



**Graduate Executive Committee**  
**September 14, 2018**  
**Agenda**

**Attendees:**

**Voting Members:** Brian McAllister, Jeff Ferguson, Jeff Spicher, Margaret Harris, Mandi Elder, Jon Caudill, Cathy Simmons, Rory Lewis, Steve Tragesser, David Havlick, Karen Livesey, Janel Owens, Leilani Feliciano, Jeff Montez de Oca, David Fenell, Mark Malone, Sylvia Mendez

**Non-Voting Members:** Don Klingner, Janice Dowsett, Regina Winters, Crista Hill, Ron Koch, Jose Mora, Edie Greene, Sarah Elsey, Kelli Klebe, KrisAnn McBroom

- **Introductions and Welcome**  
**Role of GEC member**

**\*\*GEC meetings are open but only voting members get to vote.**

An identified faculty representative from each unit/department that has a graduate degree program. Each representative has one vote in the Graduate Executive Committee (units/departments with master's and doctoral degrees have one vote). Units/departments may request additional membership on Graduate Executive Committee for robust and unique degrees/options/programs subject to GEC vote. A voting member must have *Regular* faculty appointment status. The Graduate School will keep a list of voting members of GEC each semester.

**Responsibilities:** The Graduate Executive Committee focuses on the issues of graduate education including, but not limited to, student affairs, curriculum development, and academic transactions. In particular, the Graduate Executive Committee will:

- Approve policies and procedures of the Graduate School (Note that some policies may require further approval by the UCCS Faculty Assembly, the Provost and Executive Vice Chancellor for Academic Affairs, the Chancellor, the University of Colorado System office, or the Regents);
- Review all proposals for new graduate programs, new program options/tracks/concentrations/areas of emphasis, and make recommendations to the Provost and Executive Vice Chancellor for Academic Affairs;
- Review proposals for significant modification (Article II: Section C) of existing curricula and make recommendations to the Provost and Executive Vice Chancellor for Academic Affairs.
- **Margie Hunt regular faculty appointment- Mandi Elder**
  - Ms. Hunt is a Senior Instructor at UCCS in Health Sciences. She has extensive experience as an athletic trainer and working at the United States Olympic Training Center. She has unique experience with elite level athletes that is rare and beneficial to our students.
  - The GEC voted to approve Margie Hunt as “Regular” faculty (14 yes, 1 abstain, 0 no)
- **Regina Winters- Regular appointment- Cathy Simmons**
  - Ms. Winters is a Senior Instructor at UCCS in SPA. She has extensive teaching and research experience. She is also the Assistant Dean of SPA.
  - The GEC voted to approve Regina Winters as “Regular” faculty (16 yes, 1 abstain, 0 no).
- **Master of Social Work proposal- Cathy Simmons**
  - This would be a new degree here at UCCS. This would be a 60 credits Master’s program with option to obtain an LCSW. Please review attached proposal for more specifics. The dean of the graduate school writes a letter to Provost about proposal. If you have comments about

strengths or concerns, please send to [kklebe@uccs.edu](mailto:kklebe@uccs.edu) by Friday 9/21/18 for consideration for input in the letter.

- GEC voted to recommend approval of the proposed MSW degree (13 yes, 2 no, 2 abstain)
- Report from the dean
  - Enrollments (see attached tables)
    - While fall new enrollments are down, overall enrollment for graduate programs is up for fall 2018
    - Programs would like to know more about the campus marketing initiatives.
  - Graduate assistantships/money
    - We did not receive any new assistantship/fellowship funds this year but maintain the funding levels from last year
    - We are working on the processes for giving out awards and will provide more detail later this fall
    - Please make sure that you are notifying students and that student are notifying when they are not coming. We realize that the deadlines for programs can be tight with the deadlines for us to inform financial aid about the awards, however, this past year we did not give out about \$30,000 (5% of the funds we had to give) to graduate students because students who received award did not return. We want this closer to 0.
  - Western Region Graduate Program (WRGP)
    - WICHE WRGP has updated their policy so that universities can establish their own criteria for who can participate, when program is removed, and if we can grow our participation. Kelli is working on this, but if you have any questions or suggestions, please contact her.
- Faculty appointment process (KrisAnn)
  - We have finalized the processes and new form for the updated processes.
  - The new documents are up on the graduate school website. Please use the new documents.
- Discussion on emeritus and retirement appointments
  - Our current process is that retired faculty are removed from graduate faculty list and you will need to reappoint as special if they are still involved with teaching or student committees
  - Our current process is to count retired and emeritus faculty as an internal person if serving on thesis/dissertation committees
- Admissions standards and provisional admits
  - Admissions standards and provisional criteria are yours to set (as long as they meet the graduate school minimums). It is important for you to think about why you are setting the criteria you are setting and to consistently follow your standards.
  - For provisional admissions, we only check that the provisions you are setting are clear and follow the graduate school minimums. The criteria you are choosing should be demonstrating for you that the student is ready for graduate school. We are seeing a good number of provisional exception requests, where a student does not meet the provisions the program has set, but the program would like to keep the student still. This becomes a question of fairness and subjectivity for when the program is making an exception and when they are not.

### **Announcements**

- **Brunch with the Chancellor and Provost:** October 12<sup>th</sup>; Dwire 204 from 8:00-9:30 (right before the GEC meeting).
- **3MT competition:** Please encourage your students to participate. Students are more likely to participate when a faculty member encourages them. Visit our website at <https://www.uccs.edu/graduateschool/current-students/mountain-lion-grad-slam>

### **Preliminary Round**

January 28th & 29th 2019

**Final Round**

February 1st (Berger Hall) Time: 12-1pm

**Registration Deadline** (registration will open in October/November 2018)

November, 16th 2018

- **Updated thesis/dissertation manual:** Please use the newest version on our website. We have removed some required formatting.

**Upcoming Events**

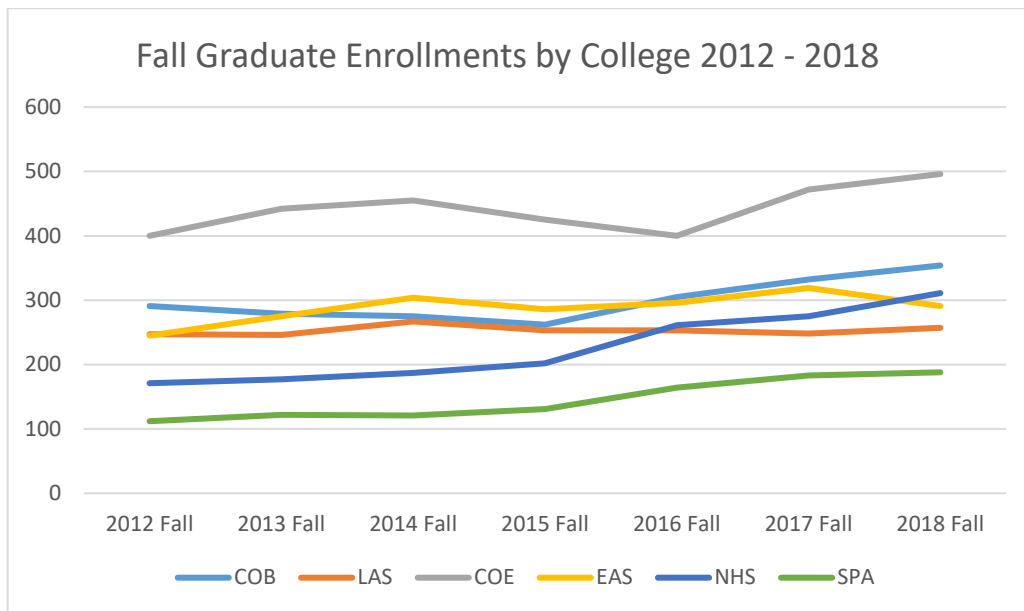
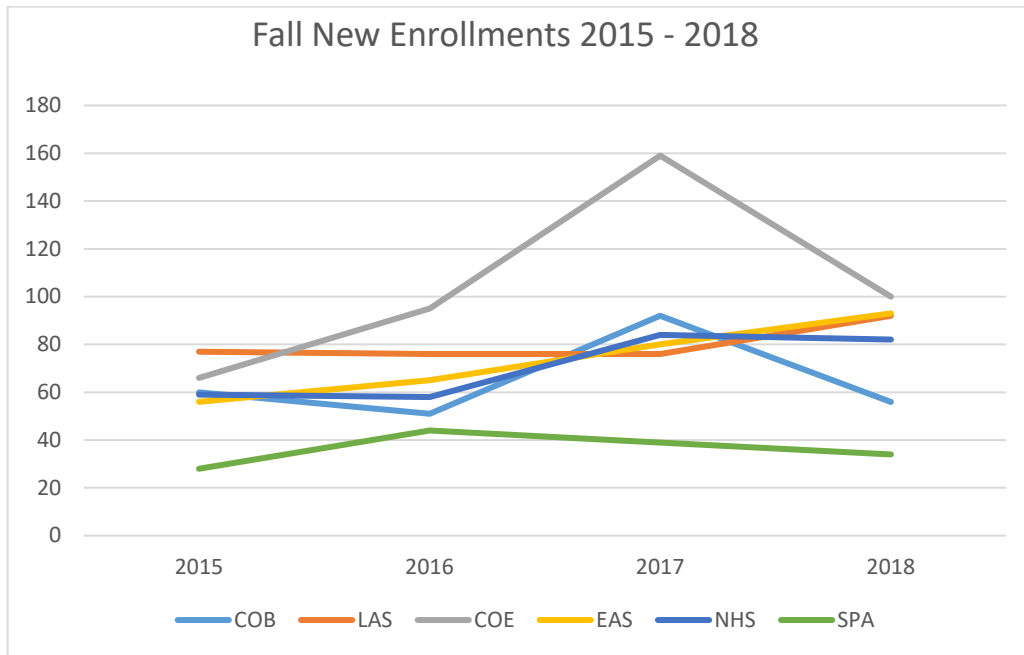
- **Grad School Fair:** Wednesday October 10<sup>th</sup> from 11:00-1:30 in Berger Hall
- **NSF-Graduate Research Fellowship Program workshop:**  
Friday September 28<sup>th</sup> in EPC 103 – webinar starts promptly at 10:00. RSVP to Kelli at [kklebe@uccs.edu](mailto:kklebe@uccs.edu).  
9:45-10:00 Introduction  
10:00-11:00 Webinar from Hanover  
11:00-12:00 lunch and further discussion

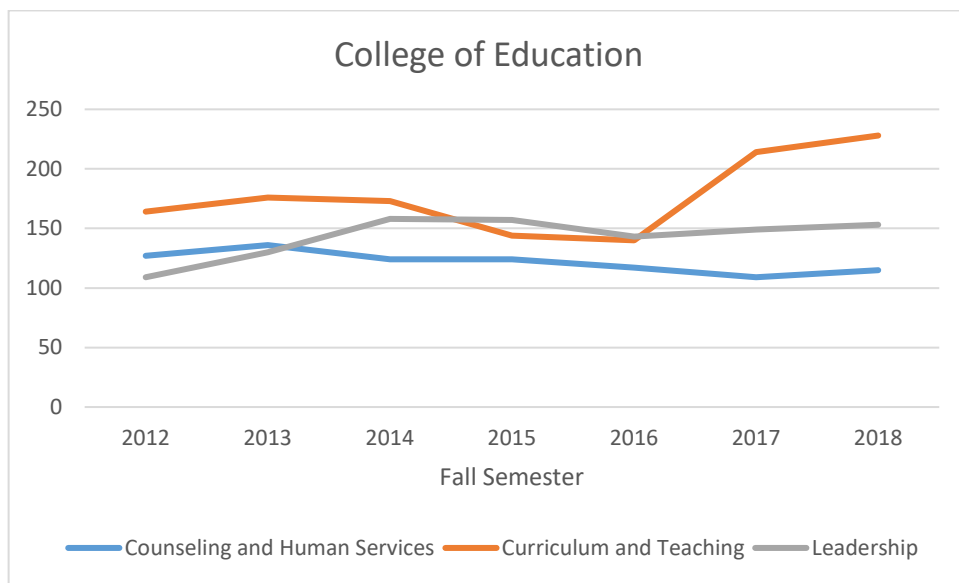
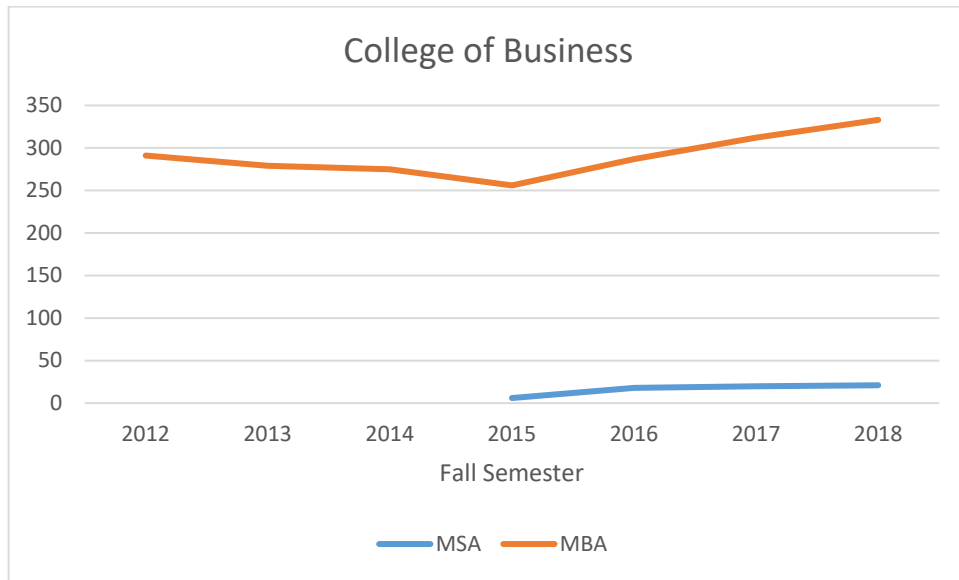
Fall 2018 GEC Meetings (10:00-11:30; locations Dwire 204)

