Title:
	Phone:
	Email:

President/Chief Executive	Type
	Sign	Date:
	Date of Approval/Endorsement by Governing Board:

Revised 1/2021

A. Centrality to Institutional Mission and Planning Priorities

1. **Program Description:** The Master of Social Work (M.S.W.) degree program at Salisbury University (SU) is proposing to move from one program to two new concentrations: 1) Clinical Social Work and Advocacy (CSWA) and 2) Social Change and Leadership. This proposal will discuss CSWA concentration. This concentration will allow students to choose a practice focus during the second half of their degree program. The proposed change will affect 26 credits of the 62 credit program, or 41.9% of the program.

2. **How Proposed Program Supports Institution's Strategic Goals:** The M.S.W. Program at SU makes valuable contributions to SU's mission. These contributions will be strengthened with the introduction of the new concentrations. SU's mission states, "Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world," (retrieved from https://www.salisbury.edu/discover-su/mission-values.aspx). SU's M.S.W. Program provides students an important pathway to professional licensure and "gainful employment." Considered an essential profession, the demand for clinical social workers has increased and is projected to continue to do so nationwide (US Bureau of Labor Statistics, 2021). The new CSWA concentration within the M.S.W. Program will provide students interested in pursuing clinical social work important training and preparation for this career path. Furthermore, the concentration emphasizes advocacy and leadership within civic and global contexts.

   In addition to supporting the University's mission, the proposed modifications to the M.S.W. Program are aligned with SU's Strategic Plan (2020-2025), which calls for the continuation and development of "exceptional and challenging academic programs, " (https://www.salisbury.edu/administration/academic-affairs/university-analysis-reporting-and-assessment/strategic-planning/goal-one.aspx). More specifically, Strategy 1.1.2 of SU's Strategic Plan is to "expand and support existing undergraduate and graduate programs based on emerging trends, as well as the needs of students and the region." The development of the new M.S.W. Clinical Social Work and Advocacy concentration reflects trends within the profession as well as the needs of students and social service agencies within our region. The proposed revision follows a thorough review of the curriculum that included student and field agency input. This review indicated a need for a more clinically oriented concentration that prepares students to engage in advanced clinical pratice.

3. **Adequate Financing of Program**
   This proposal is proposing a reconfiguration of an exisiting program, no new resources are required. Salisury University's exisiting faculty will be able to offer the courses as part of their regular teaching load; therefore, it will not require any additional administrative support or increased funding.

4. **Commitment to Adequate Continued Support:** Salisbury University is committed to providing additional administrative, financial, and technical support as needed to match increase in student demand when needed. There is already a well-developed administrative structure in place to support the reconfiguaration of the current M.S.W. program into two concentrations.

B. Critical and compelling regional or Statewide need as identified in the State Plan

1. **Demonstrate Demand and Need for the Program:** The addition of the CSWA concentration responds to societal need for advanced training in the area of clinical social work. NASW reports that 80% of recent MSW graduates nationwide intend to seek clinical licensure within five years of graduation (Fitzhugh Mullan Institute for Health Workforce Equity, 2020). Additionally, 66% of new graduates report providing some form of mental health service to their clients. Therefore, the majority of M.S.W. graduates will likely pursue careers in direct clinical practice. Simultaneously, the need for clinical social work has increased substantially since the pandemic. Reports indicate that the pandemic will have long-lasting effects on mental health and result in an increased need for service providers, including clinical social workers (Panchal, Kamal, Coz, & Garfield, 2021). Within Maryland, a shortage of social workers has led to concerns about school safety as students return to in-person learning (Lynn, 2022). The proposed CSWA concentration will prepare students to meet the workforce demands within the state and region. It will also enable the majority of M.S.W. students to better prepare for their chosen career in direct clinical services.

2. **Evidence that Perceived Need is Consistent with Maryland State Plan for Postsecondary Education:** The 2017-2021 State Plan notes that "Higher education in Maryland makes an essential contribution to a vibrant state economy" and that institutions should "promote and implement practices that will ensure student success" including credentials and well-integrated academic and career advising (MHEC State Plan for Postsecondary Education). This proposed program modification supports the Maryland State Plan for Postsecondary Education's goal, given the enhanced course work on clinical social work practice that will support M.S.W. graduates ability to obtain licensure once completing the program.

C. Market supply & demand in the Region and State
In 2020, there were 56,762 degrees awarded in Social Work, with 0.38% growth (Data USA). The overall population of workers with this academic area in 2019 is estimated at 789,449 members of the US workforce, with an one-year growth increase of 3.37% (Data USA). Currently there are 148,849 jobs listed that require at least a Masters degree on Indeed for individuals seeking employment as social workers. When searching specifically for "clinical social worker" with at least a Masters degree on Indeed, there are over 32,000 job listings.

The US Bureau of Labor Statistics reports for the period from 2020 to 2030, the profession of social work will have a 12% growth rate, which is faster than average of all occupations. The Mid-Atlantic states, the area in which SU School of Social Work primarily serves, has higher employement levels of mental health and substance abuse social workers (subcategory of social

work). When looking at the top-10 metropolitan areas with the highest employment level for mental health and substance abuse social worker, four of the metro areas are within the catchment area of the the SU social work (1. New York-Newark-Jersey City, NY-NJ-PA; 4. Washington-Arlington-Alexandria, DC-VA-MD-WV; 5. Philadelphia-Camden-Wilmington, PA-NJ-DE-MD; 10. Baltimore-Columbia-Towson, MD).

D. Reasonableness of Program Duplication
Within the State of Maryland, there are three universities that offer CSWE-accredited Masters of Social Work Programs, including: Morgan State University, University of Maryland, Baltimore (UMB), and SU. These three programs offer distinct opportunities for students, and serve the diversity of Maryland's student population. Morgan State University offers a M.S.W. with a concentration in advanced social work practice with urban families, groups, organizations, and communities. The emphasis is on preparing students to practice effectively in urban contexts with diverse client populations. UMB offers a M.S.W. degree in which students choose one of two concentrations, e.g. either macro and clinical. Within these concentrations, students also choose a specialization in one of seven areas: aging; behavioral health; community action and social policy; families and children; health; and organizational leadership.

Salisbury University began offering its M.S.W. program in 2001. After over 20 years, SU's Social Work faculty have made important updates and revisions to the M.S.W. curricula, including the development of two new concentrations, Clinical Social Work & Advocacy and Social Change & Leadership. These concentrations are distinct from the concentrations offered at the other two M.S.W. programs within the State. While there may be some overlap between UMB's and SU's concentrations, the need within the state for clinically-trained social workers and social workers who can assume leadership roles is unprecedented and growing.

