Academic Senate
Agenda for the Meeting of
Tuesday, December 3, 2013
IRC 120
10:00 - 11:50 am

1. Call to Order and Roll Call

2. Approval of Minutes
    A. November 5 and November 19, 2013 minutes

3. Open Forum

4. Reports
    A. Senate President – Khagendra Thapa
    B. Senate Vice President – David Marion
    C. Senate Secretary – Melinda Isler

5. Committee Reports
    A. University Curriculum Committee – Sandy Alspach
    B. Student Government – Erin Williams
    C. General Education – Fred Heck

6. New Business
    A. New Degree - Master of Social Work (MSW) – Sandy Alspach
    B. New Degree - Pre-Digital Media Associates of Science Degree – Sandy Alspach
    C. New Concentration - Concentration in Long Term Care Administration – Sandy Alspach

8. Announcements

    A. FSU President - David Eisler
    B. Provost – Fritz Erickson
    C. Senate President – Khagendra Thapa

9. Open Forum

10. Adjournment

Minutes
Ferris State University
Academic Senate Meeting
IRC 120
November 5, 2013

Members in Attendance: Abbasabadi, Alspach, Bacon, Baker, Barnes, Berghoef, Boncher, Brandly, Bajor, Cook, Dakkuri, Daubert, Drake, Fox, Groves, Hanna, Harlan, Ing, Isler, Jenerou, Klatt, Marion, Nazar, Peircey, Potter, Richmond, Rumpf, Schmidt, Thapa, Todd, Tower, Wancour,
Members absent with cause: Griffin, Joyce, Nagel
Members absent: Amey, Dinardo, Jiao, Yowtz
Ex Officio and Guests: Blake, Damari, Eisler, Erickson, Garrison, Heck, Johnston, Nicol, Potter, Stanislav, Barkel, Teahen, Schult, Luecke, Dawson, Waller, Franklund, Coon, Flickinger

1.	President Khagendra Thapa opened the meeting at 10:05 a.m.
2.	**Approval of Minutes.** Secretary Isler moved to pass the minutes with corrections as noted. Senator Brandly seconded. Corrections to October 1, 2013 read. Motion carried.
3.	**Open Forum** A. Library Dean Scott Garrison said plans were underway for 2013 author celebration in early 2014 and said they were looking for any items published in 2013. B. Senator Alspach said that the finals of the student speaking contest would be held that week and and the theme was the about Big Brother watching you. C. Senator Wancour said she wanted to congratulate all of those who were presenting at the Lilly North teaching conference. She said that Ferris was well represented.
4.	**Officer Reports** A. President Thapa welcomed Larry Bajor as the new senator from the College of Business. B. Vice-President Marion said that the task forces were at work. He noted that the Faculty Research Committee is in discussions to merge some of their functions with the research office committees and Health Services may be doing something as well. Senator Cook asked how student representatives are appointed and what happens if they do not show up Vice-President Marion said they are sent but student government. C. Secretary Isler noted that corrections to the minutes can be submitted in advance of the meeting to her directly.
5.	**Committee Reports.** A. Chair Alspach discussed in the report the need to have all votes recorded at all letters and the possible implications. They can request minutes of college level votes where no votes or support with concern votes have been registered. Senator Cook asked if a proposal is voted on as a support with concerns, if it can move forward without addressing those concerns. Alspach said the only way to stop a proposal is to vote no. Senator Drake pointed out that the only individuals who can stop a proposal are the dean or the provost and the UCC and college curriculum committees are technically advisory. They cannot stop a proposal but hopefully, common sense would prevail. B. The Vice-President of Student Government Trevor Waller reported that they are reviewing furniture for the new University Center, discussing tuition rates and beginning the holiday food drive.
6.	**NSSE-FSSE data report.** Senator Dakkuri and Assessment Coordinator Clifton Franklund gave a detailed presentation on the NSSE-FSSE data. They were looking for disconnects between what the students and faculty believe are going on at Ferris. Areas in which they focused were: diversity, communication, capstones and collaboration. They had a series of recommendations to improve our scores in these areas. Senator Cook said the Business Associate Dean Leone was working to implement some of these ideas in her college. Senator Piercey suggested a permanent location to display student work. In the discussions of capstones, Senator Drake points out that the UCC requires one but perhaps the lack of understanding by students. Senator Ing said this would likely be the case for education students in the "student teaching" experience. Senator Bajor expressed a concern that linguistics was no longer

	emphasized, and many students now no longer take a foreign language- which is a cultural experience. Vice-Provost Teahan noted that students have not yet taken the FSSE this year, and there will be some changes in the survey.
7.	**General Education Proposals.** General Education Task Force Chair Fred Heck gave an update to the Senate. This was not a formal proposal which required a vote. Heck discussed the new proposal that a General Education Coordinator would be a faculty position with full release time instead of administrative, in order to allow them to understand the Ferris culture. There were questions about the role of a portfolio and whether or not the changes on pages 4 and 12 were consistent to what was agreed to in the October 1, 2013 Senate meeting. Senator Dakkuri asked if there were plans to vote on the revised position description and Heck said it had not yet been finished. Senator Schmidt noted that the October approval was one step in the process and he regretted a prior commitment that forced him to miss that meeting. He wanted to point out that the term "prescriptive" had a pejorative connotation for those programs because of their own accreditation requirements.
8.	**Announcements** A. President Eisler thanked the General Education Task Force, the Vice-President for Student Affairs search committee and enrollment task force for their hard work. He said that he continues to work in Lansing on improving errors in performance metrics and to encourage capital improvement projects even though there have been no hearings. Our current priorities are renovations which will improve automotive, welding and our machine tooling facilities. Senator Bacon asked about concerns raised with liability and dual enrollment at an enrollment task force meeting. President Eisler said that they would be reviewed but there was a difference between our dual enrollment and concurrent enrollment programs. Senator Tower asked for more information about the performance metrics. President Eisler said that it related to how we were classified under Carnegie classifications. B. Provost Erickson gave an update on the strategic planning process. He also noted they were working on an internal search for the Dean of Engineering Technology and a new Associate Vice-Provost for Online and Instructional Technology. He also thanked Michelle Johnston for her service as Dean of College of Education and Human Services and said he is talking with the college to review their structural model. Senator Cook asked if the new Associate Vice Provost was going to create a separate online college. Erickson said that was not the intention. Senator Hanna asked about the number of candidates, whether or not they were all internal and how the committee would be structured? Erickson did not have the number of candidates but the search committee would have a representative from each school and someone who was not part of the last search committee. C. President Thapa noted the official response to last year's Academic Program Review has been received and will be sent to the Senate.
9.	**Open Forum** A. Senator Klatt asked why a proposal for an increase in the Faculty Research Committee budget had not been put on the agenda. Secretary Isler noted this was part of a larger proposal the committee chair was working on as noted in the Presidents report and that overall proposal will come to the Senate when it is finished. B. Senator Potter noted the seconded due date for Professional Development grants was November 22nd and encouraged faculty to apply.
10.	Senator Dakkuri moved to close the meeting at 11:45 a.m. Senator Marion seconded. Motion passed.

Respectfully submitted,
Melinda Isler
Secretary

Members in Attendance: Alspach, Bacon, Baker, Barnes, Berghoef, Brandly, Bajor, Cook, Dakkuri, Dinardo, Drake, Fox, Hanna, Isler, Joyce, Klatt, Marion, Potter, Richmond, Schmidt, Thapa, Wancour, Yowtz
Members absent with cause: Daubert, Griffin, Rumpf, Tower
Members absent: Abbasabadi, Amey, Boncher, Groves, Harlan, Ing, Jenerou, Jiao, Nagel, Peircey, Potter, Todd
Ex Officio and Guests: Adeyanju, Blake, Erickson, Johnston, Potter, Zimmerman, Reifert, Beistle, Lopez, Singleterry, Owens, Cook, Armstrong, Cronk, Doyle, Carter, Aben, Wagenheim, Kuiper, Konieczny, Wright, Sanderson, Koepf, Karafa, Cullen, Wanink, Frank, DeKoster

1.	President Thapa called the meeting to order at 6:05 p.m.
2.	**Approval of APRC general recommendations.** Secretary Isler moved to approve the APR Process Improvements under the general recommendations. Senator Dakkuri seconded. APRC chair Wagenheim noted a full review of the process will be coming back to the Senate in the spring. Motion passed with one abstention. Secretary Isler moved to approve the 12 general recommendation of Academic Program Review. Senator Dakkuri seconded. They included: ensuring proficiency in writing skills, clarification on graduate education, clarification on roles of marketing and promotion, clarity on alumni tracking, improvement of the website, review of programs offered as extensions of general education, improved use of student learning outcomes, review of processes concerning clerical support and specialty equipment and address the culture of silos between programs. Senator Brandly asked if review of general education extension programs was not already part of the academic program review process? Chair Wagenheim said yes, but these are programs which may be shortchanged because of the focus of the program to serve the general education requirements. Motion passed.

3.	**Approval of Program Recommendations (presented in order of colleges)**
	College of Arts and Sciences.
	    A. Applied Speech Communications (B.S. in Applied Speech Communication, A.A. in Applied Speech Communication, B.A. in Communication and Communications minor) continuation moved for support by Secretary Isler. Seconded by Senator Dakkuri. Senator Bajor asked about the disconnect in that students do not understand career path options and low salaries. Chair Wagenheim said that this was not an elevated recommendation because of the low response rate on the surveys, which was less than 10%. Senator Bajor asked why the process was using data that was not statistically significant. Chair Wagenheim said that this was all being reviewed and will be part of the process improvements coming back to the Senate in the spring. Motion passed.
	    B. A.A.S in Industrial Chemical Technology continuation moved for approval by Secretary Isler. Seconded by Senator Dakkuri. Senator Joyce asked if it was true the program had only 6 students enrolled? Chair Wagenheim said yes but the courses also serve as General Education program. Senator Hanna asked if there was a minimum number of students required for a bachelors degree program. Chair Wagenheim said no if the courses are already being offered. Senator Cook asked if this was being marketed as a TIPS program. Physical Sciences Department Head Dave Frank said no, although TIPS students have been in the program. Motion passed.
	    C. B.I.S. in Integrative Studies continuation with enhancement moved for approval by Secretary Isler. Seconded by Senator Dakkuri. Chair Wagenheim said this program only had room to grow and explained the need for a full time release coordinator and a change to a B.S. in Integrative Studies. Senator Dakkuri asked if it was currently a B.A. degree. Chair Wagenheim said no, it was a B.I.S. which is unclear to many employers. Senator Dakkuri said he thought it might be more appropriate as a B.A. degree. Senator Schmidt asked why other programs with greater numbers than 94 students are not recommended for greater release time. Coordinator Roxanne Cullen explained that in other programs it is a standard checksheet and she has 94 individual checksheets. Senator Schmidt asked if they are not finished once a

	student created and Coordinator Cullen noted that these are students who may be coming in and out of Ferris. Senator Hanna said that could apply to transfer students in any program. He said he supported additional support and release time for all coordinators, not just this program and suggested a friendly amendment to increase release time for all coordinators. Secretary Isler asked that the motion be brought up as a separate motion at the meeting. Senator Hanna withdrew the amendment and President Thapa said it would be on the agenda for the December meeting. The motion passed with 2 no votes and 1 abstention. D. B.A. and Minor in Sociology continuation moved for approval by Secretary Isler. Seconded by Senator Dakkuri. Senator Hanna asked if this was the same program that had just been approved for two additional faculty. Senator Berghoef said that was Social Work which was a separate program. Motion passed.
4.	**Approval of Program Recommendations** **College of Business** A. Hospitality Programs (B.S. in Hotel Management, B.S. in Resort Management, B.S. in Hotel Management with A.A.S. in Restaurant and Food Industry Management. A.A.S. in Dietary and Food Service Management and other minors and certificates) continuation moved for approval by Secretary Isler. Seconded by Senator Wancour. Motion passed. B. A.A.S. in Legal Studies continuation moved for approval by Secretary Isler. Seconded by Senator Wancour. Senator Hanna asked for clarification on release time for the coordinator. Coordinator Gayle Lopez explained she received quarter release time only in the semesters where she was completing outside American Bar Association accreditation. Motion passed. C. B.S. in Music Industry Management continuation moved for approval by Secretary Isler. Seconded by Senator Wancour. Senator Cook asked about the recommendation to encourage program growth when she did not believe that was the intent of the coordinator. Coordinator Dan Cronk said that at the moment the administrative support was not enough to handle current enrollment but even if that was increased, the facilities constraint made it difficult to grow much beyond that. Senator Cook suggested a friendly amendment to change the phrase "continued program growth" to "continued program excellence." Senator Potter stated he was uncomfortable with changing the wording of the report with only the concurrence of the chair and asked committee members in the audience if they were okay with the amendment. The four members present were. The amendment was accepted. Senator Hanna asked for clarification on who paid for the coordinator position- Arts and Sciences or Business. The faculty salary is paid out of Arts and Sciences. Senator Schmidt asked why the program was set up that way. Coordinator Cronk said when he became involved it was a small program and was a combination of the mixture of the music and the business aspects, much like the PGM program.
5.	**Approval of Program Recommendations** **College of Education and Human Services** A. Criminal Justice Programs (M.S. in Criminal Justice, B.S. in Criminal Justice, A.A. in Pre-Criminal Justice and Minors in Criminal Justice, Forensic Science and Homeland Security) continuation with enhancement moved for approval by Secretary Isler. Seconded by Senator DiNardo. Motion passed. B. Military Science Minor/ROTC moved for continuation by Secretary Isler. Seconded by Senator Dinardo. Motion passed.
6.	**Approval of Program Recommendations** **College of Engineering Technology** A. B.S./A.A.S. in Automotive Management continuation moved for approval by Secretary Isler. Seconded by Senator Dinardo. Chair Wagenheim said this was a program with great potential but needed faculty dedicated to that program and suggested the reassignment of Mark DeKoster full-time. Motion passed. B. B.S. in Product Design Engineering Technology continuation moved for approval by Secretary Isler. Seconded by Senator Wancour. Chair Wagenheim asked for a friendly amendment to strike the first suggestion for improvement which had suggested the establishment of program level outcomes, which already exist. The amendment was agreed to. Motion passed. C. Report of the A.A.S. in CAD Drafting and Tool design report moved for approval by Secretary Isler. Seconded by Senator Wancour. Chair Wagenheim said this was his error that the report had not already been reviewed. Senator Schmidt asked what we were approving? Chair Wagenheim said that APR accepted the report. Senator Hanna asked if the report was what appeared in the Senate packet. Chair

	Wagenheim said no, that was just an excerpt he inserted. Motion passed.

7.	**Approval of Program Recommendations**
	College of Health Professions
	    A. A.A.S to B.S. Dental Hygience Completion program (B.S.) and A.A.S. in Dental Hygiene continuation moved for approval by Secretary Isler. Seconded by Senator Dinardo. Motion passed.
	    B. B.S. in Healthcare Systems Administration continuation moved for approval by Secretary Isler. Seconded by Senator Dinardo. Motion passed with 2 abstentions.
	    C. B.S. in Nuclear Medical Technology continuation moved for approval by Secretary Isler. Seconded by Senator DiNardo. Senator Bacon asked for clarification about the coordinator position. Chair Wagenheim said the position is currently held by a non-tenure-track faculty member. Motion passed.
	    D. Nursing (B.S. in Nursing, M.S. in Nursing and Nursing Education Certificate) continuation moved for approval by Secretary Isler. Seconded by Senator Wancour. Motion passed.

8.	**Retention and Student Success** A. FSUS program continuation moved for approval by Secretary Isler. Seconded by Senator Wancour. Chair Wagenheim noted that one of the difficulties with FSUS is that only programs with open electives can have the opportunity to make it count as a credit toward graduation, while all need to pay for it. Senator Schmidt said that this is difficult in programs with strict accreditation requirements where it does not add to either the knowledge in the field and is in conflict with our intent to reduce student dept. Chair Wagenheim said that this class brings in about $750,000 per year and is unlikely to return to being a free credit. There is evidence that it does help with retention to the second year. Senator Bacon questioned the validity of the studies which are coming out of the same office which runs the program. Senator Wagenheim said there is no direct evidence as to how it helps improve the actual graduation rate. Senator Cook said that she has taught the class twice and while there may not be statistical evidence, she has seen an improvement in her student. Her concern is that not all students get the same quality of experience and likes the recommendation that would help to standardize the experience. Senator Brandly said that would also be his experience in advising students. Senator Wancour said her program Dental Hygiene has very strict accreditation requirements which make it not possible to award the 1 credit in a free elective. The motion passed with some no votes and 4 abstentions.

8.	**Open Forum.**
	    A. President Thapa, seconded by Vice-President Marion again thanked all the committee members for all the work that they have done.
	    B. Senator Dakkuri suggested that reports contain the number of graduates in the past two years and some numerical benchmarks. Chair Wagenheim said this could be incorporated into the process improvements and encouraged people to consider joining the committee next year.

9.	Senator Brandly moved to close the meeting at 7:41 p.m. Seconded by Senator Dinardo. Motion passed.

Respectfully submitted,
Melinda Isler
Secretary

GE Task Force Report to Academic Senate; Dec. 3, 2013

Since passage of the October 1, 2013 Senate motion supporting the GETF recommendations there have been some additions and clarifications to the recommendations document. These suggested changes are summarized below. Blue text refers to the friendly amendments made at the Oct. 1 meeting. Red text refers to additions and clarifications. The full updated document can be found as the link:

"**GETF Recommendations-Senate Approved with Updates, 11/26/2013**" on the GETF page of the Senate website at:

http://www.ferris.edu/HTMLS/administration/academicaffairs/vpoffice/senate/GenEdTaskForce/homepage.htm

In addition to the changes summarized below, we are suggesting Fall 2015 for the "catalog year" of implementation.   This will be the semester that incoming Freshmen will be bound by the requirements of the revised program.   Transition of GE courses to the new course criteria will begin Fall 2014 as planned, but assigning Fall 2015 as the catalog year will allow time for: 1) ENGL 150 and COMH 121 to have things in place for the Intro to FLOs requirement, 2) identification of senior level FLO integration courses in the majors, and 3) needed changes in Banner, the University catalog, etc.

Another change to note is the GE Director position from an administrative to a faculty Coordinator position.

Summary of suggested changes to the GETF recommendations since passage of the October 1, 2013 Senate motion of support

On pages 4 and 11 (clarifying GETF intent regarding transferability and writing as primary function of ENGL 150)
5. *Deliberately introduce freshmen to the Ferris Learning Outcomes by modifying ENGL 150 and some sections of COMM 121 to include a description of the Ferris Learning Outcomes, to begin specifically addressing some FLO criteria, and to begin the development of a student portfolio. Courses from other universities that meet the same writing requirements as ENGL 150 will still transfer in as meeting the ENGL 150 requirement.*
English 150 was chosen as a course to modify for this purpose because all students are required to take it during their freshman year and it is amenable to incorporating this introduction to the FLOs without changing its function as an introductory writing course.   Because ENGL 150 is still primarily an introductory writing course, courses from other universities that meet the same writing requirements as ENGL 150 will therefore still transfer in as meeting the ENGL 150 requirement.

On pages 4 and 12 (friendly amendment from Oct. 1 senate meeting)
6. *Add a senior-level requirement in which students integrate their prior coursework and experiences in general education, majors, and co-curriculum within the context of the Ferris Learning Outcomes.   The portfolio that students begin to develop as freshmen will be an important option for demonstrating ~~tool to demonstrate~~ this integration of learning.   The intent is that this requirement be met in an existing senior-level course(s) within the major. Major programs will be responsible for oversight of this requirement.*

On pages 4 and 12 (clarification of 9 credit hour Culture requirement)
8. *Change 9 credit Culture requirement to "9 credit hours with minimum of 3 Culture courses in at least two different subject areas".*

On pages 5 and 14 (change in title from Director to Coordinator of GE)
12. Hire a full-time ~~Director~~ Coordinator of General Education.

On pages 5, 17, 45(clarification of Academic Counselors representation on UGEC)
13. Retain the existing general education committee structure but add a representative from Student Affairs, from Retention and Student Success, and from the Student Academic Affairs Council (ex officio, nonvoting) to the University General Education Committee; modify the outcome area subcommittees to equalize membership between the College of Arts and Sciences and other colleges; and add a subcommittee for Quantitative Literacy ~~and for Integrative Learning~~.

Finally, because of recent restructuring which has eliminated the Academic Counselors group and distributed their duties between the office of Retention and Student Success and the Student Academic Affairs Council, it is also recommended that one person from each of these areas be added to the UGEC in place of the Academic Counselors representative.

On page 9 (clarifying that the defining criteria are what will actually be assessed)
Each of the broadly stated eighteen FLOs consists of 3-5 assessable statements (defining criteria) which describe what a student who has achieved the FLO should know or be able to do. These defining criteria are what will be assessed to demonstrate how well the university is achieving the Ferris Learning Outcomes.   In order to meet the challenge of assessing the defining criteria for all 18 FLOs ~~Eighteen outcomes will be a challenge to meaningfully assess so~~ an assessment cycle will ~~likely~~ be developed in which the criteria for 4 -5 FLOs ~~outcomes~~ are assessed each year so that each outcome is assessed about every 4 years.

On page 10 and 37(clarifying that courses can be both global and diversity)

Communication:	(9 cr hr written comm; 3 cr hr oral comm)	**12**	cr hrs (4 courses)
Quantitative Skills:	MATH 115 or higher	**3**	cr hrs (1 course)
Scientific Understanding:		**7**	cr hrs (2 courses)
Cultural Enrichment:		**9**	cr hrs (3 courses)
Social Awareness:		**9**	cr hrs (3 courses)
Global Consciousness:		**overlap with one other course***	
Race/Ethnicity/Gender:		**overlap with one other course***	

   * Global and REG may both overlap with the same course.

Total:	**40**	cr hrs **(13 courses)**

On page 16 (change of GE leadership from administrative to faculty position)
~~Based on feedback gathered at the August 2013 Academic Senate retreat and town-hall meeting~~ The task force recommends this full-time leadership for the General Education Program should be a ~~Director~~ Coordinator of General Education serving in ~~an administrative~~ a faculty position.

On page 19 (update on status of recommendations)
Postscript

On October 1, 2013 the Ferris State University Academic Senate voted in favor of a motion supporting the recommendations described in this document for improving the General Education Program.   The vote tally was 26

yea, 4 nay, and 3 abstentions.   The text of the motion as well as friendly amendments that were made during senate discussions can be found in Appendix 16.

Note that the motion makes clear the importance of this being a fluid document that is subject to change as feedback about the recommendations continues to be gathered during the 2013-2014 academic year, and as other necessary elements of the revised program are developed and added. Although not explicitly stated, the attitude of the task force is that the General Education Program itself, as described in this document, should henceforth remain nimble to change in response to both local and national thought and research about best practices in the field of General Education.

On pages 41 and 52 (addition of course criteria for the Intro to FLOs course)
Appendix 12
Criteria for Courses Meeting the GE FLOs
(see also Appendix 14 under Materials to Submit When Requesting General Education Status)

Introduction to the Ferris Learning Outcomes
Courses that provide an introduction to the Ferris Learning Outcomes (at this time, ENGL 150 and COMH 121) must:
A. prepare students to:
    1. explain what the 18 Ferris Learning Outcomes are and why the university considers each of them to be important for both the personal and professional success of all graduates.
    2. identify where in their major, general education, and co-curricular experiences they can begin to address and by graduation finally achieve the 18 FLOs.
    3. begin practicing the criteria that describe the Information Literacy, Critical Reasoning, Communication (both written and oral), and Teamwork FLOs.
B. have students begin to use a portfolio as a useful and important tool to chronicle, reflect on, and integrate the knowledge, skills, and accomplishments they achieve through their curricular (majors and general education course work) and co-curricular experiences.
C. begin to convey to students that they must be in charge of their own education by making choices that encourage both breadth and depth of learning.

On pages 41 - 44 in Appendix 12 and 51-53 in Appendix 14(change in wording of criteria for GE courses)
1. [The course] must demonstrate that ~~the course will spend~~ a preponderance (approximately 75%) of course activities and assessment will be spent addressing ~~in approximately equal measure each of~~ the above outcome criteria.

On pages 43 - 44 in Appendix 12 (change in wording of criteria for Global and Diversity/Inclusion courses)
    2. must be taught by faculty with academic credentials ~~or significant life experience~~ or professional experience & expertise appropriate to the course.

On pages 45 in Appendix 13 (substitution of representatives from RSS and SAAC for Academic Counselors on UGEC)
Membership
The UGEC will be composed of: one faculty member from each undergraduate college (Arts and Sciences, Business, Education and Human Services, Engineering Technology, Health Professions); one faculty member from FLITE; *one faculty member from Retention and Student Success* ~~Academic Counselors~~ ; one member from Student Affairs; *one*

member from Student Academic Affairs Council (ex officio, nonvoting); and the ~~Director~~ Coordinator of General Education who chairs the committee ~~as a non-voting ex officio member~~.

On pages 45 - 46 in Appendix 13 (addition of Senate representatives to Global and Diveristy/Inclusion subcommittees to bring more expertise and help build relationships with GE)

Global

1 faculty from Social Science, 1 faculty from Languages and Literature, 1 faculty member from Humanities, 3 faculty from Colleges other than Arts and Sciences, and the Chairperson or designee of the Senate International Education Committee.

Diversity and Inclusion

1 faculty from Social Science, 1 faculty from Languages and Literature, 1 faculty member from Humanities, 3 faculty from Colleges other than Arts and Sciences, and the Chairperson or designee of the Senate Diversity Committee.

On page 47 (clarification of policy on making changes to GE Program)

B) Changes in general education policy, procedure, or committee membership may be recommended by any member of the University community and forwarded to the ~~Director~~ Coordinator of General Education and the UGEC for discussion.   The recommended change and results of UGEC discussions will be shared with the Academic Senate and the VPAA for additional feedback before a final decision on the recommended change is made by the UGEC.

On page 47 (clarification of policy on GE course approval)

NOTE: A course will not be eligible for general education status if it has prerequisites that fully satisfy the general education requirements for that outcome area.

On page 54-55 (clarification of policy on GE course recertification)

7. General Education Course Recertification Policy

All general education (GE) courses, new and existing, will be evaluated for recertification every 5 years. Outcome area committees will complete the evaluations to assure that courses effectively address the intended Ferris Learning Outcome (FLO). The evaluating committees will need to see the ~~following~~ information described below entered into TracDat to evaluate a course for recertification. ~~Form E Data and Assessment Data.~~

~~Form E Data~~

New Courses:

As new courses complete the GE course-approval process and are approved as a GE Ferris Learning Outcome course, information about the course ~~from curricular Form E[1]~~ must be entered into TracDat before the GE status is activated. This requirement applies to all courses including experimental _90 courses.   The information to be entered into TracDat ~~Form E data entered~~ will include the following:

1. Course outcomes linked to the related defining criteria ~~All student learning outcome criteria~~ that have been established for the relevant GE FLO[2]. Courses in which the Global and/or Diversity and Inclusion FLOs will also be addressed must include those outcome criteria as well.

2. An assessment plan that links each FLO criterion with measurable assessment strategies.

3. **Benchmarks that establish what constitutes successful achievement of the FLO defining criteria (e.g. a certain percentage of students in the class will complete a relevant assignment at a certain level of performance).** ~~A summary of the topics covered in the course together with the class time (in weeks, contact hours, or percentages) devoted to each.~~

Existing General Education Courses:
Faculty teaching courses with GE status at the time of implementation of the revised GE Program (Fall 2015) will have until Fall 2016 ~~(Fall 2014) will have two years (until Fall 2016)~~ to ensure that the same information as above (1-3) is entered into TracDat for all their GE courses. ~~Form E course information~~ - updated to reflect the revised criteria for ~~the relevant FLO~~ - (1-3 above) ~~are entered into TracDat for all their GE courses~~. Failure to comply will result in loss of GE status for a full semester at which time the course may re-apply for GE status through the GE course-approval process.

Assessment Data:

The purpose of assessing student learning outcomes is two-fold. First, it is essential to continuous improvement of courses and programs. The other purpose is accountability to constituents who want to know if and how the student learning claimed by the university is actually taking place. By requiring the collection and analysis of assessment data as part of general education course recertification faculty will help improve the general education program, begin to improve their own assessment practices, and begin to satisfy demands on the university for accountability. The assessment data gathered as part of GE course recertification will be a part of the broader assessment plan for the Ferris Learning Outcomes described in a separate document.

For the reasons given above, all courses, new and existing, approved for GE status will have to document assessment information beginning during the 2016-2017 academic year and continuing according to the ten-year schedule below. Note that the first 5-year cycle is a transition period in which the number of outcome criteria that must be addressed ~~each year~~ is gradually increased. ~~In this way, each year and for each course being taught, GE faculty will need to ensure that assessment data is~~ periodically ~~entered and analyzed for only one of their general education FLO criterion, which will allow them to gradually meet the recertification requirements.~~

In addition to the ~~Form E~~ data described above, the recertification process will require the following assessment information to be entered into TracDat:

4. **Assessment results that demonstrate how well students are meeting each of the relevant FLO criteria. Courses in which the Global and/or Diversity and Inclusion FLOs are also addressed must include assessment results for those criteria as well.**

5. ~~**The faculty member's**~~ **Analysis of the assessment results and comments about what changes, if any, will occur in the next version of the course.**

6. **Evidence that assessment and analysis has occurred ~~annually~~ on a regular basis for ~~at least one of~~ the relevant FLO criterion. If the course also addresses the Global and/or Diversity and Inclusion FLO then ~~annual~~ evidence ~~for at least one criterion~~ from each of these FLOs is also expected.**

Proposed Ten-Year General Education Course Recertification Schedule

2016-2017:   Written and Oral Communication. Each Written Communication course, including WIC courses, must have assessment data and analysis entered into TracDat for at least **one** of the Written

On page 59 (addition of senate motion supporting the recommendations)

Appendix 16
Motion of October 1, 2013 Requesting Support of the Academic Senate for the GETF Recommendations

Whereas details of the document titled "The Ferris State University General Education Program: General Education Task Force Recommendations for Improvement" must be changeable as the Ferris community continues to evaluate it over the 2013-2014 academic year,

And whereas any suggestions for such change will be brought to the Academic Senate for comment before a decision is made to incorporate change into the document,

And whereas the General Education Task Force needs the support of the Academic Senate before passing the recommendations on to the Provost for his consideration,

And whereas timely consideration by the Provost is required in order to begin a Fall 2014 implementation of the recommended changes to the General Education Program,

Therefore, the General Education Task Force requests that the Academic Senate pass a motion supporting the recommendations described in the above named document.

NOTE:
Motion passed with friendly amendments on October 1, 2013 by a vote of 26 yea, 4 nay, and 3 abstentions.

Senate Motion Supporting updates to the GETF Recommendations

Proposed for action at the December 3, 2013 meeting of the Academic Senate

The General Education Task Force requests that the Academic Senate pass a motion supporting the suggested changes to the GETF recommendations that are found in the document, <u>The Ferris State University General Education Program: General Education Task Force Recommendations for Improvement (Updated November 26, 2013)</u>, and that are identified in the December 3, 2013 Senate report.

PROPOSAL SUMMARY AND ROUTING FORM

Revised September 2012

Proposal Title: Concentration in Long Term Care Administration

Initiating Individual: Steven D. Karnes   Initiating Department or Unit: **HCSA**
Contact Person's Name: Steve Karnes   e-mail: karness1@ferris.edu phone: 231-591-2251

X   Group I - A – New degree, major, concentration, minor, or redirection of a current offering
☐   Group I - B – Deletion of a degree, major, concentration, or minor
☐   Group II - A – New Course, modification of a course, deletion of a course
☐   Group II - B – Minor curriculum clean-up
☐   Group III – Certificates (☐ College Credit ☐ Non-Credit)
☐   Group IV – Other Site Locations (☐ College Credit ☐ Non-Credit)

College mtg   Julie a. Coon   33-Support   o -Not support
o -Abstain
O - Support w concerns

	Signature	Date	Vote/Action * Number count **
Program Representative **	*Steven D Karnes*	10/3/13	_x_ Support ___ Support with Concerns ___ Not Support ___ Abstain
Department/School/Faculty Representative Vote **	*(signature)*	10/17/13	_12_ Support _0_ Support with Concerns _0_ Not Support _0_ Abstain
Department/School Administrator	*(signature)*	10/17/13	✓ Support ___ Support with Concerns ___ Not Support
College Curriculum Committee/Faculty	*Steven D Karnes*	10/17/13	_4_ Support _0_ Support with Concerns _0_ Not Support 1 absent _0_ Abstain
Dean	*Matthew Adeyanju*	10/22/13	33 Support *(marks)* ___ Support with Concerns ___ Not Support
University Curriculum Committee **	*Sandy Alspach*	11/11/13	_9_ Support _0_ Support with Concerns _0_ Not Support _0_ Abstain
Senate **			___ Support ___ Support with Concerns ___ Not Support ___ Abstain
Academic Affairs			___ Support ___ Hold ___ Not Support

* Support with Concerns or Not Support __must__ include identification of specific concerns with appropriate rationale.
** Number count __must__ be given for all members present and/or voting.

To be completed by Academic Affairs	Date/Term of Implementation: _____

President (Date Approved)	Board of Trustees (Date Approved)	Academic Officers of MI (Date Approved)

1. Proposal Summary

Brief Curriculum Summary

Rationale: With the growing population of elderly people there is a need for more health care administrators who have knowledge of administration of long term care facilities and services. This concentration will prepare students for jobs in long term care organizations or prepare them to continue their studies in this field at the graduate level.

Accreditation by the National Association of Boards of Examiners for Long Term Care Administrators (NAB) is a goal of this program. Currently, there are only eight colleges / universities in the United States that have a LTC administration program accredited by the NAB.

Changes in Curriculum: This proposal adds two new courses to address "NAB Domains of Practice" not covered in our current HCSA courses. One course will cover practices related to nursing, therapy, nutrition, and pain management since LTC administrators must grasp fundamentals of patient / resident care. Another course will cover facility management related to LTC, such as food storage and handling, infection control, emergency response systems, LTC building codes, etc. In addition to these two courses there will be a new 200 level long term care survey course (HCSA 260) that will replace the present HCSA 460. This is in response to the need to expose students earlier in their college careers to long term care so they can decide whether or not the long term care concentration is appropriate for their career goals. A course in gerontology and a course in human resources management will also be required. Some courses will not be required that are now a part of the straight HCSA degree. HCSA 475 is a course in "practice management" which helps students to understand the unique needs of physician practices. This course is not needed for students seeking a position in long term care organizations so will not be required of those in this concentration. The present HCSA program has a requirement of six credits of related electives. The concentration in long term care administration will replace the related elective requirement with the new courses mentioned above to keep credit load equal to the straight HCSA degree.

Change in HCSA Degree without the concentration

The Form D for HCSA was modified to show the deletion of HCSA 460 and the addition of HCSA 260. HCSA 260 is a required course for all HCSA students.

