



Division of Academic Affairs
New Degree Program Approval
Routing and Signature Form

Proposed program title: Doctor of Social Work CIP: 44.0701

Department: Social Work Chair's signature: Ellen Ryan Date: 2/10/14

College: CDSI Chair's signature: [Signature] Date: 2/10/14

Academic Affairs: [Signature] Date: 2/10/14

Associate Provost of Academic Personnel and Programs' signature: [Signature] Date: 2/10/14

Associate Provost of Assessment and Instruction's signature Date

Undergraduate Studies: [Signature] Date

Graduate College: [Signature] Date

UFS - GPC or UPC [circle one]: [Signature] Date

UFS - Academic Planning and Budget: [Signature] Date

University Faculty Senate: [Signature] Date

Provost: [Signature] Date

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

Florida Atlantic University
 University Submitting Proposal

Spring 2015
 Proposed Implementation Term

College for Design & Social Inquiry
 Name of College(s) or School(s)

School of Social Work
 Name of Department(s)/ Division(s)

Clinical Social Work
 Academic Specialty or Field

Doctor of Social Work (DSW)
 Complete Name of Degree

44.0701
 Proposed CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

 Date Approved by the University Board of Trustees

 President Date

 Signature of Chair, Board of Trustees Date

 Vice President for Academic Affairs Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	15	7.67	\$30,715	235,582			
Year 2	30	21					
Year 3	45	32					
Year 4	45	32					
Year 5	45	32					

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

(A) PROGRAM DESCRIPTION AND RELATIONSHIP TO SYSTEM-LEVEL GOALS

- (a) The School of Social Work proposes a Doctor of Social Work (DSW) program.
- (b) This program will be an advanced clinical practice degree emphasizing evidence-based clinical social work services provided to individuals, families, and groups, especially in health and mental health care settings. This program will prepare students for leadership roles in clinical social work, including specialized clinical assessments, psychosocial interventions, clinical supervision, and education.
- (c) A minimum of 50 credits is required. An MSW is required for admission.
- (d) This program prepares graduates for leadership roles in advanced clinical social, clinical supervision, and social work education (as clinical faculty for schools of social work teaching various levels of clinical practice). A DSW degree differs from a PhD in Social Work, in that a PhD is primarily a research-oriented degree preparing graduates for advanced research and academic positions that are research intensive. A DSW degree includes practice-oriented research and evaluation that focuses on preparing students for innovative, complex, and sophisticated areas of practice (i.e., evidence-based practices in areas that focus on the health and mental health needs of populations in south Florida). Graduates from this program should be able to take leadership roles in health, mental health, and educational settings, as well as generate a body of clinical social work practice research. The practice focus of a DSW degree is similar to that of advanced practice degrees offered in other professional disciplines such as psychology (Psy.D.), nursing (DNP), pharmacy (PharmD), physical therapy (DPT), nutrition (DSN) and medicine (MD).

- B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/about/strategicplan/>)

The State University System of Florida Board of Governors Strategic Plan, Board of Governors Strategic Plan 2012-2025 (approved on November 10, 2011)

While the DSW is not a STEM degree, the delivery of social work services in health, mental health and social service settings are increasingly being scrutinized for efficacy prior to approval for reimbursement (utilization review). Requirements for 3rd party-reimbursement (private insurance,

etc.) as well as the demands of the Affordable Care Act require that practitioners utilize interventions that are evidence-based and demonstrate fulfillment of practice competencies.

The DSW is a response to evolving and emerging critical needs in the Florida, as well as across the nation. The DSW will respond most specifically to the critical need of providing mental health services. A 2009 report by the Florida Center for Fiscal and Economic Policy found that, “of the 325,000 adults with severe and persistent mental illness in Florida, only 42 percent receive state mental services at the current funding level. The situation for Florida children is also poor. Fifty-two percent of children with mental illness receive care in Florida, compared to 60 percent nationally” (Mental Health Funding at Risk, Center for Public Integrity, Florida Council for Community and Mental Health, March 9, 2011). To meet the need to treat the numbers of mentally ill Floridians, the DSW will provide highly specialized doctoral level practitioners to provide effective evidence based clinical services, to plan and evaluate programs and services, to teach in baccalaureate and graduate programs, and to provide evidenced-based practice research.

GOAL: Strengthen the Quality and Reputation of Scholarship, Research, and Innovation

Improve the quality and impact of scholarship, research, and commercialization activities, and grow the number of faculty/departments/centers and institutions recognized for their scholarship, research, and commercialization endeavors.

The DSW program will require practice-based research for each student. The DSW program will help the School of Social Work develop additional partnerships with health and mental health service providers in the community, in order to develop and evaluate new responses to psychosocial health needs. The research within the DSW program will have an applied focus.

GOAL: Increase Collaboration and External Support for Research Activity
Attract more research funding from external (includes federal and private) sources.

- By having a doctoral program, our current faculty will be able to apply for and attract more outside funding. Some funders require applicants to have doctoral programs. Further, the program will be able to attract more faculty members interested in applying for outside funding when we have a doctoral program. As prospective leaders in social work, our DSW graduates will develop skills and experience in grant writing, research proposal writing, agency contracting, and program implementation.
- Promote more collaboration with private industry on research projects.
- With implementation of the new Affordable Care Act, social workers are

playing more important roles in health care services. This is especially true in the area of mental health. In the United States, clinically trained social workers provide over 60% of mental health services (<http://www.naswdc.org/pressroom/features/issue/mental.asp>). In private industry, the need for more social workers trained in evidenced-based mental health treatment has grown substantially. Further, community-based social workers are seen as vital to reducing health care costs associated with unnecessary hospital and nursing home readmissions. These are all areas where collaboration for funding for research into best practices with both private and public health care providers can be enhanced.

GOAL: Strengthen the Quality and Recognition of Commitment to Community and Business Engagement

- Improve the quality and relevance of public service activities, and grow the number of institutions recognized for their commitment to community and business engagement.
- The number of community partnerships will increase with DSW students working with agencies. This will be done through DSW student internships, research projects, and community training opportunities. Faculty members will also participate in these endeavors.
- The School of Social Work Strategic plan identified the need for mental health services in our region. Therefore, the School has proposed a plan to work with community partners and advisors to provide mental health services through a School of Social Work teaching and research clinic.
- The development of a DSW program will also help the School provide additional Community Education Programs for practicing mental health professionals, as well as community education programs to assist with health maintenance and primary prevention programs (e.g., regarding addictions, trauma, safety for elders, and domestic violence).

GOAL: Increase Community and Business Workforce

Increase the percentage of graduates who continue their education or are employed in Florida.

- The proposed DSW program will be offered on a part-time basis so that students will be able to continue to work in the community while attending the program. We expect that most DSW graduates will remain in Florida to practice as advanced clinicians, program evaluators, and supervisors; we expect that some DSW graduates will move to other areas in order to take academic positions.

C. If the program is to be included in an Area of Programmatic Strategic Emphasis as

described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

The Areas of Programmatic Strategic Emphasis:

1. Critical Needs:
 - Education
 - Health Professions
 - Security and Emergency Services
2. Economic Development:
 - Globalization
 - Regional Workforce Demand
3. Science, Technology, Engineering, and Math (STEM)

HEALTH PROFESSIONS & REGIONAL WORKFORCE DEMAND

While the DSW is not a STEM degree, the delivery of social work services in health, mental health and social service settings are increasingly being scrutinized for efficacy prior to approval for reimbursement (utilization review). Requirements for 3rd party-reimbursement (private insurance, etc.) as well as the demands of the Affordable Care Act require that practitioners utilize interventions that are evidence-based and demonstrate fulfillment of practice competencies.

- The DSW program will prepare doctoral –level social work clinicians to work in areas of health, mental health, and social service arenas in south Florida and the region. An MSW degree is required for positions involving clinical social work (e.g., individual, family, or group therapy), administration and supervision, psychiatric diagnosis, private practice, and clinical services billed through third party insurance, Medicare, or Medicaid. However, DSW has recently gained in popularity, particularly for social workers seeking positions in advanced clinical practice and as instructors or professors for clinical practice courses in BSW and MSW programs (Barsky, A. E., Green, D., & Ayayo, M. (2013). Hiring priorities for BSW/MSW programs in the United States: Informing doctoral programs about current needs, *Journal of Social Work*. 13(2), 1-21. doi: 10.1177/1468017313476772).
- Social workers with DSWs will be able to provide leadership in the development and evaluation of innovative, evidence-based practice in a broad range of contexts, including education, health and mental health, addictions/substance use, child welfare, aging, HIV and AIDS, divorce, family conflict, domestic/intimate partner and community-based violence, criminal justice, poverty and unemployment initiatives, discrimination, and disaster preparedness and response.
- The DSW will promote practices that result in more effective and efficient practices in a range of contexts of mental health, health and social service practice. The DSW will help develop, foster, and raise standards of practice in fields such as child welfare and aging. These are particularly important areas in

which there has been a less developed body of evidence-based knowledge and practice skills. Further, clients, government, insurance companies, hospitals, clinics, and other stakeholders in health and mental health services are demanding higher levels of competency, accountability, and evidence of the cost-effectiveness of services.

D. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

The DSW program is to be offered on the Boca campus.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

The State of Florida does not have a DSW program.

Other current DSW programs in the USA are at University of Tennessee, Rutgers University, and Penn.

Florida's doctoral programs in social work are PhD programs which generally emphasize research. The DSW concentrates on developing advanced clinical social work skills as well as research which advances evidence-based clinical practice.

- The FAU School of Social Work conducted a national survey of schools of social work and found that 95% of programs looking for tenure or tenure-track positions would consider a candidate with a DSW (the other programs would only consider candidates who had a PhD). Among those schools that would consider candidates with DSWs, candidates with DSWs were often preferred for teaching clinical practice courses in BSW and MSW programs. (Barsky, A. E., Green, D., & Ayayo, M. (2013). Hiring priorities for BSW/MSW programs in the United States: Informing doctoral programs about current needs, 13(2), 1-21. *Journal of Social Work*. doi: 10.1177/1468017313476772).
- The Bureau of Labor Statistics (BLS) state the overall employment of social workers is expected to grow by 25 percent from 2010 to 2020, faster than the average for all occupations. Growth will be due to an increase in demand for health care and social services.

(<http://www.bls.gov/oco/ocos060.htm>).