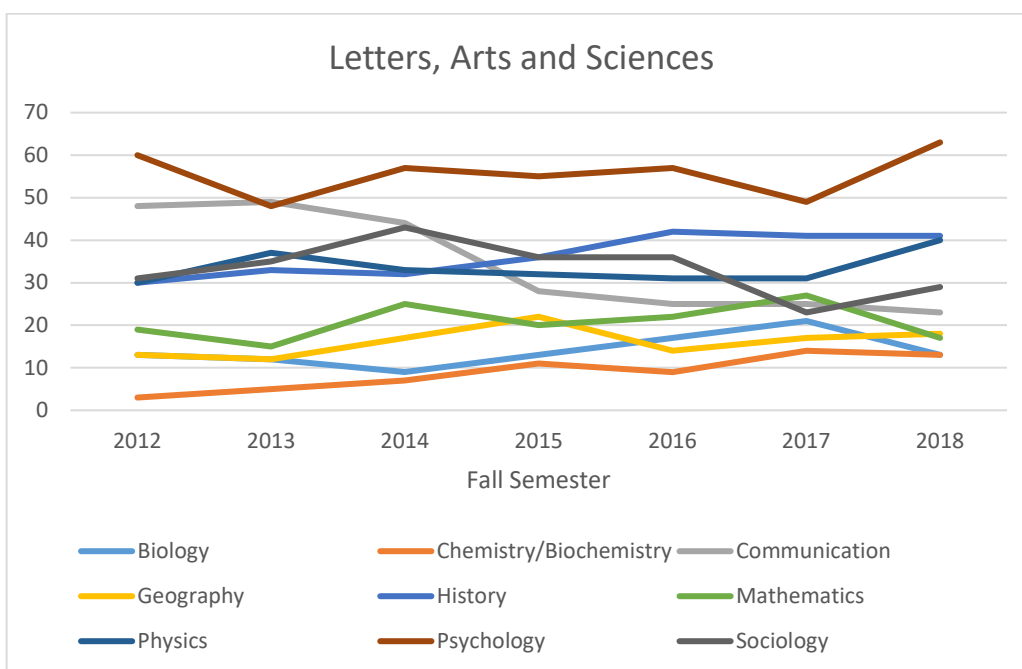
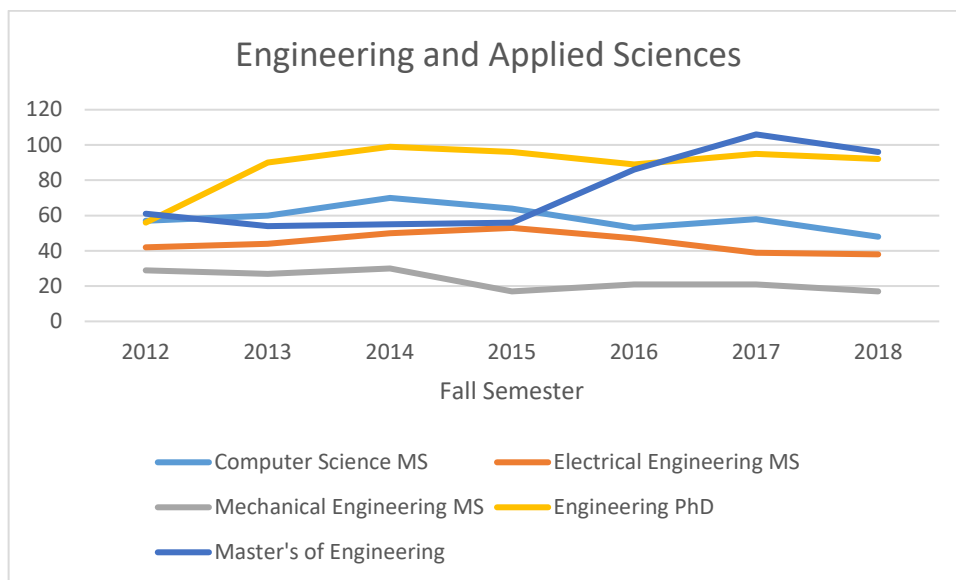
October 12, November 9, December 7 (one week early due to commencement)

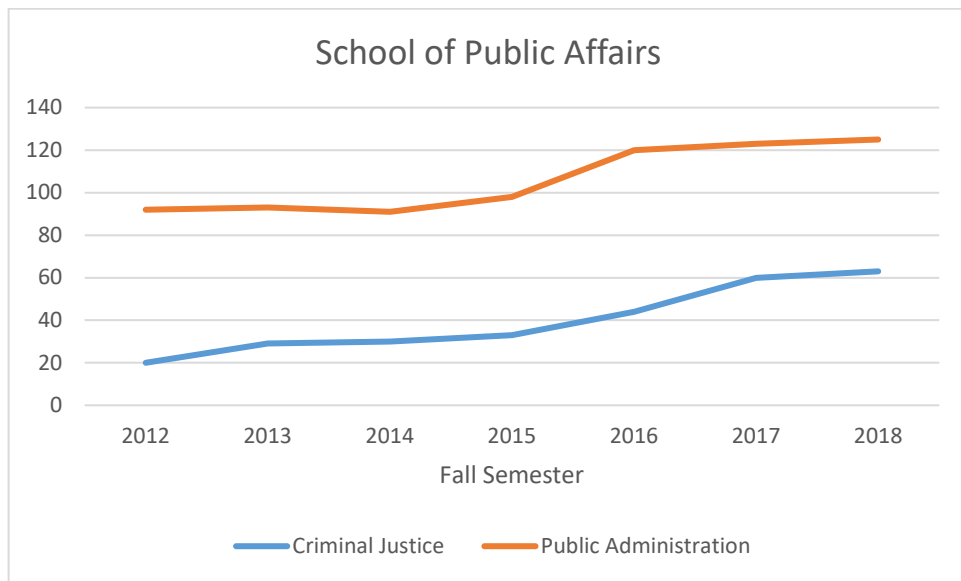
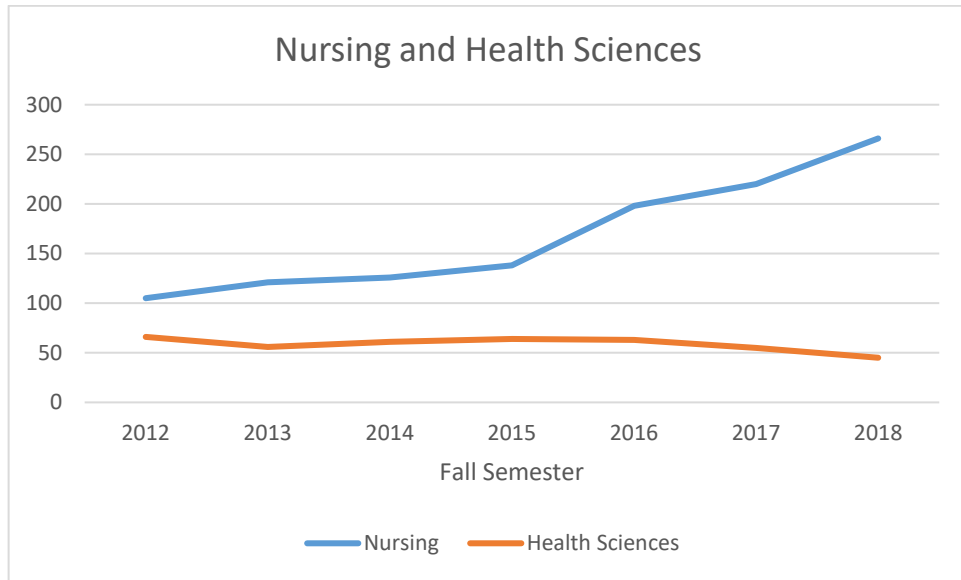
Spring 2019 GEC Meetings (10:00-11:30; locations Dwire 204)

February 8, March 8, April 12, May 10









MEMO

Date: July 31, 2018

To: Kelli Klebe, Dean of the Graduate School

From: Mandi Elder, Assoc. Professor of Athletic Training

Re: Regular Graduate Faculty Appointment for Margaret Hunt

We are seeking Regular Graduate Faculty status for Margaret Hunt to teach within the Master of Science in Athletic Training program (all ATRN courses) and associated courses in athletic training and health sciences (HSCI 6120 Health Science Leadership, HSCI 6080 Advanced Assessment of the Upper Extremity, HSCI 6600 Health Behavior in Therapeutic Exercise, and appropriate HSCI 6170 Special Topics as necessary). We would also like Ms. Hunt to be able to engage with the athletic training graduate students on their research projects as a committee member or co-supervisor.

Ms. Hunt has 29 years of experience as an athletic trainer, with 20 years at the United States Olympic Training Center as an athletic trainer and sports medicine manager. This experience provides Ms. Hunt with a wealth of practical information to share with students in the classroom. Her volume of experience with elite level sport is unique to a very small group of athletic training professionals, and brings exceptional learning and networking opportunities to our students. In her administrative roles at the USOTC, Ms. Hunt was responsible for clinical outcomes that will assist us in teaching Evidence Based Medicine as well as clinical decision making and applied research. Additionally, her presence as a health care provider in Colorado Springs brings with it a broad network of health professionals to offer our students for clinical education. Finally, Ms. Hunt is also a Colorado registered X-ray operator, with experience in this area associated with sport and athletic training. Her ability to teach this content will strengthen our program and provide a unique education to our students.

We would like to retain Ms. Hunt as a Sr. Instructor in the MS Athletic Training program as the depth and breadth of her experience provides substantial value to our program, and therefore, would like to request Regular Graduate Faculty status to ensure stable instruction in the program.



# Vita

---

## 1. NAME

---

Margaret M. (Peter) Hunt, M.S., ATC

## 2. EDUCATION

---

Syracuse University, M.S.	1991
University of Iowa, B.S.	1989

## 3. PROFESSIONAL EXPERIENCE

---

University of Colorado Colorado Springs Department of Health Sciences Senior Instructor	Aug. 2017-Present
---	-------------------

University of Colorado Colorado Springs Department of Health Sciences Instructor	Aug. 2013 - July 2017
--	-----------------------

National Governing Bodies US Olympic & Paralympic Movement Contracted Athletic Trainer	Feb. 2013 - Present
--	---------------------

ESPN, X Games Contracted Athletic Trainer	2010-2016
--	-----------

United States Olympic Committee Sports Medicine & Sport Performance Divisions Manager	Dec. 2008 – Jan. 2013
---	-----------------------

United States Olympic Committee Sports Medicine Department Head Athletic Trainer	Aug. 2000 – Dec. 2008
--	-----------------------

United States Olympic Committee Sports Medicine Department Staff Athletic Trainer	Aug. 1993 – Aug. 2000
---	-----------------------

Marquette University Milwaukee, Wisconsin Assistant Athletic Trainer	Aug. 1991 – June 1993
--	-----------------------

Syracuse University Athletic Department Graduate Assistant Athletic Trainer	Aug. 1989 – May 1991
---	----------------------

#### 4. REFEREED PUBLICATIONS

---

##### A. Publications

Weiler JM, Layton T, **Hunt MM**, Asthma in United States Olympic athletes who participated in the 1996 Summer Games. *Journal of Allergy and Clinical Immunology*, Vol 102, Issue 5, Nov. 1998; 772-726.

##### B. Abstracts – Peer Reviewed/Refereed

None.

#### 5. NON-REFEREED PUBLICATIONS

---

**Peter MM**, Rehabilitation following an anterior cruciate ligament-patellar tendon graft repair. *Strength and Conditioning*, Vol. 15, No. 1, Feb. 1994.

#### 6. PUBLICATIONS/CREATIVE WORKS SUBMITTED

---

None.

#### 7. BOOKS AND BOOK CHAPTERS

---

**Peter M**, Thompson F, Silvers W, Weiler J. Case Studies of Asthma in Elite and World Class Athletes; The Roles of the Athletic Trainer and Physician. In: Weiler J, ed. *Allergic and Respiratory Disease in Sports Medicine*, New York, NY: Marcel Dekker; 1997; 353-366.

#### 8. PUBLISHED REVIEWS

---

None.

#### 9. PRESENTATIONS, MEETINGS, SEMINARS AND POSTERS

---

Nunley N, **Hunt M**. The effects of core stability based warm-ups on prevention of lower extremity injuries among amateur level soccer athletes: a Critically Appraised Topic. Poster presented at: Mountain Lion Research Day; April 8, 2016; Colorado Springs, CO.

Weisz E, **Hunt M**. Hiring qualifications among certified athletic trainers at various employment settings compared to physical therapists. Poster presented at: Mountain Lion Research Day; April 13, 2015; Colorado Springs, CO.

Elder A, Elder C, **Hunt MM**. Why do I need CATs in my clinic? Colorado Athletic Trainers' Association Annual Meeting and Symposium – May, 2014

**Hunt MM**. USA in the Beijing Olympics, an insider's perspective. University of Colorado Fall Sports Medicine Symposium – October, 2008, Boulder, CO.

**Hunt MM**. Commitment to Athlete Health. Healthcare Re-imagined: Learning from Olympic Athletes, Aspen Health Forum – October, 2007, Aspen, CO.

Moderator, Spondylolysis in the Young Athlete, National Athletic Trainers Association 52<sup>nd</sup> Annual Meeting and Clinical Symposium – June 2001, Los Angeles, CA.

## **10. GRANTS AND RESEARCH**

---

### **Funded**

Teaching Enhancement Grant, Fall 2013, Physical Competency Assessment

### **Under Review**

None.

### **Submitted, Not Funded**

None.

## **11. COURSES TAUGHT**

---

### **Gateway Program Seminar (GPS 1010), Club Med**

Undergraduate - *F 2015, F 2016, F 2017*

### **Personal Fitness & Wellness (HSCI 1020)**

Undergraduate - *Sp 2015, F 2015, Sp 2016, F 2016, Sp 2017, F 2017, Sp 2018*

### **Health Science Statistics (HSCI 2060)**

Undergraduate - *F 2013 (2 sec), Sp 2014 (2 sec), Su 2014 (2 sec OL), F 2014 (2 sec), Sp 2015 (2 sec, 1 sec OL), Su 2015 (1 sec OL), F 2015 (1 sec OL), Sp 2016 (1 sec OL), Su 2016 (1 sec OL), F 2016 (1 sec OL), Sp 2017 (1 sec OL), Su 2017 (1 sec OL), F 2017 (1 sec OL), Su 2018 (1 sec OL)*

### **Organization & Administration (HSCI 3460)**

Undergraduate - *F 2015, F 2016, F 2017*

### **Sports Injuries and Prevention (HSCI 4610/BIO 4230/BIO 5230)**

Undergraduate - *Sp 2014, Sp 2016, Sp 2017, Sp 2018*

### **Health Assessment (HSCI 4670)**

Undergraduate - *Sp 2016, Sp 2017, Sp 2018*

### **Graduate Research Project (HSCI 6090)**

*Sp 2015, Sp 2016*

### **Advanced Evaluation of the Lower Extremity (HSCI 6050)**

Graduate - *Sp 2014, Sp 2018*

### **Advanced Evaluation of the Upper Extremity (HSCI 6080)**

Graduate- *F 2014*

### **Health Science Leadership (HSCI 6120)**

Graduate - *F 2013, F 2014*

### **Diagnostic Imaging for Athletic Trainers (HSCI 6629)**

Graduate - *F 2015, Su 2016, F 2016, F 2017*

**12. RECOGNITIONS**


---

<b>Life Saver Award</b> Colorado Springs Fire Department	Feb. 2015
<b>Connection to Community Award</b> Colorado Springs Paramedics	Spring 2015

**13. PROFESSIONAL ORGANIZATIONS**


---

National Athletic Trainer Association	1989-Present
Rocky Mountain Athletic Trainer Association	1993-Present
Colorado Athletic Trainer Association	1997-Present
Inter-association Spine Task Force Committee	1998-2000

**14. SERVICE**


---

<u><b>University</b></u>	
<b>Ad Hoc Program Review Committee</b> Department of Health Sciences	2013
<b>Ad Hoc Teaching Assistant Selection Committee</b> Department of Health Sciences	F 2013-present
<b>Medical Coordinator, Trek the Trail 5K Race</b> Beth-El College of Nursing & Health Sciences	F 2013-present
<b>Ad Hoc Strategic Planning Committee</b> Department of Health Sciences	2014
<b>Scholarship Committee</b> Beth-El College of Nursing & Health Sciences	2014-present
<b>Ad Hoc Graduate Assistant Selection Committee</b> Department of Health Sciences, Sports Medicine Athletic Training	2014-present
<b>MSAT Development Task Force Member</b> Department of Health Sciences	2014-present
<b>City for Champions (C4C), Program Development Committee</b> Campus Initiative	2015-present
<b>Student Health Advisory Committee</b> UCCS Wellness Center	F 2017-present