2. Summary of Curricular Action (check all that apply to this proposal)

☐ Degree ☐ Major ☐ Minor X Concentration ☐ Certificate ☐ Course

☐ New ☐ Modification ☐ Deletion

Name of Degree, Major, etc. : Concentration in Long Term Care Administration

3. Summary of All Course Action Required Contact Senate Secretary or UCC Chair if additional spaces are required.

a. **Newly Created Courses to be Added to FSU Catalog:**

Prefix	Number	Title
HCSA	463	Care Professionals in LTC
HCSA	465	LTC Facility Management
HCSA	260	Survey of Long Term Care

b. **Courses to be Deleted from FSU Catalog:**

Prefix	Number	Title
HCSA	460	Principles of Long Term Care

c. Existing Course(s) to be Modified:

Prefix	Number	Title

d. Addition of existing FSU courses to program

Prefix	Number	Title
SOCY	345	The Field of Aging
CAHS	351	Introduction to Gerontology

e. Removal of existing FSU courses from program

Prefix	Number	Title

4. Summary of All Consultations

Form Sent (B or C)	Date Sent	Responding Dept.	Date Received & by Whom
Form B		Social Sciences Dept.	
Form B		Dental Hygiene and Medical Imaging	
Form C		FLITE	

5. Will External Accreditation be sought? (For new programs or certificates only)

X Yes   ☐ No

If yes, name the organization involved with accreditation for this program.
National Association of Boards of Examiners for Long Term Care Administrators (NAB)

6. Program Checksheets affected by this proposal (check all that apply to this proposal)

X Add Course X Delete Course ☐ Modify Course X Change Prerequisite ☐ Move from required to elective
X Move from elective to required ☐ Change Outcomes and Assessment Plan ☐ Change credit hours

List all Checksheets affected by this proposal:

College	Department	Program
CHP	CRHA	HCSA

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.

2. The department must respond within 10 business days of receipt of this form to insure inclusion in the final proposal. The completed original is returned to the Academic Senate office to be inserted into the proposal and a copy is returned to the initiator.

   The department must acknowledge receipt of this form and the proposal in writing to the initiator.

   Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title Concentration in Long Term Care Administration

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Initiator(s): Steve Karnes

Proposal Contact: 231-591-2251 or karness1@ferris.edu **Date Sent:** 9/11/2013

Department: CRHA, College of Health Professions Campus Address: 200 Ferris Drive
(Please type)

Responding Department: Dental Hygiene and Medical Imaging

Administrator: _____ Date Received: _____ Date Returned: _10-21-13_   Theresa A. Raglin

Based upon department faculty review on _____ (date), we

   ☑ Support the above proposal.
   ☐ Support the above proposal with the modifications and concerns listed below.
   ☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.

2. The department must respond within 10 business days of receipt of this form to insure inclusion in the final proposal. The completed original is returned to the Academic Senate office to be inserted into the proposal and a copy is returned to the initiator.

   The department must acknowledge receipt of this form and the proposal in writing to the initiator.

   Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: **Proposal Title** Concentration in Long Term Care Administration

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Initiator(s): Steve Karnes

Proposal Contact: 231-591-2251 or karness1@ferris.edu **Date Sent:** 9/11/2013

Department: CRHA, College of Health Professions Campus Address: 200 Ferris Drive
(Please type)

Responding Department: Social Sciences

Administrator: Anne Marie Gillespie Date Received: 11/10/13 Date Returned: 11/13/13

Based upon department faculty review on 11/11/13 (date), we

    ☒ Support the **above proposal.**
    ☐ Support the above proposal with the modifications and concerns listed below.
    ☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

To: <AnneMarieGillespie@ferris.edu>, "'Bonnie S Wright'" <BonnieWright@ferris.edu>, "'Anthony Baker'" <AnthonyBaker@ferris.edu>
From: "Thomas Behler" <behlert@ferris.edu>
Date: 11/11/2013 11:13AM
Cc: "'Meral Topcu'" <MeralTopcu@ferris.edu>, "'Anne Marie Gillespie'" <anne.gillespie2@gmail.com>
Subject: RE: Form B

All:

I fully support the addition of SOCY 345 to the proposed concentration in Long-term Care Administration.

I taught the course for many years and feel it is appropriate as a means of addressing the concerns of the elderly and other affected individuals from a sociological perspective.

If I can do anything to facilitate the course inclusion process, please

let me know.

Tom Behler

I also think this is a great idea.

Bonnie, Tom and I discussed this. We currently seem to teach one section per year. Is there any anticipation that we would need to expand the number of sections that are offered?

We would love to support the success of this program.

Thanks

Tony Baker, Ph.D.
Professor of Sociology
Interim Director, Center for Latin@ Studies

FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. FLITE must return the original form to the Academic Senate office to be inserted in the proposal and a copy to the initiator. FLITE must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

RE: Proposal Title: Concentration in Long Term Care Administration

Projected number of students per year affected by proposed change: 20

Initiator(s): Steve Karnes
Proposal Contact: 231-591-2251 or karness1@ferris.edu Date Sent:

Department: CRHA Campus Address: 200 Ferris Drive
(Please type)

Liaison Librarian Signature: _Alena Konuszny_ Date Received: _11-4-2013_
Dean of FLITE Signature: _____ Date Returned: _11/6/13_

Based upon our review on _____ (date), FLITE concludes that:

☑ Library resources to support the proposed curriculum change are currently available.

☐ Additional Library resources are needed but can be obtained from current funds.

☐ Support, but significant additional Library funds/resources are required in the amount of $_____.

☐ Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, or other FLITE programs. Use additional pages if necessary.

No additional impact on library resources is expected, as this has already been an area of focus for collection development.

Ferris State University/ Health Care Systems Administration Program
Fall 2010 and beyond / 126 credit hours required

		Professional Requirements- 56 cr. Required		
		Course Title prerequisites shown in ( )	Cr.	Grade
HCSA	120	Health Care Administration (CCHS 101 with grade of C or above)	3	
HCSA	202	Health Care Law 1 (CCHS 101with grade of C or above)	3	
MRIS	209	Quality Management in Health Care (MRIS 103 and MRIS 101 or HCSA 120 with grades of C or above) (2+2)	3	
HCSA	210	Health Care Finance 1 (CCHS 101 with grade of C or above)	3	
CAHS	300	Health Information System (Junior Status)	3	
HCSA	310	Health Care Finance 2 (HCSA 210 or MRIS 228, and Acct 201 with grades of C or above) (2+2)	3	
HCSA	336	Health Care Supervisory Practices (CCHS101 with grade of C or above)	4	
HCSA	345	Internship Orientation (Department approval)	1	
HCSA	392	Hospital Internship (HCSA 345 with grade of C or above)	6	
HCSA	225/326/402	**Choose one of the following:** HCSA 225- International Health Care (CCHS 101with grade of C or above) HCSA 326- Health Care Personnel Practices (HCSA 120 or HCSA 220 with grade of C or above) HCSA 402- Health Care Law 2 (HCSA 202 with grade of C or above) HCSA 461-Nursing Home Administration (HCSA 460 with grade of C or above or approval by the Department.)	3	
HCSA	410	Health Care Finance 3 (HCSA 310 with grade of C or above)	4	
HCSA	460	Principles of Long Term Care (HCSA 120, or HCSA 220, or HCSA 320 with grade of C or above)	3	
HCSA	474	Health Care Strategic Application (HCSA 120 or HCSA 220, or MRIS 122 and MRIS 123, and MRIS 209 and HCSA 310 with grades of C or above) or HCSA 401 with grade of C or better	4	
HCSA	475	Practice Management in Health Care (HCSA 336 and HCSA 410 with grades of C or above)	3	
HCSA	493	Management Internship (Department approval)	10	
		Professional Support Requirements -11 cr. Required		
ISYS	105	Microcomputer Applications OR Competency	3	
ISYS	200	Database Applications (ISYS 105 or competency)	3	
ACCT	201	Principles of Accounting 1 (MATH 110 with grade of C- or above or ACT Math score 19)	3	
CAHS	317	Public Health	2	
ENGL	321 /323	Advanced Composition OR Proposal Writing	3	
		Core Requirements –11 cr. Required		
CCHS	101	Orientation to Health Care	3	
CCHS	102	Safety Issues in Health Care	1	
MRIS	103	Medical Terminology	4	

CCHS	315	Epidemiology and Statistics (Enrollment in CAHS)	3	
		Communication Competence - 12 cr. Required		
COMM	105/121/ 200/201/ 221/251	Select **ONE** of the following: Interpersonal Communication, Fundamentals-Public Speaking, Found of Interpersonal Comm, Public Presentation Practice, Small Group Decision Making, OR Argumentation and Debate	3	
ENGL	150	English 1 (ENGL 074, 14 on ACT, 370 on SAT)	3	
ENGL	250	English 2 (ENGL 150 with grade of C- or better)	3	
ENGL	311/325	Advanced Technical Writing OR Advanced Business Writing	3	
		Scientific Understanding 7-8 cr. Required		
BIOL	109	Basic Human Anatomy and Physiology	4	
		Select one course from the General Education Scientific Understanding List.	3-4	
		Quantitative Skills – 3 cr. Required		
		Math 115 with grade of C- or better or ACT Math subscore of 24	3	
		Social Awareness – 9 cr. Required		
		Select 3 courses from the General Education Social Awareness List. Courses must be in at least two different subject areas.		
		Social Awareness Foundation Course	3	
		Social Awareness Elective	3	
		Social Awareness Elective at 200 level or higher	3	
		Cultural Enrichment - 9 cr. Required		
		Select 3 courses from the General Education Cultural Enrichment List: **One course must be at the 200 level or higher.** **No more than 5 credit hours in music or theater activities courses.**		
		Cultural enrichment elective	3	
		Cultural enrichment elective	3	
		Cultural enrichment elective at 200 level or higher	3	
		Electives – 6-7 cr. Required –Related Electives are met for dual enrolled students with their clinical theory courses		
			6	
		FSUS 100 (if required)	1	

_____One course from Cultural Enrichment or Social Awareness must meet the Global Consciousness requirement and one must meet the Race, Ethnicity, Gender requirement.

Outcomes and Assessments

Outcome:

Graduates will communicate effectively to acquire/develop/convey ideas and information to diverse populations.

Assessments:

Faculty members will indicate that students are able to work with others to gain information necessary to perform assigned tasks and deal with conflict while showing respect for diverse opinions and ideas, Employer survey distributed one year following students' graduation, Preceptor evaluation of student at conclusion of practical experience

Outcome:

Graduates will apply previously knowledge to the solution of new problems
Assessments:
Preceptor evaluation of student at the conclusion of the practical experience, Employer survey one year after student's graduation
Outcome:
Graduates will demonstrate ethical and professional behaviors
Assessments:
Evaluation of critical thinking skills applied to resolution of a problem posed by an assignment in HCSA 474, Employer survey distributed one year after students' graduation
Outcome:
Graduates will utilize the knowledge/professional competencies to practice as an entry level practitioner
Assessments: Employer survey distributed one year following students' graduation, Preceptor evaluation of students at the end of HCSA 493

Ferris State University/ Health Care Systems Administration Program
Fall 2010 and beyond / 129 credit hours required

		Professional Requirements- 56 cr. Required		
		Course Title prerequisites shown in ( )	**Cr.**	**Grade**
HCSA	120	Health Care Administration (CCHS 101 with grade of C or above)	3	
HCSA	202	Health Care Law 1 (CCHS 101 with grade of C or above)	3	
MRIS	209	Quality Management in Health Care (MRIS 103 and MRIS 101 or HCSA 120 with grades of C or above) (2+2)	3	
MRIS	221	Health Care Finance 1 (CCHS 101 with grade of C or above)	3	
HCSA	260	Survey of Long Term Care (CCHS101 with grade of C or above)	3	
CAHS	300	Health Information System (Junior Status)	3	
HCSA	310	Health Care Finance 2 (MRIS 221, and Acct 201 with grades of C or above) (2+2)	3	
HCSA	336	Health Care Supervisory Practices (CCHS101 with grade of C or above)	4	
HCSA	345	Internship Orientation (Department approval)	1	
HCSA	392	Hospital Internship (HCSA 345 with grade of C or above)	6	
HCSA	225/326/402	**Choose one of the following:** HCSA 225- International Health Care (CCHS 101 with grade of C or above) HCSA 326- Health Care Personnel Practices (HCSA 120 or HCSA 220 with grade of C or above) HCSA 402- Health Care Law 2 (HCSA 202 with grade of C or above) HCSA 461-Nursing Home Administration (HCSA 260 with grade of C or above or approval by the Department.)	3	
HCSA	410	Health Care Finance 3 (HCSA 310 with grade of C or above)	4	
HCSA	474	Health Care Strategic Application (HCSA 120 or HCSA 220, or MRIS 122 and MRIS 123, and MRIS 209 and HCSA 310 with grades of C or above) or HCSA 401 with grade of C or better	4	
HCSA	475	Practice Management in Health Care (HCSA 336 and HCSA 410 with grades of C or above)	3	
HCSA	493	Management Internship (Department approval)	10	
		Professional Support Requirements -11 cr. Required		
ISYS	105	Microcomputer Applications OR Competency	3	
ISYS	200	Database Applications (ISYS 105 or competency)	3	
ACCT	201	Principles of Accounting 1 (MATH 110 with grade of C- or above or ACT Math score 19)	3	
CAHS	317	Public Health	2	
ENGL	321 /323	Advanced Composition OR Proposal Writing	3	
		Core Requirements –11 cr. Required		
CCHS	101	Orientation to Health Care	3	
CCHS	102	Safety Issues in Health Care	1	
MRIS	103	Medical Terminology	4	

CCHS	315	Epidemiology and Statistics (Enrollment in CAHS)	3	
COMM	105/121/ 200/201/ 221/251	Communication Competence - 12 cr. Required		
		Select ONE of the following: Interpersonal Communication, Fundamentals-Public Speaking, Found of Interpersonal Comm, Public Presentation Practice, Small Group Decision Making, OR Argumentation and Debate	3	
ENGL	150	English 1 (ENGL 074, 14 on ACT, 370 on SAT)	3	
ENGL	250	English 2 (ENGL 150 with grade of C- or better)	3	
ENGL	311/325	Advanced Technical Writing OR Advanced Business Writing	3	
BIOL	109	Scientific Understanding 7-8 cr. Required		
		Basic Human Anatomy and Physiology	4	
		Select one course from the General Education Scientific Understanding List.	3-4	
		Quantitative Skills – 3 cr. Required		
		Math 115 with grade of C- or better or ACT Math subscore of 24	3	
		Social Awareness – 9 cr. Required		
		Select 3 courses from the General Education Social Awareness List. Courses must be in at least two different subject areas.		
		Social Awareness Foundation Course	3	
		Social Awareness Elective	3	
		Social Awareness Elective at 200 level or higher	3	
		Cultural Enrichment - 9 cr. Required		
		Select 3 courses from the General Education Cultural Enrichment List: **One course must be at the 200 level or higher.** No more than 5 credit hours in music or theater activities courses.		
		Cultural enrichment elective	3	
		Cultural enrichment elective	3	
		Cultural enrichment elective at 200 level or higher	3	
		Electives – 6-7 cr. Required -Related Electives are met for dual enrolled students with their clinical theory courses		
			6	
		FSUS 100 (if required)	1	

_____One course from Cultural Enrichment or Social Awareness must meet the Global Consciousness requirement)

Outcomes and Assessments

Outcome:
Graduates will communicate effectively to acquire/develop/convey ideas and information to diverse populations.
Assessments:
Faculty members will indicate that students are able to work with others to gain information necessary to perform assigned tasks and deal with conflict while showing respect for diverse opinions and ideas, Employer survey distributed one year following students' graduation, Preceptor evaluation of student at conclusion of practical experience

Outcome:
Graduates will apply previously knowledge to the solution of new problems
Assessments:
Preceptor evaluation of student at the conclusion of the practical experience, Employer survey one year after student's graduation

Outcome:
Graduates will demonstrate ethical and professional behaviors

Assessments:
Evaluation of critical thinking skills applied to resolution of a problem posed by an assignment in HCSA 474, Employer survey distributed one year after students' graduation

Outcome:
Graduates will utilize the knowledge/professional competencies to practice as an entry level practitioner
Assessments: Employer survey distributed one year following students' graduation, Preceptor evaluation of students at the end of HCSA 493

Ferris State University/ Health Care Systems Administration Program with Long Term Care Administration Concentration
129 credit hours required

		Professional Requirements- 56 cr. Required		
		Course Title prerequisites shown in ( )	Cr.	Notes
HCSA	120	Health Services Administration (CCHS 101 with grade of C or above)	3	
HCSA	202	Health Care Law 1 (CCHS 101with grade of C or above)	3	
MRIS	209	Quality Management in Health Care (MRIS 103 and MRIS 101 or HCSA 120 with grades of C or above) (2+2)	3	
MRIS	221	Foundations of Reimbursement (ISYS 105 and CCHS 101 and MRIS 103 with grade of C or above)	3	
HCSA	260	Survey of Long Term Care (CCHS101with grade of C or above)	3	
CAHS	300	Health Information System (Junior Status)	3	
HCSA	310	Health Care Finance 2 (MRIS 221 and Acct 201 with grades of C or above) (2+2)	3	
HCSA	326	Health Care Personnel Practices (HCSA 120 or HCSA 220 with grade of C or above)	3	
HCSA	336	Health Care Supervisory Practices (CCHS101 with grade of C or above)	4	
HCSA	345	Internship Orientation (Department approval)	1	
HCSA	392	Hospital Internship (HCSA 345 with grade of C or above)	6	
HCSA	410	Health Care Finance 3 (HCSA 310 with grade of C or above)	4	
HCSA	461	HCSA 461-Nursing Home Administration (HCSA 260 with grade of C or above or approval by the Department.)	3	
HCSA	463	Care Professions in LTC (HCSAA 260 with grades of C or above)	1	
HCSA	474	Health Care Strategic Application (HCSA 120 or HCSA 220, or MRIS 122 and MRIS 123, and MRIS 209 and HCSA 310 with grades of C or above) or HCSA 401 with grade of C or better	4	
HCSA	465	Long Term Care Facilities Management (HCSAA 260 with grades of C or above)	2	
HCSA	493	LTC Internship	10	
		Professional Support Requirements -14 cr. Required		
ISYS	105	Microcomputer Applications OR Competency	3	
ISYS	200	Database Applications (ISYS 105 or competency)	3	
ACCT	201	Principles of Accounting 1 (MATH 110 with grade of C- or above or ACT Math score 19)	3	
CAHS	317	Public Health	2	
ENGL	321 /323	Advanced Composition OR Proposal Writing	3	
		A course on aging or gerontology such as SOCY 345 or CAHS 351	3	
		Core Requirements –11 cr. Required		
CCHS	101	Orientation to Health Care	3	
CCHS	102	Safety Issues in Health Care	1	
MRIS	103	Medical Terminology	4	

CCHS	315	Epidemiology and Statistics (Enrollment in CAHS)	3	
COMM	105/121/ 200/201/ 221/251	**Communication Competence – 12 cr. Required**		
		Select **ONE** of the following: Interpersonal Communication, Fundamentals-Public Speaking, Found of Interpersonal Comm, Public Presentation Practice, Small Group Decision Making, OR Argumentation and Debate	3	
ENGL	150	English 1 (ENGL 074, 14 on ACT, 370 on SAT)	3	
ENGL	250	English 2 (ENGL 150 with grade of C- or better)	3	
ENGL	325	Advanced Business Writing	3	
BIOL	109	**Scientific Understanding 7-8 cr. Required**		
		Basic Human Anatomy and Physiology	4	
		Select one course from the General Education Scientific Understanding List.	3-4	
		Quantitative Skills – 3 cr. Required		
		Math 115 with grade of C- or better or ACT Math sub-score of 24	3	
		Social Awareness – 9 cr. Required		
		Select 3 courses from the General Education Social Awareness List. Courses must be in at least two different subject areas.		
		Social Awareness Foundation Course	3	
		Social Awareness Elective	3	
		Social Awareness Elective at 200 level or higher	3	
		Cultural Enrichment - 9 cr. Required		
		Select 3 courses from the General Education Cultural Enrichment List: **One course must be at the 200 level or higher.** **No more than 5 credit hours in music or theater activities courses.**		
		Cultural enrichment elective	3	
		Cultural enrichment elective	3	
		Cultural enrichment elective at 200 level or higher	3	
		FSUS 100 (if required)	1	

_____One course from Cultural Enrichment or Social Awareness must meet the Global Consciousness requirement and one must meet the requirements for race/ethnicity/gender)

129 credit hours required for graduation

Outcomes and Assessments

Outcome:
Graduates will communicate effectively to acquire/develop/convey ideas and information to diverse populations.
Assessments:
Faculty members will indicate that students are able to work with others to gain information necessary to perform assigned tasks and deal with conflict while showing respect for diverse opinions and ideas.
Employer survey distributed one year following students' graduation
Preceptor evaluation of student at conclusion of practical experience

Outcome:
Graduates will apply knowledge to the solution of new problems
Assessments:
Preceptor evaluation of student at the conclusion of the practical experience
Employer survey one year after student's graduation

Outcome:
Graduates will demonstrate ethical and professional behaviors
Assessments:
Evaluation of critical thinking skills applied to resolution of a problem posed by an assignment in HCSA 474
Employer survey distributed one year after students' graduation

Outcome:
Graduates will utilize the knowledge/professional competencies to practice as an entry level practitioner in long term care (Assisted Living manager, Administrator in Training, etc)
Assessments:
Employer survey distributed one year following students' graduation
Preceptor evaluation of students at the end of HCSA 493

COURSE INFORMATION FORM

FORM E

Complete all items below (New or Current). **This is a new course.**

Check all boxes where modifications are being made.

Enter the modification to be made (Proposed).

Course Identification

X Prefix (current)   X Number (current   ___LEC ___ LAB ___ SEM ___(current)

(proposed) HCSA   (proposed) **260**   (Enter Contact Hours per week)

LEC _3_ LAB ___SEM ___ (proposed):

X Title (current)
        (proposed) **Survey of Long Term Care**

X Credit Hours (current)   ☐ Prerequisites (current)   Co-requisite (current)

(proposed) _3_   (proposed) CCHS 101   (proposed)

X Course Description (current): (125 words maximum)

(proposed): This course introduces the student to the internal and external environment of long term care, including a summary of the providers and customers of long term care services.

☐ Course Outcomes and Assessment Plan (current)
        (proposed):

Outcomes:

1. Discuss the aging processes and the various physical, psychological and social changes that occur with aging.
2. Differentiate between various long term health care systems relating to the health care needs of the resident/patient.
3. List and discuss the ethical issues of providing long term care services.
4. Demonstrate an awareness of key issues in current affairs relative to long term care.
5. Discuss the challenges of providing long term care in the future.

Assessments:

1. Design a safe care environment that takes into account the changes that occur with aging
2. Complete a matrix showing the various long term care providers, including payers, ownership types, major groups of consumers, and staffing needs.
3. Participate in a class discussion of a case study concerning ethical issues in long term care.
4. Find current articles related to key issues in long term care and participate in an on-line discussion of the articles.
5. Participate in a class discussion of the future of long term care.
6. Receive a passing grade on all exams related to the above outcomes.

X Course Outline including Time Allocation (current)

(proposed)

Outline	Hours
Biological and social aspects of aging	9
Long term care providers	12
Payments systems for long term care	6
Management challenges and opportunities	6
Leadership in long term care	3
Current issues of long term care	3
Future of long term care	6

Associate Provost's Signature: _____Date_____

COURSE INFORMATION FORM   FORM E

Complete all items below (New or Current). **This is a new course**

Check all boxes where modifications are being made.

Enter the modification to be made (Proposed).

Course Identification

X **Prefix (current)**   X **Number (current)**   ___LEC ___ LAB ___ SEM ___(current)

    (proposed) **HCSA**   (proposed) **463**   (Enter Contact Hours per week)
                                                  LEC _1_ LAB ___SEM ___ (proposed):

X **Title (current)**
        (proposed) **Care Professionals in LTC**

X **Credit Hours (current)**   ☐ **Prerequisites (current)**   **Co-requisite (current)**

    (proposed) **1**   (proposed) **HCSA 260**   (proposed)

X **Course Description (current): (125 words maximum)**

(proposed): This course provides the student with the opportunity to explore the roles and responsibilities of interdisciplinary health care professionals in a long term care setting. The collaborative roles of nurses, therapists, dieticians and physicians will be examined.

☐ **Course Outcomes and Assessment Plan (current)**

Outcomes:

1. Describe the roles of the following professionals in long term care services: nurses, certified nursing assistants, therapists, dieticians, physicians.
2. Discuss the role of the administrator in relationship to the other health care professionals in long term care.
3. Explain the interdisciplinary cooperation required among health care professionals to provide quality care in a long term care setting.

Assessments:

1. In an exam, explain the roles of various professionals
2. Write a paper describing the role of the administrator in relationship to the other health care professionals in long term care.
3. Write an action plan to respond to a case study involving various healthcare professionals in a long term care setting.

X **Course Outline including Time Allocation (current)**

       (proposed)

Outline	Hours
Nursing Professionals	3
Dietician	1
Physicians	2
Medical Director	1
Therapists	3
Administrator's role in relationship to other professions	3
Interdisciplinary cooperation and dysfunction	2

Associate Provost's Signature: _____Date_____

COURSE INFORMATION FORM   # FORM E

Complete all items below (New or Current). **This is a new course**

Check all boxes where modifications are being made.

Enter the modification to be made (Proposed).

Course Identification

X Prefix (current)   X Number (current)   ▢ LEC ___ LAB ___ SEM ___(current)

    (proposed) HCSA   (proposed) **465**   (Enter Contact Hours per week)

                                                     LEC **2** LAB ___ SEM ___(proposed):

X Title (current)

        (proposed) LTC Facility Management

X Credit Hours (current)   ▢ Prerequisites (current)   Co-requisite (current)

        (proposed) **2**   (proposed) HCSA 260   (proposed)

X Course Description (current): (125 words maximum)

(proposed): In this course students apply their knowledge of health care organization and management to build comprehensive systems for maintaining and improving grounds, building and equipment in long term care facilities. The concept of "home like" environments will be discussed, as well as the regulatory constraints related to facility management in long term care facilities.

▢ Course Outcomes and Assessment Plan (current)
    (proposed):

Outcomes:

4. Analyze critical components of a preventative maintenance program for a long term care (LTC) facility
5. Differentiate critical and non-critical components of an emergency plan for a LTC facility
6. Demonstrate the ability to locate sources for LTC facility regulations
7. Assess the basic attributes of a home like environment in a LTC facility

Assessments:

4. Create a basic preventative maintenance program for an Assisted Living Facility described by the professor.
5. Develop an emergency plan for fire, severe weather, active shooter, and bomb threat in a skilled nursing facility.
6. Given a list of regulations relating to LTC facilities, name the locations the regulation could be found.
7. Search for pictures of long term care environments that illustrate home like and non-home like environments.

X **Course Outline including Time Allocation (current)**

(proposed)

Outline	Hours
Disaster Preparedness	6
Emergency Planning	4
Sanitation	4
Preventative Maintenance	6
Home-Like Environment	4
Rules and Regulations	6

Associate Provost's Signature: _____Date_____

CREATE NEW COURSE

FORM F

Course Data Entry Form
September 2012

Rev.

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective 201408

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **HCSA**   b. Number **260**   c. Contact Hours **45** LECture   LAB   ☐Seminar

[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. ☐ Practicum   ☐ INDependent Study

[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Survey of Long Term Care**   (Limit to 30 characters including punctuation and spaces.)

f. College Code: **HP** g. Department Code: **CRHA** h. Credit Hours: Check (x) type ☐Variable X Fixed

i. Enter number in box: **3** Minimum Credit Hours   j. **3** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) ☐ Yes X No

If yes, Max Times   or Max Credits Awarded

l. Levels: Check (x) X Undergraduate ☐Graduate ☐Professional

m. Grade Method: Check (x) X Normal Grading ☐ Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) X Yes   ☐ No

o. Equivalent course: Prefix **HCSA** Number **460**
p. **CATALOG DESCRIPTION** — Limit to 125 words — PLEASE BE CONCISE.

This course covers the internal and external environment of long term care, including a summary of the providers and customers of long term care services.

q. Term(s) Offered: **Fall, Spring, Summer**   r. Max Section Enrollment: **25** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **CCHS 101**
t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC)   G.E. Codes

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

Sandy Alspach   11/11/13   _____ / /

Office of the Registrar use ONLY

Date Rec'd: ____ Date Completed: ____   Entered: SCACRSE __   SCADETL __   SCARRES __   SCAPREQ __

CREATE NEW COURSE

FORM F

Course Data Entry Form

September 2012

Rev.

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective 201408

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **HCSA**   b. Number **463**   c. Contact Hours **15** LECture   LAB   ☐Seminar

[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. ☐ Practicum   ☐ INDependent Study

[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Care Professionals In LTC**   (Limit to 30 characters including punctuation and spaces.)

f. College Code: **HP** g. Department Code: **CRHA** h. Credit Hours: Check (x) type ☐ Variable X Fixed

i. Enter number in box: **1** Minimum Credit Hours   j. **1** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) ☐ Yes X No

If yes, Max Times   or Max Credits Awarded

l. Levels: Check (x) X Undergraduate ☐ Graduate ☐ Professional

m. Grade Method: Check (x) X Normal Grading   ☐ Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) ☐ Yes   X No

o. Equivalent course: Prefix   Number
p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

This course provides the student with the opportunity to explore the roles and responsibilities of interdisciplinary health care professionals in a long term care setting. The collaborative roles of nurses, therapists, dieticians and physicians will be examined.

q. Term(s) Offered: **Fall, Spring, Summer**   r. Max Section Enrollment: **25** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **HCSA 260**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC)   ☐ G.E. Codes

UCC Chair Signature/Date:

Academic Affairs Approval Signature/Date:

Sandy Alspach 11/11/13

_____ / /

Date Rec'd: _____   Date Completed: _____   Entered: SCACRSE __   SCADETL __   SCARRES __   SCAPREQ __

CREATE NEW COURSE

FORM F

Course Data Entry Form
September 2012

Rev.

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective 201408

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **HCSA**   b. Number **465**   c. Contact Hours **30** LECture   LAB   Seminar

d. ☐ Practicum   ☐ INDependent Study   [Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **LTC Facility Management**   (Limit to 30 characters including punctuation and spaces.)

f. College Code: **HP g.** Department Code: **CRHA h.** Credit Hours: Check (x) type ☐ Variable X Fixed

i. Enter number in box **2** Minimum Credit Hours   j. **2** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) ☐ Yes X No

If yes, Max Times   or Max Credits Awarded

l. Levels: Check (x) X Undergraduate ☐ Graduate ☐ Professional

m. Grade Method: Check (x) X Normal Grading ☐ Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) ☐ Yes   X No

o. Equivalent course: Prefix   Number
p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

In this course students apply their knowledge of health care organization and management to build comprehensive systems for maintaining and improving grounds, building and equipment in long term care facilities. The concept of "home like" environments will be discussed, as well as the regulatory constraints related to facility management in long term care facilities.

q. Term(s) Offered: **Fall, Spring, Summer**   r. Max Section Enrollment: **25 s.** Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **HCSA 260**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

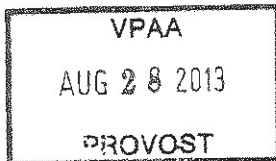☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC)   [   ] G.E. Codes

UCC Chair Signature/Date: **Academic Affairs Approval Signature/Date:**

Sandy Alspach   _11/11/13_   _____   / /

Form PCAF

Ferris State University
Preliminary Curriculum Approval Form

Directions: This form should be completed using 11-point font or larger, and should be no longer than six pages (excluding the signature/comment pages and references). For purposes of expediting the preliminary approval process, forms may be forwarded electronically by the initiator and from one administrative level to another.

Name(s) of proposal Initiator(s):	Steven D. Karnes
Department(s)/College(s):	CRHA, College of Health Professions

Type of curriculum change (check one)

☐	New degree/major
☐	New minor requiring new courses/resources
x	New concentration in existing degree program
☐	Curricular customization of existing program for off-campus cohort group
☐	New certificate requiring 3 or more new courses and/or new resources
☐	Existing program redirection or shift in emphasis if 3 or more new courses and/or new resources are required

1. Name of degree, major, concentration, certificate, or minor. Briefly describe the curriculum plan/template.
   Long Term Care Administration

2. Target date for implementation. Fall of 2014

3. Briefly explain the rationale for this initiative. If the initiative involves customization of an existing program for delivery to an off-campus cohort group, also explain the nature of the proposed curricular customization.
   As the baby boom generation ages and life expectancies increase, the need for long term care services to the elderly is dramatically increasing. The National Institutes of Health estimates a 135% increase in the elderly population by the year 2050 and a tripling of resources (adjusted for inflation) expended in long term care (LTC).[1] The National Board of Examiners, however, reports that since 1998, "the number of nursing home administrator examinations administered to candidates seeking initial licensure has declined by more than 40%, with only a slight increase in recent years" despite growing demand for LTC administrators.[2] With an increasing need for LTC services, with a decline in candidates seeking licensure in this field, and with large numbers of current LTC administrators nearing retirement age, the situation is clear: LTC administration is a highly desirable, in-demand career path for students. For those reasons we are proposing a new National Association of Long Term Care Boards (NAB) certified Long Term Care concentration in the Health Care Systems Administration degree program.

[1] National Institutes of Health (2002). The 2030 problem: Caring for aging baby boomers. Washington DC. NIH.

[2] National Association of Boards of Examiners of Long Term Care Administrators (2000). Decline in license exam applicant study. Washington DC. NAB.

4. Are there similar programs at other Michigan universities? If so, where? What is the enrollment in the other programs?
   There are no (NAB) certified programs in Michigan. Michigan State University, Madonna University and Oakland Community College offer approved (by the state of Michigan) educational programs that qualifies people without degrees to sit for the licensing exams. MSU averages about 30 students a year. Madonna has about 25 students and I could not get the information for Oakland. Madonna also

offers a bachelor of science in long term care administration, graduating a few students in that program each year.

[handwritten: ?, under 20 ?]

5. Briefly explain any similarities of the proposed initiative (program objectives and/or curriculum) with already established FSU or KCAD programs: **There are none.**

6. Briefly describe indicators of the employment market for students completing this initiative, including sources used for employment information/data.
Although the U.S. Bureau of Labor Statistics does not have a category for long term care administrators, they do project a 22% increase in employment of medical and health service managers from 2010 to 2020, compared to an average growth rate for this period of 14% for all occupations. Much of this growth will be driven by the number of baby boomers as they age and require more health care services. This degree concentration will not only prepare students to become nursing home administrators but will prepare them to work in any setting that provides care to the elderly.

7. Briefly describe indicators of potential student interest/demand for the new initiative, including sources used for student market information/data.
Since coming to Ferris in 2008 I have taught a course in long term care and every semester I find about 10 out of the fifty students that have an interest in pursuing long term care as a career. Last Spring semester I offered a new course in long term care administration and had 12 students complete the course. I also get a couple of calls a semester from people in the state asking me if we offer courses in long term care that would prepare them for the state and federal board exams.

8. To what extent will this initiative draw new students to FSU or KCAD? To what extent will it draw students from existing programs?
It is difficult to determine how many new students we will draw to FSU. This concentration will not draw students from the HCSA program but will simply give them an option to specialize within the HCSA program.

9. Approximately how many students are expected to enroll?

   12 in the first year? **20** after three years?

10. At which FSU campuses/regional centers or other sites will the initiative be offered?
We will only offer it on the Big Rapids campus at first but the program could expand to the Grand Rapids campus.

11. Will Internet or other distance learning technology be used for course/program delivery? Describe.
The long term care internship course is the only one presently planned to be offered on-line. The other courses specific to this concentration have the potential of being taught on-line.

Complete questions 12, 13, 14 in consultation with department administrator and/or dean.