- The social work job market is particularly favorable in specialized fields such as for practitioners who specialize in aging and addictions and have specialized knowledge of health and mental health needs. The BLS state employment of healthcare social workers is expected to grow by 34 percent, and 31 percent in the area of mental health and substance abuse; much faster than the average for all occupations.
- Another potential advantage for DSWs over PhDs was preparation for teaching. Typically, PhD programs do not offer courses on social work pedagogy. The DSW program planned for FAU would include a course on social work education (including the theory of teaching and learning, teaching skills, curriculum development, and evaluation). Improvements in teaching theory, methods, and research will have positive impacts not only for social work students, but also for the many people they serve.
- The proposed DSW program addresses the need for working individuals that are place-bound by offering courses face-to-face (on campus) once per month (80%), with the remainder of the program to be offered online (20%). The program is constructed for the student who is already employed in the work force as a social work practitioner and may have other life course demands (e.g., family, etc.).
- The need for reinvesting in social work services has been recognized by a number of members of Congress. The *Dorothy I. Height and Whitney M. Young, Jr. Social Work Reinvestment Act* is the most comprehensive piece of federal legislation aimed at addressing the significant workforce challenges facing the profession of social work. Congressman and social worker, Edolphus Towns (D-NY) introduced H.R. 5447 on February 14, 2008 and Senator Barbara Mikulski (D-MD) introduced the Senate companion bill, S. 2858 on World Social Work Day, April 15, 2008. This bill was assigned to a congressional committee on April 10, 2013, which will consider it before possibly sending it on to the House or Senate as a whole. Among its many goals, this legislation will provide additional resources for social work education and research.

Research, education and training grants will be made available to institutions of higher education to support recruitment and education of social work students from high need and high demand areas at the Baccalaureate, Masters and Doctoral levels. Grants will also be available for faculty development, which may include DSW graduates. (Source: <http://www.socialworkreinvestment.org/content/SWRI-FL-27808-SWRI-SummaryWeb.pdf>)

This is an opportune time to develop and offer a DSW program. The DSW degree was first offered in the early 1900s, but became less prevalent by the 1980s as DSW programs were replaced by PhD degrees. Nationally, the DSW has seen a resurgence in the past 10 years, as programs have identified a need

for a doctoral program that focuses on advanced clinical social work practice at the doctoral level (Anastas, 2012).

- B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

DEMAND/INTEREST:

The FAU School of Social Work conducted a survey of agency social workers that supervise BSW/MSW students in their field placements(11/20/2011). Of the respondents (n=50), 40% stated they would be interested in obtaining a clinical DSW.

Graduates and alumni of the FAU MSW program have continuously requested further specialization in clinical social through a doctoral level program. This interest has been consistently reported since the first graduating class in 2002.

In annual MSW exit surveys, approximately 30% respondents have reported that they would pursue a doctorate in social work.

In a representative sampling of FAU's MSW students in the Fall semester of 2013, interest ranged from 30% to 40% of students in several current classes.

- C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.

The State of Florida does not have a DSW program.

There are Ph.D. programs in social work at other state institutions (e.g., FIU, USF, FSU, UCF, etc.) and one private university (Barry University, Miami Shores, FL). Students wishing to pursue a traditional research-oriented doctorate will continue to enroll in these Ph.D. programs.

Other disciplines, such as psychology, nursing and pharmacy have sought to differentiate doctoral level scholars. In the discipline of psychology, doctoral level scholars who follow the traditional research model sometimes referred to as the Boulder model, receive a Ph.D. in psychology. Those doctoral level scholars in psychology who follow the practice scholar model receive a Psy.D. (Doctor of Psychology).

Similar examples exist in other disciplines such as nursing (Ph.D. in nursing versus D. N. P. or D. P. N.) and Pharmacy (Ph.D. versus Pharm.D.).

- D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

This is a three year program. Cohorts of 15 doctoral level students will be admitted each year. It is expected that graduates of FAU's MSW program will be attracted to the DSW program as they will have knowledge of the degree, its location within the School of Social Work, and recognize that completion of this degree will allow the DSW graduate to enter into advanced clinical leadership roles within professional social work locally, throughout the state of Florida and nationally. Graduates from FAU's MSW program have continuously requested a clinical doctorate. MSW graduates and other master's prepared social workers will opt to advance their clinical education. This program is especially attractive to MSW graduates in local organizational and agency positions. FAU's DSW program will offer them the opportunity to participate in a six-credit per semester program that will advance their clinical educational needs within a reasonable time period.

Since this program is limited to applicants with an MSW degree, it will not impact other programs within FAU or encourage enrollees in other FAU doctoral programs to shift their degree pursuit.

- E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.

Professional social work has a long history of advocating for and working with vulnerable and oppressed groups. The School of Social Work identifies with this traditional emphasis in professional social work and has a history of being committed to the education of a diverse student body in its current programs. The School of Social Work abides by the demands of Equal Opportunity legislation. As seen in the tables below, the School of Social Work has evidenced this commitment in its current MSW and BSW programs. Recruitment of DSW-students from an experienced and diverse body of FAU's MSW graduates as well as outreach to experienced social workers in the community and expanded areas within the State of Florida will ensure that potential students from various minority communities (I.e, Latinos, African Americans, Caribbean Islander Americans, Asian Americans, LGBT, etc.) are encouraged and offered the opportunity for enrollment.

As evidence and to support the supposition that FAU's School of Social Work has always

attended to concerns of a diverse student body, the following section describes the School of Social Work's commitment to diversity as evidenced in its MSW & BSW programs. The School of Social Work is committed to learning environment models that affirm and respect diversity and difference with respect to curricula, field education, research activities, community engagement, and recruitment in the School of Social Work for current BSW & MSW students and future DSW students. The same philosophy and activity will be utilized in the DSW program to foster diversity that is required by the Council of Social Work Education for MSW programs.

Graduates of FAU's diverse MSW program will ensure a steady stream of applicants to the DSW program. Both BSW & MSW programs capture south Florida's rich diversity. The table below identifies the diversity of the current class of MSW students at FAU.

MSW Students	Female	Male	Total
Caucasian	132	28	160
African American	47	5	52
Asian American	2	1	3
Hispanic	33	7	40
Native American	2	0	0
Mexican American	N/A (FAU does not collect this data)	N/A	N/A
Puerto Rican	N/A	N/A	N/A
Other/Mixed Race	2	1	3
TOTAL			268

The FAU website also lists the following information for the combined BSW/MSW program.

Preliminary Unduplicated Semester Headcount
Enrollment: 201308

Student Level: All Levels -- Campus: All
Campuses

All Enrolled Students

College = Design and Social Inquiry

Department = Social Work

Major = Social Work (SOWK)

		Total #
<u>Ethnicity (2010 and beyond)</u>	<u>Student Level</u>	<="">
Asian	Undergraduate	7
	Graduate	3
	Total	10
Black or African American	<u>Student Level</u>	<="">
	Undergraduate	213
	Graduate	51
	Total	264

Hispanic or Latino	<u>Student Level</u>	<="">
	Undergraduate	99
	Graduate	41
	Total	140
American Indian or Alaska Native	<u>Student Level</u>	<="">
	Undergraduate	1
	Graduate	2
	Total	3
Two or more races	<u>Student Level</u>	<="">
	Undergraduate	9
	Graduate	6
	Total	15
Nonresident alien	<u>Student Level</u>	<="">
	Undergraduate	3
	Graduate	2
	Total	5
Native Hawaiian or Pacific Islander	<u>Student Level</u>	<="">
	Undergraduate	2
	Total	2
White	<u>Student Level</u>	<="">
	Undergraduate	174
	Graduate	159
	Total	333
Race and ethnicity unknown	<u>Student Level</u>	<="">
	Undergraduate	4
	Graduate	3
	Total	7
Total	<u>Student Level</u>	<="">
	Undergraduate	512
	Graduate	267
	Total	779

The unduplicated headcount is based on student's most current enrollment status.

Signature of Equal Opportunity Officer

Date

III. Budget

- A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market

rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.

See appendix A.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

Enrollment rates in BSW or the MSW programs will not be affected. The proposal calls for 4 new hires (CF Table 4 in Appendix A). This will assist in alleviating stress on current faculty and other school resources. Additionally, using DSW students (experienced post-MSWs) as adjuncts offers richness to the undergraduate programs as they will bring their own clinical experience to various BSW classes. Current adjuncts in the BSW program are usually MSW graduates who have not sought doctoral education. DSW students will be offered invaluable classroom training/experience. For the BSW course offerings, they will be able to draw from their own practice experience in the classroom setting. Since the DSW student will be engaging in some research activity, they will offer the BSW student an opportunity to become interested and experienced in the research process, especially involving clinical social work practice outcomes. This interest may inspire BSW students to become involved in research activity with faculty. Similar research opportunities exist for the MSW student.

FAU School of Social Work presently collaborates within FAU with the College of Medicine and School of Nursing in an inter-professional education experience (IPE). Students from these three disciplines collaborate in a thorough assessment of aging clients in an assisted living facility in Delray Beach. Graduate Social Work and Medical students and BSN students who participate in this experience receive specialized training prior to meeting with clients that assists them in their assessments over two semesters. DSW students will be encouraged to become involved in this program and assist in leading the IPE for the School of Social Work. With appropriate permissions (e.g., IRB, School of Social Work, Facility, etc.), DSW students may have the opportunity to engage with faculty in conducting research with IPE. Future efforts may include collaboration with clinical institutes from other Doctoral institutions within the SUS.

- C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

Not Applicable

- D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to

support the proposed program.

Currently no outside funding has been identified for the DSW program. However, doctoral programs in social work are generally more likely to be eligible for grants and contracts.

Equally important, there is a nationwide shortage of professional social workers. The *Dorothy I. Height and Whitney M. Young, Jr. Social Work Reinvestment Act* is the most comprehensive piece of federal legislation ever aimed at addressing the significant workforce challenges facing the profession of social work. Congressman and social worker, Edolphus Towns (D-NY) introduced H.R. 5447 on February 14, 2008 and Senator Barbara Mikulski (D-MD) introduced the Senate companion bill, S. 2858 on World Social Work Day, April 15, 2008. This bill was assigned to a congressional committee on April 10, 2013, which will consider it before possibly sending it on to the House or Senate as a whole. Among its many goals, this legislation will have consequences for education and research in social work.

Research – Grants will be awarded to social workers for post-doctoral research activity to further the knowledge base of effective social work interventions and to promote usable strategies to translate research into practice across diverse community settings and service systems.