Furthermore, while there may be some overlap in content due to shared accreditation standards, the emphases of these programs as well as the populations served distinguish the three programs from one another. Morgan State emphasizes preparing students for practice in urban contexts. Similarly, UMB provides its program at two predominantly urban sites in Maryland, including Baltimore City and Shady Grove. Salisbury's M.S.W. program will continue to serve students largely from rural and suburban areas of the state and Mid-Atlantic region through our satellite campuses and online offerings, and military-connected students in Europe through our existing partnership with UMGC.

E. Relevance to High-Demand Programs at Historically Black Institutions (HBIs)
The School of Social Work currently offers the M.S.W., a long-standing program that received MHEC approval several years ago. This proposal is outlining a reconfiguration of the program into a new concentration. As mentioned above, Morgan State's M.S.W. concentration is practice in urban contexts and thus, this proposed concentration does not directly duplicate the specialized curriculum.

At the undergraduate level, the SU has a long-established relationship with the University of Maryland Eastern Shore (UMES) in which UMES students are able to obtain a degree in Sociology from UMES and a B.S.W from SU. Students that graduate with an undergraduate degree in social work are able to apply for the advance standing M.S.W. program. Given the

various options in which the M.S.W. program is offered, our dual-degree students often continue their graduate studies in social work at SU.

F. Relevance to the identity of Historically Black Institutions (HBIs)
Please see D and E above.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

1. **How Proposed Concentration was Established and Faculty Oversight:** The M.S.W. Program at SU is comprised of 62 credits, the first 30 of which provide all students a foundation of generalist social work knowledge, values and skills. The final 32 credits of the M.S.W. program build on the first 30, and allow students to specialize in an area of practice. The Council on Social Work Education (CSWE), the national accrediting body for social work education, requires that M.S.W. programs include a concentration. Currently, the MSW Program at SU provided one choice of concentration, which is entitled "Advanced Direct Practice with Individuals, Families, Groups and Organizations." This 32-credit concentration included a 3-credit elective course. As stated above, the proposed modifications to SU's M.S.W. Program centers around the introduction of two new concentrations that will replace the current curriculum. The proposed program modification would provide students a choice between concentrations in 1) Clinical Social Work and Advocacy or 2) Social Change and Leadership. A description of the CSWA concentration is provided below:

   The Clinical Social Work and Advocacy Practice specialization prepares students to work with diverse individuals, families, and small groups with a special focus on interventions that enhance the person-in-environment fit, and address biopsychosocial and behavioral functioning. Students who specialize in Clinical Social Work and Advocacy Practice will be prepared to assume a variety of roles in multi-disciplinary settings, including but not limited to: mental health clinics, healthcare facilities, family service agencies, palliative and hospice care, schools, veterans services, the military, in-patient treatment facilities, social service agencies, recovery programs, forensic services, court services, and private practice.

   This concentration will continue to build on the current 30-credits of foundation coursework. The concentration consists of 21 credits of unique coursework, as well as 11 credits of shared coursework. The shared coursework includes a 3-credit course on anti-racist social work practice, a 3-credit course on program evaluation, a 2-credit course on ethics, and a requirement to complete a 3-credit elective course. The plan of study for the concentration is provided in Appendix A, along with the course descriptions.

2. **Educational Objectives and Learning Outcomes:** Salisbury University's M.S.W. Program is "grounded in social work values and ethics and using innovative program options, SU offers a student-centered MSW program that prepares graduates to make an impact in their local and regional communities and at national and international levels. Salisbury University MSW graduates serve as leaders in the implementation of socially just, culturally-responsive, equitable, evidence-based, and theory-informed

interventions." (M.S.W. Program Mission). The goals of the M.S.W. Program are to prepare social work graduates who:

Goal I: Perform as professional social workers in either Clinical Social Work and Advocacy or in Social Change and Leadership.

Goal II: Develop a professional identity grounded in social work ethics and values.

Goal III: Apply knowledge of diversity, difference, and the impact on life experiences and identity formation.

Goal IV: Demonstrate critical thinking, ongoing self- reflection, and awareness of continued professional development as essential components of culturally competent, advanced direct social work practice.

Goal V: Engage in scientific inquiry, evidenced-based practice, and program evaluation.

Goal VI: Enhance an understanding of human rights, human and community well-being, and social and economic justice.

The M.S.W. Program adheres to the core competencies articulated by CSWE. These competencies serve as the learning outcomes for students graduating with a M.S.W. degree from SU. The nine competencies are listed below, and can be found in the Appendix A, with expanded operational definitions, and behavioral measures for each of the two proposed specializations.

Competency 1: Demonstrate ethical and professional behavior

Competency 2: Advance human rights and social, racial, economic, and environmental justice

Competency 3: Engage anti-racism, diversity, equity, and inclusion in practice

Competency 4: Engage in practice-informed research and research-informed practice

Competency 5: Engage in policy practice

Competency 6: Engage individuals, families, groups, organizations, and communities

Competency 7: Assess individuals, families, groups, organizations, and communities

Competency 8: Intervene with individuals, families, groups, organizations, and communities

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities

The M.S.W. Program is accredited by CSWE and this accreditation is reviewed every seven years through a reaffirmation process. The proposed program modification adheres to accreditation requirements. Additionally, the proposed modification applies to the graduate program in social work at SU, and therefore, general education requirements do not apply.

3. **Evaluation Plan for Program:** In response to accreditation requirements, SU's School of Social Work has articulated a robust plan for evaluation of the M.S.W. Program. Evaluation focuses on the attainment of the aforementioned nine core competencies. A two-prong approach is used to evaluate competency attainment. The first source of data is derived from aggregated field evaluations. These field evaluations report on student demonstration of the practice behaviors that operationalize each competency. Professional social workers who observe and supervise students in their internships complete field evaluations each semester on their students. These evaluations are then aggregated to examine how students in the program are doing in relation to each of the competencies. The second form of evaluation data is derived from aggregated results of standardized tests students take at the beginning of their MSW Program, at the end of their generalist year curriculum, and then again at the end of the specialized curriculum.

4. **List of Courses with Title, Semester, Credit Hours, and Course Descriptions, along with Description of Program Requirements:** Please see Appendices B and C.

5. **General Education Requirements:** Not applicable to a graduate program.

6. **Specialized Accreditation or Graduate Certification Requirements:** Not applicable.

7. **Contracting with Another Institution:** Not applicable

8. **Assurance that SU provides Clear, Complete, and Timely Information to Students:** All curricular, course and degree requirements will be updated in the online catalog as well as on the website. Faculty members and staff will be trained on the new curriculum and degree requirements. The SU website provides all pertinent information to prospective and current students regarding academic and student support, SU's learning management system, financial aid resources, and costs and payment policies.

