

**Full Proposal  
to  
Ohio Board of Regents  
Regents Advisory Committee on Graduate Study**

**Master of Arts  
in  
Social Work**

**Greater Miami Valley MSW Collaborative:  
Miami University of Ohio and Wright State University**

**September 2011**

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## INTRODUCTION

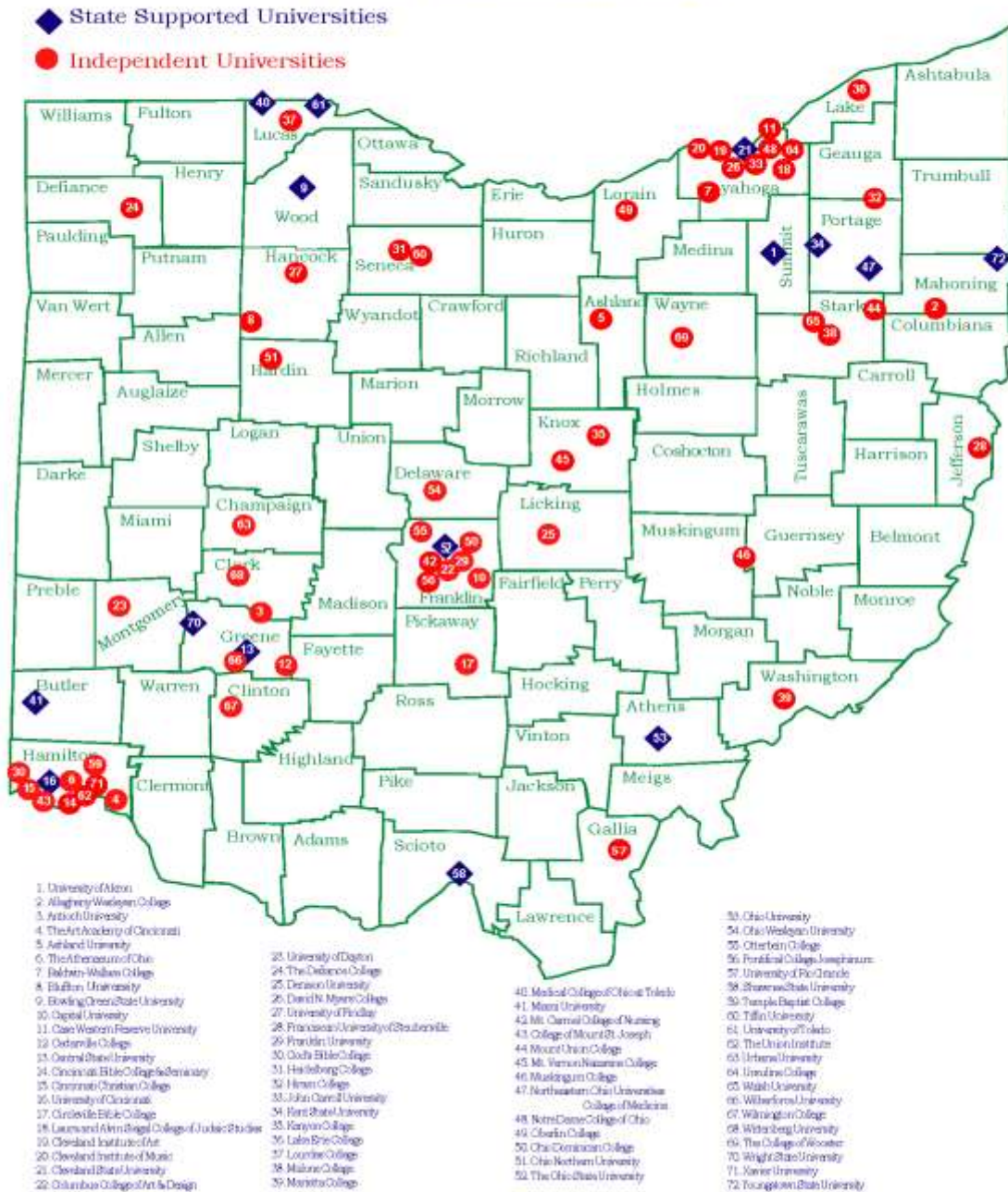
The Family Studies and Social Work (FSW) program at Miami University and the Social Work (SW) Department at Wright State University propose a collaborative Master of Arts in Social Work program. The designation of the new degree program would be the Greater Miami Valley MSW Collaborative: Miami University and Wright State University. This collaborative is formed to meet the needs of students and social service agencies in the central and western regions of Ohio. Miami University's main campus is in Oxford with branch campuses in Middletown, Hamilton, and Mason. Wright State University has campuses in Dayton and Celina. The proposed program will combine the faculty and campus resources of both social work programs and universities. Neither program alone has the required number of faculty to meet the accreditation standards.

The newly-formed collaborative will target students who live in a community within an 18 county area, which currently does not have a MSW program physically located in that area. Looking at Map 1, this area includes Mercer (home of WSU Lake Campus), Auglaize, and Logan counties to the north; Champaign, Clark (home of Clark State Community College which has an Associate of Arts (AA) of Social Work with a transfer agreement with WSU), Greene (home of WSU Dayton Campus), and Clinton counties to the east; Warren (home of MU branch campus) and Butler (home of MU main campus) counties to the south; Preble and Darke counties to the west; centrally located Shelby, Miami (home of Edison Community College which has an Associate of Arts (AA) of Social Work with a transfer agreement with WSU), and Montgomery (home of Sinclair Community College which has an Associate of Arts (AA) of Social Work with a transfer agreement with WSU) counties.

As can be seen from Map 1 of Ohio universities, the closest MSW programs to residents of the Greater Miami Valley region are The University of Cincinnati (UC and #16 on the map), which is approximately 40 miles from MU's main campus in Oxford (#41 on the map) and 50 miles from Dayton, Ohio (#70 on the map), and The Ohio State University (OSU and #52 on the map), which is approximately 125 miles from Oxford and 70 miles from Dayton.

Map 1 – Ohio Universities by County

**FOUR-YEAR CAMPUSES**



Only recently, temporary MSW programs were initiated where classes were taught physically in the Dayton region. UC offered classes towards an MSW degree on the facilities maintained by Montgomery County Job and Family Services from 2006-2008. WSU and OSU have offered a 4 year part-time program on WSU's campus since 2006 and accepted their last cohort in the Fall 2010. Both UC's and OSU's programs in Dayton were designed to be temporary with the intention that WSU would submit a proposed MSW program to the Ohio Board of Regents. WSU and MU began working together on a collaborative program when MU started to explore starting an MSW program in 2008.

Results of recent surveys conducted by MU and WSU with potential students indicated that residents from the region were reluctant to drive the distances to OSU or UC. Additionally, results of surveys with social service administrators in the area also indicated a need for a MSW program physically located in the geographic target area of the Greater Miami Valley Collaborative. More detailed results of those surveys are described under the next section of how the program fits the area's needs.

The Greater Miami Valley MSW Collaborative will build on the strengths of two well known public universities serving the central and western regions of Ohio. Miami University, a student-centered public university founded in 1809, has built its success through an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life. It is deeply committed to student success, builds great student and alumni loyalty, and empowers its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society.

Wright State University was founded in 1967 as the result of collaboration between Miami University and The Ohio State University. What started as one building has now grown to well over 20 buildings, a branch campus in Celina, and a recent student enrollment that surpassed 19,000, all in just over 40 years. It is notable that the Greater Miami Valley MSW Collaborative builds upon WSU's collaboration with its two original partners.

MU and WSU have offered Bachelor of Arts (BA) in Social Work programs in the west central Ohio area since 1996 and 1974 respectively. Both programs are accredited with the Council on Social Work Education (CSWE) and have graduated over 2000 students, most of which remain in the area. Most recently, MU was granted re-affirmation until 2019 under the new EPAS competency based standards. In 2010, WSU was granted re-affirmation upon receipt of a progress report by August 1, 2011. The proposed MU/WSU Master in Social Work (MSW) program will build upon the generalist foundations obtained through each of the BA programs.

Assets of both current programs that will become only stronger in the MSW Collaborative are:

- Both universities support Advanced Generalist Practice as the core concept to guide the MSW collaborative with expectations that all MSW students master direct practice and macro practice skills. It is the Advanced Generalist Practice core that makes the Greater Miami Valley MSW Collaborative distinct and unique from the two closest Ohio MSW programs at UC and OSU.

- Both universities have strong diversity initiatives to increase representation of students, faculty, and staff from diverse backgrounds, which will be utilized to recruit and retain students in the new program.
- Both programs have a strong curriculum focused on Older Adults. MU has the internationally known Scripps Gerontology Center which provides graduate degrees in Gerontology and conducts research on services to older adults. WSU has a Gerontology Certificate program and teaches several electives related to older adults. These resources will be utilized for the Concentration on Older Adults.
- Both programs have a strong curriculum focused on Families and Children. MU has a long-standing Family Studies program that provides an undergraduate degree in Family Studies and masters degree in Family Studies that is being re-conceptualized into and replaced by the MU portion of the proposed Greater Miami Valley MSW Collaborative. WSU is one of eight Ohio universities to participate in the Title IV-E public child welfare training program. These resources will be utilized for the Concentration on Families and Children.
- Both universities have an extensive network of practicum field agencies and supervisors. This network will be expanded to include sites often reserved for MSW students, such as hospitals, Veterans Administration, some mental health settings, and some macro-level field positions.
- Both universities attract students from rural and urban areas and adapt their programs to meet student needs, such as offering evening and weekend classes and the use of technology in the classroom.
- Both universities have a strong international focus with opportunities for students to study abroad and/or interact with international students, opportunities which will be extended to MSW students.
- A majority of WSU BSW graduates remain in Ohio working in social service agencies in the Greater Miami Valley region. All of the graduates from the MSW partnership with OSU have remained in Ohio.
- Wright State University has a university-wide Service Learning program which creates community, faculty, and student partnership toward achieving learning and service outcomes. Social Work faculty incorporates Service Learning in many of the core classes.
- The location of Wright Patterson Air Force Base and the Veterans Administration Medical Center provide many opportunities to collaborate with the many veterans in this region.

## OVERVIEW OF PROGRAM MISSION AND GOALS

### Program Mission

The Mission of the Greater Miami Valley MSW Collaborative offered by Miami University and Wright State University is to prepare students from the Greater Miami Valley region to become advanced generalist social work professionals. Graduates will be lifelong learners and leaders. They will contribute to the social work profession through advanced generalist practice. Such practice emphasizes effective practice and policy skill development to promote diversity and cultural competency, social and economic justice, reduce oppression, and improve the broader human condition.

The mission of the MSW Collaborative fits with the mission of Miami University. MU provides the opportunities of a major university while offering the personalized attention found in the best small colleges. It values teaching and intense engagement of faculty with students through its teacher-scholar model, by inviting students into the excitement of research and discovery. MU faculty members are nationally prominent scholars and artists who contribute to MU, their own disciplines and to society by the creation of new knowledge and art. The University supports students in a highly involving residential experience on the Oxford campus and provides access to students, including those who are time and place bound, on its regional campuses. MU provides a strong foundation in the traditional liberal arts for all students, and it offers nationally recognized majors in arts and sciences, business, education, engineering, and fine arts, as well as select graduate programs of excellence. As an inclusive community, MU strives to cultivate an environment where diversity and difference are appreciated and respected. MU instills in its students intellectual depth and curiosity, the importance of personal values as a measure of character, and a commitment to life-long learning. MU emphasizes critical thinking and independent thought, an appreciation of diverse views, and a sense of responsibility to our global future.

The collaborative and innovative nature of the proposed Greater Miami Valley MSW Collaborative fits very well with the WSU Vision and Mission statements.

The WSU **Vision** statement is, “In the pioneering spirit of the Wright Brothers, Wright State will be Ohio’s most innovative university, known and admired for our diversity and for the transformative impact we have on the lives of our students and on the communities we serve”.

The WSU **Mission** statement is “We transform the lives of our students and the communities we serve. We are committed to: achieving learning outcomes through innovative, high quality programs for all students: undergraduate, graduate and professional; conducting scholarly research and creative endeavors; and engaging in significant community service”.