Education and Training – Grants are made available to institutions of higher education to support recruitment and education of social work students from high need and high demand areas at the Baccalaureate, Masters and Doctoral levels as well as the development of faculty.

<http://www.socialworkreinvestment.org/content/SWRI-FL-27808-SWRI-SummaryWeb.pdf>

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for “Need and Demand” to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

Table 1-B, found in Appendix A, identifies that students for the DSW program will be drawn largely from local community. Most of these MSW/LCSW practitioners will have graduated from FAU’s MSW program or will have a relationship with FAU’s School of Social Work as agency-based field instructors for FAU’s MSW & BSW students doing their clinical internships.

As noted, FAU School of Social Work conducted a survey of agency social workers that supervise FAU’s BSW & MSW students in their field placements (11/20/2011). Of these respondents (n=50), 40% stated they would be interested in obtaining a clinical DSW.

Graduates and alumni of the FAU MSW program have continuously requested further specialization in clinical social through a doctoral level program. This interest has been a consistently reported since the first graduating class in 2002. In annual MSW exit surveys, approximately 30% of respondents have reported that they would pursue a doctorate in social work.

Since there are no other DSW programs in the State of Florida, either in the SUS or at private universities, the DSW will draw other Florida-based social work clinicians who have an interest in pursuing a doctoral level clinical social work experience.

V. Access and Articulation - Bachelor's Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program's approval. (See criteria in Board of Governors Regulation 6C-8.014)

Not Applicable

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the Common Prerequisite Manual at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Not Applicable

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

Not Applicable

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

Not Applicable

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

- A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

a. The department's strategic plan.

In 2011, the School of Social Work developed their strategic plan. Within the plan, the faculty stated that the goal of the DSW should be developed within the next five years. While conducting the strategic plan, the faculty conducted a community needs assessment where it was found that there were populations with unmet mental health needs. Further, there was a strong interest in the community for a doctoral degree in social work to be offered at FAU. In a national survey, faculty found that 95% of universities would hire DSW's to teach clinical practice courses in their BSW and MSW programs. Therefore, the faculty determined that a doctoral degree in clinical social work degree should be part of the School's strategic plan.

b. The college's strategic plan

Mission Statement:

The **College for Design and Social Inquiry** is dedicated to promoting safe, healthy and sustainable communities through education, research and design. We are a unique configuration of professional programs addressing social justice, design, public policy and planning in and for communities. We strive to develop solutions through the integration and synergy of diverse disciplines. In doing so, the College prepares future leaders, scholars, and innovators to advocate for solutions through action.

The DSW program fulfills the mission of the college by continuing to "promote safe, healthy" communities through education and research. The DSW will also prepare future leaders and scholars in the many areas of need pertinent to South Florida. By working with the other disciplines in the college, solutions to the many community needs will be addressed.

c. The university's 2012-2017 strategic plan <http://www.fau.edu/strategicplan>

**Developing and implementing a DSW program supports the following goals
and
strategies of FAU's Strategic Plans:**

Strengthen and expand graduate programs

B.3 Expand graduate program support in areas that strengthen the signature themes of the University.

- First and foremost, the new DSW program will support the third Signature Theme of FAU's Strategic Plan: Contemporary Societal Challenges. The new DSW program will help graduates deal with issues related to health, mental health, aging, child protection, and disaster preparedness and response. The new DSW program also fits with FAU's goal of expanding the number of doctoral programs at FAU. Further, the DSW program enhances the university-community collaboration as it prepares advanced clinical practitioners for work with an array of community-based services and programs.

Goal II: Inspire Research, Scholarship and Creative Activity

A. Increase scholarship and creativity

By having a doctoral program with a focus on evidenced based research, scholarship will increase with faculty and students. As part of their research track, DSW students will be required to conduct clinical research culminating in papers that are of peer review quality for social work journals. Further, faculty will include DSW students on research projects that will increase scholarly output.

B. Increase funded research

B.2 Hire additional faculty and leading scholars in areas where there is high potential for funding and in areas associated with research initiatives or signature themes

- The addition of doctoral students on grant proposals increases the favorability of funding for some grant submissions. In the past, some social work RFP's have required that doctoral students be involved in the research projects.
- By adding the DSW program, additional faculty with high potential for funding in areas of research initiatives and signature themes will be possible. DSW students will be included on funded research projects with faculty.

C. Enhance the regard and visibility of our research, scholarship and creativity

The foundation of this DSW program is Evidenced Based Practice. The program requires the more advanced study of research practices in their area of clinical practice. The student is also required to write papers of publishable quality that are suitable for peer reviewed journals. The research culture within the school will enhance our current high regard for research and scholarship. Encouraging students to present and publish research prior to graduation will increase visibility of the School.

D. Strengthen and support interdisciplinary research and its visibility in the University

The DSW will allow students to work with other Schools within our college and the university. Within our college students will be encouraged to work with faculty from all of the schools as faculty from each college contribute to important research areas with a high visibility potential (trauma, victim advocacy, community planning, aging, etc). The School of Social Work currently conducts collaborative research with the Colleges of Nursing and Medicine. The addition of a doctoral program will provide additional opportunities and resources in terms of faculty and students, as well as additional research and grants in the area of interdisciplinary research and scholarship.

E. Involve students at all levels in research, scholarship and creative activity.

The DSW program will have synergistic effects with our existing baccalaureate and masters programs. DSW students will interact with BSW and MSW students as adjuncts, teaching assistants, and research assistants. MSW and BSW students will also have opportunities to participate in the research and scholarship endeavors of the DSW students (as research assistants and partners).

F. Foster new types of research funding.

The DSW program will require increased scholarship for doctoral research. Faculty and DSW students are in positions for increased research activity and funding in needed areas of research such as mental health, substance use, and aging. Many Florida health and social welfare agencies require program evaluation, and the new DSW program will enhance the ability of the School of Social Work to respond to these needs.

d. The State University System of Florida Board of Governors Strategic Plan, Board of Governors Strategic Plan 2012-2025 (approved on November 10, 2011)

GOAL: Increase the Number of Degrees Awarded in Areas of Strategic Emphasis:

The DSW is a response to evolving and emerging critical needs in the Florida, as well as across the nation. The DSW will respond most specifically to the critical need of providing mental health services. A 2009 report by the Florida Center for Fiscal and Economic Policy found that, "of the 325,000 adults with severe and persistent mental illness in Florida, only 42 percent receive state mental services at the current funding level. The situation for Florida children is also of concern. Fifty-two percent of children with mental illness receive care in Florida, compared to 60 percent nationally" (Mental Health Funding at Risk, Center for Public Integrity, Florida Council for Community and Mental Health, March 9, 2011). To meet the need to treat the numbers of mentally ill Floridians, the DSW will provide highly specialized doctoral level practitioners to provide effective evidence based clinical services, to plan and evaluate programs

and services, to teach in baccalaureate and graduate programs, and to provide evidenced-based practice research.

A.

GOAL: Strengthen the Quality and Reputation of Scholarship, Research, and Innovation

Improve the quality and impact of scholarship, research, and commercialization activities, and grow the number of faculty/departments/centers and institutions recognized for their scholarship, research, and commercialization endeavors.

The DSW program will require practice-based research for each student. The DSW program will help the School of Social Work develop additional partnerships with health and mental health service providers in the community, in order to develop and evaluate new responses to psychosocial health needs. The research within the DSW program will have an applied focus.

GOAL: Increase Collaboration and External Support for Research Activity
Attract more research funding from external (includes federal and private) sources.

- By having a doctoral program, our current faculty will be able to apply for and attract more outside funding. Some funders require applicants to have doctoral programs. Further, the program will be able to attract more faculty members interested in applying for outside funding when we have a doctoral program. As prospective leaders in social work, our DSW graduates will develop skills and experience in grant writing, research proposal writing, agency contracting, and program implementation.
- Promote more collaboration with private industry on research projects.
- With implementation of the new Affordable Care Act, social workers are playing important roles in health care services. This is especially true in the area of mental health. In the United States, clinically trained social workers provide over 60% of mental health services (<http://www.naswdc.org/pressroom/features/issue/mental.asp>). In private industry, the need for more social workers trained in evidenced-based mental health treatment has grown substantially. Further, community-based social workers are seen as vital to reducing health care costs associated with unnecessary hospital and nursing home readmissions. These are all areas where collaboration for funding for research into best practices with both private and public health care providers can be enhanced.

GOAL: Strengthen the Quality and Recognition of Commitment to Community and Business Engagement

- Improve the quality and relevance of public service activities, and grow the number of institutions recognized for their commitment to community and business engagement.
- The number of community partnerships will increase with DSW students working with agencies. This will be done through DSW student internships, research projects, and community training opportunities. Faculty members will also participate in these endeavors.
- The School of Social Work Strategic plan identified the need for mental health services in our region. Therefore, the School has proposed a plan to work with community partners and advisors to provide mental health services through a School of Social Work teaching and research clinic.
- The development of a DSW program will also help the School provide additional Community Education Programs for practicing mental health professionals, as well as community education programs to assist with health maintenance and primary prevention programs (e.g., regarding addictions, trauma, safety for elders, and domestic violence).

GOAL: Increase Community and Business Workforce

Increase the percentage of graduates who continue their education or are employed in Florida.

- The proposed DSW program will be offered on a part-time basis so that students will be able to continue to work in the community while attending the program. We expect that most DSW graduates will remain in Florida to practice as advanced clinicians, program evaluators, and supervisors; we expect that some DSW graduates will move to other areas in order to take academic positions.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The DSW program will prepare doctoral –level social work clinicians to work in areas of health, mental health, and social service arenas in south Florida and the region. The MSW has been the terminal degree for social workers. An MSW degree is required for positions involving clinical social work (e.g., individual, family, or group therapy), administration and supervision, psychiatric diagnosis, private practice, and clinical services billed through third party insurance, Medicare, or Medicaid. However, the DSW has recently gained in popularity, particularly for social workers seeking positions in advanced clinical practice and as instructors or professors for clinical practice courses in BSW and MSW programs (Barsky, A. E., Green, D., & Ayayo, M. (2013). Hiring priorities for BSW/MSW programs in the United States: Informing doctoral programs about current needs, *Journal of Social Work*. 13(2), 1-21. doi: 10.1177/1468017313476772).