12. Provide a rough estimate of the resources needed to implement the initiative:

	Start-up	After Three Years
Supply and expense	$1,500	$200
Equipment	$0	$
Full-time faculty	$	$
Overload/adjunct faculty	$10,000	$10,000
Other (Accreditation)	$5,000.00	

Estimate of Library Resources	It is Adequate	Some new resources needed	Significant number of resources needed
		Potential Funding Sources: _____	Potential Funding Sources: _____

13. Project the resources that could come from reallocation within the department or college and the new resources that would be required.

Resources could come from a reallocation within the department. Additional faculty necessary for this proposed curriculum will be supplemental in nature (adjunct/part-time).

└ Availability of qualified adjuncts ?

14. Are there new space needs? If so, how much? How would the space be used? Has existing space been identified? If so, where? Is renovation/remodeling necessary?

No new space is needed.

15. Is there professional accreditation for the program? Is it required or voluntary? Will accreditation be sought, and when? What will be the one-time and ongoing costs of accreditation?

This program will be accredited through the National Association of Long Term Care Administrator Boards (NAB). Accreditation will be sought fall of 2015. The cost of accreditation is $5,000 plus travel expenses for the NAB site reviewers.

16. Has there been preliminary discussion with other departments/colleges that will be involved in course/program delivery? If yes, what was the feedback?

The faculty of the HCSA and MRIS programs completed a preliminary audit for NAB accreditation. The faculty is very supportive of this proposal. The department and the dean are also supportive.

Department Administrator's signature: _____ Date _8/23/13_
If this is an interdepartmental initiative, include additional Department Administrator signatures

Comments: THIS PROGRAM PROMISES TO BE SUCCESSFUL AND IS ALREADY HIGHLY ANTICIPATED BY LONG TERM CARE INDUSTRY PROFESSIONALS IN MICHIGAN.

Dean's signature: _____ Date _8/23/13_

- For cross-college initiatives, include additional signature(s) of Dean(s)
- For existing programs customized for off-campus delivery to a cohort group, include College and EIO Deans' signatures

Comments: I strongly support this new track. I am aware of the great needs of baby boomers in terms of long term care services. The program will provide some of the void areas in the complex health care delivery services for the elderly population.
Matthew Adeyanju.

Provost's Signature: _Paul Blake_   Date _8/30/13_

☑Approved   Approval indicates permission to develop the full proposal. It does not assure final approval.

Comments and/or suggestions: _Given the support at the College level for this program and the evidence provided in the PCAF, I support and encourage the development of a full proposal._

☐Not approved

Explanation:

c. Initiator(s)
   Department Administrator(s)
   Deans' Council   University Curriculum Council
   Academic Senate
   VPEIO
   Provost
   FSU Intranet

Concentration in Long Term Care Administration proposal
Sandra L Alspach
to:
Steve Karnes
11/08/2013 04:52 PM
Cc:
Tracey Boncher, Adnan Dakkuri, Olukemi Fadayomi, Steve Karnes, David M Marion, Kristen L Motz,
Chrystal R Roach, Douglas Zentz, Paul Blake, Elise M Gramza, Paula L Hadley-Kennedy
Hide Details
From: Sandra L Alspach/FSU Sort List...
To: Steve Karnes/FSU@FERRIS,
Cc: Tracey Boncher/FSU@FERRIS, Adnan Dakkuri/FSU@FERRIS, Olukemi
Fadayomi/FSU@FERRIS, Steve Karnes/FSU@FERRIS, David M Marion/FSU@FERRIS, Kristen L
Motz/FSU@FERRIS, Chrystal R Roach/FSU@FERRIS, Douglas Zentz/FSU@FERRIS, Paul
Blake/FSU@FERRIS, Elise M Gramza/FSU@FERRIS, Paula L Hadley-Kennedy/FSU@Ferris
Steve,

Thanks for your attention to the unique structure of your College by adding the College meeting
vote and signature on Form A ;-)

At our pre-UCC meeting Monday, Elise had some questions about your proposal:

Form A: title on 463 is inconsistent throughout the document; check Banner/Catalog
Form B to Social Sciences (SOCY 345)
Form D: prerequisites?
Form F:
  - 260 seems to replace 460, but that box is not checked or information entered
  - 463 description change? check Banner/Catalog
  for both courses, check credit hours v contact hours

If you can address these items at our meeting Monday, we should be able to vote this proposal up
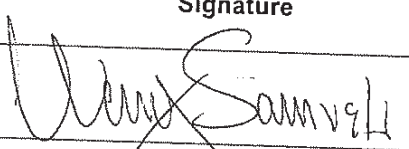to Academic Affairs.
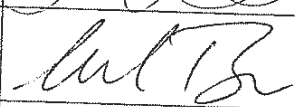
PROPOSAL SUMMARY AND ROUTING FORM

Revised September 2012
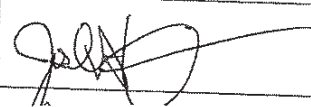
Proposal Title: Master of Social Work (MSW)

Initiating Individual: Wendy Samuels

Contact Person's Name: Wendy Samuels   e-mail: samuelsw@ferris.edu phone: 231-591-5896

Initiating Department or Unit: **Social Sciences**

xx☒ Group I - A – New degree, major, concentration, minor, or redirection of a current offering

☐ Group I - B – Deletion of a degree, major, concentration, or minor

☐ Group II - A – New Course, modification of a course, deletion of a course

☐ Group II - B – Minor curriculum clean-up

☐ Group III – Certificates (☐ College Credit ☐ Non-Credit)

☐ Group IV – Other Site Locations (☐ College Credit ☐ Non-Credit)

	Signature	Date	Vote/Action * Number count **
Program Representative **		8/21/2013	10 Support ___ Support with Concerns ___ Not Support ___ Abstain
Department/School/Faculty Representative Vote **		8/21/2013	26 Support ___ Support with Concerns ___ Not Support ___ Abstain
Department/School Administrator		8/23/2013	26 Support 0 Support with Concerns 0 Not Support
College Curriculum Committee/Faculty		8/5/13	4 Support ___ Support with Concerns ___ Not Support 2 Abstain
Dean		9/11/13	___ Support X Support with Concerns ___ Not Support
University Curriculum Committee **	Sandy Alspach	11/8/13	✓ Support 7-0 ___ Support with Concerns ___ Not Support ___ Abstain
Senate **			___ Support ___ Support with Concerns ___ Not Support ___ Abstain
Academic Affairs			___ Support ___ Hold ___ Not Support

* Support with Concerns or Not Support **must** include identification of specific concerns with appropriate rationale.
** Number count **must** be given for all members present and/or voting.

To be completed by Academic Affairs	Date/Term of Implementation: _____

President (Date Approved) _____   Board of Trustees (Date Approved) _____   Academic Officers of MI (Date Approved) _____

NOV 08 2013

12

1. Proposal Summary
(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights.)

The Ferris State University Social Work Program has an outstanding reputation in the state. For years, the faculty has heard from students, alumni and field instructors about the need and desire for an MSW program at Ferris. The only option within a 90 mile radius for students looking to further their social work education is currently Grand Valley State University in either Grand Rapids or Traverse City or one of the fully on line or blended programs being offered by other universities in the state and across the country. GVSU offers an "Advanced Generalist" program. Most students are looking to specialize in their MSW program. We are proposing a "Clinical Practice Specialty"; a specialty in which most prospective students are interested.

Using the Qualtrics Survey Software, a survey was distributed to a group of alumni Social Work students (graduation year ranging from 1999 to 2012) and a group of current Social Work, Political Science, Psychology and Sociology students from Ferris State University in fall 2012. Among the current students there was a response rate of 66% of current students, 62% of which were Social Work students. Out of the 203 participants responding to the survey, almost all showed (96%) interest in having a MSW program at Ferris State University. The high response rate and data derived from the survey suggest a MSW program at Ferris State University would have successful enrollment levels. The entire survey results are available upon request.

According to US Department of Labor estimates, job prospects for the social work profession are excellent. Employment of social workers is expected to increase by 25% from 2010-2020, better than average for all occupations. Employment of social workers in the health care, mental health and substance abuse is expected to increase by 34%.

The MSW program is a two year program. The first year is called the "Foundation Year", the second year is called the "Advanced Year". Students without a degree in social work would be required to take both years, for a total of 61 credits. Students with a BSW from an accredited program, a 3.1 overall GPA and a 3.5 average in their social work courses will be eligible for Advanced Standing. These students would move directly into the advanced year, and would complete 40-44 credits, completing their degree in three consecutive semesters.

The Council on Social Work Education (CSWE) is the accrediting body. CSWE requires the MSW program to have the equivalent of six full time faculty assigned primarily to the MSW program. It is anticipated that these faculty will eventually be funded through program revenues in addition to resources within the College of Arts and Sciences and the university. Faculty will be phased in over a two year period: three faculty hired in 2014 and three in 2015, with the total six full time faculty in place by fall 2015. The program must maintain a 1:12 faculty to student ratio for the MSW program.

The Council on Social Work Accreditation has approved the Letter of Intent submitted on May 30, 2013. The Provost has approved the PCAF submitted in March 2013.

2. Summary of Curricular Action (check all that apply to this proposal)

X☒ Degree ☐ Major ☐ Minor ☐ Concentration ☐ Certificate ☐ Course

X☒ New ☐ Modification ☐ Deletion

Name of Degree, Major, etc. : ___Master of Social Work

3. Summary of All Course Action Required Contact Senate Secretary or UCC Chair if additional spaces are required.

a. **Newly Created Courses to be Added to FSU Catalog:**
   Prefix   Number   Title

SCWK	501	Generalist Practice Orientation 1 cr
SCWK	510	Policy Analysis & Political Advocacy 3 cr
SCWK	520	Generalist Macro Practice 3cr
SCWK	530	Generalist Micro Practice 4 cr
SCWK	540	Human Behavior/ Social Environ 3 cr
SCWK	550	Research Methods 3 cr
SCWK	560	Diversity & Social Justice 3 cr
SCWK	591	Field Practicum I 5 cr
SCWK	592	Field Practicum II 6 cr
SCWK	610	Advanced Policy & Advocacy 3 cr
SCWK	620	Advanced Group Practice 3cr
SCWK	630	Advanced Micro Practice 4 cr
SCWK	650	Applied Social Work Research 3 cr
SCWK	660	Clinical Assessment/Diagnosis 3 cr
SCWK	680	Leadership and Supervision 3 cr
SCWK	6--	Electives (being developed)
SCWK	691	Advanced Field Practicum I 4 cr
SCWK	692	Advanced Field Practicum II 4 cr
SCWK	693	Advanced Field Practicum III 4 cr
SCWK	699	Social Work Capstone 4 cr

b. Courses to be Deleted from FSU Catalog:
   Prefix   Number   Title

c. Existing Course(s) to be Modified:
   Prefix   Number   Title

d. Addition of existing FSU courses to program
   Prefix   Number   Title

e. Removal of existing FSU courses from program
   Prefix   Number   Title

4. Summary of All Consultations

Form Sent (B or C)	Date Sent	Responding Dept.	Date Received & by Whom
Form B	8/13/2013	Business Administration – Shannon Yost	8/22/13 Wendy Samuels
Form B	8/13/2013	Educational Leadership – Liza Ing	
Form B	8/13/2013	Criminal Justice Administration – Greg Vanderkooi	
Form B	8/13/2013	Nursing – Susan Owens	8/16/13 Wendy Samuels
Form B	8/13/2013	Sociology – Tom Behler	8/13/2013 Wendy Samuels
Form B	8/13/2013	Psychology – Janice Weaver	8/21/13 Wendy Samuels
Form B	8/13/2013	Political Science – Rick Griffin	8/19/13 Wendy Samuels
Form B	8/13/2013	University Graduate and Professional Council – Nancy Hogan	
Form C	8/12/2013	Library Liaison – Stacy Anderson	8/23/13 Wendy Samuels

5. Will External Accreditation be sought? (For new programs or certificates only)

xx ☒ Yes   ☐ No

If yes, name the organization involved with accreditation for this program.
Council on Social Work Accreditation

6. Program Checksheets affected by this proposal (check all that apply to this proposal)

☐ Add Course ☐ Delete Course ☐ Modify Course ☐ Change Prerequisite ☐ Move from required to elective
☐ Move from elective to required   Change Outcomes and Assessment Plan ☐ Change credit hours

List all Checksheets affected by this proposal:
College   Department   Program

No current checksheets will be affected. There will be a new checksheet developed for the MSW program.

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.

2. The department must respond within 10 business days of receipt of this form to insure inclusion in the final proposal. The completed original is returned to the Academic Senate office to be inserted into the proposal and a copy is returned to the initiator.

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3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title Master of Social Work Program

Initiator(s):Wendy Samuels

Proposal Contact: Wendy Samuels_____ Date Sent: 8/13/2013

Department: Social Sciences_____Campus Address: 2108 B
(Please type)

Responding Department: _Sociology_

Administrator: Dr. G. Thomas Behler ___Date Received: 8/12/13 Date Returned: 8/12/13

Based upon department faculty review on 8/12/13 (date), we

☑ Support the above proposal.
☐ Support the above proposal with the modifications and concerns listed below.
☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

CURRICULUM CONSULTATION FORM

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RE: Proposal Title <u>Master of Social Work Program</u>

Initiator(s):<u>Wendy Samuels</u>

Proposal Contact: Wendy Samuels_____ Date Sent: <u>8/13/2013</u>

Department: <u>Social Sciences</u>____Campus Address: <u>2108 B</u>
(Please type)

Responding Department: _POLITICAL Science_

Administrator_____Date Received:_8/6/bb_Date Returned: _8/19/2013_

Based upon department faculty review on _8/14/2013_ (date), we

- [✔] Support the above proposal.
- [ ] Support the above proposal with the modifications and concerns listed below.
- [ ] Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

Great Program!

CURRICULUM CONSULTATION FORM

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RE: Proposal Title Master of Social Work Program

Initiator(s):Wendy Samuels

Proposal Contact: Wendy Samuels_____ Date Sent: 8/13/2013

Department: Social Sciences____Campus Address: 2108 B
(Please type)

Responding Department: _SON - Nursing_

Administrator:_____Date Received:8/12/13 Date Returned: 8/16/13
Soueens PhD RN

Based upon department faculty review on _____(date), we

    [X] Support the above proposal.
    [ ] Support the above proposal with the modifications and concerns listed below.
    [ ] Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

CURRICULUM CONSULTATION FORM

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RE: Proposal Title _Master of Social Work Program_

Initiator(s):_Wendy Samuels_

Proposal Contact: Wendy Samuels_____ Date Sent: _8/13/2013_

Department: _Social Sciences_____ Campus Address: _2108 B_
(Please type)

Responding Department: __Management__

Administrator: _____Date Received: _____Date Returned: _21 aug 13_

Based upon department faculty review on _____(date), we

☑ Support the above proposal.
☐ Support the above proposal with the modifications and concerns listed below.
☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. FLITE must return the original form to the Academic Senate office to be inserted in the proposal and a copy to the initiator. FLITE must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

RE: Proposal Title: Master of Social Work

Projected number of students per year affected by proposed change: 60

Initiator(s): Wendy Samuels
Proposal Contact: Wendy Samuels   Date Sent: 8/12/2013

Department: Social Sciences   Campus Address: ASC 2108-B
(Please type)

Liaison Librarian Signature: Date Received: 8/22/2013
Dean of FLITE Signature: Date Returned: 8/22/13

Based upon our review on 8/20 (date), FLITE concludes that:

[X] Library resources to support the proposed curriculum change are currently available.

[ ] Additional Library resources are needed but can be obtained from current funds.

[ ] Support, but significant additional Library funds/resources are required in the amount of $ _____.

[ ] Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, or other FLITE programs. Use additional pages if necessary.

I have talked through this with Fran Rosen, FLITE's collection development librarian. Though FLITE does not have a great number of Social Sciences databases, we do have Social Work Abstracts, Social Science Abstracts, and Sociology (Sage Journals Online). The usage of Social Work Abstracts has been increasing over the last three years, and we may have to investigate increasing the number of multiple use seats, but at this time usage doesn't warrant the increase. I feel confident with the addition of SmartSearch, FLITE's version of the Primo web discovery tool, that we can offer enhanced, cross-disciplinary access to a much larger variety of resources than Social Work faculty and students have ever had access to before. Additionally, FLITE has added two new demographic databases that could prove useful. Because purchases requested by Social Work are usually focused annually on a specific topic (e.g. LGBT, bullying, the elderly), it is possible that a focus in the future may be on materials useful for the Master's degree.

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FORM B
Rev. September 2012

CURRICULUM CONSULTATION FORM

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RE: Proposal Title _Master of Social Work Program_

Initiator(s):_Wendy Samuels_

Proposal Contact: Wendy Samuels_____ Date Sent: _8/13/2013_

Department: _Social Sciences_____Campus Address: _2108 B_
(Please type)

Responding Department: _Educational Leadership_

Administrator: _____Date Received: _____Date Returned: _____

Based upon department faculty review on _____(date), we

- ☐ Support the above proposal.
- ☐ Support the above proposal with the modifications and concerns listed below.
- ☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

21

CURRICULUM CONSULTATION FORM

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RE: Proposal Title <u>Master of Social Work Program</u>

Initiator(s): <u>Wendy Samuels</u>

Proposal Contact: Wendy Samuels_____ Date Sent: <u>8/13/2013</u>

Department: <u>Social Sciences</u>____ Campus Address: <u>2108 B</u>
(Please type)

Responding Department: <u>Criminal Justice Administration</u>

Administrator: _____ Date Received: _____ Date Returned: <u>9/16/13</u>

Based upon department faculty review on <u>6/21/13</u> (date), we

☒ Support the above proposal.
☐ Support the above proposal with the modifications and concerns listed below.
☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

Question about using Crim 625 for some of the students were discussed. Issues can be resolved later

22

CURRICULUM CONSULTATION FORM

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RE: Proposal Title Master of Social Work Program

Initiator(s):Wendy Samuels

Proposal Contact: Wendy Samuels_____ Date Sent: 8/13/2013

Department: Social Sciences____Campus Address: 2108 B
(Please type)

Responding Department: UGPC

Administrator: L. Ang Date Received: _____ Date Returned: 10/8/13

Based upon department faculty review on _____(date), we

- [ ] Support the above proposal.
- [x] Support the above proposal with the modifications and concerns listed below.
- [ ] Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

Recommend that the Social Work department develop a workload policy to address graduate load, Transfer policy - maximum number credits allowed, and a degree completion - time to complete policy. In addition they need to develop a part-time course schedule for the Advanced Standing portion of the MSW. Continue working towards accreditation.

CURRICULUM CONSULTATION FORM

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RE: Proposal Title <u>Master of Social Work Program</u>

Initiator(s):<u>Wendy Samuels</u>

Proposal Contact: Wendy Samuels_____ Date Sent: <u>8/13/2013</u>

Department: <u>Social Sciences</u>____Campus Address: <u>2108 B</u>
(Please type)

Responding Department: Psychology

Administrator: _____Date Received: _____Date Returned: _____

Based upon department faculty review on <u>8/21</u> (date), we *Janice Weaver*

- ☑ Support the above proposal.
- ☐ Support the above proposal with the modifications and concerns listed below.
- ☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

The psychology unit supports this.

Master of
Social Work
FERRIS STATE UNIVERSITY
Program Coordinator: Dr. Wendy Samuels
Office: ASC 2108-B   Phone: 231-591-5896   EMAIL: samuelsw@ferris.edu

Admission Requirements for Foundation Year: Bachelor's Degree from an accredited college or university.
Applicants must have an undergraduate degree that includes a clear liberal arts base with a firm foundation in the social sciences; political science, humanities and the sciences.
3.0 overall undergraduate GPA
Graduation Requirements:
1. 3.0 GPA in all courses
2. Minimum 71 credits
3. Completion of all required courses listed

Admission Requirements for Advanced Standing: Bachelor's in Social Work from a CSWE Accredited social work program.
3.2 overall undergraduate GPA
3.0 or better on all undergraduate social work courses
Graduation Requirements:
1. 3.0 GPA in all courses
2. Minimum 40 credits
3. Completion of all required courses listed

Program Requirements:

Foundation Year	31 CR	Course Title (and Pre-requisites)	FSU SH	Grade
SCWK	501	SCWK Practice Orientation	1	
SCWK	510	Policy Analysis & Advocacy (SCWK 501)	3	
SCWK	520	Generalist Macro Practice (SCWK 501)	3	
SCWK	530	Generalist Micro Practice (SCWK 501)	4	
SCWK	540	Human Behavior/Social Environ (SCWK 501)	3	
SCWK	550	Research Methods (SCWK 501)	3	
SCWK	560	Diversity & Social Justice (SCWK 501)	3	
SCWK	591	Field Practicum I (SCWK 501)	5	
SCWK	592	Field Practicum II (SCWK 501 and SCWK 591)	6	
Advanced Year	40 CR			
SCWK	610	Advanced Policy & Advocacy (Advanced Standing or Foundation Year)	3	
SCWK	620	Advanced Group Practice (Advanced Standing or Foundation Year)	3	
SCWK	630	Advanced Micro Practice (Advanced Standing or Foundation Year)	4	
SCWK	650	Applied Social Work Research (Advanced Standing or Foundation Year)	3	
SCWK	660	Clinical Assessment and Diagnosis (Advanced Standing or Foundation Year)	3	
SCWK	680	Leadership and Supervision (Advanced Standing or Foundation Year)	3	
SCWK	691	Advanced Field Practicum I (Advanced Standing or Foundation Year)	4	
SCWK	692	Advanced Field Practicum II (SCWK 691)	4	
SCWK	693	Advanced Field Practicum III (SCWK 692)	4	
SCWK	699	Social Work Capstone Project (SCWK 650, Advanced Standing or Foundation Year)	4	
SCWK	---	Electives to Total 71 Credits		

Form D Proposed

Sample Course Sequence:

FOUNDATION YEAR (31 credit foundation year)

CR	Summer	CR	Fall	CR	Spring
1	SCWK Practice Orientation	3	Research Methods SCWK 550	3	Diversity & Social Justice SCWK 560
		3	Human Behavior/Social Environ SCWK 540	3	Policy Analysis & Advocacy SCWK 510
		4	Generalist Micro Practice SCWK 530	3	Generalist Macro Practice SCWK 520
		5	Field Practicum I 200 hours: 190 in field; 10 in seminar SCWK 591	6	Field Practicum II 240 hours: 230 in field; 10 in seminar SCWK 592
1		15		15	

ADVANCED YEAR (40 credits)

CR	Summer	CR	Fall	CR	Spring
1	Social Work Practice Orientation (students out of school more than 3 years only) SCWK 501	3	Advanced Group Practice SCWK 620	4	Social Work Capstone Project SCWK 699
4	Advanced Micro Practice SCWK 620	3	Clinical Assessment/Diagnosis SCWK 660	3	Advanced Policy and Advocacy SCWK 610
4	Advanced Field Practicum I SCWK 691 160 hours: 150 in field; 10 seminar	3	Applied Social Work Research SCWK 650	3	Leadership and Supervision SCWK 680
3/6	Electives	4	Advanced Field Practicum II SCWK 692 160 hours: 150 in field; 10 seminar	4	Advanced Field Practicum II SCWK 692 160 hours: 150 in field; 10 seminar
		2/3	Electives	1/2	Electives
8/15	7 to 15 (depending on orientation class and electives)	15/16		15/16	

FERRIS STATE UNIVERSITY
MASTER OF SOCIAL WORK
CURRICULUM PLAN
AUGUST 2013

Course Number	Course Name	Total Credits	Pre-requisites	Semester Offered
FOUNDATION YEAR		31 Total Credits		
SCWK 501	SCWK Practice Orientation	1 cr	Bachelor's Degree	Summer
SCWK 510	Policy Analysis & Advocacy	3 cr	Bachelor's Degree SCWK 501	Spring
SCWK 520	Generalist Macro Practice	3 cr	Bachelor's Degree SCWK 501	Spring
SCWK 530	Generalist Micro Practice	4 cr	Bachelor's Degree SCWK 501	Fall
SCWK 540	Human Behavior/Social Environ	3 cr	Bachelor's Degree SCWK 501	Fall
SCWK 550	Research Methods	3 cr	Bachelor's Degree SCWK 501	Fall
SCWK 560	Diversity & Social Justice	3 cr	Bachelor's Degree SCWK 501	Spring
SCWK 591	Field Practicum I	5 cr	Bachelor's Degree SCWK 501	Fall
SCWK 592	Field Practicum II	6 cr	Bachelor's Degree SCWK 501 SCWK 592	Spring
ADVANCED YEAR		40 Total Credits		
SCWK 610	Advanced Policy & Advocacy	3 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion	Spring
SCWK 620	Advanced Group Practice	3 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion	Fall
SCWK 630	Advanced Micro Practice	4 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion	Summer

SCWK 650	Applied Social Work Research	3 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion	Fall
SCWK 660	Clinical Assessment/ Diagnosis	3 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion	Fall
SCWK 680	Leadership and Supervision	3 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion	Spring
SCWK 691	Advanced Field Practicum I	4 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion	Summer
SCWK 692	Advanced Field Practicum II	4 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion SCWK 691	Fall
SCWK 693	Advanced Field Practicum III	4 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion SCWK 692	Spring
SCWK 699	Social Work Capstone Project	4 cr	Bachelor's Degree Advanced Standing OR Foundation Year Completion SCWK 650	Spring
SCWK---	ELECTIVES (BEING DEVELOPED) – ELECTIVES TO BE TAKEN TO ACHIEVE A TOTAL OF 71 CREDITS FOR FOUNDATION STUDENTS AND 40 CREDITS FOR ADVANCED STANDING STUDENTS			

FOUNDATION YEAR (31 credit foundation year)

CR	Summer	CR	Fall	CR	Spring
1	SCWK Practice Orientation	3	Research Methods SCWK 550	3	Diversity & Social Justice SCWK 560
		3	Human Behavior/Social Environ SCWK 540	3	Policy Analysis & Advocacy SCWK 510
		4	Generalist Micro Practice SCWK 530	3	Generalist Macro Practice SCWK 520
		5	Field Practicum I 200 hours: 190 in field; 10 in seminar SCWK 591	6	Field Practicum II 240 hours: 230 in field; 10 in seminar SCWK 592
1		15		15	

ADVANCED YEAR (40 credits)

CR	Summer	CR	Fall	CR	Spring
1	Social Work Practice Orientation (students out of school more than 3 years only) SCWK 501	3	Advanced Group Practice SCWK 620	4	Social Work Capstone Project SCWK 699
4	Advanced Micro Practice SCWK 620	3	Clinical Assessment/Diagnosis SCWK 660	3	Advanced Policy and Advocacy SCWK 610
4	Advanced Field Practicum I SCWK 691 160 hours: 150 in field; 10 seminar	3	Applied Social Work Research SCWK 650	3	Leadership and Supervision SCWK 680
3/6	Electives	4	Advanced Field Practicum II SCWK 692 160 hours: 150 in field; 10 seminar	4	Advanced Field Practicum II SCWK 692 160 hours: 150 in field; 10 seminar
		2/3	Electives	1/2	Electives
8/15	7 to 15 (depending on orientation class and electives)	15/16		15/16	

Ferris State University
Master of Social Work
Admission Policy

Admissions Process and Requirements:

All applicants should follow the following process and meet the described requirements.

1. Applicants should obtain an application packet from the MSW program.

2. Applicants must have a Bachelor's Degree from an accredited college or university. **(To apply for Advanced Standing the candidate must have a BSW from a CSWE accredited program.)**

3. Applicants must have an undergraduate degree that included a clear liberal arts base and a firm foundation in the social sciences, government, and human biology. (Applicants should identify their social science, government and human biology courses. Students who do not meet this requirement may be accepted into the program but will be required to take courses to meet these requirements prior to entry into the program.)

4. Successful applicants will generally have a 3.0 overall undergraduate G.P.A. **For advanced standing candidates, the applicant should also have a 3.2 social work GPA and a B or better in all required social work courses at the baccalaureate level.** In extraordinary circumstances these requirements can be waived by the MSW Admission Committee. If applicants have not achieved a B grade in social work courses, they may be provisionally admitted and required to take the foundation course that would cover that course content.

5. Applicants need to have three letters of reference completed, including one academic reference. **Advanced Standing applicants need to have one of their letters of reference from their BSW Program Director. A letter from their Field Placement Supervisor is highly recommended.**

6. Applicants need to complete a personal statement that describes:
   - reason for interest in entering the field of social work;
   - assessment of personal strengths and limitations;
   - examination of life experiences and relationship of these experiences to career choice. Discuss here evidence of your commitment to aiding people who are oppressed and/or members of vulnerable populations (good examples are prior work, civic or volunteer experiences); and
   - assessment of personal values and congruence of these beliefs with the profession's value system.

The personal statement will be evaluated regarding the above material and also will be considered a writing sample to evaluate your ability to express yourself in written form. Applicants who believe that they have extraordinary circumstances regarding the GPA requirements should include their rationale for this in their personal statement.

Though human services experience is not required, applicants are strongly encouraged to describe any prior volunteer or work experience in their personal statement. Professional experience is viewed positively and considered when making decisions regarding waiving GPA and standardized test requirements.

Application Deadlines:

The closing date for receipt of all admission materials is February 1. Applicants whose admission files are not completed by February 1 may not be considered for the academic year which begins the following September. Normally, four to six weeks are required for the Department of Social Work to receive transcripts; applicants should therefore make every effort to ensure that all relevant documents are requested well before the deadline date. The Department of Social Work reserves the right to change the closing date for the receipt of application materials. Notice of any deadline extension will be posted on the program's website.

Notification of Acceptance:

Notice of acceptance will occur on or about April 15 for study beginning in the summer semester (there are no midyear admissions). Within ten days of receiving notification, accepted applicants must confirm in writing their intention to enroll in the program. Confirmation of acceptance should be mailed or emailed to the Program Director. Failure to confirm their intention within this timeframe will result in that prospective student's place being awarded to another applicant.

Applicants should identify their social science, government and human biology courses. Students who do not meet this requirement may be accepted into the program but will be required to take courses to meet these requirements prior to entry into the program.

MSW Admission Committee:

It is the policy of Ferris State University that all graduate admissions are reviewed by the specific program. All academic admissions will be reviewed by the MSW Social Work Admission and Academic Standing Committee. This committee is comprised of three social work faculty, including the MSW Program Coordinator and the Social Work Program Director. Criteria used in weighing each application include: undergraduate grade point average, professional training, references, and the individual's narrative statement.

The college and the social work program maintain and promote a policy of nondiscrimination against any person on the basis of race, gender, age, creed, ethnic or national origin, disability, political orientation, veteran status, marital status, or sexual orientation.

MSW SOCIAL WORK PROGRAM ASSESSMENT PLAN

August 2013

NOTE: Practice Behaviors with * are Advanced Practice Behaviors**

EP2.2.1: Practice Competency 1: Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission and its core values. They know the professions history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.	
Operationalized Practice Behaviors	**Assessment Measure** *Benchmark*
1.1 Demonstrates the ability to advocate for client access to social work services	1. Field evaluation, 1.1 *(95% of students will score "meets" or better)* 2. Policy Advocacy Project (SCWK 610) *(90% of students will achieve a B or above)*
1.2 Practices personal reflection and self- correction to assure continual professional development	1. Field evaluation 1.2 *(95% of students will score "meets" or better)* 2. Self -Analysis Paper (SCWK 530) *(90% of students will pass the self- analysis paper with a B or above)* 3. Group Simulation Analysis (SCWK 620) *(90% of students will pass the Group Analysis Paper with a B or above)*
1.3 Demonstrates ability to set and adhere to professional boundaries	1. Field evaluation 1.3 *(95% of students will score "meets" or better)* 2. Group Simulation Analysis (SCWK 620) *(90% of students will pass the Group Analysis Paper with a B or above)*

Competency	Measure
1.4 Demonstrates professional demeanor in behavior, appearance and communication.	2. Field Evaluation 1.4 *(95% of students will score "meets" or better)* 2. Capstone Project Presentation (SCWK 699) *(90% of students will pass the Capstone Project with a B or above)*
1.5 Demonstrates the ability to utilize supervision and consultation effectively. **with emphasis on secondary traumatic stress and trauma triggers	1. Field Evaluation 1.5 *(95% of students will score "meets" or better)* 2. Capstone Project (SCWK 699) *(90% of students will pass the Capstone Project with a B or above)*
1.6 Engages in career long learning.	1. Field Evaluation 1.6 *(95% of students will score "meets" or better)* 2. SCWK 540 Research Paper *(90% of students will achieve a C or better on the research paper)* 3. Capstone Project (SCWK 699) *(90% of students will pass the Capstone Project with a B or above)*
1.7 *** Readily identify as social work professionals	1. Field Evaluation 1.7 *(95% of students will score "meets" or better)* 2. Capstone Project (SCWK 699) *(90% of students will pass the Capstone Project with a B or above)*
1.8 *** Demonstrate professional use of self with clients	1. Field Evaluation 1.8 *(95% of students will score "meets" or better)* 2. Role Play Interviews (SCWK 630) *(90% of students will effectively use professional use of self in interviews)*
1.9 ***Understand and identify professional strengths, limitations and challenges	1. Field Evaluation 1.9 *(95% of students will score "meets" or better)*

2. Organizational Simulation (SCWK 680)

(95% of students will pass the organizational simulation with a B or above)

1.10 *** Develop, manage and maintain therapeutic relationships with client within the person in environment and strengths perspective with trauma focused perspective

1. Field Evaluation 1.10
(95% of students will score "meets" or better)
2. Role Plays (SCWK 630)
(90% of students will perform an effective interview with a B or above)

Practice Competency #2: Apply social work ethical principles to guide professional practice
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Operationalized Practice Behavior	Assessment Measure
2.1 Demonstrates knowledge of the NASW Code of Ethics.	1. Field Evaluation 2.1 (95% of students will score "meets" or better)
2.2 Abides by the ethical standards of the profession.	1. Field Evaluation 2.2 (95% of students will score "meets" or better)
2.3 Demonstrates ability to utilize the Code of Ethics to guide ethical reasoning.	1. Field Evaluation 2.3 (95% of students will score "meets" or better)
2.4 Recognizes and manages personal values to be consistent with the Code of Ethics	1. Field Evaluation 2.4 (95% of students will score "meets" or better)

Operationalized Practice Behavior	Assessment Measure
2.5 ***Tolerate ambiguity in resolving ethical conflicts and apply strategies of ethical reasoning to arrive at principled decisions	1. Field Evaluation 2.5 *(95% of students will score "meets" or better)*
2.6*** Apply ethical decision making skills to issues specific to clinical social work	1. Field Evaluation 2.6 *(95% of students will score "meets" or better)*
2.7*** Identify and use knowledge of relationship dynamics, including power differentials	1. Field Evaluation 2.7 *(95% of students will score "meets" or better)* 2. Policy Advocacy Project (SCWK 610) *(90% of students will poss the project with a B or above)*
2.8***Recognize and manage personal biases as they affect the therapeutic relationship in the service of clients' well being	1. Field Evaluation 2.8 *(95% of students will score "meets" or better)* 2. Group Simulation Reflection (SCWK 620) *(90% of students will achieve a B or above)*

Practice Competency #3: Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Operationalized Practice Behavior	Assessment Measure
3.1 Demonstrates effective problem solving and critical thinking skills	1. Field Evaluation 3.1 *(95% of students will score "meets" or better)* 2. Community Intervention Project (SCWK 520) *(90% of students will achieve o B or above)*

3.2 Demonstrates skill at integrating multiple sources of knowledge, including research findings	1. Field Evaluation 3.2
	   (95% of students will score "meets" or better)
	2. Community Intervention Project (SCWK 520)
	   (90% of students will achieve a B or above)

3.3 Demonstrates the ability to analyze models of assessment, prevention, intervention and evaluation.	1. Field Evaluation 3.3
	   (95% of students will score "meets" or better)
	2. Case Study Presentation (SCWK 592)
	   (90% of students will achieve a B or above)
	3. Clinical Case Discussion (SCWK 630)
	   (90% of students will achieve a B or above)

3.4 Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, and communities.	1. Field Evaluation 3.4
	   (95% of students will score "meets" or better)
	2. Community Intervention Project (SCWK 520)
	   (90% of students will achieve a B or above)

3.5 ****Engage in Reflective Practice	1. Field Evaluation 3.5
	   (95% of students will score "meets" or better)
	2. Group Simulation Reflection (SCWK 620)
	   (90% of students will achieve a B or above)

3.6 ***Identify and articulate client's strengths, vulnerabilities and trauma triggers	1. Field Evaluation 3.6
	   (95% of students will score "meets" or better)
	2. Clinical Case Discussion (SCWK 630)
	   (90% of students will achieve a B or above)

3.7 ***Evaluate, select and implement appropriate multidimensional assessment, diagnostic, intervention and practice evaluation tools	1. Field Evaluation 3.7 *(95% of students will score "meets" or better)* 2. Case Presentation (SCWK 693) *(90% of students will achieve a B or above)* 3. Psychosocial Assessment (SCWK 660 *(90% of students will achieve a B or above)*
3.8 ***Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations	1. Field Evaluation 3.8 *(95% of students will score "meets" or better)* 2. Case Presentation (SCWK 693) *(90% of students will achieve a B or above)*
3.9***Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats	1. Field Evaluation 3.5 *(95% of students will score "meets" or better)* 2. Capstone Project (SCWK 699) *(90% of students will achieve a B or above)*

Practice Competency #4: Engage diversity and difference in practice

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex and sexual orientation. Social worker appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization and alienation as well as privilege, power and acclaim. Social workers recognize the extent to which a cultures structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; recognize and communicate their understanding of the importance of difference in shaping life experiences; and view themselves as learners and engage those with whom they work as informants.