The mission of the WSU Social Work Department fits well with the WSU **Values** that drive its vision: focus on a diverse student, faculty, and staff community; fostering high quality undergraduate and graduate learning; partnering with the community to improve the local region; establishing new relationships to transform the lives of students; and preserving sustainable partnerships that are economically efficient.

Faculty in the WSU Social Work program have been leaders in service, research, and teaching that have benefitted students across the entire campus. Those cross-disciplinary initiatives have included service learning, including contributing to the service learning citizenship certificate; diversity, including teaching a General Education course entitled- *Cultural Competency in a Diverse World*, participating in Quest for Community, the annual WSU diversity conference, and serving on the University Diversity Advocacy Council; offering a Gerontology Certificate to all students; and offering courses cross-listed with Women's Studies, African American Studies, and Honors.

### **Program Goals**

The program's goals flow directly from its mission. The programs goals are

1. Prepare lifelong learners of social work practice.
2. Prepare persons to master social work knowledge, skills, and values.
3. Prepare graduates to contribute to the profession of social work.
4. Prepare graduates to master advanced generalist direct practice skills.
5. Prepare graduates to master advanced generalist macro practice skills.
6. Prepare graduates to promote diversity and cultural competence.
7. Prepare graduates to promote social and economic justice.
8. Prepare graduates to reduce oppression at the local, state, national, and global levels.
9. Prepare graduates to improve the broader human condition.

The goals to prepare graduates to be advanced generalist social workers distinguish the MSW from the BA in social work. We define advanced generalist professional as a person who uses critical thinking skills and differential application of advanced social work knowledge, theories, skills, values and ethics in the assessment of and intervention with micro, mezzo, and macro level systems.

The Advanced Generalist MSW professional:

- Is prepared to meet the needs of all clients
- Focuses on culturally competent, ethical practice that ranges from case management and clinical practice with individuals, families and groups through organizational administration and change, policy development, and community practice.
- Is prepared to assume leadership in both direct and indirect practice settings.
- Is committed to improving the lives of clients and the social work profession.
- Is committed to social and economic justice.
- Is committed to the implementation of evidence based practices.

- Is committed to understanding and applying multi-modal strategies based on a holistic assessment of the client situation as defined mutually by client and action systems.
- Applies a global perspective in understanding the context of oppression, promotion of social work values, and the promotion of universal human rights.

## **ACADEMIC QUALITY**

The proposed curriculum is built around the accreditation standards of the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) 2008. The faculty has already submitted a Benchmark I document which is required by CSWE for programs to apply for candidacy of new degree programs. This 115 page document was approved by CSWE on July 1, 2011. The accreditation process and description of procedures and forms are available at <http://www.cswe.org/Accreditation.aspx>.

In this section, materials from the CSWE July 1, 2011 Benchmark I document are excerpted to describe the academic quality of the proposed program. At the end of this section, we will briefly address how this curriculum section answered the questions required in the RACGS guidelines on pp. 8-9.

### **Curriculum**

Through an equitable combination of resources, the program seeks to contribute to the knowledge base of the profession of social work and provide leadership in practice and policies on behalf of the poor, oppressed, racial and ethnic minorities, and at-risk populations. Emphasis of the collaborative MSW program is placed on the best practices and policy skills that advocate and enrich society and human diversity, promote social and economic justice and prevent and alleviate oppression in urban and rural areas. The Concentration for all students will be Advanced Generalist Practice. There will be two Concentration Core Focus Areas: Older Adults or Families and Children. Effective practice and policy skill development is enhanced and grounded in social work values and ethics that make use of current research knowledge and skills to improve systemic practice, programs and policies.

The curriculum will achieve the ten core competencies required of the EPAS 2008 (see Appendix B). The curriculum will follow an advanced generalist approach whereby basic foundation competencies for direct practice and administration are achieved by all students. The explicit or standard curriculum will be delivered in a two year (four semester), full-time and four year (eight semester), part-time format to persons with an undergraduate degree (not necessarily in social work) and in a three semester advanced standing program to students graduating with a minimum 3.25 GPA from a CSWE accredited BSW program.

The standard program is outlined below (see Table 1). The competencies in the first year of the program will be achieved through courses focusing on Social Work Practice, Cultural Competency, Social Welfare Policy, Human Behavior and Social Environment, and Field Education. The second year of the MSW will provide the Advanced Generalist Concentration

with courses in Social Work Research and Evaluation, Advanced Generalist Social Work Practice, Field Education, and in concentration core courses.

**Table 1**  
 Proposed Greater Miami Valley MSW Collaborative:  
 Miami University and Wright State University  
 Sample Curriculum  
*Two-Year Full-Time Program*

<b>Fall Semester Year 1</b>	<b>Spring Semester Year 1</b>
SW 7100 Social Welfare Policy I (3CH) SW 7200 Human Behavior and Social Environment I – Micro Systems (3CH) SW 7300 Social Work Practice I (3CH) SW 7400 Social Work Research I (3CH) SW 7500 Cultural Competency (3CH) <div style="text-align: right;">15 hours</div>	SW 7110 Social Welfare Policy II (3CH) SW 7210 Human Behavior and Social Environment II – Macro Systems (3CH) SW 7310 Social Work Practice II (3CH) SW 7600 Field Practicum & Lab I (3 CH) SW 8220 or 8320 Concentration Focus Area Elective (3CH) <div style="text-align: right;">15 hours</div>
<b>Fall Semester Year 2</b>	<b>Spring Semester Year 2</b>
SW 8100 Advanced Generalist Social Work Practice I (3CH) SW 8200 or 8300 Concentration Focus Area Practice Course (3CH) SW 8600 Field Practicum and Lab II (6CH) SW 7310 Social Work Research II (3 CH) <div style="text-align: right;">15 hours</div>	SW 8110 Advanced Generalist Social Work Practice II (3CH) SW 8210 or 8310 Concentration Focus Area Policy Course (3 CH) SW 8610 Field Practicum and Lab III (6 CH) SW 8410 Social Work Research III (3 CH) <div style="text-align: right;">15 hours</div>

The program knowledge, skills, and values are integrated among the following core components that collectively form the Advanced Generalist Practice curriculum for the Greater Miami Valley MSW Collaborative: Foundation courses; Advanced Generalist Practice Concentration; Field Education as the signature pedagogy; and Concentration Focus Areas of Families and Children or Older Adults.

A full description of each course is contained in Appendix A. The faculty is working together on a common syllabus format to incorporate the content and CSWE competencies. The final syllabi are not completed at this time (September, 2011), but will be completed by the time of the CSWE site visit (between December, 2011 and February, 2012).

### **Foundation Courses**

Collectively the foundation courses, which are taught in Year 1, provide students with the knowledge, values, and skills required for generalist social work practice. Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical

thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

The Foundation Courses are:

- Social Welfare Policy I (3CH) and II (3CH)
- Human Behavior and Social Environment I – Micro Systems(3CH)
- Human Behavior and Social Environment II – Macro Systems (3CH)
- Social Work Practice I (3CH) and Social Work Practice II (3CH)
- Social Work Research I (3CH)
- Cultural Competency (3CH)
- Social Work Field Education and Lab I (3CH)

### **Concentration Courses**

The concentration for the Greater Miami Valley MSW Collaborative is Advanced Generalist Practice. Mastery of the competencies and practice behaviors in the foundation courses are required before taking the Advanced Generalist Practice Courses. We define advanced generalist professional as a person who uses critical thinking skills and differential application of advanced social work knowledge, theories, skills, values and ethics in the assessment of and intervention with micro, mezzo, and macro level systems. The expectations of an advanced generalist social work professional were described in a previous section.

All students will graduate as Advanced Generalist Practitioners and not as only “clinical” or “administrative” social workers. The concept of Advanced Generalist will set us apart from the programs at UC and OSU which have clinical and administrative tracks.

The Advanced Generalist Social Work Practice Concentration Courses are:

- Social Work Research II (3CH)
- Social Work Research III (3CH)
- Advanced Generalist Social Work Practice I (3CH) – direct practice
- Advanced Generalist Social Work Practice II (3CH) – macro practice
- Social Work Field Practicum & Lab II (3CH)
- Social Work Field Practicum & Lab III (3CH)

### **Concentration Focus Area Courses**

As part of the Advanced Generalist Social Work Practice concentration, students will choose one of two concentration focus areas: Families and Children or Older Adults. These two focus areas were chosen to build on the faculty strengths at both universities in teaching, research, practice, and policy.

MU's social work courses are taught in the Family Studies and Social Work Department in which faculty have extensive experience in teaching and research related to interventions with families and children. WSU's social work program has participated for eight years in the statewide University Partnership Program which provides classes, practicum, and guidance to students pursuing a career in public child welfare.

WSU has a Gerontology Certificate program which has been in place for over twenty years. Students in this program take gerontology courses, complete a practicum in a placement working with older adults, and complete a project related to older adults during their last semester in practicum. MU's FSW faculty teach gerontology courses and conduct research related to older adults. MU also has the cross-disciplinary, Gerontology Studies program which is internationally renowned and is an Ohio Center of Excellence recognized by the Ohio Board of Regents.

All of the resources at both campuses pertaining to Families and Children and Older Adults will be available to the MSW students.

The concentration focus area courses are:

- Concentration Focus Area Practice Course
- Concentration Focus Area Policy Course
- Concentration Elective

The next section describes courses taught that meet the requirements for each Focus Area.

### **Integration of Courses**

The Greater Miami Valley MSW Collaborative curriculum integrates foundation, concentration, concentration focus areas, and field integration into a comprehensive and cohesive program that results in student mastery of foundation and concentration practice behaviors related to the 10 program competencies (all of which are consistent with CSWE requirements).

### **Foundation Courses**

The Foundation Courses are taught sequentially and simultaneously to help students master complementary competencies and practice behaviors. An example of sequential knowledge building is the social welfare sequence. Social Welfare Policy I provides the concepts to guide students to implement policy practice interventions. In Social Welfare Policy II, there is further discussion of the policy concepts and the application of those concepts to analyzing local, state, and national policies for the purpose of using that assessment to advocate for policy change.

Examples of curriculum that emphasize simultaneous mastery of knowledge and skills is the pairing of Human Behavior and Social Environment (HBSE) I and Social Work Practice I which focus on theories and skills when working with individuals, families, and groups. HBSE II and Social Work Practice II are also taught together in the second term and both focus on the theories

and skills used when working with communities and organizations. We chose to focus the first semester on micro and mezzo systems because students are more familiar with micro- and mezzo-level interventions than macro level interventions. Mastering micro-and mezzo-level interventions may help the students to better grasp the content they will eventually get that is related to macro-level content.

Cultural Competency is taught in the first semester to provide students with a model they will apply in every future course to assure respect for the cultures of all systems they will engage. Respect for diversity is infused into every course.

Research Methods is taught in the first semester to emphasize the importance of using evidence-based practice in all social work interventions with clients at all systems levels. Students will be taught how to interpret research studies for the purpose of guiding social work practice and will analyze research studies for the other social work courses. Students will also be taught how to develop their own research or evaluation studies.

### Concentration Courses

The Advanced Generalist Social Work Practice concentration builds on the knowledge, skills, and values learned during the foundation courses. The Advanced Generalist Social Work Practice I – Direct Practice course builds on the theories learned in HBSE I and the interventions learned in Social Work Practice I. The Advanced Generalist Social Work Practice II – Macro Practice course builds on the theories learned in HBSE II and the interventions learned in Social Work Practice II. The Advanced Generalist Social Work Practice II course also builds upon Social Welfare Policy I and II to help students advocate for policy change that benefits social work clients.

Cultural competency, respect for diversity, and advocating to eliminate discrimination are concepts taken from the first semester Cultural Competency course and applied to all concentration courses.

Research Methods II and III builds on the first research methods course that described research and evaluation design, data collection, and data analysis to guide practice and policy decisions. Research Methods II focuses on the data analysis stage of research and evaluation and includes qualitative and quantitative methods. Research III pulls together the entire research process by having the students complete a culminating research project, preferably based or focused at their practicum site.