9. **Assurance that Advertising, Recruiting, and Admission materials are Clear and Accurate:** The School of Social Work has an established recruitment committee, which is charged with the conceptualization of advertising and recruitment materials that are then submitted to SU's Marketing and Communications Department for development. This committee is chaired by the M.S.W. and B.A.S.W. Program Chairs, which helps to ensure the accuracy of the material. The Program Chairs are also tasked with the development of admissions material. The SU Marketing and Communications Department vets all publications, including marketing, catalog, and website admissions pages, which fact-checks all submissions.

H. Adequacy of Articulation
Not applicable.

I. Adequacy of Faculty Resources
The proposed concentration will be taught by existing faculty and adjuncts from the School of Social Work. The Office of Instructional Design & Delivery provides professional development in pedagogy and instructional technologies. They provide ongoing online and in-person workshops on curriculum design, our learning managements system, plagiarism detection service, lecture capture software and more. In their weekly newsletter during Fall and Spring semesters, they provide best practices for traditional, hybrid and online learning environments. Through our Quality Matters subscription faculty are provided professional development in quality course design, instructor presence and other best practices for the online and hybrid environments – specifically our Certificate of Online Learning and Teaching certificate and our Soaring with Online Learning course development programs. Additional opportunities are provided through the Faculty Development Committee and our Faculty Learning Communities (FLC) such as the Interdisciplinary Studies FLC and the Scholarship of Teaching and Learning FLC. Finally, the institution hosts two annual faculty development events – one in August at the beginning of the semester (our most recent focused on Effective Teaching Strategies) and a Teaching & Learning Conference in the Spring, where faculty present evidence-based practices and their experiences at SU.

Please see Appendix D for a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and course(s) each faculty member will teach in the proposed program.

J. Adequacy of library resources
Please see Appendix E: SU Libraries Resources and Services for Social Work

K. Adequacy of physical facilities, infrastructure and instructional equipment
No new physical facilitities, infrastructure, and instructional equipment are needed. This proposal is recommendating a restructuring of current programs with the current resources.

L. Adequacy of financial resources with documentation
Please see Appendix F.

M. Adequacy of Provisions for Evaluation of Program
Course evaluations are completed by students at the end of each semester. The evaluations are used in annual faculty evaluation as well as in the tenure and promotions procedures to assess teaching. The evalutions are also used for promotion of adjunct faculty.

As mentioned above, a two-prong approach is used to evaluate competency attainment of students. The first source of data is derived from aggregated field evaluations and the second form of evaluation data is derived from aggregated results of standardized tests students take at the beginning of their MSW Program, at the end of their generalist year curriculum, and then again at the end of the specialized curriculum.

The School of Social Work also monitors the annual pass-rates of SU MSW graduates on the state licensure exam.

N. Consistency with State's Minority Student Achievement Goals

Section 13B of the Code of Maryland Regulations (COMAR) state that "Access and choice for Maryland citizens to higher education shall focus on the needs of citizens for higher education programs, services, and research, including: … (2) transferability of credit; (3) economic development... (5) Expansion of educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education…." (http://mdrules.elaws.us/comar/13b.02.03.05). The proposed program modification will not affect transferability of credits. Students will be able to continue to transfer in credits from CSWE-accredited MSW programs at other Institutions. While providing additional career preparedness choices for students, the proposed program modifications do not impose any additional burdens to students. Total credit hours for graduation will remain the same.

Additionally, the program will continue to be offered in three delivery methods, including: in-person, evening classes at SU's campus in Salisbury; in-person, evening classes at four satellite sites throughout Maryland; and online. The program will also continue to be offered to military-affiliated students in Europe through the existing SU and University of Maryland Global Campus partnership. All of these options ensure that the program is accessible to students, who are balancing school with other life commitments, including working, and caretaking.

O. Relationship to Low Productivity Programs Identified by the Commission

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

P. Adequacy of Distance Education Programs

The SU School of Social Work has been approved since August 14, 2014 to provide distance education programming. The program adheres to the nine guidelines identified in the Council for Regional Accrediting Commissions (C-RAC)'s Interregional Guidelines for the Evaluation of Distance Education.

APPENDIX A
Clinical Social Work and Advocacy Practice

The Clinical Social Work and Advocacy Practice specialization prepares students to work with diverse individuals, families, and small groups with a special focus on interventions that enhance the person-in-environment fit, and address biopsychosocial and behavioral functioning. Students who specialize in Clinical Social Work and Advocacy Practice will be prepared to assume a variety of roles in multi-disciplinary settings, including but not limited to: mental health clinics, healthcare facilities, family service agencies, palliative and hospice care, schools, veterans services, the military, in-patient treatment facilities, social service agencies, recovery programs, forensic services, court services, and private practice.

Competency 1: Demonstrate Ethical and Professional Behavior	
Operational Definition (Knowledge, Values, Skills, Cognitive and Affective Processes; KVSCA)	**Practice Behaviors**
Clinical social workers integrate professional values and ethical principles in all aspects of their work. Clinical social workers recognize the importance of the professional relationship in practice with individuals, families, and groups. Clinical social workers model professionalism that reflects their understandings of both the social work role and that center service to clients. Clinical social workers engage in continuous clinical supervision that promotes professional growth and self-reflection.	• Use clinical supervision and consultation to continuously examine professional roles and boundaries, engage in ongoing self-correction, and ensure that practice is congruent with social work ethics and values (CSWE, 2018b); • Apply ethical decision-making models and theories in clinical work with individuals, families, and groups (previous self-study); • Model appropriate professional use of self in the clinical practice with individuals, families, and groups; • Incorporate technology into clinical practice with individuals, families, and groups to facilitate equity, inclusion and access to services.
Competency 2: Engage Diversity and Difference in Practice	
Operational Definition (KVSCA)	**Practice Behaviors**
Clinical social workers demonstrate an understanding and commitment to culturally responsive and anti-racist practice. Clinical social workers engage strong professional communication skills to engage and work with diverse individuals, families, and groups. Clinical social workers understand the role of culture in the life experiences and help-seeking behaviors of diverse client groups. Clinical social workers engage in a process of continual praxis in which they reflect on the influence of own identities, life experiences, and biases on their practice and then use these reflections guide them in culturally humble and anti-racist practice.	• Formulate culturally responsive interventions for diverse clients that are ethically grounded and informed (Diversity Committee); • Apply tools of self-reflection and critical thinking to increase self-awareness mediating the impact of their own experiences, cognitive processes, and personal affective responses (Diversity Committee); • Understand and build Knowledge regarding the powerful impact of diversity factors in shaping trauma experiences, help-seeking behaviors, and responses to trauma at the micro, mezzo, and macro levels (CSWE, 2018b);

	• Demonstrate awareness of one's intersectionality and cultural background and how these factors may impact one's practice (Rutgers).

