University of Louisville
New Academic Program Proposal Template

Undergraduate, Graduate, and Professional Programs

After approval of the Letter of Intent, programs are to complete the New Academic Program Proposal template. There is a separate template for certificate credentials.

All forms are available at:
http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval

Please ensure all questions are addressed clearly and completely to avoid unnecessary delays. Questions can be directed to the Office of Academic Planning and Accountability through the Program Approval Service Account (PROGAPPR@louisville.edu).

Send the following materials to the
Program Approval Service Account (PROGAPPR@louisville.edu):

- This Completed Proposal Template
- Proposed Program Curriculum
- Course syllabi for any new course offerings
- Faculty Roster Form
- CV for Program Director/Coordinator
- Course Template Form
- Proposal Budget Form
- Letter of Support from the UofL Libraries
- Letter of Support from the unit Dean
- Letter(s) of Support from any units, departments, or internal or external entities that have indicated their support for the program

The program approval process will not begin until all of the above documents are received. Please submit all materials listed above at the same time.

General Program Information	
Program Name:	Doctor of Social Work (DSW)
Degree Level:	Graduate
Date:	October 5, 2020 Revised December 18, 2020
Department and Department Chair:	N/A
School/College:	Kent School of Social Work
Program Director and Contact (if different); (please also include title):	Bibhuti K. Sar, MSW, PhD David A. Jenkins, PhD; Dean
CIP Code:	44.0701

Program Type (collaborative, joint, or single institution):	Single Institution
Is this program an advanced practice doctorate?	YES
Number of Credit Hours required:	44
Accreditation or Licensure Requirements (if applicable):	Not currently. However, the Council on Social Work Education is developing accreditation standards. Implementation date not announced at this time.
Is an approval letter from the Education Professional Standards Board (EPSB) required for this program? If so, attach a copy to this proposal.	No
(Tentative) Institutional Board Approval Date:	ASAP
Proposed Implementation Date (semester and year):	Fall 2021
Anticipated Date for Granting First Degree:	Spring 2024

A. Centrality to the Institution's Mission and Consistency with State Goals

A program will adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's strategic plan.

1. Provide a brief description of the program. (copy the abstract provided in the program's Letter of Intent here).

   (250 words or less; program's purpose/focus, primary areas of study, intended audience, academic level—undergraduate, graduate, or professional, length of the program, goals/objectives, rationale for program, skills or knowledge that students will acquire, relationship of program to general field). This description will be used for external reporting and should provide a concise programmatic overview.

   CPE Instructions: *The succinct program description should be readily understandable to a constituent who is not familiar with the proposed discipline.*

To meet the needs of Kentucky's social work workforce and the aspirational goals of students seeking advanced social work degrees in the state, the nation, and abroad, this proposal requests to expand the degree offerings at the Kent School of Social Work (Kent School) with the Doctorate in Social Work (DSW) in addition to the current offerings of the BSW, MSSW, MSCFT, and PhD degrees.

The DSW is a "practice doctorate degree [and] is intended to prepare social workers to assume advanced professional roles such as master practitioner, educator, administrator, policy practitioner, or leader in settings where social workers practice"[1]. The DSW degree program will educate social workers holding a master's degree with at least two years of post-master's experience to become future practitioner scholars in teaching and social service leadership. A

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[1] p.6 (Report on framework for accreditation of practice doctoral programs in social work, 2017; https://www.cswe.org/getattachment/Accreditation/Information/Feedback-for-Practice-Doctorate-Program/Framework-Report-for-Websitev2.pdf.aspx

practitioner scholar is an individual who is academically trained in methods of scientific inquiry and social work best practices and equipped with leadership and teaching skills to be a bridge and navigate within and between the academic and social service settings as an educator and/or leader. A practitioner scholar is focused on critically examining and applying social work knowledge to implement innovative and just practices to promote organizational and community change.

As a graduate of the DSW degree program, practitioner scholars will be instilled with 1) the belief and value of engaging in lifelong learning, 2) a trauma-informed, anti-oppressive, "learning organization" perspective to understand and enact change in social service organizations/settings, 3) theories, methods, and principles of adult learning, and of equity, fairness, and justice, and 4) advanced skills in assessing, implementing, and evaluating social work practices to motivate, teach, instruct, train, and lead for the betterment of social work practitioners, employees, social work students, and clients who are ultimately served (e.g., individuals seeking to manage behavioral health issues, families struggling with parenting, nonprofit organizations managing change).

The overall goal of the DSW degree program is to offer advanced education, training, and mentoring to social workers holding a master's degree with at least two years of post-master's experience who wish to become social work teaching faculty or leaders in public or private social service organizations throughout Kentucky, the nation, and abroad. The program will equip students with both leadership and teaching skills via the proposed integrated curriculum so that graduates will be able to assume either or both social service leadership and teaching faculty positions.

The DSW is structured to be a 44-credit hour, 100% fully online degree program taught online through synchronous & asynchronous models (with no on-campus residency requirements) that can be completed in 8 semesters (three years), including continuous enrollment during the summer. It is designed for currently employed master degreed social workers for whom it is not feasible to interrupt their employment to pursue doctoral education full-time but who, nevertheless, desire to have greater opportunity to advance into social service leadership and college/university teaching positions.   With our focus on recruiting the working professional, this program is designed to be part-time (6-credit hours each semester), and thus is a non-scholarship awarding program, similar to almost all other DSW programs, with the exception of one or two, which provide incentives such as a cash incentive for enrolling in the program by a certain date.

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2. Explain how the proposed program relates to the institutional mission and academic strategic plan.

CPE Instructions: *Describe how the program will address the institution's mission and strategic goals. Highlight which areas of the institutional plan will be furthered through implementation of this program.*

To achieve its overall mission, the University of Louisville in part "pursues excellence and inclusiveness in its work to educate and serve its community through teaching diverse undergraduate, graduate and professional students in order to develop engaged citizens, leaders and scholars" (p.6, University of Louisville 2019-2022 Strategic Plan) through its strategic plan focusing on making UofL a great place to learn, work, and invest. Likewise, the mission of the Kent School of Social Work is to addresses complex social problems through education, research and service to create a just and better world.

The proposed DSW program has the goal of being an exemplar of making UofL a great place to learn as well meet Kent School's mission by teaching DSW students to critically examine models and methods of leadership and teaching and use research findings to enhance practice in order to create a just and better world. The DSW program will aim to attract, enroll, and graduate the most talented, diverse set of students to meet the workforce needs of the future (Strategy L1, UofL 2019-2022 Strategic Plan) by engaging online and adult learners in course and program offerings. This assertion is supported by our marketing research[3] that indicates that there is a diverse pool of applicants interested in pursuing the DSW to become practitioner scholars in teaching and social service leadership.

The DSW will be the first doctoral degree to be offered *fully* online at UofL. Graduates from the DSW program will have the knowledge and skills to fill current gaps in teaching and leadership positions locally, statewide, around the U.S., and abroad. Offering this degree will further strengthen Kent School's existing ties with local, state, and national social service organizations. It will bolster the University's reputation and prominence in the local social service community as well as across the nation and world with its well-prepared graduates and its curriculum sequentially designed to meet the needs of the workforce.

The DSW degree program also fulfills strategic goals within Kent School of Social Work by increasing the number of graduate degrees conferred and having a full complement of degree offerings to be competitive with both private (Spalding University) and public (University of Kentucky) social work programs in Kentucky. Finally, the program has the potential to be synergetic, as many of the students are expected to be working in agencies. Thus, it affords the opportunity to build stronger partnerships between social service organizations, Kent School, and the University. There is also the potential for increased community engagement and community engaged scholarship, which are in line with UofL's and Kent School's strategic goals.

3. Explain how the proposed program addresses the state's postsecondary education strategic agenda.
http://cpe.ky.gov/ourwork/strongerbydegrees.html

The state's strategic agenda, Stronger by Degrees, sets out the lofty goal of increasing the percentage of Kentuckians with some postsecondary certification to 60% by the year 2030. Given that this percentage currently stands at 45%, substantial progress will be required to meet this goal.

CPE Instructions: *The state's strategic plan for postsecondary education focuses on the areas of opportunity, success, and impact. Identify which areas and specific policy objectives your program will address.*

The DSW will support Kentucky's strategic agenda, Stronger by Degrees, by contributing to the goal of increasing the current percentage of Kentuckians with some postsecondary certification from 45% to 60% .

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[3] Market Feasibility Report Online Practice Doctorate in Social Work. Prepared by Delphi Center for Teaching and Learning University of Louisville, January 2020

Specifically, the DSW program will contribute towards *opportunity,* the first element of Kentucky's Stronger by Degrees strategic agenda, through the fulfillment of its Objective 3: Increase participation in postsecondary education, particularly among traditionally underserved populations by expanding the availability of flexible, affordable, competency-based postsecondary programs in Kentucky. The 100% online offering of the DSW allows greater *opportunity* and accessibility for all residents of Kentucky, particularly social work professionals who live outside of Metro Louisville and all social work professionals who want to advance their education in order to advance their career opportunities within their current employment without leaving their current positions. Our Kentucky students will interact with students across the state, nation, and world, which will enhance their perspectives and help them build stronger networks for problem solving, exchange of ideas, and professional development.

The DSW degree program will support *success*, the second element of Kentucky's strategic agenda, Stronger by Degrees, by contributing to the workforce readiness component of the strategic agenda. It creates access to ensure that many more individuals complete a postsecondary degree or credential and that they graduate with the skills and abilities to be productive, engaged citizens. As envisioned and designed, the DSW degree program will promote Objective 8 of the state strategic agenda: academic excellence through improvements in teaching and learning by specifically providing more pedagogical training and professional development opportunities for faculty members to strengthen learning and improve student success. Since our targeted population for the DSW degree will be social workers already in teaching and training positions, they will benefit from the pedagogical training and professional development opportunities that will be offered in the DSW program.

The DSW degree program will support *impact,* the third element of Kentucky's strategic agenda, Stronger by Degrees, by engaging in Objective 9 of the state's strategic agenda: training a globally competitive, entrepreneurial workforce. It will improve the career readiness and employability of postsecondary education graduates with program elements that include experiential or project-based learning and mentorship.