<b>Faculty Assembly Representative</b> Beth-El College Representative	F 2017-present
<b>Educating Children of Color Summit</b> Workshop Instructor: health careers	January 2017
<b>Search Committee Athletic Training Visiting Professor</b> Department of Health Sciences	Summer 2018
<b><u>Professional</u></b> <b>Secretary</b> Colorado Athletic Trainers Association	1999-2005
<b>Volunteer Model and Examiner</b> National Athletic Trainers Association, Board of Certification	1992-2006
<b><u>Community</u></b> <b>Volunteer Athletic Trainer</b> Justin Sports Medicine Professional Rodeo Cowboy Association	2010-Present
<b>Volunteer, Peyton Youth Sports</b> Baseball Coach, Bookkeeper	2013 -2015
<b>Volunteer Athletic Trainer</b> USA Basketball Association	2013-Present
<b>Volunteer Athletic Trainer</b> USA Wheelchair Basketball Association	2014-present
<b>Peyton Panthers Booster Club</b> Member, Secretary	2014-present
<b>Volunteer, High Plains Little League</b> Baseball Bookkeeper	2016

## **15. CERTIFICATIONS & PROFESSIONAL DEVELOPMENT**

---

<b>Certified Athletic Trainer</b> NATABOC, Certification #30-0272	1989 – Present
<b>Colorado Limited Scope X-ray Operator, Registered</b> Colorado Department of Public Health and Environment, Certificate #9900049	1995 – Present
<b>Graston Technique®, Certified Level I &amp; II</b>	Dec. 2007

<b>Kinesio® Taping Practitioner, Certified</b> Kinesio Taping Association International	2010
<b>Essentials of Radiology</b> ARRT Category A, Scrubs Continuing Education	June 2018
<b>Rocky Mountain Athletic Trainers Annual Symposium</b> Salt Lake City, UT	April 2018
<b>CAATE Accreditation Conference</b> Tampa, FL	Oct. 2017
<b>Health Science Teaching Roundtable</b> UCCS Health Science Department	Fall 2017
<b>Athletic Training Educators' Conference (ATEC)</b> Grapevine, TX	Feb. 2017
<b>Practical Radiology</b> ARRT Category A+, Scrubs Continuing Education	June 2016
<b>Rocky Mountain Athletic Trainers Annual Symposium</b> Albuquerque, NM	April 2016
<b>Teaching Assessment for Medical Educators</b> Online	April 2016
<b>Selective Functional Movement Assessment (SFMA)</b> Online	March 2016
<b>UCCS FAWC Spring Workshop</b> Women and Contentious Classrooms	May 2015
<b>Colorado Athletic Trainer Association Spring Symposium</b> Colorado Springs, CO	May 2015
<b>SFMA/FMS Workshop</b> Denver, CO	April 2015
<b>Essentials of Anatomy and Physiology</b> ARRT Category A, Scrubs Continuing Education	June 2014

September 6, 2018

From: Catherine A. Simmons, MPA Program Director  
To: Kelli J. Klebe, Dean of the Graduate School  
Subject: Rationale to appoint Regina Winters as a regular member of the Graduate Faculty

---

Please accept our application to appoint Regina Winters, senior instructor in the Master of Public Administration (MPA) program in the UCCS School of Public Affairs (SPA), as a regular member of the graduate faculty.

The *Faculty Qualifications and AQ/PQ Policy* approved by the MPA faculty in April 2015 in compliance with the standards of our accrediting body (NASPAA, the Network of Schools of Public Policy, Affairs and Administration) allows the employment of professionally qualified faculty without a terminal degree, provided they “. . . have professional experience at the time of hiring that is significant in duration and level of responsibility and consistent with the area of teaching responsibilities. In addition, the faculty member or lecturer must demonstrate continuous development activities that demonstrate the maintenance of intellectual capital (or currency in the teaching field) consistent with the teaching responsibilities.” The Higher Learning Commission (HLC) also affords similar guidelines for faculty “who are experts in the subject matter they teach and who can communicate knowledge in that subject to their students.” HLC uses “credentials as the primary mechanism to ascertain minimal faculty qualifications... [and] recognizes that experience also may be considered in determining faculty qualifications.”

Ms. Winters is unique compared to other instructors and warrants regular appointment. Since earning her MPA at the University of Wyoming in 2004, Regina Winters completed all required coursework for a Ph.D. in Public Administration at the University of Nebraska Omaha (Ph.D. candidate 2009-2013), as well as professional certificates in teaching online and volunteer management. She is also in the process of completing her PhD in the Educational *Leadership, Research, and Policy* at UCCS.

Ms. Winters joined the UCCS School of Public Affairs in 2010 as a Senior Instructor. She possesses extensive teaching experience in the MPA core, nonprofit management, local government, and program evaluation courses. Specifically, she taught the following masters-level courses in Public Administration and Criminal Justice, with excellent student course evaluations:

- PAD 5001 Introduction to Public Administration and Public Service
- PAD/CJ 5003 Research Methods
- PAD 5005 The Policy Process and Democracy
- PAD 5006/CJ 5552 Ethics and Leadership
- PAD 5110 Seminar in Nonprofit Management
- PAD 5160 Nonprofit Boards and Executive Leadership
- PAD 5180 Social Entrepreneurship
- PAD 5250 Intergovernmental Management

**School of Public Affairs**

1420 Austin Bluffs Pkwy • Colorado Springs, CO 80918  
t 719 255-4012 • [csimmon4@uccs.edu](mailto:csimmon4@uccs.edu) • 313 ACAD



- PAD 5350/CJ 6105 Program Evaluation
- PAD/CJ 5361 Capstone Seminar
- PAD 5380 Citizen Participation
- PAD 5625 Local Government Management
- PAD 5626 Local Government Politics and Policy
- PAD 5630 Executive Local Governance I
- PAD 5710 Public Sector Technology
- PAD/CJ 6115 Grant Writing

The quality of Ms. Winter's teaching is exemplary. She teaches some of the most difficult and least popular courses yet consistently receives great student evaluations. Current and former students regularly laud her in the UCCS Institution of Research Alumni Survey and the MPA graduate exit survey. In these reports, Ms. Winters is considered one of the best, most memorable MPA teachers who makes the greatest impact on student's educational experiences.

Ms. Winters has also served as a second reader on numerous master's-level capstone projects, as chair and committee member for master's theses, and as the instructor of record for independent studies. Ms. Winters was appointed as Assistant Dean of SPA in July 2016 with responsibilities for SPA-wide assessment, performance measurement and program evaluation. She is one of the architects of the UCCS general education reforms for the compass curriculum and took a leadership role in revising 3 of the MPA related graduate certificate programs.

Prior to her career in academe, Ms. Winters held volunteer and professional positions in local government, nonprofit, and education settings. She maintains an active relationship with community partners by developing policy white papers and program evaluation tools for local agencies. Ms. Winters is widely regarded as an industry expert and is regularly asked to give professional presentations and keynote addresses at non-profit and program evaluation conferences.

Based on these academic and professional qualifications, Regina Winters meets the faculty qualification guidelines in congruence with MPA Faculty Qualifications and AQ/PQ Policy and in congruence with NASPAA and HLC guidelines.

Please let us know if you have additional questions.

#### RECOMMENDATION:

---

*Catherine A. Simmons, Ph.D.*  
MPA Program Director

---

*Date*

---

*George E. Reed, Ph.D.*  
Dean, School of Public Affairs

---

*Date*

#### School of Public Affairs



**R E G I N A   W I N T E R S**  
**Senior Instructor**  
**School of Public Affairs**  
**University of Colorado Colorado Springs**  
**rwinters@uccs.edu**

**EDUCATION**

---

Masters Public Administration, University of Wyoming, 2004  
PhD Candidate Public Administration, Univ. of Nebraska at Omaha 2008-2013  
Teaching Online Certificate, University of Colorado Colorado Springs, 2012  
Certificates in Volunteer Management, Southeast Community College, 2006  
BA Political Science, University of Wyoming, 2002  
BA Music, University of Wyoming, 2002  
Diploma, Sierra High School, Colorado Springs, CO 1998

Skills and Special Training

Program Evaluation, Research Methods, and Statistical Analysis  
Learning Management Software-Canvas, ECollege, WebCT, & Blackboard  
Volunteer Management & Constituent Case Software-Blackbaud  
Online Teaching and Development Tools -Camtasia Studio  
Diversity and Inclusion Training-Knapsack Institute Designing & Facilitating  
Social Justice Education, 2014

**PROFESSIONAL EXPERIENCE**

---

**Assistant Dean, School of Public Affairs, University of Colorado Colorado Springs**

August 2016-Current

Duties include managing the School of Public Affairs assessment process for institutional, university, and accreditation requirements. Serving as an approval authority for student requests and waivers. Interpreting certain policies, procedures, rules, and regulations promulgated outside of the School of Public Affairs and is responsible communicating and helping to implement these policies. Represents the School, when called upon, in absence of the Dean.

**Senior Instructor in Public Administration, School of Public Affairs, University of Colorado Colorado Springs**

August 2010-Current

Duties include teaching graduate courses in Research and Analytic Methods, Public Policy, Public Sector Technology, and Ethics & Leadership. Serving on Student Capstone Project Committees & Faculty committees. Advising students. Completing program wide evaluation and assessment. Conducting research on Social Return on Investment, Social Entrepreneurship and Workforce Policy. Serving as head of MPA program assessment and other University service activities.

**Lecture, Social Enterprise, University of Colorado at Denver**

June –July 2010

Duties include teaching a graduate course in Social Entrepreneurship.

**Lecturer, Political Science/Public Administration, Iowa State University**

August 2008-May 2009

Duties included teaching undergraduate and graduate courses in Public Personnel Management, Municipal Government, Nonprofit Management, and Public Administration; advising students on program requirements and career opportunities; serving on the Masters of Public Administration Committee and the Financial Aid Committee; conducting research on the development and implementation of Local Workforce Investment Boards and evaluation of the efficiency and efficacy of municipal websites.

**Pre-doctoral Fellowship, Iowa State University**

August 2007-May 2008

Duties included serving on the Masters of Public Administration Committee and teaching a junior level Introduction of Public Administration & a graduate level Public Personnel Management Course. In addition, presenting two brown bag presentations and completing dissertation research on governance networks in Local Workforce Investment Boards.

**Graduate Assistant, University of Nebraska at Omaha**

August 2004-May 2007

Duties included researching Nebraska performance indicators, lecturing for masters level introductory public administration & organization theory courses as well as developing and teaching undergraduate introduction to public administration & public personnel courses, designing & completing the program newsletter, serving as an alumni association liaison, and performing various secretarial duties for supervising professors.

**Volunteer Coordinator, Lutheran Family Services of Nebraska**

August 2005-July 2007

Duties included coordinating the recruitment, placement, orientation, & screening of 1,000 volunteers in 35 worksites across Nebraska. Responsible for volunteer program design, procedure & policy development; program supervisor training; volunteer website design & maintenance; volunteer orientation & recognition activities and program evaluation including benchmarking.

**Temporary Worker, Noll Human Resource Services**

May 2005-December 2005

Duties included data entry, reception, and other light clerical duties for various private sector companies.

**Intern, Human Resource Department with Lutheran Family Services**

June- August 2005

Duties included researching and implementing an updated COBRA continuation policy, analyzing volunteer management policies and proposing changes to internal policy makers, and instituting a virtually paperless hire process.

**Volunteer, March of Dimes, Nebraska Chapter**

June 2005-August 2005

Duties included clerical help with the *Excellence in Nursing* recognition program and evaluating the merit of Metro-area grant applications for community programs to improve women's health.

**Graduate Assistant, University of Wyoming**

August-May 2002-2004

Duties included researching and completing articles on human resource issues and city government development for publication in academic journals and lecturing for an introductory American government course.

**Volunteer, Heart to Heart Pregnancy Center**

June -June 2003-2004

Duties included counseling clients facing crisis pregnancy, connecting clients to appropriate government liaisons, reorganizing client file system, engaging in document creation and evaluation, and helping revamp and expand the agency volunteer program.

**Tutor, University of Wyoming**

October-May 2003-2004

Duties included tutoring college students enrolled in political science and social science statistic courses.

**Research Mentor, Upward Bound/Math Science Initiative Project**

June-July 2003; 2004

Duties included developing and teaching a unique course, *Biology and Politics*, for high school students. Student projects utilized accepted survey creation and administration techniques, and applied statistical analysis.

**Team Leader, U-DOC**

June-July 2002

Duties included mentoring and monitoring high school program participants in a residential setting. Specific responsibilities included planning social activities, supervising community service projects, and motivating students to complete academic research assignments.

**Internship, City of Laramie Planning Office**

January-May 2002

Duties included utilizing quantitative statistical techniques to create public policy choices regarding including the City of Laramie's Comprehensive Plan, pinpointing and addressing citizen needs, transcribing city council minutes, and serving as an internal receptionist.

**Interim Assistant Director, Debbie's Bear Club Playhouse**

May-September 2000; 2001

Duties included hiring staff, creating staff and children's schedules, working with parents, reviewing curriculum, training new staff members, creating and organizing documents, reviewing company billing and compensation practices and working with children ages 6 months-twelve years old.

**Internship, Senator Wayne Allard CS-District Office**

May-August 2000

Duties included performing receptionist duties, filing documents, typing memos, engaging in speech and letter writing, and completing casework requests from citizens and institutions.

**Child Care Aid, Children's University**

May-August 1998-1999

Duties included supervising children ages 6 months-twelve years old, cleaning and maintenance, and organizing enrichment activities.