Competency 3: Advance Human Rights, and Social, Economic, and Environmental Justice	
Operational Definition (KVSCA)	**Practice Behaviors**
Clinical social workers recognize that all work with clients occurs in a larger socio-political context. Clinical social workers apply theoretical understandings of the socio-political context to assess the impact of these contexts on clients and client well-being. Clinical social workers advocate for policies, services, and practices that ensure basic human rights and that promote social, economic, racial, and environmental justice.	• Advocate for equitable distribution of human rights without prejudice (Diversity Committee); • Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention (Diversity Committee); • Contextualize all client conceptualizations (assessments) utilizing lenses of social justice, including aspects of identity and social location that may marginalize clients and/or contribute to their inequitable distribution of social and economic resources (Rutgers); • Intentionally apply tenets of anti-racist practice, including the centering of issues of race and racism, recognition of personal privilege, and understanding the role of privilege and power in defining or limiting opportunities, access, and equity based on race.

Competency 4: Engage in Practice-informed Research and Research-informed Practice	
Operational Definition (KVSCA)	**Practice Behaviors**
Clinical social workers are critical consumers of evidence-based research and can apply evidence-based principles to inform practice in diverse settings. Clinical social workers work in solidarity with diverse stakeholders groups in the generation of practice and program knowledge.	• Identify, implement, and evaluate assessment tools for use with diverse populations; • Identify and assess the relevance of evidence-based practices in interventions with diverse individuals, families, and groups (previous self-study).

Competency 5: Engage in Policy Practice	
Operational Definition (KVSCA)	**Practice Behaviors**
Clinical social workers understand the historical, cultural, and ideological foundations of modern social welfare policy. Clinical social workers understand concepts of political power and the influence on policy making and implementation in relation to impacting diverse client groups. They have an understanding of democratic processes, including the role of citizens and non-citizen residents in policy making processes.	• Identify local, state, and federal level policies and analyze their direct implications on the well-being of diverse client groups (previous self-study).; • Analyze the impact of the larger economic policies, political environments, and changing trends service delivery (previous self-study).

Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities	
Operational Definition (KVSCA)	**Practice Behaviors**
Clinical social workers strive to ensure that clients are collaboratively engaged in all phases of the planned-change process . Clinical social workers recognize that the process of engagement models a restorative and trusting relationship with clients.. Clinical social workers are cognizant of the interplay of culture, belief systems and prior experiences of trauma in the engagement process. Clinical social workers demonstrate an awareness of the conscious use of self and the ability to critically self-reflect as integral to establishing helping relationships.	• Integrate and utilize theoretical frameworks to engage diverse individuals, families, and groups (previous self-study); • Evaluate complexity of client circumstances and design appropriate engagement strategies that affect change with diverse individuals, families, and groups (previous self-study); • Develop and sustain empathy, self-awareness, and other interpersonal skills in clinical work with clients (previous self-study).
Competency 7: Assess Individuals, Families, Groups, Organizations and Communities	
Operational Definition (KVSCA)	**Practice Behaviors**
Clinical social workers engage in ongoing assessment as a component of the dynamic and interactive process of clinical practice with diverse individuals, families, and groups. Clinical social workers are familiar with diagnostic criteria, including the DSM, and are able to incorporate these criteria into multidimensional assessments. Clinical social workers are mindful of the effect of their personal experiences and affective responses as they perform assessments and make decisions.	• Demonstrate mastery of multidimensional bio-psycho-social-spiritual assessment with individuals, families, and groups (previous self-study); • Demonstrate ongoing self-awareness of the impact of personal experiences on the assessment process (previous self-study); • Conduct trauma-informed assessments that explore and examine the effects of all types of trauma, trauma context, and history of trauma exposure and assess for risks, strengths, and protective factors in a developmental context across the lifespan (CSWE, 2018b); • Select and use empirically sound assessment techniques that are culturally and developmentally appropriate for use with diverse client groups.
Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities	
Operational Definition (KVSCA)	**Practice Behaviors**
Clinical social workers use multidisciplinary theoretical frameworks to intervene with individuals, families, and groups. They critically evaluate, select, and apply evidence-based as well as culturally appropriate interventions and clinical techniques with diverse client populations. Clinical social workers demonstrate the differential use of clinical strategies for a range of presenting concerns. Clinical social workers collaborate with other professionals to coordinate interventions.	• Demonstrate mastery of evidenced-based, culturally appropriate interventions and clinical techniques with individuals, families, and groups (previous self-study); • Differentially integrate and utilize culturally relevant theoretical frameworks, research knowledge, and client preferences to inform intervention (previous self-study); • Demonstrate ongoing self-awareness of the impact of personal experiences on the intervention process (previous self-study);

	• Advocate for the advancement of trauma-informed systems of care, expanded access to effective trauma-focused interventions, and social justice for marginalized and oppressed people who are most at risk for experiencing trauma (CSWE, 2018b).
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	
Operational Definition (KVSCA)	**Practice Behaviors**
Clinical social workers evaluate practice with individuals, families, and groups to ensure effectiveness. Informed by theory, they continue to develop and utilize the processes of practice evaluation and program evaluation to demonstrate intervention and program effectiveness with diverse client populations. Clinical social workers use evaluation findings to inform best practice.	• Select and use appropriate methods for evaluation of intervention outcomes (Rutgers); • Apply knowledge of human behavior and the social environment, person-in-environment, quantitative and qualitative methods, and other multidisciplinary theoretical frameworks in the evaluation of client and program outcomes (Rutgers); • Critically analyze, monitor, and evaluate interventions, clinical processes, outcomes, and client satisfaction within a single case design (Rutgers).