4. Explain how the proposed program furthers the statewide implementation plan.

http://cpe.ky.gov/ourwork/strongerbydegrees.html (click on "Publication"; the implementation plan begins on p. 19 of the document)

According to the Council on Post-Secondary Education (CPE)'s 2016-2021 strategic agenda for postsecondary and adult education, the statewide implementation plan emphasizes the following components:

Adequate Funding: The DSW Program will be tuition driven (see budget and revenue estimations in the appendix of this document). We estimate that 10 students will join the program each year for the first two years. We are estimating enrollment to be small at first to be conservative in our budget estimations. After the first two years, enrollment should increase by an additional five students. The program should be able to be profitable after about 3 years. We do not plan to offer any financial aid or assistantships to students when we first start the program and may consider this as an option after the program is more financially stable.

Accountability: The proposed DSW degree is aligned with the accountability standard as set forth by the CPE in that it is a reflection of the common, shared goals and objectives of the Kent School, UofL, and CPE. As a degree program, the DSW will contribute to both UofL's and CPE's goal of increasing the percentage of adults 25-64 enrolled and granted a postsecondary degree in a Kentucky postsecondary institution. The program has a clearly spelled out program review and assessment component to gather data from current students and faculty, Kent School leadership, and graduates to focus on continuous program improvement. The program will work with UofL's Office of Academic Planning and Accountability to gather and access the necessary data to measure and monitor program impact.

Outcomes-Based Funding: The Kent School of Social Work is fully participating in UofL's performance-based funding model and associated requirements to support retention, completion, and degree production. The DSW program will fully participate in this endeavor as well and strive to meet its enrollment, retention, and degree completion goals. The DSW program will apply a set of recruiting strategies to enroll the projected number of students. Each student in the DSW program will have a faculty mentor/advisor to shepherd them through the program in a timely manner. The DSW program director will oversee an annual progress towards degree review to ensure that each student is making timely progress, problem solve with the student and faculty mentor any issues thwarting retention, and ensure that the student is completing the degree in a timely manner.

Measures of Progress: The DSW program will contribute to the number of doctoral degrees awarded by the University of Louisville, increase the percentage of Kentuckians ages 25-64 enrolled in a Kentucky postsecondary institution, and increase the educational attainment of working professionals who want to earn a doctoral degree in social work.

Progress Reports: The DSW program will utilize program enrollment, retention, and graduation rates and numbers to document and report progress through the established mechanisms at the Kent School of Social Work and at UofL.

Campus Strategic Plans: The proposed DSW degree program is consistent with elements of the University of Louisville 2019-2022 strategic plan as well as the statewide agenda. The DSW degree program is designed to attract new students to UofL and meet local and state teaching and social service leadership needs.

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5. List the objectives of the proposed program.
   a. Explain how the objectives deal with the specific institutional and societal needs that this program will address.

   b. Explain how the proposed program relates to the institutional mission and academic strategic plan.

   CPE Instructions: *These objectives should deal with the specific institutional and societal needs that this program will address. Societal needs encompass social, economic, environmental, and other needs at the local through global levels. Please note that "program objectives" are not synonymous with "student learning outcomes."*

   Describe how the program will address the institution's mission and strategic goals. Highlight

The purpose of the Doctorate in Social Work (DSW) program within the Kent School of Social Work (Kent School) will be to educate master degreed social workers to become future practitioner scholars in teaching and social service leadership. The DSW program's overall goal is to offer advanced education, training, and mentoring to master degreed social workers who wish to become teaching faculty in departments/schools of social work and/or leaders managing public or private social service organizations.   This addresses the needs of the state for competent and well-trained social work professionals in the academic and social service workforce. The DSW program goals are:

- To educate students on models of social service leadership and teaching and learning
- To train students to analyze and improve models of social service leadership and teaching and learning
- To prepare students to implement social service leadership knowledge and skills in practice
- To prepare students to apply teaching skills and learning strategies in instruction
- To educate students to ethically practice in leadership and teaching positions
- To use various modes of scientific inquiry to critically evaluate the practices of social service leadership and teaching and learning.

6. Clearly state the admission, retention, and degree completion standards designed to encourage high quality.

This information will be viewed by an external audience, so please be clear and specific.

CPE Instructions: *Be as detailed as possible and address all three components – admission, retention, and completion.*

Admission Standards
Admission requirements for the DSW Degree will include the following:
- Current Resume or Curriculum Vita
- Master's degree in Social Work
- Completed application and application fee
- Three letters of recommendation from individuals familiar with the applicant's work and/or academic ability and performance such as current or former supervisors and instructors
- Official transcripts from all colleges and universities attended
- A writing sample demonstrating the applicant's writing and analytical ability
- Personal Statement of goals for pursuing the DSW degree
- Two years of post-master's degree social work experience
- An interview after review of submitted application materials
- Master's GPA of 3.0. Applicants with a Master's GPA of below 3.0 showing potential for success as demonstrated in their other submitted application materials and/or in the interview for admission into the DSW program will be given consideration for admission.

Retention Standards

Students must maintain a 3.0 cumulative GPA to remain in good standing. In order to make progress toward completion of the degree in 8 semesters (3 years), students must take 6 credit hours each semester for 6 semesters (including summers) and be enrolled in candidacy and working on their thesis or capstone project during the 7th and 8th semesters. Students will have a mentor/advisor when they begin the program who will guide their progress, and the program will have the requirement for each student to be monitored in their progress via the student's degree completion plan (DCP). The plan will be reviewed by the faculty mentor with the student at the end of each semester or as needed to track and ensure student progress.

Should students fall behind in the program completing coursework sequentially from semester to semester as per proposed curriculum due to unforeseen life circumstances, they will be given allowances to complete the program on an alternative timeline/schedule jointly developed by the student and student's advisor, reviewed by the DSW program faculty and approved by the DSW program director. The alternative timeline/schedule must not violate any program, graduate school, or university policies.

A formal progress towards degree review will take place at the end of each year by the program director to proactively address any issues impeding the student's progress and retention in the program. The review will cover the student's progress in coursework, professional development activities, faculty mentor's assessment of progress, student's self-assessment, and any feedback received on the student's progress from other faculty engaged with the student through coursework and/or professional development activities. Students who fall below minimum cumulative GPA requirements will be required to meet with their academic advisor to develop a remedial plan. The student will be given a full semester to demonstrate improvement. The student's progress/ improvement will be reviewed by a committee made up of DSW faculty appointed by the DSW program director, and a recommendation will be made by the DSW program director to the Associate Dean for Academic Affairs in regard to the student's continuation in the program.

Degree Completion Standards
Graduation requirements are:
- Minimum cumulative GPA of 3.0 at program completion
- Successful completion of all courses in the curriculum plan.
- Proficiency rating of at least 85% on the qualifying assessment
- Successful defense of a thesis or capstone project
- Completion of all school and university requirements for awarding of the degree
- Completion of the program within four years from the time of passing the qualifying assessment

7.	Clearly state the degree completion requirements for the program.
	This information will be viewed by an external audience, so please be specific.
	CPE Instructions: *Include all completion requirements, including any capstone courses, practicum experiences, etc.*
	Degree Completion Requirements
	• Minimum cumulative GPA of 3.0 at program completion
	• Successful completion of all courses in the curriculum plan

- Proficiency rating of at least 85% on the qualifying assessment
- Successful defense of a thesis or capstone project
- Completion of all school and university requirements for awarding of the degree
- Completion of the program within four years from the time of passing the qualifying assessment

B. Program Quality and Student Success

1. Required credit hours. Provide the information below.
Provide a copy of the proposed program curriculum.

The DSW program curriculum will consist of all new courses which are listed and described here. Students will take two courses each semester. Each course will be 8 weeks in length and will be offered sequentially and conceptually linked, so that students can more deeply concentrate on one course at a time but also have the opportunity to have an integrative experience. The teaching and leadership practice courses provide opportunities for students to integrate and apply course content directly into practice under direct supervision of academic scholars and social service leaders.

Year	Semester	Course	Credit Hours
1	Fall	SW 800: Social Service Leadership and Teaching & Learning : History, Philosophy & Current Practice	3
		SW 801: Ethics, Equity, and Social Justice: Theory & Practice	3
	Spring	SW 802: Research Methods	3
		SW 803: Program Evaluation	3
	Summer	SW 804 : Implementation Science, Program Development, & Administration	3
		SW 805: Continuous Quality Improvement, Data Driven Decision-Making, and Evidence Based Practice and Management	3
2	Fall	SW 806: Applied Social Service Leadership, Management & Practice	4
		SW 807: Program Planning, Finance and Budgets	3
	Spring	SW 808: Social Work Teaching & Learning: Theories, Methods & Assessment	3
		SW 809: Teaching in Social Work: Course Design, Instruction & Evaluation	4
	Summer	SW 810: Policy Analysis & Advocacy: Contemporary Issues	3
		SW 811: Integrative Seminar & Qualifying Assessment	3
3	Fall	SW 812: Thesis/Capstone project	3
	Spring	SW 812: Thesis/Capstone project	3
		Total	**44**

Course Descriptions
Core Curriculum (18 Credit Hours)

SW 800: Social Service Leadership and Teaching & Learning : History , Philosophy & Current Practices (3)
This course introduces students to the study of social service leadership and teaching and learning by examining their associated philosophical and social work roots. Topics covered include historical influences on current social service systems and social work education specific to policies and practices, structures, and processes. Current models of practice are examined in light of historical and philosophical influences.

SW 801: Ethics, Equity, and Social Justice: Theory & Practice (3)
This course focuses on the theoretical, social, and historical foundations of ethics, equity, and

social justice in relation to issues in social service leadership and social work teaching and learning. Topics to be covered include systems of oppression, interpersonal and systemic discrimination, and unequal distribution and access to power and resources as well as how to create a healthy and inclusive culture and climate in which all employees and those being served can thrive and reach positive outcomes.   Students will have the opportunity to challenge dominant structures and practices that further social injustice and oppression. They will evaluate existing and proposed strategies to redress systemic barriers to equality and inclusiveness.

SW 802: Research Methods (3)
This course focuses on scientific inquiry and understanding of basic research methods including design and research ethics. Students will learn to research and review the literature in a systematic manner and critically appraise research studies for rigor, significance, and relevance. They will apply this knowledge to researching and assessing evidence for practice change, particularly efficacy studies regarding interventions, practices, and programs as they relate to informing teaching and social service leadership.

