

Dr. C.L. Max Nikias
President
University of Southern California

BOARD OF HIGHER EDUCATION

REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Academic Affairs

NO.: AAC 12-44

COMMITTEE DATE: June 12, 2012

BOARD DATE: June 19, 2012

**APPLICATION OF UNIVERSITY OF SOUTHERN CALIFORNIA TO AWARD THE
MASTER OF ARTS IN TEACHING AND THE MASTER OF SOCIAL WORK**

MOVED: The Board hereby approves the Certificates of Organization of the
University of Southern California to offer the **Master of Arts in
Teaching** and **Master of Social Work**.

Authority: Massachusetts General Laws Chapter 69, Section 30 et seq.

Contact: Dr. Shelley Tinkham, Assistant Commissioner for Academic, P-16 and

Veterans Policy

BOARD OF HIGHER EDUCATION

University of Southern California Master of Arts in Teaching Master of Social Work

INTENT

The University of Southern California (USC) an independent institution, located in Los Angeles, California requests authority to offer two programs, the Master of Arts in Teaching (MAT) and the Master of Social Work (MSW). The institution is accredited by the Western Association of Schools and Colleges. The proposed MAT and MSW will be delivered through an online learning management system, called the Virtual Academic Center (VAC). In addition to the online instruction, MSW students are required to complete field instruction and MAT students complete a guided practice (student teaching) in Massachusetts. These online programs are identical in content and rigor as the programs offered on the University's main campus. The proposed online MAT has been in existence for three years and the online MSW program for two years, though neither program is currently offered in Massachusetts. The online MAT is housed in the Rossier School of Education (RSOE) and the online MSW exists within the USC School of Social Work.

The central mission of the University of Southern California is the development of human beings and society as a whole through the cultivation and enrichment of the human mind and spirit. The principal means by which this mission is accomplished are through teaching, research, artistic creation, professional practice and selected forms of public service. The vision of the School of Social Work and the RSOE is to be a premier and distinctive academic entity, defined by innovative programs and scholarship that directly impacts policy and practice in education and the human services field both with a focus on urban communities. The ability to offer the MAT and MSW on line will address this goal by increasing the number of highly qualified teachers and social workers across the nation and around the globe.

The mission of the USC RSOE is to strengthen urban education locally, nationally, and internationally by preparing and developing teachers and educational leaders with competencies to address the complex educational and social issues facing urban communities. The MAT intends to improve practice in the preparation of pre-service teachers in response to state requirements, emerging research trends in the field, and to follow the tradition in research universities of providing leadership for models of exemplary practice in the field. The program is designed for students who seek an initial teaching credential as well as credentialed teachers who want to further their professional development and obtain a master degree, and has several tracks depending on the level of the licensure the candidate is seeking. They are: Multiple Subject (Elementary Education), Single Subject: Mathematics, Single Subject: Science, Single Subject: English, Single Subject: Social Studies, or Single Subject: TESOL (Teaching English to Speakers of Other Languages). Graduates of the program will be prepared to begin or continue their careers as licensed elementary or secondary school teachers.

The mission of the USC School of Social Work is to improve the well being of vulnerable individuals and communities, advance social and economic justice, and eradicate pressing societal problems in complex and culturally diverse urban environments, throughout the nation and the world. The program is designed for students with baccalaureate degrees outside of the field of social work who wish to become social workers; students who already hold a bachelor degree in social work and require a masters degree to continue with professional growth, and individuals with a military background or civilians interested in helping military personnel and their families. Graduates will be prepared for competent and effective social work practice in specialized areas such as Community Organization; Planning and Administration (COPA); Families and Children; Health; Mental Health; and Work and Life.

The Institution's Board of Trustees approved the MAT on December 1, 2008 and the MSW on May 1, 2010.

INSTITUTIONAL OVERVIEW

Established in 1880, the University of Southern California (USC) is located in Los Angeles, California. USC's University Park campus, located in the heart of Los Angeles' downtown arts and education corridor, is home to the USC Dana and David Dornsife College of Letters, Arts and Sciences and many professional schools. The Health Sciences campus, northeast of downtown Los Angeles, is home to the Keck School of Medicine of USC, the School of Pharmacy, three major teaching hospitals and programs in Occupational Science and Occupational Therapy, and Biokinesiology and Physical Therapy. USC also has programs and centers in Marina Del Rey, Orange County, Sacramento, Washington, D.C., Catalina Island, Alhambra and around Southern California. Children's Hospital Los Angeles, staffed by USC faculty from the Keck School of Medicine, is often referred to as USC's third campus.

The University has now requested the authority to offer its first degrees in Massachusetts: Master of Arts in Teaching and Master of Social Work. Both proposed programs will be delivered on line through a learning management system. In addition to the online instruction, MSW students are required to complete on-the-ground practicum specific to both degrees.

Online programs and courses that require the following activities, conducted within Massachusetts, as part of the curriculum: internships, externships, clinicals, mentorships, shadowing experience, student teaching experiences, etc. are subject to Massachusetts Board of Higher Education approval.

ACADEMIC AND RELATED MATTERS

Admission

Master of Arts in Teaching

Admission requirements include the following:

- an undergraduate grade point average of 3.0 (on a scale in which A=4.0);
- three letters of recommendation;
- completion of three essay prompts;
- Submission of passing scores of the CSET and CBEST (California subject matter competency tests) for those students seeking the licensure track.