The FAU MSW program enrolled more than 250 students in the 2013-2014 academic year with approximately 100 students expected to graduate in May, 2014. The DSW program will offer FAU's MSW graduates the opportunity to continue their clinical training at the doctoral level at an institution and with faculty of whom they have knowledge and experience. While matriculating in the MSW program, MSW students will be made aware of advanced clinical training that is available to them at FAU following the conferral of the MSW and with some post-MSW experience.

The DSW program will enhance both the BSW and MSW programs. It is expected that students in the DSW program will be qualified to teach at the BSW level and act as teaching assistants at the MSW level. DSW students that are teaching will be paid from funds that previously were allocated to adjunct salaries. (Since the DSW students will be hired as employees, their tuition can be calculated using employee policies for taking classes at FAU.) These experiences will provide supervised teaching experiences for the DSW students and will provide expanded learning opportunities for the BSW students.

- C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**

Graduates and alumni of the FAU MSW program have continuously requested further specialization in clinical social through a doctoral level program. This interest has been consistently reported since the first graduating class in 2002.

In the School of Social Work's annual MSW exit surveys (prior to 2014) conducted by the MSW coordinator (Dr. E. Hamlin), the Director of the School of Social Work (Dr. Michele Hawkins) and the BSW coordinator (Dr. E. Ryan), approximately 30% respondents have reported that they would pursue a doctorate in social work.

In 2011, the School of Social Work developed its strategic plan. Within the plan, the faculty stated that the DSW should be implemented within the next five years.

While conducting the strategic plan, the director of the School of Social Work and its faculty conducted a community needs assessment where it was found that there were populations with unmet mental health needs. Further, there was a strong interest in the community for a doctoral degree in social work to be offered at FAU. The needs assessment revealed that of agency social workers that supervise BSW/MSW students in their field placements (11/20/2011), 40% (n = 50) stated they would be interested in obtaining a clinical DSW.

Two FAU School of Social Work professors and a graduate student in the FAU MSW program conducted a national survey of Schools (Colleges) of Social Work and found that 95% of social work programs would hire DSW's to teach clinical practice courses in their BSW and MSW programs. Therefore, the faculty determined that a doctoral degree in clinical social work degree should be part of the School's strategic plan. In this national survey of schools of social work it was found that 95% of programs looking for

tenure or tenure-track positions would consider a candidate with a DSW. Among those schools that would consider candidates with DSWs, candidates with DSWs were often preferred for teaching clinical practice courses in BSW and MSW programs. (Barsky, A. E., Green, D., & Ayayo, M. (2013). Hiring priorities for BSW/MSW programs in the United States: Informing doctoral programs about current needs, 13(2), 1-21. *Journal of Social Work*. doi: 10.1177/1468017313476772).

In a representative sampling of FAU's MSW students in the Fall semester of 2013, interest ranged from 30% to 40% of students in several current classes.

Planning Process

Date	Participants	Planning Activity
2011	Dr. Michele Hawkins, Dr. Elwood Hamlin, Dr. Ellen Ryan, & full faculty	Strategic plan & needs assessment
2012	Dr. Allan Barsky, Dr. Diane Green, & Mr. Michael Ayayo	National survey of Schools of Social work.
2013	Dr. Wes Hawkins & Dr. Michael Kane	Pre-proposal taken to Provost
2013	Dr. Wes Hawkins & Dr. Michael Kane	DSW proposal document
2014	SSW - Drs. E. Ryan, W. Hawkins, E. Hamlin, A. Barsky, M. Kane, D. Sherman, N. Luna, G. Horton, H. Farineau, J. Park, L. DeRigne	DSW Proposal voted; approved 1/16/14

Events Leading to Implementation

Date	Implementation Activity

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

Insert response here.

The School of Social Work currently has both BSW and MSW programs that are accredited by the Council on Social Work Education (CSWE). The BSW program has been continuously accredited since 1982, and the MSW program has been continuously accredited since 2002. Florida licensing statutes require an individual with MSW who is seeking licensure as an LCSW (Licensed Clinical Social Work) graduate from a CSWE-accredited social work program prior to application to take the licensing exam. If they have graduated from a CSWE-accredited MSW program and they pass the licensing exam, they are able to identify themselves as a licensed clinical social worker (LCSW).

The FAU School of Social Work originated from a program known as the Social Work Program, established in 1970 (when this program began offering courses in social welfare). At the time, FAU Vice President for Academic Affairs established a curriculum designed to serve students

interested in pursuing a career in social work. The Social Work Program was initially part of an interdisciplinary program, along with Criminal Justice and Health Administration. Both programs operated within the Division of Community Services, which was located in the College of Social Sciences. In 1987, given the rapid growth experienced by its programs, the unit was re-named from the Division of Community Services to the Department of Health Administration and Social Work. This unit was divided into two departments, with the Department of Social Work receiving full, independent status.

The Department of Social Work has undergone several major transitions. From 1976 to 1979, social work courses were taught by one full-time faculty member along with several adjunct faculty members. In 1978, a review by the Florida Board of Regents recommended, "Ideally, Florida Atlantic University should begin allocating the appropriate financial and human (faculty, staff, and administrators) resources to the program in order to develop a program which could meet the social welfare needs of the area." Based on this recommendation, two additional faculty members were hired in 1980 to serve as Program Director and Field Education Coordinator. The additional resources and support from FAU allowed the Department of Social Work to pursue accreditation by the Council on Social Work Education. The BSW received initial CSWE accreditation in 1982 and it has been reaffirmed ever since. By 1989, the number of BSW majors had grown to 125. In 1989, a fourth full-time faculty member was hired.

In 1997, the College of Social Sciences was dissolved and its departments were assigned to other colleges. The Department of Social Work was placed within the College of Urban and Public Affairs, which later became the College of Architecture, Urban and Public Affairs. In 2010, the College was renamed the College for Design and Social Inquiry.

In 1998, the FAU Department of Social Work began planning a Masters of Social Work program. This initiative was based on the community's needs to professionalize human service work in south Florida. The Department of Social Work requested authorization to implement a Masters of Social Work program at FAU. This request was approved by the Florida Legislature in 2000. The Department of Social Work gained candidacy for CSWE accreditation in February 2001. Given the growth of the BSW and MSW programs, the Department of Social Work applied for and was granted the status of the School of Social Work. In 2002, the MSW program was initially accredited by the Council on Social Work Education. The MSW program included a foundation of generalist social work practice with an advanced concentration in clinical-community social work practice. The MSW and BSW programs were most recently reaffirmed by the Council on Social Work Education in 2008.

In fall 2000, the School of Social Work admitted its first MSW class (20 students). The first graduates had their commencement ceremony in in May 2002. Since its inception, the MSW program has been well received in the community. The MSW program has experienced exponential growth in both its full and part-time programs. In 2013, 180 MSW students were admitted to the MSW program with over 100 students admitted to the full-time MSW program. From the first class of 20 graduates in 2002 to the most recent graduating class in 2014 with 98 graduates, the FAU School of Social Work has produced a total of 629 MSW graduates. The MSW program is currently the second largest graduate program at FAU. The enrollment increases are important as they have increasingly represented ethnically diverse populations that include African American, Latino, Caribbean, Haitian, gay, and lesbian students.

The School of Social Work began working on a revised curriculum for the MSW program in 2011. As part of the curriculum review process, the School incorporated feedback from students, alumni, field instructors, and faculty. The School reflected on experiences in the classroom and the community. Five faculty members received CSWE's training on the 2008 Educational Policies and Education Policies to ensure the new curriculum would meet the CSWE requirements. The School held a series of faculty workshops and discussion groups facilitated by

a senior faculty member, to identify strengths, needs, gaps, and recommended curriculum changes for the MSW program. Additionally, the School invited outside consultants to provide additional perspectives on MSW program revision. All faculty members received training by the Critical Thinking Institute and REACH-SW. Recognizing the importance of evidence-based practice, this workshop, provided faculty members with an opportunity to acquire the knowledge and skills necessary to revise the curriculum and develop educational experience based on critical thinking and evidence-based practice. Given the series of faculty workshops and training, the faculty agreed to expand the clinical opportunities for social work students. The faculty developed the new MSW curriculum by enhancing the clinically based coursework, as well as incorporating a competency-based, outcome-oriented curriculum. The faculty ensured that the new curriculum is anchored to the values of the social work profession and the needs of residents of south Florida. Changes to the curriculum include:

- Providing students additional opportunities to gain knowledge and skills working with populations across the life span;
- Identifying competencies that students need in working with children and adolescents, adults, elders, and families;
- Emphasizing evidence-based practice;
- Providing an outcome-oriented curriculum that is included measureable competencies and practice behaviors;
- Embracing advanced social work practice in clinical social work as the focus of the concentration curriculum; and
- Providing web-enhanced education, based on Florida Atlantic University's interest in the use of technology for various courses.

In fall 2012, the School of Social Work began offering its newly designed curriculum and courses. In spring 2014, the first group of MSW students will graduate under the new curriculum.

The proposed DSW comes to existence based on the history and experience of its director, coordinators, and faculty. While the Council on Social Work Education (CSWE) neither accredits social work Ph.D. programs nor D.S.W. programs, input and suggestions are available through *Group for the Advancement of Doctoral Education in Social Work (G.A.D.E.)* (<http://www.gadephd.org/>). G.A.D.E. offers information about both Ph.D. programs in social work and D.S.W. programs. Again, this organization does not accredit social work doctoral programs.

VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

Insert response here.

DSW Program Goals:

Graduates of the DSW program will be able to demonstrate:

1. Advanced clinical social work practice knowledge and competencies beyond the MSW level (e.g., clinical specializations, clinical supervision, and culturally informed interventions);

2. Advanced understanding of the theory, values, ethics, philosophy, and history of clinical social work practice and interventions;
3. Application of advanced, evidence-based clinical practice and emerging intervention strategies, with a focus on bio-psychosocial-spiritual problems and populations in south Florida (e.g., dementia and other age-related illnesses, poverty-related conditions, sexuality, addictions, migration, health disparities, and response to natural disasters, violent crime, war, and other traumatic events);
4. Ability to develop and disseminate scholarly research pertaining to advanced clinical social work theory, practice, competencies, processes, and outcomes;
5. Leadership capability in establishing, developing and evaluating programs which meet the clinical social work needs of south Florida populations.