The Concentration Focus Area Courses build on the practice behaviors from the foundation courses. For example, students learn the specific assessment tools and interventions with the focus area population in the first semester of the second year. This practice focus area course builds upon the Social Work Practice I course where DSM and other diagnostic tools are taught. Students will expand on DSM assessment and clinical interventions specific to children and families or older adults. The same specialized application of generalist knowledge and skills is

seen in the Focus Area Practice II course which targets macro interventions learned from the foundation year as applied to families and children or older adults.

Collectively, the concentration courses provide five courses on advanced generalist practice across populations and specific to one focus area.

### Field Education

Field education is the signature pedagogy of the program. All competencies and practice behaviors are applied in the practicum. Students demonstrate mastery of the practice behaviors by working collaboratively with the course instructors, field instructors, and field supervisors.

Students begin their field education during the second term of their first year. This provides students with their first HBSE and practice foundation courses before beginning field practicum. The practicum is the place where students apply all of the competencies and foundation practice behaviors. The foundation courses will also have assignments that students apply to their practicum.

Students have two different field practicum courses in their second year. During the first semester, students take direct practice courses that are applied to the practicum. During the second semester, students take macro practice courses that are applied to the practicum. Students take a two-semester research sequence in the second year with the goal of conducting evaluative research at their practicum agency.

### **Students**

For Fall 2012, it is anticipated that a total of 30 students (non-BSW and BSW) will be accepted into the first full-time two year program. Students accepted for the two year program can choose to spread the courses across a three or four year part-time program under the guidance of an assigned advisor. These projections are based on the results of the needs assessments conducted in 2004 and 2010, an average of 14 students each year starting the WSU/OSU MSW program from 2006-2010, and the expectation that enrollment numbers should increase by offering full-time and accelerated programs provided by two well-established local BSW programs.

For Fall 2013, the program will attempt to retain all students from the Fall 2012 cohort, recruit 30 new students in the non-accelerated program and 12 new students in the accelerated program. Between MU, WSU, and Cedarville, there are minimally 30 BSW graduates each year that are eligible for the accelerated program.

Students will apply to either WSU or MU and must follow the Graduate School requirements at the respective university. The admission procedures and policies to graduate school at Miami University (MU) are outlined in *The Miami Bulletin: A Handbook for Graduate Students and Faculty, 2010-2011*, which can be found at [www.units.muohio.edu/reg/bulletins/GeneralBulletin2010-2011/](http://www.units.muohio.edu/reg/bulletins/GeneralBulletin2010-2011/). Similarly, the admission procedures and policies to graduate school at Wright State University (WSU) are outlined in The

Wright State University Graduate School *Graduate Policies and Procedures Manual*, found at [www.wright.edu/gradschool/policies/index.html](http://www.wright.edu/gradschool/policies/index.html).

Specific admission policy procedures for the Greater Miami Valley MSW Collaborative will be outlined in the student handbook for this program and will pertain to all students, regardless of the university to which they are admitted. Every graduate social work student will be held to the Social Work Retention, Termination and Grievance Policy contained in the Student Handbook.

In order to be admitted to the Greater Miami Valley MSW Collaborative, applicants must provide transcripts from all colleges and universities attended to verify the following:

1. a baccalaureate degree from an accredited college or university;
2. a cumulative undergraduate GPA of at least 2.75 (based on a 4.0 system) from all colleges and universities attended to ensure regular graduate status;
3. a minimum GPA of 3.0 in social work or behavioral science courses.
4. completion of the following behavioral science coursework:
  - a. at least one course in psychology, sociology, or anthropology;
  - b. at least one course in American history, American government, or economics;
  - c. at least one course in human biology; and
  - d. at least one course in statistics.

Any student who seeks admission to the program must complete the admissions process and be accepted by the graduate social work faculty of the university to which the student applies. Each university will accept 15 students annually. Each university will have its own Graduate Admissions Committee. If there is an under-enrollment at one university and the other university reaches its 15 student capacity, a student may choose to enroll in the university which is under-enrolled. The Graduate Admission Committees of each university will convene to discuss the applicants they are considering before sending acceptance letters to the applicants. This application procedure will be reviewed annually to determine if any changes need to be made.

To apply for admission to the Greater Miami Valley MSW Collaborative, students must fulfill the requirements of the application process. The application materials inform students that a limited number of students will be accepted into the program and that not all students who apply will be admitted. The application materials state that the program seeks students with a commitment to social and economic justice as well as to promoting the welfare of oppressed populations.

Students desiring to gain admission into the program must complete the application process via the university website of their choice by April 1 to be considered for admission into the ensuing fall semester courses. Students applying for Advanced Standing (which would begin in the summer) must submit their application by February 15.

Students must submit the following materials as part of the Application Packet:

1. an application form for admission to the program;

2. application fee;
3. transcripts from all previous colleges and universities attended; the transcript must be mailed directly from the originating university with the university seal;
4. an earned bachelor's degree from a recognized accredited undergraduate institution;
5. a cumulative undergraduate GPA of 2.75 or higher as calculated from the grades of all classes attended at any college or university;
6. a completed application essay (3-5 pages) to assess fit of student educational goals with the Greater Miami Valley MSW Collaborative mission and goals. The essay should include information regarding career goals and leadership experiences that will contribute to your success as a graduate student and in the social work profession. Applicants will discuss why the MU-WSU program is a good fit to their educational goals;
7. a list of job and volunteer experiences;
8. three letters of professional reference; and
9. criminal records disclosure.

### **Procedure for Evaluating Applicants**

Potential students will apply to either the Miami University Graduate School or the Wright State University Graduate School by April 1. Staff in the respective Graduate Schools will then forward the applications to the Family Studies and Social Work Department (MU) or the Social Work Department (WSU). Staff in the respective departments will screen the applications to ensure that each student has submitted the required application materials.

In cases where students have yet to complete and/or provide the necessary materials, staff of the respective departments will contact them as to the materials deficient to evaluate their application. Given the amount and/or type of materials that may be deficient in an applicant's packet, the student will be given a specific timeframe in which missing or deficient materials must be corrected or provided. Once completed, the application packet will be reviewed and evaluated collectively by a Graduate Admissions Committee at each university.

The Graduate Admissions Committee for each school will consist of at least two faculty members assigned to the MSW program. Each applicant's folder will be reviewed by at least two faculty members.

The two individual university committees will rank the applicants based on an admissions rubric. The rubric will be used to score each applicant on a five point Likert scale. The following items will be the basis of the admissions decision:

- GPA
- Essay
- Three letters of recommendation
- Work and volunteer experience

Based on the number of seats and the quality of the applicants, students will be admitted, placed on a waiting list, or denied admission into the program.

## **Notifying Applicants**

Following a review of each student's application material, the faculty may decide to provide admission, provide admission provisionally, or deny admission. Students will be notified of their status in a timely manner, in writing, preferably by the end of April.

### *Provisional Status*

Students who have yet to complete one or more of the required areas for admission into the Social Work Program may be admitted into the program on a "provisional" basis (e.g., the student may be in their last semester of a bachelor's program). Students who are admitted "provisionally" are advised to complete the specified requirements by the beginning of the fall semester in which they are applying. Advanced standing applicants will need to complete their bachelor's degree by the end of spring semester in order to begin the program in the summer semester.

Students who fail to fulfill the provisional requirement will be asked to meet with the Program Director to discuss concerns/issues not fulfilling the requirement. At such time, a completion date for the missing material will be reached by collaboration between the student and the Program Director, with an understanding between the two parties that the student will not be permitted to continue to take graduate social work coursework or receive full admission into the program until the missing material is provided on or before the agreed upon completion date.

Applicants who have not completed the social science, biology, and/or statistics admission requirements may still be admitted to the program. However, in order to remain in good standing, the student must complete all course deficiencies before the start of the 2<sup>nd</sup> semester.

Applicants who have not met the GPA requirements of 2.75, but have exceptional work experience or professional potential, may still be admitted on a provisional status. Students can be admitted into this status when their undergraduate grade point average is less than 2.75 but at least 2.5 (based on a 4.0 grading system) or have an undergraduate grade point average of less than 2.5 but above 2.3 if the grades in the last half of undergraduate work constitute 2.75 or better. Students having a master's degree from a regionally accredited institution may be admitted into the program regardless of their undergraduate grade point average, provided the program recommends them for admission. Students must earn a GPA of 3.0 or better during their first 8 semester hours to continue in the program.

### *Denied Admissions*

Students not accepted into the program may appeal the decision by requesting in writing, through the Program Director, to have an appeals hearing before the respective Graduate Admissions Committee.

## **Advanced Standing Program**

The Greater Miami Valley MSW Collaborative recognizes graduates with a 3.25 GPA from an accredited BSW program as meeting the generalist competencies and practice behaviors expected for this program. Eligible students will be able to waive the Generalist Practice courses and begin taking concentration courses. The faculty are still developing the Advanced Standing program, which will not be started until Fall 2013.

Beginning the second year of the program, a limited number of applicants will be accepted to each university for a three semester Advanced Standing program. The projected number for now is to accept no more than a total of 15 Advanced Standing students each year.

Advanced standing students must:

1. meet all the admission requirements of the Regular MSW Program;
2. have received within the last 5 years before applying, a Bachelor of Social Work degree from a CSWE accredited program OR hold a Bachelor of Social Work degree recognized through the CSWE Recognition and Evaluation service OR hold a Bachelor of Social Work degree covered under a memorandum of understanding with international social work accreditors;
3. have earned a minimum cumulative GPA of 3.25 on all previous undergraduate academic work attempted. Students must also have a 3.25 or better in all required undergraduate social work courses;
4. have documentation of positive performance in field practicum from the undergraduate field instructor or social work employer.

Advanced Standing applicants are reviewed in the same manner of the regular MSW applicants. There will be a cap on the number of Advanced Standing students accepted each year.

## **Transfer Students**

Students transferring courses to the Greater Miami Valley MSW Collaborative must follow the transfer policies of MU or WSU, depending on the university to which they apply. Students may apply to have undergraduate credits from other disciplines evaluated for course equivalencies. Examples may be a Research Methods sequence taken in Psychology or a Cultural Diversity course taken in a social science. A Year I MSW course may be waived after review of the evaluated course, but no non-BSW course will replace a MSW course for credit hours. Students will still need to complete the 60 semester hours required for graduation.

Students transferring a graduate core social work course, which will count for credit in the social work program, must have taken that course at a social work program that is accredited by the Council on Social Work Education (CSWE) or an international social work program recognized by CSWE. If the course was completed at a school not accredited by CSWE, the student must submit a syllabus from the course to the MSW director, who will ask a graduate faculty member teaching in the course area to evaluate the course for consistency with the program's core course which is being replaced. The MSW director will then discuss the evaluation with the two

Graduate Admissions Committees. There must be a consensus among the program director and Graduate Admissions Committee members on the final decision.

Once completed, the program director will notify the student in writing of the acceptance or rejection of the transfer course in place of a Greater Miami Valley MSW Collaborative course. This policy is stated in the Greater Miami Valley MSW Collaborative Student Handbook. Only graded coursework in which a grade of an “A” and/or “B” was earned will be considered for transfer credit.

Consistent with graduate policies at MU and WSU, the Greater Miami Valley MSW Collaborative will allow a maximum of 20 semester hours to be transferred from another institution. Graduate coursework taken under the “quarter system” will be adjusted to a “semester system” at MU and WSU. The credits must fall within the six-year time limit to complete degree requirements. Credit hours must not have been applied toward a previous graduate degree. Transfer students from other social work programs must submit fieldwork evaluation(s) and official transcripts at the time of application for admission.

The Greater Miami Valley MSW Collaborative Student Handbook states that credit for social work core or required related hours will not be given for life or previous work experience. Students are informed of this policy upon receiving the student handbook.