Master of Social Work

Admission requirements include the following:

- a related undergraduate major with the inclusion of a liberal arts perspective (Students without the necessary liberal arts background may be required to complete additional coursework prior to admission to complete liberal arts gaps.)
- an undergraduate grade point average of 3.0 (on a scale in which A=4.0),
- three letters of recommendation; and
- completion of three essay prompts

Projected Enrollment

Master of Arts in Teaching

The first cohort of the MAT online program started in June 2009. As of May 2012, there are currently 908 students enrolled in 44 states and there are 925 graduates. As the online format of the program progresses, the institution projects a maximum capacity of 1,500 total students. The institution estimates that at capacity the program will enroll up to 60 new students from Massachusetts. Below are the enrollment projections for Massachusetts.

	# of Students Year 1	# of Students Year 2	# of Students Year 3	# of Students Year 4
New Full Time	7	13	19	33
Continuing Full Time	N/A	7	13	19
New Part Time	5	11	16	27
Continuing Part Time	N/A	5	32	27

Master of Social Work

The first cohort of the MSW online program started in October of 2010. As of May 2012, there are currently 1,005 students enrolled in 48 states and there are 54 graduates. As the online format of the program progresses, the institution projects a maximum capacity of 1,500 total students. The institution estimates that at capacity the program will enroll up to 60 new students from Massachusetts. Below are the enrollment projections for Massachusetts.

COMPLETE THE BELOW CHART FOR THE MSW

	# of Students Year 1	# of Students Year 2	# of Students Year 3	# of Students Year 4
New Full Time	7	13	19	33
Continuing Full Time	N/A	7	21	33
New Part Time	5	11	16	27
Continuing Part Time	N/A	5	16	32

Current Tuition and Fee Charges

The MAT requires a minimum of 28 credits and costs a minimum of \$39,760 at current rates. Also required for the MAT is an \$85 application fee.

The MSW requires a minimum of 63 credits and costs \$89,460 at current rates. Also required for the MSW is an \$85 application fee and \$225 lab fee.

Curriculum (Attachment A)

Delivery Method

Both programs are delivered through a learning management system, called the Virtual Academic Center, utilizing both synchronous and asynchronous components. Synchronous learning refers to a situation in which students learn the same lessons at the same time in the same place. Students participating in the program receive lessons, assignments and other course content online, as well as interact with other students and faculty in a real-time capacity through the VAC. Typical student assignments for both programs include reading documents, listening to audio files, watching or uploading multimedia/video, writing responses or essays, conducting site-based interviews or observations, engaging in guided practice in classrooms with master teachers (MAT only) and collaborating with teachers and peers. Students are also required to complete a variety of online assessments, primarily open ended written responses and uploads of video work examples, to monitor progress. In addition to the online instruction that students will receive through the VAC, students in both programs are also required to

complete practicum in Massachusetts. The curriculum for both programs is described below.

Master of Arts in Teaching

The MAT program requires students to: understand themselves, their learners, and learning theory; know their content area; think systematically and purposefully about their practice; observe, monitor and assess learning of their students; and adapt their facilitation to produce equitable gains for all of their students. The program was designed by the teacher education faculty who based the program upon the strengths of the on-campus version of the degree. The program is designed to be completed in one to three years.

Students will be assigned to field experience at a school site beginning with Framing the Social Context of Higher Needs Schools (EDUC 516). A USC supervising faculty member is responsible for all aspects of a course under which the student is involved in a field experience placement. These courses include EDUC 516, pedagogy courses (subject area concentration courses), guided practice (student teaching) and the capstone field experience. USC RSOE takes primary responsibility for arranging the placement on behalf of the student. Only students interested in obtaining a teaching license pursue the guided practice experience. Students who already hold a teaching license do not complete the guiding practice experience. Instead they are required to complete a research-based capstone project based on the National Board for Professional Teaching Standards. These students will perform research projects in cooperation with their faculty and the principal or a teacher at a school site.

The guided practice consists of two sequential 10-week periods where students teach under the supervision of a guiding teacher, a Massachusetts-based teacher. The guiding teacher (also referred to as the master or mentor teacher) shares his/her classroom and provides live, daily, ongoing guidance to the student. Guiding teachers must have a minimum three years of teaching experience in the subject matter in which they are mentoring a student, most possess a valid teaching credential in that subject area, and must be willing to communicate regularly with the supervising USC faculty about the student's progress. Guiding teachers receive an honorarium, generally \$350 for completing the full 10-weeks with their student.

Graduates are eligible to take the California teaching licensing examination. Entering students are also provided with the *Rossier School of Education Guide to Becoming Certified to Teach in Massachusetts* which includes a comprehensive description of how Massachusetts residents can obtain an initial license upon successfully completing the proposed MAT. Upon the student's successful completion of the proposed MAT program, a representative from the USC Rossier School of Education will endorse the student's "Verification of Completion of an Approved Educator Preparation Program Outside of Massachusetts" as required by the Massachusetts Department of Elementary and Secondary Education Office of Educator Licensure.

Master of Social Work

The MSW program curriculum is designed in two sections: foundation and concentration courses. The basic foundation curriculum provides students with a generalist perspective of social work practice and the concentration curriculum prepares students for social work practice in specialized areas; Community Organization, Planning and Administration (COPA); Families and Children; Health; Mental Health; and Work and Life. Within the concentration, students may, but are not required to, select a sub-concentration: Military Social Work and Veterans Services; Older Adults; Public Child Welfare; School Settings; or Systems of Mental Illness Recovery. In addition to coursework, MSW students complete a 1,050 hour field education internship under the supervision of a field instructor in a social service agency in Massachusetts. The field education internship enables students to apply theory to practice. The field internship takes place in a designated agency or cluster of agencies that provide social work services to or on behalf of clients, and is arranged for the student by the USC School of Social Work. Internship placements are made in a broad array of public and private agencies including inpatient and outpatient settings, community care facilities, psychiatric settings, health settings, job sites, medical and rehabilitation hospitals, schools, child guidance clinics, family service agencies, hospices, community mental health agencies, industries and forensic facilities. The program is designed to be completed in two years of full-time enrollment or up to four years of part-time enrollment.