Programs of Study and Course Descriptions

			Generalist Curriculum
			The generalist curriculum consists of 10 courses worth 3 credits each for a total of 30 credits.
Course Number and Title	Credits	Semester	Course Description
SOWK 607 Social Welfare Policy Practice: Analyst and Advocate	3	Fall	Provides an understanding of social welfare policy analysis with micro, mezzo, and macro social work policy practice knowledge skills. Prepares students to participate in the policy-making process, integrating both policy analysis and formulation skills, as well as understanding the methods and strategies for advocating for policy change and new policies.
SOWK 610 Theoretical Analysis I: Cultural Diversity, Human Development, and Inequities Across the Life Course	3	Fall	This course aims to prepare students to use knowledge of human development in the environment in ethical, diversity-affirming, justice-promoting, and reflective ways in advocacy and counseling practice with diverse communities. Students will learn a bio-psycho-social-cultural-spiritual perspective on life course development, a set of developmental theories to inform social work assessment at all levels of practice, and a critical "privilege and oppression" framework for identifying the relationship between diversity and difference and inequities in health, well-being, and developmental outcomes. Students will learn from interactive lectures, role-plays, discussion and reflection activities, and assigned readings.
SOWK 616 Foundations of Research-Based Social Work Practice	3	Fall	Research is the basis of evidence-based practice. Understanding the scientific method is an ethical obligation in social work practice. In order to ensure that we are practicing ethically, we need to be continually informed about the practices we are using and that they are based in the research. It is incumbent upon social workers to be able to stay current and monitor trends in research that directly apply to all levels of practice. Through this course students will develop the skills to locate, analyze, and critically examine social science research. May be repeated only once with permission of the School.
SOWK 617 Application of Research-Informed Social Work Practice	3	Spring	A key ethical consideration for social workers is the ability to evaluate their practice. This course will highlight the social work and research connection by exploring the steps of evidence-based practice. Drawing upon current research literature and social work practice knowledge, this course will have students practice client assessment, formulate intervention plans, and develop measures to assess treatment outcomes. Students will learn how to analyze, interpret, and present quantitative and qualitative findings to help inform practice decisions. May be repeated only once by the permission of the School.
SOWK 620 Social Work Practice I	3	Fall	Social work students need training in a wide array of foundational skills to effectively address obstacles faced by individuals, families, and groups . Social work students in this course will develop assessment, engagement, and planning skills in order to establish effective helping relationships.This course provides instruction on the usage of evidenced based tools and theoretical approaches, from a culturally responsive and ethical lens, to prepare students for generalist practice with individuals, families, and groups.
SOWK 622 Social Work Practice II	3	Spring	Effective generalist social work practice requires practitioners to be proficient in problem solving and direct intervention to respond to the needs of individuals, families, and groups. Social work students in

Course Number and Title	Credits	Semester	Course Description
			this course will expand their foundational practice knowledge by developing intervention, evaluation, and termination skills. This course emphasizes the practical application of evidence-based tools and theoretical approaches, emphasizing cultural humility and advocacy in practice with individuals, families, and groups.
SOWK 623 Social Work Practice III	3	Spring	Prepares students for a generalist approach to social work with large systems. Applies the planned change process within macro practice, specifically with organizations and communities. Expands basic knowledge, values, ethics, and skills with emphasis on macro-level problem-solving.
SOWK 630 Theoretical Analysis II: Structural Oppression, Collective Trauma, and Marginalized Populations – A Macro Perspective	3	Spring	This course aims to prepare students to use knowledge of mezzo and macro level systems (large groups, networks, organizations, communities, social movements, economic and political institutions, and societies) in ethical, diversity-affirming, justice-promoting, and reflective ways in advocacy and counseling practice with at-risk, marginalized, and vulnerable populations. Students will learn to use a justice perspective analyzing the systemic and oppressive influence of disparities in power and privilege on these populations and their members and the resulting negative impacts on health, well-being, and life course trajectories. This course will help students develop mezzo-macro assessment skills from ta critical justice and empowerment perspective. Students will learn from interactive lectures, role-plays, discussion and reflection activities, and assigned readings.
SOWK 640 - Field Instruction I	3	Fall	The first of a two-semester (fall/spring) sequence of supervised experience in the delivery of social services where students are required to participate in an agency-based field practicum for two days a week under the supervision of an agency-based field instructor with an M.S.W. Successful completion of the two-course sequence requires a student to fulfill a minimum of 472 hours of field instruction within the same social welfare agency accumulated across the fall and spring semesters.
SOWK 645 – Field Instruction II	3	Spring	The second of a two-course sequence of supervised experience in the delivery of social services, in the same agency students entered in SOWK 640, where students are required to continue an agency-based field practicum for two days a week under the supervision of an agency-based field instructor with a M. S. W. Successful completion of the two-course sequence requires a student to fulfill a minimum of 472 hours of field instruction within the same social welfare agency accumulated across the fall and spring semesters.

Specialized Curriculum

All MSW students will complete 32 credits of specialized curriculum in either Clinical Social Work and Advocacy or Social Change and Leadership. All MSW students will take SOWK 602, SOWK 699, SOWK 655 and an elective. The remaining 8 courses will be determined based on the student's specialization.

Clinical Social Work and Advocacy

Course Number and Title	Credits	Semester	Course Description
SOWK 602 Ethical Foundations of Social Work*	2	Summer, Fall, or Spring	Focuses on the ethical issues in social work practice including a theoretical framework and ethical problem-solving model to systematically evaluate values and resolve ethical dilemmas found in social work practice. Provides tools and methodologies for reflection and analysis.
SOWK 652	3	Fall	Builds knowledge and skills for evidence based assessment emphasizing a biopsychosocial-spiritual framework with individuals,

Clinical Assessment in Social Work			families, and groups. Attention is given to the importance of strengths perspective and a trauma informed, integrative assessment framework that is culturally and developmentally appropriate for diverse client groups. Focus on ongoing self-awareness and the impact of personal experiences and affective responses when performing assessments.
SOWK 654 Psychopathology	3	Summer, Fall, or Spring	This course is designed to provide students with extensive knowledge of the major forms of mental disorders and their assessment. Students will develop competence in the diagnostic assessment process by mastering the currently accepted diagnostic code (DSM-5). Upon successful completion of the course, students will be able to gather and analyze relevant assessment data to formulate a diagnostic impression. Students will develop knowledge of various mental disorders and their development and course, risk and prognostic factors, culture- and gender-related diagnostic issues, differential diagnoses, and comorbidity. Students will be prepared for assessment activities appropriate to a variety of clinical settings.
SOWK 655 Evaluation of Social Work Programs and Practices	3	Fall or Spring	It is incumbent upon ethical social workers to demonstrate that their programs are implemented as intended and that they are run both effectively and efficiently. There is an element of evaluation built into all social work agencies and practices, whether clinically or community focused. In this course, students will learn introductory program evaluation techniques that build upon the research principles learned in SOWK 616 and 617. Students will review different approaches to program evaluation, develop skills for applying research principles and techniques to monitor and evaluate programs with diverse populations and settings, and identify approaches to reporting findings back to stakeholder groups. May be repeated only once with permission of the School.
SOWK 656 Clinical Practice with Individuals and Couples	3	Fall	This specialization level course expands knowledge and practice of a biopsychosocial-spiritual framework with individuals and couples. This course will apply theory, evidence-based practice, and intervention skills to work with individuals. Attention will also focus on the effective use of self, strengths perspective, trauma informed, and multicultural practices.
SOWK 658 Clinical Practice with Families and Groups	3	Spring	This specialization level course expands knowledge and practice of a trauma-informed biopsychosocial-spiritual framework with families and groups. The course applies theory, evidence-informed practice, and intervention skills to work with families and groups. This class focuses on the effective and ethical use of self in multicultural family and group practice, while promoting resiliency as a foundation to personal and family well-being.
SOWK 663 Clinical Supervision and Administration	3	Fall or Spring	This specialization level course introduces students to clinical supervision and administration in the human services field. Utilizing evidence-based practices, students will explore and integrate ethical and professional behaviors in the application of the core assumptions of social work supervision as individuals and within an agency structure. Students will understand and integrate clinical and non - clinical supervisory and administrative practices as both supervisee and supervisor to better utilize supervision as a forum for ongoing professional growth and development and understanding and enhancement of agency practices, and provision of services to the targeted population and community.
SOWK 668	3	Fall	Field Education is the signature pedagogy of social work education. This course is the first of a two-semester/term sequence of supervised