SW 803: Program Evaluation (3)
This course will provide students with the knowledge and skills for conducting program evaluation and assessment in academic and social service settings. Students will be introduced to program evaluation concepts and methods, skills for designing, implementing and interpreting program evaluations, and using evaluation findings for initiating improvements and changing programs and practices in academic and social service settings.

SW 804: Implementation Science, Program Development, & Administration (3)
This course aims to enhance students' understanding of implementation science and its application to program development and administration. Course topics include methods and strategies that facilitate the use of evidence-based practice and research in practice and policy-making, identifying and addressing the barriers that impede adoption of interventions and evidence-based practices, and identifying key measures to evaluate successful implementation of evidence-based practices.

SW 805: Continuous Quality Improvement, Data Driven Decision-Making, and Evidence Based Practice and Management (3)
This course focuses on continuous quality improvement (CQI), data-driven decision-making, and promotion of evidence-based practice and management. Topics covered include
data literacy, applying the most appropriate data for decision making for effective leadership and management, communicating with data, and data visualization.

Applied Curriculum (26 Credit Hours)

SW 806: Applied Social Service Leadership, Management & Practice (4)
With the lens of administrative practice within the organization and boundary spanning in the community and advocacy practice, students will be trained on problem-based learning approaches in order to apply them to challenging leadership and management issues in academic and social service settings. Students complete a leadership practicum as a required component of this course. Students apply and integrate leadership knowledge and skills gained and developed through the coursework in a social service setting. Tasks covered include

strategic planning, creating strategies for engaging clients, workforce retention, setting up a volunteer program, fundraising, grant writing, budgeting, and cost-benefit analysis. It also includes directing needs assessment, developing a plan for implementing evidence-based practices, instituting and evaluating a training and professional development plan for employees, directing and initiating program evaluation, conducting a readiness for change assessment of the organization, and utilizing information management systems and data-informed decision making.

SW 807: Program Planning, Finance and Budgets (3)
The focus of this course is on program planning, administration, and management within the context of social work values and ethics. Students will also review various sources of funding and strategies for securing funding via grant writing, as well as gain knowledge of writing and submitting grant proposals.

SW 808: Social Work Teaching & Learning: Theories, Methods & Assessment (3)
This course explores theories and methods of teaching and adult learning in the classroom and online, course and curriculum development within the context of accreditation policies and guidelines, and student assessments and course evaluations. Students critically analyze theories and their applicability to the classroom, learners, and their fit with their developed teaching philosophy and preferred teaching methods.

SW 809: Teaching in Social Work: Course Design, Instruction & Evaluation (4)
Students apply theories and methods of teaching in the classroom and online, develop lesson plans, demonstrate use of best practices in instructional techniques and strategies, integration of technology into lesson plans, and classroom management. Students assess their own teaching and are also assessed on their teaching ability and provided feedback to enhance their teaching and instruction. Students complete a teach practicum as a required component of this course.

SW 810: Policy Analysis & Advocacy: Contemporary Issues (3)
Critical examination of contemporary policies and practices in social service leadership and teaching & learning are undertaken from an equity, fairness, and justice perspective. Students critique policies and develop advocacy plans and strategies for correcting inequities and promoting and sustaining fair and just practices in academic and social service settings.

SW 811: Integrative Seminar & Qualifying Assessment (3)
Students will be guided to integrate the coursework completed and develop a concept paper for their thesis or capstone project. This concept paper serves as a qualifying assessment of the student's readiness to move onto the thesis or capstone project.   The processes for setting up thesis/capstone project committees will be discussed, and requirements for successful completion of thesis/capstone projects will be reviewed.

SW 812: Thesis/Capstone project (6)
Students will complete an original thesis or capstone project under the supervision of a faculty member/mentor and three other faculty members (one of which is from outside of the school) and disseminate its findings to the appropriate broader academic and/or social service community.

2.	Briefly describe any proposed tracks, concentrations, or specializations the program will have. List them in the table below and provided the requested information.
The DSW program will not have tracks, specializations, or concentrations.	

3. Provide the following information for the program and for each track, concentration, or specialization (some categories may not apply to all programs).

CPE Instructions: *A guided elective is any elective that is part of a major. A free elective is an elective from any academic area not required for a major or minor.*

Program/Track, Concentration, or Specialization	Total number of hours required for degree	Number of hours in degree program core	Number of hours in track	Number of hours in guided electives	Number of hours in free electives
DSW	44	44	0	0	0

4. What are the intended student learning outcomes of the proposed program? Will any of these outcomes differ by track?

Graduates of the DSW program should be able to:
- Demonstrate knowledge of models of social service leadership and management
- Demonstrate knowledge of models of teaching and learning
- Critically analyze models of social service leadership and management
- Critically analyze models of teaching and learning
- Apply best practices in social service leadership knowledge and skills in agency settings
- Apply best practices in teaching and learning in the classroom
- Apply research methods to critically evaluate social service leadership and teaching and learning.
- Demonstrate use of social work ethics in leadership actions and in teaching

5. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.

Complete the table below and provide a brief description here.

CPE Instructions: *You may provide a narrative and/or copy and paste a visual (chart, table, graphic) into the text box to demonstrate the relationships between course-level student learning outcomes and program-level student learning outcomes.*

The DSW program has six program goals focused on training students on social service leadership and teaching and learning through knowledge building, critical analysis, use of scientific inquiry, application of knowledge and skills in the practice of leadership, teaching and learning. The related six program-level learning outcomes focus on a student's ability to demonstrate application of knowledge and skills in coursework in specific areas within the curriculum through didactic and experiential activities, assignments, and exercises culminating in a thesis or a capstone project.

Program Goal/Objective	Program-level	Outcome addressed in courses or curricular components

	Student Learning Outcome	
1. To effectively educate students on models of social service leadership and management & teaching and learning	*Demonstrate knowledge of models of social service leadership and management & teaching and learning*	SW 800:Social Service Leadership and Teaching & Learning : History, Philosophy & Current Practices
2. To train students to effectively analyze models of social service leadership and management & teaching and learning	*Demonstrate ability to critically analyze policy and practice models of social service leadership and management & teaching and learning*	SW 800: Social Service Leadership and Teaching & Learning : History, Philosophy & Current Practices SW 810:Policy Analysis & Advocacy: Contemporary Issues
3. To prepare students to effectively implement social service leadership and management knowledge and skills into practice	*Demonstrate use of social service leadership and management knowledge and skills in an agency setting*	SW 806: Applied Social Service Leadership, Management & Practice SW 807:Program Planning, Finance and Budgets
4. To prepare students to effectively apply teaching skills and learning strategies into practice	*Demonstrate use of teaching knowledge and skills in the classroom*	SW 808:Social Work Teaching & Learning: Theories, Methods & Assessment SW 809:Teaching in Social Work: Course Design, Instruction & Evaluation
5. To educate students to practice professionally as ethically in leadership and management & teaching positions	*Demonstrate use of social work ethics in an agency setting and in teaching*	SW 801: Ethics, Equity, and Justice : Theory & Practice SW 809: Teaching in Social Work: Course Design, Instruction & Evaluation SW 806:Applied Social Service Leadership, Management & Practice
6. To use various modes of scientific inquiry to critically evaluate the practices of social service leadership and management & teaching and learning.	*Apply research methods to critically evaluate the practices of social service leadership and management & teaching and learning.*	SW 802:Research Methods SW 803:Program Evaluation SW 804: Implementation Science, Program Development & Administration SW 805:Continuous Quality Improvement, Data Driven Decision-Making, and Evidence Based Practice and Management SW 811: Integrated Seminar & Qualifying Assessment SW 812: Thesis/Capstone project

6. Complete the New Program Course Form and submit it with this proposal.

Found at: http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval

- Include full course names and course descriptions.
- List courses under the appropriate curricular headings.
- Where they exist, report actual course numbers, titles, and descriptions in the course template. If the program has no specific course numbers required under a particular heading, provide a description of the type(s) of course(s) required in the "course title" column and the number or range of credit hours required in the "credit hours" column.

7. Specify/highlight any distinctive qualities of the proposed program.

CPE Instructions: *Note any factors that make the program unique (e.g. whether any faculty are nationally or internationally recognized for expertise in this field; the program builds on the expertise of an existing locally, nationally or internationally recognized program at your institution; etc).*

The DSW program is distinctive in its focus on educating and training the working social service professional to advance their career in social service leadership and teaching. As mentioned previously, the program will equip students with both leadership and teaching skills via the proposed integrated curriculum so that graduates will be able to assume either or both social service leadership and teaching faculty positions. The sequential 8-week course offerings provide flexibility and allow the working professional to more deeply concentrate on one course at a time. The teaching and leadership practicums within the applied curriculum provide opportunities for students to integrate and apply course content directly into practice under direct supervision of academic scholars and social service leaders.

The DSW program builds on Kent School of Social Work's ranking as being in the top 50 schools of social work in the US (US News and Reports Ranking), the #1 ranked social work program in Kentucky, and as a top-ranked online undergraduate (BSW) and graduate (MSSW) program in the nation. The Kent School has 7 faculty who have been recognized by the University of Louisville for teaching excellence and has 5 faculty with research and teaching expertise in social service leadership. On the whole, a real strength of Kent School is the community based and organizational based research and change efforts of all of our faculty, which makes us particularly well suited to offer this program to social workers in Kentucky, the nation, and from around the world.

As can been seen in the faculty roster included in this proposal, a total of nine faculty will initially be part of the program faculty to ensure curriculum and program quality, integrity, and review. As students complete coursework and move into the thesis/capstone project phase, other Kent School faculty and faculty from the broader university with subject matter expertise will be sought out to support students professional development. Seven of the nine (two fulltime term faculty will be hired in the 1st year of the program)are fulltime faculty who currently teach at Kent School of Social Work. Of the seven, four are tenured professors, one is tenured associate professor, one is fulltime term faculty, and one is Associate Professor UofL School of Medicine and Instructor at Kent School. The fulltime faculty have both subject matter expertise and program administration experience at the graduate level. They not only have several decades of collective teaching experience but also substantive experience in curriculum design, development, and evaluation; identification and assessment of student learning outcomes as well as student advising.