During their field internship practice, students interact with a field education liaison, a field instructor and in some cases a preceptor. The field education liaison is a USC faculty member who coordinates monitors and evaluates the field experience, interacting with students through the learning management system. The field instructor is an employee of the agency in which the student is placed. Field instructors must have an MSW from an accredited school and minimum of two years post-master experience. The field instructor provides clinical supervision, evaluates the student, and communicates with the field education liaison. The preceptor is an agency member, who, under direction of the field instructor takes responsibility for a piece of the student learning. The USC field education liaison is ultimately responsible for overseeing the field experiences of students. As part of the application process, the institution identified a number of potential field placement sites in Massachusetts. For licensure in Massachusetts, student will be prepared for Masters Level ASWB (Association of Social Work Boards) exam.

RESOURCES AND BUDGET

Faculty and Staff

The School of Social Work and the Rossier School of Education are separate professional schools within the University of Southern California. They operate autonomously but within the framework of university policies and procedures. Financial decisions are highly decentralized, subject to the mandate of a balanced budget. The Provost's Office is responsible for approving online programs and is involved in all aspects of the roll-out process. Once new online programs are given approval, each

individual School is responsible for the strategic direction, administration, and operation of the programs on a day-to-day basis.

Master of Arts in Teaching

The proposed MAT program is housed in the Rossier School of Education. There are currently 130 faculty members teaching in the online MAT, of which approximately 20% are full-time. Ninety-eight percent of full time faculty and most part time faculty members have terminal degrees (Ed.D or Ph.D) and prior college-level teaching experience. USC RSOE is engaged in hiring multiple faculty across multiple programs, in part in anticipation of the growth of the MAT online program. USC RSOE will begin with an estimate of 8 student teachers per faculty member and monitor that arrangement during the first cohorts and adjust as needed. If adjustments are needed, USC RSOE is prepared to alter the staffing ratio accordingly.

Master of Social Work

The online MSW is housed in the USC School of Social Work. There are currently 111 faculty members teaching the online MSW. Approximately 20% are full-time. All full time faculty members teaching in the MSW program hold earned doctorates, and most also hold the MSW degree. The School of Social Work requires a minimum of five years post-master's degree practice experience before consideration of teaching any part of the MSW curriculum.

The first MSW cohort of 60 students was taught by full time faculty currently employed at USC. Starting with the January, 2011 cohort, program courses are taught by both full time faculty, and new faculty hired as visiting clinical faculty (non-tenure track) who will teach two courses per semester for three semesters.

Facilities and Library and Information Technologies

Library and Computing Services

The USC Libraries house more than four million volumes, three million photographs, six million microforms and subscribe to more than 50,000 serials and 33,000 electronic journals.

USC's digital library resources include a collection of article indexes, catalogues, dictionaries, encyclopedias, electronic journals and visual materials. USC's online library catalogue, HOMER, provides a list of books, periodicals, government documents and dissertations held in libraries on the University Park campus. The Scholars Portal enables simultaneous searching of selected research databases, including HOMER and core bibliographic tools in all major subject areas. The USC Libraries are also engaged in numerous digital initiatives, such as the USC Digital Archive and the Shoah Foundation Institute Visual History Archives.

USC's Ask-a-Librarian service provides professional reference assistance to students, faculty and staff. Patrons receive expert answers — via phone, email, online chat sessions or in person.

Library resources will be accessed by student in the proposed programs in two primary ways. The first is for primary course material – rather than use hard copy readers, faculty will provide references for materials via the syllabus. Through the off campus library portal, any student can then access those materials at no cost. Secondly students will be able to access over 700 databases on line. When a faculty member provides a syllabus to the library, the library will attempt to obtain resources for the course in an online format.

The university offers a range of software, including free anti-virus software for on-campus and home computers. Software is available for use in USC's public computing centers, as well as for free download or purchase, depending on the application. Through USC's partnership with Google, students are eligible for special accounts that allow them to send and receive Gmail using their @usc.edu email address. In addition to more than 6 gigabytes of online storage, these accounts provide access to Google's online word processing and spreadsheet programs, shareable calendars and more.

Online learning platform

Both programs utilize the services of *2tor, Inc.*, for delivering online components of the programs. These services include infrastructure (the learning management system, called the Virtual Academic Center), instructional design tools and assistance, training, and direct technological help for students and faculty.

Fiscal (Attachment B)

The USE RSOE and the USC School of Social Work submitted individual budgets, including expenditures for salaries, benefits, travel, student services, plant, computers, printing, and general expenditures, and student aid. Documents indicate that the programs are run nationally and there are no budget items that are specific to Massachusetts.

PROGRAM EFFECTIVENESS

Master of Arts in Teaching

The institution expects for the proposed MAT to provide the situations for constructing and applying knowledge of human differences, learning theory, and pedagogy such that candidates are prepared to contextualize their practice and facilitate higher levels of academic achievement for underserved students.

Specifically, graduates will:

Outcome 1: Make conscious decisions about teaching that enable learning. Their use of a specific teaching strategy is deliberate, based on what they know about their students, themselves, and their research about learning. They are able to articulate the theories,

identify them in practice, use them in all instructional planning, use them to design assessments of student learning, reflect upon them and modify their practice based on what they learn from their application.