Clinical Practice Field Placement I			advanced field practicum in the delivery of clinical social services. Students are required to work 24 hours/week for a minimum of 328 hours at the same social welfare agency under a field supervisor with an M.S.W. Students will participate in discussions, written assignments and activities concurrently to integrate and apply skills, theory, and interventions to practice experiences. Successful completion of the two-course sequence requires a student to fulfill a minimum of 672 hours of field instruction within the same social welfare agency accumulated across the fall and spring semesters.
SOWK 669 Clinical Practice Field Placement II	3	Spring	Field Education is the signature pedagogy of social work education. This course is the second of a two-semester/term sequence of supervised advanced field practicum in the delivery of clinical social services. Students are required to work 24 hours/week for a minimum of 344 hours at the same social welfare agency under a field supervisor with an M.S.W. Students will participate in discussions, written assignments and activities concurrently to integrate and apply skills, theory, and interventions to practice experiences. Successful completion of the two-course sequence requires a student to fulfill a minimum of 672 hours of field instruction within the same social welfare agency accumulated across the fall and spring semesters.
SOWK 691 Anti-Racist Social Work Practice in Action	3	Fall	Students will critically evaluate their attitudes, values, and beliefs regarding diversity and identity formation while utilizing theoretical frameworks for understanding oppression and privilege. Using anti-racist and anti-oppressive frameworks, students will critique the social work profession, including the NASW Code of Ethics (NASW, 2017). Students will scrutinize service delivery and the relationships among power, privilege, and oppression that occur on micro, mezzo, and macro levels of practice, particularly social and organizational policies and the implementation of those policies. Students will shift power towards inclusiveness, accessibility, equity, and social justice. Students will create and implement strategies for combating social injustice, including abolitionist and anti-racist social work practice.
SOWK Elective	3	Summer, Fall, or Spring	Students are able to choose from a number of electives offered each semester.

APPENDIX C
Program Requirements

- **Traditional (62 Credit) Program**
  - A baccalaureate degree from a regionally accredited college or university.
  - A broad liberal arts background with a minimum of 24 hours including at least one course in: sociology, psychology and introductory statistics. These undergraduate requirements may be taken at any accredited college or university, including community college.
  - A minimum 3.00 GPA on upper division courses and a 3.0 GPA on the 120 credits leading to the bachelor's degree. If applicant has a 2.5 to 3.0 GPA on the 120 credits leading to the bachelor's degree, but an otherwise strong application, consideration will be given for provisional admission.
  - Previous graduate credits are considered when assessing your qualifications.

- **Advanced Standing (32 Credit) Program**
  - Applicants who have completed a baccalaureate degree in Social Work from an undergraduate social work program accredited by the Council on Social Work Education within the last three years are eligible to apply for the Advanced Standing program. Applicants graduated within the last five years who have worked in human services for at least two of those years will be considered.
  - A broad liberal arts background with a minimum of 24 hours including at least one course in: sociology, psychology and introductory statistics. These undergraduate requirements may be taken at any accredited college or university, including community college.
  - A minimum of a 3.2 GPA on social work major and prerequisite courses and a 3.0 GPA on the 120 credits leading to the bachelor's degree is required. If applicant has a 2.8 to 3.0 GPA on the 120 credits leading to a bachelor's degree, but has an otherwise strong application, consideration will be given for provisional admission.
  - A recommendation from the field liaison who taught your most recent field education class is required in addition to three other letters of recommendation.
  - Three additional letters of recommendation are required from the following: one from a field placement supervisor, one from a college or university academic source, and one from either an employer, professional colleague or community associate.

APPENDIX D
Summary List of Faculty

The summary list of faculty below includes a list of courses in which the faculty are content experts.

Faculty Member	Appointment Type Non-tenure track (NTT) Tenure Track (TT)	Terminal Degree	Academic Title/Rank	Status Full-time (FT) Part-Time (PT) Adjunct	Courses
Anderson, Ellen	NTT	M.S.W.	Assistant Clinical Professor	FT	SOWK 616 SOWK 668 SOWK 669
Anthony, Becky	TT	Ph.D. in Clinical Human Sexuality	Associate Professor	FT	SOWK 691
Arban, Kathleen	NTT	M.S.W.	Associate Clinical Professor	FT	SOWK 691
Bailey, Carrie	NTT	M.S.W.	Adjunct I	PT	SOWK 668 SOWK 669
Bailey, Mary	NTT	M.S.W.	Adjunct I	Adjunct	SOWK 640 SOWK 645
Berkowich, Kristen	NTT	M.S.W.	Adjunct I	Adjunct	SOWK 658
Buchanan, Rachel	TT	Ph.D. in Social Work	Associate Professor	FT	SOWK 602 SOWK 616 SOWK 617 SOWK 655
Bukolt, Deb	NTT	M.S.W.	Adjunct II	Adjunct	SOWK 655
Childrey, A've	NTT	M.S.W.	Adjunct II	Adjunct	SOWK 654
Chillingworth-Shaffer, Anne	NTT	M.S.W.	Assistant Clinical Professor	FT	SOWK 607
Clark-Androjevics, Amanda	NTT	M.S.W.	Adjunct I	Adjunct	SOWK 617
Diamonte-Mock, Tina	NTT	J.D., M.S.W.	Assistant Clinical Professor	FT	SOWK 607
Dotson, Deb	NTT	M.S.W.	Adjunct II	Adjunct	SOWK 665 SOWK 668 SOWK 669
Dyer, Nikki	NTT	M.S.W.	Adjunct II	Adjunct	SOWK 622 SOWK 691
Farr, Ashley	NTT	M.S.W.	Adjunct I	Adjunct	SOWK 640
Forte, Jim	TT	Ph.D. in Social Work	Professor	FT	SOWK 610 SOWK 616 SOWK 617 SOWK 630
Hahn, Kristen	NTT	M.S.W.	Adjunct I	Adjunct	SOWK 652
Harner, Dawn	NTT	M.S.W.	Adjunct I	Adjunct	SOWK 654 SOWK 655 SOWK 663
Hill, Amanda	TT	Ph.D. in Social Work	Assistant Professor	FT	SOWK 602 SOWK 620