8. Please answer the following:
   a) Will this be a 100% distance learning program? Yes ☒   No ☐

   CPE Instructions: *This is defined as an academic program in which all of the required courses in a program occur when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.*

   b) Is an approval letter from the Education Professional Standards Board (EPSB) required? Yes ☐ No ☒
   CPE Instructions: *If this program leads to teacher, principal, or superintendent certification, rank change, etc., EPSB approval should be sought after CPE approval. Upon CPE approval, the program will be entered into the statewide program inventory. You should upload a pdf of the EPSB approval letter to the program's entry in the program inventory.*

   c) Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)?   Yes ☒   No ☐

   If yes, please check all that apply below.

☐ **X**Distance Learning

☐ Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web

☐ **X**Technology-enhanced instruction

☐ Evening/weekend/early morning classes

☐ **X**Accelerated courses

☐ Instruction at nontraditional locations, such as employer worksite

☐ Courses with multiple entry, exit, and reentry points

☐ Courses with "rolling" entrance and completion times, based on self-pacing

☐ Modularized courses

9. Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program?   Yes ☐   No ☒

   CPE Instructions: *If so, please explain which programs will be enhanced or eliminated as a result of the proposed program.*

This is a new program and it does not replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program.

10. How will the program support or be supported by other programs and/or units within the institution? Please also describe potential for collaboration with other programs within the institution.

   CPE Instructions: *Explain any shared faculty, shared courses, collaborative research, etc.*

The DSW degree program will be a stand-alone program. However, students will have opportunities to work with faculty at Kent School not teaching in the DSW program and faculty outside of Kent School as they work on their capstone project/thesis specific to their substantive area of interest.

11. Are new or additional faculty needed?   Yes ☒   No ☐

a) If yes, please explain, indicating the number and role of each new faculty member and whether they will be part-time or full-time. Specify if part-time faculty or graduate assistants are included in the additional faculty resources needed.

CPE Instructions: *If new faculty are indicated, please ensure that related expenses are noted in the proposed budget.*

b) If yes, please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally, to support the program.

CPE Instructions: *Faculty resources should be adequate and appropriate for the proposed program. The qualifications of faculty should support the objectives and curriculum of the proposed program.*

c) What is the projected faculty/student ratio for the program?

CPE Instructions: *Provide an estimate based on expected enrollment.*

Two new full-time term faculty will be hired to teach in the DSW program. The two new full-time term faculty will be hired to start the program. The two fulltime term faculty slated to be hired will be integral to teaching and administration of the program. These fulltime Term Faculty will be on multi-year teaching contracts, and will have the subject matter expertise needed to teach in the DSW program. Our accrediting body, the Council on Social Work Education (CSWE, does not have any restrictions on term faculty teaching in social work programs as long as they have the necessary subject matter expertise and have the appropriate degree.

 A currently tenured faculty member will serve as interim director of the program until the program director, one of these new hires, is appointed. The director will receive a 25% workload reduction to serve in this role (see additional details in next section). A fulltime program assistant will be provided for administrative and logistical support.

This new program will not impact current faculty workload. Current faculty could opt to teach a course or two in this new program and could offer to serve on thesis/capstone committees of DSW students. Currently, the school has a mechanism in place to either compensate or give workload credit towards course release for this type of committee work.

The projected faculty/student ratio for the program will be 2 FTE to 16 students.

12. Complete the SACS Faculty Roster Form found at the link below and submit it with this proposal.

Found at: http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval

Also submit a copy of the program director's CV.

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13. Is there a specialized accrediting agency related to this program? Yes ☒   No ☐
   a. If yes, please identify the agency.
   b. If yes, will the program seek accreditation?

The Council on Social Work Education (CSWE) is the accrediting body for social work programs. Due to the relatively newness of DSW programs, CSWE only recently (June 2020) has drafted guidelines that are under review for accreditation of DSW programs. This proposal has taken into account these draft guidelines and will seek accreditation when CSWE formally adopts accreditation standards and establishes an accreditation process for DSW programs.

14.a. Describe the library resources available to support this program.

   Please also submit a letter of support from the UofL Libraries.

   Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered.

Please see attached letter of support from the UofL Libraries.

   b. Describe the physical facilities and instructional equipment available to support this program.

   Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

The existing physical facilities and instructional equipment are adequate to support the program. The DSW Program offices will be housed on UofL's Belknap Campus. Office space for faculty and staff to be hired for the DSW is available in Patterson Hall. The program also has access to a conference room for program meetings which it will share with the PhD program. The DSW program will be 100% online so need for physical classroom space is not anticipated at this time.

C. Program Demand/Unnecessary Duplication

Market Demand

1. Explain why this program is needed. Note if it replaces another program on campus.
   This is an open-ended response that will be used in CPE agenda items. Remember that your audience is CPE, not higher education administrators, faculty, or staff.

This new program, which does not replace another program on campus, is needed because nationally, interest in as well establishment of the Doctorate in Social Work (DSW) as a degree option continues to grow. The latest data indicates that enrollment increased annually by 34.4% from 2017 to 2018. whereas the number of programs has increased by 37.5% for the same time period[2]. In comparison, from 2017 to 2018, there was a 6.8% increase in social work PhD enrollment and 2.6% increase in the number of accredited programs. Though social work PhD enrollment did increase from 2017 to 2018, enrollment has declined for the rest of the 10-year period examined (2008 to 2018)[2] for doctoral programs in social work.

In Kentucky, both the University of Kentucky and Spalding University will begin to offer a DSW degree in the Fall 2020. Regionally, the University of Tennessee has had a DSW degree alongside its PhD program for several years. Nationally, there are 18 existing programs sprinkled throughout the country, on the Westcoast (i.e. California), Midwest (i.e. Minnesota), Northeast (i.e. NY, NJ, Pennsylvania), and South (i.e. Florida).

According to the Bureau of Labor Statistics, there are 682,100 Social Worker jobs in the US. Social worker employment is expected to grow 16% between 2016 and 2026 - a much faster rate than the average growth rate (8%) across all careers in the US. PhD and DSW professionals earn $20-$25,000 more than MSWs and $38,000+ more than BSW professionals (National Social Work Workforce Study, 2017). Labor Insight (2019) ranked jobs and positions seeking a DSW as the 9th most sought after in the Commonwealth and 16th in the nation[3].

Entities hiring DSW graduates include universities, government agencies, nonprofit agencies, and consulting firms. Jobs requiring or encouraging a doctorate degree include private clinical practice, faculty, academic administration, consulting, nonacademic administration, high-level program or systems management. Skills in demand (aligned with a doctorate degree) include academic instruction, supervision, policy analysis, curriculum development, and community programs development[3]. Although practice doctorate (DSW) graduates are primarily going into nonacademic administrative positions (22.9% of graduates) and private clinical practice (17.7%), tenure-track faculty positions at CSWE-accredited programs (15.6%) and nontenure-track faculty positions at CSWE-accredited programs (12.5%) are also first destinations[2].

A market feasibility report on online practice doctorate in social work prepared by UofL's Delphi Center for Teaching and Learning in January 2020[3] for the Kent School concluded that "the growth in demand for a social work doctorate education is increasing rapidly and more schools are offering or preparing to offer such a degree (University of Kentucky will be the main competitor in Kentucky)". Based on the

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[2] https://www.cswe.org/getattachment/Research-Statistics/2018-Statistics-on-Social-Work-Education-in-the-United-States-ver-2.pdf.aspx

[3] Market Feasibility Report Online Practice Doctorate in Social Work. Prepared by Delphi Center for Teaching and Learning University of Louisville, January 2020
[3]Market Feasibility Report Online Practice Doctorate in Social Work. Prepared by Delphi Center for Teaching and Learning University of Louisville, January 2020

available industry data, competitor comparison and demand indicators, we recommend that UofL's Kent School of Social Work offer an online DSW degree" (p.1-2).

In designing the DSW program, we have included many of the recommendations from the market feasibility report. Our proposed program will have a national and international reach. Our program will be quite competitive as it includes many of the aspects of interest to potential applicants that are offered in other programs (i.e., 100% online, of the current 18 DSW programs nationwide, only 5 are totally online). Our program is designed to address barriers of access and flexibility. Our program will train practitioner scholars in teaching and social service/ organizational leadership; a focus that only half of the existing programs emphasize. Our tuition rate per credit hour ($737) is within the median tuition rate ($800) per credit hour of existing programs. Our program will take three years to complete, which is comparable to the majority (n=13) of the existing DSW programs. Our proposal is unique in that it offers 8-week terms for completion of courses. Our program is fully 100% online, utilizing both synchronous and asynchronous modes of instruction without on-campus orientation or residency as a requirement. Additionally, students obtaining the DSW at the Kent School will have the advantage of earning an advanced degree from an R1 public institution.

Our program is distinct from the regional programs (University of Kentucky, Spalding University, and University of Tennessee) for its program focus, number of hours required for obtaining the degree, geared towards the working professional, courses sequentially placed and offered, and the option for completing either a thesis or a capstone project. Our program is the only one that focuses on training teachers and organizational (specific to social service) leaders. See the table below for details.