DSW Program Learning Outcomes:

At the end of this curriculum, the graduate will be able to engage in the following DSW Practice Behaviors (DB)

- (DB 1) Develop self as an evidence-based practitioner in advanced social work practice.
- (DB 2) Create innovative models for advanced social work practice that are grounded in best evidence and knowledge from social work and other disciplines.
- (DB 3) Integrate multiple, complex patterns of knowing individuals, groups, and populations.
- (DB 4) Creatively responding to calls for leadership in advanced social work practice.
- (DB 5) Demonstrate leadership for developing and implementing ethical, safe practice and inquiry in advanced social work practice
- (DB 6) Lead and mentor others in approaching populations within clinical social work situations with cultural awareness and respect.
- (DB 7) Use methods of systematic inquiry to evaluate interventions, programs, processes and outcomes of advanced social work practice and leadership.
- (DB 8) Create programs and health/mental health policy to promote well-being for persons and populations across the lifespan in advanced social work practice.
- (DB 9) Lead the transformation of complex health and mental health care systems that facilitate intra and inter-professional collaboration to achieve quality outcomes.

B. Describe the admission standards and graduation requirements for the program.

THE D.S.W. program will capture many students who graduate from FAU's MSW program. Community and regional agency leadership and staff will be invited to apply to this program for doctoral level training in clinical social work.

The Doctor of Social Work (D.S.W.) degree is a three-year, 48-credit program. It is designed for planned part-time students. Students take 6 credits each semester, including two summer sessions, which includes coursework within the classroom. A field practicum is required prior to graduation. All electives should be at the 7000 or 8000 level in the school of social work unless other permission is granted by the DSW coordinator.

Doctoral Degree Requirements

The Doctor of Social Work degree requires at least 80 credits beyond the baccalaureate degree.

Supervisory Committee for Doctoral Degrees

Each doctoral candidate shall have an advisor and a supervisory committee comprised of at least three members of the graduate faculty. One of the members shall serve as the chair of the supervisory committee. The supervisory committee shall approve the student's plan of study, monitor the student's academic progress, approve the area of clinical research, evaluate the research-paper defense and approve the final document.

Plan of Study for Doctoral Degrees

1. All degree-seeking graduate students should have an approved Plan of Study on file with the Graduate College no later than halfway through their required coursework and before enrolling in the capstone courses of the DSW program. Students must have an approved Plan of Study on file with the Graduate College prior to the term in which they intend to graduate. All students receive written confirmation when their Plan of Study is approved by the Dean of the Graduate College.

2. Changes to an approved Plan of Study require the submission and approval of the Form 9-Revision to Existing Plan of Study. Revisions need only be filed once and may be submitted during the final term in which the student plans to graduate.

3. A completed Form 12-Research Compliance and Safety must be attached to the Plan of Study form. Any federally mandated research compliance issues must be approved by the appropriate University committee prior to the collection of data.

Admission to Candidacy for Doctoral Degrees

1. Graduate students become candidates for the doctoral degree once they are granted formal admission to candidacy. Such admission requires the approval of the student's supervisory committee, the department chair, the college dean and the dean of the Graduate College. The approval must be based on (a) the academic record of the student, (b) the opinion of the supervisory committee concerning overall fitness for candidacy, (c) an approved research topic and (d) a qualifying examination as determined by the appropriate department/program.

2. Application for admission to candidacy should be made as soon as the qualifying examination has been passed and a research topic has been approved by the student's supervisory committee. By completing Form 8-Admission to Candidacy for the Doctoral Degree, applicants are formally admitted to candidacy. Students must be admitted to candidacy at least one semester before applying for graduation. Students may not register for dissertation credit until they have been admitted to candidacy.

Admission Requirements

An MSW degree from a Council on Social Work Education (CSWE) accredited institution is required for admission. The regular MSW degree at FAU and most other institutions is 60 or more Masters-level credits from an accredited CSWE institution. Students who have received a BSW from a CSWE accredited program complete the MSW with a minimum of 30 graduate credits. In both cases, students will be required to take a minimum of 50 doctoral-level credits to obtain the DSW.

A minimum of two years post-MSW experience is preferred. Special exceptions are considered for those with concurrent clinical practice experience.

Copy of current license (LCSW), license eligibility or registration as a Florida social work intern.

A grade point average (GPA) of 3.5 or higher in their MSW is required. In addition to the University application, D.S.W. applicants must also submit the social work application, personal statement describing the applicant's goals for the doctorate in social work (no more than 500 words), three recommendations (on School of Social Work forms – at least two of the recommendations should be from a doctoral level practitioner or educator) and a current résumé. Meeting minimal standards does not guarantee admission. The total application packet will be considered in making admission decisions.

Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores is required by the State of Florida. Competitive scores in the verbal, quantitative, and analytical writing sections of the Graduate Record Examination. The MAT or GRE must have been taken within the past five years.

A copy of one example of work that depicts a culminating scholarly product from the master's program should be submitted. (Examples: thesis, project, manuscript for evidenced-based research course,

paper/manuscript for inquiry practicum)

Background check, completed upon admission.

Satisfactory oral interview by members of the DSW Admissions Committee.

If accepted for admission into the D.S.W. program, all incoming students are required to attend a D.S.W. orientation conducted during the week prior to the beginning of the fall term. Failure to attend this orientation session will result in admission deferment to the following year.

Students not admitted to the D.S.W. program will not be permitted to take Doctoral-level SOW courses. Exceptions may be made for individuals with an L.C.S.W. from out of state who need to satisfy Florida licensing requirements. Permission must be granted by D.S.W. program coordinator.

Students who are dismissed from the Social Work program may not return to take any Social Work classes.

Admission Requirements for International Students

Graduates of colleges or universities outside of the United States who have completed an academic program equivalent to an American MSW degree may apply for admission. All international applicants whose transcripts are from non-U.S. institutions must have their credentials evaluated course by course, including the GPA, by a professional evaluation service. A service may be found at www.NACES.org.

International applicants for whom English is a second language are required to submit a score of 600 or higher (CBT-250 or higher) on the Test of English as a Foreign Language (TOEFL) before enrolling in coursework. Applicants must write to Test of English as a Foreign Language, Educational Testing Service, Princeton, New Jersey, U.S.A. 08540, or visit www.ets.org/toefl for assistance.

In addition, international applicants must have had previous experience in the social welfare field in their own countries prior to application to the D.S.W. program.

Lastly, international applicants must also possess and provide a sound financial plan to cover the costs of tuition, living expenses and round-trip transportation, as determined by the Graduate College.

Transfer Credit

Students transferring from another D.S.W. program may transfer a maximum of 12 doctoral-level graduate credits for the 50-credit program. All courses that are applied to the DSW degree must have been successfully completed within three years of entrance into the FAU program, and the student must have earned a grade of "B" or above. A grade of "B-" or below does not meet this requirement and is not accepted. No graduate credit is granted for life experience or work experience.

Course Scheduling

The School of Social Work endeavors to schedule classes to accommodate students. Note that the School of Social Works makes no guarantees regarding class meeting times or days.

Enrollment in D.S.W. Courses

D.S.W. courses are limited to those students who have been fully admitted to the D.S.W. program. Non-matriculated students who register for a D.S.W. course will be administratively withdrawn from the course by the School of Social Work. If withdrawn, it is the student's responsibility to seek any associated fee refunds through other University channels.

Attendance on First Day of Class

All students enrolled in the D.S.W. program are required to attend the first class in all D.S.W. courses.

Time Limitation

Candidates for the Doctor of Social Work degree must complete all degree requirements within seven years from the date of entrance into their first semester in FAU's DSW program.

Academic and Professional Standards

Continuation in the D.S.W. program requires satisfactory progress toward degree completion. This includes registering for courses from the approved curriculum, following the proper program structure, earning grades of at least "B-" or above in all courses (except as noted below), maintaining a 3.0 cumulative GPA and adhering at all times to the National Association of Social Workers (NASW) Code of Ethics.

Individual course grades of "C+" or "C" are allowed to fulfill degree requirements as described in the Additional Academic Standard sections below. Students who receive one grade of "C-" or below may be recommended for dismissal regardless of their cumulative GPA. Students who receive a grade of "C+" or below are not automatically permitted to re-take the course. Under exceptional circumstances, and only with prior permission from the D.S.W. faculty committee, are students permitted to re-take the course.

Students who fail to meet the academic standards of the program or violate the NASW Code of Ethics may be recommended for dismissal.

Additional Academic Standards

Grades below "C" (e.g., "C-" to "F") reflect unsatisfactory progress toward the degree. Students earning such grades are therefore subject to dismissal from the Doctor of Social Work degree program. Students dismissed from the D.S.W. program subject to University Regulation 4.001 for academic and/or behavioral reasons shall not be permitted to enroll in the another FAU Social Work program. Students may also be dismissed at any time if they are not making satisfactory progress toward completion of the degree.

- C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

A minimum of 50 credits (14 three-credit & 2 -four-credit courses) are required for degree completion. Three elective are required for the degree. These graduate-level electives may be in any area that is associated with the student's clinical and clinical research interests and its relation to the knowledge/skills/values of the social work profession in the university catalogue's 7000/8000 level.

The courses in this program offer the DSW student the opportunity to engage in an area of clinical practice and research at the individual, group, couple or family level. As noted below, in-depth consideration is provided in these courses to the micro and mezzo levels. Much of the clinical practice and research that will be done by doctoral-level practitioners will require further specialization and knowledge/skill acquisition for advanced clinical practice with populations in need in Florida, such as those with substance usage concerns and mental health diagnoses (psychopathology). To ensure maximum marketability for the DSW graduate, courses in social work education and clinical social work supervision/administration are included.

There is a two semester capstone course near the end of the D.S.W. program. In the first course, the D.S.W. student is expected to develop a clinical research proposal that is reviewed by the students' major professor and two other members of the School of Social Work for thoroughness and its association with the knowledge/skills/values of professional social work. The student must then submit the proposal to FAU's Human Subjects Committee for approval.

In the second part of the capstone course, the student implements the clinical research proposal under the direction of the capstone course faculty and major professor. After data collection and write-up, the paper should be of sufficient quality that it would be possible to submit for publication in a social work or similarly related academic journal. The manuscript is not required to be published for the conferral of the

degree, but a successful defense of the manuscript is required. The defense committee is composed of four members. Three FAU SSW faculty members are required: 1) the DSW coordinator, 2) the student's major professor, and 3) another member of FAU School of Social Work faculty. An external reviewer who has a doctorate in social work or a related discipline with expertise in the students' clinical research area is required and collaborates with the committee after obtaining the permission of the DSW coordinator. At the completion of the paper's defense, and with the positive recommendation of the student's major professor and the other members of the committee, the student completes the necessary paper work for graduation. Should there be disagreement within the committee regarding the defense-outcome, the majority vote is sufficient for graduation. In the event of a tie, the DSW coordinator will determine the final outcome.