Outcome 2: Build trusting, respectful and reciprocal relationships with students that enable learning to take place. Part of building these relationships involves observing context without making value judgments.

Outcome 3: Use observation effectively as a tool to improve their teaching. They are continuously observing student interactions and the effect their teaching is having on student learning outcomes, and adjusting their understanding and behavior accordingly.

Outcome 4: Take responsibility for learning outcomes. They correctly assess student learning outcomes. They understand the relationship between how they teach and what they want students to learn. They know that if students G, H, and I did not “get” the most recent lesson, that they as the instructor will assume responsibility for moving those students forward, and they ask, “What have I learned about my teaching and these students that can help me help them learn?”

Outcome 5: Approach all students with ideological open-mindedness.

Outcome 6: Bring superior content knowledge to the classroom. The University will not endorse any student who does not meet its standards for content expertise, regardless of their ability to pass a state-level content exam.

Note that students are expected to enter the program with adequate content knowledge, so the program provides no introductory work in this area.

Master of Social Work

The School of Social Work’s Curriculum Policy Review Committee (CPRC) has responsibility for program coherence, delivery, and effectiveness. In addition to the accreditation processes mandated by the Council of Social Work Education, CPRC reviews all new courses and substantive revisions to existing courses. CPRC has adopted a policy of reviewing all course offerings every 5 years including review of foundation year sequence courses and advanced concentration year courses.

In 2010 USC School of Social Work officially adopted the Educational Policy and Accreditation Standards (EPAS) of the Council of Social Work Education (CSWE), the national accrediting body for all schools of social work across the country, to guide the assessment processes in its MSW program. In prior years the School of Social Work focused on achievement around six program goals which reflected the mission statement of the school. Thus the school as a whole is reframing its student assessment processes and measures in line with the new national directions in social work education.

The 10 competencies of the EPAS contain specific knowledge, values, and skills around which practice behaviors are measured and are listed below:

1. Professional Identity: Identify as a professional social worker and conduct oneself accordingly.
2. Ethical Practice: Apply social work ethical principles to guide professional practice.
3. Critical Thinking: Apply critical thinking to inform and communicate professional judgments.
4. Diversity in Practice: Engage diversity and difference in practice.
5. Human Rights and Justice: Advance human rights and social and economic justice.
6. Research Based Practice: Engage in research-informed practice and practice informed research.
7. Human Behavior: Apply knowledge of human behavior and the social environment.
8. Policy Practice: Engage in policy practice to advance social and economic well being and to deliver effective social work services.
9. Practice Contexts: Respond to contexts that shape practice.
10. Engage Assess Intervene Evaluate: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

The new measurement model will incorporate multiple measures of developing professional competency over time, including classroom based measurement, timely measurement of practicum from field instructors, measurement of alumni reports of preparation for performance in multiple employment settings and licensure pass rates, as well as information from employers regarding the level of preparation of USC social work graduates. Collecting data from multiple vantage points at various times during and after the professional educational program, will allow for deeper understanding of the developmental trajectory underlying professional development of social work, the transition from foundation to concentration year courses, the alignment of classroom learning with field practicum, and the ultimate transition to employment and individual licensure.

EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE

The proposed program was reviewed by a committee comprised of faculty members: Christine L. Holmes, Ed.D, Chair, Division of Human Development & Human Services, Anna Maria College; Vera M. Ossen, Ed.D., Director of Educator Preparation Programs, Graduate School of Education, University of Massachusetts Lowell; Stefan Krug, MSW, Ph.D., Dean & Professor, Simmons College School of Social Work; Shelley A. Steenrod, Ph.D., Associate Professor, School of Social Work, Salem State University; and Mark A. Schlesinger, Ph.D., retired Interim Chief Executive Officer, UMass Online.

The committee reviewed the University of Southern California's written proposal submitted to the Massachusetts Department of Higher Education for approval to offer the proposed degrees and directly communicated with University of Southern California administration, faculty, staff, and students via the VAC technology during a virtual site visit held in Cambridge, Massachusetts from October 16-18, 2011. Additional documents were also provided to the committee by the University at this time. All of the committee members, a Department staff member, two representatives from the institution who managed the online platform and other logistics were physically present during the virtual site visit during which the committee had the opportunity to experience

the institution's online learning management system.

The committee reviewed the institution's ability to offer and support the proposed MAT and MSW degrees in the context of its faculty, equipment, financial organization, leadership and other factors as mandated by standards currently utilized by the *Independent Institutions of Higher Education Standards, 610 CMR 2.07*. For this review, the appropriate criteria found within the 610 CMR 2.07 standards include: mission; planning and evaluation; organization and governance; academic programs and instruction; faculty; student services; financial resources; public disclosure; physical resources; library and other informational resources; and additional criteria for out-of-state institutions operating in Massachusetts.

The committee believes that the University of Southern California has developed a firm foundation for their request to offer the Master of Arts in Teaching and Master of Social Work degrees, but also made recommendations for improvement. Most of the committee's recommendations had to do with contextual aspects of Massachusetts, which they felt needed more attention, and the online learning platform. They expressed concern about the institution's comprehension of Massachusetts teaching licensure requirements, and how it would communicate these requirements to students. They recommended that a representative from USC RSOE contact the Massachusetts Department of Elementary and Secondary Education to learn about the specific requirements pertaining to Massachusetts licensure and produce a handbook for students detailing the process. In consideration of the reach of online programming into remote areas, they recommended that both Schools update their mission to reflect the focus on high-need schools (education) and high need environments (social work) rather than on urban-only environments and they also recommended the inclusion of Massachusetts representation on all external advisory boards. The committee also made specific recommendations relative to the online learning platform of the proposed degree, such as to continue to improve the reliability of synchronous applications and make more clear the special advantages and features of online pedagogy.