Operationalized Practice Behavior	Assessment Measures
4.1 Demonstrates knowledge and respect for diversity (eg class, culture, disability, ethnicity, gender, immigration status, political ideology, religion and sexual orientation and expression).	1. Field Evaluation 4.1 *(95% of students will score "meets" or better)* 2. Diversity Group Presentation *(90% of students will achieve a B or above)*
4.2 Treats all clients with dignity and respect	1. Field Evaluation 4.2 *(95% of students will score "meets" or better)* 2. Diversity Reflection Paper (SCWK 560) *(90% of students will achieve a B or above)*
4.3 Recognizes the extent to which social structure and values may oppress, marginalize, alienate, or enhance privilege and power.	1. Field Evaluation 4.3 *(95% of students will score "meets" or better)* 2. Policy Advocacy Paper (SCWK 610) *(90% of students will achieve a B or above)*
4.4 Identifies self as a learner and engages with those whom they work as educators	1. Field Evaluation 4.4 *(95% of students will score "meets" or better)* 2. Cultural Competence Presentation (SCWK 560) *(90% of students will achieve a B or above)*
4.5 Demonstrates self-awareness to eliminate influence of personal biases and values in working with diverse groups	1. Field Evaluation 4.5 *(90% of students will achieve a B or above)* 2. Diversity Reflection Paper (SCWK 560) *(95% of students will score "meets" or better)*

4.6***Research and apply knowledge of diverse populations to enhance client well-being	1. Field Evaluation 4.6
	   (95% of students will score "meets" or better)
	2. Case Presentation (SCWK 693)
	   (90% of students will achieve a B or above)

4.7***Work effectively with diverse populations	1. Field Evaluation 4.7
	   (95% of students will score "meets" or better)
	2. Case Presentation (SCWK 693)
	   (90% of students will achieve a B or above)

4.8***Identify and use practitioner/client differences from a strengths and trauma informed perspective	1. Field Evaluation 4.8
	   (95% of students will score "meets" or better)
	2. Case Presentation (SCWK 693)
	   (90% of students will achieve a B or above)

4.9***Demonstrate knowledge of historical trauma and impact on diverse populations	1. Field Evaluation 4.9
	   (95% of students will score "meets" or better)
	2. Diversity Group Presentation (SCWK 560)
	3. Group Simulation Reflection (SCWK 620)
	   (90% of students will achieve a B or above)

Practice Competency #5 : Advance human rights and social and economic justice

Each person, regardless of position in society has basic human rights such as freedom, safety, privacy, and adequate standard of living, health care and education. Social workers recognize the global interconnectedness of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social workers incorporate social justice practices in organizations, institutions, and society to ensure

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that these basic human rights are distributed equitably and without prejudice.

Operationalized Practice Behavior	Assessment Measures
5.1 Recognizes that each person, regardless of position in society, has basic human rights	1. Field Evaluation 5.1 *(95% of students will score "meets" or better)* 2. Policy Advocacy Paper (SCWK 610) *(90% of students will achieve a B or above)*
5.2 Recognizes the global interconnections of oppression and promotes human and civil rights	1. Field Evaluation 5.2 *(95% of students will score "meets" or better)* 2. Policy Advocacy Paper (SCWK 610) *(90% of students will achieve a B or above)*
5.3 Recognizes oppression and discrimination and their harmful effects	1. Field Evaluation 5.3 *(95% of students will score "meets" or better)* 2. Policy Advocacy Paper (SCWK 610) *(90% of students will achieve a B or above)*
5.4 Demonstrates skill in advocating for human rights and social and economic justice	1. Field Evaluation 5.4 *(95% of students will score "meets" or better)* 2. Policy Advocacy Paper (SCWK 610) *(90% of students will achieve a B or above)*

Operationalized Practice Behavior	Assessment Measures

5.5 ***Use knowledge of the effects of oppression, discrimination and historical trauma on client and client systems to guide treatment planning and intervention	1. Field Evaluation 5.5
	    (95% of students will score "meets" or better)
	2. Policy Advocacy Paper (SCWK 610)
	    (90% of students will achieve a B or above)

Practice Competency #6: Engage in research-informed practice and practice informed research

Social workers use practice experience to inform research, employ evidence based interventions, evaluate their own practice and use research findings to improve practice, policy and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge

Operationalized Practice Behavior	Assessment Measures

6.1 Demonstrates the ability to use practice experience for research purposes	1. Field Evaluation 6.1
	    (95% of students will score "meets" or better)
	2. Research Proposal (SCWK 650)
	    (90% of students will achieve a B or above)

6.2 Demonstrates the ability to utilize research findings to improve practice, policy and social service delivery	1. Field Evaluation 6.2
	    (95% of students will score "meets" or better)
	2. Research Proposal (SCWK 650)
	    (90% of students will achieve a B or above)

6.3 ***Use evidenced based practice process in clinical assessment and intervention with clients	1. Field Evaluation 6.3
	    (95% of students will score "meets" or better)
	2. Clinical Papers 1 & 2 (SCWK 630)
	    (90% of students will achieve a B or above)

Operationalized Practice Behavior	Assessment Measures

6.4 ***Participate in the generation of new clinical knowledge with respect to trauma through research and practice	1. Field Evaluation 6.4
	    (95% of students will score "meets" or better)
	2. Capstone Project (SCWK 699)
	    (90% of students will achieve a B or above)

6.4 ***Use research methodology to evaluate clinical practice effectiveness and/or outcomes	1. Field Evaluation 6.5
	    (95% of students will score "meets" or better)
	2. Case Presentation (SCWK 693)
	    (90% of students will achieve a B or above)

Practice Competency #7: Apply knowledge of human behavior and the social environment

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological and spiritual development.

Operationalized Practice Behavior	Assessment Measures

7.1 Demonstrates knowledge about human behavior across the life span	1. Field Evaluation 7.1
	    (95% of students will score "meets" or better)
	2. Research Paper (SCWK 540)
	    (90% of students will achieve a B or above)

7.2 Demonstrates knowledge about the range of social systems in which people live and how social systems affect client health and well-being (Person in Environment)	1. Field Evaluation 7.2
	    (95% of students will score "meets" or better)
	2. Policy Advocacy Paper (SCWK 610)
	    (90% of students will achieve a B or above)

7.3 Demonstrates the ability to utilize theoretical frameworks to guide the processes of assessment, intervention and evaluation.	1. Field Evaluation 7.3 *(95% of students will score "meets" or better)* 2. Clinical Papers 1 & 2 (SCWK 630) *(90% of students will achieve a B or above)*	
7.4 ***Critique and apply knowledge to understand person and environment	1. Field Evaluation 7.4 *(95% of students will score "meets" or better)* 2. Clinical Papers 1 & 2 (SCWK 630) *(90% of students will achieve a B or above)*	
7.5 ***Synthesize and differentially apply theories of human behavior in the social environment utilizing a trauma informed care perspective to guide clinical practice	1. Field Evaluation 7.5 *(95% of students will score "meets" or better)* 2. Clinical Papers 1 & 2 (SCWK 630) *(90% of students will achieve a B or above)*	
7.6 ***Use bio-psycho-social-spiritual theories, trauma informed care perspective and multi-axial diagnostic classification systems in formulation of comprehensive assessments	1. Field Evaluation 7.6 *(95% of students will score "meets" or better)* 2. Psychosocial Assessment (SCWK 660) *(90% of students will achieve a B or above)*	

Practice Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Social work practitioners understand that policy affects service delivery, and they engage actively in policy practice. Social workers know the history of current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Operationalized Practice Behavior	Assessment Measures
8.1 Analyze and advocate for policies that advance social well being	1. Field Evaluation 8.1 *(95% of students will score "meets" or better)* 2. Agency Policy Analysis (SCWK 610) *(90% of students will achieve a B or above)*
8.2 Demonstrates skill in collaborating with colleagues and clients for effective policy action	1. Field Evaluation 8.2 *(95% of students will score "meets" or better)* 2. Policy Advocacy Project (SCWK 610) *(90% of students will achieve a B or above)*
8.3 ***Communicate to stakeholders the implications of policies and policy change in the lives of clients.	1. Field Evaluation 8.3 *(90% of students will achieve a B or above)* 2. Policy Advocacy Project (SCWK 610) *(95% of students will score "meets" or better)*
8.4 ***Use evidence based practice and practice based evidence in advocacy for policies that advance social and economic well being	1. Field Evaluation 8.4 *(95% of students will score "meets" or better)* 2. Policy Advocacy Project (SCWK 610) *(90% of students will achieve a B or above)*
8.5 ***Advocate with and inform administrators and legislators to influence policies that will affect clients and services	1. Field Evaluation 8.5 *(95% of students will score "meets" or better)* 2. Policy Advocacy Project (SCWK 610) *(95% of students will score "meets" or better)*

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(90% of students will achieve a B or above)

Practice Competency #9: Respond to context that shape practice
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social worker recognize that the context of practice is dynamic and use knowledge and skill to respond proactively.

Operationalized Practice Behavior	Assessment Measures
9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	1. Field Evaluation 9.1 *(95% of students will score "meets" or better)* 2. Organizational Simulation (SCWK 680) *(90% of students will achieve a B or above)*
9.2 ***Demonstrates leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	1. Field Evaluation 9.2 *(95% of students will score "meets" or better)* 2. Policy Advocacy Project (SCWK 610) *(90% of students will achieve a B or above)*
9.3***Assess the quality of client's interactions within their social contexts while understanding the role of traumatic experiences.	1. Field Evaluation 9.3 *(9(90% of students will achieve a B or above)* 2. Clinical Papers 1 & 2 (SCWK 630) *5% of students will score "meets" or better)*
9.4 ***Develop intervention plans to accomplish systemic change	1. Field Evaluation 9.4 *(95% of students will score "meets" or better)*

	2. Clinical Papers 1 & 2 (SCWK 630) *(90% of students will achieve a B or above)* 3. Group Simulation (SCWK 620) *(90% of students will achieve a B or above)*
9.5 ***Work collaboratively with others to effect change that is sustainable.	1. Field Evaluation 9.5 *(95% of students will score "meets" or better)* 2. Policy Advocacy Project (SCWK 610) *(90% of students will achieve a B or above)*

Practice Competency #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities (Planned Change Model)

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Operationalized Practice Behavior	Assessment Measures
INTAKE AND ENGAGEMENT: 10.1 Demonstrates ability to engage effectively (preparing for action, using empathy, developing mutually agreed upon focus for work) with individuals and families	1. Field Evaluation 10.1 *(95% of students will score "meets" or better)* 2. DAC Assessment (SCWK 530) *(90% of students will achieve a B or above)*
10.2 ***Develop culturally responsive therapeutic relationships	1. Field Evaluation 10.2 *(95% of students will score "meets" or better)* 2. Role Plays (SCWK 630)

Competency	Measures
	3. Group Simulation (SCWK 320) *(90% of students will achieve a B or above)*
10.3 ***Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.	1. Field Evaluation 10.3 *(95% of students will score "meets" or better)* 2. Role Plays (SCWK 630) 3. Group Simulation (SCWK 320) *(90% of students will achieve a B or above)*
10.4 ***Establish a relationship based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes	1. Field Evaluation 10.4 *(95% of students will score "meets" or better)* 2. Role Plays (SCWK 630) 3. Group Simulation (SCWK 620) *(90% of students will achieve a B or above)*
DATA COLLECTION AND ASSESSMENT: 10.5 Assess through collection, organization and interpretation of data, assess strengths and limitations, and select appropriate intervention strategies with individuals, families, groups, organizations and communities.	1. Field Evaluation 10.5 *(95% of students will score "meets" or better)* 2. Clinical Papers 1 &2 (SCWK 630) 3. Group Simulation (SCWK 620) 4. Case Presentation (SCWK 693) *(90% of students will achieve a B or above)*
10.6 ***Use multidimensional bio-psycho-social-spiritual and trauma assessment tools.	1. Field Evaluation 10.6 *(95% of students will score "meets" or better)* 2. Clinical Papers 1 &2 (SCWK 630) 3. Group Simulation (SCWK 620) 4. Case Presentation (SCWK 693) *(90% of students will achieve a B or above)*

10.7 ***Assess client's readiness for change	1. Field Evaluation 10.7 *(95% of students will score "meets" or better)* 2. Clinical Papers 1 &2 (SCWK 630) 3. Group Simulation (SCWK 620) 4. Case Presentation (SCWK 693) *(90% of students will achieve a B or above)*
10.8 ***Assess client's coping strategies to reinforce and improve adaptation to life situations, circumstances and events	1. Field Evaluation 10.8 *(95% of students will score "meets" or better)* 2. Clinical Papers 1 &2 (SCWK 630) 3. Group Simulation (SCWK 620) 4. Case Presentation (SCWK 693) *(90% of students will achieve a B or above)*
10.9 ***Use differential and multi-axial diagnoses	1. Field Evaluation 10.9 *(95% of students will score "meets" or better)* 2. Psychosocial Assessment (SCWK 660) *(90% of students will achieve a B or above)*
PLANNING AND CONTRACTING: 10.10 Effectively develop treatment goals with clients	1. Field Evaluation 10.10 *(95% of students will score "meets" or better)* 2. Clinical Papers 1 &2 (SCWK 630) 3. Group Simulation (SCWK 620) 4. Case Presentation (SCWK 693) *(90% of students will achieve a B or above)*

10.11 Identify, analyze and implement evidence based interventions designed to achieve client goals	1. Field Evaluation 10.11 *(95% of students will score "meets" or better)* 2. Clinical Papers 1 &2 (SCWK 630) 3. Group Simulation (SCWK 620) 4. Case Presentation (SCWK 693) *(90% of students will achieve a B or above)*
10.12 *** Select and modify appropriate best practice intervention strategies based on continuous clinical assessment	1. Field Evaluation 10.12 *(95% of students will score "meets" or better)* 2. Clinical Papers 1 &2 (SCWK 630) 3. Group Simulation (SCWK 620) 4. Case Presentation (SCWK 693) *(90% of students will achieve a B or above)*
10.13***Demonstrate sensitivity to trauma experiences and the role of trauma when implementing treatment plans, goals and objectives	1. Field Evaluation 10.13 *(95% of students will score "meets" or better)* 2. Clinical Papers 1 &2 (SCWK 630) 3. Group Simulation (SCWK 620) 4. Case Presentation (SCWK 693) *(90% of students will achieve a B or above)*
10.14*** Implement prevention interventions that enhance client capacities	1. Field Evaluation 10.14 *(95% of students will score "meets" or better)* 2. Clinical Papers 1 &2 (SCWK 630) 3. Group Simulation (SCWK 620) 4. Case Presentation (SCWK 693) *(90% of students will achieve a B or above)*

INTERVENTION and MONITORING: 10.15 Intervene (initiate actions to achieve goals, implement prevention interventions that enhance client capacities; help clients resolve problems; negotiate, mediate, and advocate for clients) with individuals and families, groups, organizations and communities.	1. Field Evaluation 10.15 *(95% of students will score "meets" or better)* 2. Clinical Papers 1 &2 (SCWK 630) 3. Group Simulation (SCWK 620) 4. Case Presentation (SCWK 693) *(90% of students will achieve a B or above)*
10.16*** Help clients resolve problems	1. Field Evaluation 10.15 *(95% of students will score "meets" or better)* 2. Clinical Papers 1 &2 (SCWK 630) 3. Group Simulation (SCWK 620) 4. Case Presentation (SCWK 693) *(90% of students will achieve a B or above)*
10.17***Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed and trauma focused as needed	1. Field Evaluation 10.17 *(95% of students will score "meets" or better)* 2. Clinical Papers 1 &2 (SCWK 630) 3. Group Simulation (SCWK 620) 4. Case Presentation (SCWK 693) *(90% of students will achieve a B or above)*
10.18***Collaborate with other professionals to coordinate treatment interventions	1. Field Evaluation 10.18 *(95% of students will score "meets" or better)* 2. Clinical Papers 1 &2 (SCWK 630) 3. Group Simulation (SCWK 620) 4. Case Presentation (SCWK 693) *(90% of students will achieve a B or above)*

10.19***Negotiate, mediate and advocate for clients	1. Field Evaluation 10.19 *(95% of students will score "meets" or better)* 2. Clinical Papers 1 &2 (SCWK 630) 3. Group Simulation (SCWK 620) 4. Case Presentation (SCWK 693) *(90% of students will achieve a B or above)*
TERMINATION AND EVALUATION: 10.20 Recognizes the psychological and social significance of separation and demonstrates competence in terminating services with clients.	1. Field Evaluation 10.20 *(95% of students will score "meets" or better)* 2. Clinical Papers 1 &2 (SCWK 630) 3. Group Simulation (SCWK 620) 4. Case Presentation (SCWK 693) *(90% of students will achieve a B or above)*
10.21*** Use clinical evaluation of the process and outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions and traumatic experiences	1. Field Evaluation 10.21 *(95% of students will score "meets" or better)* 2. Clinical Papers 1 &2 (SCWK 630) 3. Group Simulation (SCWK 620) 4. Case Presentation (SCWK 693) *(90% of students will achieve a B or above)*
10.22 ***Facilitate transitions and endings	1. Field Evaluation 10.22 *(95% of students will score "meets" or better)* 2. Clinical Papers 1 &2 (SCWK 630) 3. Group Simulation (SCWK 620) 4. Case Presentation (SCWK 693) *(90% of students will achieve a B or above)*

10.23 *** Contribute to the theoretical knowledge base of the social work profession through practice based research	1. Field Evaluation 10.23 (95% of students will score "meets" or better) 2. Capstone Project (SCWK 699) (90% of students will achieve a B or above)
POLITICAL ADVOCACY AND COMMUNITY ORGANIZATION 10.24 Promote social and economic justice causes	1. Field Evaluation 10.24 (95% of students will score "meets" or better) 2. Political Advocacy Project (SCWK 610) (90% of students will achieve a B or above)
10.25*** Engage in political processes that affect client well being	1. Field Evaluation 10.25 (95% of students will score "meets" or better) 2. Political Advocacy Project (SCWK 610) (90% of students will achieve o B or above)
10.26 *** Understand how traumatic experiences can ignite the political process and affect policy and/or community changes	1. Field Evaluation 10.26 (95% of students will score "meets" or better) 2. Political Advocacy Project (SCWK 610) (90% of students will achieve a B or above)

COURSE INFORMATION FORM

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

☐ Prefix (current)   ☐ Number (current)   ☐ LEC ___ LAB ___ SEM ___ (current)

    (proposed) SCWK   (proposed) 501   (Enter Contact Hours per week)

☐ Title (current)   LEC _1_ LAB ___ SEM ___ (proposed):

    (proposed) SCWK Practice Orientation

☐ Credit Hours (current)   ☐ Prerequisites (current)   Co-requisite (current)

    (proposed) 1   (proposed) Bachelor's Degree   (proposed)

☐ Course Description (current): (125 words maximum)

(proposed): SCWK 501: This course is required for both Foundation and Advanced Standing students (who have been out of school 3 years) as a bridge that allows students to be fully ready to enter their MSW education. This course focuses on the core knowledge, values and skills that form the foundation of generalist practice. For Foundation students, the course is an orientation to the profession. For Advanced Standing students, the course is a refresher of their BSW education. The course is taught in an intensive two day format. (1 cr.)

☐ Course Outcomes and Assessment Plan (current)

    (proposed): <u>Course Outcomes:</u>

At the successful conclusion of this course, students will be able to:

LEARNING OUTCOMES	ASSESSMENT OF OUTCOME
Demonstrate a working knowledge of generalist social work practice Practice Behaviors 1.1, 7.1, 7.2, 9.1, Practice Competency #10	Case Studies Self- Awareness Exercises
Demonstrate an understanding of the NASW Code of Ethics and the values and ethics of the social work profession Practice behaviors 2.1, 2.2	Case Studies Self- Awareness Exercises
Identify the participants in the social work process, including the impact that issues of diversity and oppression have on the participants Practice Behaviors 4.1, 4.2, 4.3	Case Studies Self- Awareness Exercises
Demonstrate a working knowledge of the planned change model	Assessment and Treatment Plan

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Practice Competency #10	
Demonstrate the ability to write a process recording for the case record Practice Behavior 3.4	Process Recording
Demonstrate the skills to conduct an initial one on one interview Practice Behaviors 3.4, 9.1	Assessment and Treatment Plan
Demonstrate initial skills for making ethical decisions utilizing critical thinking Practice Behaviors 2.4, 3.1	Case Studies Self- Awareness Exercises
Demonstrate the ability to complete a thorough psych-social assessment and treatment plan, termination and evaluation of intervention Practice Behaviors 10.1, 10.5, 10.10, 10.11, 10.20	Assessment and Treatment Plan
Demonstrate an understanding of the importance of self-awareness and reflection in social work practice Practice Behaviors 1.2, 1.9, 2.7, 3.5, 4.5	Case Studies Self- Awareness Exercises
10. Demonstrate a basic understanding of the importance of working toward human rights and social and economic justice Practice Behaviors 5.1, 5.2, 5.3, 10.24	Case Studies

☐ **Course Outline including Time Allocation (current)**
Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:
    Weeks (15 weeks)
    Hours (45 hours; assuming 3 contact hours per week)
    Percentages (100 percent)
    (proposed)

Day 1: Early in the Semester (8 hours)

1. Introduction to Generalist Practice and the Strengths Perspective
2. Values and Ethics, Advancing Human Rights and Social Justice
3. The Planned Change Model
4. Basic Interviewing Skills 1
5. Professional Use of Self and Self- Awareness

Day 2: Later in the Semester (8 hours)

5. Diversity-Sensitive Practice & The Ethnic Sensitive Practice Model
6. Critical Thinking
7. Evidence-Based Practice
8. Basic Interviewing Skills 2
9. Termination and Evaluation and class wrap up

Associate Provost's Signature: _____ Date_____

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COURSE INFORMATION FORM

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

☐ Prefix (current)   ☐ Number (current)   ☐ LEC ___ LAB ___ SEM ___ (current)

    (proposed) SCWK   (proposed) 510   (Enter Contact Hours per week)
☐ Title (current)   LEC 2 LAB _2__ SEM ___(proposed):

    (proposed) Policy Analysis and Advocacy

☐ Credit Hours (current)   ☐ Prerequisites (current) SCWK 501 Co-requisite (current)

    (proposed) 3   (proposed)   (proposed)

☐ Course Description (current): (125 words maximum)

(proposed):
Course Catalogue Description:
SCWK 510: This course is a foundation MSW course. The course emphasizes the history of social welfare policies and the role they play at present time. Student will utilize frameworks for analyzing social and economic policies as they relate to social welfare. Preparation for roles not only as service providers within existing policies but also as participants in efforts to change policy will be discussed. The class will also have an emphasis on values underlying the social welfare system, particularly the principles of social and economic justice.

☐ Course Outcomes and Assessment Plan (current)

    (proposed):

Learning Outcome	Assessment
1. Analyze the impact of policy implementation on their own social work practice and professional development Practice Behaviors 2.8, 3.5, 5.5, 9.1	Values Analysis Paper
2. Describe how political ideologies and social values impact policy advocacy and implementation Practice Behaviors 8.3, 9.1	Political Advocacy Project Policy Proposal/Amendment Paper
3. Recognize and manage personal values in a way that allowed professional values to guide practice in analyzing and developing policies. Practice Behaviors 1.9, 2.3, 2.4, 3.5	Values Analysis Paper Class Discussion
4. Describe the rationale for policy advocacy by social workers in all areas of social work practice Practice Behaviors 8.1, 8.4	Class Discussion Values Analysis Paper
5. Analyze the impact of policy implementation on the promotion of social and economic justice with special emphasis on vulnerable groups Practice Behaviors 4.3, 4.4, 6.2, 8.1, 9.2	Values Analysis Paper Political Advocacy Project
6. To explore of the role of social work practitioner in the	Policy Proposal/Amendment Paper

process of policy development and policy service delivery and how the individual practitioner may influence the local, state and national political systems responsible for the development of social welfare policy in an effective way. Practice Behaviors 5.5, 8.3, 8.4, 8.5	Class Discussion Political Advocacy Project
7. Analyze how policies impact social service delivery and policy advocacy facilitates the delivery of effective social services Practice Behaviors 8.1, 8.4	Policy Proposal/Amendment Paper Values Analysis Paper Class Discussion
8. To demonstrate the use of critical thinking to examine and effectively support a position about a current, controversial social issue. Practice Competency 8 and 3 Practice Behaviors 3.5, 3.9, 8.3, 8.5	Political Advocacy Project Class Discussion
9. Demonstrate competence in the tasks and skills necessary for effective policy advocacy and change Practice Competency 8 (8.1-8.5), Practice Behaviors 10.24, 10.25, 10.26	**Policy Advocacy Project (embedded assignment for program assessment)**
10. Analyze the impact of policy implementation on people living in poverty Practice Behaviors 5.5 8.1, 8.2, 8.4	Policy Proposal/Amendment Paper Class Discussion Political Advocacy Project
11. To articulate a personalized statement of the values concerning the macro-issues of social welfare policy within the range of issues raised in the skills objectives of this course. Practice Behaviors 2.4, 3.5 8.5, 10.25, 10.26	Policy Advocacy Project Values Analysis Paper

☐ **Course Outline including Time Allocation (current)**
Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:
    Weeks (15 weeks)
    Hours (45 hours; assuming 3 contact hours per week)
    Percentages (100 percent)
    (proposed)

Course Outline: 45 Contact Hours

Week 1. Introduction: What is Social Welfare Policy and What Does it Have to Do with Social Work?
Week 2. The History, Politics, And Economics Of Social Welfare Policy
Week 3. Policy Theory And Policy Practice
Week 4. Defining and Combating Poverty
Week 5. Efforts to address poverty in the United States and other countries: Social
Week 6. Helping the "Deserving Poor": The old and disabled
Week 7. Ending Welfare as We Knew It? Temporary Assistance for Needy Families.
Week 8. Protecting and controlling children and adolescents in the United States and other countries
Week 9. Protection, exploitation, and neglect: Policy and the varied experiences of women in the United States
Week 10. Racial politics, civil rights, and affirmative action: The history of policies related to race and ethnicity in America

Week 11. Globalism, Economic Transition, and Social Class in America
Week 12. The politics of food: Hunger, malnutrition and obesity in the United States
Week 13. Policies and services affecting people with mental illness and addictions: The power of attitudes and beliefs
Weeks 14 Evaluating Policy and Policy Practice: Where do we go from here?
Week 15 What do we do now? The new Social Worker.

Associate Provost's Signature: _____Date_____

COURSE INFORMATION FORM

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

☐ Prefix (current)   ☐ Number (current)   ☐ LEC ___ LAB ___ SEM ___ (current)

    (proposed) SCWK   (proposed) 520   (Enter Contact Hours per week)
                                             LEC 2 LAB 2___ SEM ___(proposed):
☐ Title (current)

    (proposed) Generalist Macro Practice

☐ Credit Hours (current)   ☐ Prerequisites (current)   Co-requisite (current)

    (proposed) 3   (proposed) Bachelors Degree, SCWK 501   (proposed)

☐ Course Description (current): (125 words maximum)

(proposed):
SCWK 520. Practice with Groups and Organizations. This course is a foundation year MSW course. The course focus is on generalist practice with organizations and communities. Macro-practice skills through group work are emphasized, along with the interconnections between micro, mezzo and macro generalist practice. Macro intervention will be practiced.

☐ Course Outcomes and Assessment Plan (current)

    (proposed):

1. Define generalist practice within a macro practice context. Practice Behaviors 7.1, 7.2,
2. Identify and integrate the phases of the Planned Change Model as it applies to working with organizations and communities. Practice Competency 10
3. Describe the 3 traditional methods of community organization and explore alternative models. Practice Behaviors 3.2, 3.3, 8.1, 8.4,
4. Identify personal values and define and apply professional standards to self. Practice Behaviors 1.2, 1.7, 1.9, 3.5
5. Identify a wide range of roles social work practitioners might play in macro practice Practice Behaviors 1.7, 3.8,
6. Examine advocacy for human rights and the pursuit of social and economic justice.

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Practice Behaviors 5.1, 5.3, 5.4, 5.5
7. Demonstrate competence in utilizing micro skills in a macro environment. Practice Behaviors 1.10, 3.4, 9.4, 9.5
8. Demonstrate competence in community needs assessment, asset mapping, development of goals, intervention strategies and program evaluation. Practice Competency 10, Practice Behaviors 4.4, 6.3, 9.2, 9.4
9. Demonstrate competence in practices that advance social and economic justice. Practice Behaviors 5.1, 5.3, 5.4, 5.5, 6.3
10. Demonstrate leadership skills needed to promote sustainable changes in service delivery and practice. Practice Behaviors 8.1, 8.2, 8.4, 9.2, 9.4, 9.5
11. Examine organizations and analyze conceptual frameworks to enhance practice effectiveness. Practice Behaviors 7.1, 7.2, 7.3, 7.43.2, 3.2
12. Demonstrate effectiveness in collecting, organizing and interpreting data to assess the potential for organizational change (PREPARE) Practice Behaviors 3.2, 3.8, 6.3, 7.1, 10.1, 10.2,
13. Distinguish, appraise and integrate multiple sources of knowledge to apply the IMAGINE process for macro intervention and program evaluation. Practice Behaviors 9.1, 9.2, 9.4, 9.5, 10.10-23
14. Demonstrate an understanding of the role of professional social worker in neighborhoods and communities. Practice Behaviors 1.1, 1.7, 4.6, 4.9, 5.3, 5.4, 5.5, 8.4, 9.5
15. Utilize advocacy, social action and empowerment activities with populations at risk Practice Behaviors 4.3, 4.4, 4.9, 4.4, 4.5, 9.2
16. Apply a strategy of ethical reasoning to arrive at principled decisions in macro practice Practice Competency 2
17. Demonstrate an understanding of group process and effectiveness in working in groups. Practice Behaviors 3.1, 3.4, 4.1, 4.4, 4.5

☐ **Course Outline including Time Allocation (current)**
Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:
    Weeks (15 weeks)
        Hours (45 hours; assuming 3 contact hours per week)

Percentages (100 percent)
(proposed)

45 Contact Hours Total:

Weeks 1-4:
Basic Theories of Group Functioning
Concepts of Group Dynamics
Formation and Assessments
Establishing Individual and Group Goals
Group Structure, Composition and Committee Process

Weeks 5-7
Establishing Group Purpose
Client/Agency Perspective
Specific Skills and Techniques
Identifying Power and Decision Styles
Assessing Cognitive Patterns of Individuals
Assessing Patterned Behavior of Individuals

Weeks 8-12
History of Macro Practice
Systems/Ecological Frameworks
Practice involving Organizations and communities
Social Planning Models

Weeks 13-16
Identifying and Analyzing Intervention Models/Strategies
Defining Organizations and Communities
Examining System Readiness for Change
Selecting a Change Approach
Setting Goals and Objectives
Strategic Planning and Needs Assessment
Proposal Writing and Budget Preparation
Evaluation Process
Types and Purpose of Evaluation
Program Monitoring
Research Design and Statistical Modeling

Associate Provost's Signature: _____Date_____

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COURSE INFORMATION FORM

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

☐ Prefix (current)   ☐ Number (current)   ☐ LEC ___ LAB ___ SEM ___ (current)

    (proposed) SCWK   (proposed) 530   (Enter Contact Hours per week)
                                               LEC 3 LAB 2___ SEM ___(proposed):

☐ Title (current)

    (proposed) Generalist Micro Practice

☐ Credit Hours (current)   ☐ Prerequisites (current)   Co-requisite (current)

    (proposed) 4   (proposed) Bachelor's Degree, SCWK 501   (proposed)

☐ Course Description (current): (125 words maximum)

(proposed):
COURSE CATALOGUE DESCRIPTION

SCWK 530. Generalist Social Work Practice. This course is a foundation year MSW course. The course focus is on theories, methods, and values of social work practices well as beginning to advanced interviewing skills with an emphasis on Trauma-Informed Perspective and Intervention and various Evidenced Based Practices.