Program Component	University of Louisville	University of Kentucky	Spalding University	University of Tennessee
Program Focus	Teaching Social Service/ Organizational leadership	Advanced Clinical Practice, Leadership, or Military Behavioral Health.	Advanced Clinical Practice; Administration & Leadership	Advanced clinical practice; Advanced practice leadership
# of Hours	44 hours, 2 courses each semester over 6 semesters, 1 course each in the 7th and 8th semesters for a total of 3 years. Two courses are offered sequentially each semester (fall, spring, and summer). Each online course is 8 weeks in duration. Our program is for the working professional	42 hours, 2 courses in summer; 3 courses in Fall and 3 courses in Spring of 1st year; 2 courses in Fall and 2 courses in Spring of 2nd year; fulltime -2 yrs; 3 years part-time options	48 hours 12 hours each year over 4 years; taught over Saturdays	48 hours, 2 courses each semester, 8 semesters, for a total of 3 years
Master's GPA Required for admission	3.0	3.0; 3.5 preferred	3.3	3.0
Work experience	2 years post-masters work experience	2 yrs (post-master's preferred)	2 yrs post-master's; must complete 225 hours of field if no post-master's experience	2 yrs post-masters clinical practice
GRE requirement	No	No	No	Yes

Orientation to program	*Online*	*Virtual residency/ orientation*		*Summer on-campus orientation 3 day orientation*
Evaluation/ Final Product	*Thesis or Capstone Project*	*Disseminate scholarly products*	*Written and Oral Comprehensive Exam; Capstone Project (research; curriculum development, etc)*	*Capstone Publishable Paper I (problem & theory) and Capstone Paper II (clinical research study); both have oral defenses*
Delivery Method	*100% online; using both synchronous and asynchronous models*	*100% online; Courses are taught online through asynchronous models with the exception of residency week during the summer which is taught synchronously.*	*Hybrid-online and face to face meetings on some Saturdays*	*100% online; synchronous & asynchronous*
Cost	*$737/credit hour*	*$693/credit hour*	*$950/credit hour*	*$714/credit hour*

Student Demand
2. a. Provide evidence of student demand at the regional, state, and national levels.

Evidence of student demand is typically in the form of surveys of potential students or enrollments in related programs at the institution, but other methods of gauging student demand are acceptable.
CPE Instructions: *Explain how faculty and staff systematically gathered data, studied the data and estimated student demand for the program. Anecdotal evidence is not sufficient. If student surveys have been collected, provide information regarding sample size, sampling methodology, and response rate.*

We conducted surveys with Kent School of Social Work alumni (graduated in the past 5 years) and our current students in the master's program on their interest in earning the DSW degree. The top future goals selected from a list provided by both alumni and current students were the following: advancing within their current organization, enhancing their knowledge and expertise, increasing their earnings, taking on a leadership role in their field, and teaching and providing education services. As the table below indicates, a majority of the respondents indicated that they are considering pursuing the DSW and would enroll/consider enrolling if it was offered at the University of Louisville. A third or more of alumni and current students indicated an interest in the DSW focusing on leadership (i.e., administrative, social service management, social work education, clinical practice) and teaching (see table below).

Table 1: Alumni and current student interest in the DSW

Alumni and Current Students[4] Who indicated:	% Alumni	% Current students
DSW is or under consideration in their career plan	74%[5]	80.6%
Would enroll/consider enrolling in DSW if it was offered at UofL	77%[5]	90%

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[4] n=62 total Current Students responding
[5] n=35 total Alumni responding
[6] n=33 total Alumni responding

Would prefer DSW program be 100% online[4]	54%[6]	56%
Interest in Administrative leadership[4]	48%[6]	33%
Interest in Leadership in social work education[4]	40%[6]	38%
Interest in Leadership in social service management[4]	40%[6]	40%
Interest in Leadership in clinical practice [4]	45%[6]	48%
Interest in University teaching[4]	54%[6]	53%
Prefer 8 week Term/sessions[4]	57%[6]	53%

b. Identify the applicant pool and how students will be reached.

CPE Instructions: If an undergraduate program, please provide information regarding plans to reach first-time freshman and other native students, as well as transfer students.

The applicant pool will consist of social workers who have two years post-masters experience or who are currently employed in social service leadership positions as supervisors, program managers, services directors or administrators as well as those seeking training leadership positions in social service organizations and teaching positions in social work programs as term, teaching, or clinical faculty.   We will target our 94 part-time instructors, two-thirds of whom do not have a doctoral degree. We will target our 300+ field instructors who work and live locally as well as throughout Kentucky, the region, the nation, and abroad (due to our successful online undergraduate and master's programs) and supervise our Bachelor and Master's students' field practicums. Our field office has their contact information, which can be used to market the program. Our recruitment and enrollment of students will go beyond our current alumni. We surveyed alumni to assess some of the demand for this program option.

Another potential source for applicants may be individuals who would be considering our PhD program. This may draw a one or two applicants away from applying to the PhD program each year. We will take this into account in our recruitment efforts/plan by anticipating for this potential loss. We expect this to have a beneficial effect for the applicant in that it provides an option for whom the DSW would be a more appropriate route. This has the potential to strengthen both the DSW and PhD program in admitting students who are the best fit for each program.

Our program will be 100% online and therefore will have a national and international reach; thus, the goal of enrolling 16 students in the first year is reasonable. Available data from Council on Social Work Education (CSWE) on DSW enrollment across programs indicates that the average enrollment in DSW programs reported is 149 [7]. Nearby programs such as the University of Tennessee enroll up

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[7] https://www.cswe.org/getattachment/Research-Statistics/Annual-Program-Study/2018-Statistics-on-Social-Work-Education-in-the-United-States-ver-2.pdf.aspx

to 25 students each year. At Spalding University's DSW informational session, 40 prospective applicants were in attendance. University of Kentucky received over 100 applications for their inaugural class which started earlier this year.

c. Describe the student recruitment and selection process.

CPE Instructions: *Describe the processes for recruitment and the admission criteria for both native and transfer students.*

We will have a multi-layered set of marketing and recruitment strategies in place. The applicant pool consists of: social workers with 2- years post-master's experience seeking to advance their education and training in order take on leadership positions in social service agencies and teaching positions in social work programs.

We will recruit through in-person (if allowed) and online open house events, monthly program informational sessions, program informational materials sent via e-mail to local, state, regional and nationally based social work/ service organizations and social work programs through existing listservs in which we have membership (i.e., BSW programs listserv, MSW program listserv, NASW listserv, field educators listserv). We will also recruit our alumni through the University's alumni office as well as the Kentucky Social Work Educators Association, which includes all the public and private social work programs in the state. We will advertise the program in internationally based social work journals such as the *British Journal of Social Work* and others.

We will arm our faculty with DSW program materials to share with colleagues and prospective students at conferences they attend.

We will work with University of Louisville's Graduate School recruitment program in which UofL representatives host on-campus visits for prospective students and visit colleges, universities, and national conferences to recruit students.

We will also disseminate materials to our current master's students to have them start thinking about the DSW as a future goal.

Student Admission Selection Process

An application will be considered complete and ready for review when it contains the following:
- Completed university-required application
- Three letters of recommendation from individuals such as current or former supervisors and instructors who are familiar with the applicant's work and/or academic ability and performance
- Official transcripts from all colleges and universities attended
- Evidence of completed Master's Degree in Social Work
- Evidence of 2 years post-master's social work experience
- Writing sample demonstrating the applicant's writing and analytical ability
- Personal Statement of Goals for pursuing the DSW degree
- Current Resume or Curriculum Vita

A holistic approach to the evaluation of applications will be undertaken. Applicants with a Master's GPA of below 3.0 showing potential for success as demonstrated in their other submitted application materials and/or in the interview for admission into the DSW program will be given consideration for admission.

The student selection process involves the review of all application materials as well as an interview. The DSW program office will screen/review each application to ensure that it is complete and the required materials are in the applicant packet. Then, each DSW program faculty will review each application independently and make a recommendation as to whether the applicant should be 1) advanced for an interview, 2) wait-listed for the interview, or 3) not interviewed and denied admission.

Faculty will rate each application using a rating scale (1=below expectations/requirements, 2=meets expectations/ requirements, 3=exceeds expectations/requirements) on each of the following criteria with those with highest ratings being recommended for an interview:

- Transcripts (Undergraduate GPA; Graduate GPA)
- Letters of Recommendation
- Writing Sample
- Purpose/Goals Statement for Pursuing DSW degree
- Experience (Practice/Teaching/Training/Leadership)

The DSW program faculty will then meet and arrive at a consensus on the applicants to interview, waitlist, or not interview. The DSW program office will compile and tally responses to determine which applicants will be invited to interview. In the Interview, applicants will be assessed on:

- Fit with Program Goals
- Fit with Faculty Expertise
- Potential for Success in Program
- Potential for Post-Graduation Success

After the interviews are completed, the DSW program faculty will recommend to the DSW director whether to admit, wait-list, or deny the applicant entrance into the program.

d. Identify the primary feeders for the program.

CPE Instructions: *List the colleges, schools, programs from which students for this program will be recruited.*

The feeders for the 100% online DSW program are expected to be social service programs/ organizations in Kentucky, surrounding states, the nation, and abroad. The university feeders include UofL, University of Kentucky, Spalding University, Indiana University Southeast, University of Southern Indiana, Western Kentucky University, Eastern Kentucky University, and Northern Kentucky University.

e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.

CPE Instructions: *Explain how the program is designed to increase the overall institutional enrollment.*

Currently in our PhD program, we receive inquiries about a DSW program as well as offering of online doctoral education. A needs assessment was conducted for this DSW program with our

current students and master's program graduates from the past 5 years. The feedback shown in the following table indicates that given the interest among these individuals, we would have a net increase in total student enrollment to the campus as a result of the proposed DSW program.

Table 2

Alumni and Current Students[4] Who indicated:	% Alumni	% Current students
DSW is under consideration in their career plan[3]	74%[5]	80.6%
Would enroll/consider enrolling in DSW if it was offered at UofL[3]	77%[5]	90%
Would prefer DSW program be 100% online[4]	54%[6]	56%

f. Project estimated student demand for the first five years of the program.

Academic Year	Degrees Conferred	Majors (Headcount) Fall Semester
21-22	--	16
22-23	--	29
23-24	11	40
24-25	11	40
25-26	11	40

Employer Demand

3.a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of job at the regional, state and national levels.

CPE Instructions: *If the program is being proposed to meet employer demand, provide evidence of this within your area of geographic responsibility as well as the state and national levels. The following are links to helpful resources on employer demand statistics.*

- *Kentucky Center for Education and Workforce Statistics*
- *Bureau of Labor Statistics: Employment Projections*
- *Bureau of Labor Statistics: Occupational Outlook Handbook*

The DSW is available in only 18 colleges/universities. Therefore, there is little public data available from which to make accurate projections. Therefore, our source of employer demand and time

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[4] n=62 total Current Students responding
[5] n=35 total Alumni responding
[6] n=33 total Alumni responding

frame for the projections is based on existing studies. Barsky, Green, and Ayayo (2014)[7] indicated that 95% of the 226 MSW and BSW programs participating in their study indicated that they expected to hire additional faculty in the next 5 years. The vast majority reported plans to hire at the assistant professor level with 62% suggesting they would consider a DSW as equivalent to a PhD. A 2017 CSWE report/presentation indicated that 48.4% of DSW graduates were employed in academic settings. Additionally, in 2015, there were 214 students enrolled either part- or full-time in DSW programs nationwide. By 2017, the number had increased by five times to 1052[8]. Enrollment in DSW programs increased annually by 34.4% from 2017 to 2018[2]. Among the top five areas of employment for 2017-2018 practice graduates were non-academic administrative positions, tenure-track faculty positions, and non-tenure-track faculty positions in CSWE-accredited programs[2].