Institutional Response

The University explained that it often interchanges the use of the terms "urban" and "high needs" while limited to the Los Angeles area. Given the launch of the online MAT and MSW programs and the more national and global reach of the programs, USC will publish the next strategic plan in 2014 and will move to the term "high needs" rather than "urban." The institution is currently developing an advisory structure that will include mechanisms for full representation by all states in which the program is offered. The institution has identified two Massachusetts representatives. James Lubben, Professor and Louise McMahan Ahearn Chair, Ph.D. Program, Director at Boston College, Institute on Aging Director, is a member of the University of Southern California School of Social Work Advisory Board. Paul E. Peterson, Ph.D. is the Henry Lee Shattuck Professor of Government and Director of the Program on Education Policy and Governance at Harvard University, a Senior Fellow at the Hoover Institution at Stanford University, and Editor-In-Chief of *Education Next*, a journal of opinion and research. Dr. Peterson is a member of the University of Southern California Rossier School of Education Advisory Board.

The USC RSOE has more clearly communicated the process of Massachusetts teaching licensure requirements. A representative from the School contacted Brian Devine, Administrator with the Educator Licensure and Proprietary Schools division at the Massachusetts Department of Elementary and Secondary Education and shared the guide with him and incorporated his suggestions for clarity. In terms of the online learning management system the institution is committed to improving the quality and reliability of the platform and clarified that the asynchronous portion of the curriculum ensures that there is a great fidelity to the established curriculum approved by the School. The synchronous sessions allow for professors' individualization of sections, but it is all based on a common core across all sections.

After reviewing the institution's response, the visiting committee members concurred that the institution responded substantively to their questions and concerns, and highly recommend the proposed programs for approval.

PUBLIC HEARING

The required public hearing was held on June 11, 2012 at the Department of Higher Education, located at One Ashburton Place in Boston, Massachusetts.

STAFF ANALYSIS AND RECOMMENDATION

After a thorough evaluation of all documentation submitted, staff is satisfied that the proposal of the University of Southern California to award the **Master of Arts in Teaching** and the **Master of Social Work** meets the requirements set forth in 610 CMR 2.07 in the Degree Granting Regulations for Independent Institutions of Higher Education. Recommendation is for approval.

Attachment 1: Curriculum Outlines

MAT Curriculum Outline

Major Required (Core) Courses (Total # of courses required = 4)		
Course Number	Course Title	Credit Hours
EDUC 516	Framing the Social Context of High Needs Schools	3
EDUC 518	The Application of Theories of Learning to Classroom Practice	3
EDUC 501	Instruction for Teaching English as a New Language	3
EDUC 519	Human Differences	3
	SubTotal # Core Credits Required	12
Multiple Subject with Credential Concentration (Total courses required = 6)		
EDUC 504	Foundations of Literacy Development and Instruction	2
EDUC 551	Teaching Physical Education	1
EDUC 566	Mathematics and Science Teaching from a Sociocultural Perspective	4
EDUC 556	Integrating English Language Arts and Social Studies	5
EDUC 568A/B	Guided Practice A/B	6
EDUC 554	Integrated Visual and Performing Arts in Elementary Subjects	2
	SubTotal # Core Credits Required	20
Multiple Subject without Credential Concentration (Total courses required = 6)		
EDUC 504	Foundations of Literacy Development and Instruction	2
EDUC 551	Teaching Physical Education	1
EDUC 566	Mathematics and Science Teaching from a Sociocultural Perspective	4
EDUC 556	Integrating English Language Arts and Social Studies	5
EDUC 569A/B	Capstone Portfolio in Learning and Instruction A/B	4
EDUC 554	Integrated Visual and Performing Arts in Elementary Subjects	2
	SubTotal # Concentration Credits Required	18
Single Subject: Mathematics with Credential Concentration (Total courses required = 5)		
EDUC 506	New Media Literacies in High Needs Schools	2
EDUC 509A/B	Teaching Mathematics in Secondary Classrooms A/B	7
EDUC 505	Integrating Literacy in Secondary Content Instruction	2
EDUC 568A/B	Guided Practice A/B	6

EDUC 506MML	Multimedia Literacy	3
	SubTotal # Concentration Credits Required	20
Single Subject: Mathematics without Credential Concentration (Total courses required = 5)		
EDUC 506	New Media Literacies in High Needs Schools	2
EDUC 509A/B	Teaching Mathematics in Secondary Classrooms A/B	7
EDUC 505	Integrating Literacy in Secondary Content Instruction	2
EDUC 569A/B	Capstone Portfolio in Learning and Instruction A/B	4
EDUC 506MML	Multimedia Literacy	3
	SubTotal # Concentration Credits Required	18
Single Subject: Science with Credential Concentration (Total courses required = 5)		
EDUC 506	New Media Literacies in High Needs Schools	2
EDUC 502A/B	Teaching Science in Secondary Classrooms A/B	7
EDUC 505	Integrating Literacy in Secondary Content Instruction	2
EDUC 568A/B	Guided Practice A/B	6
EDUC 506MML	Multimedia Literacy	3
	SubTotal # Concentration Credits Required	20
Single Subject: Science without Credential Concentration (Total courses required = 5)		
EDUC 506	New Media Literacies in High Needs Schools	2
EDUC 502A/B	Teaching Science in Secondary Classrooms A/B	7
EDUC 505	Integrating Literacy in Secondary Content Instruction	2
EDUC 569A/B	Capstone Portfolio in Learning and Instruction A/B	4
EDUC 506MML	Multimedia Literacy	3
	SubTotal # Concentration Credits Required	18
Single Subject: English with Credential Concentration (Total courses required = 5)		
EDUC 506	New Media Literacies in High Needs Schools	2
EDUC 513A/B	Teaching English Language Arts in Secondary Classrooms A/B	7
EDUC 505	Integrating Literacy in Secondary Content Instruction	2
EDUC 568A/B	Guided Practice A/B	6
EDUC 506MML	Multimedia Literacy	3
	SubTotal # Concentration Credits Required	20
Single Subject: English without Credential Concentration (Total courses required = 5)		
EDUC 506	New Media Literacies in High Needs Schools	2
EDUC 513A/B	Teaching English Language Arts in Secondary Classrooms A/B	7