☐ Course Outcomes and Assessment Plan (current)

    (proposed):

Learning Outcome	Assessment of Outcome
1. Define general practice within a micro practice context. Practice Behaviors 7.1, 7.2, 7.4,	**In class lecture and Theory/Model Paper** **Assessment 1 and 2**
2. Identify and integrate the phases of the Planned Change Model as it applies to working with individuals and families. Practice Competency 10 Practice Behaviors 10	**Assessment 1 and 2** **Interview 1,2 and corresponding transcripts**
3. Describe at least 3 evidenced based practices used in clinical social work. Practice Behaviors 6.3, 6.4, 6.5, 4.6	**Theory/ Model Paper** **Assessment 1 and 2**
4. Recognize the usefulness of research informed practice. Practice Behaviors 6.2, 6.3, 6.4, 5.5	**Interview 1 and2** **Theory/ Model Paper**
5. Identify a wide range of roles social work practitioners might play in clinical practice Practice Behaviors 1.7, 3.8,	**Theory/Model Paper**

4. Identify personal values and define and apply professional standards to self. Practice Behaviors 1.2, 1.7,1.8 1.9, 3.5, 2.7	**Self -Analysis Paper**
5. Examine and assessing vulernability to Secondary Traumatic Stress and Trauma triggers Practice Behaviors 1.5, 3.5, 3.6	**Self –Analysis paper**
6. Demonstrate competence in completing written assessments, development of goals, intervention strategies and evaluation of intervention strategies. Practice Competency 10, Practice Behaviors 4.4, 6.3, 9.2, 9.4	**Assessment 1 and 2** **Interview 1 and 2**
7. Develop principles of cross-cultural interviewing, specifically as it relates to the following client populations: clients in poverty, the LGBT population, the elderly, and the disabled, as well as clients of another race, ethnic background, spirituality and religion. Practice Competency 4 Practice Behaviors 5.1, 5.3, 5.4, 5.5, 4.6,4.7, 4.9 6.3	**Interview 1, 2 and Theory and Model Paper**
8. Describe Trauma-Focused Perspectives and Intervention Strategies Practice Behaviors 6.3, 6.4, 4.8, 7.3	**In class lectures, in-class lab activities**
9. Describe historical trauma as it relates to diverse and global populations. Practice Behaviors 5.5, 4.7, 4.9	**In-class lectures** **Theory / Model Paper**
10. Demonstrate competency in the various stages of interviewing especially the advanced interviewing skills – rehearsing and reviewing actions steps, reframing, focusing, confrontation, responding with immediacy, representing, educating, and advising Practice Competency 10 Practice Behaviors 3.8, 3.9	**Interview 1 and 2 and corresponding transcripts**

☐ **Course Outline including Time Allocation (current)**
Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:
　　Weeks (15 weeks)
　　Hours (45 hours; assuming 3 contact hours per week)
　　Percentages (100 percent)
　　(proposed)

60 Contact Hours Total:

Week 1	(Beginning skills, Duties of the profession)
Week 2	(Psychodynamic Theory, Behavioral Theory, Cognitive Theory, and Family Theory)
Week 3	Review of a DAC/1st Graded interviews begin

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Week 4	Ethics and Social work Values/online ethics and professional behaviors
Week 5	First DAC Due/Solution Focused Interviewing
Week 6	Self-Analysis Paper Due/Motivational Interviewing
Week 7	Review of Evidenced Based Practice (List of them)
Week 8	Trauma-Informed Perspective/Trauma-CBT
Week 9	DBT/Theory/Model Paper due
Week 10	Second DAC due/Termination with clients
Week 11	Secondary Traumatic Stress/Triggers
Week 12	PMTO and working with children and Families/Guest speaker
Week 13	Prepping for final interviews/ and Final Interviews begin
Week 14	Final Interviews
Week 15	"being a social worker" balancing personal and professional life/self-care

Associate Provost's Signature: _____Date_____

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COURSE INFORMATION FORM

FORM E
Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

☐ Prefix (current)   ☐ Number (current)   ☐ LEC ___ LAB ___ SEM ___ (current)

    (proposed) SCWK   (proposed) 540   (Enter Contact Hours per week)
☐ Title (current)   LEC _2_ LAB _2_ SEM ___(proposed):

    (proposed) Human Behavior/Social Environ

☐ Credit Hours (current)   ☐ Prerequisites (current)   Co-requisite (current)

    (proposed) 3   (proposed) SCWK 501   (proposed)

☐ Course Description (current): (125 words maximum)

(proposed):
SCWK 540. This course is a foundation year MSW course. This overview of theories of human behavior in the social environment in relation to advanced social work practice will focus on the relationships among biological, psychological, social, and cultural systems as they affect the "person-in-environment" across the life span. Students will consider the importance of integrating multiple critical perspectives to solve complex human problems to influence wellbeing and empowerment.

☐ Course Outcomes and Assessment Plan (current)

    (proposed):

Learning Outcome	Assessment of Outcome
Demonstrate an integrated understanding of systems perspective at various systems levels, integrating theory and supporting research presented in previous courses, including society and societal institutions, minority & historically oppressed groups, communities, bureaucracies, small groups, families and the individual. (Practice Behavior 7.1, 7.2, 7.3, 7.4, 7.5)	Paper & Exam 2
Demonstrate the integration of theory and research with social work practice by considering case examples of the application of various social science theories. (Practice Behavior 6.1 & 6.2)	Paper
Demonstrate understanding of selected intervention models (e.g. crisis intervention, cognitive behavioral) (Practice Behavior 3.1, 3.2, 3.3)	Exam 1
Students will recognize and articulate the dynamics relating to historically oppressed groups and their	Exam 1

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systemic sources. (Practice Behavior 4.1 3.3, 4.4, 4.9)	
Apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological and spiritual development (Practice Behavior 7.1, 7.3, 7.4, 7.5)	**Homework Assignments**
Recognize that research informs practice and practice informs research. (Practice Behavior 6.1 & 6.2)	**Exam 2**
Demonstrate application of theoretical concepts and analyses in the assessment of sample social work problems. (Practice Behavior 3.2. 3.3, 3.8)	**Homework Assignments**
Complete an integrated review of literature research paper. The successful completion of this assignment is a requirement for admission to BSW degree candidacy. (Practice Behavior 6.2 & 6.5)	**Paper**
Identify basic Information Technology tools and Internet resources relating to social work theory and research (Practice Behavior 6.2 & 6.5)	**Homework Assignments**
Analyze one's own values relative to social work values. (Practice Behavior 2.1, 2.3, 2.6, 2.7, 2.8)	**Homework Assignments**
Develop a greater understanding and commitment to underlying ethical issues in dealing with populations at risk. (Practice Behavior 4.1, 4.3, 4.4, 4.6, 4.9)	**Homework Assignments**
Develop a greater understanding of social justice issues in the context of the social work profession. (Practice Behavior 4.9, 5.1, 5.2, 5.3, 5.4)	**Exam 2**

☐ **Course Outline including Time Allocation (current)**
Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:
    Weeks (15 weeks)
    Hours (45 hours; assuming 3 contact hours per week)
    Percentages (100 percent)
    (proposed)

45 Contact Hours Total:
Course Outline:

Week 1:
Multidimensional Framework
Biophysical Dimension & Review of Theories
Introduction to Social Systems Theory

Week 2:
The Psychological Dimension & Review of Theories
The Social Dimension, Social Systems & Review of Theories

Week 3:
Gerontological Issues,
Systems thinking with Culture & Society

Week 4
Developmental Issues in Pregnancy through Infancy
Systems thinking with Communities

Weeks 5
Developmental Issues in Childhood &
Organizations

Weeks 6:
Developmental Issues in Adolescence
Groups

Weeks 7:
Developmental Issues in Young Adulthood
Families

Week 8: Midterm Exam

Weeks 9 & 10
Adulthood
The Individual Person

Weeks 11 & 12:

Weeks 13 & 14 :
Critical thinking regarding Systems Theory, Empowerment approaches and Evidence Based Practice

Week 14 & 15
Presentations of summaries of paper findings

Week 16: Final Exam

Associate Provost's Signature: _____Date_____

COURSE INFORMATION FORM

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

☐ Prefix (current)   ☐ Number (current)   ☐ LEC ___ LAB ___ SEM ___ (current)

(proposed) SCWK   (proposed) 550   (Enter Contact Hours per week)
LEC 2 LAB _2_ SEM ___ (proposed):

☐ Title (current) Research Methods

(proposed)

☐ Credit Hours (current)   ☐ Prerequisites (current) SCWK 501 Co-requisite (current)

(proposed) 3   (proposed)   (proposed)

☐ Course Description (current): (125 words maximum)

(proposed):

SCWK 550. is the foundation Social Work Research course, and the first in a two part advanced research sequence. Social Work research design methodology, with emphasis on applied advanced research in human service and public services settings. Special emphases are placed on program evaluation within the field agency, with emphasis on advanced clinical practice to inform the research and with the intention of this becoming part of the capstone proposal in the advanced year. Development of a new knowledge base within the agency is expected. This course is an introduction to elementary statistical concepts, including frequency distributions, measures of central tendency, and beginning bivariate analysis and inferential statistics. Students in this course are prepared for critical use of research, and evaluation of their own and other professional knowledge base.

☐ Course Outcomes and Assessment Plan (current)

(proposed):

Learning Outcome	Assessment of Outcome
1. Describe the many ethical issues related to research in general, to understand professional standards with respect to those issues, and to be able to discuss these issues and standards related to the student's specific research activities. Practice Behaviors 2.4, 2.5	Exam 1 Research Proposal
2. Demonstrate introductory skills and competence in using basic social work research terminology. Practice Behaviors 6.4	Exam 1
3. Explain major research efforts in selected fields of social work practice, especially in relation to populations at-risk. Explain impacts of research, especially related to social justice and historical trauma. Practice Behaviors 2.4, 2.5, 4.6, 4.9	Exam 1
4. Recognize the usefulness of research informed practice. Practice Behaviors 6.2, 6.3	Exam 1
5. To identify, recognize, summarize and evaluate methods of a research project for validity and reliability. Practice Behaviors 6.2	Research critique 1 and 2
6. Identify the use of surveys in human service, and public service, and needs assessment. Practice Behaviors 6.2, 6.5	Exam 2 Research Proposal
7. Demonstrate an in-depth understanding of the use of single subject designs in the evaluation of social work practice and how this method can be useful in the clinical setting	Exam 2 Research Proposal

Practice Behaviors 6.2, 6.5	
8. Demonstrate an in-depth understanding of the various designs used in the evaluation of human/public service programming, as well as the administrative and political dimensions of program evaluation. Practice Behaviors 6.2, 6.5, 8.4	**Exam 2** **Research Proposal**
9. Selecting designs for research appropriate to the problem formulated and the information required from the research project. Proposing a plan for implementing the research, analyzing and presenting the findings. Practice Behaviors 6.3, 6.4	**Research Proposal**

☐ **Course Outline including Time Allocation (current)**
Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:
    Weeks (15 weeks)
    Hours (45 hours; assuming 3 contact hours per week)
    Percentages (100 percent)
    (proposed)

45 Total Contact Hours:

Class Calendar

Week one	Review of assignments, policies, syllabus,
Week two	Scientific Inquiry and Social Work
Week three	Research Questions and Problems - Critique 1 due
Week four	Starting a Literature Review
Week five	Selecting Research Participants
Week six	Critique 2 due
Week seven	Research ethics
Week eight	Qualitative and quantitative research
Week nine	Measuring variables
Week ten	Selecting a sample, Rough draft of Research Proposal Due
Week eleven	Selecting a research design
Week twelve	Reviewing data collection methods
Week thirteen	Continued data collection
Week fourteen	Analyzing the data
Week fifteen	Final Draft of Research Proposal Due

Final Exam

Associate Provost's Signature: _____Date_____

COURSE INFORMATION FORM

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

☐ Prefix (current)   ☐ Number (current)   ☐ LEC ___ LAB ___ SEM ___ (current)

    (proposed) SCWK   (proposed) 560   (Enter Contact Hours per week)
                                              LEC __2_ LAB _2__ SEM ___(proposed):
☐ Title (current)

    (proposed) Diversity & Social Justice

☐ Credit Hours (current)   ☐ Prerequisites (current)   Co-requisite (current)

    (proposed) 3   (proposed) Bachelor's Degree, SCWK 501   (proposed)

☐ Course Description (current): (125 words maximum)

(proposed):

Course Catalogue Description

This course is a foundation year MSW course. Advanced training in the recognition of cultural patterning and histories of diverse social identity groups in the US and the differential impacts of past and present attitudes, beliefs, practices and policies on the lives of individuals, families, groups and communities. Analysis of stereotyping, distortions and myths of various ethnic groups are examined. The degree to which social structure and values may oppress, marginalize, alienate or enhance privilege and power are analyzed.

☐ Course Outcomes and Assessment Plan (current)

    (proposed):

Learning Outcomes	Assessment
1. Identify the theoretical and conceptual frameworks of identity, privilege, oppression and social change Practice Behaviors 3.2, 4.3, 4.6, 4.6,	Reflection Paper
2. Describe racism, classism, sexism, heterosexism, ableism, ageism and identify the roles played by privileged individuals and groups in perpetuating oppression and disadvantage Practice Behaviors 3.2, 4.3, 4.6, 4.9	Reflection Paper
3. Recognize that institutionalized assumptions of dominant cultures may create barriers in meeting the needs of ethnic and racial groups Practice Behaviors 4.3, 4.6	Reflection Paper
4. Identify cultural heritage considerations of the major ethnic groups in the US for diversity competent practice with individuals, families, groups and communities	Group Presentations on Cultural Competence and Reflection Papers

Practice Behaviors 4.7, 4.8, 4.9	
5. Identify historical trauma and trauma impact on diverse populations Practice Behaviors 4.8, 4.9	Group Presentations on Cultural Competence
6. Interpret and assess the meaning of behavior, attitudes and values of racial and ethnic groups Practice Behaviors 3.2, 3.4, 4.2, 4.4,	Group Presentations on Cultural Competence
7. Utilize the concepts, theories, frameworks and principles relative to racial and ethnic groups in developing clinical intervention strategies Practice Behaviors 3.4, 3.8, 4.3,	Group Presentations on Cultural Competence
8. Identify own cultural identity and the influence of one's own culture and ethnocentrism Practicc Behaviors 2.2, 2.7, 3.5, 4.5	Cultural Chest Exercise
9. Examine own beliefs, attitudes and values regarding human diversity and demonstrate sufficient self- awareness to eliminate the influence of personal biases and values in working with diverse groups Practice Behaviors 3.5, 4.4, 4.5	Reflection Paper
10. Demonstrate the value that clients are informants and experts of their own lives, particularly as relates to diversity and difference Practice Behaviors 4.4, 4.7	Reflection Paper
11. Demonstrate ability to respond appropriately to culturally-based cues and biased stereotypes Practice Behaviors 3.4, 4.6, 4.7, 4.8	Reflection Paper
12. Demonstrate an ability to discuss issues of diversity, oppression and privilege in and work toward social justice and change in agency, community, state and national policy. Practice Behaviors 5.1, 5.2, 5.4, 5.5	Reflection Paper – Vision Statement

☐ **Course Outline including Time Allocation (current)**
Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:
    Weeks (15 weeks)
    Hours (45 hours; assuming 3 contact hours per week)
    Percentages (100 percent)
    (proposed)

45 Total Contact Hours:

Course Outline:
Week 1   Course Overview and Expectations
                Beginning self-analysis on prejudice

Week 2   Conceptual Frameworks of identity, privilege, oppression and empowerment and social
     change.

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Week 3	Cultural Chest Presentations
Week 4	Perspectives on Race and Racism
Week 5	Socio-Economic Class and Classism
Week 6	Gender and Sexism
Week 7	Sexual Orientation, Heterosexism and Gender and Transgender Oppression
Week 8	Ability and Ableism
Week 9	Age, Ageism and Adultism
Week 10	Traumatized Clients and Historical Trauma
Week 11	Latin@ Clients Native American/First Nation clients
Week 12	African American Clients Asian American Clients
Week 13	Gay, Lesbian, Bisexual and Transsexual Clients Elderly Clients
Week 14	Working for Social Justice: Visions and Strategies for Change
Week 15	Class Wrap Up and Reflections

Associate Provost's Signature: _____ Date_____

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COURSE INFORMATION FORM

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

☐ Prefix (current)   ☐ Number (current)   ☐ LEC ___ LAB ___ SEM ___ (current)

    (proposed) SCWK   (proposed) 591   (Enter Contact Hours per week)

☐ Title (current) Field Practicum I   LEC ___ LAB ___ SEM ___ (proposed):

    (proposed)

☐ Credit Hours (current)   ☐ Prerequisites (current)   Co-requisite (current)

    (proposed) 5   (proposed) SCWK 501   (proposed)

☐ Course Description (current): (125 words maximum)

(proposed):

SCWK 591: This is the first part of the MSW foundation year practicum experience. Students are required to complete a 200 hour, hands on social work internship in an approved agency under the supervision of a professional social worker. Participation in the guided seminar class assists the student to assimilate course content with the community based learning. The seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.

☐ Course Outcomes and Assessment Plan (current)
    (proposed):

LEARNING OUTCOMES	ASSESSMENT
1. Identify as a professional social worker and conduct oneself accordingly. Practice Behaviors 1.2, 1.3, 1.4	Reflective Journal Field Evaluation
2. Apply social work ethical principles to guide professional practice Practice Behaviors 2.1, 2.2	Agency Presentation Class Participation Field Evaluation
3. Apply critical thinking to inform and communicate professional judgments Practice Behaviors 3.1, 3.3	Agency Presentation Class Participation Reflective Journal Field Evaluation
4. Engage diversity and difference in practice Practice Behaviors 4.1, 4.2	Agency Presentation Reflective Journal Field Evaluation
5. Advance human rights and social and economic justice Practice Behaviors 5.1,5.3	Reflective Journal Field Evaluation
6. Engage in research- informed practice and practice- informed research Practice Behaviors 6.2	Class Participation Field Evaluation
7. Apply knowledge of human behavior and the social environment Practice Behaviors 7.1, 7.2	Agency Presentation Reflective Journal Field Evaluation
8 Engage in policy practice to advance social and economic well- being and to deliver effective social work services Practice Behaviors 8.1	Agency Presentation Reflective Journal Field Evaluation
9. Respond to contexts that shape practice Practice Behaviors 9.1	Agency Presentation Field Evaluation
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities Practice Behaviors 10.1, 10.5, 10.10, 10.25	Reflective Journal Field Evaluation

☐ **Course Outline including Time Allocation (current)**
Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:
Weeks (15 weeks)
Hours (45 hours; assuming 3 contact hours per week)
Percentages (100 percent)
(proposed)

Time Allocation:
40 contact hours per credit – combination of field practicum and seminar.

Weekly Assignments

Student assignments in the field will be developed in conjunction with the field instructor and follow the student learning plan.

Field seminar class will meet at least three times during the semester as determined by the field liaison (seminar instructor). The content of the field seminar class will be determined by the instructor and will follow the student learning plan. Content will be broadly as follows:

Meeting 1 – Review of Syllabus, Competencies, course and field expectations
        Review of the Field Manual
        Development of the Learning Plan

Meeting 2 – Agency Presentations and Review of Field Journals
        Self-Care Plans

Meeting 3 - Assessment of Learning Outcomes
        Review of Field Journals
        Review of Self-Care Plans

Associate Provost's Signature: _____Date_____

COURSE INFORMATION FORM

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

☐ Prefix (current) ☐ Number (current)   ☐ LEC ___ LAB ___ SEM ___ (current)

 (proposed) SCWK   (proposed) 592

                 (Enter Contact Hours per week)
☐ Title (current)   LEC ___ LAB ___ SEM ___ (proposed):

 (proposed) Field Practicum II

☐ Credit Hours (current) ☐ Prerequisites (current) Co-requisite (current)

 (proposed) 6   (proposed) SCWK 501, SCWK 591   (proposed)

☒ Course Description (current): (125 words maximum)

(proposed):

SCWK 592: This is a part of the MSW foundation practicum experience. Students are required to complete a 240 hour, hands on social work internship in an approved agency under the supervision of a professional social worker. Participation in the guided seminar class assists the student to assimilate course content with the community based learning. This seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.

☐ Course Outcomes and Assessment Plan (current)

(proposed):

LEARNING OUTCOMES – FIELD II	ASSESSMENT
1. Identify as a professional social worker and conduct oneself accordingly. Practice Behaviors 1.1, 1.5	Reflective Journal Case Presentation Field Evaluation
2. Apply social work ethical principles to guide professional practice Practice Behaviors 2.3, 2.4	Reflective Journal Class Participation Field Evaluation
3. Apply critical thinking to inform and communicate professional judgments Practice Behaviors 3.2, 3.4	Case Presentation Class Participation Reflective Journal Field Evaluation
4. Engage diversity and difference in practice Practice Behaviors 4.3, 4.4, 4.5	Field Evaluation Reflective Journal
5. Advance human rights and social and economic justice Practice Behaviors 5.2	Reflective Journal Field Evaluation
6. Engage in research- informed practice and practice- informed research Practice Behaviors 6.1	Class Participation Case Presentation Field Evaluation
7. Apply knowledge of human behavior and the	Reflective Journal

social environment Practice Behaviors 7.3	Case Presentation Field Evaluation
8 Engage in policy practice to advance social and economic well- being and to deliver effective social work services Practice Behaviors 8.2	Class Participation Reflective Journal Field Evaluation
9. Respond to contexts that shape practice Practice Behaviors 9.2	Case Presentation Reflective Journal Field Evaluation
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities Practice Behaviors 10.6, 10.11, 10.15, 10.20	Reflective Journal Case Presentation Field Evaluation

☐ **Course Outline including Time Allocation (current)**
Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:
 Weeks (15 weeks)
 Hours (45 hours; assuming 3 contact hours per week)
 Percentages (100 percent)
 (proposed)

40 contact hours per credit – combination of field practicum and seminar.

Weekly Assignments

Student assignments in the field will be developed in conjunction with the field instructor and follow the student learning plan. Time in the field averages 16 hours per week.

Field seminar class will meet at least three times during the semester as determined by the field liaison (seminar instructor). The content of the field seminar class will be determined by the instructor and will follow the student learning plan. Content will be broadly as follows:

Meeting 1 – Review of Syllabus, Competencies, course and field expectations
 Review and Update Learning Plan from previous semester
 Discussion of Case Presentations

Meeting 2 – Case Presentations and Review of Field Journals
 Review of Self-Care Plans

Meeting 3 – Case Presentations
 Assessment of Learning Outcomes
 Review of Field Journals
 Review of Self-Care Plans

Associate Provost's Signature: _____ Date_____

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COURSE INFORMATION FORM

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

☐ Prefix (current)　　　　☐ Number (current)　　　　☐ LEC ___ LAB ___ SEM ___ (current)

(proposed) SCWK　　　　　　　　(proposed)　610

　　　　　　　　　　　　　　　　　　　　　　　　　　　(Enter Contact Hours per week)
☐ Title (current)　　　　　　　　　　　　　　　　　LEC 2 LAB _2__ SEM ___(proposed):

(proposed) Advanced Policy & Advocacy

☐ Credit Hours (current)　　☐ Prerequisites (current)　　Co-requisite (current)

(proposed)　3
(proposed)　　　　　　　(proposed) Bachelor's degree, Advanced Standing or Foundation Year completed

☐ Course Description (current): (125 words maximum)

(proposed):
Course Catalogue Description:
This course is an Advanced MSW course, building on the knowledge and skills from SCWK 510, Social Welfare Policy Analysis. The course emphasizes the role of policy advocacy for social workers in clinical practice, evaluation of social policy and methods for policy change, development of effective social policy with emphasis on political processes.

☐ Course Outcomes and Assessment Plan (current)

(proposed):

Learning Outcome	Assessment
1. Analyze the impact of policy implementation on their own social work practice and professional development Practice Behaviors 2.8, 3.5, 5.5, 9.1	Agency Policy Analysis
2. Describe how political ideologies and social values impact policy advocacy and implementation Practice Behaviors 8.3, 9.1	Policy Debates
3. Reflect and evaluate own ideological and value positions regarding policy practice and compare to professional social work values Practice Behaviors 1.9, 2.4, 2.9, 3.5	Agency Policy Analysis
4. Describe the rationale for policy advocacy by social workers in all areas of social work practice Practice Behaviors 8.1, 8.4	Class Discussion Policy Debates
5. Analyze the impact of policy implementation on the promotion of social and economic justice with special emphasis on vulnerable groups Practice Behaviors 4.3, 4.4, 6.2, 8.1, 9.2	Agency Policy Analysis Policy Debates
6. Describe how historical trauma of vulnerable groups has affected social policy affecting those groups Practice Behaviors 2.8, 4.9	Policy Debates Class Discussion

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7. Analyze how policies impact social service delivery and policy advocacy facilitates the delivery of effective social services Practice Behaviors 8.1, 8.4	Policy Debates Agency Policy Analysis
8. Describe how globalization impacts and affects and sometimes harms vulnerable populations in the US Practice Behaviors 8.4, 10.2	Policy Debates Class Discussion
9. Demonstrate competence in the tasks and skills necessary for effective policy advocacy and change Practice Competency 8 (8.1-8.5), Practice Behaviors 10.24, 10.25, 10.26	**Policy Advocacy Project** **(embedded assignment for program assessment)**
10. Analyze the impact of policy implementation on the lives of their clients (in their field placements) Practice Behaviors 8.1, 8.2, 8.4	Agency Policy Analysis
11. Identify and use knowledge of relationship dynamics, particularly power differentials in the implementation of policy change Practice Behaviors 2.8, 8.5, 10.25, 10.26	Agency Policy Analysis Policy Advocacy Project

☐ **Course Outline including Time Allocation (current)**
Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:
    Weeks (15 weeks)
    Hours (45 hours; assuming 3 contact hours per week)
    Percentages (100 percent)
    (proposed)

45 Total Contact Hours:
Weekly Topics:

    Week 1:   **Introduction to Course and Course Expectations**
                              Group Assignments

    Week 2   **Becoming a Policy Advocate and Leader**

    Week 3:   **Skills for Policy Advocacy**

    Week 4:   **Policy Advocacy Across National Borders**

    Week 5:   **Policy Debates**

    Week 6:   **Policy Debates**

    Week 7   **Tasks for Policy Advocacy – Agendas and Analysis**

    Week 8:   **Tasks for Policy Advocacy – Proposals and Presentation**

    Week 9:   **Power and Political Strategy**

    Week 10:   **Ballot Box Advocacy**

    Week 11:   **Policy Evaluation**

    Week 12:   **Policy Advocacy Project Presentations**

    Week 13:   **Policy Advocacy Project Presentations**

Week 14:   Policy Advocacy Project Presentations

Week 15:   Course wrap up and evaluation

Associate Provost's Signature: _____Date_____

COURSE INFORMATION FORM

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

☐ Prefix (current)   ☐ Number (current)   ☐ LEC ___ LAB ___ SEM ___ (current)

   (proposed) SCWK   (proposed) 620   (Enter Contact Hours per week)
                                                       LEC 2 LAB _2__ SEM ___(proposed):
☐ Title (current) Advanced Group Practice

   (proposed)

☐ Credit Hours (current)   ☐ Prerequisites (current)   Co-requisite (current)

      (proposed)   3   (proposed) Foundation year completion or Advanced Standing
(proposed)

☐ Course Description (current): (125 words maximum)

(proposed):

SCWK 620: This course focuses on intervention and individual change groups, with particular attention to the recruitment and composition of group members, leadership structure of small groups, phases of group development, and group processes such as decision making, tension reduction, conflict resolution, goal setting, contracting and evaluation. A variety of group strategies and techniques will be explored. Theories and methods consistent with the achievement of social justice and individual change through group work will be explored. The course will also consider how gender, ethnicity, race, social class, sexual orientation and different abilities impact various aspects of group functioning. Group facilitation will be practiced as a critical component of the course. Due to the nature of this course, the course will be limited to 12 students.

☐ Course Outcomes and Assessment Plan (current)

     (proposed):

Learning Outcome	Assessment
1. Describe the differences between the different types of groups (task, change, prevention, etc) and how these groups are employed in contemporary social work practice. Practice Behaviors 7.1, 7.4, 3.3	Class Participation Group Therapy Presentations
2. Describe the ethical and legal issues inherent in group counseling Practice Competency 2 (all behaviors)	Class Participation Final Reflection Paper
2. Describe the phases of group development Practice Behaviors 6.2. 10.5	Group Simulation Group Reflection Paper
3. Demonstrate an ability to guide, lead and facilitate group process by observing interactions, interpreting dynamics, recording observations and insight,	Group Simulation Facilitation Group Reflection Paper

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analyzing group processes, formulating plans and evaluating results Practice Behaviors 1.7, 1.8, 1.9, 1.10, 3.4, Practice Competencies 10.1 through 10.23	
4. Demonstrate an ability to systematically assess group needs and goals in order to promote individual and group change Practice Behaviors 10.1, 10.2,	Group Simulation Facilitation Group Reflection Paper
5. Identify common problems that emerge in group practice and intervene to resolve those problems Practice Behaviors 10.5, 10.7, 10.8, 10.11, 10.12,	Group Simulation Group Reflection Paper
6. Demonstrate an ability to plan and carry out structured activities and group interventions that take into account the group's development and member's needs Practice Behaviors 10.1 through 10.23 Practice Behaviors 6.3, 6.5	Group Simulation Facilitation Group Reflection Paper
7. Identify factors that influence a group members' motivation for change Practice Behaviors 10.5, 10.6, 10.7, 10.8	Group Simulation Facilitation Group Reflection Paper Class Participation
8. Identify how historical or individual trauma affects group members' coping mechanisms Practice Behaviors 3.1, 4.9, 10.13	Group Therapy Presentations
9. Identify the impact of diversity, and demonstrate sensitivity to the use of group in different class, cultural and ethnic contexts Practice Competency 4 (all behaviors)	Final Reflection Paper
10. Demonstrate a commitment to self awareness, leadership, critical judgment and openness in the group process Practice Behaviors 1.2, 3.5,	Group Reflection Paper Final Reflection Paper

☐ **Course Outline including Time Allocation (current)**
Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:
  Weeks (15 weeks)
  Hours (45 hours; assuming 3 contact hours per week)
  Percentages (100 percent)
  (proposed)

45 Total Contact Hours:

WEEKLY COURSE OUTLINE:

Week 1:   Introduction to the class
           Review of Syllabus
           Development of Individual Learning Goals for the Course

Week 2:   Introduction to Group Work – Types of Groups
           Group Leadership

Week 3:   Group Formation and Initial Stages of a Group

Group Simulation

Week 4:   Transition Stage of a Group
Group Simulation

Week 5:   Working Stage of a Group
Group Simulation

Week 6:   Final Stage of a Group
Group Simulation

Week 7:   Ethical and Legal Issues in Group Counseling
Group Simulation

Week 8:   Theories and Techniques of Group Counseling
Group Simulation

Week 9:   Cultural Considerations of Group Counseling
Problems Encountered in Groups
Group Simulation

Week 10:   Groups in School Settings
Group Simulation

Week 11:   Groups in Agency Settings
Group Simulation

Week 12:   Student Presentations – Types of Groups
Group Simulation

Week 13:   Student Presentations – Types of Groups

Week 14:   Student Presentations – Types of Groups

Week 15:   Course Wrap Up and Evaluation

Associate Provost's Signature: _____Date_____

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COURSE INFORMATION FORM

FORM E
Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

☐ Prefix (current)   ☐ Number (current)   ☐ LEC ___ LAB ___ SEM ___ (current)

    (proposed) SCWK   (proposed) 630   (Enter Contact Hours per week)
☐ Title (current) Advanced Micro Practice   LEC 3__ LAB _2__ SEM ___(proposed):

    (proposed)

☐ Credit Hours (current)   ☐ Prerequisites (current)   Co-requisite (current)

    (proposed) 4   (proposed) Bachelor's Degree; Advanced Standing or Foundation Year Completion
    (proposed)

☐ Course Description (current): (125 words maximum)

(proposed):
COURSE CATALOGUE DESCRIPTION

SCWK 630. Advanced Clinical Practice with Individuals and Families. This course is an advanced year MSW course. The course focus is on clinical practice with individuals and families. Micro and mezzo practice skills through individual and family counseling are emphasized, with specific focus related to obtaining competency associated with interventions for children, adolescents and adults while incorporating issues of diversity as it relates to the global community, trauma and empowerment.

☐ Course Outcomes and Assessment Plan (current)

    (proposed):

Learning Outcome	Assessment of Outcome
1. Define, from a systems perspective, the influence of various physical environmental, social, and political contexts on both individuals and families. Practice Behaviors 4.3, 5.3, 7.1, 7.2, 9.3	Papers I and II, Role plays
2. Recognized the usefulness of Trauma Informed Practice and identify the impact of trauma on individuals and families as it influences intrapersonal and especially interpersonal functioning. Practice Competency 3.5, 7.3, 9.3	Role plays and subsequent analytical discussion
3. Identify and integrate the Planned Change Model as it applies to working with individuals and families. Practice Behaviors 3.2, 3.3, 3.7, 3.8, 7.4, 8.1, 8.4, 10	Papers I and II
4. Recognize the usefulness of research-informed and evidence-based practice. Practice Behaviors 6.2, 6.3	Papers I and II, Student facilitated discussions

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	• **Paper I Due**
Week 8	• **Role plays,** analysis and critique. Self-analysis due next class.
Week 9	• Addiction and families
	• Video and critical analysis
Week 10	• **Role plays,** analysis and critique. Self-analysis due next class.
Week 11	• Grief and loss with individuals and families
	• Suicide and families
	• **Student facilitated discussions 2**
Week 12	• Dealing with sexual trauma in individuals and families
	• **Student facilitated discussions 3**
Week 13	• **Final role plays,** analysis and critique. Self-analysis due next class.
Week 14	• **Paper II Due**
	• Working with individuals and families in the foster care system
Week 15	• **Final student facilitated discussions**
	• Class evaluation

Associate Provost's Signature: _____ Date_____

COURSE INFORMATION FORM

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

☐ Prefix (current)   ☐ Number (current)   ☐ LEC ___ LAB ___ SEM ___ (current)

    (proposed) SCWK   (proposed) 650   (Enter Contact Hours per week)
☐ Title (current) Applied Social Work Research   LEC _2__ LAB __2_ SEM ___(proposed):

    (proposed)

☐ Credit Hours (current)   ☐ Prerequisites (current)   Co-requisite (current)

    (proposed) 3   (proposed) Bachelor's Degree Advanced Standing or Foundation Year Completion
    (proposed)

☐ Course Description (current): (125 words maximum)

(proposed):
Course Catalog Description:

This course builds on the research methods course SCWK 550. In this course students will deepen knowledge and skills necessary to complete quantitative and qualitative research. Students will learn how to critically think about and apply research to social work practice. Specifically, Students will learn how to design and implement Single Subject Design research, design and implement program evaluation research and learn how to evaluate existing research for its usefulness to social work practice.