Hipzer, Amanda	NTT	M.S.W.	Adjunct II	Adjunct	SOWK 655 SOWK 658
Holder, Wendy	NTT	M.S.W.	Adjunct II	Adjunct	SOWK 668 SOWK 669
Howard, Emilee	NTT	M.S.W.	Adjunct I	Adjunct	SOWK 620
Hylton, Mary	TT	Ph.D. in Social Work	Associate Professor	FT	SOWK 607 SOWK 610 SOWK 630
Jordan, Brenda	NTT	Ph.D. in Social Work	Associate Clinical Professor	FT	SOWK 610 SOWK 668 SOWK 669
Kim, Sook	TT	Ph.D. in Sociology and Social Work	Associate Professor	FT	SOWK 607 SOWK 623
Koh, Bibiana	TT	Ph.D. in Family Social Science	Associate Professor	FT	SOWK 602
Lambert, Kerri	NTT	M.S.W.	Adjunct II	Adjunct	SOWK 622 SOWK 668 SOWK 669
Lowther, Terri	NTT	M.S.W.	Adjunct I	Adjunct	SOWK 668 SOWK 669
Mayhew, Heather	NTT	M.S.W.	Adjunct II	Adjunct	SOWK 616 SOWK 617
McComb, Ellis	NTT	M.S.W.	Adjunct II	Adjunct	SOWK 623
Meehan, Mattie	NTT	M.S.W.	Adjunct II	Adjunct	SOWK 640 SOWK 645
Messatzzia, Ryan	NTT	Ph.D. in Social Work	Adjunct I	Adjunct	SOWK 668 SOWK 669
Miller, Brian	NTT	M.S.W.	Adjunct I	Adjunct	SOWK 607
Oby, Stephen	TT	Ph.D. in Social Work	Assistant Professor	FT	SOWK 654
Owens-King, Allessia	TT	Ph.D. in Socail Work	Associate Professor	FT	SOWK 616 SOWK 623
Parnell, Janique	NTT	M.S.W.	Adjunct I	Adjunct	SOWK 623
Poore, Alesha	NTT	M.S.W.	Adjunct I	Adjunct	SOWK 655
Presley, Janis	NTT	M.S.W.	Adjunct I	Adjunct	SOWK 668 SOWK 669
Rexrode, Tiffany	NTT	M.S.W.	Adjunct I	Adjunct	SOWK 623
Reckley-Murphy, Joy	NTT	Ph.D.	Adjunct II	Adjunct	SOWK 610
Root, Vicki	TT	D.Ed. in Adult Education	Professor	FT	SOWK 630 SOWK 652 SOWK 658
Schaefer-Salins, Ellen	TT	Ph.D. in Social Work	Assistant Professor	FT	SOWK 691
Schermerhorn, Jennifer	NTT	M.S.W.	Assistant Clinical Professor	FT	SOWK 622 SOWK 640 SOWK 645 SOWK 668 SOWK 669
Shaffer, Mark	TT	Ph.D. in Social Work	Assistant Professor	FT	SOWK 610 SOWK 652

| | | | | | SOWK 654 |
					SOWK 658
Silliman, Jennifer	NTT	M.S.W.	Adjunct II	Adjunct	SOWK 652
					SOWK 656
					SOWK 658
Sweadner, Stephanie	NTT	M.S.W.	Adjunct I	Adjunct	SOWK 640
					SOWK 645
Thompson, Pam	NTT	M.S.W.	Adjunct II	Adjunct	SOWK 656
					SOWK 668
					SOWK 669
Tossey, Marvin	NTT	Ph.D. in Social Work	Adjunct II	Adjunct	SOWK 655
Truitt, Jami	NTT	M.S.W.	Adjunct I	Adjunct	SOWK 620
					SOWK 622
					SOWK 652
van Metre, Eddie	NTT	M.S.W.	Adjunct I	Adjunct	SOWK 640
					SOWK 645
van Vulpen, Kim	TT	Ph.D. in Social Work	Associate Professor	FT	SOWK 610
					SOWK 616
					SOWK 617
Venable, Victoria	TT	Ph.D. in Social Work	Associate Professor	FT	SOWK 655
Walls, Tasha	NTT	M.S.W.	Adjunct II	Adjunct	SOWK 654
					SOWK 665
					SOWK 668
					SOWK 669
Weber, Christine	NTT	M.S.W.	Adjunct I	Adjunct	SOWK 640
					SOWK 645
West, Jessie	NTT	M.S.W.	Adjunct II	Adjunct	SOWK 640
					SOWK 645
					SOWK 668
					SOWK 669
Wright, Jennifer	Adjunct	M.S.W.	N/A	Adjunct	SOWK 640
					SOWK 645

APPENDIX E
SU Libraries Resources and Services for Social Work

Opened in 2016, the Guerrieri Academic Commons (GAC) is the main library of Salisbury University less than 200 yards from Conway Hall, the home of the School of Social Work (SSW). The $117 million GAC is a state-of-the-art facility that is earning national recognition. On campus Social Work students can easily come to the Service Desk for checking out books and course reserves and/or for getting research help. The pandemic saw the introduction of curbside pickup for materials. The SU Libraries has always strived to serve the needs of SU's distance students, the bulk of whom are in SSW. SU Libraries currently provides access to hundreds of periodicals and ebooks, numerous databases, and a steadily growing number of streaming videos. Students contact library staff via chat, emails, and/or phone. SU librarians and library staff answer chat questions whenever the Service Desk is open.

Social Work distance students and faculty benefit from the fact that the Social Work liaison is also the Director of External Library Services and has extensive experience in providing distance library services. Using different modalities, she supports distance students by providing information literacy sessions both synchronously and asynchronously. She conducts orientations, classes, APA style and other workshops, and research consultations for SOWK distance students via videoconferencing(IVN), Zoom, and previously via Skype and Big Blue Button (Canvas). There is also a Distance Library Services online guide (LibGuide) detailing services and resources available to distance students and faculty (http://libraryguides.salisbury.edu/distance) as well as SOWK course-specific research guides — some of which she has created by closely collaborating with course faculty. She is embedded in several SOWK classes where she interacts with students and uploads videos in a designated discussion thread. The Social Work liaison consistently reaches out to SSW faculty and also works closely with the SSW faculty liaison to the library especially to order books and multimedia from the departmental budget.

SU Libraries' resources include extensive book, document, and periodical holdings, as well as a wide array of electronic resources and databases. The online catalog provides direct access and borrowing privileges to approximately eleven million items in the libraries of the University System of Maryland and Affiliated Institution libraries (USMAI). It needs to be emphasized that with the increase of distance education programs at SU, the Libraries accordingly are increasing access to electronic resources and cutting down on print journals. Social Work distance students obviously appreciate remote access to the online resources. The Libraries offer efficient interlibrary loan (ILL) services to obtain materials not available locally with a fast turnaround time. From the Libraries' web page, users can access interlibrary loan online forms for requesting both books and articles.