EDUC 505	Integrating Literacy in Secondary Content Instruction	2
EDUC 569A/B	Capstone Portfolio in Learning and Instruction A/B	4
EDUC 506MML	Multimedia Literacy	3
	SubTotal # Concentration Credits Required	18
Single Subject: Social Studies with Credential Concentration (Total courses required = 5)		
EDUC 506	New Media Literacies in High Needs Schools	2
EDUC 541A/B	Teaching Social Studies in Secondary Classrooms A/B	7
EDUC 505	Integrating Literacy in Secondary Content Instruction	2
EDUC 568A/B	Guided Practice A/B	6
EDUC 506MML	Multimedia Literacy	3
	SubTotal # Concentration Credits Required	20
Single Subject: Social Studies without Credential Concentration (Total courses required = 5)		
EDUC 506	New Media Literacies in High Needs Schools	2
EDUC 541A/B	Teaching Social Studies in Secondary Classrooms A/B	7
EDUC 505	Integrating Literacy in Secondary Content Instruction	2
EDUC 569A/B	Capstone Portfolio in Learning and Instruction A/B	4
EDUC 506MML	Multimedia Literacy	3
	SubTotal # Concentration Credits Required	18

Single Subject TESOL Concentration Required Courses (Total # of courses required = 11)		
Course Number	Course Title	Credit Hours
EDUC 506	New Media Literacies	2
EDUC 510	Human Differences and Teaching Special Populations	3
EDUC 501	Instruction for Teaching English as a New Language	3
EDUC 561	TESOL Pedagogy A	3
EDUC 521	Assessment and Instruction for Diverse English Language Learners	3
EDUC 562	TESOL Pedagogy B	4
EDUC 571	Systems of the English Language	3
TESOL Students must take EDUC 516 OR EDUC 563		
EDUC 516	Framing the Social Context of Schooling	3
EDUC 563	Teaching in an International & Intercultural Context	3

TESOL Students must take EDUC 504 OR EDUC 505		
EDUC 504	Literacy Foundations for Elementary	2
EDUC 505	Integrating Literacy in Secondary Content Instruction in TESOL	2
Experienced TESOL Students take EDUC 526A. Novice TESOL Students take EDUC 540A.		
EDUC 526A	TESOL Capstone A	2
EDUC 540A	TESOL Practicum A	2
Experienced TESOL Students take EDUC 526B. Novice TESOL Students take EDUC 540B.		
EDUC 526B	TESOL Capstone B	2
EDUC 540 B	TESOL Practicum B	2
	Total # TESOL Credits Required	30
Curriculum Summary		
Total number of courses required for the degree		9-11
Total credit hours required for degree		30-32
Prerequisite, Concentration, Dissertation or Other Requirements:		
As noted above, students may select one of five concentrations: Multiple Subject (Elementary Education), Single Subject: Mathematics, Single Subject: Science, Single Subject: English, Single Subject: Social Studies, or Single Subject: TESOL (Teaching English to Speakers of Other Languages). Students seeking credentials are required to complete a minimum of 32 semester credits. Students not seeking credentials are required to complete a minimum of 30 semester credits.		

MSW Curriculum Outline

Graduate Program Curriculum Outline

(Insert additional rows as necessary.)

Major Required (Core) Courses (Total courses required = 14)		
Course Number	Course Title	Credit Hours
SOWK 503	Human Behavior and the Social Environment I	3
SOWK 534	Policy and Practice in Social Service Organizations	3
SOWK 543	Social Work Practice with Individuals	3
SOWK 586A	Field Practicum I	3
SOWK 587A	Integrative Learning for Social Work Practice I	2
SOWK 562	Social Work Research	3
SOWK 505	Human behavior and the Social Environment II	3
SOWK 535	Social Welfare	3
SOWK 545	Social Work Practice with Families, Groups, and Complex Cases	3
SOWK 586B	Field Practicum II	3
SOWK 587B	Integrative Learning for Social Work Practice II	2
SOWK 611	Leadership in the Social Work Profession and Organizations: Theory and Practice	3
SOWK 686A	Field Practicum I	4
SOWK 686B	Field Practicum II	4
	SubTotal # Core Credits Required	42
Concentration Course Choices		
COPA Concentration (Total courses required =7)		
SOWK 629	Evaluation of Research: Community Organization, Planning and Administration	3
SOWK 639	Social Policy for Managers, Planners and Community Organizers	3
SOWK 648	Management for Community and Social Services	3
	Plus choose 4 Electives from Elective list below	12
	SubTotal # Concentration & Elective Credits Required	21
COPA Concentration with Working With Older Adults Sub-Concentration (Total courses required =7)		
SOWK 629	Evaluation of Research: Community Organization, Planning and Administration	3
SOWK 639	Social Policy for Managers, Planners and Community Organizers	3
SOWK 648	Management for Community and Social Services	3
SOWK 616	Clinical Practice with Older Adults	3