---

**COMMUNITY ACTIVITIES**

---

Advisor, Pi Alpha Alpha, Public Affairs Honorary

Member, American Society for Public Administration

Member, American Political Science Association

Member, Phi Beta Kappa, Academic Honorary

Member, Phi Kappa Phi, Academic Honorary

Member, Pikes Peak Community Flute Choir

Member, St. Michael's of the Archangel Music Program

Substitute Flutist, Little London Winds, Colorado Springs, CO

Member, Auleo Flute Quartet. 1999-2013

Director and Conductor for the University of Wyoming Flute Choir 2000-2002

Flutist, University of Wyoming Wind Ensemble, 1998-2002

President, Tau Beta Sigma National Band Sorority, 1999-2001

## PRESENTATIONS AND PROFESSIONAL DEVELOPMENT CONSULTATIONS

2018, Presentation with Stephanie Ryon, Practical, focused, and grantor friendly evaluation tips and pitfalls. Center for Nonprofit Excellence, Colorado Springs, CO

2017, Guest Lecture, P\*\*\*y hats and the Women's March: Nonprofit public policy lessons, Public Policy Graduate Course, University of Colorado Colorado Springs, CO

2016, Presentation, Evaluation Ethics for Nonprofit Boards, Daniel's Ethics Forum, University of Colorado Colorado Springs, CO

2016, Presentation, Learning through Community Partners, School of Public Affairs Community Outreach Event, University of Colorado Colorado Springs, CO

2016, Guest Lecture, Why do the Iowa Caucuses Matter? Public Policy Process Graduate Course, University of Colorado Colorado Springs, CO

2015, Presentation, Social Return on Investment: Evaluation Practice Interviews with El Pomar Regional Councils, El Pomar Foundation, Colorado Springs, CO

2015, Consultation, InnerChange Works Needs Assessment in Acahualinca, Nicaragua with focus group methodology, Colorado Springs, CO

2014, Presentation, Strengthening Ties: A Colloquium of Colorado's Schools of Public Affairs and County Administrators, Association of Colorado County Administrators, Colorado Springs, CO

2014, Presentation, Why consider using Social Return on Investment (SROI) measures? Center of Nonprofit Excellence Nonprofit Day, Colorado Springs, CO

2014, Presentation, Social Return on Investment, Colorado Nonprofit Association, Denver, CO

2013, Survey Development Consult, Young Professional Attitudinal Survey, Utilities Policy Advisory Committee and Summit Economics, Colorado Springs, CO

2013, Presentation, Good Governance: Promoting Ethics in Public Work, Colorado Springs Committee for International Visitors and the National Council for International Visitors specializing in for Regional African Project "Accountability in Government and Business in the United States", Colorado Springs, CO

2013, Presentation, Pikes Peak Nonprofit Economic Impact, Gill Foundation, Colorado Springs, CO

2013, Presentation, Government as Friend: Social Media in the Public Sector, UCCS Community Event, Colorado Springs, CO

2013, Presentation, Cooperative Problem Solving in an Online Environment, UCCS, Colorado Springs, CO

2012, Data Speaks: Pikes Peak Nonprofit Economic Impact, Center for Nonprofit Excellence Nonprofit Day, Colorado Springs, CO

2012, Proposal for Center for Nonprofit Excellence, Pikes Peak Nonprofit Economic Impact Survey, Founders Forum, Colorado Springs, CO

2012, Presentation, Cooperative Groups: Creating a discussion group culture in policy studies and research & statistics courses, UCCS, Colorado Springs, CO

2011, Presentation, Colorado Springs Governance: The Practical Implications of the Strong Mayor Form of Government, Leadership Pikes Peak, Colorado Springs, CO

2011, Presentation, Hybrid Courses: Creating the Right Mix of In Class and Online Teaching & Learning Center, University of Colorado Colorado Springs, CO

2010, Workshop, Symphony Guild Development, Colorado Springs Symphony Guild, Colorado Springs, CO

2010, Presentation, Comparing an Online and Hybrid Project Course, Teaching and Learning Center, University of Colorado Colorado Springs, CO

2010, Presentation, Twelve Online Teaching Resources: Retrospectives, Teaching

2006, Participant, American Society for Public Administration Conference

2006, Paper Presentation, Great Plains Political Science Association, The Faustian Bargain

2006, Guest Lecture, University of Nebraska-Omaha, Masters Course: Introduction to Public Administration Strong Democracy: Blueprint for Citizen Participation?

2006, Guest Lecture, College of St. Mary, Undergraduate Community Activities Course: Dilemmas in Volunteer Service: Utilizing Refugee Resettlement Volunteers in Nonprofit Organizations

2005, Nebraska Governor's Conference on Community Service Poster Presentation: 48 Hours of Service: A Story of LFS Volunteers

2005, Poster Presentation, University of Nebraska, Department of Psychology: A practical literature review of intergroup research as applied to public-nonprofit sector collaboration

2004, University of Wyoming Graduate Symposium, presented paper  
Governing Before Law and Order: A Comparison of the Historic Founding of Laramie, Wyoming and the Incorporation of Centennial Colorado

2004, Outstanding Graduate Public Administration Paper, University of Wyoming: Turning straw into gold: Lessons learned from contracting with faith based organizations.

2003, University of Wyoming Graduate Symposium paper presentation:  
Control of Information and Organizational Success in Nonprofit Organizations

2002, Paper Presentation, Rice University Undergraduate Research Conference: A Challenge to the Concept of Non-Profit Board Strength

#### PUBLICATIONS

Winters, R. (2017) Whitepaper: A review of the Fourth District Truancy Court Data August 2015 to January 2016: A service learning project for program evaluation. Colorado Springs, CO

Center for Nonprofit Excellence. (2013). Nonprofits matter--an economic force for a vibrant community. The economic impact of the nonprofit sector in the Colorado Springs MSA. Colorado Springs, CO.

Hubbell, L. & Winters, R. (2004). City management in the old west. *Public Manager*, 33(2), 40-47.

Hubbell, L. & Winters, R. H. (2003) A case study in spousal hiring. *CUPA-HR Journal*, 54 (3), 16-19.

#### SERVICE LEARNING RESEARCH PROJECTS

Fourth Judicial District Program Evaluation of Problem Solving Courts, Program Evaluation and Research Methods, Fall 2016 to Fall 2018

Citizen Economic Perception Survey Development, Springs Insight Exchange, Colorado Springs, CO, Research & Analytic Methods, Fall 2015

Community Visioning Tool Box and Public Survey, Colorado Springs, CO, Public Policy Process & Democracy, Summer 2015

Initiated and Developed the UCCCS Colorado Springs Mayoral Candidate Forum, Berger Hall, Spring 2015

Social Return on Investment Survey Development, High Plains Helping Hands, Research & Analytic Methods, Fall 2014

Social Return on Investment in the Pikes Peak Region, Center for Nonprofit Excellence & Summit Economics, Research & Analytic Methods, Spring 2014

Pikes Peak Region Nonprofit Economic Impact Survey, Center for Nonprofit Excellence, Research & Analytic Methods, Fall 2012-Spring 2013

Social Enterprise Business Plan, Independence Center Colorado Springs, Social Enterprise, Summer 2012

#### AWARDS

---

2016, Daniel's Ethics Fellow, University of Colorado Colorado Springs

2008, Founders Fellow, American Society for Public Administration

2004-2006, Graduate Assistantship, University of Nebraska-Omaha

2002-2006, Graduate Assistantship, University of Wyoming

2002, Outstanding Undergraduate College of Arts & Sciences University of Wyoming

2002, Outstanding Political Science Undergraduate University of Wyoming

2000, Milward L. Simpson Scholarship (Political Science)

Dean's List Multiple Semesters

#### PREPARED COURSES

---

Undergraduate Introduction to Public Administration, Instructor

Undergraduate Introduction American/Wyoming Gov., Teaching Assist

Undergraduate Municipal Government, Instructor

Undergraduate Public Personnel Management, Instructor

Graduate Citizen Participation, Instructor

Graduate Capstone (Program Culminating Experience), Instructor

Graduate Ethics and Leadership, Instructor

Graduate Executive Local Governance I, Instructor

Graduate Introduction to Public Administration, Teaching Assist.

Graduate Intergovernmental Management, Instructor



Graduate Local Government Politics and Policy, Instructor  
Graduate Local Management, Instructor  
Graduate Nonprofit Boards and Executive Leadership, Instructor  
Graduate Nonprofit Management Seminar, Instructor  
Graduate Organization Theory and Behavior, Instructor  
Graduate Program Evaluation, Instructor  
Graduate Public Personnel Management, Instructor  
Graduate Public Policy and Process, Instructor  
Graduate Public Sector Technology & Egovernment, Instructor  
Graduate Research and Analytical Methods, Instructor  
Graduate Social Entrepreneurship, Instructor  
Graduate Workforce Development, Instructor

#### UNIVERSITY SERVICE

---

Assistant Dean, UCCS, School of Public Affairs, 2016-present  
Assessor, UCCS School of Public Affairs Program Assessment, 2010-present  
Navigate Chair, UCCS Compass Curriculum, 2016-present  
Chair, UCCS School of Public Affairs Scholarship Committee, 2016-present  
Capstone Reader/Masters Thesis Committee Member, 2010-present  
Faculty Adviser, UCCS Pi Alpha Alpha Honorary, 2010-present  
Reviewer, Nonprofit Alliance Partnership for the UCCS nonprofit certificates, 2015-present  
Member, UCCS Campuswide Information Technology Exchange, 2014-present  
Member, UCCS Compass Assessment & Curriculum Committees, 2014-present  
Member, UCCS Council on Undergraduate Education, 2014-present  
Member, UCCS School of Public Affairs Council, 2014-present  
Member, UCCS School of Public Affairs MPA Committee, 2014-present

Member, UCCS School of Public Affairs, Certificate Committee 2016 - present

Member, UCCS School of Public Affairs, Culminating Experience Committee, 2016-present

Member, UCCS School of Public Affairs, Joint Curriculum Committee 2016-present

Member, UCCS School of Public Affairs, Research Center Working Group 2016-present

Member, UCCS School of Public Affairs, Social Work Program Working Group 2016-present

Member, UCCS Teaching with Technology Committee, 2014-present

Reviewer, UCCS Campuswide Program Assessment, 2014-Present

Developed, School of Public Affairs, Strategic Planning Retreat, Fall 2017

Developed, UCCS SPA Nonprofit Excellence in Management Certificate, 2016

Administrator, Information Assistance in service to the UCCS School of Public Affairs Associate Dean, 2014-2016

Member, UCCS School of Public Affairs Dean Search Committee, 2015

Member, UCCS Campuswide Online Education Taskforce, 2011-2014

Member, UCCS Program Prioritization Team, 2014

Developed, UCCS SPA Local Government Certificate, 2014

Developed, Assessment Strategy for UCCS School of Public Affairs Accreditation Process, 2014

Member, UCCS Information Technology Advisory Committee, 2010-2014

Member, UCCS Academic Program Review Committee, 2010-2014

Chair, UCCS SPA Educational Technologist Search Committee, 2014

Chair, UCCS SPA Educational Technologist Search Committee, 2012

Co -Chair, UCS Compass Curriculum Capstone Committee, 2013-2014

Facilitator, UCCS School of Public Affairs Online Teaching Gatherings, 2010-2013

Facilitator, UCCS School of Public Affairs Book Club, 2012

Member, UCCS Undergraduate General Education Committee, 2010-2012

Member, UCCS Civility Committee, 2011-2012

**Proposal for a Master of Social Work  
School of Public Affairs  
University of Colorado Colorado Springs**



University of Colorado  
Colorado Springs

**August 24, 2018**



**University of Colorado Colorado Springs  
School of Public Affairs  
Proposal for a Master of Social Work**

**TABLE OF CONTENTS**

<b>Proposal for a Master of Social Work</b>	<b>Page</b>
1. Program Description	1
2. Workforce and Student Demand	3
3. Role and Mission Criteria	9
4. Duplication	10
5. Statutory Requirements	11
6. Curriculum Description	11
7. Professional Requirements or Evaluations	22
8. Institutional Factors	24
9. Physical Capacity and Needs	25
10. Cost Description and Source of Funds	25
11. Other Relevant Information	26
12. List of Attachments	27
13. References	28
<b>Tables</b>	
Table 1. Social Work Wages	4
Table 2. Colorado MSW Programs	7
Table 3. Comparable MSW Programs	7
Table 4. Enrollment Predictions	8
Table 5. Manning Projections:	23
Table 6. Revenue/Expenditure Estimates	26
<b>Figures</b>	
Figure 1. CSWE Social Work Core Competencies:	2
Figure 2. Historical Employer Demand	3
Figure 3. MSW Program of Study, Full-Time 2-year Option	11
Figure 4. Proposed MSW Program of Study, Advanced Standing	21
<b>Attachments</b>	
A. Proposal for a BSW at UCCS	Attachment A
B. EAB Global Inc Market Survey	Attachment B
C. 2014 Data Supporting the BSW / MSW Proposal	Attachment C
D. Letters of support for a BSW and MSW in Social Work	Attachment D
E. MSW Sample Curriculum	Attachment E
F. Proforma for the Master of Social Work Program	Attachment F
G. Written Statement from the SPA Dean	Attachment G
H. Letter of Support and Cooperation from LAS Dean	Attachment H
I. External Review of the MSW Proposal	Attachment I
J. Response to External Reviewer's Questions	Attachment J



**Proposal for a Master of Social Work  
School of Public Affairs  
University of Colorado Colorado Springs**

**1. Program Description**

The University of Colorado Colorado Springs (UCCS) School of Public Affairs (SPA) seeks approval to develop a Master of Social Work (MSW). The MSW is a professional degree designed to provide the training required to become a Licensed Social Worker and, with additional clinical supervision, a Licensed Clinical Social Worker. It is important to note that the current proposal is being requested in conjunction with a separate proposal to begin a Bachelor of Social Work (BSW), included in attachment A. Together the two proposed degrees will focus on a single professional discipline, which is social work.

The graduate MSW program will maximize cross-college interdisciplinary opportunities, while also adhering to accreditation requirements (further outlined in section 7 of this document, Professional Requirements or Evaluations). Together with the complementary BSW, the two proposed programs are designed to meet the known need for accredited graduate and undergraduate social work educational programs in Colorado Springs and Southern Colorado. Upon approval, the BSW and MSW proposed by UCCS will be the first social work programs offered within the University of Colorado system.

**1.A. Practice Protections:** The majority of states in the United States and providences in Canada have both practice and title protection acts, which means only people with a social work degree from an accredited program may call themselves social workers and perform social work designated jobs.

**1.B. Colorado Definition:** "Social worker" means a person who has completed an earned master's or bachelor's degree in social work from a social work education program accredited by the Council on Social Work Education, or a doctoral degree in social work from a doctoral program within a social work education program accredited by the Council on Social Work Education, and who is practicing within the scope of section Colorado revised statutes, 2017 § 12-43-401.

**1.C. Student Outcomes:** Graduates of the proposed MSW program will have the knowledge, skills, abilities, and credentials required to be social workers, perform social work jobs at the graduate level, and apply for licensure as master's-trained social workers. The MSW also provides the foundation required to begin additional training in pursuit of the clinical license.

**1.C.1. Master's License:** A master's-level social work license requires an MSW with no post-degree experience. It is the first license earned after obtaining the MSW. In most states, master's-level social workers are licensed whether or not they are in clinical practice. In many states, applicants must already have a master's-level license in order to be eligible to sit for the clinical licensing exam. In Colorado, a Licensed Social Worker (LSW) must possess an MSW

from an accredited social work program and a passing score on the Association of Social Work Boards (ASWB) master's exam.

**1.C.2. Clinical License:** The Clinical Social Work license is the mental health counseling branch of social work and requires training after one earns his or her Master of Social Work (MSW) degree. The training generally includes clinical supervision, successful completion of the ASWB clinical exam, and other behavioral health requirements. Practitioners with a clinical license can practice independently and are eligible for 3rd party payment (e.g., direct payment from insurance companies and other healthcare funding sources).

In Colorado, a Licensed Clinical Social Worker (LCSW) must possess an MSW from an accredited social work program, a passing score on the ASWB clinical exam, and have accrued at least 3,360 hours of post MSW supervised work experience over a period of no less than 24 months. At least 1,680 of the hours must be spent in a role that includes testing, diagnosis, assessment, treatment, or counseling. Up to 1,200 hours may be credited for the teaching of social work or psychotherapy. The LCSW candidate must also have received at least 96 hours of clinical supervision spread out over the course of the supervision period. At least 48 of the supervision hours must be individual.

**1.E. Graduate Student Outcomes:** Social Work education relies on competency-based education. “Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being” (CSWE, 2015, p. 6). Students in the proposed MSW program will work to attain the 9 competencies included in Figure 1 and required by the Council for Social Work Education (CSWE) for all social work programs.

During the course of the program, MSW students will spend the first half of the program (e.g., 30 credit hours over 2 to 4 academic semesters) mastering practice at the generalist level. They will then complete the remaining second half of the program (e.g., 30 credit hours over 2 to 4 academic semesters) mastering the competencies at a specialized

practice level. Specialized practice builds on generalist practice by adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. The specialization for the proposed MSW will be trauma informed social work practice.