Employer Demand

3.b. If the program is designed for students to enter the workforce immediately, please complete the table below.
- Indicate source of market demand information and timeframe for growth projections.
- Add more rows to the table as needed.

Most of the current Bureau of Labor Statistics projections are for 2016-2026. Other sources include; but are not limited to:
- Georgetown University Center on Education and the Workforce
- Bureau of Labor Statistics' Occupational Outlook Handbook
- Kentucky Center for Statistics
- KY Chamber, "Kentucky's Workforce, Progress and Challenges," January 2018
- https://www.kychamber.com/sites/default/files/Kentuckys%20Workforce%20Progress%20and%20Challenges%202018%20Final%20NEW.pdf
- Kentucky, Bridging the Talent Gap
- Document - https://www.bridgingthetalentgap.org/wp-content/uploads/2017/05/KY-Statewide.pdf
- Interactive website: https://bridgingthetalentgap.org/dashboards/

This table is included in the Letter of Intent as Appendix A. Add Appendix

See Appendix A. Employer Demand.

Employer Demand

3.c. Clearly describe evidence of employer demand.

Such evidence may include employer surveys, current labor market analyses, and future human

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[7] Barsky,A. Green,D & Ayayo, M. (2014). Hiring priorities for BSW/MSW programs in the United States: Informing doctoral programs about current needs. Journal of Social Work ,Vol 14(1) 62–82.
[8] https://www.cswe.org/Research-Statistics/Research-Briefs-and-Publications/CSWE_2017_annual_survey_report-FINAL.aspx
[2] https://www.cswe.org/getattachment/Research-Statistics/2018-Statistics-on-Social-Work-Education-in-the-United-States-ver-2.pdf.aspx

According to the Bureau of Labor Statistics, there are 682,100 Social Worker jobs in the US. Social worker employment is expected to grow 16% between 2016 and 2026 - a much faster rate than the average growth rate (8%) across all careers in the US. PhD and DSW professionals earn $20-$25,000 more than MSWs and $38,000+ more than BSW professionals (National Social Work Workforce Study, 2017). Labor Insight (2019) ranked jobs and positions seeking a DSW as the 9th most sought after in the Commonwealth and 16th in the nation[3].

Entities hiring DSW graduates include universities, government agencies, nonprofit agencies, and consulting firms. Jobs requiring or encouraging a doctorate degree include private clinical practice, faculty, academic administration, consulting, non-academic administration, and high-level program or systems management. Skills in demand (aligned with a doctorate degree) include academic instruction, supervision, policy analysis, curriculum development, and community programs development[3]. Specifically, practice doctorate graduates are primarily going into non-academic administrative positions (22.9% of graduates) and private clinical practice (17.7%); however, tenure-track faculty positions at CSWE-accredited programs (15.6%) and non-tenure-track faculty positions at CSWE-accredited programs (12.5%) are also first destinations[2].

Academic Demand

4. If this is not a program that is designed for students to enter the workforce immediately after graduation, please indicate the skills that graduates will attain, the types of graduate programs the graduates are most likely to attend, and the types of jobs graduates will eventually seek.

This program is designed for students to enter the workforce immediately after graduation.

5. Academic Disciplinary Needs:

If the program proposal is in response to changes in academic disciplinary need, as opposed to employer demand, please outline those changes. Explain why these changes to the disciple necessitate development of a new program.

CPE Instructions: *If the program is being proposed to meet changes in the academic discipline, please outline those changes and explain why they necessitate development of a new program.*

A growing percentage of social workers want a doctoral degree but do not aspire to earn the research-focused PhD. There is a growing desire among a subset of social work practitioners to have a practice doctorate. During the last 10 years, more social workers have turned to other related disciplines to earn practice doctorate degrees (e.g., PsyD). To address some of these concerns, DSW programs are steadily increasing. According to the CSWE-convened DSW degree Task Force, DSW graduates are expected to fill any number of growing needs in social service agencies, health and mental health care institutions, and community organizations. Social Work

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[3] Market Feasibility Report Online Practice Doctorate in Social Work. Prepared by Delphi Center for Teaching and Learning University of Louisville, January 2020

programs have indicated a growing need for faculty that come into the academy with a strong practice background (p. 7)[9].

In 2010, the Council on Social Work Education (CSWE) started to seriously engage in efforts to formulate standards for the DSW and make it distinct from the research-focused PhD degree in Social Work. In June 2020, CSWE published its accreditation standards for professional practice doctoral programs (i.e., the DSW degree). This action in part has spurred greater interest among social work programs to offer the DSW degree.

Eighteen schools currently have the DSW degree as an offering, and interest in growing.   CSWE has recognized the change in the social work profession and is embracing the DSW. The surge of interest in the DSW is in response to the fact that many of the sister professions now have a terminal practice degree at the doctorate level, including nursing (DNP), education (EdD) pharmacy (PharmD), psychology (PsyD), and physical therapy (DPT). Without an advanced, doctoral-level practice degree, social workers with a terminal practice degree (master's degree) are at an implicit disadvantage when working with peers from other disciplines holding practice doctorates.

6. If the proposed program is an advanced practice doctorate, explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.

Although there are no practice or licensure requirements specifically required by the Council on Social Work Education (CSWE), in its published draft accreditation standards for professional practice doctoral programs in social work, it asks professional doctoral programs, regardless of focus, to prepare doctoral practitioners to engage in systematic inquiry that adheres to scholarly conventions; use and evaluate research-informed practice critically and at an advanced level; develop and disseminate practice-relevant knowledge through a variety of channels, such as teaching, scholarship, professional presentations, mentoring, and administration; demonstrate leadership in social work practice and education; and develop and maintain substantive expertise in one or more areas of social work practice[10].

Unnecessary Duplication (Similar Programs)

7. a. Are there similar programs in other Southern Regional Education Board (SREB) (https://www.sreb.org/states) or in the nation? If so, please identify the similar programs.   CPE isn't looking for an exhaustive list here. They just want an idea of how prevalent the program is in the nation and the SREB.   A procedure for addressing this: type the degree into a search engine and make a list of institutions offering the degree. If there were many institutions, choose a representative sample of major institutions (and label the list as representative). Sort the list into two categories: SREB and national. If the institution

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[9] The Doctorate in Social Work (DSW) Degree: Emergence of a New Practice Doctorate Report of the Task Force on the DSW Degree Convened by the Social Work Leadership Forum located at: https://www.cswe.org/CMSPages/GetFile.aspx?guid=547ebf4d-de0b-4f6b-b106-01309778e42f

[10] (https://www.cswe.org/ Accreditation/Information/ Feedback-for-Practice-Doctorate-Program/Accreditation-Standards-for-Professional-Pract-(1).asp

Currently there are 18 DSW programs in the United States, with 7 located in SREB states: Alabama (1), Florida (2), Louisiana (1), Tennessee (1), and Kentucky (2). Similar to our program, four programs focus on teaching (none are SREB institutions), eight focus on leadership (4 are SREB institutions). The programs in Kentucky focus on clinical practice and leadership but not teaching. Overall, the majority of the programs (SREB and non-SREB) focus on clinical/advanced practice. See the table below.

Program, State & Designation	Practice Doctorate Degree Focus	Delivery Method	SREB States	National
1.Aurora University (ILL) Private not for profit	Clinical & Teaching	Weekend, part-time		X
2. Barry University (FL) Private	Clinical	Online, part-time	X (Florida)	
3.Capella University (MN) Private for profit	Leadership	Hybrid, full or part-time		X
4.Florida Atlantic University (FL) Public	Clinical; "scholarly clinicians"	Hybrid, part-time	X (Florida)	
5.Kutztown University & Millersville University (PA)	Leadership & Education	Hybrid, part-time		X
6.New York University (NY) Private not for profit	Clinical Social Work (Leadership Skills)	Hybrid, part-time		X
7.Rutgers University (NJ) Public	Clinical Social Work	Hybrid Full-time		X
8.Southern Connecticut State university (CT) Public	Advanced clinical practice; university teaching; leadership and management	Hybrid, part-time		X
9.St. Catherine University/University of St. Thomas (MN) Private, not-for-profit	Teaching	Hybrid Full-time		X
10.Spalding University (KY) Private	Advanced Clinical Practice; Administration & Leadership		X(Kentucky)	
11.Tulane University (LA) Private, not-for-profit	Policy & Program Administration	Weekends, in-person part-time	X (Louisiana)	
12. University of Alabama (AL) Public	Clinical or Organizational leadership	Online, hybrid(residency)	X(Alabama)	
13.University at Buffalo, SUNY (NY) Public	Advanced Practice	Online only with one on-campus visit		X
14.University of Kentucky (KY) Public	*Advanced Clinical Practice, Administrative Leadership, Military Behavioral Health.*		X(Kentucky)	
15.University of Pennsylvania (PA) Private, not-for-profit	Clinical Social Work; Teaching	Online only, Full or part-time		X

16. University of Southern California (CA) Private, not for profit	Administration	Online only, part-time		X	
17. University of Tennessee (TN) Public	Clinical Practice and Leadership	Hybrid Fulltime only	X (Tennessee)		
18. Walden University (PA)	Clinical	Online only, Full or Part-time		X	

There are two DSW programs in Kentucky. One private (Spalding University-started in 2020) and one Public (University of Kentucky-started in 2020). The table below compared our program with that of the other program at a public institution (University of Kentucky). In contrast to University of Kentucky's program, we offer courses that are sequentially placed with 8-week terms for completion of courses, as oppose to the traditional 14 weeks. Our program is fully 100% online, asynchronous without on-campus orientation or residency as a requirement.   Our program is distinct for its focus on teaching and leadership, the number of hours required for obtaining the degree, being geared towards the working professional, and the option of completing either a thesis or a capstone project.