### **Dismissal Policy**

Procedures for terminating a student’s enrollment in the Greater Miami Valley MSW Collaborative for reasons of academic and professional performance are outlined in the program’s Retention, Termination and Grievance Policy. Students are advised of grievance and appeal procedures regarding retention and termination in the Greater Miami Valley MSW Collaborative Student Handbook. The Retention, Termination and Grievance Policy will be available to each student in the social work offices. In addition, each student will receive – upon acceptance into the program – respective graduate handbooks from each university which describes institutional and program policies pertaining to grievance and appeal procedures.

### **Termination Policy**

During the annual orientation into the Greater Miami Valley MSW Collaborative students are given a list of expected positive behaviors to become healthy, responsible, and ethical students. Students are also given a list of resources on campus to assist them in meeting these behavioral expectations. Students are directed to the online version of the Greater Miami Valley MSW Collaborative Student Handbook which outlines the curricular expectations and supportive resources available in the department and university.

All students are expected to abide by the Code of Student Conduct as specified by the Office of Community Standards and Student Conduct. The Code of Student Conduct specifies behaviors expected in and outside of the classroom. For a complete list of behaviors that are in violation of the Code of Student Conduct go to <http://www.wright.edu/students/judicial/conduct.html>.

The faculty of the Greater Miami Valley MSW Collaborative program follows the procedures outlined by the Office of Community Standards and Student Conduct to report violations of student conduct, take actions in response to the violations, notify students of the reported violation and recommended action, inform students of their right to appeal the faculty decision, and cooperate with the appeal process if taken by the student. Some severe violations of student conduct and repeated violations of student conduct can result in dismissal from the University by the Office of Community Standards and Student Conduct. A similar procedure is followed at Miami University.

There are expectations of student behavior in the Greater Miami Valley MSW Collaborative program that are outside of the auspices of the Office of Community Standards and Student Conduct. There are times when a student's behavior prevents him/her from being able to complete the expectations in the Greater Miami Valley MSW Collaborative curriculum, especially the application of course work in the field education setting. The Greater Miami Valley MSW Collaborative Dismissal Policy focuses on responses to student concerns when that behavior prevents a student from completing the curriculum requirements. The Dismissal Policy defines student concerns, the procedure to report student concerns, a plan of action to address the concern, consequences of not meeting the Greater Miami Valley MSW Collaborative requirements, and the appeal process for the student if she/he disagrees with the actions taken by the program.

## **Faculty**

The Greater Miami Valley MSW Collaborative will be staffed equally by faculty from the Miami University (MU) Family Studies and Social Work (FSW) department and the Wright State University (WSU) Social Work department. Together, WSU and MU have sufficient faculty and staff to meet the needs of their respective BSW programs and can provide at least 3 faculty each to the MSW program. There are 7 faculty in the WSU Social Work department, which includes one faculty supported through an Ohio Job and Family Services Child Welfare Training grant. Six of the current WSU faculty have an MSW. Six of the current WSU faculty have a PhD, all in Social Work. There are 12 faculty in the FSW department at MU, with 7 full-time faculty positions held by fully qualified social work faculty members who have MSW degrees, at least 2 years of post-masters experience, and can teach practice courses (6 positions are currently filled and one is being recruited with a search this academic year). Six of these individuals have doctoral degrees. Additional family studies faculty and faculty members with specializations in older adults and family relationships will be able to teach courses other than practice courses in the collaborative MSW. Two additional affiliated faculty members located in the Department of Sociology also have both doctoral degrees and MSW degrees and will be available to teach courses.

In Table 2 is the list of current faculty for 2011-2012 at both universities and their credentials. Also listed is each person's length of teaching experience, and scholarship interests. All of the faculty will teach courses in the MSW program. All faculty listed are full-time. Full-time program assignment is noted as: MSW, BSW, or Family Studies and Social Work (FSSW). The full vitae for each faculty member listed is contained in Appendix C.

**Table 2**  
**List of Faculty Teaching Courses in the MSW Collaborative**

<b>WSU Faculty Name</b>	<b>Full Time Assignment</b>	<b>Degrees</b>	<b>Teaching Experience</b>	<b>Scholarship Interests</b>
Carl Brun Professor, Chair, Interim BSW Field Coordinator	MSW	BSW – University of Dayton, 1981 MSW – University of Chicago, 1983 PhD in Social Work – The Ohio State University, 1993	18 years- BSW 5 years - MSW	Program evaluation; family violence prevention; social work research methods
Michel Coconis, Assistant Professor, WSU/OSU MSW Program Director	MSW	BA in Psychology – Ohio Dominican College, 1982 MSW - The Ohio State University, 1985 PhD in Social Work - The Ohio State University, 1995	18 years- BSW 10 years – MSW (joint with BSW appointments) 5 years – related fields	Social policy areas: poverty, death penalty, women prisoners; mental health; community health
Beth Kinsel, Assistant Professor, Director Gerontology Certificate	BSW	MGS - Miami University of Ohio, 1983 PhD in Social Work - The Ohio State University, 2004	6 years – BSW 4 years - MSW	Resilience in older women, mental health and aging, effectiveness of social service provision to older persons, and caregiving of older adults
Jo Ellen Layne, Campus Coordinator University Partnership Program	BSW	BSW – Wright State University, 1995 MSW – University of Michigan, 1996	8 years – BSW	Public child welfare training
Theresa Myadze, Professor	BSW	MSW – University of Michigan, 1977 PhD in Social Welfare – University of Wisconsin, Madison, 1990	20 years- BSW 8 years - MSW	Welfare reform, social and economic inequality, poverty, and Appalachian families
Sarah Twill, Associate Professor, Interim BSW Director, Faculty Liaison for Service Learning	BSW	MSW – University of Georgia, 1997 PhD in Social Work – University of Georgia, 2005	5 years – BSW 4 years - MSW	Juvenile justice and poverty
Shreya Bhandari, Instructor	BSW	BA in Communications - Mumbai University, India, 2001 MSW- Tata Institute	1 year – BSW 1 year - MSW	Violence against women; domestic violence

		of Social Sciences, Mumbai, India (CSWE-Accredited), 2003 PhD in Social Work – University of Missouri, 2009		
<b>MU Faculty Name</b>		<b>Degrees</b>	<b>Teaching Experience</b>	<b>Scholarship Interests</b>
W. Sean Newsome, Associate Professor, Social Work Program Director	MSW	MSW, 1996 PhD in Social Work, 2002	6 years – BSW 3 years - MSW	Program evaluation; at-risk families and youth; bullying behavior and school violence; school social work
Alfred Joseph, Associate Professor	MSW	MSW, 1989 PhD in Social Work, 1995	15 years – BSW	Poverty and education; poverty and inequality; school social work and school policies; impact of federal drug policies
Etta Carter	MSW	MSW– University of Cincinnati, 2009	2 years – BSW	Poverty; criminal justice; criminal courts; victim’s rights advocacy
Carolyn Slotten, Lecturer, Field Director	FSW	MSW, 1998 PhD in Family Science, 2002	11 years – BSW	Race and equality in education; inclusion and diversity in the classroom; campus and classroom engagement
Sherrill Sellers, Associate Professor	FSW	MA in Sociology, 1998 PhD in Social Work, 2000	9 years - BSW and MSW	Mental and physical consequences of social inequality; intersection of race, gender and health; aging and the life cycle
Lindsey Houlihan, Assistant Professor	FSW	MSSA, 1990 PhD in Social Work, 2010	1 year - BSW	International adoption and parenting; attachment; multi-ethnic placement in adoption; ethnic and cultural identity issues
Elise Radina, Associate Professor, Family Studies Undergraduate Director	FSW	MS, 1998 PhD in Family Studies, 2002	7 years – Total 3 years - BSW	Perceived changes in family relationship quality of life following breast cancer from family members’ perspectives; Red Hat Society; ethnically diverse families with regard to illness and care giving
Charles Hennon, Professor, Family Studies Graduate Director	FSW	MA, 1971 PhD in Sociology, 1973	40 years - Total	Rural families; families in a global context
Kate Kuvalanka, Assistant Professor	FSW	MS, 2002 PhD in Family Studies, 2007	3 years - Total	Family lives of LGBTQ people; family policy and law; feminist/queer theories and research methodology
Suzanne Klatt, Assistant Clinical Professor	FSW	MSW, 1998 Doctoral Candidate in Educational Leadership	2 years - BSW	Intimate partner violence; community partnerships and engagement
Faculty Search for 2012-2013	MSW required	MSW and PhD in Social Work required		2 Years Post-MSW experience required.

Miami University will be conducting a faculty search in 2011 for a full-time position to begin in 2012. The required credentials will be an MSW and PhD, preferably in social work. This faculty member will be able to teach in the MSW program.

Wright State University will be conducting a faculty search in 2011 to replace a full-time faculty member who is leaving. The required credentials will be an MSW and PhD in Social Work. This faculty member will be able to teach in the MSW program.

For the proposed first year of candidacy in 2012, the two full-time faculty from WSU assigned to the MSW program will be Carl Brun, MSW and PhD in Social Work, and Michel Coconis, MSW and PhD in Social Work.

For the proposed first year of candidacy in 2012, the two full-time faculty from MU assigned to the MSW program will be Sean Newsome, MSW and PhD in Social Work, and Alfred Joseph, MSW and PhD in Social Work.

Thus, the program will meet the CSWE requirement of at least 4 full-time faculty assigned to the MSW program by the time of Commission Site Visit I and the faculty are already in place to meet the CSWE requirement of 5 and 6 faculty by the time of Visits II and III.

### **Administrative Structure**

The administration of the Greater Miami Valley MSW Collaborative is the responsibility of the Family Studies and Social Work (FSW) Department of Miami University (MU) and the Social Work Department of Wright State University (WSU). Each department has the necessary autonomy within their respective universities to achieve the program's mission and goals.

Both departments have agreed to provide 50% of the faculty, staff, and supportive resources to the MSW Program. The Program Director will request from each department that those resources be provided but each department chair is responsible for making faculty assignments from their own departments. For example, there are 8 courses needed for the first year of the proposed program. Dr. Brun will request from Dr. Sean Newsome, Director of MU FSW, that 4 courses be assigned by Dr. Newsome to MU faculty. All faculty will be involved in stating preferences for course assignments but the final decision will rest with the director of each department.

Graduates of the proposed program will receive a Master of Arts in Social Work (MSW) conferred by both MU and WSU. The Registrar, Admissions, Bursar, Financial Aid, Graduate Studies, Libraries, and other key offices of both universities will work closely together to provide a true collaboration, where each university is providing 50% of the needed resources.

The two universities will rotate assigning a faculty person to assume the responsibilities as director of the proposed program. The director position will rotate every four years. The director will report to the chair and dean of her/his university. The academic calendar will follow the calendar of the director's host university, if such an arrangement meets the Collective

Bargaining Agreement at WSU and the faculty policies at MU. Faculty of each university will follow the faculty policies and procedures of their universities, regardless of which university is assigned the director of the program. According to CSWE standards, the director will have a MSW from a CSWE accredited social work program, a PhD in Social Work, a full-time appointment, and at least 50% assigned time to administer the MSW program in addition to teaching responsibilities. Carl Brun meets all of these requirements.

Carl Brun will be the first director of the Greater Miami Valley MSW Collaborative beginning with Fall 2012, the intended beginning point of accepting the first students. Dr. Sarah Twill is serving as interim BSW director for 2011-2012 at WSU. Carl Brun is serving as interim BSW field director for 2011-2012 and will continue as chair of the department. A BSW and MSW field coordinator at WSU will be hired by Fall 2012.

Dr. Brun has demonstrated leadership through teaching, scholarship, curriculum development, and administrative experience as outlined in his vitae (Appendix C). Dr. Brun has been chair of the WSU Social Work Department since 2002. He was promoted to professor in 2006. He published a book in 2005 entitled, *A Practical Guide to Social Service Evaluation*, which is used for undergraduate and graduate research and evaluation courses. He has published 6 peer reviewed articles related to evaluation of social service interventions; authored over 15 grant reports or other non-refereed research reports; delivered 28 state, national, or international presentations; and has worked on grant-funded projects totaling over 2 million dollars. Dr. Brun has received high evaluations for his teaching and has received the department Professor of the Year award. He teaches primarily *Policy (SW 470)*, *Research (SW 490)*, and *Cultural Competency (SW 272)*. Dr. Brun has served on numerous department, college and university committees. He currently is the chair of the CoLA Diversity Advocacy Committee and the chair of the University Diversity Advocacy Council's Assessment Committee. Dr. Brun has served on many social work and social work education organizations, including being past president for the Ohio College Association of Social Work Educators and serving on the Nominating Committee for the Baccalaureate Program Directors.