**Figure 1. CSWE Social Work core Competencies:** Competencies every social work graduate attains. Level of attainment and degree of practice differs at the undergraduate and graduate level

CSWE Social Work Core Competencies	
Competency 1	Demonstrate Ethical and Professional Behavior
Competency 2	Engage Diversity and Difference in Practice
Competency 3	Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4	Engage in Practice-informed Research and Research-informed Practice
Competency 5	Engage in Policy Practice
Competency 6	Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7	Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8	Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

(CSWE, 2015)

Trauma-informed social work practice is a perspective or approach to practice in which social workers recognize how early trauma shapes fundamental beliefs about the world and affects the client's psychosocial functioning across his or her life span. Trauma is often a primary factor in the lives of social work clients, regardless of population served. As such, the MSW curriculum is designed to instill the importance of incorporating trauma-informed care into all aspects of social work practice. The curriculum is also designed to infuse professional ethics and values across the curriculum, develop students' critical and ethical thinking skills, and foster an appreciation and understanding about human diversity and the effects of oppression at all system levels. It includes graduate level examination of the social work profession with foci on populations at risk, human rights, and the amelioration of social problems.

A total of 60 credit hours will be required for graduation. The MSW curriculum is outlined in in section 7 of this document, Curriculum Description.

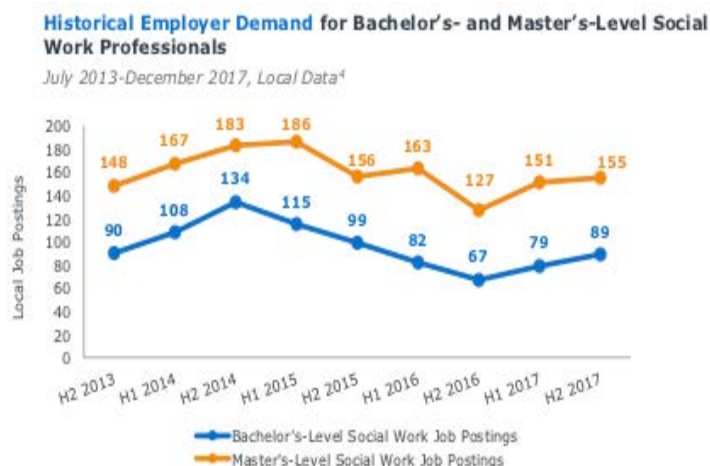
After completing the program, MSW graduates will be prepared to practice at an advanced skill level with the trauma-informed social work practice specialization. At this level, graduates will be able to advocate with and on behalf of clients and constituencies with an advanced understanding of trauma-informed care. Graduates will be able to synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. MSW graduates will also engage in and conduct evidence-based practice inquiry to inform and improve practice, policy, and service delivery.

The MSW is a useful and flexible graduate degree and the only pathway to become a Licensed Social Worker and, with additional clinical supervision, a Licensed Clinical Social Worker. Graduates will be eligible for large range of jobs which require graduate social work credentials. Some of the jobs include medical social worker, military social worker, health social worker, gerontology social worker, and clinical social worker (to name a few).

## 2. Workforce and Student Demand

Assessment of the workforce and student demand were evaluated independently by EAB Global Inc. (attachment B) with supportive documentation compiled by the UCCS School of Public Affairs (SPA). The EAB Global report used a combination of secondary research of competitor programs and quantitative data analytics to assess the market viability of bachelor's- and master's-level social work programs. The UCCS SPA faculty compiled reports from a variety of sources including a needs assessment conducted in 2014 by the UCCS College of Letters, Arts, and Sciences (LAS: attachment C), Labor Reports, and information from comparable social work programs. Letters of support were also provided by area agencies (attachment D). Each demonstrated a need to hire graduates of the proposed UCCS social work

**Figure 2. Historical Employer Demand:** The table historic employer demand in the Colorado Springs Region was included on page 7 of the independent market survey conducted by EAB Global Inc. (Attachment B)





programs. Findings from all of these sources indicates a high workforce and student demand for social work education in Colorado Springs and Southern Colorado.

**2.A. Workforce Demand:** Social work is a growing profession with anticipated service gaps in Colorado and through the United States. The Market survey conducted by EAB Global Inc. (attachment B) found “Employers in the local area posted 327 job postings for master’s-level social work professionals in the past 12 months” (Katuin & Wallenstein, 2018, p. 6). Figure 2 is copied from this report and demonstrates local hiring trends from 2013 to 2017. Although slight fluctuations exist, historic demand identified consistent job opportunities for graduates of the proposed MSW program. These findings mirror data collected in 2015 by LAS (attachment C). They also mirror regional and national workforce trends.

To further illustrate workforce demand, Table 1 includes information about national, state, and regional social work jobs reported by the U.S. Department of Labor. In Colorado, 12,000 social workers are employed across a vast array of professional fields (Bureau of Labor, 2017a). The US Bureau of Labor breaks these into 5 categories: 1) child, family, and school, 2) healthcare, 3) mental health and substance abuse, 4) social work teachers, and 5) other.

**Table 1. Social Work Wages:** National, State, and Regional Social Work employment and wages reported by the U.S. Department of Labor, Bureau of Labor Statistics, 2017.

		National	Colorado	Colorado Springs	Pueblo	Eastern & Southern CO non-metro	Denver
Child, Family, & School	Mean Wage	\$47,510	\$48,520	\$48,520	\$40,180	\$38,620	\$50,790
	Total	298,840	6,460	800	220	260	3,400
	Per 1000 Jobs	2.129	2.58	2.99	3.80	3.94	2.43
Healthcare	Mean Wage	\$55,510	\$53,120	\$44,400	\$61,250	\$42,250	\$54,840
	Total	159,310	2,280	330	90	80	1,340
	Per 1000 Jobs	1.135	0.91	1.21	1.56	1.24	.94
Mental Health & Substance Abuse	Mean Wage	\$47,880	\$43,480	\$41,340	\$44,480	NR	\$43,610
	Total	114,040	1,770	150	230	30	1,050
	Per 1000 Jobs	.812	.70	.57	3.92	.57	.92
Social Work Educators	Mean Wage	\$74,280	\$56,970	NR	NR	NR	\$57,530
	Total	11,860	320	NR	NR	NR	250
	Per 1000 Jobs	.84	0.13	NR	NR	NR	.17
Social Work Other	Mean Wage	\$59,410	\$63,360	\$63,360	NR	\$40,790	\$60,490
	Total	59,540	320	170	NR	60	420
	Per 1000 Jobs	.424	.13	.20	NR	.95	.29

(Bureau of Labor, 2017a-2017f)

Of note, 1,450 social workers practice in Colorado Springs and 7,000 social workers practice in the surrounding counties (Bureau of Labor, 2017b). According to Indeed.com, the average social worker salary in Colorado Springs is \$67,251, 28% above the national average. The same source indicated openings for 181 full-time social worker positions within 25 miles of Colorado Springs as of November 27, 2017.

Nationally, ten-year job growth (2016-2026) for social work is predicted to range between 15% (Bureau of Labor, 2017a) and 22% (Yates, 2017), which is much faster than most comparable professions. That is 102,100 additional social work positions with an annual median wage of \$46,890.

The US Health Resources and Services Administration (HRSA; 2016) identified a current 20% unmet demand across all behavioral health professions. In this, HRSA (2016) projects a 14% demand increase for Mental Health and Substance Abuse Social Workers by 2025 with shortages estimated to be between 16,940 FTE (lower band) to 48,540 (upper band). The lower band estimate is based on use at current supply and demand determinants with the upper band based on projected increase in demand (HRSA, 2016).

A recent workforce report forecasted nationwide shortages of social workers with the total shortfall of over 195,000 social workers predicted by 2030 (Lin, Lin, & Zhang, 2016). The most severe shortages are predicted to occur in the western and southern regions of the US. In Colorado, the ratio of social work shortage per 100,000 population is anticipated to be 42, which translates to 2,443 social work jobs in Colorado without qualified social workers to fill them. A different report stated, “social workers are the leading providers of behavioral health in the U.S., but in Colorado, 56 of the state's 64 counties have a shortage of mental health professionals” (University of Denver, 2016).

Upon approval, the proposed MSW program (and corresponding BSW program) will be the first social work programs offered within the University of Colorado System. This will put the University of Colorado at the forefront to meet the growing need for social workers nationally and in the region. These programs will also address known needs in the Colorado Springs community.

Colorado Springs is the second largest metropolitan area in the state, with increasing social issues associated with growth and urbanization, yet UCCS does not have an existing social work program. Indeed, social work education is a known need in El Paso County and southern Colorado. Although Newman University, a private faith-based college located in Wichita, Kansas offers an extension program in Colorado Springs, this program does not meet regional needs. A wide range of agencies have written letters of support highlighting the need to hire social workers in their respective program areas and have offered to provide field placement (e.g. internship) opportunities for UCCS students (attachment D).

**2.B. Student Demand:** Assessment of student (and workforce) demand were evaluated independently by EAB Global Inc. (attachment B). Additional supportive documentation was compiled by the UCCS SPA faculty using a variety of sources including a needs assessment conducted in 2014 by the UCCS LAS (attachment C) and information from comparable social work programs. Using the information from these sources, anticipated enrollment is based on enrollment in social work programs at peer institutions and the aggregate data from Colorado social work programs. It also considers the growing need for social workers in the region and the accreditation timeline.

**2.B.1. Student Target Market:** The proposed MSW program has three primary student target markets. The first student target market includes professionals with a bachelor's degree who are working in helping agencies and want the MSW for career advancement. The second student

target market includes persons with a bachelor's degree who work outside the helping profession but want to change careers and become a social worker. The third student target market includes recent graduates with a bachelor's degree in social work or another field who want to join the workforce as social workers.

Potential students from each of these target markets regularly contact UCCS to inquire about social work programs, only to find the program is not offered. The UCCS Director of Student Recruitment and Admissions Counseling, Chris Beiswanger, stated their office receives a large number of inquiries for social work every year (Personal Communication, 1/11/18). The UCCS Dean of the Graduate School, Kelli Klebe, said social work is the number one program they receive inquiries about for which UCCS does not offer (Personal Communication, 1/29/18). At this time, potential students in Colorado Springs or the surrounding communities must attend one of the universities from other locations that offer social work in Colorado Springs, commute to Denver, or take an entirely online program. It is important to note that many of these options are much more expensive than UCCS. Thus, the primary market for this program will be those students who want to attend UCCS but cannot because social work is not currently offered. We expect that most of these potential students will live in the Colorado Springs and Southern Colorado regions or will be affiliated with Colorado Springs in some way (such as affiliation with the military and/or federal government). As the reputation of the program grows, we also expect to draw students from beyond the local area including the Denver Metroplex, north and west Colorado, and states participating in the Western Interstate Commission for Higher Education. The program will attract a mixture of full-time students (traditional students) and part-time students who are working professionals (non-traditional students).

**2.B.2. Addressing Student Needs:** To address the needs of a wide range of traditional and nontraditional students, MSW courses will be primarily offered in the evening. Relying heavily on evening courses will accommodate the largest number of working professional students possible while also ameliorating the high-volume classroom needs of day courses. A few select courses will also be offered during the day to accommodate the needs of traditional students. As is the case with all programs in the school of Public Affairs, courses will be offered in-seat, on-line, and in hybrid format. Thus, students will be able to complete the program entirely in-seat, entirely on-line or as a combination of the two. This approach will help accommodate both student streams.

UCCS has a large population of students who are military-affiliated across all of the academic programs. The MSW program anticipates military-affiliated students will be represented as both full-time and part-time students. Offering both in-seat and on-line modalities will help accommodate these students who are trying to balance school while also meeting the demands of military life as active duty members, veterans, and dependents. Also, as discussed in the section 6 of this document, curriculum description, military social work will be an important component of the program. As such, the needs of military students will be incorporated into both the explicit and implicit curriculum.

**2.B.3. Evidence Supporting Enrollment Predictions:** Enrollment in graduate social work programs in Colorado and at comparable institutions outside Colorado provide a base of evidence that supports our enrollment predictions.

**2.B.3.a. Colorado Enrollment in Social Work Programs:** The assessment of student (and workforce) demand conducted by EAB Global Inc. (attachment B) and Katuin & Wallenstein (2018) identified three comparable universities in Colorado with graduate social work degrees. Illustrated in table 2, the number of Master of Social Work degree completions per comparable school ranged from 47 at Colorado State University to 260 at the University of Denver.

**Table 2. Colorado MSW Programs:** Reported Master-Level Social Work Program Completions in Colorado in 2015-2016. Data reported by the National Center for Education Statistics, CIP Code 44.07 (Social Work)

Institution	Approximate Institutional Enrollment (Undergraduate/Total)	Carnegie Classification (Basic)	Reported Master-Level Degree Completions 2016 (e.g., degrees awarded)
Colorado State University- Fort Collins	25,688 / 33,413	Doctoral Universities: Highest Research Activity	47
Metropolitan State University of Denver	20,000 / 20,500	Master's Colleges & Universities: Medium Programs	85
University of Denver	6,000/11,500	Doctoral Universities: Highest Research Activity	260

(Katuin & Wallenstein, 2018)

As further evidence to help predict enrollment, CSWE publishes the annual statistics of social work programs in the US. Although individual school enrollment is difficult to discern, aggregate data about social work enrollment in Colorado informs enrollment predictions for the UCCS programs. In 2015 there were 836 Master of Social Work students (717 F/T and 119 P/T) attending the 3 accredited graduate social work programs in Colorado (CSWE, 2015).

**2.B.3.b. Comparable Program Enrollment outside Colorado:** In addition to social work programs in Colorado, comparable programs in other states can be used to predict student enrollment for the proposed MSW program. The 4 comparable programs included in table 3 were selected based on similarity to UCCS including being public institutions in urban communities with comparable population sizes. Comparable program information from universities outside Colorado was collected by the SPA faculty in November 2017 by e-mail and telephone conversations with key stakeholders in the cited social work programs. Illustrated in Table 3, graduate social work enrollment at the identified

**Table 3, Comparable MSW Programs:** Sample of social work programs at institutions similar to UCCS.

University	City Pop	Univ. enrollment	Grad Enrollment	New Admits
Florida Atlantic Univ.	96,441	30,377	296	125+
Univ. of Memphis	652,717	20,585	150	75+
Univ. of Nebraska - Omaha	446,970	15,526	300	150
Portland State University	639,863	27,229	500	250+

comparable programs ranges between 150 and 500 with between 75 and 250+ new students admitted each year.

**2.B.3.c. Accreditation Timeline:** Because the MSW program will be in candidacy status for the first 3 years of the timeline, estimated enrollment is likely to be lower during this stage. However, once accredited, it is anticipated that enrollment will exponentially grow.

**2.B.4. Student Enrollment Predictions:** From the data included above, we have determined that UCCS can attain a medium-sized graduate social work program. Table 4 outlines a conservative estimate of projected new student and total student enrollment years 1-5 for the MSW program.

Enrollment predictions include full time students (30 CH/YR), extended study students (18 CH/AY) and students in a 1-year Accelerated Master's Program (AMP), which is called and Advanced Standing Program (ASP) in social work (36 CH/YR).

As discussed in section 6 of this document, Curriculum, CSWE allows students with an undergraduate degree from an accredited undergraduate social work program to complete their MSW in one year. This option is generally transferable between schools but often includes a time limit between completion of the undergraduate and graduate programs. The ASP will begin in the summer between years 1 and 2 of the program and is included in the projected student enrollment numbers outlined in table 4.