Snapshot of SU Libraries Resources

Total cataloged items	494,816
E-books, both owned and subscribed	2,945,002
Bound periodical volumes	60,636
Databases	180
Journal Subscriptions (includes print and/or online)	666

In addition to the individual subscriptions in the attached file, the SU Libraries provide electronic access to thousands of additional journals through full-text journal databases such as Academic Search Complete, PsycArticles, CINAHL Full Text, MEDLINE Full Text, JSTOR, Proquest Nursing, EBSCO Psychology & Behavioral Sciences, etc.

Based on faculty requests and at the Social Work librarian's recommendations, the Libraries have purchasing individual films with streaming rights. The Libraries have access to three streaming video collections:

- Kanopy — an on-demand streaming video service that provides access to more than 30,000 independent and documentary films each year. While the libraries own some films in perpetuity, others need to be renewed as needed
- Counseling and Therapy in Video Vol. I — an online collection of video available for the study of social work, psychotherapy, psychology, and psychiatric counseling. Volume I includes access to 357 videos.
- Swank Motion Pictures — provides access on a renewable basis to licensed movies from major motion picture studios to non-theatrical markets such as schools, college and universities which

.

Faculty can not only show these videos to online students without breaking any copyright laws, they can also use relevant sections of the videos for their use in SU's course management system (Canvas). SOWK faculty use streaming videos extensively and contact the library liaison when it is due for renewal.

Report by Mou Chakraborty, Director of External Library Services
Input from Martha Zimmerman, Nicole Kulp
March, 2022

APPENDIX F
Resources and Expenditures

The Salisbury University School of Social Work is proposing a reorganization of our M.S.W. program into two concentrations, of which the Clinical Social Work and Advocacy Practice concentration will account for 90% of enrollment.

There are no new resources needed. Below is the anticipated resources for the Clinical Social Work and Advocacy Practice concentration in the M.S.W. program.

Assumptions:
- FT is 9 credits/semester
- PT is 3 or 6 credits/semester so average of 4.5
- MSW CSWA Concentration- 90% enrollment
- MSW SCL Concentration- 10% enrollment
- Resident students: FT-75%, PT-71%
- Non-Resident students: FT-25%, PT-29%
- 50% of current enrollment in Year 1 due to transition
- 100% of current enrollment Years R 2-5
- 2% tuition and fee increase annually
- Does not include Hagerstown or M.S.W. online rates

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1.Reallocated Funds[1]	$0	$0	$0	$0	$0
2. Tuition/Fee Revenue[2] (c+g below)	$1,856,722	$3,790,936	$3,866,755	$3,944,090	$4,022,972
a. #F.T Students	153 (115- MD; 38- Non-MD)	307 (230- MD; 77- Non-MD)	307 (230- MD; 77- Non-MD)	307 (230- MD; 77- Non-MD)	307 (230- MD; 77- Non-MD)
b. Annual Tuition/Fee Rate	$528 (MD tuition and fees) $868 (Non-MD tuition and fees)	$539 (MD tuition and fees) $885 (Non-MD tuition and fees)	$549 (MD tuition and fees) $903 (Non-MD tuition and fees)	$560 (MD tuition and fees) $921 (Non-MD tuition and fees)	$572 (MD tuition and fees) $940 (Non-MD tuition and fees)
c. Annual Full Time Revenue (a x b)	$1,686,672	$3,456,747	$3,525,882	$3,596,400	$3,668,328
d. # Part Time Students	30 (21- MD; 9- Non-MD)	58 (41- MD; 17- Non-MD)	58 (41- MD; 17- Non-MD)	58 (41- MD; 17- Non-MD)	58 (41- MD; 17- Non-MD)
e. Credit Hour Rate	$528 (MD tuition and fees) $868 (Non-MD tuition and fees)	$539 (MD tuition and fees) $885 (Non-MD tuition and fees)	$549 (MD tuition and fees) $903 (Non-MD tuition and fees)	$560 (MD tuition and fees) $921 (Non-MD tuition and fees)	$572 (MD tuition and fees) $940 (Non-MD tuition and fees)
f. Annual Credit Hours	FT- 18 credit hrs PT- 9 credit hrs	FT- 18 credit hrs PT- 9 credit hrs	FT- 18 credit hrs PT- 9 credit hrs	FT- 18 credit hrs PT- 9 credit hrs	FT- 18 credit hrs PT- 9 credit hrs
g. Total Part Time Revenue (d x e x f)	$170,100	$334,189	$340,872	$347,690	$354,644
3. Grants, Contracts, & Other External Sources[3]	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 - 4)	$1,856,722	$3,790,936	$3,866,754	$3,944,090	$4,022,972

TABLE 2: EXPENDITURES					
Expenditure Categories	(Year 1) 50%	(Year 2) 100% + 2% increase	(Year 3) Year 2 + 2% increase	(Year 4) Year 3 + 2% increase	(Year 5) Year 4 + 2% increase
1. Total Faculty Expenses (b + c below)	$682,862	$1,393,040	$1,420,901	$1,449,319	$1,478,305
a. # FTE	6.13	12.25	12.25	12.25	12.25
b. Total Salary	$478,003.40	$975,128	$994,630.70	$1,014,523.30	$1,034,813.50
c. Total Benefits	$204,858.60	$417,912	$426,270.30	$434,795.70	$443,491.50
2. Total Administrative Staff Expenses (b + c below)	$132,182	$269,651	$275,044	$280,545	$286,156
a. # FTE	1.17	2.33	2.33	2.33	2.33
b. Total Salary	$92,527.40	$188,755.70	$192,530.80	$196,381.50	$200,309.20
c. Total Benefits	$39,654.60	$80,895.30	$82,513.20	$84,163.50	$85,846.80
3. Total Support Staff Expenses (b + c below)	$114,119	$232,802	$237,458	$242,208	$247,052
a. # FTE	1.62	3.24	3.24	3.24	3.24
b. Total Salary	$79,883.30	$162,961.40	$166,220.60	$169,545.60	$172,936.40
c. Total Benefits	$34,235.70	$69,840.60	$71,237.40	$72,662.40	$74,115.60
4. Equipment	$34,213	$69,795	$71,191	$72,615	$74,067
5. Library	$1500	$1500	$1500	$1500	$1500
6. New or Renovated Space	$0	$0	$0	$0	$0
7. Other Expenses	$0	$0	$0	$0	$0
TOTAL (Add 1 - 7)	$964,876	$1,966,788	$2,006,094	$2,046,187	$2,087,080