Program Component	University of Louisville	University of Kentucky
Program Focus	Teaching Social Service/ Organizational leadership	Advanced Clinical Practice, Administrative Leadership, or Military Behavioral Health.
# of Hours	44 hours, 2 courses each year over 6 semesters, 1 course each during the 7th and 8th semesters, for a total of 3 years. Two courses are offered _sequentially_ each semester (fall, spring, and summer). Each online course is eight weeks in duration. Our program is for the working professional.	42 hours, 2 courses in summer; 3 courses in Fall and 3 courses in Spring of 1st year; 2 courses in Fall and 2 courses in Spring of 2nd year. Fulltime -2 yrs or 3 years part-time option.
Master's GPA Required for admission	3.0	3.0; 3.5 preferred
Work experience	2 yrs post-masters work experience	2 yrs (post-master's preferred)
GRE requirement	No	No
Orientation to program	Online	Virtual residency/ orientation
Evaluation/ Final Product	Thesis or Capstone Project	Disseminate scholarly products
Delivery Method	100% online; using synchronous and asynchronous models	100% online; synchronous (summers) & asynchronous
Cost	$737/credit hour	$693/credit hour

c. .Does the proposed program differ from existing programs in terms of curriculum, focus, objectives, etc.?

CPE Instructions: *If yes, explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe the collaborative arrangements being pursued with institutions that offer similar programs. Briefly describe the written and/or verbal conversations you have had with faculty and administrators at institutions with similar programs.*

We are the only program that has a focus on teaching and preparing graduates to enter academic settings. We place emphasis on social service/organizational leadership whereas other programs in Kentucky focus on practice. We are the only one with no on-campus residency requirement.

d. Does the proposed program serve a different student population (e.g., students in a different geographic area, non-traditional students, etc.) from existing programs?

CPE Instructions: *If yes, describe the differences in the targeted student population and explain how your program reaches this new population.*

Our targeted student population will be the social work professional currently in supervisory, managerial positions. We will also target social workers who provide field education/practicum training and supervision or who teach in social work programs. Locally and regionally, our targeted population will be from metro Louisville, southern Indiana, and western Kentucky. As our program is 100% online, we will be targeting prospective applicants throughout the U.S. and abroad. The programs in Kentucky do not state that they are targeting trainers and teachers in social work. This program is not targeting prospective students who plan on seeking a research career in social work after completing the program. Our goal is to recruit those who wish to lead program implementation and management, teach, and train social workers.

e. Is access to existing programs limited? Please explain.

CPE Instructions: *If yes, explain why existing programs cannot reach this population.*

Access to many of the existing programs is limited as prospective applicants cannot meet certain program requirements. Such requirements include an in-person presence and residency requirement. Our program broadens access to those persons for whom being a full-time student is not possible or practical because of their work and family obligations.

f. Is there excess demand for existing similar programs? Please explain.

CPE Instructions: *If yes, provide evidence that existing programs do not have the capacity to meet current student demand.*

There is a growing demand for this degree. Nationally, interest in and establishment of the DSW as a degree option is expanding, as the number of programs has increased by 37.5%, from 2017 to 2018. Labor Insight (2019) ranked jobs and positions seeking a DSW as the ninth most sought after in the Commonwealth and sixteenth in the nation[3]. Demand does not exceed supply at this time.

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[3] Market Feasibility Report Online Practice Doctorate in Social Work. Prepared by Delphi Center for Teaching and Learning University of Louisville, January 2020

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We will publish our program requirements on our website and include university guidelines for student transfer.

We hope to establish collaborations with other schools through our membership in the statewide Kentucky Social Work Educators (KSWE) organization. Our school and faculty regularly participate in KSWE and we look forward to doing the same once the DSW degree program is in place.

Similar Program 1:	
Institution:	University of Kentucky
Program Name:	DSW
Comparison of Objectives/Focus/Curriculum to Similar Programs: *Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.*	The main difference is that our program focuses on teaching in addition to social service organizational leadership. Our method of delivery is accelerated, and sequential offering of courses allows for greater flexibility for the

	working professional to advance their career goals.
Comparison of Student Populations: *Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).*	There will be some overlap in both programs in target student population, as both programs will be targeting students interested in leadership. However, because our program is for the working professional and UK's program is fulltime, our target student population will be different.
Access to Existing Programs: *Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).*	Our program is focused on reaching the professionals working in agencies/organizations as well teaching in social work programs. UK's program does not focus in these areas and thus would not be responsive to this student population.
Feedback from Other Institutions: *Summarize the feedback from colleagues at institutions with similar programs.*	The program at UK has recently been unveiled and little/no feedback is available at this time.

D. Cost

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution's overall need for funds.

1. Will this program require additional resources?   Yes ☒   No ☐   If so, please provide a brief summary of new or additional resources that will be needed to implement this program over the next five years. Document the expected cost/expenditures in the table below.
With the move to the new university budget model, the DSW Program will be supported by revenue from tuition (see detailed budget). In addition to existing faculty who may elect to teach in the DSW program, to meet the needs of the curriculum and size of the program, two full-time term faculty will be hired. One of these faculty members will serve as Director, which will require 25% FTE, the equivalent of two courses since each course counts as 10.5% FTE in the Kent School. In the third year, a part-time faculty member will be hired to help cover some courses while thesis and capstone projects are being completed.

2. Will this program impact existing programs and/or organizational units within your institution?   Yes ☒   No ☐
 	
   If so, please describe the impact. (Examples: reallocation of resources, faculty or staff reassigned, changes to other programs and/or course offerings or other programs, reduction or increase in students served, any other possible impact.)
 	
   CPE Instructions: *If yes, describe the programs that will be closed or reorganized or what*

This DSW program will offer faculty an additional opportunity to teach doctoral students beyond those available in the PhD program. Faculty opting to teach in the DSW program will have shifts in their teaching responsibilities in that they may teach fewer courses in another program which may lead to other programs adding on part-time/ adjunct instructors to their program due to teaching load limits. Working professionals in the Master's program may consider the DSW program and will have some impact on student enrollment in Kent School.

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3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

CPE Instructions: *Note whether the program is predicted to increase retention rates, and, therefore, generate tuition dollars; increase revenue by attracting a new pool of students; meet employment needs in the state; feed into graduate that have been shown to be beneficial to the economic needs of the state, etc. If no new costs are anticipated, please explain.*

This program will generate new tuition dollars, increasing revenue by attracting a new pool of students. The program will also meet employment needs in the state and add to the pool of graduates that have been shown to be beneficial to the economic needs of the state (see detailed budget).

- Complete the New Program Budget Spreadsheet.

  Found at: http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval

Notes for completing the Budget Spreadsheet:
- Provide an estimate of the level of new and existing resources that will be required to implement and sustain the program.
- Any existing resources reallocated to support this new offering should be estimated as an "internal reallocation" in both the Funding Sources and Expenses sections of the budget.
- Any new resources for which the unit/department plans to allocate funding should be listed as an internal "allocation" in the Funding Sources section of the budget.
- The program proposal is to be developed without the expectation of tuition-sharing or recovery agreements with the Provost. This approach ensures that the "cost" of operating the program is somewhat reflective of reality.
- For every place you add numbers (in both the Funding Sources and Expenses spreadsheet) provide a written explanation for the numbers, including how they were calculated. The CPE system won't let us submit the proposal without explanations for the budget numbers.
- The budget for the proposed program is to be in alignment with the latest budget assumptions (provided below as of 10/7/19) from the Budget Model Workgroup.

  Undergraduate*
  70% (net of mandatory student fees) of resident per credit hour tuition rate (i.e., the listed rate on the bursar's website) charged to undergraduate students is allocated to the academic unit where the instruction takes place. Every credit hour is treated the same under the model.

  Graduate/Professional*

> Graduate: 75% (net of mandatory student fees) of tuition review revenue allocated according to a student's home academic program.
>
> Professional: 85% of tuition revenues generated from professional degree (law, dentistry, medicine), doctoral, and DNP programs allocated to the student's home academic program. For purposes of the budget model, doctoral programs fall in the Professional category.
>
> *These definitions of the Budget Model are as of 10/7/19 and are subject to change.
>
> - Note that there are three tabs to the Budget spreadsheet.
>
> Funding Sources tab:
> - Indicate funding to be supplied by the unit (include direct funding & In-kind support):
> - Internal allocation and reallocation are those estimated dollars needed to fund the start-up and support the new academic program – typically defined as faculty, administrative/staff, and operational expenses.
> - When calculating funding, consider the impact on current faculty workloads.
> - Include the expected tuition revenue generated by anticipated student enrollment.
> - If the program will use existing faculty or other existing resources, the amount of funding represented by those resources are to be listed in the Funding Sources table as reallocation of funds.
> - If reallocation of "existing" funds is included in the Funding spreadsheet, the numbers should also be reflected in the Expenses spreadsheet.
> - If the unit has allocated funds for any new expenses in the Funding Sources spreadsheet, the numbers should also be added to the Expenses spreadsheet.
>
> Expenses tab:
> - You do not have to estimate classroom space unless you believe that existing space is not sufficient to support the academic program.
> - Any expenses identified as "existing" funds in the expenses spreadsheet should also be added to the Funding Sources spreadsheet as either internal reallocation or internal allocation.
>
> Funding Source/Expenses Combined tab:
> - This spreadsheet will pre-populate based upon the numbers entered into the Funding Sources and Expenses spreadsheets. The program must have more funding than expenses.

E. Program Review and Assessment

Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

> 1. Describe how each program-level student learning outcome will be assessed and how assessment results will be used to improve the program.
>
> Complete the table below and add a description here, including how assessment results will be used to improve the program.