☐ Course Outcomes and Assessment Plan (current)

    (proposed):

Learning Outcome	Assessment of Outcome
1. Complete and interpret simple qualitative data analysis (B3.1, B3.2 & B6.2)	Exam 1
2. Systematically evaluate research articles for use in practice. (B3.1, B3.2, & B6.2)	Homework assignment # 1
3. Develop, implement, and analyze Single Subject Design studies (N of 1). (B3.1, B3.2, B6.1 & B6.2)	Small Group Project
4. Develop, implement, and analyze Program Evaluation Research. (B3.1, B3.2, B6.1 & B6.2)	Small Group Project

5. Demonstrate understanding of analysis software (Nvivo, SPSS) and conduct data analysis and interpret the results/statistical tests: including descriptive statistics, correlations, t-tests, simple regression, multiple regression, and ANOVA (B3.1, B3.2 & B6.2)	**Homework Assignment # 2,** **Small Group Project** **Exam 2**
6. Demonstrate critical thinking in differentiating and articulating the tradeoffs and limitations of Qualitative & Quantitative methods, Evidenced Based Practice evaluation and	**Exam 2**

☐ **Course Outline including Time Allocation (current)**
Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:
    Weeks (15 weeks)
    Hours (45 hours; assuming 3 contact hours per week)
    Percentages (100 percent)
    (proposed)

Course Outline:

Weeks 1: Data Management
Level of Measurement
Data Coding
Data Entry
Data Management

Weeks 2: Univariate Statistics
Frequency Distributions
Graphs
Central Tendency
Variability

Weeks 3 & 4: Distributions & Hypotheses Testing
Normal Distribution
Skewness & Kurtosis
z scores
Research Hypotheses
Statistical Significance
Sample Distributions
Sampling Error

Weeks 5: Statistical Tests
Statistical Power
Parametric vs Nonparametric tests
Bivariate and Multivariate tests
Cross-Tabulated Tables
Chi Square Test

SPSS software

Weeks 6: Correlation & Regression
Linear Correlation
Nonparametric correlation
Linear Regression
Multivariate Regression
Logistic Regression

Weeks 7: Comparing Means
t-test
ANOVA

Week 8: Midterm Exam

Weeks 9: Qualitative Data Analysis
Linking Theory and Analysis
Data Processing
Computer Programs

Weeks 10: Single Subject Designs
Application of N of 1 to Social Work
EBT & n of 1
Measurement
Data Gathering
Data Analysis

Weeks 11 & 12: Program Evaluation
Purpose of Program Evaluation
Planning Program Evaluation
Application of Research Knowledge to Program Evaluation

Weeks 13, 14 & 15: Group Presentations
Groups Proposals of Research Projects

Week 16: Final Exam

Associate Provost's Signature: _____Date_____

COURSE INFORMATION FORM

FORM E
Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

☐ Prefix (current)   ☐ Number (current)   LEC ___ LAB ___ SEM ___ (current)

    (proposed) **SCWK**   (proposed) **660**   (Enter Contact Hours per week)
☐ Title (current) Clinical Assessment/Diagnosis   LEC 2 LAB _2__ SEM ___(proposed):

    (proposed)

☐ Credit Hours (current)   ☐ Prerequisites (current)   Co-requisite (current)

    (proposed) **3**   (proposed) **Foundation year complete or Advanced Standing**
(proposed)

☐ Course Description (current): (125 words maximum)

(proposed):

SCWK 660: This course is designed as an intensive survey of the spectrum of the bio-psychosocial diagnoses. It examines concepts from the social work perspective of the person-in-environment to explore psychosocial disorders from different cultural perspectives, including gender, age, and minority status. It will provide students with advanced exposure to issues in the area of child and adult diagnosis utilizing the DSM system of classification with a focus on the impact of trauma on diagnoses and how to complete assessments within this system.

☐ Course Outcomes and Assessment Plan (current)

(proposed):

LEARNING OUTCOMES	ASSESSMENT
1. Identify and diagnose mental disorders, maladaptive behaviors, and mental illness. Practice Behaviors 3.7, 7.4, 10.6, 10.9	Biopsychosocial Assessment Final Exam
2. Identify the limitations and uses of any classification system within treatment programs especially within the current managed care environment. Practice Behaviors 3.1, 3.3, 3.7, 3.8	Essay Paper Research Paper
3. Identify the challenges of clinical decision-making and the importance of developing sound assessment skills in context with environmental, political, and cultural influences. Practice Behaviors 3.1, 3.3, 3.8, 7.4, 10.9	Essay Paper Research Paper Biopsychosocial Assessment
4. Identify the development of coping mechanisms as well as the array of defensive responses necessary to cope with chronic	Essay Paper Research Paper Class Participation

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stressors and trauma experiences. Practice Behaviors 3.6, 4.3, 4.8, 7.4,	
5. Demonstrate competence in clinical skills related to personal observation of presenting behavior that result in clear written descriptions of mood, behavior, symptoms, affect, and mental status. Practice Behaviors 3.6, 3.9, 7.4, 10.6, 10.9	Biopsychosocial Assessment Final Exam
6. Demonstrate competence in how to approach, develop, and complete a comprehensive psychosocial history that incorporates the diagnostic criteria on all five axes, including clinical impressions. Practice Behaviors 3.3, 3.4, 6.3, 7.4, 10.6, 10.9	Essay Paper Biopsychosocial Assessment
7. Identify current developments in mental health research and the accompanying implications for clinical social work practice Practice Behaviors 3.1, 3.2, 3.3, 6.3	Essay Paper Research Paper
8. Identify the moral, ethical, and value dilemmas that are inherent in the assessment and treatment of diagnoses. Practice Behaviors 2.4, 3.5	Essay Paper

☐ Course Outline including Time Allocation (current)
Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:
 Weeks (15 weeks)
 Hours (45 hours; assuming 3 contact hours per week)
 Percentages (100 percent)

 (proposed)
45 Total Contact Hours:

WEEK 1
Orientation to the DSM

WEEK 2
Normal vs. Maladaptive Behavior

WEEK 3

Diagnostic Assessment

WEEK 4

Mental Health Diagnosis

WEEK 5

Case Studies

Anorexia Nervosa
Antisocial Personality Disorder
Borderline Personality Disorder
Bulimia Nervosa
Cognitive Disorders (pick one)
Communication Disorders (pick one)
Dissociative Disorders [including Dissociative Identity Disorder] (pick one)
Elimination Disorders (pick one)
Factitious Disorders (pick one)
Feeding and Eating Disorders (pick one)
Gender Identity Disorders (pick one)
Impulse Control Disorders (pick one)
Paraphilias (pick one)
Pervasive Developmental Disorders [including Autism and Asperger's] (pick one)
Personality Disorders [other than Antisocial Personality disorder and Bordeline Personality Disorder] (pick one)
Sleep Disorders (pick one)
Somatoform Disorders (pick one)
Substance Related Disorders (pick one)
Tourette's Disorder

WEEK 6

Bio-Psycho-Social Diagnosis

WEEK 7
Diagnosis in Childhood and Adolescents

WEEK 8

Diagnosis in Childhood and Adolescents

WEEK 9

Violence and Aggression, Trauma and Eating Disorders

WEEK 10

Substance Related Disorders

There is a short, ungraded quiz that you will need to take before beginning the case discussion board.

WEEK 11

Substance Related Disorders, cont.

WEEK 12

Personality Disorders

WEEK 13

Cognitive Disorders and Dual Disorders

WEEK 14

Cultural Implications of Diagnosis

WEEK 15:

Review and Final Exam

Associate Provost's Signature: _____Date_____

COURSE INFORMATION FORM

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

☐ Prefix (current) ☐ Number (current) ☐ LEC ___ LAB ___ SEM ___ (current)

(proposed) SCWK (proposed) 680 (Enter Contact Hours per week)
LEC __2_ LAB __2_ SEM ___(proposed):

☐ Title (current)

(proposed) Leadership and Supervision

☐ Credit Hours (current) ☐ Prerequisites (current) Co-requisite (current)

(proposed) 3 (proposed) (proposed)

☐ Course Description (current): (125 words maximum)

(proposed):

Course Catalogue Description:

This course is an Advanced Year MSW course designed to gain the knowledge, values and skills necessary for leadership and supervision in non-profit organizations. Students will learn leadership and supervisory models, and through simulation, develop a non-profit organization and implement all facets of that organization. Grant writing will be introduced and practiced.

☐ Course Outcomes and Assessment Plan (current)

(proposed):

Learning Outcome	Assessment of Outcome
1. Describe the difference between transactional leadership and transformational leadership, and identify effective leadership models Practice Behaviors 8.4, 9.2	Weekly Journal
2. Describe the concepts of "servant leadership" and "leadership and followership" Practice Behaviors 8.4, 9.2	Weekly Journal
3. Develop a leadership profile Practice Behaviors 1.9, 3.5, 8.4, 9.2	Leadership style profile
4. Describe the concept of reframing change in organizations and the elements needed to initiate successful organizational change Practice Behaviors 8.4, 9.2,	Weekly Journal Organizational Simulation
5. Develop (through simulation) a non-profit organization and address problems in implementation of an agency Practice Behaviors 2.3, 3.4, 3.8, 9.1, 9.2, 9.4, 9.5 Practice Competency #8 (all behaviors)	Weekly Journal Organizational Simulation
6. Identify the elements of, and demonstrate beginning ability in effective administrative and	Weekly Journal Organizational Simulation

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supportive supervision Practice Behaviors 1.7, 1.9, 3.8, 6.2, 8.4, 9.2	
7. Identify the problems and stresses in becoming and being a supervisor Practice Behaviors 1.2, 1.7, 3.5, 6.2, 9.2	Weekly Journal Organizational Simulation
8. Demonstrate effective grant writing skills Practice Behaviors 3.3, 3.4, 5.5, 7.1, 8.3, 8.4, 8.5	Mini-Grant Proposal
9. Identify diversity issnes in leadership and management Practice Competency #4 (all behaviors)	Weekly Journal Organizational Simulation
10. Identify the Five Disciplines of a learning organization and demonstrate competence in utilizing the five disciplines through the Organizational Simulation Practice Behaviors 2.3, 3.4, 3.8, 9.1, 9.2, 9.4, 9.5	Weekly Journal Organizational Simulation

☐ Course Outline including Time Allocation (current)
Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:
    Weeks (15 weeks)
    Hours (45 hours; assuming 3 contact hours per week)
    Percentages (100 percent)
    (proposed)

45 Total Contact Hours:

Wcekly Topics:

Classes will be structured as such: the initial portion of the class will be didactic presentation and discussion on the weekly topic; the second portion of the class will be around the Organizational Simulation Project

Week 1   Review of the Syllabus and Course Expectations.
                  Initial Discussion of Organizational Simulation Project

Week 2   Leadership Defined.

Week 3   Needs Based Program Development

Week 4   The Art and Practice of a Learning Organization
                  The Five Disciplines of a Learning Organization

Week 5   Reframing Organizations: Reframing Leadership and Reframing Change

Week 6   Reframing Ethics and Spirit and Diversity Issues

Week 7   Administrative Supervision and Problems in Implementation

Week 8   Supportive Supervision

Wcek 9   Problems and Stresses of Becoming and Being a Supervisor

Week 10   Grant Writing: General Orientation and Understanding the Context of Agency and
                  Community

Week 11   Grant Writing: Writing the Needs Statement and Developing the Plan

Week 12   Grant Writing: Program Evaluation Plan and Budget

Weeks 13-15   Final Development of Agency and Oral Presentations

Associate Provost's Signature: _____Date_____

COURSE INFORMATION FORM

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

☐ Prefix (current)   ☐ Number (current)   ☐ LEC ___ LAB ___ SEM ___ (current)

    (proposed) SCWK   (proposed) 691   (Enter Contact Hours per week)
LEC ___ LAB ___ SEM ___ (proposed):

☐ Title (current)

    (proposed) Advanced Field Practicum !

☐ Credit Hours (current)   ☐ Prerequisites (current)   Co-requisite (current)

    (proposed) 4   (proposed) FOUNDATION YEAR COMPLETED OR ADVANCED STANDING
(proposed)

☐ Course Description (current): (125 words maximum)

(proposed):
SCWK 691 : This is the first Advanced MSW practicum experience. Students are required to complete a 160 hour, hands on social work internship in an approved agency under the supervision of a professional social worker. Participation in the guided seminar class assists the student to assimilate course content with the community based learning. This seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.

☐ Course Outcomes and Assessment Plan (current)

    (proposed

LEARNING OUTCOMES – FIELD III	ASSESSMENT
1. Identify as a professional social worker and conduct oneself accordingly. Practice Behaviors 1.7, 1.9	Reflective Journal Agency Presentation Learning Contract &Field Evaluation
2. Apply social work ethical principles to guide professional practice Practice Behaviors 2.6, 2.7	Reflective Journal Class Participation Learning Contract & Field Evaluation
3. Apply critical thinking to inform and communicate professional judgments Practice Behaviors 3.5, 3.6	Reflective Journal Learning Contract & Field Evaluation Class Participation
4. Engage diversity and difference in practice Practice Behaviors 4.1, 4.2	Agency Presentation Reflective Journal Learning Contract & Field Evaluation
5. Advance human rights and social and economic justice Practice Behaviors 5.4	Reflective Journal Learning Contract & Field Evaluation
6. Engage in research- informed practice and practice- informed research Practice Behaviors 6.3	Class Participation Learning Contract & Field Evaluation Reflective Journal
7. Apply knowledge of human behavior and the social environment Practice Behaviors 7.4	Agency Presentation Reflective Journal Learning Contract & Field Evaluation
8 Engage in policy practice to advance social and economic well- being and to deliver effective social work services Practice Behaviors 8.3	Agency Presentation Reflective Journal Learning Contract & Field Evaluation Agency Presentation
9. Respond to contexts that shape practice Practice Behaviors 9.3	Reflective Journal Agency Presentation Learning Contract & Field Evaluation
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities Practice Behaviors 10.2, 10.7, 10.12, 10.16, 10.21, 10.24	Reflective Journal Learning Contract & Field Evaluation Agency Presentation

☐ **Course Outline including Time Allocation (current)**
Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:
    Weeks (15 weeks)
    Hours (45 hours; assuming 3 contact hours per week)
    Percentages (100 percent)
    (proposed)

40 contact hours per credit – combination of field practicum and seminar.

Weekly Assignments

Student assignments in the field will be developed in conjunction with the field instructor and follow the student learning plan. Average time in the field is 10 hours per week.

Field seminar class will meet at least three times during the semester as determined by the field liaison (seminar instructor). Total time in seminar is 10 hours for the semester. The content of the field seminar class will be determined by the instructor and will follow the student learning plan. Content will be broadly as follows:

Meeting 1 – Review of Syllabus, Competencies, course and field expectations
Review of the Field Manual
Development of the Learning Plan

Meeting 2 – Agency Presentations and Review of Field Journals
Self-Care Plans

Meeting 3 - Assessment of Learning Outcomes
Review of Field Journals
Review of Self-Care Plans

Associate Provost's Signature: _____Date_____

COURSE INFORMATION FORM

FORM E
Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

☐ Prefix (current)   ☐ Number (current)   ☐ LEC ___ LAB ___ SEM ___ (current)

　(proposed) SCWK　　　　　　　(proposed) 692　　　　(Enter Contact Hours per week)
　　　　　　　　　　　　　　　　　　　　　　　　LEC ___ LAB ___ SEM ___(proposed):
☐ Title (current) Advanced Field Practicum II

　(proposed)

☐ Credit Hours (current)   ☐ Prerequisites (current) SCWK 691 Co-requisite (current)

　(proposed)   4　　　　　　(proposed)　　　　　　　(proposed)

☐ Course Description (current): (125 words maximum)

(proposed):

SCWK 692 - This is the second part of the MSW Advanced practicum experience. Students are required to complete a 160 hour, hands on social work internship in an approved agency under the supervision of a profession social worker. Participation in the guided seminar class assists the student to assimilate course content with the community based learning. This seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.

☐ Course Outcomes and Assessment Plan (current)

　　　(proposed):

LEARNING OUTCOMES	ASSESSMENT
1. Identify as a professional social worker and conduct oneself accordingly. Practice Behaviors 1.10	Reflective Journal Case Presentation Learning Plan & Field Evaluation
2. Apply social work ethical principles to guide professional practice Practice Behaviors 2.8	Reflective Journal Case Presentation Learning Plan & Field Evaluation
3. Apply critical thinking to inform and communicate professional judgments Practice Behaviors 3.7, 3.9	Case Presentation Reflective Journal Learning Plan & Field Evaluation
4. Engage diversity and difference in practice Practice Behaviors 4.8	Reflective Journal Learning Plan & Field Evaluation
5. Advance human rights and social and economic justice Practice Behaviors 5.5	Reflective Journal Learning Plan & Field Evaluation
6. Engage in research- informed practice and practice- informed research Practice Behaviors 6.5	Class Participation Case Presentation Learning Plan & Field Evaluation

7. Apply knowledge of human behavior and the social environment Practice Behaviors 7.5	Reflective Journal Case Presentation Class Participation Learning Plan & Field Evaluation
8 Engage in policy practice to advance social and economic well- being and to deliver effective social work services Practice Behaviors 8.5	Class Participation Reflective Journal Learning Plan & Field Evaluation
9. Respond to contexts that shape practice Practice Behaviors 9.4	Learning Plan and Field Evaluation Case Presentation Reflective Journal
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities Practice Behaviors 10.3, 10.4, 10.8, 10.9, 10.13, 10.14, 10.17, 10.23	Reflective Journal Case Presentation Learning Plan & Field Evaluation

☐ **Course Outline including Time Allocation (current)**
Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:
   Weeks (15 weeks)
   Hours (45 hours; assuming 3 contact hours per week)
   Percentages (100 percent)
   (proposed)
40 contact hours per credit – combination of field practicum and seminar.

Weekly Assignments

Student assignments in the field will be developed in conjunction with the field instructor and follow the student learning plan. Average time in the field is 10 hours per week.

Field seminar class will meet at least three times during the semester as determined by the field liaison (seminar instructor), for a total of 10 hours per semester. The content of the field seminar class will be determined by the instructor and will follow the student learning plan. Content will be broadly as follows:

Meeting 1 – Review of Syllabus, Competencies, course and field expectations
   Review and Update Learning Plan from previous semester
   Discussion of Case Presentations

Meeting 2 – Case Presentations and Review of Field Journals
   Review of Self-Care Plans

Meeting 3 – Case Presentations
   Assessment of Learning Outcomes
   Review of Field Journals
   Review of Self-Care Plans

Associate Provost's Signature: _____Date_____

COURSE INFORMATION FORM

FORM E
Rev. May 2013

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

☐ Prefix (current)   ☐ Number (current)   ☐ LEC ___ LAB ___ SEM ___ (current)

    (proposed) SCWK   (proposed) 693   (Enter Contact Hours per week)
LEC ___ LAB ___ SEM ___(proposed):

☐ Title (current)

    (proposed) Advanced Field Practicum III

☐ Credit Hours (current)   ☐ Prerequisites (current) SCWK 691 and SCWK 692 Co-requisite (current)

    (proposed) 4   (proposed)   (proposed)

☐ Course Description (current): (125 words maximum)

(proposed):
SCWK 693: This is the last of the MSW Advanced practicum experience. Students are required to complete a 160 hour, hands on social work internship in an approved agency under the supervision of a profession social worker. Participation in the guided seminar class assists the student to assimilate course content with the community based learning. This seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.

☐ Course Outcomes and Assessment Plan (current)

    (proposed):

LEARNING OUTCOMES	ASSESSMENT
1. Identify as a professional social worker and conduct oneself accordingly. Practice Behaviors 1.6, 1.9	Reflective Journal Case Presentation Learning Plan & Field Evaluation
2. Apply social work ethical principles to guide professional practice Practice Behaviors 2.5, 2.9	Reflective Journal Case Presentation Learning Plan & Field Evaluation
3. Apply critical thinking to inform and communicate professional judgments Practice Behaviors 3.8	Case Presentation Reflective Journal Learning Plan & Field Evaluation
4. Engage diversity and difference in practice Practice Behaviors 4.9	Reflective Journal Learning Plan & Field Evaluation
5. Advance human rights and social and economic justice Practice Behaviors 5.6	Reflective Journal Learning Plan & Field Evaluation
6. Engage in research- informed practice and practice- informed research Practice Behaviors 6.4	Class Participation Case Presentation Learning Plan & Field Evaluation
7. Apply knowledge of human behavior and the social environment	Reflective Journal Case Presentation

Practice Behaviors 7.6,7.7	Class Participation
	Learning Plan & Field Evaluation
8 Engage in policy practice to advance social and economic well- being and to deliver effective social work services Practice Behaviors 8.4	Class Participation Reflective Journal Learning Plan & Field Evaluation
9. Respond to contexts that shape practice Practice Behaviors 9.5	Learning Plan and Field Evaluation Case Presentation Reflective Journal
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities Practice Behaviors 10.18, 10.19, 10.22, 10.26	Reflective Journal Case Presentation Learning Plan & Field Evaluation

☐ **Course Outline including Time Allocation (current)**
Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:
  Weeks (15 weeks)
  Hours (45 hours; assuming 3 contact hours per week)
  Percentages (100 percent)
  (proposed)
40 contact hours per credit – combination of field practicum and seminar.

Weekly Assignments

Student assignments in the field will be developed in conjunction with the field instructor and follow the student learning plan. Average weekly time in the field is 10 hours per week.

Field seminar class will meet at least three times during the semester as determined by the field liaison (seminar instructor).Field seminar meets 10 hours during the semester. The content of the field seminar class will be determined by the instructor and will follow the student learning plan. Content will be broadly as follows:

Meeting 1 – Review of Syllabus, Competencies, course and field expectations
   Review and Update Learning Plan from previous semester
   Discussion of Case Presentations

Meeting 2 – Case Presentations and Review of Field Journals
   Review of Self-Care Plans

Meeting 3 – Case Presentations
   Assessment of Learning Outcomes
   Review of Field Journals
   Final Evaluations

Associate Provost's Signature: _____Date_____

COURSE INFORMATION FORM

Complete all items below (New or Current).

Check all boxes where modifications are being made.
Enter the modification to be made (Proposed).

Course Identification

☐ Prefix (current)   ☐ Number (current)   ☐ LEC ___ LAB ___ SEM ___ (current)

    (proposed) SCWK   (proposed) 699   (Enter Contact Hours per week)

LEC ___ LAB ___ SEM _4_ (proposed):

☐ Title (current) Social Work Capstone

    (proposed)

☐ Credit Hours (current)   ☐ Prerequisites (current)   Co-requisite (current)

    (proposed) 4   (proposed) Bachelor's Degree, SCWK 650, SCWK 630, SCWK 620, SCWK 691, SCWK 692, Faculty Approval   (proposed)

☐ Course Description (current): (125 words maximum)

(proposed):
Course Catalogue Description:

SCWK 699: This course is an Advanced MSW Course, the final capstone course of the curriculum. The course is an extension of the Applied Social Work Research (SCWK 650) course in which students have written a proposal for research, program development, clinical development or outcome research. The course is taught as a Learner Centered Teaching course, in which students have written a proposal and identified a faculty mentor to assist in conducting some type of research or program development and an implementation plan. Students will develop individual learning outcomes, assessment of outcomes and implementation plan as a part of the learner centered course. The end product will be an article ready for publication, a grant for program development or something the faculty mentor has approved.

☐ Course Outcomes and Assessment Plan (current)

(proposed):

Learning Outcome	Assessment
1. Readily identify as a social work professional	To be determined by student and faculty mentor
2. Utilize effective oral and written communication in working with individuals, families, groups and organizations	To be determined by student and faculty mentor
3. Use practice experiences to inform research	To be determined by student and faculty mentor
4. Use research evidence to inform practice, policy and social service delivery	To be determined by student and faculty mentor
5. Participate in the generation of new clinical knowledge with respect to trauma through research and practice	To be determined by student and faculty mentor
6. Use research methodology to evaluate clinical practice effectiveness and/or outcomes	To be determined by student and faculty mentor
7. Advocate with and inform administrators and legislators to influence policies that affect clients and services	To be determined by student and faculty mentor

Note: Further Learning Outcomes to be determined by student and faculty mentor.

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☐ **Course Outline including Time Allocation (current)**
Express Time Allocation in one of the following formats for a 3 credit hour course; adjust accordingly:
   Weeks (15 weeks)
   Hours (45 hours; assuming 3 contact hours per week)
   Percentages (100 percent)
   (proposed)

45 Total Contact Hours:

COURSE PLAN, LITERATURE REVIEW AND EVALUATION METHODS TO BE DEVELOPED BY STUDENT AND FACULTY MENTOR.

Associate Provost's Signature: _____ Date _____

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CREATE NEW COURSE
Course Data Entry Form

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): **20145** Examples: 201301(Spring), 201305(Summer), 201308(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix SCWK   b. Number **501**   c. Contact Hours **1** LECture   LAB   ☐ Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. ☐ Practicum   ☐ INDependent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: SCWK Practice Orientation   (Limit to 30 characters including punctuation and spaces.)

f. College Code: AS g. Department Code: SOCS   h. Credit Hours: Check (x) type ☐ Variable ☒ Fixed

i. Enter number in box: **1** Minimum Credit Hours   j. **1** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No
If yes, Max Times   or Max Credits Awarded

l. Levels: Check (x) ☐ Undergraduate ☒ Graduate ☐ Professional

m. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) ☐ Yes   ☒ No

o. Equivalent course: Prefix   Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

Course Catalogue Description

This course is required for both Foundation and Advanced Standing students (who have been out of school more than 3 years) as a bridge that allows students to be fully ready to enter their MSW education. This course focuses on the core knowledge, values and skills that form the foundation of generalist practice. For Foundation students, the course is an orientation to the profession. For Advanced Standing students out of school more than three years, the course is a refresher of their BSW education. The course is taught in an intensive two day format. (1 cr.)

q. Term(s) Offered: Summer   r. Max Section Enrollment: **15** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.)

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC)   [   ] G.E. Codes

UCC Chair Signature/Date: Academic Affairs Approval Signature/Date:
Sandy Alspach _/_/_   _____ _/_/_

Office of the Registrar use ONLY

Date Rec'd: ____ Date Completed: ____   Entered: SCACRSE ___   SCADETL ___   SCARRES ___   SCAPREQ ___

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CREATE NEW COURSE
Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I.   ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 20151 Examples: 201301(Spring), 201305(Summer), 201308(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix SCWK   b. Number 510   c. Contact Hours 2 LECture   2 LAB   ☐ Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. ☐ Practicum   ☐ INDependent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: Policy Analysis & Advocacy   (Limit to 30 characters including punctuation and spaces.)

f. College Code: AS g. Department Code: SOCS h. Credit Hours: Check (x) type ☐ Variable ☒ Fixed

i. Enter number in box: 3 Minimum Credit Hours   j. 3 Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No
If yes, Max Times   or Max Credits Awarded

l. Levels: Check (x) ☐ Undergraduate ☒ Graduate ☐ Professional

m. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) ☐ Yes   ☒ No

o. Equivalent course: Prefix   Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

SCWK 510: This course is a foundation MSW course. The course emphasizes the history of social welfare policies and the role they play at present time. Student will utilize frameworks for analyzing social and economic policies as they relate to social welfare. Preparation for roles not only as service providers within existing policies but also as participants in efforts to change policy will be discussed. The class will also have an emphasis on values underlying the social welfare system, particularly the principles of social and economic justice.

q. Term(s) Offered: SPRING   r. Max Section Enrollment: 15 s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) SCWK 501

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC)   ☐ G.E. Codes

UCC Chair Signature/Date: Academic Affairs Approval Signature/Date:

Sandy Afspach _/_ _/_   _____ _/_ _/_

Office of the Registrar use ONLY

Date Rec'd: ____   Date Completed: ____   Entered: SCACRSE ___   SCADETL ___   SCARRES ___   SCAPREQ ___

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CREATE NEW COURSE
Course Data Entry Form

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

   Desired Term Effective (6 digit code only): **20151** Examples: 201301(Spring), 201305(Summer), 201308(Fall)
   Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

   a. Course Prefix SCWK   b. Number 520   c. Contact Hours **2** LECture   **2** LAB   ☐Seminar
   [Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

   d. ☐ Practicum   ☐ INDependent Study
   [Check (x) box as appropriate. See definitions in Appendix E.]

   e. Course Title: **Generalist Macro Practice**   (Limit to 30 characters including punctuation and spaces.)

   f. College Code: AS g. Department Code: SOCS h. Credit Hours: Check (x) type ☐ Variable ☒ Fixed

   i. Enter number in box: **3** Minimum Credit Hours   j. **3** Maximum Credit Hours

   k. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No
   If yes, Max Times   or Max Credits Awarded

   l. Levels: Check (x) ☐ Undergraduate ☒ Graduate ☐ Professional

   m. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit (Pass/Fail)

   n. Does proposed new course replace an equivalent course? Check (x) ☐ Yes   ☒ No

   o. Equivalent course: Prefix   Number

   p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

SCWK 520. Practice with Groups and Organizations. This course is a foundation year MSW course. The course focus is on generalist practice with organizations and communities. Macro-practice skills through group work are emphasized, along with the interconnections between micro, mezzo and macro generalist practice. Macro intervention will be practiced.

   q. Term(s) Offered: SPRING   r. Max Section Enrollment: **15** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **Bachelor's Degree; SCWK 501**

   t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
   ☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC)   [   ] G.E. Codes

UCC Chair Signature/Date: Academic Affairs Approval Signature/Date:
   Sandy Afspach   /   /   _____   /   /

| Office of the Registrar use ONLY |
Date Rec'd: ____ Date Completed: ____   Entered: SCACRSE __   SCADETL __   SCARRES __   SCAPREQ __

CREATE NEW COURSE
Course Data Entry Form

FORM F
Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 20148 Examples: 201301(Spring), 201305(Summer), 201308(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix SCWK   b. Number 530   c. Contact Hours 3 LECture   2 LAB   ☐ Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. ☐ Practicum   ☐ INDependent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: Generalist Micro Practice   (Limit to 30 characters including punctuation and spaces.)

f. College Code: AS g. Department Code: SOCS h. Credit Hours: Check (x) type ☐ Variable ☒ Fixed

i. Enter number in box: 4 Minimum Credit Hours   j. 4 Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No
If yes, Max Times   or Max Credits Awarded

l. Levels: Check (x) ☐ Undergraduate ☒ Graduate ☐ Professional

m. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) ☐ Yes   ☒ No

o. Equivalent course: Prefix   Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

SCWK 530. Generalist Social Work Practice. This course is a foundation year MSW course. The course focus is on theories, methods, and values of social work practices well as beginning to advanced interviewing skills with an emphasis on Trauma-Informed Perspective and Intervention and various Evidenced Based Practices.

q. Term(s) Offered: Fall   r. Max Section Enrollment: 15 s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) Bachelors Degree; SCWK 501

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC)   [   ]   G.E. Codes

UCC Chair Signature/Date: Academic Affairs Approval Signature/Date:
Sandy Afspach   /   /   _____ / /

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

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CREATE NEW COURSE

Course Data Entry Form

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 20148 Examples: 201301(Spring), 201305(Summer), 201308(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix SCWK   b. Number 540   c. Contact Hours 2 LECture   2 LAB   ☐ Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. ☐ Practicum   ☐ INDependent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: Human Behavior/Social Environ   (Limit to 30 characters including punctuation and spaces.)

f. College Code: AS g. Department Code: SOCS h. Credit Hours: Check (x) type ☐ Variable ☒ Fixed

i. Enter number in box: 3 Minimum Credit Hours   j. 3 Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No
If yes, Max Times   or Max Credits Awarded

l. Levels: Check (x) ☐ Undergraduate ☒ Graduate ☐ Professional

m. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) ☐ Yes   ☒ No

o. Equivalent course: Prefix   Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

SCWK 540. This course is a foundation year MSW course. This overview of theories of human behavior in the social environment in relation to advanced social work practice will focus on the relationships among biological, psychological, social, and cultural systems as they affect the "person-in-environment" across the life span. Students will consider the importance of integrating multiple critical perspectives to solve complex human problems to influence wellbeing and empowerment.

q. Term(s) Offered: Fall   r. Max Section Enrollment: 15 s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) SCWK 501

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC)   [ ] G.E. Codes

UCC Chair Signature/Date: Academic Affairs Approval Signature/Date:

Sandy Alspach   /   /   _____ / /

Office of the Registrar use ONLY
Date Rec'd: ____ Date Completed: ____   Entered: SCACRSE __   SCADETL __   SCARRES __   SCAPREQ __

CREATE NEW COURSE
Course Data Entry Form

FORM F
Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 20148 Examples: 201301(Spring), 201305(Summer), 201308(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix SCWK   b. Number 550   c. Contact Hours 2 LECture   2 LAB   ☐ Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. ☐ Practicum   ☐ INDependent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: Research Methods   (Limit to 30 characters including punctuation and spaces.)

f. College Code: AS g. Department Code: SOCS h. Credit Hours: Check (x) type ☐ Variable ☒ Fixed

i. Enter number in box: 3 Minimum Credit Hours j. 3 Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No
If yes, Max Times   or Max Credits Awarded

l. Levels: Check (x) ☐ Undergraduate ☒ Graduate ☐ Professional

m. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) ☐ Yes ☒ No

o. Equivalent course: Prefix   Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

SCWK 550. is the foundation Social Work Research course, and the first in a two part advanced research sequence. Social Work research design methodology, with emphasis on applied advanced research in human service and public services settings. Special emphases are placed on program evaluation within the field agency, with emphasis on advanced clinical practice to inform the research and with the intention of this becoming part of the capstone proposal in the advanced year. Development of a new knowledge base within the agency is expected. This course is an introduction to elementary statistical concepts, including frequency distributions, measures of central tendency, and beginning bivariate analysis and inferential statistics. Students in this course are prepared for critical use of research, and evaluation of their own and other professional knowledge base.

q. Term(s) Offered: Fall   r. Max Section Enrollment: 15 s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) SCWK 501

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

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CREATE NEW COURSE
Course Data Entry Form

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 201501 examples: 201301(Spring), 201305(Summer), 201308(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix SCWK   b. Number 560   c. Contact Hours 2 LECture   2 LAB   ☐Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. ☐ Practicum   ☐ INDependent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: Diversity & Social Justice   (Limit to 30 characters including punctuation and spaces.)

f. College Code: AS g. Department Code: SOCS h. Credit Hours: Check (x) type ☐ Variable ☒ Fixed

i. Enter number in box: 3 Minimum Credit Hours   j. 3 Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No
If yes, Max Times   or Max Credits Awarded

l. Levels: Check (x) ☐ Undergraduate ☒ Graduate ☐ Professional

m. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) ☐ Yes   ☒ No

o. Equivalent course: Prefix   Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

Course Catalogue Description
This course is a foundation year MSW course. Advanced training in the recognition of cultural patterning and histories of diverse social identity groups in the US and the differential impacts of past and present attitudes, beliefs, practices and policies on the lives of individuals, families, groups and communities. Analysis of stereotyping, distortions and myths of various ethnic groups are examined. The degree to which social structure and values may oppress, marginalize, alienate or enhance privilege and power are analyzed.

q. Term(s) Offered: spring   r. Max Section Enrollment: 15 s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) Bachelor's Degree, SCWK 501

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC)   ☐ G.E. Codes

UCC Chair Signature/Date: Academic Affairs Approval Signature/Date:

Sandy Aspach   /   /   /   /

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CREATE NEW COURSE
Course Data Entry Form

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): **20148** Examples: 201301(Spring), 201305(Summer), 201308(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **SCWK**   b. Number **591**   c. Contact Hours   LECture   LAB   ☐ Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. ☒ Practicum   ☐ INDependent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Field Practicum I**   (Limit to 30 characters including punctuation and spaces.)

f. College Code: **AS**   g. Department Code: **SOCS**   h. Credit Hours: Check (x) type ☐ Variable ☒ Fixed

i. Enter number in box: **5** Minimum Credit Hours   j. **5** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No
If yes, Max Times **1** or Max Credits Awarded **2**

l. Levels: Check (x) ☐ Undergraduate ☒ Graduate ☐ Professional

m. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) ☐ Yes ☒ No

o. Equivalent course: Prefix   Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

SCWK 591: This is the first part of the MSW foundation year practicum experience. Students are required to complete a 200 hour, hands on social work internship in an approved agency under the supervision of a professional social worker. Participation in the guided seminar class assists the student to assimilate course content with the community based learning. The seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.

q. Term(s) Offered: **Fall**   r. Max Section Enrollment: **8**   s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **SCWK 501**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
☐ Basic Skill (BS)   ☐ General Education (GE)   ☐ Occupational Education (OC)   ☐ G.E. Codes

UCC Chair Signature/Date:
Sandy Alspach __/__/__

Academic Affairs Approval Signature/Date:
_____ __/__/__

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CREATE NEW COURSE

Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): **20151** Examples: 201301(Spring), 201305(Summer), 201308(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **SCWK**   b. Number **592**   c. Contact Hours   LECture   LAB   ☐ Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. ☒ Practicum   ☐ INDependent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Field Practicum II**   (Limit to 30 characters including punctuation and spaces.)

f. College Code: **AS** g. Department Code: **SOCS** h. Credit Hours: Check (x) type ☐ Variable ☒ Fixed

i. Enter number in box: **6** Minimum Credit Hours   j. **6** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No
If yes, Max Times   or Max Credits Awarded

l. Levels: Check (x) ☐ Undergraduate ☒ Graduate ☐ Professional

m. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) ☐ Yes   ☐ No

o. Equivalent course: Prefix   Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

SCWK 592: This is the second course of the MSW foundation practicum experience. Students are required to complete a 240 hour, hands on social work internship in an approved agency under the supervision of a professional social worker. Participation in the guided seminar class assists the student to assimilate course content with the community based learning. This seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.

q. Term(s) Offered: **Spring**   r. Max Section Enrollment: **8** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **SCWK 501 and SCWK 591**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC)   [   ] G.E. Codes

UCC Chair Signature/Date:
Sandy Alspach   / /

Academic Affairs Approval Signature/Date:
_____   / /

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CREATE NEW COURSE

Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 201601 Examples: 201301(Spring), 201305(Summer), 201308(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix SCWK   b. Number 610   c. Contact Hours 2 LECture   2 LAB   ☐ Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. ☐ Practicum   ☐ INDependent Study
{Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Advanced Policy & Advocacy**   (Limit to 30 characters including punctuation and spaces.)

f. College Code: AS   g. Department Code: SOCS   h. Credit Hours: Check (x) type ☐ Variable ☒ Fixed

i. Enter number in box: 3 Minimum Credit Hours   j. 3 Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No
If yes, Max Times   or Max Credits Awarded

l. Levels: Check (x) ☐ Undergraduate ☒ Graduate ☐ Professional

m. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) ☐ Yes   ☒ No

o. Equivalent course: Prefix   Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

Course Catalogue Description:

This course is an Advanced MSW course, building on the knowledge and skills from SCWK 510, Social Welfare Policy Analysis. The course emphasizes the role of policy advocacy for social workers in clinical practice, evaluation of social policy and methods for policy change, development of effective social policy with emphasis on political processes.

q. Term(s) Offered: **Spring**   r. Max Section Enrollment: **15**   s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **Advanced Standing**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

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CREATE NEW COURSE

Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. **ACTION TO BE TAKEN: CREATE A NEW COURSE**

Desired Term Effective (6 digit code only):   Examples: 201301(Spring), 201305(Summer), 201308(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. **NEW COURSE ATTRIBUTES:**

a. Course Prefix **SCWK**   b. Number **620**   c. Contact Hours **2** LECture   **2** LAB   ☐Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. ☐ Practicum   ☐ INDependent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Advanced Group Practice**   (Limit to 30 characters including punctuation and spaces.)

f. College Code: **AS**   g. Department Code: **SOCS**   h. Credit Hours: Check (x) type ☐ Variable ☒ Fixed

i. Enter number in box: **3** Minimum Credit Hours   j. **3** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No
If yes, Max Times   or Max Credits Awarded

l. Levels: Check (x) ☐ Undergraduate ☒ Graduate ☐ Professional

m. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) ☐ Yes   ☒ No

o. Equivalent course: Prefix   Number

p. **CATALOG DESCRIPTION** – Limit to 125 words – PLEASE BE CONCISE.