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

Year	Semester	Semester	Semester
1	1. Theories & Epistemology of Social Work Clinical Practice (3 cr.) 2. Clinical Social Work Research & Stats I (4 cr.)	3. Social Work Pedagogy 4. Elective at the 7000/8000 level offered in the School of Social Work	5. Advanced Clinical Social Work Evidence-based Practice with individuals 6. Elective at the 7000/8000 level offered in the School of Social Work
2	7. Advanced Social Work Evidence-based Practice with Families & Couples 8. Advanced Psychopathology in Social Work Practice	9. Advanced Social Work Evidence-based Practice with Groups 10. Clinical Social Work Research & Stats 2 (4 Credits)	11. Clinical Social Work Supervision, Management & Administration 12. Field
3	13. Capstone I (Developing a clinical research proposal) 14. Emerging Social Work Methods in Psychotherapy	15. Elective at the 7000/8000 level offered in the School of Social Work 16. Capstone II (Implementing a clinical research proposal)	

E. Provide a one- or two-sentence description of each required or elective course.

YEAR I

1. Theories & Epistemology of Social Work Clinical Practice - Examines the foundations of knowledge, tools to find resources, design tailored interventions, and implement evidence-based interventions and evidence supported common therapeutic factors. (3 Credits).

2. Clinical Social Work Research & Stats I - Examines evidence-based social work research methods to improve clinical practice, measurement tools to engage in various research methodologies, and as a result

of these methodologies to implement evidence-based interventions and evidence supported therapies. (4 Credits)

3. Social Work Pedagogy - Examines the educational standards (EPAS) of the Council on Social Work Education, considers evidence-based practice teaching behaviors as outcomes, and the design of curricula and syllabi to meet program requirements. (3 Credits).

4. Elective (3 Credits).

5. Advanced Clinical Social Work Evidence-based Practice with Individuals - This course focuses on evidence-based advanced clinical social work practice with individuals. It seeks to provide the student with a methodology for incorporating best doctoral-level clinical practice with individuals which is grounded in evidence-based research literature. (3 Credits).

6. Elective (3 Credits).

YEAR II

7. Advanced Social Work Evidence-based Practice with Families & Couples - Examines evidence-based advanced clinical social work practice with families and couples. It seeks to provide the student with a methodology for incorporating best social work clinical practice with couples and families at the doctoral level which is grounded in evidence-based research literature. (3 Credits).

8. Advanced Psychopathology in Social Work Practice - Focuses on evidence-based advanced clinical social work assessment, diagnostics, and intervention with populations evidencing special needs related to mental health and substance use issues. This course seeks to provide the student with a methodology for incorporating best social work clinical practice with mental health consumers which is grounded in evidence-based research literature. (3 Credits).

9. Advanced Clinical Social Work Evidence-based Practice with Groups - Focuses on evidence-based advanced clinical social work practice with groups. It seeks to provide the student with a methodology for incorporating best social work clinical practice with groups which is grounded in evidence-based research literature. (3 Credits).

10. Clinical Research & Stats 2 – Building on Clinical Research & Stats 1, this course continues to examine evidence-based social work research methods to improve clinical practice and methods of data gathering and analysis which result in evidence supported therapies (4 Credits).

11. Clinical Social Work Supervision, Management & Administration – Examines methods of staff and clinical supervision for licensure, and the management and administration of organizations and staff. (3 Credits).

12. Field – In conjunction with the DSW coordinator and the student's major professor, students choose a field placement that will advance their career goals. This course will offer the student an opportunity to engage in a supervised teaching experience or a clinical social work practicum in a supervised mental health/health/social service setting. Those opting for field -practice must be supervised by a Florida-licensed mental health practitioner at the doctoral level. The minimum requirement in the agency-based field placement is 8 clinical hours per week plus a minimum of one hour of supervision by the agency-based doctoral-level mental health supervisor for the semester. For those DSW students opting for an educational experience, they will serve as a supervised

adjunct for one-undergraduate/graduate level course in the School of Social Work. The educational field option requires the student prepare and teach the course along with academic supervision provided by a tenured/tenure-line faculty member of the School of Social Work. (3 Credits).

Year III

13. Capstone I (Developing a clinical research proposal). In conjunction with the student's major faculty advisor, the student develops a clinical research proposal. (3 Credits).

14. Emerging Clinical Social Work Methods in Psychotherapy - Examines special topics in evidence-based clinical social work practice at the micro and mezzo level. (3 Credits).

15. Elective (3 Credits).

16. Capstone II (Implementing a clinical research proposal) - In this second capstone course, the clinical research proposal developed in Capstone I is implement. The goal is a paper of sufficient quality that it could be submitted to an academic journal. With the approval of the student's major advisor, the paper is considered by the remaining members of the student's committee for evaluation/defense. When the paper has been successfully defended, the student receives the DSW. (3 Credits).

ELECTIVE course possibilities include: Trauma Focused Interventions Contemporary Issues and Emerging Interventions; Forensic Social Work; Dual Diagnosis and Evidence-Based Practice; Substance Use Treatment Interventions

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.**

While the DSW is not a STEM degree, the delivery of social work services in health, mental health and social service settings are increasingly being scrutinized for efficacy prior to approval for reimbursement (utilization review). Requirements for 3rd party-reimbursement (private insurance, etc.) as well as the demands of the Affordable Care Act require that practitioners utilize interventions that are evidence-based and demonstrate fulfillment of practice competencies.

With implementation of the new Affordable Care Act, social workers are playing more important roles in health care services. This is especially true in the area of mental health. In the United States, clinically trained social workers provide over 60% of mental health services (<http://www.naswdc.org/pressroom/features/issue/mental.asp>). In private industry, the need for more social workers trained in evidenced-based mental health treatment has grown substantially. Further, community-based social workers are seen as vital to reducing health care costs associated with unnecessary hospital and nursing home readmissions. These are all areas where collaboration for funding for research into best practices with both private and public health care providers can be enhanced.

These delivery concerns form the basis of the DSW program as the program seeks to

deliver an evidence-based array of doctoral level clinical offerings.

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

The Council on Social Work Education (CSWE) neither accredits social work Ph.D. programs nor D.S.W. programs. Therefore, the D.S.W. program will not require accreditation through the Council on Social Work Education. G.A.D.E., i.e. the *Group for the Advancement of Doctoral Education in Social Work* does not accredit social work doctoral programs, but it offers guidance for both D.S.W. and Social Work Ph.D. programs.

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

BSW & MSW programs are accredited by the Council on Social Work Education (CSWE) in the USA. The School of Social Work currently has both BSW and MSW programs that are accredited by the Council on Social Work Education. Florida licensing statutes require individuals pursuing clinical social work licensure must hold an MSW from a CSWE-accredited social work program. If the individual has graduated from a CSWE-accredited MSW program and has passed the licensing exam (and paid the associated fees), the individual is able to self-identify as a licensed clinical social worker (LCSW).

The Council on Social Work Education (CSWE) neither accredits social work Ph.D. programs nor D.S.W. programs. Therefore, the D.S.W. program will not require accreditation through the Council on Social Work Education. G.A.D.E., i.e. the *Group for the Advancement of Doctoral Education in Social Work* does not accredit social work doctoral programs, but it offers guidance for both D.S.W. and Ph.D. programs

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.**

The program will be offered on the Boca campus combining traditional delivery (80%) and distance learning (20%).

IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a)**

faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practice, and supervising thesis or dissertation hours).

Wes Hawkins, Ph.D.	School of Social Work Professor
Elwood Hamlin, Ph.D.	School of Social Work MSW Coordinator/Professor
Ellen Ryan, Ph.D.	School of Social Work Interim Director/ Associate Professor
Allan Barsky, Ph.D., J.D.	School of Social Work Professor
Michael Kane, Ph.D., LCSW	School of Social Work Professor
Diane Sherman, Ph.D.	School of Social Work Professor
Naelys Luna, Ph.D.	School of Social Work Associate Professor
Gail Horton, Ph.D., LCSW	School of Social Work Associate Professor
Juyoung Park, Ph.D.	School of Social Work Assistant Professor
Heather Farineau, Ph.D., LCSW	School of Social Work Assistant Professor
LeaAnne DeRigne, Ph.D.	School of Social Work Assistant Professor
Paulina Martinez, Ph.D., LCSW	School of Social Work Assistant Professor
Arlene Kaplan, Ph.D.	School of Social Work, Field Education Coordinator

Four new hires per Table 4.

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**
- C. Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).**
- D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.**

This table below identifies each faculty by name, degrees earned, years employed by FAU School of Social Work, years as a social work educator, years dedicated to social work practice, and areas of competence. All faculty members possess an MSW degree from a CSWE-accredited MSW program and at least two years of social work practice experience. Therefore, faculty members who teach social work practice courses meet the minimum social work practice experience. Faculty members teach courses within their areas of competence.

The School of Social Work sent 5 faculty members to participate in CSWE's extensive EPAS training. In turn, these faculty members trained the rest of the full-time, part-time, and adjunct faculty members on the new EPAS, including how the School is incorporating the core competencies and practice behaviors throughout the BSW/MSW curriculum. Full-time faculty served on the curriculum committee, which took responsibility for translating the program's mission and goals into the curriculum. Full-time faculty members also developed the model syllabi for each of the core courses in the BSW/MSW curriculum.

Faculty members have expertise and are able to teach in more than one curricular area: evidence-

based practice with individuals, groups, families, organizations, and communities; human behavior in the social environment; policy; field education; and clinical practice across the lifespan. When hiring new faculty members, the School ensures that there are sufficient faculty members to teach in each curricular content area. Part-time and adjunct faculty members who have specific experience and expertise in particular content areas enrich the curriculum (esp. by teaching elective courses), as well as augment the knowledge and skills provided by full-time faculty members.