The two universities will share the field education coordination, assigning a faculty from each college to 25% of their time to coordinating field education for their respective students. The reason for this assignment of field education coordination is due to the geographic range of field education sites, some over 100 miles apart. By concentrating the field education duties to the respective universities, the students and field site supervisors can best be served by the faculty. Each coordinator will meet the CSWE requirements of having an MSW and at least two years post graduate practice experience. Each coordinator will only be responsible for the placements of the 15 students enrolled each year at their university.

The field education director for the first year of the Greater Miami Valley MSW Collaborative is Dr. Lindsey Houlihan. A member of the MU faculty since 2009, Dr. Houlihan is committed to the enhancement of student preparation for professional social work practice. In this endeavor, Dr. Houlihan values and understands the importance of field education in applying social work knowledge, practice methods, and ethics in creating competent social work practitioners.

WSU will conduct a search in Fall 2011 for the second field education director, who will be from WSU. The intent is that this person be a full-time Instructor (MSW required) and meet the CSWE standards for field education directors. CSWE will be updated when the field education director is determined during the 2011-2012 academic year.

### **Community Resources**

Both MU and WSU have agreed to share expenses and resources equally, including allocation of faculty and support staff. Expenses include the CSWE fees for applying for Candidacy and initial accreditation which are minimally \$23,000 spread out over a four year period. Annual membership dues after receiving accreditation are \$3,270. Existing funds available to both the MU and WSU programs are ample for covering these costs and are currently available to meet these expenditures in full. Both universities will rely, in part, on endowments and grant funding to provide support for students. MU and the FSW department also has 6 Graduate Assistantships available for graduate students that have a tuition/fee waiver, an academic year stipend of \$11,301 and a summer stipend of from \$900-\$1800.

Neither WSU nor MU is requesting additional funds from the university to initiate its part of this collaborative MSW program. Part of the reason for this is that the portion of the proposed collaborative program located at MU will terminate its current MS in Family Studies and will reallocate all of these resources to the proposed collaborative MSW program and will likely result in greater numbers of graduate students who enter the program and pay tuition. This increase is expected because the previous MU graduate program (i.e., MS in Family Studies) consisted almost exclusively of a small number of graduate students who received GAs and did not pay tuition due to the receipt of tuition waivers. As a result, more tuition paying students are expected to enter the new MSW who will pay the same tuition and fees at both institutions. This equity in tuition and fees will occur because MU has agreed to substantially lower its graduate student tuition and fees (approximately a 50% reduction) to the same level as WSU so that students in the program will pay the same amount at both institutions. Consequently, from a financial sense, MU students will benefit substantially from this program and yet more revenue will be generated by MU and the FSW department than was true for the previous masters program (i.e., MS in Family Studies).

In addition to the cost/benefit analysis, it should also be pointed out that since both WSU and MU are part of large complex campuses with many resources in place, the existing facilities should meet our needs to provide both evening and weekend classes for an excellent MSW program. The social work program at MU is located in a recently renovated building on campus and is fortunate to have funding and support to acquire the needed equipment to conduct its business and accomplish its goals (see attached budget document Appendix E). Each faculty member has voice mail and an updated personal computer (i.e., lap-tops or desk-tops that are replaced and upgraded with new computers every 3 years) that are networked to central printers. The department also has excellent equipment including a copy machine that is networked to department computers, a state-of-the art telephone system in department offices, a fax machine, video projectors, a shredder, and scanner. Video and audio equipment also can be checked out from the university's central technology center.

Current technology exists to offer courses via closed-circuit television on two campuses simultaneously and to offer on-line courses, which will be necessary for the proposed collaborative program. Furthermore, both technology and existing processes will assist in the critical stages of matriculation of students: recruitment, admission, financial aid, placements (if necessary), course management/self-auditing, graduation, and alumni relation. In essence, the student should experience a nearly transparent experience of the joint program with separate admission procedures serving a common purpose. Besides coursework provided through technology and on the two main campuses, MU has recently opened up their Voice of America (VOA) campus located in Franklin, OH, and also has a regional campus in Middletown, OH, both of which have classrooms available for the proposed collaborative program. These locations are only 20-30 miles from both the WSU and MU main campuses and easily accessible by persons living in the Dayton, Oxford, and surrounding communities.

Both universities have an expansive base of field practicum sites for the proposed MSW program and the current BSW programs. WSU alone has a base of over 125 field sites. Both universities have an advisory board of community social workers and social service directors. A new advisory board (with members representing each university) will be formed to oversee the proposed MSW program.

It should also be pointed out that the operating budget of \$ 38,196 for MU-FSW has remained stable for at least the last 8 years and has been sufficient both to operate the department each year and to generate a surplus which has been carried over for special uses as needed. The university also runs all departmental summer courses on a profit/loss basis that allows departmental course offerings to generate additional operating funds from courses that enroll effectively and produce tuition profits. Consequently, MU-FSW has generated significant profits in most of the scheduled summer courses which has generated additional financial resources (i.e., approximately \$130,000 in operating reserves during the past 3 summers) that are available to pay for such costs as the above described CSWE candidacy fees, CSWE annual membership fees, field supervision expenses, and related costs. Additional funds will continue to replenish these resources in subsequent summers and can be carried over across annual budgets as continuing program operating funds.

The MU School of Education, Health, and Society (EHS) and the WSU College of Liberal Arts (CoLA) have consistently supported the respective social work programs in a fair and equal manner. Operating funds representing monies generated from continuing university funding in EHS are allocated to departments and programs in terms of the number of regular faculty positions in each department (i.e., tenured, tenure-track, lecturer, and clinical faculty) based on a fixed amount per faculty position. Because each of the two programs (i.e., family studies and social work) in FSW have approximately an equal number of regular faculty positions, the overall operating budget, including funds allocated by the university, funds earned from summer school profits, and surplus carry-over funds, are divided equally between the social work and family studies programs.

In reference to the base continuing funds at MU, after subtracting \$8620 for general departmental expenses (i.e., for work study student expenses, graduate recruitment, lecturer fund, guest expenses, and contingency funds) from the total operating budget (\$38,196) that benefit both departmental programs, the remaining funds (\$29,576) are divided equally between the Family Studies and Social Work Programs. This means that the Social Work Program has \$10,520 at its discretion for supplies and services and \$4,268 for faculty travel or a total of \$14,788 (See Appendix E for Budget Form). The funds specifically allocated to each program can be transferred across budget lines as needed for expenses. Recently, all Social Work Faculty members have received \$1500 dollars each per academic year for professional travel. The Social Work Program budget consistently includes travel funds for professional meeting (e.g. CSWE) as well as funding for the orientation and training of field supervisors.

The Greater Miami Valley MSW Collaborative also has two additional sources of funds at MU to help ensure sufficient and stable funding supports for program planning: (1) an account (averaging around \$2000) to pay some expenses (e.g., travel expenses for field placement and expenses for hosting the Social Work Advisory Committee meetings) that is generated from student fees. Another source of funding is the Social Work Endowment Fund that currently has a corpus value of \$114,000 and has generated a total of \$26,000 that is currently available for uses that seek to make significant improvements in the social work program. These funds are specifically restricted for use only by the Social Work Program for significant projects aimed at improvement. WSU will also encourage contributions to a similar program development fund to support the MSW.

Two scholarship accounts specific to graduate students have already been established at WSU. One scholarship is to specifically support one student annually who pursues a career in working with older adults. The second scholarship is to support one student annually who has an internship working with persons with developmental or intellectual delays. The Department is working with the WSU Foundation and Alumni Society to secure more scholarships for the MSW program.

### **RACGS GUIDELINE QUESTIONS (pp. 8-9)**

We briefly now connect the previous section to the questions from the RACGS Guidelines and Procedures document on pp. 8-9.

- *Is the program distinctly different, both conceptually and qualitatively, from the undergraduate degree programs in the same or related disciplines? If so, is there a detailed listing of the specific differences?*

Yes. The concept of advanced generalist practice as the pedagogy that separates MSW from BSW curriculum was described on pp. 8 and 11-12.

- *Does the program emphasize the theoretical basis of the discipline as expressed in the methods of inquiry and ways of knowing in the discipline?*

Yes. The curriculum follows the theoretical basis of the CSWE standards. Appendix B,

Program Competencies, Associated Practice Behaviors, Courses, and Assignments, shows the connection between program competencies, associated practice behaviors, specific courses, and assignments within those courses. The three research courses cover the quantitative and qualitative methods of inquiry found in social work.

- *Does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?*

Yes. Becoming a lifelong learner and advanced generalist practitioner are part of the program mission and goals. Applying critical thinking skills and developing a professional identity as a social worker are two of the program competencies.

- *Is the program designed to educate students broadly so that they have an understanding of the major issues and concerns in the discipline or professional area?*

Yes. The foundation courses in the first year are applied to general issues and concerns in the discipline. The Advanced Generalist concentration also stresses that all students need clinical, direct practice skills and macro, policy skills.

- *Does the design of the program include a capstone experience, such as an exit project (which would not necessarily be a research experience)?*

Yes. All students are required to complete a culminating research project. This project is optimally an evaluation applied to one of the field practicum settings. The project is completed during the final semester in the Social Work Research III course. The project is described in the Social Work Research III syllabus.

- *Does the proposed program identify faculty resources appropriate for the research component of the program?*

All faculty curriculum vitae are included and demonstrate that all faculty have research experience. The faculty assigned to the research courses are Drs. Brun, Myadze, and Bhandari. All three have taught the Research Methods and Evaluation courses in the current MSW program with OSU. Additionally, Drs. Brun and Bhandari have taught qualitative research methods. Current faculty or adjunct faculty will be hired to teach quantitative statistical methods.

- *Does the program curriculum offer what students need to know for competence at the expected level of professional expertise?*

Yes. The entire Curriculum section covers the CSWE required curriculum for professional social work practice.

- *What plans have been made to address standards and guidelines for professional accreditation, if applicable?*

The proposed program is following the CSWE schedule for candidacy and accreditation. The Benchmark I document has been approved. A site visitor will be assigned to visit the campuses between December, 2011 and February, 2012. Based on the report from the site visitor, the CSWE Commission on Accreditation will vote on candidacy during their June, 2012 meeting. If candidacy is approved, WSU would like to accept the first students in Fall 2012. Programs are under candidacy for 4 years before becoming fully accredited. All students will be informed of the candidacy and accreditation process.

- *What admission criteria, in addition to the traditionally required transcripts, standardized test scores, letter of recommendation, and personal statements of purpose, will be used to assess the potential for academic and professional success of prospective students? The special consideration of student experience and extant practical skills within the admission process should be specifically noted.*

The admissions criteria were described on pp. 14-19. We are abiding by the CSWE standards which states that course content, including the field experience, can-not be replaced by work or volunteer experience.

- *If field/clinical experience is subsumed within the academic experience, how does that experience relate to the academic goals of the professional graduate degree program? Provide a description of the involvement of supervisory personnel. Describe the level of communication between the field/clinical experience site and the academic department. Provide an outline of the anticipated student activities as well as student requirements.*

Nine hundred hours of field experience are required by CSWE to award the MA in social work. A detailed field manual will be developed for future benchmarks and submitted to CSWE. The field manual will outline the responsibilities of students, faculty, and field supervisors. A person from each university will be assigned as a field coordinator. The field coordinators will train each field supervisor. The field coordinator will also visit the student and field supervisor at each site at least once each semester. The description of the three field practicum experiences are contained in the syllabi for those courses.