SOWK 653	Integrative Seminar in Aging	3
	Plus choose 2 Electives from Elective list below	6
	SubTotal # Concentration & Elective Credits Required	21
COPA Concentration with Public Child Welfare Sub-Concentration (Total courses required =7)		
SOWK 629	Evaluation of Research: Community Organization, Planning and Administration	3
SOWK 639	Social Policy for Managers, Planners and Community Organizers	3
SOWK 648	Management for Community and Social Services	3
SOWK 619	Social Work in Public Child Welfare Settings	3
	Plus choose 3 Electives from Elective list below	9
	SubTotal # Concentration & Elective Credits Required	21
Family and Children's Concentration (Total courses required =7)		
SOWK 601	Advanced Theories and Clinical Interventions with Children and Adolescents	3
SOWK 602	Advanced Theory and Clinical Interventions with Families	3
SOWK 603	Merging Policy, Planning and Research for Change in Families and Children's Settings	3
	Plus choose 4 Electives from Elective list below	12
	SubTotal # Concentration & Elective Credits Required	21
Family and Children's Concentration with Public Child Welfare Sub-Concentration (Total courses required =7)		
SOWK 601	Advanced Theories and Clinical Interventions with Children and Adolescents	3
SOWK 602	Advanced Theory and Clinical Interventions with Families	3
SOWK 603	Merging Policy, Planning and Research for Change in Families and Children's Settings	3
SOWK 619	Social Work in Public Child Welfare Settings	3
	Plus choose 3 Electives from Elective list below	9
	SubTotal # Concentration & Elective Credits Required	21
Family and Children's Concentration with School Social Work & Pupil Personnel Services Certificate (PPSC) Sub-Concentration (Total courses required =7)		
SOWK 601	Advanced Theories and Clinical Interventions with Children and Adolescents	3
SOWK 602	Advanced Theory and Clinical Interventions with Families	3
SOWK 603	Merging Policy, Planning and Research for Change in Families and Children's Settings	3
SOWK 614	Social Work Practice in School Settings	3
	Plus choose 3 Electives from Elective list below	9
	SubTotal # Concentration & Elective Credits Required	21

Health Concentration (Total courses required =7)		
SOWK 631	Advanced theories and Clinical Interventions in Health Care	3
SOWK 632	Program Planning and Evaluations in Health Care	3
SOWK 636	Social Policy in the Health Care Sector	3
	Plus choose 4 Electives from Elective list below	12
	SubTotal # Concentration & Elective Credits Required	21
Mental Health Concentration (Total courses required =7)		
SOWK 605	Human Behavior and Mental Health	3
SOWK 625	Evaluation of Research: Mental Health	3
SOWK 645	Clinical Practice in Mental Health Settings	3
	Plus choose 4 Electives from Elective list below	12
	SubTotal # Concentration & Elective Credits Required	21
Mental Health Concentration with Working With Older Adults Sub-Concentration (Total courses required =8)		
SOWK 605	Human Behavior and Mental Health	3
SOWK 625	Evaluation of Research: Mental Health	3
SOWK 645	Clinical Practice in Mental Health Settings	3
SOWK 616	Clinical Practice with Older Adults	3
SOWK 653	Integrative Seminar in Aging	1
	Plus choose 3 Electives from Elective list below	9
	SubTotal # Concentration & Elective Credits Required	22
Mental Health Concentration with School Social Work & Pupil Personnel Services Certificate (PPSC) Sub-Concentration (Total courses required =7)		
SOWK 605	Human Behavior and Mental Health	3
SOWK 625	Evaluation of Research: Mental Health	3
SOWK 645	Clinical Practice in Mental Health Settings	3
SOWK 614	Social Work Practice in School Settings	3
	Plus choose 3 Electives from Elective list below	9
	SubTotal # Concentration & Elective Credits Required	21
Mental Health Concentration with Mental Illness Recovery Sub-Concentration (Total courses required =7)		
SOWK 605	Human Behavior and Mental Health	3
SOWK 625	Evaluation of Research: Mental Health	3

SOWK 645	Clinical Practice in Mental Health Settings	3
SOWK 618	Systems of Recovery from Mental Illness in Adults	3
	Plus choose 3 Electives from Elective list below	9
	SubTotal # Concentration & Elective Credits Required	21
Work & Life Concentration (Total courses required =7)		
SOWK 671	Clinical Interventions and Advanced Theories in Work Settings	3
SOWK 672	Improving Work Life Through Social Policy & Managing Org Dev and Change	3
SOWK 673	Program Development, Training, Grant Writing, & Program Evaluation in Work Settings	3
	Plus choose 4 Electives from Elective list below	12
	SubTotal # Concentration & Elective Credits Required	21
Work & Life Concentration with Military Social Work and Veteran Service Sub-Concentration (Total courses required =8)		
SOWK 671	Clinical Interventions and Advanced Theories in Work Settings	3
SOWK 672	Improving Work Life Through Social Policy & Managing Org Dev and Change	3
SOWK 673	Program Development, Training, Grant Writing, & Program Evaluation in Work Settings	3
SOWK 640	Clinical Practice with the Military Family: Understanding & Intervening	3
SOWK 641	Clinical Practice with Service Members & Veterans	3
SOWK 642	Military Culture & the Workplace Environment	1
SOWK 599	Special Topic Preventative Care and Health Management in Military Settings	3
	Plus choose 1 Elective from Elective list below	3
	SubTotal # Concentration & Elective Credits Required	22
Elective Course Choices		
SOWK 522	Global Violence Against Women	3
SOWK 525	Social Work Practice with Transition Age Youth	3
SOWK 615	Brief Therapy and Crisis Intervention	3
SOWK 670	Global Dimensions of Social Policy and Social Work Practice	3
SOWK 617	Substance Abuse with Consideration of other Addictive Disorders	3
SOWK 666	Domestic Violence	3
SOWK 614	Social Work Practice in School Settings	3
SOWK 640	Clinical Practice with the Military Family: Understanding & Intervening	3
SOWK 641	Clinical Practice with Service Members & Veterans	3