**Table 4. Enrollment Predictions:** Student Enrollment predictions using the form included Appendix A of the University of Colorado Office of Policy and Efficiency APS #1038, New Degree Program Approval

	Year 1	Year 2	Year 3	Year 4	Year 5	Full Implementat ion
<b>Resident Headcount</b>	30	67	83	95	103	103
<b>Nonresident Headcount</b>		1	2	3	5	5
<b>Total Headcount</b>	30	68	85	98	108	108
<b>Resident FTE</b>	30	67	83	95	103	103
<b>Nonresident FTE</b>		1	2	3	5	5
<b>Total FTE</b>	30	68	85	98	108	108
<b>Degrees Awarded</b>		24	32	36	47	50

**NOTE:** Congruent with the proforma, the total FTE is based on 12 student credit hours per semester

Please note, social work programs generate a higher number of credit hours than most other graduate degree programs. Full-time students in the traditional MSW program take 15 credit hours per academic semester (30 CH/YR). Extended study students take 6-credit hours per academic semester (18 CH/AY). Advanced Standing students take 6 credit hours in the summer, 15 credit hours in the fall and spring semester (36 CH/YR). As such, the typical full-time social work

graduate student carries over twice the student credit hours as other disciplines and the typical extended study (e.g., part-time) social work graduate student carries a typical graduate student credit hour load.

### 3. Role and Mission Criteria

The proposed MSW program and corresponding proposed BSW program fundamentally address the UCCS vision, by extending and elaborating on our statutory role and mission, to “*Advance knowledge, integrate student learning with the spirit of discovery and broaden access to higher education for the benefit of Southern Colorado.*” Given the demonstrated regional need for social workers now and into the foreseeable future, and the lack of established program capacity in graduate social work in Southern Colorado, the two corresponding social work programs are a clear and compelling addition to UCCS’ efforts to improve the fulfillment of our mission.

Investing in a social work program will address the known regional need for social workers across several sectors and provide a gateway to funding sources designed to train social workers. Doing so addresses the eighth strategic goal for this campus, to “*Actively build responsible enrollment growth that helps achieve the UCCS mission and values and contributes to the University’s financial viability*” (UCCS, 2012, p. 6).

The proposed graduate and undergraduate social work degree programs are aligned with several additional UCCS campus priorities. First, the social work profession is grounded in diversity and the needs of those who are poor and disenfranchised. Social workers serve diverse, underserved populations and are generally representative of these communities as well (CSWE, 2015). As such, the programs will address the first, fourth, and sixth UCCS strategic goals. Second, social work education is grounded in pedagogy that applies classroom knowledge to real world experiences, including integration of field practicums for graduate (900-hours per student) and undergraduate (400-hours per student) students. Thus, the programs also exemplify the second strategic goal, to “*Provide a transformative educational experience that engages students both in and out of the classroom*” (UCCS, 2012, p. 6). Third, field placements require partnerships with community agencies and serve vital roles within these agencies. Based on the conservative enrollment estimates, the two proposed degree programs will be grounded in community collaboration while providing 13,500 service hours to partner agencies in the first year (graduate only) and 61,400 in the fifth year (16,400 undergraduate and 45,000 graduate). As such, the proposed MSW and BSW programs are aligned with the eleventh strategic goal, to “*Build mutually beneficial cultural, civic, economic and system-wide collaborations with external partners and organizations to advance UCCS and the southern Colorado region*” (UCCS, 2012, p. 6).

The UCCS School of Public Affairs (SPA) offers the appropriate, robust environment for social work programs. The mission of SPA is to “improve the quality of life for people and their communities, here and abroad, through collaborative governance, public service innovation, community engagement, and research” (UCCS, SPA, 2018). Congruent with this mission, social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people (International Federation of Social Workers, 2014). The National Association of Social Workers (NASW) defines social work as “the professional activity of helping individuals, families, groups or

communities enhance or restore their capacity for social functioning or creating societal conditions favorable to that goal” (NASW, 1973, pp. 4-5). The proposed social work programs will further this mission and broaden the positive impact SPA has on the community.

“The UCCS School of Public Affairs provides a collaborative environment and an unprecedented combination of rigorous academics, relevant research, practical application, and partnership networks that create the knowledge, skills, experience, and connections needed to create significant impact” (UCCS, 2018). The purpose and mission of social work pair nicely with the main tenants and core beliefs of the SPA. Indeed, social work is a perfect fit for the unique strengths of both UCCS and SPA.

#### **4. Duplication**

Upon approval, the UCCS social work programs will be the first offered within the University of Colorado System. This will put us at the forefront to meet the growing need for social workers both regionally and nationally.

As included in section 2.b.3.a. Colorado Enrollment in Social Work Programs, three universities offer graduate social work education in Colorado. All three of the programs are geographically distant from Colorado Springs. Colorado State University Fort Collins is the furthest from UCCS at 127.7 miles (1 hour 54 minutes) away. Although the University of Denver and Metropolitan State are geographically closer to UCCS at 59.0 miles (56 minutes) and 47.9 miles (47 minutes) respectively, the distance is prohibitive for many traditional and non-traditional students. Also, the target student market for all three universities is different than that of the proposed program.

In response to the deficit of public university social work offerings, private institutions have moved in to fill the gap, but at significantly higher costs, Newman University, a private Catholic college located in Wichita, Kansas has an extension program in Colorado Springs which offers the MSW. Their 70-credit MSW program concentration is direct family-centered practice. The estimated total cost of Newman University MSW is \$49,420. The proposed MSW at UCCS will have a very different concentration, trauma-informed social work practice, require fewer credit hours (60-SCH) and will cost considerably less to obtain the entire degree. The estimated total cost of proposed UCCS MSW will be \$36,000 for a Colorado resident. Also, the extension campus nature of the Newman University program does not offer the benefits of a vibrant main campus such as that offered by UCCS. Among the benefits for students at UCCS are student targeted activities, clubs, speakers, and greater access to research-active faculty. The proposed UCCS MSW program will also afford students the opportunity to obtain elective clusters and certificates. Once the proposed UCCS MSW program is accredited, dual graduate degree opportunities will be pursued with several degree programs congruent with social work professions. The current plan is to pursue dual degrees with the Master of Public Administration (MPA) and Master of Criminal Justice (MCJ) programs. In addition, offering an MSW at the UCCS campus will afford long term stability for the program and ensure students in Colorado Springs will have access to top-tier social work education at the university serving the community.

Currently UCCS offers graduate degrees in Counseling, Clinical Psychology, and Clinical Psychology – Trauma. Although on the surface the three-degree programs may appear to have

similarities with social work, they are profoundly different. Each represents a different profession with unique professional regulations, licensure requirements, job functions, pedagogical requirements, foundational knowledge, accreditation bodies, and practice protections. The only pathway into each profession is through the respective accredited degree program. Adding social work as a graduate degree option is not duplicative but instead additive. The proposed MSW program will afford students the opportunity to pursue the professional pathway that is right for him or her. It will allow students who want to become social workers to pursue his/her professional social work training within the CU system, thus retaining those students who would otherwise have no choice but to attending schools outside the CU system.

## 5. Statutory Requirements

The proposed MSW program will require a total of 60 credit hours will for graduation and meet the accreditation requirements outlined by the Council for Social Work Education (CSWE, 2015). The program adheres to the Student's Bill of Rights as implemented through UCCS campus policy.

## 6. Curriculum Description

The MSW curriculum is designed to instill the importance of incorporating trauma-informed care into all aspects of social work practice. The curriculum is also designed to infuse professional ethics and values across the curriculum, develop students' critical and ethical thinking skills, and foster an appreciation and understanding about human diversity and the effects of oppression at all system levels. It includes graduate level examination of the social work profession with foci on populations at risk, human rights, and the amelioration of social problems. Trauma-informed social work practice with at-risk populations is embedded throughout the curriculum. Classroom and field learning experiences are dedicated to (a) educating social workers with knowledge, values, and skills for evidence-based practice with diverse, at-risk populations, (b) advancing the knowledge base of the social work profession, and (c) providing regional leadership in the development and implementation of policies, programs and services for at-risk populations, particularly trauma and violence exposed clients and client systems. Because of CSWE accreditation requirements (CSWE, 2015), the proposed MSW program cannot grant social work course credit for life experience or previous work experience.

Figure 3. MSW Program of Study, Full-Time 2-year option:

Figure 3: MSW Program of Study, Full-time 2-year option					
Year 1 Generalist Practice					
SEMESTER 1			SEMESTER 2		
	Skills for Social Work Practice	3		Organization & Community Social Work	3
	Individual Social Work	3		Group Social Work	3
	Human Behavior and the Social Environment	3	PAD 5003/ CJ5003	Research and Analytic Methods	3
PAD 5390	Rethinking Social Policy	3	Elective	Elective	3
	Generalist Field Placement I	3		Generalist Field Placement II	3
Total Student Credit Hours		15	Total Student Credit Hours		15
Year 2 Specialized Practice					
SEMESTER 3			SEMESTER 4		
	Trauma and Violence for Social Work Practice	3		Trauma Informed Social Work Practice	3
	Psychopathology for Social Workers	3	PAD 5350/ CJ 6105	Program Evaluation	3
Elective	Elective	3	Elective	Elective	3
Elective	Elective	3		Integrated Field Seminar	3
	Specialized Field Placement I	3		Specialized Field Placement II	3
Total Student Credit Hours		15	Total Student Credit Hours		15

\* Students may take elective courses in the summer between year 1 and 2.

**6.A. Generalist, Specialized, and Field Practice:** For accreditation, the Council on Social Work Education (CSWE) requires 9 core competencies be incorporated across the explicit curriculum in the generalist practice (first year) and specialized practice (second year) portions of the program.



Illustrated in Figure 2, the first half of the program provides a generalist social work perspective and the second half of the program focuses on a specific approach to the profession, which is trauma informed social work practice. Certain components are required for accreditation. However, wherever possible, the curriculum will utilize the wide assortment of resources available at UCCS. For example, the scientific methods course currently shared by the MPA and MCJ program will also be shared with the MSW program with rotating instructional responsibilities. Such partnerships will leverage limited resources while increasing opportunities for students.

**6.A.1 Generalist Practice:** The generalist practice courses target content common across all social work education programs. Required generalist coursework includes the following list of courses. Of these, three utilize courses that already exist in the university and five will be created specifically for the MSW program. The two current courses are listed with the course number below. The five that need to be created are indicated with an “\*” in the list below.

- **\* Skills for Social Work Practice (3)** A required generalist course, skills for social work practice will look at introduction concepts including social work history, values, and ethics, micro practice, and macro practice. A required foundation course designed to socialize students into the social work profession, prepare students to enter the field experience and promote the development of professional values, ethics, behaviors and competence. The course presents a concrete opportunity for students to integrate, synthesize, and apply classroom learning in the practice environment. Enrollment is required prior to beginning *Foundation Field I*.
- **\* Individual Social Work (3)** A required generalist course, Individual Social Work presents generalist foundation theories of practice essential to social work practice with individuals while considering the community, organizational, and policy contexts in which social workers practice. It integrates theories of practice and content on multiculturalism, diversity, social justice, and social change issues. It relies on the historical, contextual, and social science knowledge. The student's field experience will build upon the theories presented in this basic course. Throughout this course, students examine social work values and ethics as well as issues of race, ethnicity, gender, sexual orientation, religion, and ability as these relate to interpersonal practice with individuals and groups.
- **\* Human Behavior and the Social Environment (3)** A required generalist course, Human Behavior in the Social Environment provides students with critical perspectives on a variety of theoretical frameworks used to understand regularities and irregularities in human development and functioning across the life span. One important focus is the ecological-developmental approach, which emphasizes the ways in which culture and the broader social environment shape human behavior and identity, both in terms of general patterns and unique configurations. Particular attention is paid to culture, race, class, gender, and sexual orientation as dynamic social constructions that can be sources of both oppression and strength at all levels of social systems. A second focus is on the biological, psychological, and spiritual person and the interrelatedness of emotion and cognition, neurobiology, and the social environment. The course emphasizes the changing, dynamic, and interactive processes that shape human behavior and development of self across the life span.
- **PAD 5390 Rethinking Social Policy (3)** Focuses on United States social welfare policy. Designed to provide students with an overview of social welfare policies and programs beginning with the New Deal and progressing to study of major social welfare issues, the

political and social contexts in which social policies and programs are developed and implemented, and the conflicts and reform efforts that arise.

- **\* Organization and Community Social Work (3)** A required generalist course, Organization and Community Social Work is a generalist social work foundation offering in the Macro Practice Concentrations (Community Organization, Management, and Policy/Evaluation). A generalist course, content covers the history and development of community and administrative practice in social work. It surveys theory and builds skills in many rolls associated with community and administrative practice. Emphasis is placed on the structure and culture of communities, engaging with a community organization to build relationships, designing programs in response to community needs and evaluating the effectiveness of programs. The course is partly survey in nature and covers basic content in these areas of social work method and prepares students to take the more advanced specialization courses. In addition, issues of diverse dimensions [e.g. ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation] will be emphasized throughout, with special focus on culturally sensitive practice; i.e., multicultural community organizing, culturally sensitive management practices, culturally sensitive analyses of policy proposals and their impact, and culturally sensitive research practices. Students' field experience and future methods courses will build upon the knowledge and skills presented in this course
- **\* Group Social Work (3)** A required generalist course, Group Social Work is grounded in the social group work which began in the settlement houses of the Progressive Era (early 20<sup>th</sup> century). The course focuses on recruitment and composition of group members, leadership structure of small groups, phases of group development, and specific group processes including decision-making, tension reduction, conflict resolution, goal setting, contracting, and evaluation. Students will learn how to assess and address group problems, to employ a variety of intra-group strategies and techniques such as programs, structured activities, exercise, etc. The course will also consider how gender, ethnicity, race, social class, sexual orientation, and different abilities will impact on various aspects of group functioning such as purpose, composition, leadership, selection of intervention strategies, and group development.
- **PAD 5003/CJ 5003 Research and Analytic Methods (3)** This course examines research methods used to answer questions and test hypotheses in public and non-profit settings. Methods covered include identifying and reviewing scholarly literature; formulating research questions; selecting appropriate design, data collection, and sampling strategies; and analyzing data. Topics include causal and descriptive designs, interviews and surveys, and statistics such as t-test, chi square, regression, and the Statistical Package for Social Sciences (SPSS). Meets with CJ 5003.

**6.A.2. Specialized Practice:** The specialized practice curriculum leverages the breath of resources available at UCCS, while also providing a strong pedagogical foundation for trauma-informed social work practice. The trauma sequence is designed to equip social workers with the skills they need to provide trauma-informed care across a wide range of target populations. Of the courses required for the specialization, one utilizes a course that already exists in the university and three will be created specifically for the MSW program. The current course is listed with the course number below. The three that need to be created are indicated with a “\*” in the list below.