Full-Time Faculty Members

Name	Degrees Earned and University	Years at FAU	Years in Social Work Education	Years in Social Work Practice	Areas of Social Work Practice	Areas of Competence
Barsky, Allan	PhD (University of Toronto) MSW (Yeshiva University) JD (University of Toronto)	14	25	28	Family & Community Conflict; Generalist Practice; Addictions, Mediation, Advocacy	Ethics; Conflict Resolution; Practice with Individuals, Families, & Groups
DeRigne, LeaAnne	PhD (Washington University) MSW (Washington University) BS (Missouri State University)	5	9	5	Public Policy Analyst; Legislative Advocacy; Healthcare	Policy Analysis; Lobbying & Advocacy; Children with Special Health Needs, Human Behavior in the Social Environment
Farineau, Heather	B.A. in Psychology- Florida State University MSW (Florida State University) PhD in Marriage and Family Therapy (Florida State University)	1	1	8	Case Management, Child Welfare Administration, Parent Educator Intervention	Child Welfare, Couple and Family Counseling, Juvenile Justice, Clinical Social Work

Hawkins, Wes	PhD (Southern Illinois University) MSW (The Catholic University of America – DC) B.S. (Truman University)				Community Health Education; Social Work;History	
Hamlin, Elwood	PhD (Catholic University of America MSW (University of Illinois) BA (California State University at Sacramento	16	19	32	Clinical Social Work; Social Work in Healthcare; Family violence; Military Social Work	Generalist Practice with Individuals, Clinical Practice; Violence and Trauma; Hospital Social Work
Horton, Gail	PhD (Florida International University MSW (Florida International University BSW (Florida Atlantic University)	10	16	23	Addictions; Trauma; Mental Health	Generalist Social Work, Clinical Practice; Cognitive- Behavioral Therapy, Motivational Interviewing; Gestalt Therapy, Human Behavior in the Social Environment
Kane, Michael	PhD (Barry University) MSW (Barry University) M.Div.(St Vincent de Paul)	15	4	21	Mental Health; Aging	Mental Health Practice; Aging Practice; Generalist Practice, Clinical Practice

	BS (University of Wisconsin)					
Kaplan, Arlene	PhD (Florida International University) MSW (Florida International University) BA (University of Florida)	9	19	39	Field Education; International Social Work; Generalist and Clinical Practice	Field Education; International Social Work; Generalist and Clinical Practice
Luna, Naelys	PhD (Fordham University) MSW (Fordham University) BA (Seton Hall University)	9	11	16	Substance Abuse; Children & Families; Mental Health	Generalist and Clinical Practice; Mindfulness; Cognitive- Behavior Therapy; Mental Health
Martinez, Paulina	PhD (Barry University) MSW (Florida International University)	16	16	23	Child Welfare; Mental Health; GLBTQ issues; Diversity	Generalist and Clinical Practice; Mental Health; Cognitive- Behavior Therapy; Mindfulness Practice, Field Education
Park, Juyoung	PhD (University of Maryland) MSW (University of South Carolina) BS (University of South Carolina)	5	5	4	Mental Health	Aging and Health Practice (Chronic pain management), Research
Ryan, Ellen	PhD (Southern Illinois)	14	21	25	Child Welfare; Mental Health	Clinical Practice; Mental Health

	University) MSW (University of Missouri) BS (Stephens College)					Practice
Sherman, Diane	PhD (University of Texas at Austin) MSW (University of Central Florida) BSW (University of Central Florida)	14	14	14	Mental Health; Grief & Loss	Research; Mental Health; Grief & Loss; Victims of Crime; Human Trafficking

Most courses in the MSW program are taught by full-time faculty members. Full-time faculty members are responsible for teaching required course content across the curriculum. Adjunct and part-time faculty may be used in required courses providing they possess the practice experience or expertise to enrich the specific required course. Some electives are taught by part-time and adjunct faculty within their areas of competency and expertise.

All tenured/tenure-line faculty members are capable of teaching in the MSW and BSW programs. Two faculty members have been working in the FAU Office of the Provost, but have taught courses in the past. Most tenure/tenure-line faculty members teach across the BSW and MSW curriculum and most will be involved in the DSW program. The average number of years of teaching is 12; some faculty members have over 19 years of teaching experience. Newer faculty members were recruited because of their ability to contribute to specific content areas within the BSW, MSW and future-DSW curricula. The FAU School of Social Work is fortunate to have attracted a mix of seasoned social work educators and recent doctoral graduates. Our faculty members have demonstrated conscientiousness, energy, and vision in implementing the new competency-based curriculum.

Responsibilities for the full-time faculty include the development, implementation, and evaluation of the program's curriculum and policies. The full-time faculty members also assist in providing information regarding student progression. They provide guidance and support to students, addressing concerns and building on student strengths. Full-time faculty members are responsible for the governance structure of the School, as well as for establishing the criteria for admission and graduation in the BSW, MSW & future DSW programs.

Class size varies depending on the curricular area, as well as availability of full-time, part-time, adjunct faculty. Some classes have as many as 48 students while others such as practice classes are capped at 20-25 students. The full-time faculty-to-student ratio for the MSW program was 1:29. The DSW program will seek to admit cohorts of 15.

All full-time tenured and tenure-track faculty have doctoral degrees in social work or related fields.

WORK LOAD/HISTORY

The School of Social Work faculty members are dedicated. At times, the faculty's resources have been spread thin as a result of developing and implementing competency-based curriculum, as well as reviewing and updating educational policy for ever-growing BSW and MSW programs. The University and School do recognize and value the multiple roles (research, teaching, and service) that must be played by faculty. The faculty workload is governed by Florida Statutes (1012.945).

A faculty member is able to reduce her/his teaching assignment by one or more units of work through grant activity; a workload may also be modified for extensive research, service, or administrative purposes. There is no differentiation, weight, or value between MSW or BSW course assignments; faculty instruct across both the BSW and MSW programs. Most tenured/tenure line faculty will share some responsibility for the DSW program.

All faculty members, including the Director and program coordinators, instruct in the MSW and BSW programs.

The percentage of time devoted to research and scholarship, teaching, and service may be negotiated on a yearly basis with the Director. Faculty members who are active in funded research projects may buy out of part of their teaching workload.

The typical workload of a tenured faculty member is:

- 55% teaching
- 30% research
- 15% service

The typical workload for a tenure-earning faculty member is:

- 50% teaching
- 40% research
- 10% service

Teaching in summer sessions is optional for all 9-month contact faculty members.

School of Social Work faculty members support the BSW, MSW and future DSW program's mission and goals as well as the school, college, and university's priorities through service at the various levels. Faculty members fulfill these priorities by serving on various academic committees within and outside the School of Social Work. For example, within the School, faculty members serve on faculty governance, promotion and tenure, admissions, curriculum development, and program assessment committees.

Publication of Research

Faculty members engage in a broad range of research and scholarly activities. Topics of research include addictions, child welfare, aging, pain management, inter-professional practice, ethics, conflict resolution, victim services, health policy, mental health, homelessness, LGBT populations, and clinical social work practice. Examples of research published in scholarly journals can be found in faculty CV's found at the end of this document.

Name	Number of Peer-reviewed Journal Articles	Other Publications	Professional Conference Presentations
Barsky	2	4	8
Chewning/Horton	2	3	12
DeRigne	3	0	2
Hamlin	1	0	0
Hawkins, Wes	2	0	0
Kane	3	0	1
Luna	4	0	7
Park	7	2	3
Kaplan	1	0	1
Sherman	3	1	1
Farineau	2	0	1

Publication Information History

Name	Number of Peer-reviewed Journal Articles	Other Publications	Professional Conference Presentations
Barsky	33	68	96
Chewning/Horton	19	0	18
DeRigne	10	0	7
Hawkins, Wes	60	0	19
Kane	69	2	32
Luna	23	2	36
Park	20	3	14
Kaplan	11	2	34
Sherman	38	10	20
Farineau	5	1	7

Professional Development and Training

Faculty members continuously engage in ongoing professional development and training as teachers, scholars, and practitioners. Ongoing professional development supports FAU's strategic plan (particularly "Societal Issues"), as well as the School of Social Work's mission and goals. The following examples illustrate the range of professional development and training activities in which faculty members participate:

- Faculty members participate in ongoing professional development programs within and outside the university. Faculty members participate in local, regional, national, and international trainings and conferences. Some of the more commonly attended conferences include those sponsored by CSWE, NASW, BPD, Society for Social Work Research, and other conferences on specialized areas such as addictions, aging, child welfare, and family law (including conferences, webinars, and other educational activities). Faculty members also present research and educational workshops at such conferences.
- The university sponsors ongoing professional development in e-learning. This program is offered to faculty and provides the required skills and knowledge to develop on-line academic courses. Faculty members are given small stipends to participate in the program.

- All faculty members participated in training sponsored by REACH-SW, regarding methods of teaching evidence-based practice. Dr. Ed Mullen from Columbia University provided this training to our faculty. The training included teaching materials and individualized course development from an evidence-based perspective.
- The university provides small professional development grants to support faculty engaged in research projects that have the potential to lead to external funding.
- One faculty member is currently a Hartford Scholar who has attended a number of specialized research trainings.
- Faculty members have been trained in “writing across the curriculum,” which teaches educators how to build critical thinking and written communication skills into courses. The School of Social Work has adapted these materials to teach writing skills required for effective social work practice (e.g., record-keeping, professional writing).
- Faculty members engage with local agencies, providing services such as staff training, program evaluation, research, and consultation.

Scholarly and Professional Boards

Faculty members serve on a broad range of boards, including editorial boards and boards of nonprofit agencies, as well as consultants to community social service agencies. Example of service on professional boards include:

- NASW National Ethics Committee Chair – Allan Barsky
- Oxford Bibliographies – Allan Barsky

X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.**

Florida Atlantic University has an impressive library system that includes:

- S.E. Wimberly Library, located at the Boca Raton campus
- Collections housed at the Broward County Public Library to serve FAU in downtown Ft. Lauderdale
- A shared-use library with Broward State College in Davie
- A 10,000-square foot library on the MacArthur campus in Jupiter (<http://www.fau.edu/library>).

The Wimberly Library is a 165,000-square foot building at the heart of the Boca Raton campus. It provides seating for 1,260 faculty and group study rooms, study carrels, facilities for individuals with disabilities, an audiovisual media area, and a computer lab. The library collection comprises more than 800,000 books, 2.6 million microforms and subscriptions to 4,300 scholarly journals. A computerized catalog of library holdings provides a listing of material in FAU Libraries and other libraries in the State University System. The Wimberly Library is staffed by professional librarians who possess graduate degrees in library science. The library has current and comprehensive library holdings, as well as electronic access to journals sufficient to meet the program's mission and goals. The social science librarian is available to faculty and students with the School of Social Work for consultation and orientation session.

The current holdings of the library meet the needs of potential DSW students.