SCWK 620: This course focuses on intervention and individual change groups, with particular attention to the recruitment and composition of group members, leadership structure of small groups, phases of group development, and group processes such as decision making, tension reduction, conflict resolution, goal setting, contracting and evaluation. A variety of group strategies and techniques will be explored. Theories and methods consistent with the achievement of social justice and individual change through group work will be explored. The course will also consider how gender, ethnicity, race, social class, sexual orientation and different abilities . impact various aspects of group functioning. Group facilitation will be practiced as a critical component of the course. Due to the nature of this course, the course will be limited to 12 students.

q. Term(s) Offered: **Fall**   r. Max Section Enrollment: **12**   s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.)

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
☐ Basic Skill (BS)   ☐ General Education (GE)   ☐ Occupational Education (OC)   [ ] G.E. Codes

UCC Chair Signature/Date: **Academic Affairs Approval Signature/Date:**

Sandy Alspach   / /   / /

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CREATE NEW COURSE

Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: **CREATE A NEW COURSE**

Desired Term Effective (6 digit code only): **20155** Examples: 201301(Spring), 201305(Summer), 201308(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. **NEW COURSE ATTRIBUTES:**

a. Course Prefix **SCWK**   b. Number **630**   c. Contact Hours **3** LECture   **2** LAB   ☐ Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. ☐ Practicum   ☐ INDependent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Advanced Micro Practice**   (Limit to 30 characters including punctuation and spaces.)

f. College Code: **AS** g. Department Code: **SOCS** h. Credit Hours: Check (x) type ☐ Variable ☒ Fixed

i. Enter number in box: **4** Minimum Credit Hours   j. **4** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No
If yes, Max Times   or Max Credits Awarded

l. Levels: Check (x) ☐ Undergraduate ☒ Graduate ☐ Professional

m. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) ☐ Yes   ☒ No

o. Equivalent course: Prefix   Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

COURSE CATALOGUE DESCRIPTION

SCWK 630. Advanced Clinical Practice with Individuals and Families. This course is an advanced year MSW course. The course focus is on clinical practice with individuals and families. Micro and mezzo practice skills through individual and family counseling are emphasized, with specific focus related to obtaining competency associated with interventions for children, adolescents and adults while incorporating issues of diversity as it relates to the global community, trauma and empowerment.

q. Term(s) Offered: **SUMMER**   r. Max Section Enrollment: **15** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces)

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

CREATE NEW COURSE

FORM F
Rev. September 2012

Course Data Entry Form

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 20158 Examples: 201301(Spring), 201305(Summer), 201308(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix SCWK   b. Number 650   c. Contact Hours 2 LECture   2 LAB   ☐ Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. ☐ Practicum   ☐ INDependent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: Applied Social Work Research   (Limit to 30 characters including punctuation and spaces.)

f. College Code: AS   g. Department Code: SOCS   h. Credit Hours: Check (x) type ☐ Variable ☒ Fixed

i. Enter number in box: 3 Minimum Credit Hours   j. 3 Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No
If yes, Max Times   or Max Credits Awarded

l. Levels: Check (x) ☐ Undergraduate ☒ Graduate ☐ Professional

m. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) ☐ Yes   ☒ No

o. Equivalent course: Prefix   Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

Course Catalog Description:

This course builds on the research methods course Scwk 550. In this course students will deepen knowledge and skills necessary to complete quantitative and qualitative research. Students will learn how to critically think about and apply research to social work practice. Specifically, Students will learn how to design and implement Single Subject Design research, design and implement program evaluation research and learn how to evaluate existing research for its usefulness to social work practice.

q. Term(s) Offered: Fall   r. Max Section Enrollment: 15   s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **Advanced Standing**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
☐ Basic Skill (BS)   ☐ General Education (GE)   ☐ Occupational Education (OC)   [ ] G.E. Codes

UCC Chair Signature/Date: Academic Affairs Approval Signature/Date:

Sundy Alizuch ___/___/___   _____ ___/___/___

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CREATE NEW COURSE

Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 20158 Examples: 201301(Spring), 201305(Summer), 201308(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix SCWK   b. Number 660   c. Contact Hours 2 LECture   2 LAB   ☐ Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. ☐ Practicum   ☐ INDependent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: Clinical Assessment/Diagnosis   (Limit to 30 characters including punctuation and spaces.)

f. College Code: AS g. Department Code: SOCS h. Credit Hours: Check (x) type ☐ Variable ☒ Fixed

i. Enter number in box: 3 Minimum Credit Hours   j 3 Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No
If yes, Max Times   or Max Credits Awarded

l. Levels: Check (x) ☐ Undergraduate ☒ Graduate ☐ Professional

m. Grade Method: Check (x) ☒ Normal Grading   ☐ Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) ☐ Yes   ☒ No

o. Equivalent course: Prefix   Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

SCWK 660: This course is designed as an intensive survey of the spectrum of the bio-psychosocial diagnoses. It examines concepts from the social work perspective of the person-in-environment to explore psychosocial disorders from different cultural perspectives, including gender, age, and minority status. It will provide students with advanced exposure to issues in the area of child and adult diagnosis utilizing the DSM system of classification with a focus on the impact of trauma on diagnoses and how to complete assessments within this system.

q. Term(s) Offered Fall   r. Max Section Enrollment: 15 s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) Advanced Standing

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC)   ☐ G.E. Codes

UCC Chair Signature/Date: Academic Affairs Approval Signature/Date:

Sandy Alspach   _/_/_   _/_/_

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CREATE NEW COURSE
Course Data Entry Form

FORM F
Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

    Desired Term Effective (6 digit code only): 20161 Examples: 201301(Spring), 201305(Summer), 201308(Fall)
    Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

    a. Course Prefix SCWK   b. Number 680   c. Contact Hours **2** LECture   **2** LAB   ☐ Seminar
    [Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

    d. ☐ Practicum   ☐ INDependent Study
    [Check (x) box as appropriate. See definitions in Appendix E.]

    e. Course Title: Leadership and Supervision   (Limit to 30 characters including punctuation and spaces.)

    f. College Code: AS   g. Department Code: SOCS   h. Credit Hours: Check (x) type ☐ Variable ☒ Fixed

    i. Enter number in box: **3** Minimum Credit Hours   j. **3** Maximum Credit Hours

    k. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No
    If yes, Max Times   or Max Credits Awarded

    l. Levels: Check (x) ☐ Undergraduate ☒ Graduate ☐ Professional

    m. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit (Pass/Fail)

    n. Does proposed new course replace an equivalent course? Check (x) ☐ Yes   ☒ No

    o. Equivalent course: Prefix   Number

    p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

Course Catalogue Description:
This course is an Advanced Year MSW course designed to gain the knowledge, values and skills necessary for leadership and supervision in non-profit organizations. Students will learn leadership and supervisory models, and through simulation, develop a non-profit organization and implement all facets of that organization. Grant writing will be introduced and practiced.

    q. Term(s) Offered: Spring   r. Max Section Enrollment: **15**   s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) Advanced Standing

    t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
    ☐ Basic Skill (BS)   ☐ General Education (GE)   ☐ Occupational Education (OC)   [   ] G.E. Codes

UCC Chair Signature/Date: Academic Affairs Approval Signature/Date:
    Sandy Alzaach   / /   / /

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CREATE NEW COURSE

Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): **20155** Examples: 201301(Spring), 201305(Summer), 201308(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **SCWK**   b. Number **691**   c. Contact Hours   LECture   LAB   ☐ Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. ☒ Practicum   ☐ INDependent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Advanced Field Practicum II**   (Limit to 30 characters including punctuation and spaces.)

f. College Code: **AS** g. Department Code: **SOCS** h. Credit Hours: Check (x) type ☐ Variable ☒ Fixed

i. Enter number in box: **4** Minimum Credit Hours   j. **4** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No
If yes, Max Times   or Max Credits Awarded

l. Levels: Check (x) ☐ Undergraduate ☒ Graduate ☐ Professional

m. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) ☐ Yes   ☒ No

o. Equivalent course: Prefix   Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

SCWK 691 : This is the first Advanced MSW practicum experience. Students are required to complete a 160 hour, hands on social work internship in an approved agency under the supervision of a professional social worker. Participation in the guided seminar class assists the student to assimilate course content with the community based learning. This seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.

q. Term(s) Offered: **SUMMER**   r. Max Section Enrollment: **8** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **Advanced Standing**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC)   [   ] G.E. Codes

UCC Chair Signature/Date: **Academic Affairs Approval Signature/Date:**

Sandy Alspach / /   _____ / /

Office of the Registrar use ONLY

Date Rec'd: ____ Date Completed: ____ Entered: SCACRSE __ SCADETL __ SCARRES __ SCAPREQ __

CREATE NEW COURSE

Course Data Entry Form

FORM F

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I.   ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): **20158** Examples: 201301(Spring), 201305(Summer), 201308(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix **SCWK**   b. Number **692**   c. Contact Hours   LECture   LAB   ☐Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. ☒ Practicum   ☐ INDependent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Advanced Field Practicum II**   (Limit to 30 characters including punctuation and spaces.)

f. College Code: **AS** g. Department Code: **SOCS** h. Credit Hours: Check (x) type ☐ Variable ☒ Fixed

i. Enter number in box: **4** Minimum Credit Hours   j. **4** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No
If yes, Max Times   or Max Credits Awarded

l. Levels: Check (x) ☐ Undergraduate ☒ Graduate ☐ Professional

m. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) ☐ Yes   ☒ No

o. Equivalent course: Prefix   Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

SCWK 692 – This is the second part of the MSW Advanced practicum experience. Students are required to complete a 160 hour, hands on social work internship in an approved agency under the supervision of a profession social worker. Participation in the guided seminar class assists the student to assimilate course content with the community based learning. This seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.

q. Term(s) Offered   Fall   r. Max Section Enrollment: **8** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **SCWK 691**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
☐ Basic Skill (BS)   ☐ General Education (GE)   ☐ Occupational Education (OC)   G.E. Codes

UCC Chair Signature/Date:
Sandy Alspach   / /

Academic Affairs Approval Signature/Date:
_____   / /

Office of the Registrar use ONLY				

Date Rec'd: ____   Date Completed: ____   Entered: SCACRSE __   SCADETL __   SCARRES __   SCAPREQ __

CREATE NEW COURSE

Course Data Entry Form

FORM F

Rev. September 2012

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): 20161 Examples: 201301(Spring), 201305(Summer), 201308(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix SCWK   b. Number 693   c. Contact Hours   LECture   LAB   ☐ Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. ☒ Practicum   ☐ INDependent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: **Advanced Field Practicum III**   (Limit to 30 characters including punctuation and spaces.)

f. College Code: **AS** g. Department Code: **SOCS** h. Credit Hours: Check (x) type ☐ Variable ☒ Fixed

i. Enter number in box: 4 Minimum Credit Hours   j. 4 Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No
If yes, Max Times   or Max Credits Awarded

l. Levels: Check (x) ☐ Undergraduate ☒ Graduate ☐ Professional

m. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) ☐ Yes   ☒ No

o. Equivalent course: Prefix   Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

SCWK 693: This is the last of the MSW Advanced practicum experience. Students are required to complete a 160 hour, hands on social work internship in an approved agency under the supervision of a profession social worker. Participation in the guided seminar class assists the student to assimilate course content with the community based learning. This seminar provides further integration of practice with the skills, knowledge, and values and ethics of the field. Illustration from the students' work in the agency setting is included through various assignments.

q. Term(s) Offered: **Spring**   r. Max Section Enrollment: **8** s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **SCWK 691, SCWK 692**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC)   ☐ G.E. Codes

UCC Chair Signature/Date: Academic Affairs Approval Signature/Date:

Sandy Algozew _/_ _/_   _____ _/_ _/_

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE ___   SCADETL ___   SCARRES ___   SCAPREQ ___

CREATE NEW COURSE

Course Data Entry Form

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, Form F's that reflect the prerequisite change must be submitted for those courses as well. See Appendix E Instructions for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code only): **20161** Examples: 201301(Spring), 201305(Summer), 201308(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. NEW COURSE ATTRIBUTES:

a. Course Prefix SCWK   b. Number 699   c. Contact Hours LECture   LAB 4 Seminar
[Enter hours per week in box. See formula for contact hours to credit hours in Appendix E.]

d. ☐ Practicum   ☐ INDependent Study
[Check (x) box as appropriate. See definitions in Appendix E.]

e. Course Title: Social Work Capstone Project   (Limit to 30 characters including punctuation and spaces.)

f. College Code: AS g. Department Code: SOCS h. Credit Hours: Check (x) type ☐ Variable ☒ Fixed

i. Enter number in box: **4** Minimum Credit Hours   j. **4** Maximum Credit Hours

k. May Be Repeated for Added Credit: Check (x) ☐ Yes ☒ No
If yes, Max Times   or Max Credits Awarded

l. Levels: Check (x) ☐ Undergraduate ☒ Graduate ☐ Professional

m. Grade Method: Check (x) ☒ Normal Grading ☐ Credit/No Credit (Pass/Fail)

n. Does proposed new course replace an equivalent course? Check (x) ☐ Yes   ☒ No

o. Equivalent course: Prefix   Number

p. CATALOG DESCRIPTION – Limit to 125 words – PLEASE BE CONCISE.

SCWK 699: This course is an Advanced MSW Course, the final capstone course of the curriculum. The course is an extension of the Applied Social Work Research (SCWK 650) course in which students have written a proposal for research, program development, clinical development or outcome research. The course is taught as a Learner Centered Teaching course, in which students have written a proposal and identified a faculty mentor to assist in conducting some type of research or program development and an implementation plan. Students will develop individual learning outcomes, assessment of outcomes and implementation plan as a part of the learner centered course. The end product will be an article ready for publication, a grant for program development or something the faculty mentor has approved.

q. Term(s) Offered: Spring   r. Max Section Enrollment: 6 s. Prerequisites or Restrictions: (If none, leave blank. Limit to 100 characters including punctuation and spaces.) **Advanced Standing, SCWK 650, SCWK 691, SCWK 692**

t. Co-requisites: courses must be taken concurrently (if none, leave blank. Limit to 100 characters including punctuation and spaces.)

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC)   [   ] G.E. Codes

UCC Chair Signature/Date: Academic Affairs Approval Signature/Date:

Sandy Afspach _/_/_   _____ _/_/_

Office of the Registrar use ONLY				
Date Rec'd: ____	Date Completed: ____	Entered: SCACRSE ___	SCADETL ___	SCARRES ___ SCAPREQ ___

123

TO: University Curriculum Committee

FROM: J. Andy Karafa, Associate Dean, Arts & Sciences

RE: MSW Proposal—SCWK 699

DATE: 09/11/13

The Arts & Sciences dean's office supports the MSW proposal with concerns. Specifically, it feels that additional discussion is needed before agreeing to a maximum capacity of 6 students for SCWK 699.

Form PCAF

Ferris State University
Preliminary Curriculum Approval Form

Directions: This form should be completed using 11-point font or larger, and should be no longer than six pages (excluding the signature/comment pages and references). For purposes of expediting the preliminary approval process, forms may be forwarded electronically by the initiator and from one administrative level to another.

Name(s) of proposal Initiator(s):	Wendy Samuels
Department(s)/College(s):	Social Work - Social Sciences – Arts and Sciences

Type of curriculum change (check one)

☒	New degree/major
☐	New minor requiring new courses/resources
☐	New concentration in existing degree program
☐	Curricular customization of existing program for off-campus cohort group
☐	New certificate requiring 3 or more new courses and/or new resources
☐	Existing program redirection or shift in emphasis if 3 or more new courses and/or new resources are required

1. Name of degree, major, concentration, certificate, or minor. Briefly describe the curriculum plan/template.Master of Social Work (MSW)

The MSW program is a two year program. The first year is called the "Foundation Year", the second year is called the "Advanced Year". Students without a degree in social work would be required to take both years, for a total of 60 credits. Students with a BSW from an accredited program, a 3.l overall GPA and a 3.5 average in their social work courses will be eligible for Advanced Standing. These students would move directly into the advanced year, and would complete 40-44 credits, completing their degree in three consecutive semesters.

Curriculum Plan:

Clinical Practice Concentration with the following specialties:
- Trauma Informed Practice (may include child welfare practice and services to veterans)
- Leadership and Supervision
- Gerontology — *Is this in any way linked to CHP gerontology certificate?*

Certificates may be developed for specific practice areas (eg. School Social Work, Evidenced Based Trauma Treatment, Addictions).

Foundation Year – 60 credits
Advanced Year – 40-44 credits

Foundation Year (non-BSW students or students with inadequate GPA)
3 cr   Human Behavior in the Social Environment I
3 cr   Human Behavior in the Social Environment II
3 cr   Research I (combination of stats and methods – may "test out" if previous coursework is substantial in this area)
3 cr   Social Work Policy I
3 cr   Social Work Methods of Practice I

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PROVOST

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3 cr   Social Work Methods of Practice II
4 cr   Field Experience I
4 cr   Field Experience II

<u>Advanced Year</u> (students may enter the advanced year directly with a BSW from an accredited program and 3.2 overall GPA, with a 3.5 average in undergraduate social work courses)

3 cr   Applied Social Work Research (Research II)
3 cr   Advanced Social Work Practice I
3 cr   Advanced Social Work Practice II
3 cr   Clinical Assessment and Diagnosis
3 cr   Psychopathology in Clinical Practice
3 cr   Advanced Social Work Policy and Political Advocacy
4 cr   Field Experience III
4 cr   Field Experience IV
4 cr   Field Experience V (not required for 2 year students)
10 cr Students will be taking required courses specific to their area of concentration (gerontology, trauma informed practice)

2. Target date for implementation.Foundation Year - Fall 2014; Advanced Year - Fall 2015

3. Briefly explain the rationale for this initiative. If the initiative involves customization of an existing program for delivery to an off-campus cohort group, also explain the nature of the proposed curricular customization.

    The Ferris State University Social Work Program has an outstanding reputation in the state. For years, the faculty has heard from students, alumni and field instructors about the need for an MSW program at Ferris. The only option within a 90 mile radius of the main campus for students looking to further their social work education is currently Grand Valley State University in either Grand Rapids or Traverse City or one of the fully on line or blended programs being offered by other universities in the state and across the country. In the case of Grand Valley, it provides a generalist program. Most students are interested in programs with a greater clinical focus, such as the one proposed in this document. As one will clearly see from the survey data (below), the MSW program would have a high probability of success.

4. Are there similar programs at other Michigan universities? If so, where? What is the enrollment in the other programs?

    The following Michigan universities have MSW Programs.

    Andrews University, Berrien Springs, MI (unable to find data by program); Michigan State University, East Lansing MI and statewide on line (414); Grand Valley State University, Grand Rapids and Traverse City MI (377);   University of Michigan, Ann Arbor, MI (622); Wayne State University, Detroit MI (320); Western Michigan University, Kalamazoo and Grand Rapids MI (320); Eastern Michigan University, Ypsilanti MI (242).

5. Briefly explain any similarities of the proposed initiative (program objectives and/or curriculum) with already established FSU or KCAD programs:None known

6. Briefly describe indicators of the employment market for students completing this initiative, including sources used for employment information/data.

Social Worker Job Outlook – National

Employment of social workers is expected to increase by 25 percent from 2010 to 2020, better than the average for all occupations. Growth will be due to an increase in demand for health care and social services but will vary by specialty.

Employment of child, family, and school social workers is expected to increase by 20 percent from 2010 to 2020, better than the average for all occupations. Demand for child and family social workers should continue to grow because they will be needed to investigate child abuse cases and to place children in foster care and with adoptive families. However, growth in this occupation may be limited by budget constraints at all levels of government. In schools, more social workers will be needed to respond to rising student enrollments. The availability of federal, state, and local funding will be a major factor in determining the actual employment growth in schools.

Employment of healthcare social workers is expected to increase by 34 percent, much better than the average for all occupations. As baby boomers age, they and their families will require help from social workers to find care, which will increase demand for healthcare social workers.

Employment of mental health and substance abuse social workers is expected to increase by 31 percent, much better than the average for all occupations. Growth is expected as more people seek treatment for mental illness and addiction. In addition, drug offenders are increasingly being sent to treatment programs rather than to jail. As a result, use of substance abuse treatment programs is expected to grow, increasing demand for mental health and substance abuse social workers.

Source: U.S. Department of Labor

Michigan Community and Social Services Occupations
  Employment Forecasts
  2008 - 2018

SOC CODE / TOTAL	OCCUPATION / GROWTH / REPLACEMENT	2008	2018	LEVEL	%
21-0000 2,330	Community & Social Services Occupations 820 1,510	67,800	76,000	8,200	12.1
21-1011 44	Substance Abuse/Behavrl Disordr Counselor 19 25	1,230	1,420	190	15.0
21-1012 168	Educational, Voc, & School Counselors 53 115	5,700	6,230	530	9.2
21-1013 9	Marriage and Family Therapists 3 6	270	300	30	9.9
21-1014 88	Mental Health Counselors 44 44	2,190	2,630	440	19.8
21-1015 50	Rehabilitation Counselors 19 31	1,540	1,720	180	12.2
21-1019 22	Counselors, All Other 8 14	670	750	80	12.3

Code	Occupation						
21-1021	Child, Family, & School Social Workers	11,580	12,080	500	4.4		
342	51	291					
21-1022	Medical & Public Health Social Workers	6,220	7,280	1,060	17.0		
262	106	156					
21-1023	Mental Health/Substance Abuse Social Wrkr	5,580	6,340	760	13.5		
215	75	140					
21-1029	Social Workers, All Other	1,470	1,550	80	5.7		
45	8	37					
21-1091	Health Educators	2,120	2,370	250	11.9		
70	25	45					
21-1092	Prob Officer/Correctnl Trtmnt Specialists	2,570	2,830	260	10.2		
80	26	54					
21-1093	Social & Human Service Assistants	13,310	15,580	2,270	17.0		
509	227	282					
21-1099	Community & Social Service Specialists, AO	5,600	6,270	670	12.0		
186	67	119					

7. Briefly describe indicators of potential student interest/demand for the new initiative, including sources used for student market information/data.

MSW SURVEY RESULTS

Using the Qualtrics Survey Software, a survey was distributed to a group of alumni Social Work students (graduation year ranging from 1999 to 2012) and a group of current Social Work, Political Science, Psychology and Sociology students from Ferris State University in fall 2012. Among the current students there was a response rate of 66% of current students, 62% of which were Social Work students. An accurate response rate is difficult to calculate for the alumni group, because the survey was administered via social media (Facebook alumni page). It is difficult to determine how many of the members actually saw the survey when utilizing social media. Out of the 203 participants, almost all showed (96%) interest in having a MSW program at Ferris State University. The high response rate and data derived from the survey suggest a MSW program at Ferris State University would have successful enrollment levels. The data presented here is only the first question asked in the survey of 10 questions determining interest, type of programming, what type of delivery and when students would be available. The entire survey results are available upon request.

1.) How interested are you in having an MSW (Master in Social Work) program at Ferris?

N= 203   mean =1.19

Answer	Response	%
1.) Very Interested	177	87%
2.) Somewhat Interested	18	9%
3.) Somewhat Disinterested	3	1%
4.) Uninterested	5	3%

8. To what extent will this initiative draw new students to FSU or KCAD? To what extent will it draw students from existing programs?

It is anticipated that having an MSW program at Ferris will attract more students to the BSW program. We do not anticipate students to be drawn from any existing program(as)Ferris.

9. Approximately how many students are expected to enroll?

    _30   in the first year?   __60/year   after three years?

10. At which FSU campuses/regional centers or other sites will the initiative be offered?Possibly the Traverse City campus

11. Will Internet or other distance learning technology be used for course/program delivery? Describe. Yes, we anticipate some of the courses to be offered as hybrid or blended courses and would be utilizing Ferris Connect as the learning technology. No new distance learning technology would be anticipated.

12. Provide a rough estimate of the resources needed to implement the initiative:

    Please see three year budget proposal below.

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Ferris State University
College of Arts & Sciences
Proposed Estimated Budget for the MSW Program
July 1, 2013 to June 30, 2014

Revenue	_Amount_
Tuition (None this fiscal year)	--

Expenses

Personnel Expenses

Program Director _(included in Release Time Replacement below)_	--
Program Coordinator _(Administrative assignment .50 FTE inload)_	--
Field Placement Coordinator _(Administrative assignment .50 FTE inload)_	--
Release Time Replacements (FTE #) _(Release time for .25 Program Director)_	22,832
Faculty Summer Stipends (2 x .25 FTE)	50,025
Faculty (6 FTE) (not in this fiscal year)	.
Secretary - part time @$11.00/hr/25 hours/week	14,300
Benefits (PT hourly - taxes, etc. @ 21%)	3,003
Recruiting Costs - Advertising, Travel, Etc.	2,600
Relocation Costs	
Total Personnel Expenses	**92,760**

Conferences/Training/Travel

APM	3,000
BPD	3,000
CSWE - MSW Candidacy Requirements Meeting (NOTE, THIS SHOULD BE A 2012/13	1,500
Other Conferences/Training/Travel	--
Total Conference & Travel Expenses	**7,500**

Supplies & Expenses | -- |

Consultant

Consultant Fees	2,000
Consultant Travel Expenses	--
Total Consulting Expenses	**2,000**

Accreditation Expenses

Accreditation Fees	7,298
Commissioners Visits ($4134 plus $800 travel estimate)	4,934
Total Accreditation Expenses	**12,232**

Total Estimated Expenses	**114,492**

Net Program Profit (Loss)	**(114,492)**

Ferris State University
College of Arts & Sciences
Proposed Estimated Budget for the MSW Program
July 1, 2014 to June 30, 2015

Revenue

	Amount
Tuition *(30 students in foundation year @$485/credit hour X 30 credits/year)*	436,500

Expenses

Personnel Expenses

Program Director *(included in Release Time Replacement below)*	
Program Coordinator *(Administrative assignment .50 FTE inload)*	-
Field Placement Coordinator *(Administrative assignment .50 FTE inload)*	-
Release Time Replacements (FTE #) *(Release time for .25 Program Director)*	-
Faculty Summer Stipends (2 x .25 FTE)	23,940
Faculty (3 FTE) $55,000 + $24,750 benefits = $79,750 X 3 = $239,250	-
Secretary - part time @$11.00/hr/25 hours/week	239,250
Benefits (PT hourly - taxes, etc. @ 21%)	14,300
Recruiting Costs - Advertising, Travel, Etc.	3,003
Relocation Costs (maximum $3000/faculty x 3)	2,600
Total Personnel Expenses	9,000
	292,093

Conferences/Training/Travel

APM	
BPD	3,000
CSWE - MSW Candidacy Requirements Meeting	3,000
Other Conferences/Training/Travel	-
Total Conference & Travel Expenses	-
	6,000

Supplies & Expenses

	4,200

Consultant

Consultant Fees	
Consultant Travel Expenses	2,000
Total Consulting Expenses	-
	2,000

Accreditation Expenses

Accreditation Fees (Initial Accreditation Eligibility Fee)	
Commissioners Visits ($4134 plus $800 travel estimate)	1,820
Total Accreditation Expenses	4,934
	6,754

Total Estimated Expenses	311,047

Net Program Profit (Loss)

	125,453

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Ferris State University
College of Arts & Sciences
Proposed Estimated Budget for the MSW Program
July 1, 2015 to June 30, 2016

<u>*Revenue*</u>

	<u>*Amount*</u>
Tuition *(30 students in foundation year @$485/credit hour - 30 credits/year)*	437,000
(30 students in advanced year @$485/credit hour - 41 credits)	600,000
Total Revenue	1,037,000

<u>*Expenses*</u>

Personnel Expenses

Program Director *(included in Release Time Replacement below)*	
Program Coordinator *(Administrative assignment .50 FTE inload)*	-
Field Placement Coordinator *(Administrative assignment .50 FTE inload)*	-
Release Time Replacements (FTE #) *(Release time for .25 Program Director)*	-
Faculty Summer Stipends (2 x .25 FTE)	25,200
Faculty (6 FTE) $55,000 + $24,750 benefits = $79,750 X 6 = $478,500	-
Secretary - part time @$11.00/hr/25 hours/week	478,500
Benefits (PT hourly - taxes, etc. @ 21%)	14,300
Recruiting Costs - Advertising, Travel, Etc.	3,003
Relocation Costs (maximum $3000/faculty x 3)	2,600
	9,000
Total Personnel Expenses	532,603

Conferences/Training/Travel

APM	
BPD	3,000
CSWE - MSW Candidacy Requirements Meeting	3,000
Other Conferences/Training/Travel	-
Total Conference & Travel Expenses	6,000
Supplies & Expenses	8,400

Consultant

Consultant Fees	2,000
Consultant Travel Expenses	-
Total Consulting Expenses	2,000

Accreditation Expenses

Accreditation Fees (Initial Accreditation Fee)	3,974
Commissioners Visits ($4134 plus $800 travel estimate)	4,934
Total Accreditation Expenses	8,908
Total Estimated Expenses	557,911
Net Program Profit (Loss)	479,089

Estimate of Library Resources	Adequate	X Some new resources needed	Significant number of resources needed
		Potential Funding Sources: Arts and Sciences, Library Allocation for Department, Grants	Potential Funding Sources: _____

12. Project the resources that could come from reallocation within the department or college and the new resources that would be required.

The Council on Social Work Education requires the MSW program to have the equivalent of six full time faculty assigned primarily to the MSW program. It is anticipated that these faculty will eventually be funded through program revenues as well as college and university resources. Faculty will be phased in over a two year period, with the total six full time faculty in place by fall 2015. The program must maintain a 1:12 faculty to student ratio for the MSW program. The program also needs a full time secretary and an additional part time secretary at the program's implementation. These six full time faculty members are in addition to the two full time faculty currently being recruited (fall 2013) to address the deficit in our BSW program. According to the University Graduate and Professional Council policies, these faculty must be tenured or tenure track positions.

13. Are there new space needs? If so, how much? How would the space be used? Has existing space been identified? If so, where? Is renovation/remodeling necessary?

The office space and classroom space in Arts and Sciences is currently barely adequate for current programming, much less for the addition of six new faculty members and need for classroom space. Each of the faculty will need an office. Since faculty will be teaching across both the BSW and MSW curriculum, we are requesting the college locate office and classroom space that meets the needs of the entire program.

Our request for office space for the main campus includes: 13 private offices (8 for current faculty on the main campus, including the 2 full time adjuncts that will be added in fall 13; 4 for the additional faculty that will be added for the MSW program; and 1 shared office space for adjunct faculty). Office space will also be needed for the support staff and student workers.
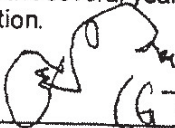
Our request for office space for the Traverse City campus includes adequate office space for 4 faculty, which includes the addition of two full time faculty members for the MSW program, and two full time faculty for the BSW program. We are currently sharing a very small office for 3 faculty members who are there on a part time basis. This office space is presently inadequate for faculty work and student advising.

Classroom space might not be an issue on the main campus, as we anticipate our programming to be primarily in non-prime time (evenings, weekends and summer) to accommodate working students. All the classrooms will need to be technologically equipped. Classroom space at the University Center in Traverse City will need to be addressed, as most of the classroom time is during the evenings.

14. Is there professional accreditation for the program? Is it required or voluntary? Will accreditation be sought, and when? What will be the one-time and ongoing costs of accreditation?

Accreditation is required and will be sought by the Council on Social Work Education. Accreditation involves a three year process of candidacy and an entirely new self-study for the master's program. The onetime costs of accreditation are listed above in the detailed budget. CSWE requires annual program dues depending upon the size of the program and then every 8 years there are reaccreditation costs.

15. Has there been preliminary discussion with other departments/colleges that will be involved in course/program delivery? If yes, what was the feedback? Yes, the MSW program has been on the department's unit strategic plan for the past several years. The entire social sciences department is supportive of the program's implementation.

Department Administrator's signature: _____ G Thomas Behnke Date 3/11/2013
If this is an interdepartmental initiative, include additional Department Administrator signatures

Comments:

Dean's signature: _____ Date 3/19/13
- For cross-college initiatives, include additional signature(s) of Dean(s)
- For existing programs customized for off-campus delivery to a cohort group, include College and EIO Deans' signatures

Comments:

Provost's Signature: _Paul Blake_ Date 3/22/13

☑Approved   Approval indicates permission to develop the full proposal. It does not assure final approval.