- *If the faculty qualifications associated with the professional graduate degree program differ from national norms and the traditional standards of faculty excellence, how do such qualifications differ and why do they differ? Provide the specific qualifications of adjunct, part-time, and special faculty who do not hold traditional academic credentials. Also, give a rationale for such faculty without academic credentials to participate in the professional degree program as regular program faculty.*

All faculty on the list of faculty on pp. 22-23, except two, have their PhD and a Master of Social Work or related degree. One person, Klatt, is working toward her PhD, and another, Carter, has a MSW. Another social work position at MU is vacant, but a search is underway this academic year. A WSU person, Layne, oversees the practicum seminar for a federally funded child welfare training program. Layne has an MSW, which is

often the terminal degree for persons serving as field coordinators. All faculty teaching practice courses in the MSW program and the field coordinators must have an MSW degree and at least two years of post BSW or MSW experience. All of the faculty teaching practice courses in the proposed program, including adjuncts, will have an MSW. Some adjuncts will be hired based on their practice experience and having the MSW, but having the PhD will not be required. These faculty credentials are common in MSW programs.

- *How does accreditation by the appropriate professional organization relate to the academic experience outlined in the program plan? Describe the specific aspects of the program plan, if any, that are necessary to achieve professional accreditation.*

Everything in this proposal must meet CSWE candidacy and accreditation standards.

- *What is the relationship between theory and practice as expressed within the proposed curriculum? Identify a set of core courses and show how the curriculum enhances the student's professional preparation.*

The field practicum experiences are the signature pedagogy of social work that connect practice to theory. Additionally, most courses will have assignments that connect course work to the field practicum. Appendix B shows the program competencies and associated practice behaviors as they are connected to specific courses and assignments.

- *Does the number of credit hours required for graduation differ significantly from traditional graduate degree programs? How is the number of credit hours required for graduation influenced by mandated professional experiences?*

No. The number of credit hours for the proposed program is aligned with most MSW programs.

- *Can it be demonstrated that the culminating academic experience, such as an exit project, thesis or dissertation, will contribute to the enhancement of the student's professional preparation? In support of the response here, provide a list of possible research projects, theses, or dissertation topics.*

Yes. All students must complete a culminating research project related to their field placement or other social service setting. All projects will be applied research or evaluation with the purpose of using research methods and theory to improve social service delivery to clients. The research can be micro- or macro-focused. Most research will be related to service delivery to older adults and/or families and children.

Examples of possible culminating research projects are:

- Content analysis of juvenile court services to female and male youth in a specific county.

- Evaluation of two different clinical methodologies delivered to residents of a county jail.
- Evaluation of substance abuse treatment programs.
- Policy analysis of current policies for older adults.
- Single systems evaluation of an intervention provided to one or more clients.
- Data collected as part of a needs assessment to determine if funding is needed to support services or develop new services.

### **EVIDENCE OF NEED**

Overall, the prospects and need for future social workers looks very encouraging. In fact, the US Bureau of Labor Statistics reported in 2008 that the employment of social workers is expected to increase by 22% from 2006-2016, which is much faster than the average for all occupations. In addition, the Bureau of Labor projects a 19% increase for child, family, and school social workers, a 24% increase for medical and public health social workers (especially working with older adults), and a 30% increase for mental health and substance abuse social workers. Persons with MSWs will fill many of these new positions.

In conjunction with the aforementioned Bureau Of Labor Statistics, needs assessments for an MSW program in the west central region of Ohio were conducted in 2004 and 2010 in which surveys were sent to directors of agencies that had provided field education or employment to MU and WSU students, students (BSWs and non-BSWs), and alumni of WSU and MU. WSU conducted the needs assessment in 2004 and found that 77% (246) of the 319 WSU BSW alumni participants stated they would have applied to a MSW program if it were available at WSU when they graduated. Further, 48% of the same respondents indicated they will apply when there is a MSW program at WSU. Thirty percent (86) of the non-BSW alumni participants (285) stated they would have applied to a MSW program at WSU if it were available when they graduated and 17% of the same respondents indicated they will apply to a MSW program at WSU.

The 2004 WSU needs assessment survey showed that 82.5% (52) of directors polled from counseling and social work agencies located in the Greater Miami Valley region (63 participants) stated they would support a MSW degree at WSU, and 73% (46) stated they would encourage their employees to complete the MSW degree. Fifty-seven percent (36) indicated they would increase their hiring of MSW employees with the introduction of a MSW program at WSU.

In 2010, more than three-fourths (77%; 124) of students and alumni surveyed (163) from MU, WSU, Cedarville University, Central State University, and the University of Dayton, stated they support the proposed collaborative MSW program. Meanwhile, 22% of the students/alumni (35) were unsure about whether or not they were in support of the proposed program (many of these respondents said they wanted more information), and less than 2% (3) said they did not support the collaboration. Many MU students noted the benefit of being able to get a MSW degree from their alma mater. For example, one student/alumnus noted: "Miami is my undergrad. If I could stay here for grad school, it would be so much easier. I already know the campus and the people. Not to mention Ohio needs more MSW program opportunities." Another student added: "Miami has a strong BSW program; it would be beneficial for those interested in pursuing an MSW at

the same institution.” Other students also shared their support and enthusiasm, one of whom stated: “Please keep me up to date on any developments. I know many people who have been waiting for a program like this.” Another student said simply: “Let's get the ball rolling on this! It's a great idea!”

The 2010 needs assessment survey undertaken by both WSU and MU revealed that 97% (33) of social work agency directors polled (34) stated they support the proposed WSU/MU MSW program. Sixty-five percent (22) directors stated that the proposed program would increase their hiring of MSW graduates, and 61% (20) stated they would encourage employees to complete the proposed MSW program. Further, 45% of the respondents (15) would provide financial assistance to employees to attend the proposed program. Many of the directors explained their support for the proposed MSW program by citing the need in this area for such a graduate program. In support of the proposed MSW program, one director discussed this need and also posited how the Miami University's undergraduate program could also benefit from the offering of this MSW degree: “There are limited MSW programs in the area. Providing another option for this degree, especially from a prestigious university like MU, would draw more students/potential employees to the area. In addition, many BSW students plan to obtain their MSW right after graduation. The BSW program at MU could see an increase in enrollment if students knew they could stay with MU for the MSW.” Another director explained her/his support: “Well trained MSW's are greatly needed in our community and the joint MSW program would be able to meet that need. I have also spoken to several BSW's who have expressed an interest in attending an MSW program that would be offered by either University.”

Along with the support from directors of local agencies, one student/alumnus who completed the 2010 needs assessment survey explained her/his interest in the proposed program: “I would be able to travel a shorter distance compared to the programs set in place now. I was even considering moving to complete the master's program, but if they created one at Miami University I wouldn't have to.” Several of the participants of the 2004 and 2010 survey have provided letters of support, which appear in Appendix D.

In addition to the qualitative and quantitative data that was generated by the most recent needs assessment, MU, WSU, and Cedarville University collectively graduate at least 100 BSWs each year. As such, it is proposed that such graduates would provide applicants for the accelerated and regular programs. Along these same lines, there are seven local universities that offer related baccalaureate degrees, making students eligible to enter the proposed MSW program. As pointed out from the constituents surveyed in 2010, the proposed MU/WSU MSW program would meet the geographical needs of the central and western counties of Ohio and possibly promote social work throughout the state of Ohio. More importantly, the establishment of the Greater Miami Valley MSW Collaborative will meet the regional and collective need of those constituents looking to enhance their social work graduate education while also meeting the needs of those at-risk and disenfranchised populations in the southwestern Ohio region.

## **ACCESS AND RETENTION OF UNDERREPRESENTED GROUPS**

Each year, social work programs accredited with the Council on Social Work Education (CSWE) must report their diversity data of faculty and students. The latest data available are from 2009 and include data from 97% of all CSWE accredited programs. Only data for racial background are presented here as both MU and WSU BSW programs have predominantly women faculty and students, which is representative of the discipline.

The national statistics for BSW programs in 2009 for full-time faculty was: White, 70%; African American, 14%; and Other 16%. At WSU, the racial background of the 7 full-time faculty during the 2010-2011 academic year was: White, 5 (71%); African American, 1 (14.5%); and International, 1 (14.5%). Nationally, the racial background of part-time faculty were: White, 68%; African American, 12%; and Other, 20%. During the 2009-2010 academic year, the racial background of the 4 part-time faculty was: White, 1 (25%); African American, 2 (50%); and Hispanic, 1 (25%). The racial background of the overall faculty at WSU actually surpasses the national norm.

The national statistics in 2009 for full-time students by race were: White, 54%; African American, 23%; and Other, 23%. For part-time students the statistics were: White, 45%; African American, 28%; and Other, 27%. At Wright State in 2009, there were 58 full-time juniors and seniors: 44, White (76%); 10, African American (17%); and 4 Other (7%). There were 7 part-time juniors and seniors: 4, White (57%) and 3 African American (43%). The statistical diversity of the students at WSU is slightly lower than the national norm, which includes historically black universities and universities in larger and more diverse regions.

The Greater Miami Valley MSW Collaborative and its faculty support a continuous effort to respect, understand, and foster diversity and difference in the learning environment. Specifically, the program seeks to provide a learning environment that recognizes the importance of specific and continuous efforts that encourage diversity and differences in the academic environment as well as access and retain underrepresented groups.

The Greater Miami Valley MSW Collaborative will seek to access and retain underrepresented groups through a variety of procedures. Specifically, the Greater Miami Valley MSW Collaborative will foster its efforts with the Center for American and World Cultures, Service Learning and Civic Leadership, the Mosaic Program, Bridges: A Program for Excellence, MADE@Miami, Student Achievement Research and Scholarship (STARS) and community groups to recruit prospective minorities to the Greater Miami Valley MSW Collaborative. The establishment of the Greater Miami Valley MSW Collaborative will embrace and cultivate such connections for the betterment of each university (MU and WSU) and their current student populations.

The Greater Miami Valley MSW Collaborative also seeks to access and retain underrepresented groups through The Center for Community Engagement. The Center for Community Engagement achieved official status as a Miami University Center on February 27, 2002. The Center seeks to establish and continue unique collaborations between Miami University and

community groups within the Cincinnati inner-city neighborhood of Over-the-Rhine. The Center is located at 13<sup>th</sup> Street and Vine, in a storefront recently renovated by architecture and interior design students under the guidance of a professor from that department. The Center provides opportunities for faculty, students, and community learning in cross-disciplinary and intercultural experiences. The Center promotes collaborations among many divisions and programs on the MU campus: the School of Fine Arts, the School of Interdisciplinary Studies, the College of Arts and Sciences, Miami's Plan for Liberal Education, Black World Studies, the Center for American and World Cultures, Service Learning and Civic Leadership, and the Mosaic Program in Residence Life. The Greater Miami Valley MSW Collaborative faculty believes that this relationship will act as an impetus to access, and retain underrepresented groups to the MSW Collaborative.

The Greater Miami Valley MSW Collaborative will seek to access, recruit and retain students from local accredited social work programs (WSU, MU, and Cedarville) and schools offering non-accredited social work programs (Central State University) and related degrees (University of Dayton, Urbana University). These programs have been recognized as being highly diverse and represent many underrepresented populations whose access to a MSW program will be greatly enhanced with the development of the Greater Miami Valley MSW Collaborative. The proposed collaborative will also remove a significant geographic obstacle to accessing a graduate program in social work that will lead to initial career placement and advancement of minority and diverse students in the field of social work.

Lastly, the Greater Miami Valley MSW Collaborative is committed to improving the learning environment to affirm and support underrepresented groups and persons with diverse identities. An effort to affirm and support underrepresented groups and persons with diverse identities is a commitment shared by each collaborative faculty member. It is also believed by the Greater Miami Valley MSW Collaborative faculty that the learning environment for every graduate social work student will be enhanced in the classroom by further developing and cultivating a classroom that represents, affirms and supports the enrollment and retention of persons from diverse backgrounds. As a result, the Greater Miami Valley MSW Collaborative faculty are committed to the recruitment and retention of nontraditional students, minorities and women for the betterment of the overall graduate and classroom experience.