Academic journals specific to social work and accessible through the FAU library include *Social Work*, *Journal of Gerontological Social Work*, *Social Work Education*, *Social Work in Health*, *Social Work in Mental Health*, *Journal of Religion and Spirituality in Social Work*, *Journal of Social Service Research*, *Journal of Social Work in Palliative and End-of-life Care*, *Advances in Social Work*, plus various discipline-related journals and resources.

- B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A.**

Insert response here. N/A

Signature of Library Director

Date

- C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.**

Boca Raton Campus

The School of Social Work is housed on the third floor in the three story multi-purpose College for Design and Social Inquiry building on the Boca Raton campus. The building is in close proximity to the Wimberly Library, student services, administrative facilities, as well as the university food court and bookstore. All current full-time faculty have private offices on the Boca Raton campus with space for small group meetings with students and colleagues. Each office has ample room for a desk, bookcase, computer and chairs. Additionally, there are rooms designated for part-time and adjunct faculty. The School of Social Work has an administrative suite that houses administrative staff as well as the Director and coordinators of the BSW, MSW, and Field Education.

A moderate sized conference room is available on the third floor in the College for Design and Social Inquiry building. It is also used as a small classroom. The School has three dedicated classrooms in addition to the social work conference room. Two of the dedicated classrooms are located on the first floor while the third is located on the third floor near the conference room and hallway of faculty offices. Faculty and community meetings are conducted in the conference room, as well as the dedicated classrooms depending on the number of people attending. The conference room and dedicated classrooms are outfitted with state of the art technology. Additionally, the School of Social Work has a clinical skills lab with two rooms on the first floor outfitted with camera, one-way mirror, and video-taping equipment. The School of Social Work has sufficient office and classroom space and computer-mediated access to achieve the mission and goals of the MSW program.

Access to Assistive Technology

The Florida Atlantic University Office for Students with Disabilities' (OSD) mission is to provide support to students with disabilities in their pursuit of equity and excellence in education (<http://osd.fau.edu>). The OSD, along with FAU faculty and staff, ensure that reasonable accommodations are provided to allow student with disabilities an equal opportunity to learn in the classroom setting and to have access to all areas on campus. The FAU BSW/MSW program have successfully accommodated the needs of students with a wide range of disabilities. OSD

staff and counselors are available for consultation with faculty regarding the needs of individual students. They are also willing to make presentations to faculty, upon request.

Students registered with the OSD are eligible for accommodations, support services, and/or academic adjustment based on individual needs as determined by their OSD counselor, at no expense to the student.

The following list identifies the range of support services and accommodations available:

- Advice on classroom accommodations
- Additional time for testing and/or testing at OSD
- Peer note-taking services
- Audio-recorded lectures
- Sign language interpreter
- Assistive technology and lab with equipment and software such as Dragon Naturally Speaking, Duxbury; Expert Reader, JAWS, Kurzweil, Optelect 20/20 PLUS, Zoomtext
- Textbooks in large print
- Dorm units designed for wheelchair access
- Accessible buildings and classrooms
- Accessible seating such as chairs and desks that are accessible for individuals with mobility disabilities
- Equipment loan

- D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.**

For advanced clinical training, it is important that treatment rooms are available with a one-way mirror and audio/video-recording capabilities. While the School of Social Work currently possesses a small clinical skills laboratory, upgraded/updated recording equipment is essential. This will allow doctoral-level students the ability to interact with clients while a clinical supervisor reviews the sessions.

- E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.**

Not Applicable

- F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.**

Not Applicable

- G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.**

Not Applicable

- H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.**

The DSW program allows students the flexibility to continue to engage in paid-work and career advancement. DSW students will also be encouraged to consider working as adjunct faculty for the undergraduate social work program. This will provide them some financial support. The possibility may exist for future graduate assistantships and other scholarships.

- I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

Southeast Florida has hundreds of health, mental health and social service sites that currently place FAU's BSW and MSW students in field practicums. A smaller number exist for doctoral students because of the requirement that their work is supervised by a doctoral level practitioner. Additionally, and to the benefit of the School of Social Work, many students may opt to obtain teaching experience and supervision in the School of Social Work's BSW/MSW programs. Either of these options will fulfill the field experience requirement for the completion of the DSW.

- J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

Office space will be needed for new hires.

APPENDIX A
TABLE 1-A
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Baccalaureate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Upper-level students who are transferring from other majors within the university**	0	0	0	0	0	0	0	0	0	0
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***	0	0	0	0	0	0	0	0	0	0
Florida community college transfers to the upper level****	0	0	0	0	0	0	0	0	0	0
Transfers to the upper level from other Florida colleges and universities***	0	0	0	0	0	0	0	0	0	0
Transfers from out of state colleges and universities***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	0	0	0	0

* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

** If numbers appear in this category, they should go DOWN in later years.

*** Do not include individuals counted in any PRIOR CATEGORY in a given COLUMN.

APPENDIX A
TABLE 1-B
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Graduate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	4	3	8	6	12	9	12	9	12	9
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	10	7	20	14	30	21	30	21	30	21
Individuals who graduated from preceding degree programs at other Florida public universities	0	0	0	0	0	0	0	0	0	0
Individuals who graduated from preceding degree programs at non-public Florida institutions	1	0.67	2	1	3	2	3	2	3	2
Additional in-state residents***	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents***	0	0	0	0	0	0	0	0	0	0
Additional foreign residents***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	15	7.67	30	21	45	32	45	32	45	32

* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

** If numbers appear in this category, they should go DOWN in later years.

*** Do not include individuals counted in any PRIOR category in a given COLUMN.

APPENDIX A
TABLE 2
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1						Year 5					
	Reallocated Base* (E&G)	Funding Source				Subtotal E&G, Auxiliary, and C&G	Continuing Base** (E&G)	Funding Source			Subtotal E&G, Auxiliary, and C&G	
		Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)			Auxiliary Funds	New Enrollment Growth (E&G)	Other** (E&G)		Contracts & Grants (C&G)
Faculty Salaries and Benefits	119,472	0	104,718	0	0	0	264,211	160,790	0	0	0	\$425,001
A & P Salaries and Benefits	4,542	0	0	0	0	0	5,112	0	0	0	0	\$5,112
USPS Salaries and Benefits	0	0	0	0	0	0	0	0	0	0	0	\$0
Other Personal Services	0	0	0	0	0	0	0	0	0	0	0	\$0
Assistantships & Fellowships	0	0	0	0	0	0	0	0	0	0	0	\$0
Library	0	0	0	0	0	0	0	0	0	0	0	\$0
Expenses	2,100	0	1,750	3,000	0	4,638	2,625	6,000	0	0	0	\$13,263
Operating Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	0	0	0	0	0	\$0
Total Costs	\$126,114	\$0	\$106,468	\$3,000	\$0	\$273,961	\$2,625	\$166,790	\$0	\$0	\$0	\$443,376

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

Faculty and Staff Summary

Total Positions	Year 1	Year 5
Faculty (person-years)	1.98	3.34
A & P (FTE)	0	0
USPS (FTE)	0	0

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$235,582	\$443,376
Annual Student FTE	7.67	32
E&G Cost per FTE	\$30,715	\$13,856

*Tuition waivers calculated for 18 graduate credits per year for 5 graduate assistantships will be paid through adjunct funds and does not require additional funding

APPENDIX A

TABLE 3
 ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS*

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
School of Social Work Budget	2,378,292	235,582	\$2,142,710
Totals	\$2,378,292	\$235,582	\$2,142,710

* If not reallocating funds, please submit a zeroed Table 3

APPENDIX A

TABLE 4
ANTICIPATED FACULTY PARTICIPATION

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Specialty	Rank	Initial Date for Participation in Program	Contract Status	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Allan Barsky, PhD, Social Work	Professor	Fall, 2014	Tenure	9	1.00	0.25	0.19	9	1.00	0.50	0.38
A	Gail Chevmung, PhD, Social Work	Assoc. Prof	Fall, 2016	Tenure	9	1.00	0.00	0.00	9	1.00	0.25	0.19
A	LeaAnne DeRigne, PhD, Social Work	Asst. Prof	Fall, 2016	Tenure								
A	Heather Fainneau, PhD, Social Work	Asst. Prof	Fall, 2016	Tenure								
A	Elwood Hamlin, PhD, Social Work	Professor	Fall, 2016	Tenure	12	1.00	0.00	0.00	12	1.00	0.25	0.25
A	Wesley Hawkins, PhD, Social Work	Professor	Fall, 2014	Tenure	9	1.00	0.25	0.19	9	1.00	0.50	0.38
A	Michael Kane, PhD, Social Work	Professor	Fall, 2014	Tenure	9	1.00	0.25	0.19	9	1.00	0.50	0.38
A	Arlene Kaplan, PhD, Social Work	Instructor	Fall, 2016									
A	Naelys Luna, PhD, Social Work	Assoc. Prof	Fall, 2016	Tenure	9	1.00	0.00	0.00	9	1.00	0.25	0.19
A	Diane Sherman, PhD, Social Work	Professor	Fall, 2014	Tenure	9	1.00	0.25	0.19	9	1.00	0.25	0.19
A	Juyoung Park, PhD, Social Work	Asst. Prof	Fall, 2016	Tenure								
A	Ellen Ryan, PhD, Social Work	Assoc. Prof	Fall, 2016	Tenure								
C	New Hire	Assoc. Prof	Fall, 2014	Tenure Line	9	1.00	0.50	0.38	9	1.00	0.50	0.38
C	New Hire	Assoc. Prof	Fall, 2014	Tenure Line	9	1.00	0.50	0.38	9	1.00	0.50	0.38
C	New Hire	Asst. Prof	Fall, 2016	Tenure Line	9	1.00	0.00	0.00	9	1.00	0.25	0.38
C	New Hire	Asst. Prof	Fall, 2016	Tenure line	9	1.00	0.00	0.00	9	1.00	0.25	0.19
	Total Person-Years (PY)							1.62				3.34
Faculty Code				Source of Funding				Year 1				Year 5
A	Existing faculty on a regular line			Current Education & General Revenue				0.86				2.01
B	New faculty to be hired on a vacant line			Current Education & General Revenue								0.00
C	New faculty to be hired on a new line			New Education & General Revenue				0.76				1.33
D	Existing faculty hired on contracts/grants			Contracts/Grants				0.00				0.00
E	New faculty to be hired on contracts/grants			Contracts/Grants				0.00				0.00
	Overall Totals for							1.62				3.34