Each program-level student learning outcome will be assessed. The point of assessment will be in specific courses in the curriculum with culminating/integrative assignments using direct measures. Rubrics will be used. These assessments will be performed once a year at the end of the course in the semester in which the course is offered. The results will be compared with the benchmarks set for each student learning outcome and presented to the DSW faculty. When benchmark targets are not met, contributing factors for not meeting benchmarks will be identified and a plan will be devised by the DSW faculty to address them. Where benchmarks are met, the benchmarks themselves will be reviewed as whether to set new benchmarks.   The plan may include a number of strategies including instituting changes in curriculum content, changes in method of instruction, and providing additional tutorial support and resources to students among others depending on contributing factors identified. The implementation of the plan will be monitored and evaluated by the DSW program director so as to ensure that program improvements are being implemented. Findings will be shared at faculty meetings to engage in ongoing continuous quality assessment.

Additionally, student feedback regarding program effectiveness will be sought annually through an online survey at the end of the academic year by asking students to evaluate the DSW program regarding its progress toward meeting the DSW Program Goals, on a 5-point scale, with 1 = "did not meet at all" and 5 "met completely."

The findings will be distributed to faculty teaching in the DSW program at the last DSW faculty meeting of the year where achievement of benchmark (4 on 5-point scale), and plans for making any needed improvements to the program will be discussed.

Overall program effectiveness will be evaluated by surveying key stakeholders in addition to students (e.g., faculty and staff, school administrators, community partners) each academic year. Findings will be discussed with program faculty as well as the Dean, and improvements in the program will be discussed and a plan for their implementation will be developed and implemented.

Program-level Student Learning Outcome	Point of assessment (course, assignment, etc.)	Assessment Method (include direct and indirect assessments) NOTE: these are program-level assessments, thus course grades are not appropriate assessments	Frequency of the assessment method
Demonstrate knowledge of models of social service leadership and teaching and learning	Course— Integrative Seminar & Qualifying Assessment	*Measure Type:* Integrative Paper *Measure Method:* Direct Measure	Once; year 2 summer semester

		Direct Measure: Rubric ratings on knowledge of models of social service leadership and teaching and learning	
Demonstrate ability to critically analyze policy and practice models of social service leadership and teaching and learning	Course- - - Integrative Seminar & Qualifying Assessment	Measure Type: Integrative Paper Measure Method: Direct Measure Direct Measure: Rubric ratings on critically analyzing models of social service leadership and teaching and learning	Once; year 2 summer semester
Demonstrate use of social service leadership knowledge and skills in an agency setting	Applied Social Service Leadership, Management & Practice	Measure Type: Leadership Analysis paper Measure Method: Direct Measure Direct Measure: Rubric rating of leadership Analysis	Once, year 2 Fall semester
Demonstrate use of teaching knowledge and skills in the classroom	Teaching in Social Work: Course Design, Instruction & Evaluation	Measure Type: Teaching Analysis paper Measure Method: Direct Measure Direct Measure: Rubric rating of Teaching Analysis	Once, year 2 Spring semester
Demonstrate use of social work ethics in an agency setting and in teaching	Teaching in Social Work: Course Design, Instruction & Evaluation	Measure Type: Teaching Analysis paper Measure Method: Direct Measure Direct Measure: Rubric rating of Teaching Analysis	Once, year 2 Spring semester
	Applied Social Service Leadership, Management & Practice	Measure Type: Leadership Analysis paper Measure Method: Direct Measure Direct Measure: Rubric rating of leadership Analysis	Once, year 2 Fall semester
Apply research methods to critically evaluate the practices of social service leadership, & teaching and learning.	Thesis/Capstone Project	Measure Type: Thesis/Capstone Project Measure Method: Direct Measure Direct Measure: Rubric rating of Thesis/Capstone Project	Once , year 3 Spring semester

2. For each assessment method, please provide direct indicator(s) of achievement of program-level student learning outcomes and frequency of data collection.

Also provide indirect indicators of achievement where possible.

Please see above table.

a. Which components will be evaluated?

CPE Instructions: *Identify each student learning outcome to be assessed and in which courses it is covered in the curriculum. Note whether employers, students/alumni, and/or faculty outside the program were involved in the development of student learning outcomes.*

- Knowledge of models of social service leadership and teaching and learning
- Ability to critically analyze models of social service leadership and teaching and learning
- Use of social service leadership knowledge and skills in an agency setting
- Use of teaching knowledge and skills in the classroom
- Use of social work ethics in an agency setting and in teaching
- Apply research methods to critically evaluate the practices of social service leadership, & teaching and learning.

b. What will be the benchmarks and/or targets to be achieved?

CPE Instructions: *Indicate the type of benchmark used (local standards, external peer benchmarks, best practices benchmarks, etc.) and the specific performance standards to be achieved for each student learning outcome.*

Explain the process by which the benchmarks and targets were determined. Note whether employers, students/alumni, and/or faculty outside the program were involved in the benchmarking process.

The benchmark will be 80%. At this time, CSWE has not set a benchmark standard for student learning outcomes in DSW programs. However, based on existing CSWE practices for minimum standards for other CSWE accredited programs, this benchmark is reasonable standard to target with this new program.

c. What individuals or groups will be responsible for data collection?

CPE Instructions: *Specify whether the assessment process will be led by one person, whether that person is faculty or staff, or whether this effort will be led by a group of faculty and/or staff.*

The faculty will collect the data; The DSW program office (Director and staff) will oversee the data collection. The data will be submitted to the Associate Dean for Academic Affairs office, where all program effectiveness data are housed and reports are produced for various constituencies to engaged in program evaluation and effectiveness.

d. How will the data and findings be shared with faculty?

CPE Instructions: *Explain the elements of the data reports and the process by which it is shared with faculty.*

The data and findings will be shared with the DSW faculty at faculty meetings so that findings can be discussed and used to inform, and initiate program review, changes, and recommendations plans for program improvement.

e. How will the data be used for making programmatic improvements?

Recommendations for program improvements based on the data will be developed by the DSW faculty and shared with the DSW Director and Dean to take action.

3. **What are the measures of teaching effectiveness?**

The DSW program will utilize Kent School of Social Work's existing process to measure teaching effectiveness in its existing programs. At the end of each semester, students anonymously will complete an online course evaluation consisting of closed and open-ended questions for each instructor. The instructor will receive a summary report of the course evaluations completed by the students enrolled in each course. These reports will be reviewed by the Dean as part of the faculty member's annual performance review, and performance improvement plans will be developed if indicated. The DSW program director will conduct surveys and focus groups with students to gather student feedback about the instruction, the curriculum, and the program.

4. **What efforts to improve teaching effectiveness will be pursued based on these measures?**

All course evaluations are discussed with the Dean. Instructors who have a pattern of course evaluations falling below expectations (less than 4.0 rating on course evaluations) will develop a performance improvement plan to be approved by the Dean. This plan may include receiving coaching and participating in trainings, workshops, and conferences on effective teaching. The University of Louisville Delphi Center for Teaching and Learning provides multiple resources to improve teaching methods and practices by providing opportunities to review lesson plans and syllabi and practicing and receiving feedback on teaching skills via peer teaching observation and consultation.

5. **What are the plans to evaluate students' post-graduate success?**

New Academic programs undergo an interim program review after five years for undergraduate programs, four years for masters programs, and three years for doctoral programs. After the interim review, all programs are placed on the university's regular program review schedule.

The program review template requires that programs provide feedback from graduates, alumni, and employers. In your response to this question consider how you will collect satisfaction feedback from these groups.

Using the resources available through University of Louisville's Institutional Research and Planning Office, the DSW program will conduct an annual online survey of graduates, alumni, and employers. The program will collect information about preparedness of graduates for the workforce, curricular elements that have been most impactful, and curricular elements that should be emphasized or

emphasized more to better prepare graduates for the workforce. In addition, data will be gathered on type of employment and opportunities/promotions/salaries afforded since earning the degree. Examples of questions include:

What aspects of the curriculum best prepared you for your present position/ employment?

What aspects of the curriculum were most impactful for your present position/employment?

What course content was missing and should be added to the curriculum?

What course content should be emphasized more in the curriculum?

What course content should be dropped/eliminated from the curriculum?

How well did the mentoring and advising you received in the program prepare you to be successful in the program? Successful in the workforce?

What should be added to the mentoring/advising component of the program? What should be eliminated?

NOTE: All actions in the approval of new programs for public institutions are subject to a stipulation regarding the program's ability to attain specified goals that have been established by the institution and approved by the Council on Postsecondary Education (the Council). At the conclusion of an appropriate period of time, the program's performance shall be reviewed by Council staff following criteria established in the Council's Academic Programs Policy. For more information on the program review process see http://louisville.edu/oapa/academic-program-review-process.

Appendix A. Employer Demand.

1. If the program is designed for students to enter the workforce immediately, please complete the following table (see resources below the table)

2. Please provide source of employer demand information and time frame for the projections: Occupational Employment Statistics Query System, May 2019, U.S. Bureau of Labor Statistics. www.projectionscentral.com (State Occupational Projections)***

Type of Job	Regional Avg Wage	Regional # of openings	Regional Growth Projections (%)	State Avg Wage	State # of openings	State Growth Projections (%)	National Avg Wage	National # of openings	National Growth Projections (%)
Social Work Faculty	$67,794	100*	4.46%**	$64,450	10*	6.7%**	$78,320	1,500*	7.5%**
Head of Social Service Agency/ Social & Community Service Managers	$64,698	1,460**	13.4%**	$61,810	260*	14.4%	$72,900	17,800*	13%**

*Average annual numbers
** Growth projected in the next ten years

***The Projections Managing Partnership (PMP) operates an integrated, nationwide program of state and local projections. Funding for the PMP is provided by the U.S. Department of Labor, Employment & Training Administration, with technical support from the Bureau of Labor Statistics and other entities across the country.

Employer Demand Resources:

Most of the current Bureau of Labor Statistics projections are for 2016-2026. If additional sources are used, please note the time frame for the projections. Other sources include:

- Georgetown University Center on Education and the Workforce
- Bureau of Labor Statistics' Occupational Outlook Handbook
- Kentucky Center for Statistics
- KY Chamber, "Kentucky's Workforce, Progress and Challenges," January 2018
  https://www.kychamber.com/sites/default/files/Kentuckys%20Workforce%20Progress%20and%20Challenges%202018%20Final%20NEW.pdf
- Kentucky, Bridging the Talent Gap
  Document - https://www.bridgingthetalentgap.org/wp-content/uploads/2017/05/KY-Statewide.pdf
  Interactive website: https://bridgingthetalentgap.org/dashboards/