## **STATEWIDE ALTERNATIVES**

### **Programs Available in Other Institutions**

There are seven MSW programs in Ohio:

- Case Western Reserve University
- Cleveland State University and University of Akron Collaborative
- The Ohio State University
- Ohio University
- University of Cincinnati
- University of Toledo
- Youngstown State University

All of the above programs are accredited with CSWE. Youngstown State University is the most recently founded Ohio MSW program, receiving its first year of candidacy seven years ago. The number of CSWE, MSW programs in nearby states is: Illinois – 13; Indiana – 2; Kentucky – 7; Michigan – 7; and Pennsylvania – 11.

WSU and OSU faculty have taught graduate courses in the CSWE accredited MSW program of The Ohio State University on Wright State University's campus since Fall 2006. This partnership was approved by CSWE and the Ohio Board of Regents with the intention of lasting five years. The purpose of the partnership was to allow OSU faculty to mentor WSU faculty in teaching MSW courses and eventually founding a new program. Dr. Dean Pierce, director of accreditation at CSWE in 2006, applauded this partnership and stated that this type of growing state-wide MSW programs is encouraged and has been a model in California.

### **Appropriateness of This Location**

The Greater Miami Valley MSW Collaborative at MU and WSU meets the geographic need of residents of west-central Ohio, as discussed in the Introduction and illustrated in Map 1.

The results of the needs surveys conducted in 2008 show that location is a big strength of the proposed program. Many potential MSW students are unable to drive the distances to University of Cincinnati or The Ohio State University to complete full-time or part-time programs.

### **Opportunities for Inter-Institutional Collaboration**

Inter-institutional collaboration is the foundation for the proposed program. Neither WSU nor MU have the faculty resources to provide the MSW without the collaboration. The proposed program originated when the directors of the BSW programs from each university approached each other to discuss a collaborative program. The faculty of both programs have met in retreats and meetings for over three years planning the proposed curriculum.

Additionally, The Ohio State University has collaborated with both universities to develop the proposed program. OSU and WSU collaborated to deliver MSW classes on WSU's campus since 2006.

The Greater Miami Valley MSW Collaborative will work with local universities to recruit students into the program: Antioch Midwest, Cedarville University (whose CSWE accredited BSW graduates are eligible for the Advanced Program), Central State University, University of Dayton, Urbana University, and Wittenberg University. The program will also work closely with the local community colleges.

### **Institutional Priority and Costs**

It is hoped that the proposed program is approved by OBR and CSWE in time that the first semester of the proposed program is Fall 2012. For Fall 2012, it is anticipated that a total of 30

full-time students (15 at WSU and 15 at MU) will be accepted into the first full-time two year program and may continue at this level in future years. Consideration will be given, however, to increasing these enrollment numbers and accepting some part-time students in subsequent years if resources remain adequate. The program will try to recruit and retain 30 new students in the program every year. Between MU, WSU, and Cedarville institutions alone, there are minimally 30 BSW graduates each year that are eligible for recruitment in the proposed program.

Together, WSU and MU have sufficient faculty and staff to meet the needs of their respective BSW programs and can provide at least 3 faculty each to the MSW program. There are 12 faculty in the MU FSW department, with 5 of these faculty having MSW degrees and at least 2 years of post-masters practice experience and an expected 6<sup>th</sup> MSW by the beginning of Fall 2012. See Appendix E for the MU budget.

Most costs of computer resources are provided by the School of Education, Health and Society (EHS) and are not part of the program's operating budget. The costs of some computer supplies, such as ink cartridges and computer paper, are covered by the program's departmental budget. Faculty members have good computer hardware (e.g., Hewlett Packard, Dell, Mac computers) and software (e.g., Internet Explorer, Microsoft Office, statistical and qualitative methods software) in their private offices. Faculty have access to considerable instructional technology such as Blackboard, a computer based class management system. The Greater Miami Valley MSW Collaborative has good technology support because EHS has a technology staff of three full-time employees and two part-time student workers who serve faculty and student technology needs. The technology staff assist in the maintenance of hardware and software and the implementation of new technologies. The university offers a number of technology workshops for faculty and students.

### **RESPONSES TO RACGS MEMBERS' REVIEW OF THE PDP**

The preliminary Program Development Plan (PDP) for the Greater Miami Valley MSW Collaborative was submitted in January, 2011, to the Ohio Board of Regents (OBR) Regents' Advisory Committee on Graduate Study (RACGS). RACGS then circulated the PDP for comments. Most of the commentary from the universities was positive and supportive, consisting primarily of constructive comments that requested elaborations and clarifications of ideas already in the PDP. The following are descriptions of this commentary and our responses to all the points raised by each university.

1. The **Ohio State University (OSU)** indicated that it was "supportive of this effort" and looked forward to "moving this joint degree offering forward." The OSU comments asked for further details about certain specifics but expressed confidence that these issues would be dealt with as part of the candidacy process of the Council for Social Work Education (CSWE). Specific comments and our responses are as follows:

- a. *Comment 1—The proposal does not address the specifics of how the two institutions will address things like advisement, field placement, admission screening, and curricular outcomes assessment.*

Response—As the commentary from OSU anticipates, all of these issues are being addressed as part of the four year candidacy process for CSWE, the national accrediting agency. These issues also are addressed in the current proposal.

Both the WSU and MU faculties combined are composed of highly qualified social work faculty members who are more than sufficient to meet CSWE standards for offering a high quality collaborative MSW program. Highly qualified social work faculty members are present at both campuses to provide excellent advisement of students who will be entering the proposed collaborative MSW program. These issues relating to faculty qualifications and capacity for advisement are addressed in detail within the current proposal.

Field placement coordinators will be located on both campuses and will implement common field placement experiences consistent with CSWE standards on both campuses. The field placement coordinators will meet frequently to ensure the implementation of common standards and experiences in field practicum experiences. These common standards at both campuses also will be monitored and maintained by the Social Work Program Director, an office that rotates between the two collaborating institutions.

The present proposal indicates that each university will have its own Graduate Admissions Committee to admit students (15 at each university the first year) but will convene jointly to discuss all applicants and ensure common standards before sending any acceptance letters. If there is under- enrollment at one university and the other university reaches its 15 student capacity, a student may choose to enroll in the university which is under-enrolled. As described in the current proposal, detailed admission policies common to both collaborating institution are provided in the section of the current proposal entitled “Students”. These specific admission policies and procedures for this program common to both collaborating institutions will be outlined in the student handbook and will pertain to all students, regardless of the university to which they are admitted.

The issue of curricular outcomes assessment is being dealt with as part of the candidacy process that has been initiated with CSWE. The curriculum will achieve and assess the 10 core competencies required by the CSWE EPAS 2008. A curricular outcomes assessment strategy is being developed consistent with the new competency-base approach recently implemented by CSWE. The current proposal

provides a description of the 10 competencies defined by CSWE, how these competencies translate into associated practice behaviors, the specific courses having content/experiences that address each competency, and describes how each competency will be assessed.

- b. *Comment 2—It would be helpful to know the status of the of the program's application for CSWE candidacy.*

Response—As described in this proposal, the proposed program is following the CSWE schedule for candidacy and accreditation. The Benchmark I document has been approved by CSWE and a site visitor is being assigned to visit the WSU and MU campuses between December, 2011 and February, 2012.

- c. *Comment 3—Has an initial application been submitted to CSWE?*

Response—Yes. See response to the previous comment

- d. *Comment 4—Are we on track for the four benchmarks?*

Response—Yes, the proposed program is following the CSWE schedule for candidacy and accreditation precisely. Programs are under candidacy status for 4 years before becoming fully accredited. The Benchmark I document has been approved by CSWE and a site visitor has been assigned to visit the WSU and MU campuses between December, 2011 and February, 2012. Based on the report from the site visitor, the CSWE Commission on Accreditation will vote on candidacy during their June, 2012 meeting. If candidacy is approved, WSU and MU would like to accept the first students for the fall of 2012. Following the CSWE schedule, results from the Benchmark II and site visit will be voted on in June, 2013. Results from the Benchmark III and site visit will be voted on in June, 2014. Results from the initial accreditation and site visit will be voted on in June, 2015.

- e. *Comment 5—Are enrollment plans in line with the candidacy calendar such that students enrolled per their plan can expect to earn their MSWs from an accredited program?*

Response—If candidacy is approved as planned in June, 2012, the program plans to accept the first students in the fall of 2012 (i.e., 15 students at each campus). Programs are under candidacy for 4 years before becoming fully accredited and it is planned that the proposed program will have full accreditation in 4 years after initiating candidacy, June, 2015. Once full accreditation is achieved in the proposed date of June, 2015, students who graduated between May, 2014 and May, 2015, will

be notified that the accreditation is retroactive back to the dates the program was in candidacy.

Graduating with a MSW from a CSWE accredited program is partial requirement to be licensed as a Licensed Independent Social Work (LISW) in Ohio. Another requirement is receiving 2 years of post-MSW supervision from an LISW.

Thus, the first students who graduate from the program after 2 years and then have 2 subsequent years of supervised, post-masters social work experience will meet the LISW criteria of having graduated from an accredited MSW program. All students will be informed of the program's candidacy status upon application for admission to the program and at several points during the subsequent progress toward full accreditation during the next 4 years.

- f. *Comment 6—Will every course in the proposed program be taught on both campuses and will students be able to enroll at one institution and complete their degree?*

Response—A general response to this comment is that one of the important reasons for engaging in this collaborative program is to share resources and provide a high quality MSW program that will not require the entire curriculum to be offered on either of the main WSU or MU campuses. Instead, students at either campus will be able to complete their programs of study through a combination of courses provided on their primary main campus (i.e., the campus through which they were admitted), through shared closed circuit television courses, shared on-line courses, and courses provided on two regional campuses of Miami University that are approximately equal distance (or about a one-half hour drive) from both the MU and WSU main campuses. Those two MU branches are Middletown and Voice of America Campus in Mason.

Both departments have agreed to provide 50% of the faculty, staff, and supportive resources for the proposed MSW Program. The Program Director will request from each department that committed resources be provided, with each department chair being responsible for making faculty assignments from their own departments. For example, there are 8 classes needed for the first year of the proposed program. Dr. Brun, who has been designated to be the initial Director of the collaborative MSW, will request from MU that 4 classes be assigned to MU faculty and 4 will be assigned to WSU faculty. In addition, all students in the program (i.e., at either campus) would be able to take any courses offered at either main campus if they chose to do so. This is feasible because students will have access to all facilities at both main campuses (e.g., courses, libraries, student recreation center, and parking etc.). However, attendance at the other main campus would not be required to complete the program.

Both the MU and WSU campuses have sophisticated classrooms for on-line classes and closed circuit television capability. The two regional campuses (Miami University-Middletown and the Voice of America Campus provide excellent facilities for in-class instruction and have technologically sophisticated classrooms for on-line and closed circuit television instruction.

- g. Comment 7—How does the program director in one location oversee the programming provided in the other location? This would consider macro issues such as program assessment and student-level issues related to advisement, placement, marketing, etc.*

Response—The detailed planning and implementation required by the CSWE candidacy process ensures that the program will have common policies in reference to macro issues such as program assessment, and student level issues relating to advisement and placement, etc. These issues are clearly dealt with in this proposal and will be comprehensively delineated in the CSWE documents prepared as part of the candidacy process.

The Director of the Collaborative Social Work Program will meet regularly with and communicate with the Assistant Director of the program (located at the alternative campus) and the two Field Placement Coordinators (one located on each campus) to ensure common policies and oversight of the macro issues addressed in this comment. We have also recognized the need for at least one joint faculty meeting (involving all participating faculty members) per semester, convened at one of the regional campuses to get faculty members' feedback in regard to such issues.