Comments and/or suggestions:

☐Not approved

Explanation:

c. Initiator(s)

10

Department Administrator(s)
Deans' Council   University Curriculum Council
Academic Senate
VPEIO
Provost
FSU Intranet

MSW proposal

Sandra L Alspach to: Wendy Samuels

Cc: Tracey Boncher, Adnan Dakkuri, Olukemi Fadayomi, Steve Karnes, David M Marion, Kristen L Motz, Chrystal R Roach, Douglas Zentz, Paul Blake, Elise M Gramza, Paula L Hadley-Kennedy

09/18/2013 12:59 AM

Wendy,

The UCC must hold your proposal until we get support from the University Graduate and Professional Council (UGPC).

Meanwhile, there are some inconsistencies between the narrative in Form A and Form D on admission criteria, and between Forms E and F on several courses. We recommend you work with Elise Gramza's office to calibrate all the paperwork so that the scribers can enter it accurately into Banner, once the new program is approved.

I asked the UCC to consider a motion to support with reporting in three years. I will let you know what the decision is as soon as I have it; ideally, in time to make the October Senate agenda. Be prepared to answer questions from the Senators at this meeting, Oct. 1 from 10:00 AM to noon in IRC 120.

Thanks for all of your hard work: we are excited about the possibilities for this new degree offering!

Fw: Re: Social Work Program proposal
Wendy Samuels
to:
Sandra L Alspach, Paula L Hadley-Kennedy
11/04/2012 04:36 AM
Cc:
Tom Behler
Hide Details
From: Wendy Samuels/FSU

To: Sandra L Alspach/FSU@FERRIS, Paula L Hadley-Kennedy/FSU@Ferris

Cc: Tom Behler/FSU@FERRIS

2 Attachments

Form E SCWK 310.docx Form F SCWK 310.docx

Sandy, attached are the forms I sent on October 22. In looking at my sent folder, I apparently sent them only to you. Let me know if all OK now.

Wendy Samuels, MSW, Ph.D.
Social Work Program Coordinator
Ferris State University
Big Rapids MI 49307
ASC 2102
231-591-5896

-----Forwarded by Wendy Samuels/FSU on 11/04/2012 04:35AM -----
To: Sandra L Alspach/FSU@FERRIS
From: Wendy Samuels/FSU
Date: 10/22/2012 04:58PM
Subject: Re: Social Work Program proposal

(See attached file: Form E SCWK 310.docx) (See attached file: Form F SCWK 310.docx)

OK, hopefully I've done this correctly. Is this a change from when I went to the workshop and

received the spreadsheet about what to do when?

Attached are Forms E and F for the SCWK 310 course.

Regarding SCWK 380 - we will just take out sophomore status in the pre-requisites. Do you need me to submit another form A for that or can you just eliminate that from the current form?

Let me know if everything is OK

Wendy Samuels, MSW, Ph.D.
Social Work Program Coordinator
Ferris State University
Big Rapids MI 49307
ASC 2102
231-591-5896

Sandra L Alspach---10/12/2012 02:55:54 PM---Wendy, In the pre-UCC meeting with Elise Gramza on Wednesday, we unearthed some issues that you'll n

From: Sandra L Alspach/FSU
To: Wendy Samuels/FSU@Ferris, Tom Behler/FSU@FERRIS
Cc: Tracey Boncher/FSU@FERRIS, Terrence J Doyle/FSU@FERRIS, Olukemi Fadayomi/FSU@FERRIS, Anita Fagerman/FSU@FERRIS, Steve Karnes/FSU@FERRIS, Kristen L Motz/FSU@FERRIS, Chrystal R Roach/FSU@FERRIS, Douglas Zentz/FSU@FERRIS, Paula L Hadley-Kennedy/FSU@Ferris, Elise M Gramza/FSU@FERRIS, Paul Blake/FSU@FERRIS, Maureen Milzarski/FSU@Ferris
Date: 10/12/2012 02:55 PM
Subject: Social Work Program proposal

Wendy,

In the pre-UCC meeting with Elise Gramza on Wednesday, we unearthed some issues that you'll need to address before the UCC can support your proposal.

Form A:
re. SCWK 380: Rationale: your program can make decisions to substitute courses without UCC approval. According to your current checksheet, you already allow this option for SSCI 450. Your rationale says that this course will require Sophomore status, but the proposed checksheet doesn't show that. It might be confusing to keep both SCWK 380 and SSCI 450 in the same box on the checksheet if their prerequisites are different.
If you are ADDING Sophomore status to the list of prerequisites for SCWK 380, you'll need a Form E Modify Course and a Form F Modify to accomplish that purpose.

re. SCWK 310: the official title of the course in Banner is Social Welfare Policy Analysis. We were able to insert the term "Analysis" on the Form A

Form F Modify SCWK 310:
- we now have a Form E Modify Course that must accompany a Form F Modify. You'll find it on the UCC website. One revision your proposal prompted us to make is to require the inclusion of Student Learning Outcomes linked to Assessments. Even if these SLOs and Assessments have not changed in this proposal, this information will provide an opportunity to confirm the consistency and accuracy of information scribed into MyDegree.
- III Modifications e. Course Title: may be NO MORE THAN 30 characters and spaces. Suggest

an appropriate abbreviation since your title exceeds that number.

Thanks. Give me a shout if you have questions.

Sandra L. "Sandy" Alspach, Ph.D.
Chair: University Curriculum Committee
Professor / Sports Communication champion
Department of Humanities: Communication
127 Johnson Hall
1009 Campus Drive
Ferris State University
Big Rapids, MI 49307
(o) 231-591-2779
(f) 231-591-2188

Revised September 2012

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: <u>Pre-Digital Media Associates of Science Degree</u>

Initiating Individual: <u>Glen Okonoski</u>   Initiating Department or Unit: **School of Digital Media**

Contact Person's Name: <u>Glen Okonoski</u> e-mail: <u>okon2@ferris.edu</u> phone: <u>x2709</u>

X   Group I - A – New degree, major, concentration, minor, or redirection of a current offering
☐   Group I - B – Deletion of a degree, major, concentration, or minor
☐   Group II - A – New Course, modification of a course, deletion of a course
☐   Group II - B – Minor curriculum clean-up
☐   Group III – Certificates (☐ College Credit ☐ Non-Credit)
☐   Group IV – Other Site Locations (☐ College Credit ☐ Non-Credit)
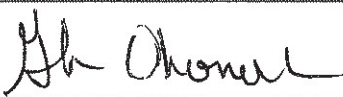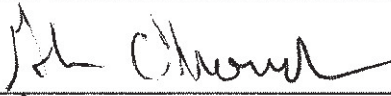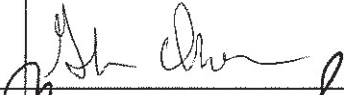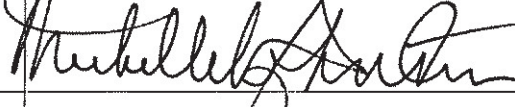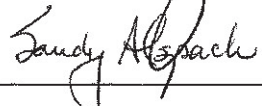
	Signature	Date	Vote/Action * Number count **
**Program Representative **	*Gh Okonosk*	9-19-13	5 Support 0 Support with Concerns 0 Not Support 0 Abstain
**Department/School/Faculty Representative Vote **	*Gh Okonosk*	9-19-13	10 Support 0 Support with Concerns 0 Not Support 0 Abstain
Department/School Administrator	*Gh Chon*	9-19-13	☑ Support Support with Concerns Not Support
College Curriculum Committee/Faculty	*Gh Chon*	10-8-13	3 Support Support with Concerns Not Support Abstain
Dean	*Michelle Hurlbut*	10-9-13	✓ Support Support with Concerns Not Support
**University Curriculum Committee **	*Sandy Alspach*	11/11/13	8 Support 0 Support with Concerns 0 Not Support 0 Abstain
**Senate **			Support Support with Concerns Not Support Abstain
Academic Affairs			Support Hold Not Support

* Support with Concerns or Not Support <u>must</u> include identification of specific concerns with appropriate rationale.
** Number count <u>must</u> be given for all members present and/or voting.

To be completed by Academic Affairs	Date/Term of Implementation: _____
_____ President (Date Approved)	_____ Board of Trustees (Date Approved) _____ Academic Officers of MI (Date Approved)

1. Proposal Summary

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights.)

The new associate degree will use existing courses within the Digital Animation and Game Design (DAGD), Digital Media Software Engineering (DMSE) and Television and Digital Media Production (TDMP) programs, now housed in the School of Digital Media within the College of Education and Human Services (COEHS). It will allow students to complete their general education requirements while enrolling in courses from across the digital media curriculum. Upon completion of this two-year degree, students will be more mature and better positioned for success if they transfer to the Ferris Grand Rapids campus to complete Bachelor degrees in DAGD or DMSE. The Pre-Digital Media degree will also expose students to a variety of media, better positioning them as they choose their specialty.

Within the COEHS, both the School of Education and the School of Criminal Justice have an Associate "Pre" degree (Pre-Teaching and Pre-Criminal Justice). Adding a Pre-Digital Media Degree to the School of Digital Media creates a consistent model within the college. One benefit is it would allow for better tracking of TIP students. Although they are TDMP majors (secondary degree), the TDMP program alone currently has 10 TIP students enrolled in TDMP courses, advised by TDMP faculty, but claiming Pre-Teaching as their primary major. These students are not counted as School of Digital Media students and likely show up in the non-completion statistics the University is looking to improve. The addition of this Associate degree would allow for better degree tracking and increased integrity for the TIP program.

To our knowledge, DAGD and DMSE are the only programs Ferris offers that are only offered on the Grand Rapids campus – not as an extension of a Big Rapids program. This degree would create the opportunity to expose main campus students to that curriculum, without moving or duplicating either program in its entirety. This new A.S. degree would allow students who plan to complete their degree in DAGD or DMSE the opportunity to start on the main campus, capturing students Ferris is currently losing do to a lack of housing and meal plans in Grand Rapids. The 2 + 2 model this degree would create also allows younger students the opportunity to experience support services found in Big Rapids such as tutoring, the writing center and counseling services, while also gaining two years to mature further. We believe that parents will appreciate this option and that students will be better positioned for successful decision-making as they progress through their college experience.

2. Summary of Curricular Action (check all that apply to this proposal)

x Degree ☐ Major ☐ Minor ☐ Concentration ☐ Certificate ☐ Course

☐ New ☐ Modification ☐ Deletion

Name of Degree, Major, etc. Pre Digital Media A.S._____

3. Summary of All Course Action Required Contact Senate Secretary or UCC Chair if additional spaces are required.

a. Newly Created Courses to be Added to FSU Catalog:
   Prefix   Number   Title

b. Courses to be Deleted from FSU Catalog:
   Prefix   Number   Title

c. Existing Course(s) to be Modified:
   Prefix   Number   Title

d. Addition of existing FSU courses to program

Prefix	Number	Title
TDMP	110	Intro to Video Communication
TDMP	132	Digital Media Art and Technology
TDMP	136	Audio Production
TDMP	243	Field Production
TDMP	255	Compositing Video
TDMP	326	Script Writing
TDMP	328	Streaming Media Production
DAGD	100	3D Modeling and Animation 1
DAGD	101	2D Visualization
DAGD	104	Digital Imaging
DAGD	150	Intro Game Design
DAGD	230	3D Modeling and Animation 2
DAGD	260	Multimedia Authoring 1
SENG	100	Intro to Computer Programming
SENG	101	Computer Programming 1
SENG	160	SENG Methodologies – Processes
ISYS	110	Fund of Computer Info Systems
ISYS	216	Introduction to Java Programming
MATH	220	Analytical Geometry – Calculus 1

e. Removal of existing FSU courses from program
   Prefix   Number   Title

4. Summary of All Consultations

Form Sent (B or C)	Date Sent	Responding Dept.	Date Received & by Whom
Form B		DAGD	David Baker
Form B		DMSE	Frederick Baker
Form B		Mathematics	Kirk Weller
Form B		AFIS	Jim Woolen
Form C		Flite	Kristy Motz

5. Will External Accreditation be sought? (For new programs or certificates only)

☐ Yes   X No

If yes, name the organization involved with accreditation for this program.

6. Program Checksheets affected by this proposal (check all that apply to this proposal)

X Add Course ☐ Delete Course ☐ Modify Course ☐ Change Prerequisite ☐ Move from required to elective
☐ Move from elective to required ☐ Change Outcomes and Assessment Plan ☐ Change credit hours

List all Checksheets affected by this proposal:
College   Department   Program

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.

2. The department must respond within 10 business days of receipt of this form to insure inclusion in the final proposal. The completed original is returned to the Academic Senate office to be inserted into the proposal and a copy is returned to the initiator.

   The department must acknowledge receipt of this form and the proposal in writing to the initiator.

   Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title Pre Digital Media Associates of Science Degree

---

Initiator(s): Glen Okonoski

Proposal Contact: Glen Okonoski **Date Sent:** September 10, 2013

Department: School of Digital Media **Campus Address: Bishop Hall 303**
(Please type)

Responding Department: AFIS

Administrator: Jim Woolen Date Received: September 11, 2013 Date Returned: _____

Based upon department faculty review on _____ (date), we

☐ Support the above proposal.
☐ Support the above proposal with the modifications and concerns listed below.
☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.

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3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title Pre Digital Media Associates of Science Degree

---

Initiator(s):Glen Okonoski

Proposal Contact: Glen Okonoski Date Sent: September 10, 2013

Department: School of Digital Media   Campus Address: Bishop Hall 303
(Please type)

Responding Department: Mathematics

Administrator: Kirk Weller_Date Received: September 11, 2013 Date Returned: 9/13

Based upon department faculty review on 9/13 (date), we

☑ Support the above proposal.
☐ Support the above proposal with the modifications and concerns listed below.
☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

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3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: **Proposal Title** Pre Digital Media Associates of Science Degree

---

Initiator(s):Glen Okonoski

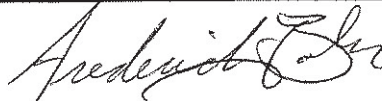Proposal Contact: Glen Okonoski **Date Sent:** September 10, 2013

Department: School of Digital Media __Campus Address: Bishop Hall 303__
(Please type)

Responding Department: Digital Media Software Engineering

Administrator: Frederick Baker_ Date Received: September 10, 2013_Date Returned: 9/11/2013

Based upon department faculty review on _____(date), we

☒ Support the above proposal.
☐ Support the above proposal with the modifications and/concerns listed below.
☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.

2. The department must respond within 10 business days of receipt of this form to insure inclusion in the final proposal. The completed original is returned to the Academic Senate office to be inserted into the proposal and a copy is returned to the initiator.

   The department must acknowledge receipt of this form and the proposal in writing to the initiator.

   Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: **Proposal Title** Pre Digital Media Associates of Science Degree

---

Initiator(s):Glen Okonoski

Proposal Contact: Glen Okonoski **Date Sent:** September 10, 2013

Department: School of Digital Media   Campus Address: Bishop Hall 303
(Please type)

Responding Department: Digital Animation and Game Design

Administrator: David Baker Date Received: September 10, 2013 Date Returned: _9-11-2013_

Based upon department faculty review on _____(date), we

- ☑ Support the above proposal.
- ☐ Support the above proposal with the modifications and concerns listed below.
- ☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.

2. The department must respond within 10 business days of receipt of this form to insure inclusion in the final proposal. The completed original is returned to the Academic Senate office to be inserted into the proposal and a copy is returned to the initiator.

    The department must acknowledge receipt of this form and the proposal in writing to the initiator.

    Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title <u>Pre Digital Media Associates of Science Degree</u>

Initiator(s): <u>Glen Okonoski</u>

Proposal Contact: <u>Glen Okonoski</u> Date Sent: <u>September 10, 2013</u>

Department: <u>School of Digital Media</u>__Campus Address: <u>Bishop Hall 303</u>
(Please type)

Responding Department: <u>AFIS</u>

Administrator: <u>Jim Woolen</u>_Date Received: <u>September 11, 2013</u>_Date Returned: _____

Based upon department faculty review on _____(date), we

☐ Support the above proposal.
☐ Support the above proposal with the modifications and concerns listed below.
☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. FLITE must return the original form to the Academic Senate office to be inserted in the proposal and a copy to the initiator. FLITE must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

RE: Proposal Title: Pre-Digital Media Associates of Science Degree

Projected number of students per year affected by proposed change: 15

Initiator(s): Glen Okonoski
Proposal Contact: Glen Okonoski   Date Sent: **September 11, 2013**

Department: School of Digital Media   Campus Address: BIS 303
(Please type)

Liaison Librarian Signature: _____   Date Received: 9/11/13
Dean of FLITE Signature: _____   Date Returned: 9/17/13

Based upon our review on _____ (date), FLITE concludes that:

☒ Library resources to support the proposed curriculum change are currently available.

☐ Additional Library resources are needed but can be obtained from current funds.

☐ Support, but significant additional Library funds/resources are required in the amount of $_____.

☐ Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, or other FLITE programs. Use additional pages if necessary.

FORM D Proposed

FERRIS STATE UNIVERSITY - COLLEGE OF EDUCATION and HUMAN SERVICES
PRE DIGITAL MEDIA MAJOR - Associate of Science degree - 60 credits minimum
Graduation Requirements: A 2.50 major GPA and a 2.25 CHPA are required for graduation.

Student and advisors should check the web for current information. http://www.ferris.edu/HTMLS/academics/gened/courses.html

REQUIRED		COMMUNICATION COMPETENCE - 9 Credit Hours Required:	S.H.	GRADE
ENGL	150	English 1	3	
ENGL		Industrial and Career Writing (ENGL 211) OR English 2 (ENGL250)	3	
COMM		COMM 105, 121, 221 or 251	3	
SCIENTIFIC UNDERSTANDING - 7-8 Credit Hours Required: Two courses (one must be a lab course). Consult the Ferris Website for approved courses. **www.ferris.edu/htmls/academics/gened/scicourses.html**				
			4	
			3-4	
QUANTITATIVE SKILLS - Proficiency in MATH 115, 116 or 117 (Consult with your advisor): This requirement can be completed by **ONE** of the following options: 1. Pass MATH 115, 116, 117 2. Pass course proficiency exam in MATH 115, 116, 117 3. ACT Math subtest score of 24 or higher (for MATH 115)				
			3-4	
CULTURAL ENRICHMENT - 9 Credit Hours Required: including one at the 200 level or above: No more than 3 hours of music or theater activities courses shall count toward fulfillment of this requirement. Consult the Ferris Website for approved courses. **www.ferris.edu/htmls/academics/gened/cultcourses.html**				
			3	
			3	
			3	
SOCIAL AWARENESS – 9 Credit Hours Required: 3 courses from at least two different subject areas, including at least one "Foundations" course. Consult the Ferris Website for approved courses. **www.ferris.edu/htmls/academics/gened/soccourses.html**				
			3	
			3	
			3	
GLOBAL CONSCIOUSNESS: Each student must complete one course from the Global Consciousness group, which may also count toward fulfilling the Cultural Enrichment or Social Awareness requirement, respectively. Global Consciousness courses deal specifically with contemporary cultures, languages, and societies outside North America.				
			3	
RACE/ETHNICITY/GENDER: Each student must complete one course from the **Race/Ethnicity/Gender group.** Please note that many Race/Ethnicity/Gender courses also meet Social Awareness or Cultural Enrichment requirements.				
			3	

Effective Spring 2014

FORM D Proposed

FERRIS STATE UNIVERSITY - COLLEGE OF EDUCATION and HUMAN SERVICES
PRE DIGITAL MEDIA MAJOR - Associate of Science degree 60 credits minimum
Graduation Requirements: A 2.50 major GPA and a 2.25 CHPA are required for graduation.

Core Required Courses - 21 credits

Required		Course Title	S.H.	Grade
TDMP	110	Introduction to Video Communications	3	
TDMP	132	Digital Media Art & Technology (pre-requisite PRDM major)	3	
DAGD	100	3D Modeling and Animation 1	3	
DAGD	104	Digital Imaging	3	
DAGD	150	Intro to Game Design	3	

		One of the following:	3	
SENG	100	Intro to Computer Programming (or)		
ISYS	110	Fund of Computer Info Systems		

		One of the following:	3	
SENG	160	SENG Methodologies -- Processes (or)		
TDMP	243	Field Production (or)		
TDMP	326	Script Writing		

Pre Digital Media Electives – Select at least one course (3 Credits total)

		Course Title	S.H.	Grade
TDMP	136	Audio Production	3	
TDMP	255	Compositing Video (pre-requisite TVPR 243)	3	
TDMP	326	Script Writing	3	
TDMP	328	Streaming Media Production (pre-requisites TVPR132 & 243)	3	
DAGD	101	2D Visualization	3	
DAGD	230	3D Modeling and Animation 2	3	
DAGD	260	Multimedia Authoring 1	3	
SENG	101	Computer Programming 1	3	
ISYS	216	Introduction to Java Programming	3	
MATH	220	Analytical Geometry – Calculus 1	3	

Though faculty advisors are responsible for advising students regarding degree requirements, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program. Check the web for current information.

http://www.ferris.edu/HTMLS/academics/gened/courses.html

This program complies with the MACRAO agreement as seen at http://www.ferris.edu/admissions/Transfer/Homepage.htm

Effective Spring 2014

Form PCAF

Ferris State University
Preliminary Curriculum Approval Form

Directions: This form should be completed using 11-point font or larger, and should be no longer than six pages (excluding the signature/comment pages and references). For purposes of expediting the preliminary approval process, forms may be forwarded electronically by the initiator and from one administrative level to another.

Name(s) of proposal Initiator(s):	Glen Okonoski
Department(s)/College(s):	School of Digital Media, COEHS

Type of curriculum change (check one)

x	New degree/major
	New minor requiring new courses/resources
	New concentration in existing degree program
	Curricular customization of existing program for off-campus cohort group
	New certificate requiring 3 or more new courses and/or new resources
	Existing program redirection or shift in emphasis if 3 or more new courses and/or new resources are required

1. Name of degree, major, concentration, certificate, or minor. Briefly describe the curriculum plan/template.
   - Pre-Digital Media Associate of Science

   The new associate degree will use existing courses within the Digital Animation and Game Design (DAGD), Digital Media Software Engineering (DMSE) and Television and Digital Media Production (TDMP) programs, now housed in the School of Digital Media. It will allow students to complete their general education requirements while experiencing courses from each Major. Upon completion, students will be in a better place to choose the Bachelor degree that suits them best.

2. Target date for implementation. Fall, 2013

3. Briefly explain the rationale for this initiative. If the initiative involves customization of an existing program for delivery to an off-campus cohort group, also explain the nature of the proposed curricular customization.

   To our knowledge, DAGD and DMSE are the only programs Ferris offers that are only offered on the Grand Rapids campus – not as an extension of a Big Rapids program. This new A.S. degree will allow students who plan to complete their degree in DAGD or DMSE the opportunity to start on the main campus, capturing students Ferris is currently losing do to a lack of housing and meal plans in Grand Rapids. It will also capture TIP students currently taking courses in the TDMP, DAGD and DMSE programs, but enrolled in other Associates degree programs (Pre-Teaching, for instance). This will allow for better degree tracking.

4. Are there similar programs at other Michigan universities? If so, where? What is the enrollment in the other programs?

   Michigan State has something they call a Media Sandbox, where students can explore different form of media, leading to their ultimate specialization in one of 5 Bachelor degrees.

5. Briefly explain any similarities of the proposed initiative (program objectives and/or curriculum) with already established FSU or KCAD programs: None

6. Briefly describe indicators of the employment market for students completing this initiative, including sources used for employment information/data.

   This A.S. degree is not intended to lead to employment and indeed would not likely create a graduate that would be highly marketable. Its purpose is to expose students who may be undecided to a varied, media-based curriculum, prior to their specialization in a Bachelor degree. It is further meant to allow access to some DAGD and DMSE curriculum on the Big Rapids campus.

7. Briefly describe indicators of potential student interest/demand for the new initiative, including sources used for student market information/data.

For incoming freshmen, who are younger and seeking a dorm experience, meal plan, access to honors programs, or any number of University experiences that Ferris Grand Rapids cannot provide, our feeling, based on conversations with students and parents, is that this degree will allow us to provide an option that involves two years on the main campus, prior to transitioning to Grand Rapids to complete the DMSE or DAGD degree. Our information here is admittedly anecdotal and we do not believe there will be a huge demand, but it will give an option where none exists now.

8. To what extent will this initiative draw new students to FSU or KCAD? To what extent will it draw students from existing programs? The DAGD and DMSE programs are unique programs that have been successful. The DMSE program has great potential in terms of enrollment growth and career opportunities. The fact that the degree program are housed on Ferris Grand Rapids campus has in some ways been a boost, but the fact that they are not currently on a University campus has in other ways been a drawback to potential students. The creation of this A.S. degree seeks to allow for the best of both worlds. The programs remain in Grand Rapids, with some access in Big Rapids – without the need of duplicating either program in its entirety.

9. Approximately how many students are expected to enroll?

   10   in the first year?   30   after three years?

10. At which FSU campuses/regional centers or other sites will the initiative be offered?
    Big Rapids / Grand Rapids

11. Will Internet or other distance learning technology be used for course/program delivery? Describe.
    About 3-4 of the courses are suited to delivery as blended or fully on-line courses. As the degree program starts, enrollment levels between the Big Rapids and Grand Rapids campus will help determine if multiple sections are offered, or if those courses will be moved on-line.

Complete questions 12, 13, 14 in consultation with department administrator and/or dean.

12. Provide a rough estimate of the resources needed to implement the initiative:

	Start-up	After Three Years
Supply and expense	$ 0	$
Equipment	$	$
Full-time faculty	$	$
Overload/adjunct faculty	$ 3500	$ 6000
Other		

Estimate of Library Resources	x Adequate	Some new resources needed	Significant number of resources needed
		Potential Funding Sources:	Potential Funding Sources:

13. Project the resources that could come from reallocation within the department or college and the new resources that would be required.

Initially, current lab space and equipment would be used for this initiative. If it is deemed an additional lab is needed to accommodate the demand, 15 computers would need to be purchased.

14. Are there new space needs? If so, how much? How would the space be used? Has existing space been identified? If so, where? Is renovation/remodeling necessary?

For courses offered in Big Rapids, current TDMP classroom/lab space will be used. Over time, one additional classroom/lab could be sought based on enrollment and scheduling demands.
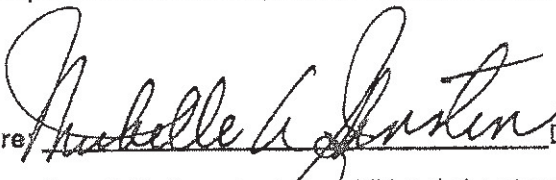
15. Is there professional accreditation for the program? Is it required or voluntary? Will accreditation be sought, and when? What will be the one-time and ongoing costs of accreditation? No, N/A, No, None

16. Has there been preliminary discussion with other departments/colleges that will be involved in course/program delivery? If yes, what was the feedback?

The School of Digital Media and faculty from DAGD, DMSE and TDMP have discussed to program at length and are excited about adding this option for students.

Department Administrator's signature: Glen Okonoski _____ Date: January 30, 2013
If this is an interdepartmental initiative, include additional Department Administrator signatures

Comments:

Dean's signature _____ Date 1/30/13

- For cross-college initiatives, include additional signature(s) of Dean(s)
- For existing programs customized for off-campus delivery to a cohort group, include College and EIO Deans' signatures

Comments:

Provost's Signature: _Paul Blake_____ Date 2/13/13

☐ Approved   Approval indicates permission to develop the full proposal. It does not assure final approval.

Comments and/or suggestions: _presented to President's Council February 13, 2013_

☐ Not approved

Explanation:

c. Initiator(s)
   Department Administrator(s)
   Deans' Council   University Curriculum Council
   Academic Senate
   VPEIO
   Provost
   FSU Intranet

Re: Pre-Digital Media Associate of Science Degree
Sandra L Alspach
to:
Glen T Okonoski
10/25/2013 05:23 PM
Cc:
Adnan Dakkuri, Chrystal R Roach, Clyde W Hardman, David M Marion, Douglas Zentz, Elise M
Gramza, Kristen L Motz, Michelle Johnston, Olukemi Fadayomi, Paul Blake, Paula L Hadley-Kennedy,
Steve Karnes, Tracey Boncher
Hide Details
From: Sandra L Alspach/FSU Sort List...
To: Glen T Okonoski/FSU@FERRIS,
Cc: Adnan Dakkuri/FSU@FERRIS, Chrystal R Roach/FSU@FERRIS, Clyde W
Hardman/FSU@FERRIS, David M Marion/FSU@FERRIS, Douglas Zentz/FSU@FERRIS, Elise M
Gramza/FSU@FERRIS, Kristen L Motz/FSU@FERRIS, Michelle Johnston/FSU@FERRIS, Olukemi
Fadayomi/FSU@FERRIS, Paul Blake/FSU@FERRIS, Paula L Hadley-Kennedy/FSU@Ferris, Steve
Karnes/FSU@FERRIS, Tracey Boncher/FSU@FERRIS
Glen,

Sorry to throw nails on your footpath, but the Academic Senate must support any proposal
requiring a PCAF (see Appendix A in the UCC Manual.) UCC is a committee appointed by and
reporting to the Academic Senate, empowered to act independently only on non-PCAF proposals.
Plus the addition of a new degree at Ferris runs all the way up the flagpole of approval to the state
level (to mix metaphors).

I would encourage you to work with Paul Blake and Academic Senate President Khagendra Thapa
to see if there's any way to meet your desired roll-out date.

We will address your proposal as quickly as we can when all of the paperwork is complete.

In the meantime, work with Elise Gramza to create a way to identify your "pending approval" AS
degree students, I call it "shadow advising," until you can step out into the sunshine.

-----Glen T Okonoski/FSU wrote: -----
| To: Sandra L Alspach/FSU@FERRIS
| From: Glen T Okonoski/FSU
| Date: 10/25/2013 05:04PM
| Cc: Adnan Dakkuri/FSU@FERRIS, Chrystal R Roach/FSU@FERRIS, David M Marion/FSU@FERRIS,
| Douglas Zentz/FSU@FERRIS, Elise M Gramza/FSU@FERRIS, Kristen L Motz/FSU@FERRIS,
| Olukemi Fadayomi/FSU@FERRIS, Paul Blake/FSU@FERRIS, Paula L Hadley-
| Kennedy/FSU@FERRIS, Steve Karnes/FSU@FERRIS, Tracey Boncher/FSU@FERRIS, Clyde W
| Hardman/FSU@FERRIS, Michelle Johnston/FSU@FERRIS
| Subject: Re: Pre-Digital Media Associate of Science Degree
|
| Sandra,
|
| Thank you for the UCC's initial review of the School of Digital Media A.S. Proposal.
|
| As you know, the PCAF (completed last Spring) was included in our documentation that I believe
| listed the support of Academic Affairs and the President's Council. I was under the impression
| that the UCC review, as a committee of the Academic Senate, was the process for receiving
| Senate approval for this degree. What I am getting at is my sincere hope that Spring of 14, as
| indicated in the PCAF and proposal before you, is the effective date for this degree.

The Form D was added to the original proposal, and is attached below.

I spoke directly with Clyde Hardman (copied on this email) about the ISYS courses and did receive feedback and his approval of the submitted Form B. I have attached the original form below and I'm sure that getting Clyde's signature will be no problem.

If there is to be a delay to the approval of this degree, I would respectfully request a meeting with you and Paul Blake so clear timelines can be set. We have been working on marketing materials for this degree and have students in line waiting for this degree option.

(See attached file: FORM B AFIS.doc) (See attached file: Form D PRDM Checksheet Proposed.docx)

Glen Okonoski
Coordinator, School of Digital Media
Associate Professor, Television and Digital Media Production
Ferris State University
Chair, West Michigan Film and Video Alliance
231.591.2709
www.Ferris.edu/TDMP
www.Youtube.com/FerrisStateTDMP
www.FerrisState.tv
www.Facebook.com/TDMPFerris

Sandra L Alspach---10/25/2013 04:41:43 PM---Glen, The UCC had several questions about your proposal to create an Associate of Science degree to

From: Sandra L Alspach/FSU
To: Glen T Okonoski/FSU@FERRIS
Cc: Tracey Boncher/FSU@FERRIS, Adnan Dakkuri/FSU@FERRIS, Olukemi Fadayomi/FSU@FERRIS, Steve Karnes/FSU@FERRIS, David M Marion/FSU@FERRIS, Kristen L Motz/FSU@FERRIS, Chrystal R Roach/FSU@FERRIS, Douglas Zentz/FSU@FERRIS, Paul Blake/FSU@FERRIS, Elise M Gramza/FSU@FERRIS, Paula L Hadley-Kennedy/FSU@Ferris
Date: 10/25/2013 04:41 PM
Subject: Pre-Digital Media Associate of Science Degree

Glen,

The UCC had several questions about your proposal to create an Associate of Science degree to "house" your pre-Digital Media students. We are holding this proposal pending receipt of the following items:

1 - Form B consultation with AFIS (re. ISYS courses)
2 - Form D checksheet, including the following:
    a. Admissions criteria
    b. Program Outcomes and Assessment Plan
    c. Required and elective courses, with prerequisites noted, typical term of offering, and credit hours

Since this proposal creates a new degree, it must be supported by the Academic Senate, Academic Affairs, the President's Council and the Board of Trustees, before going to the state

universities' Academic Council. Given these requirements, the soonest your degree could be offered would be Spring 2015.

Please contact me if you have questions.

[attachment "FORM B AFIS.doc" removed by Sandra L Alspach/FSU]
[attachment "Form D PRDM Checksheet Proposed.docx" removed by Sandra L Alspach/FSU]

Pre-Digital Media Associate of Science Degree
Sandra L Alspach
to:
Glen T Okonoski
10/25/2013 04:41 PM
Cc:
Tracey Boncher, Adnan Dakkuri, Olukemi Fadayomi, Steve Karnes, David M Marion, Kristen L Motz,
Chrystal R Roach, Douglas Zentz, Paul Blake, Elise M Gramza, Paula L Hadley-Kennedy
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Fadayomi/FSU@FERRIS, Steve Karnes/FSU@FERRIS, David M Marion/FSU@FERRIS, Kristen L
Motz/FSU@FERRIS, Chrystal R Roach/FSU@FERRIS, Douglas Zentz/FSU@FERRIS, Paul
Blake/FSU@FERRIS, Elise M Gramza/FSU@FERRIS, Paula L Hadley-Kennedy/FSU@Ferris
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Spring 2015.

Please contact me if you have questions.

Associates of Science in Pre-Digital Media proposal

Sandra L Alspach   to: Glen T Okonoski   11/13/2013 09:09 AM

Cc: Tracey Boncher, Olukemi Fadayomi, Steve Karnes, Kristen L Motz, Chrystal R Roach, Douglas Zentz, Paula L Hadley-Kennedy, Elise M Gramza, Paul Blake, Maureen Milzarski, David M Marion, Victor I

Glen,

UCC voted unanimously to support your proposal to establish an Associates degree in Pre-Digital Media at our meeting Monday. The proposal has been forwarded to Academic Affairs for "fast-tracking" to the President's Council and Board of Trustees for their December meeting.

Please plan to attend the Dec. 3 Academic Senate meeting from 10:00-11:45 AM in IRC 120 when your new degree is presented as "New Business", to answer any questions the Senators might have before they vote.

Congratulations, and thanks for your patience and persistence - it's a "bulldog" thing ;-)

Sandra L. "Sandy" Alspach, Ph.D.
Chair, University Curriculum Council
Professor / Sports Communication champion
Department of Humanities: Communication
127 Johnson Hall
1009 Campus Drive
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Big Rapids, MI 49307
(o) 231-591-2779
(f) 231-591-2188