SOWK 642	Military Culture & the Workplace Environment	1
SOWK 678	Child Abuse & Neglect: Intervention & Treatment	3
SOWK 694	Group Psychotherapy in Mental Health Settings	3
SOWK 612	Psychopathology and Diagnosis of Mental Disorder	3
SOWK 618	Systems of Recovery from Mental Illness in Adults	3

<i>Curriculum Summary</i>	
Total number of courses required for the program	21
Total credit hours required for program	63
<p><i>Prerequisite, Dissertation or Other Additional Requirements:</i> Graduation from the MSW requires all students complete all core courses listed above. Further, students must also select one of five concentrations: Community Organization, Planning and Administration (COPA), Families and Children, Health, Mental Health, and Work and Life and complete all courses associated with the concentration (listed below). Within the concentration, students may, but are not required to, select a sub-concentration: Military Social Work and Veterans Services, Older Adults, Public Child Welfare, School Settings, or Systems of Mental Illness Recovery.</p>	

Attachment 2: Program Budgets

Master of Arts in Teaching Budget

	Year 1		Year 2		Year 3	
INCOME	Dollar Amount	% Total Income	Dollar Amount	% Total Income	Dollar Amount	% of Total Income
1. Student Tuition (Specify Tuition/Credit hour in narrative)	1,246,732	5%	3,784,113	15%	5,851,779	23%
2. Student Fees	-	-	-	-	-	-
3. Other (Specify in narrative)	-	-	-	-	-	-
EDUCATIONAL & GENERAL INCOME TOTAL	1,246,732	5%	3,784,113	15%	5,851,779	23%
4. Student Aid Income	500,000	33%	1,000,000	50%	3,000,000	75%
INCOME GRAND TOTAL	1,746,732		4,784,113		8,851,779	
EXPENDITURES	Dollar Amount	% Total Expenditures	Dollar Amount	% Total Expenditures	Dollar Amount	% Total Expenditures
5. Salaries	529,400	5%	811,900	7%	835,075	7%
6. Benefits	171,238	5%	267,163	7%	276,978	7%
7. Travel	35,032	7%	53,953	10%	55,603	10%
8. Library Resources	-	0%	-	0%	-	0%
9. Student Services	87,580	6%	134,883	8%	139,007	8%
10. Plant Operations & Maintenance	33,750	1%	63,000	1%	76,500	1%
11. Computer/Capital	26,274	1%	40,465	2%	41,702	2%
12. Printing/Xeroxing	8,758	1%	13,488	1%	13,901	1%
13. Other (Specify in narrative)	17,516	0%	26,977	0%	27,801	0%
EDUCATIONAL & GENERAL EXPENDITURES TOTAL	909,547		1,411,829		1,466,566	
14. Student Aid	400,000		1,000,000		2,000,000	
EXPENDITURES GRAND TOTAL	1,309,547		2,411,829		3,466,566	

Master of Social Work Budget

BUDGET FORM						
	Year 1		Year 2		Year 3	
INCOME	Dollar Amount	% Total Income	Dollar Amount	% Total Income	Dollar Amount	% of Total Income
1. Student Tuition (Specify Tuition/Credit hour in narrative)	26,255,663	99%	45,560,752	98%	49,285,166	98%
2. Student Fees	197,000	0.01	237,000	0	260,000	0
3. Other (Specify in narrative)	-	-	-	-	-	-
EDUCATIONAL & GENERAL INCOME TOTAL	26,452,663		45,797,752		49,545,166	
4. Student Aid Income	200,000	0	500,000	1%	500,000	1%
INCOME GRAND TOTAL	26,652,663		46,297,752		50,045,166	
EXPENDITURES						
5. Salaries	2,559,828	10%	6,623,053	14%	6,954,206	14%
6. Benefits	865,545	3%	2,207,835	5%	2,364,430	5%
7. Travel	18,616	0%	121,800	0%	164,892	0%
8. Library Resources		-	-	0%		0%
9. Student Services	259,718	1%	267,750	1%	275,783	1%
10. Plant Operations & Maintenance	116,301	0%	119,790	0%	123,384	0%
11. Computer/Capital	-	0%	-	0%	-	0%
12. Printing/Xeroxing	10,572		10,889	0%	11,216	0%
13. Other (Specify in narrative)	16,303,398	61%	27,336,451	59%	29,571,100	59%
EDUCATIONAL & GENERAL EXPENDITURES TOTAL	20,133,977		36,687,568		39,465,009	
14. Student Aid	1,644,955	6%	2,949,374	6%	3,058,543	6%
EXPENDITURES GRAND TOTAL	21,778,932		39,636,942		42,523,552	
Other Income:						
Endowment Income						
Recovery of Indirect cost on Gift						
Recovery of Indirect cost on Sponsored research						
Academic Initiatives						
Provost Initiatives						
Other Expense:						
Payment to virtual program partner						
Current expense items						