2. **Cleveland State (CSU)**, a participant in a joint program with the University Akron, made only positive comments about the proposed program. The Cleveland State-Akron joint program, which is very similar to the current proposed program, concluded that the proposed WSU-MU collaborative program does not conflict with the Akron-Cleveland State joint program. Another conclusion was that the distance between the existing joint program in northeastern Ohio and this proposal for a collaborative program in southeastern Ohio prohibited collaborative efforts. The Akron-Cleveland State program indicated that our proposed administrative structure for the MU-WSU collaborative program is similar to that of the successful administrative structure implemented in northeastern Ohio. No substantive comments were made for improvement of the current collaborative program and an overall conclusion was that our proposal met all the basic elements required by CSWE. Positive comments included highlighting that our current proposal emphasized “true collaboration”, which has already proven to be successful for the Akron-Cleveland State joint program. The proposed curriculum was praised for having a “natural flow” and Cleveland State also concluded that the required number of

qualified faculty was sufficient to staff the MU-WSU collaborative program. Other supportive comments included that (1) it was evident that the intent was to truly build one program on two campuses, (2) the agreement to share resources was clearly evident, and (3) the needs assessment demonstrates the availability of students to enroll. No substantive suggestions or comments were made that required our comments.

3. The **University of Akron** (AU) provided useful comments and concluded that “the proposal sufficiently addresses the essential elements of a joint MSW program.” Supportive comments include that “The Program Development Plan did provide an acceptable justification for a joint MSW for the central and southern region of Ohio. Many graduate social work students are employed full-time, and a joint MSW program that is within reasonable driving distance will be beneficial.”

- a. Comment 1—The University of Akron indicated that “there are certainly opportunities to collaborate on researching the effectiveness of distance education with another MSW program in a distance learning format.*

Response—Because one of the important reasons for the current proposal is to develop an excellent program, while sharing and conserving resources, we would welcome any possibility of collaborating with the University of Akron on distance learning formats. This would certainly be possible because we have the technology to make this connection and both institutions are required by CSWE to provide curricula that address many of the same competencies.

- b. Comment 2—A comment requests clarification about the ability of the proposed collaborative program to provide sufficient faculty to staff the program with the 6 full-time social work faculty.*

Response—A perusal of the current proposal indicates that Miami University has 7 full-time faculty positions occupied by fully qualified social work faculty members who have MSW degrees, at least 2 years of supervised, post-masters experience, and can teach practice courses (6 positions are currently filled and one is being recruited through a search process this academic year). Six of these individuals have doctoral degrees and one has a masters degree. Additional family studies faculty and faculty members with specializations in older adults and family relationships will be able to teach courses other than practice courses in the collaborative MSW. Two additional affiliated faculty members located in the Department of Sociology also have both doctoral degrees and MSW degrees and will be available to teach courses. Wright State University has 5 full-time faculty members who have MSW degrees, at least 2 years of post-masters experience, and can teach practice courses and will be hiring by August, 2011, one more faculty who fits these requirements. All of these individuals

have doctoral degrees in social work. The current proposal clearly establishes that we have assigned and can staff our proposed collaborative with full-time faculty members while continuing to maintain high quality BSW programs. Details about our ability to staff the proposed MSW program is established in the current proposal in the section on Faculty.

- c. *Comment 3—A comment requested additional information about the adequacy of the technology available at WSU and MU to provide the necessary distance education required for the proposed collaborative MSW Program.*

Response—Both WSU and MU have a variety of accessible classrooms with the capacity to provide on-line and closed circuit television courses simultaneously on both campuses. Some of these class rooms are studio quality and are state-of-the-art level facilities. Both institutions have made the development of on-line and distance education courses institutional priorities and are rapidly moving in this direction. Technical assistance is available to assist faculty who are developing these courses and there are faculty development training experiences available to teach distance learning formats.

- d. *Comment 4—The issue of the unequal tuition between WSU and MU (MU's tuition is considerably higher) was raised as a possible complication.*

Response—This issue has been resolved because the MU central administration has committed to charging the same tuition for MU students who enter the MSW program as WSU requires of their students.

- e. *Comment—An issue was raised about the difficulty that students in the proposed program who are employed may have in completing 900 hours of practicum in three semesters.*

Response—Besides full-time students pursuing two-year program, the proposed MSW program will also be admitting part-time students who will complete their programs on a three-year or four-year timeline. The current plan is to begin admitting part-time students for the second year of the program. These longer time-lines should more effectively accommodate work schedules and allow the completion of the 900 hours of practicum experience that is required.

4. **Ohio University (OU)** also reviewed the PDP for the proposed collaborative MSW and had no comments to make that required our response. The following very positive conclusion was made by the Ohio University reviewers:

“ Our campus experts believe the program is needed in the region it will serve, is effectively designed to meet instructional demand and accreditation, and thus, viable as a new program. They are supportive of the proposal. I have no additional comments to add.”

5. The **University of Cincinnati (UC)** also provided several comments that requested elaboration on several points. Most of these comments are either quite general or actually addressed extensively in the PDP, with more depth in the current proposal, or in our responses to comments earlier from other universities. Most of these comments can only be dealt with by reference to sections of the current proposal

- a. Comment 1—The first comment questioned the extent to which the need for the proposed program has been established. This comment singled out the city of Hamilton as an area of overlap, a very small portion of the much larger area (i.e., several counties in central and south western Ohio) from which the proposed MSW would recruit students.*

Response—The current proposal clearly establishes the need for the proposed MSW program. This is accomplished by referring to national data (U.S. Bureau of Labor Statistics), extensive needs assessments conducted by WSU and MU, and a careful analysis of the roles of nearby institutions of higher education within the larger area of central and south western Ohio that is targeted by the proposed program. All of these analyses strongly indicate that the proposed program is needed and will have a large clientele. The vast majority of the area covered by this proposal is north of Hamilton and extends no further south along I-75 than the Voice of America campus of Miami University (Tylersville Road exit off I-75). It should also be pointed out that MU has a long-time presence in Hamilton where the MU-Hamilton Regional Campus is located and many social work courses have been offered for a much longer period than any other social work program from any other academic institution.

Another guarantee of a clientele for the proposed program are the 120 undergraduate majors in both of the BSW programs at WSU and MU and approximately 200 undergraduate pre-majors on both campuses each academic year. Many of these students will be seeking entrance to the new MSW program when it is implemented. This is particularly true because graduates of the MU and WSU undergraduate programs will be well-positioned for rapid progress through the MSW program when the Advanced Standing Program is implemented in the second year of the proposed program.

- b. Comment 2—A comment was made about the curriculum being sketchy and indicated that the reviewer could not determine if accreditation standards will be met.*

Response—The process for gaining accredited status is a much more detailed document than the PDP. The CSWE benchmark documents are written over a 4 year candidacy process according to standards set by Council on Social Work Education (CSWE). The PDP document does not allow sufficient space to provide the kind of detail that would allow making definitive judgments about accreditation standards. As the current proposal makes very clear in greater detail in the curriculum section and throughout the proposal, however, we are absolutely confident that we have all the resources (i.e., qualified faculty, available funds, classroom space, and technology) in place currently to become fully accredited and to provide an excellent curriculum that meets all CSWE standards. We have initiated our candidacy process, have our first site visit schedules for this coming winter and will progress as rapidly as the required process allows to full accreditation. Greater detail about the curriculum and its ability to meet CSWE standards is provided in the curriculum section of this proposal.

- c. *Comment 3—Although the reviewer recognizes that the proposed program meets the CSWE requirement for having a minimum of 6 faculty who have both an MSW and 2 years of post masters degree career experience, there are incorrect statements made about the Miami University Social Work Faculty.*

Response--For example, the statement is made that the faculty at Miami University (MU) “do not have the requisite practice experience.” On the contrary, a perusal of the faculty section of the current proposal quickly reveals that 7 MU social work faculty (6 currently on staff and one is being recruited this year) have both an MSW and the 2 year supervised, post masters career experience. These issues clearly relating to faculty qualifications are dealt with in extensive detail in the section on faculty in the current proposal. Many have much more experience than is required by minimum CSWE standards.

In addition, several faculty in the collaborating faculties beyond the social work faculty members, are trained in family studies, older adults, child development, family therapy, and parent-child relations. These talented faculty members can greatly enrich the program, particularly in non-practice courses that are part of the MSW. The proposed MSW program also will collaborate with faculty in Miami University’s Gerontology PhD program. Two faculty in the Gerontology doctoral program have doctorates in sociology and have MSW degrees as well. WSU also has a social work faculty member who is a specialist in gerontology. It is our strongly held view that our proposed collaborative MSW has more than enough qualified faculty to staff both nationally accredited masters and undergraduate programs on both campuses. The comments of other reviewers from Ohio university social work programs were able to conclude that the proposed WSU and MU collaborative MSW has the qualified faculty members to become nationally accredited consistent with CSWE standards.

- d. *Comment 4—General comments are made under the topic “Adequacy of the Program Resources” that do not address specifics but seem to seek further elaboration of the following issues: field placement, distinguishing graduate and undergraduate placements, first year and second year placements, field instructor’s qualifications, the training of field instructors, sharing financial resources, and the rotation of the directorship.*

Response—All of these issues are addressed in-depth in the current proposal and/or in our previous responses in this section to comments by other universities. Moreover, the positive comments of other institutions such as Cleveland State (an institution involved in a joint program similar to our proposal) refute these general comments of UC on almost every point.

MU and WSU will have separate field coordinators on each campus for the undergraduate and graduate programs (i.e., a total of 4 field coordinators). MSW field coordinators will implement the same policies and procedures across the 2 campuses and will be required to meet in-person on a regular basis to maintain continuity. Moreover, all MSW field placement procedures will be separate from the BSW programs that are also operated on both campuses. As indicated in the section of this proposal on faculty, there are more than enough faculty members in both the WSU and MU departments to staff an MSW program as proposed without any detriment to existing undergraduate programs. The current proposal and previous responses to comments from other universities carefully describe how financial responsibilities and program administration will be dealt with.

- e. *Comment—Under the topic “Access of the Program to Minority Students” the reviewer indicated that at WSU “I do not think this will be a problem” but indicated that “Miami University’s location could make recruitment of minority students problematic”.*

Response—This assessment by the reviewer that minority student recruitment might be problematic at MU is completely inaccurate because the Department of Family Studies and Social Work, where the proposed MSW will be housed, already has an excellent record of minority graduate student recruitment in its current masters degree (i.e., MS in Child and Family Studies).

The portion of the proposed collaborative MSW at MU will replace the current Master of Science Degree in Child and Family Studies within the Department of Family Studies and Social Work. A primary reason for converting this MS in Child and Family Studies to an MSW is to accommodate the interests of most of our current graduate students’ career goals who wish to become employed in social

service/human service agencies in the same positions as social workers. However, upon graduation, these students have been at a disadvantage for employment because they cannot currently acquire national social work licensure conveniently without a nationally accredited MSW program. Consequently our department made the decision to convert our current MS in Child and Family Studies into an MSW program, which fits our students' career goals more accurately. An important quality is that, over the last several years, our current graduate program (i.e., MS in Child and Family studies) has had great success, with about 30% of participating students being members of protected class minority groups. Consequently, we believe strongly that recruitment of minority students for the proposed MSW will at least remain at the 30% levels and probably increase. Moreover, despite our current success with minority recruitment, the current proposal also describes how we plan to recruit greater numbers of minority students into the program.

### **EXTERNAL SUPPORT**

The Greater Miami Valley MSW Collaborative relies on community social service agencies to provide the required 900 hours of field placement for every student in the two year program (less for the Advanced Standing program). Additionally, community service providers will serve on the advisory board, faculty serve on the boards of directors for local agencies, and faculty have research and evaluation grants through local, state, and federal agencies. The Board of Directors for MU and WSU, which represent prominent members of the community, must approve the full proposal. Deans of graduate schools and graduate MSW programs throughout the state have already provided positive feedback for the proposal (see previous section on responses to RACGS reviews).

Letters of support from directors of local social service agencies and other MSW programs in Ohio are contained in Appendix D. Those letters are from:

- Miami Valley Area Agency on Aging
- Miami Valley Catholic Social Services
- Daybreak
- Eastway Behavioral Health Services
- Miami Valley Community Action Partnership
- Miami Valley Child Development Centers, Inc.
- Samaritan Behavioral Health, Inc.
- St. Vincent DePaul

- Cleveland State University and The University of Akron Joint MSW Program
- South Community Behavioral Healthcare
- Montgomery County Department of Job and Family Services
- The Ohio State University College of Social Work