- **\* Trauma and Violence** (3) The required specialization course, *Trauma and Violence* builds on generalist competencies to help students develop specialized knowledge and skills for working with clients who have experienced trauma and violence. The emphasis of the course is research-informed practice with clients who have experienced violence within the family (e.g., intimate partner violence, child maltreatment/neglect/abuse, and elder abuse) and/or violence in the community (e.g., violent crime, gang violence, homicide). Many clients experience both. Particular foci of this course include theories of violence and working with both offenders and victims/survivors. Special attention is given to the needs of families affected by poverty, persons with emotional and developmental disabilities and the role of policy on direct practice. Core practice frameworks may encompass safety planning, crisis intervention, collaborative service delivery and strengths-based intervention models.
- **\* Psychopathology for Social Workers** (3) The required specialization course, *Psychopathology for Social Workers* builds on generalist knowledge and provides a broad introduction to mental health conditions that span client populations including diagnostic issues and the impact specific diagnoses have on behavior. The course examines psychopathology and mental disorders from an ecological perspective. Emphasis is placed on understanding biopsychosocial influences on the incidence, course and treatment of the most commonly presented mental disorders and the differential effect of these factors on diverse populations. The course emphasizes the acquisition of diagnostic skills as they relate to comprehensive social work assessment and the development of social work interventions. Ethical issues, collaboration with families, knowledge of psychopharmacology and the varied roles social workers play in mental health settings will be stressed.
- **\* Trauma-Informed Social Work Practice** (3) The required specialization course, *Trauma-Informed Social Work Practice* builds on generalist competencies to broaden students' ability to understand and treat persons exposed to traumatic events. The course examines roles, assessments and intervention strategies for social workers working with clients exposed to specific types of trauma, (e.g. rape, war, natural disasters). Emphasis is placed on understanding biopsychosocial influences, psychopharmacology, incidence, course, treatment and evidence-based assessment and interventions skills. The course presents an advanced theoretic approach to social work interventions with clients and client systems impacted by trauma across multiple populations in which social worker practice
- **PAD 5350/CJ 6105 Program Evaluation** (3) Describes the theory and methodology for the design of social research and demonstration projects and the application of analytic and statistical methods for evaluating public programs. Focus is on the application of evaluation methods and techniques of data interpretation. Report preparation is emphasized.

**6.A.3. Field Practice:** Field practice is considered to be “the signature pedagogy for social work” (CSWE, 2015, p. 12). As such, the accreditation standards require no less than 900 hours of field practice (e.g. internship) spread across the generalist and specialized practice curriculum (CSWE, 2015). The intent of the five course Field Practice sequence is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. Required field practice coursework includes the following list of courses. Of these, all 5 will be created specifically for the MSW program and are indicated with a “\*” in the list below. It is important to note, of the 5 courses in this sequence, only 1 requires traditional classroom

instruction. This course also serves as the culminating experience for the program. The instructional method of the remaining 4 courses are an internship.

- **\* Generalist Field Placement I** (3) The required generalist course, *Generalist Field Placement I*, provides opportunities for students to integrate what they are learning in the classroom with practical experience in an agency that provides social work services. The first course consists of being placed in a UCCS School of Public Affairs approved social service agency and attending 6 field integration sessions over the course of the semester. Students are provided the context to put their social work knowledge, values, methods, and skills to use in professional practice. The MSW generalist field placement prepares students for work as generalist social workers, to help them learn to apply critical thinking skills, to increase their range of social work skills and techniques, to understand the importance of the value base and increase their self-understanding.
- **\* Generalist Field Placement II** (3) The required generalist course, *Generalist Field Placement II*, builds on the learning foundation that was established in Field Placement I. The second course consists of being placed in a UCCS School of Public Affairs approved social service agency and attending 4 field integration sessions over the course of the semester. The course is intended to prepare students for work as generalist social workers, to help them learn to apply critical thinking skills, to increase their range of social work skills and techniques, to understand the importance of the value base and ethical framework of the profession of social work, and to increase their self-understanding. It provides opportunities for students to integrate what they are learning in the classroom with practical experience in an agency that provides social work services.
- **\* Specialized Field Placement I** (3) The required specialization course, *Specialized Field Placement I* builds on the Generalist Field Placement sequence. The course consists of being placed in a UCCS School of Public Affairs approved social service agency and attending 6 field integration sessions over the course of the semester. The second year of field placements are directed toward an area of social work specialization and the development of advanced skills and practice, building on the first year of placement and providing opportunities for more complex application of social work theories, models, values, and ethics and demonstrating competence in the area of specialization, trauma informed social work practice.
- **\* Specialized Field Placement II** (3) The required specialization course, *Specialized Field Placement II* builds on Specialized Field Placement I and the Generalist Field Placement sequence. The course consists of being placed in a UCCS School of Public Affairs approved social service agency. The second year of field placements are directed toward an area of social work specialization and the development of advanced skills and practice, building on the first year of placement and providing opportunities for more complex application of social work theories, models, values, and ethics and demonstrating competence in the area of specialization, trauma informed social work practice. Students are required to enroll in the course Integrated Field Seminar congruent with this course.
- **\* Integrative Field Seminar** (3) The required specialization course, *Integrative Field Seminar* builds on the generalist and specialized Field Placement sequences by providing a forum for integration and consolidation. The course covers preparation for advanced social work practice, job search skills, and preparation for the social work licensure exam. The course serves as the culminating experience for the MSW program and needs to be

taken incongruence with Specialized Field Placement II in the final semester of the program.

**6.A.5. Electives:** The proposed MSW curriculum also affords the opportunity for students to tailor their educational needs through 4-course elective clustering (12-student credit hours). The elective offerings specifically designed for the proposed MSW proposed revolve around five high need areas of military social work, healthcare social work, school social work, child welfare training, and community development. Three of the elective clusters listed below will be cross-listed with graduate level courses (e.g., 4000/5000 level: military, healthcare, and child welfare training). To avoid duplication, students who received undergraduate social work training at UCCS will not be permitted to take the electives in the cluster at the higher level.

School social work will not be offered at the undergraduate level due to licensure considerations. Community development will not be offered at the undergraduate level due to the reliance on courses offered by other graduate programs at UCCS. No new social work courses will be developed for community development. The remaining 4 elective clusters require the development of 2 new courses per area (8 new courses total) which will be shared with the undergraduate program and open to other disciplines for elective credits.

In addition, including 4 elective courses in the curriculum allow MSW students to complete any of the following certificates offered by the School of Public Affairs and other closely assigned disciplines: Public Management, Nonprofit Management, Criminal Justice, Grant Writing, Management & Program Evaluation, Disability Studies, Diversity Studies, and Gerontology. Students may also use the electives to pursue the Certified Addictions Counselor (CAC II) credential, however, this certification requires 18 credits, which will require 6 additional credits beyond the MSW.

**6.A.5.a. Military Social Work:** Military social work is a growing sub-specialty within the social work profession. Military social work involves practice with military members, veterans, and their families and includes both active duty and civilian positions. The current social work labor force, including practice with veterans, cannot keep pace with demand. Our engagement in wars — past, present and future — will continue to create a need for a more robust workforce that is ready and able to tackle new challenges. Social workers offer a particular skill set and knowledge base that is beneficial, if not indispensable, to service members, veterans, and their loved ones.

The council on social work education published guidelines for military social work education (CSWE, 2010). The courses proposed for the MSW program are designed to be aligned with these guidelines. The Military Social Work offering will include a 2-course sequence designed to prepare students to care for service members, veterans and their families who are dealing with a range of physical, mental and psychosocial issues. Both courses need to be created for the proposed MSW program, will be cross listed with the undergraduate program (4000/5000) and are indicated with a “\*” in the list below.

- **\* Social Work Practice with Military Families** (3) The elective course, *Social Work Practice with Military Families* will help students understand the military culture within which military families function and address theory-based and research-informed

strategies to intervene with military families at both the micro and macro level of practice. Course cross listed with a 4000 level-equivalent.

- \* **Social Work Practice with Service Members and Veterans** (3) The elective course, *Social Work Practice with Service Members and Veterans* addresses the needs of active-duty, retired and deployed service members and veterans at different developmental phases of the military life course, both holistically and within the context of their families and communities. Course cross listed with a 4000-level equivalent.

Social workers trained in the military social work elective cluster will have the skills to work in a range of settings, offering services including (but not limited to) the following: Mental health therapy, from physical illness and disease to family issues and traumatic experiences; Military to civilian life reintegration support; Crisis intervention; Individual and family counseling; Resource navigation, such as financial, housing and benefit assistance; Aging veteran support and advocacy; and active duty social work. The National Association of Social Workers provides advanced specialty credentials in military social work for eligible applicants at the BSW, MSW, and LCSW level (NASW, 2017a). The proposed courses are designed to prepare students to apply for this credential.

**6.A.5.b. Healthcare social work:** Healthcare social work is defined broadly as the professional continuum of services designed to help patients, families and groups improve or maintain optimal functioning in relation to their health (NASW, 2017b). Healthcare social workers provide direct patient care, address social determinants of health in the evolving health-care environment, and respond to the ever-changing needs of those engaged in health care services by modifying and expanding methods for providing services. Healthcare social work activities are focused on the biopsychosocial components of health and/or mental health from a strengths perspective (NASW, 2017b). Social workers fill an important role on the healthcare team by providing direct services, mental healthcare, case management, policy practice, and administrative responsibilities. Indeed, social workers are excellent at helping patients navigate the oftentimes confusing healthcare system and leading healthcare transformation in the United States (CSWE, 2014). Evidence shows that the involvement of a social worker in patient care and well-being effectively improves care and outcomes (CSWE, 2014). The demand for social workers to meet the increased health-care needs in the United States is also growing, highlighting the importance of the education and training social workers receive. According to the Bureau of Labor Statistics the need for healthcare social workers is predicted to grow much faster than the average for all occupations between 2012 and 2022 (27%) (CSWE, 2014)

The National Association of Social Workers provides advanced specialty credentials for eligible applicants at the LCSW level (NASW, 2017b). The two-course elective sequence is grounded in healthcare theory and congruent with the NASW requirements. Both courses need to be created for the proposed MSW program, will be cross listed with the undergraduate program (4000/5000) and are indicated with a “\*” in the list below.

- \* **Social Work in Health and Mental Health Settings** (3) The elective, *Social Work in Health and Mental Health Settings*, is a clinical practice course which applies the most recent advanced clinical practice models for health service populations including evidence-based and research-supported clinical intervention skills to work with individuals and their support systems. Course cross listed with a 4000-level equivalent.

- **\* Wellness, Recovery and Integrated Care (3)** The elective, *Wellness, Recovery and Integrated Care* exposes students to current knowledge in health and mental health, wellness and recovery, holistic health, primary prevention interventions, co-occurring behavioral and physical conditions, as well as evidence-based integrated care interventions to improve the well-being of vulnerable populations in a new era of health care reform. Course cross listed with a 4000-level equivalent.

**6.A.5.c. School Social Work:** School social workers are trained mental health professionals with a degree in social work who provide services related to a person's social, emotional and life adjustment to school and/or society. School social workers are the link between the home, school and community in providing direct as well as indirect services to students, families and school personnel to promote and support students' academic and social success. Some of the services school social workers provide include crisis intervention, participating in special education assessment meetings as well as Individual Educational Planning meetings, working with those problems in a child's living situation that affect the child's adjustment in school (home, school, and community), preparing a social or developmental history on a child with a disability, mental health therapy (group, individual and/or family), mobilizing family, school, and community resources to enable the child to learn as effectively as possible in his or her educational program and assisting in developing positive behavioral intervention strategies.

The state of Colorado requires a special service license for school social workers. These requirements include the following: 1) MSW from an accepted institution of higher education. 2) Documented evidence of completion of coursework in the areas of school and special education law, including content covering Functional Behavior Assessment (FBA) and the development of behavior intervention plans. 3) Successful completion of Colorado-approved content exam. 4) 900 hours of field placement in a school, social service agency, mental health clinic or facility and/or hospital setting. And, 5) At least one field experience with school age children/students. (Colorado Department of Education, 2017)

The 2-course school social work course sequence will be aligned with the National School Social Work Practice Model (SSWA, 2017) and the state of Colorado regulations. Successful completion of these two courses is designed to meet Colorado's requirement for certification as a school social worker. Both courses need to be created for the proposed MSW program.

- **\* Family and Child Legal Requirements (3)** The elective, *Family and Child Legal Requirements*, examines legal principles and procedures relevant to social work practice with families and children including juvenile delinquency, child protection, child adoption, education and domestic relations. It will also cover legal aspects of social work practice including licensing, confidentiality, and professional liability.
- **\* School Social Work Interventions (3)** The elective, *School Social Work Interventions*, is designed to give students the ability to identify, understand and apply the varied roles of school social worker.

**6.A.5.d. Child welfare training:** The Title IV-E Stipend Program is the nation's largest consortium of schools of social work and public service agencies providing support for the delivery of a specialized public child welfare curriculum and support for students committed to service in

in public child welfare. All social work programs in Colorado work in partnership with the Colorado Department of Human Services to provide stipends (ranging from \$4,000-\$14,000 academic year), field placements, and jobs for successful Title IV-E students. To qualify for this program, child welfare training options are required. To this end, the following two electives will be offered once annually (fall & spring). Both courses need to be created for the proposed BSW program, will be cross listed with the graduate program (4000/5000) and are indicated with a “\*” in the list below.

- **\* Child Welfare I: History, Programs, and Policies** (3 credit hours) The elective, *Child Welfare Management I: History, Programs, and Policies* provides a historic overview and contemporary application of child welfare policy; problems in policy development; contemporary American child welfare services in both public and private domains. The course includes the study of the child welfare system examining history, policies and programs, both state and federal, pertinent to child maltreatment and juvenile justice. Course cross listed with a 4000-level equivalent.
- **\* Child Welfare II: Skills and Practice Methods** (3 credit hours) The elective, *Child Welfare II: Skills and Practice Methods* provides an overview of the roles and responsibilities of social workers practicing within child welfare system; mastery of practice skills at a range of levels, such as individual, family, and environment designed to develop culturally competent child welfare workers. Emphasis on the special challenges, needed skills, and different strategies and interventions in the provision of culturally responsive child welfare services. Course cross listed with a 4000-level equivalent.

**6.A.5.e. Community Development:** The development of strong, vibrant, and healthy communities has been a tenet of social work since the inception of the profession. As facilitators, organizers, counselors, and advocates, social workers have an important voice in helping communities overcome the barriers to necessary change. They also provide the energy for transformation — empowering residents with the knowledge, resources, and capacity to self-direct and self-govern their lives and circumstances.

The role of the social worker in community development is not permanently fixed. Rather, social workers who focus on community development have varying roles which depend on the needs of the communities they serve. They work for social services agencies, nonprofits, and grassroots organizations. Some of the titles held in this area include caseworker, community organizer, community development officer, project manager, researcher, and corporate social responsibility, among other job titles.

The two-course sequence will leverage courses already offered at UCCS: *Collaboration Across Sectors* (PAD 5130/CJ 5130) and *Community Organization and Analysis* (SOC 5180). No new courses are required for this elective cluster. Both of the courses in this elective cluster are listed below with the appropriate UCCS course identification.

- **PAD 5130/CJ 5130 Collaboration Across Sectors** (3) The blurring of the three economic sectors, government, business and nonprofits, continues to increase as more partnerships are developed across sectors. Focuses on collaboration and partnerships involving public, nonprofit and for-profit organizations. Students are expected to gain



an understanding of the issues and policies associated with the bidding, contracting, program delivery and reporting processes when nonprofit organizations are contracted to achieve public sector goals and/or private sector objectives.

- **SOC 5180 Community Organization and Analysis (3)** Comprehensive analysis of race, class, gender, and ethnicity in community settings and review of a range of research methods. Study of community variables; economic, cultural, political and social. Comprehensive analysis of race, class, gender, and ethnicity in community settings and review of a range of research methods.

**6.A.5.e. Certificates Outside Social Work:** As stated previously, the specialized practice curriculum also affords the opportunity for students to tailor their educational needs through 4-course elective clustering (12-credit hours). One avenue to do so is to complete the requirements to earn graduate certificates offered by the School of Public Affairs and other closely assigned disciplines. A few of the possibilities include Public Management, Nonprofit Management, Criminal Justice, Grant Writing, Management & Program Evaluation, Disability Studies, Diversity Studies, and Gerontology. Students may also use the electives to pursue the Certified Addictions Counselor (CAC II) credential. However, this 18-credit certification requires 6 additional credits beyond the MSW.

**6.A.5.f. Master's Thesis:** Some social work students could benefit from completing a thesis as part of their course of study. During the course of the master's thesis, students will conduct a comprehensive review of the theoretical and research literature in the subject area of their thesis and collect original data or analyze existing data in new ways. The thesis requires 6 hours of credit that normally span two semesters. The thesis option is available to MSW students who have achieved an exceptional academic record and who wish to pursue independent research. It counts as 2 elective credits in the course sequence and is suited for students who intend to pursue a PhD degree or to enter a research or policy environment upon completion of the MSW degree.

Minimum eligibility requirements for pursuing a thesis include: a) Matriculation in the MSW program, b) Successful completion of all generalist practice courses, c) Overall GPA of 3.5 or higher, d) Demonstrated ability to pursue research work, as evidenced by two submitted research papers developed in Social Work courses or elsewhere, e) Preliminary identification of a thesis topic or area of interest, f) Agreement from a School of Public Affairs faculty member to serve as the thesis committee chair along with two additional faculty members to serve on the thesis committee, g) Minor exceptions to the above criteria may be made in exceptional circumstances.

**6.B. Extended Study and Advanced Standing:** In an effort to accommodate a wide range of student needs, the MSW program will offer extended study (e.g., part-time) and advanced standing (e.g. accelerated master's degree) programs of study. The extended study option will begin in the candidacy year (year 1). The advanced standing program will begin after the first students begin the specialization phase (year 2).

**6.B.1. Extended Study:** The MSW program of study offers options for full-time (2 years of study; 60 credit hours) and extended study (3 to 4 years of study; 60 credit hours). Regardless of progression through the program, the educational components of each sequencing option are the same. Students choosing the extended study plan will complete the generalist practice

curriculum by taking 6 credit hours a semester. Some students may choose to move to full-time once in the specialized practice portion of their education is complete (2 semesters). However, others may choose to extend the specialized practice courses from 3 to 5 semesters. All MSW students follow the same learning expectations for field education and meet the same requirements for graduation. Courses will be offered in the traditional classroom settings, on-line and in a hybrid format (combination of traditional classroom and on-line). Please note that CSWE requires all generalist practice courses and 1st year field placement expectations to be successfully completed prior to enrolling in the advanced specialized practice courses.

**6.B.2. Advanced Standing Program:** In social work education, the Accelerated Master's Degree (AMP) option is called the Advanced Standing Program (ASP). CSWE allows students with an undergraduate degree from an accredited undergraduate social work program to complete their MSW in 1 year. This option is generally transferable between schools but often includes a time limit between completion of the undergraduate and graduate programs.

It is recommended that UCCS waits until the program is fully accredited (year 4) to begin offering the ASP. Even so, it is important to include the ASP course of study in this document. The proposed plan of study is included in figure 3. Students in the ASP course of study will complete the program in 3 semesters (summer, fall and spring; 36 hours), graduating twelve months after entering the program. The 2 generalist practice review courses will be offered in the summer and are designed to be a condensed mechanism to cover generalist practice content not always covered in Bachelor level social work curriculum and must be successfully completed prior to enrolling in specialized practice courses. Thus, the advanced standing students will take this content in the summer of their first year in order to complete their program in 12 months. Both courses need to be created for the proposed MSW program indicated with a “\*” in the list below.

**Figure 4. Proposed MSW Program of Study, Advanced Standing  
Year 1 Summer Generalist Practice**

Semester 1 (SUMMER )					
Research and Policy Review for Advanced Standing		3	Advanced Standing Seminar		3
Total Student Credit Hours					6
Year 1 Specialized Practice Can be extended into a 2-year program					
Semester 2			Semester 3		
Trauma and Violence		3	Trauma Informed Social Work Practice		3
Psychopathology		3	PAD 5350	Program Evaluation	3
Elective	Elective	3	Elective	Elective	3
Elective	Elective	3	Integrated Field Seminar		3
Field Placement III		3	Field Placement IV		3
Total Student Credit Hours		15	Total Student Credit Hours		15

- \* **Research and Policy Review (3)** The required foundation course, Research and Policy Review provides a comprehensive review of research methods and social welfare policy for the Advanced Standing program. It reviews quantitative and qualitative research

knowledge and skills for evidence-based practice and examines basic concepts in social welfare policy, including the history and philosophical foundations of current welfare policy, fundamental governmental structures, advocacy skills, and policy analysis methods.

- **Advanced Standing Seminar** (3) The required foundation course, Advanced Standing seminar, is designed to provide a common foundation for Advanced Standing students entering the School of Social Work by reviewing and refreshing their knowledge in helping skills and practice evaluation. The Advanced Standing Seminar will cover basic interviewing skills, problem-solving skills at multiple levels and service evaluation.

In addition to the required courses, some Advanced Standing students may wish to take an optional elective in the first summer of their education. Doing so will afford the student the opportunity to complete a certificate in addition to their graduate degree.

## **7. Professional Requirements or Evaluations**

**7.A. Social Work Education:** Social work education programs are accredited by the Council on Social Work Education (CSWE). In Colorado, as is the case in most states, only graduates of accredited schools may call themselves social workers and be considered for licensure. CSWE accreditation requires specific requirements for curriculum (60 credits of which at least 12 are field placements/internships), human resources (at least 6 faculty members with an identified director for each and a field coordinator), and additional resources (sufficient to run the program). A brief overview of accreditation requirements is included below.

**7.B. Faculty Requirements:** For accreditation, CSWE requires faculty who teach social work practice courses have an MSW from a CSWE-accredited program and at least 2 years of post-MSW practice experience. A majority of the MSW faculty needs to hold a doctoral degree, preferably in social work. To facilitate a balance between research and clinical focused faculty both tenure track and non-tenure track career pathways will be utilized for the MSW program.

Tenure track faculty will hold the MSW and a doctorate in social work or a related field. Tenure track faculty will maintain a vibrant research agenda and be evaluated on the 40% teaching, 40% research, and 20% service criterion. Non-tenure track faculty will consist of both a) instructors who hold the MSW only and b) clinical faculty who hold the MSW and a clinically focused doctorate in social work or a clinically focused doctorate in a related field. Non-Tenure track faculty along both pathways (instructor and clinical faculty) will not be expected to maintain a research agenda and will be evaluated on the 80% teaching and 20% service criterion.

To meet CSWE accreditation requirements the MSW program must identify no fewer than 6 full-time faculty assigned to the MSW program, with full-time appointment in social work, and whose principal assignment is to the MSW program. Faculty without the MSW may teach non-practice related courses (e.g., research, policy, and community development courses) but cannot be counted toward the 6 required faculty.

The MSW program also needs to document full-time equivalent faculty-to-student ratio not greater than 1:12 for graduate programs. Faculty on < .51 FTE may be counted toward the faculty to student ratio after the initial 6 required faculty are in place.

For accreditation purposes, student ratios are calculated based on FTE at 15 credit/semester and not on student headcount. Please note the student enrollment included in table 4 is based on the proforma calculations which are calculated using 12 student credit hours per academic semester, which averages full time and extended study. The faculty to student ratio in table 5 accounts for accreditation requirements. Table 5 outlines the manning projections for the MSW program.

**Table 5. Manning Projections:** Projected manning for the MSW program based on student projections, budget allocations, and accreditation considerations.

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Tenure Track Faculty	.5	2	3	4	5	5
Non-Tenure Track Faculty	.5	1	2	2	2	2
Staff	--	1	1	1	1	1
Estimated Full-Time Faculty to Student Ratio	--	8:1	11:1	11:1	11:1	12:1

**Note:** Faculty to student ratio calculations based on FTE of 15 credit/semester

In year 0, the MSW program will require .5 FTE tenure track faculty (associate professor) to serve as the MSW director and .5 FTE Non-Tenure Track faculty to serve as the director of field placements. To begin serving students in year 1, the proposed MSW program will require 1 FTE Non-Tenure Track faculty (director of field placements), 2 tenure track faculty members (1 assistant professor and 1 associate professor/graduate director) and 1 FTE classified staff member (administrative assistant). Year 3 is significant due to the accreditation timeline. As such, progressive hires will occur until year 3 when 4 FTE tenure-track faculty member (3 assistant professors and 1 associate professor/graduate director), 2 FTE non-tenure track professors (1 of which is the director of field placements) will be required to fulfill the CSWE requirement of 6 full-time faculty members assigned to the MSW program.

Based on student projections and faculty to student ratio requirements, by year 5 the program will be able to support 5 FTE tenure-track faculty members, 2 FTE non-tenure track professors and 1 FTE classified staff member.

In addition to the full-time faculty and staff, non-classified staff will be funded through course fees for field practice courses. Requiring a field fee is standard practice in social work education. The field fee will be \$50.00 per credit for field placement courses is included in the proforma but is not part of the overall budget. The field fee will be used to offset field costs including the hiring of unclassified staff members to preform visits to field placement (e.g., internship) sites and coordinate other aspects of the field placement experience.

**7.C. Administrative Requirements:** CSWE requires social work programs to have an identified program director with full-time appointment to the program in which they direct. Institutions with accredited baccalaureate and master's programs must appoint a separate director for each. To carry

out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level.

**7.D. Field Instructor Requirements:** CSWE requires social work programs to identify a person as the field education director. The field education director must hold an MSW from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-MSW practice experience. To carry out the administrative functions of the field education program, at least 50% assigned time is required for MSW program. The person in this position is generally not tenure-track faculty.

**7.E. Resources:** Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. CSWE requires social work programs to have the necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement. Items included in this section include support staff, the library, office and classroom space, access to assistive technology, and financial resources that are sufficient and stable to achieve its mission and goals.

**7.F. Accreditation Process:** The Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Accreditation as the sole accrediting body for social work programs in the USA. CSWE Accreditation begins with a request for candidacy and is then followed by a 3-benchmark process, which typically takes 3 years to earn initial accreditation (CSWE, 2015a).

Candidacy requires successfully demonstrating 6 standards including authorization for CSWE to review the program (ES1), identification of a chief administrator for both the graduate and undergraduate program (ES5), and providing sufficient and firm institutional supports to create, build and maintain the social work education program (ES6) (CSWE, 2015a). UCCS currently meets the 3 additional standards, which include UCCS institutional accreditation (ES2), state level recognition (ES3) and an affirmative action plan (ES4).

**7.G. Accreditation Timetable:** The 3-benchmark process typically takes 3 years and is designed to help new programs develop in a way that meets CSWE accreditation standards (CSWE, 2015a). Accreditation involves demonstrating how programs meet 9 social work competencies through 3 written benchmark self-study reports, 3 commissioner site visits to ensure the content of the reports is accurate, and the council reviewing and voting on how the program met the standards for each benchmark (CSWE, 2015a). CSWE outcome measures are based on how the program achieves these competencies. Initial accreditation is granted upon successful completion of Benchmark III and is retroactive to date of candidacy (CSWE, 2015a). This means that students who were in the program the year in which candidacy was granted but prior to initial accreditation are considered to be from an accredited program, which is an important licensure consideration.

## **8. Institutional Factors**

**8.A. Impact on UCCS resources:** By increasing the number of students enrolled in UCCS, the proposed MSW program will impact existing libraries, educational spaces, and computer and laboratory resources. Although most of the resources needed by the proposed MSW program are already available in the UCCS library, implementation of the MSW program will require an initial

library investment to build a stronger foundation of social work titles. To offset the financial costs of this development, \$5,000 per year for the first 3 years is included in the pro-forma. Additional impact will be mitigated by increase tuition revenue and offset by the 42.6% indirect expense requirements included in the Pro-Forma (attachment F).

**8.B. Impact on other CU campuses:** Upon approval, the MSW and the corresponding Bachelor of Social Work programs proposed by UCCS will be the first social work programs offered within the University of Colorado System. As such, implementation will provide a unique opportunity in the state that is not anticipated to impact other University of Colorado campuses.

**8.C. Interdepartmental Collaborations:** The MSW core curriculum is structured to fully leverage a number of courses currently offered by the Master of Public Administration and Master of Criminal Justice programs. In addition, the proposed MSW will also incorporate several electives and certificates offered by SPA and other colleges throughout UCCS. With one exception, the other required courses are offered by the same school that is proposing this degree, a letter of support and cooperation from the SPA Dean is not required. However, support for this model is included in the written statement from the SPA dean affirming adequacy of resources to support the new program, as outlined in the program's budget, and confirming that projected resources are reasonable (attachment G). The one exception is offered by the Department of Sociology, which is supported by their dean (attachment H).

## **9. Physical Capacity and Needs**

The need for physical space (classrooms, labs, or general use space) will be incorporated into the general use of space in the UCCS system. To mitigate the impact, a number of considerations will be made to ensure the proposed programs do not add to the overtaxed space needs at UCCS. First, courses will be offered in a mixture of in-seat and on-line formats. Most in-seat MSW courses will be offered in the evening. Relying heavily on evening courses will accommodate the largest number of working professional students possible while also de-conflicting with the high-volume classroom needs of day courses. Second, to help ease the space burden on main campus, the program is amenable to offering classes and providing office space in the downtown location. The MSW program is particularly suited for delivery at the proposed downtown UCCS facility as the program will serve a large proportion of working professionals, which can help bring vitality to the new downtown location.

Significant capital construction or equipment needs are not required for the proposed MSW program.

## **10. Cost Description and Source of Funds**

The Cost Description and Source of Funds are included attachment F, Pro-Forma for the Master of Social Work Program and outlined in Table 6 using the template in Appendix A of the University of Colorado Office of Policy and Efficiency APS #1038, New Degree Program Approval. The provost's office identifies institutional overhead costs as 42.6% of the total revenue.

Attachment G includes a written statement from the SPA Dean, George Reed, verifying adequacy of resources to support the new program, as outlined in the program's budget, and confirming that projected resources are reasonable.

**Table 6. Revenue/Expenditure Estimates.** The Revenue and expenditure estimates are outlined using the template in Appendix A of the University of Colorado Office of Policy and Efficiency APS #1038, New Degree Program Approval.

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Projected Revenues</b>						
Resident Tuition Revenue		\$ 385,632	\$ 887,082	\$1,131,890	\$1,334,403	\$1,490,177
Nonresident Tuition Revenue			\$ 28,415	\$ 58,535	\$ 90,437	\$ 155,250
Fee Revenue		\$ 9,000	\$ 20,400	\$ 24,900	\$ 29,400	\$ 33,000
Total Tuition & Fee Revenue						
Institutional Investment	\$ 80,300	\$ 226,047	\$ 113,167	\$ 87,756		
Other Revenues						
Institutional reallocation (explain)						
<b>TOTAL PROGRAM REVENUE</b>	<b>\$ 80,300</b>	<b>\$ 620,079</b>	<b>\$1,049,064</b>	<b>\$1,303,181</b>	<b>\$1,454,240</b>	<b>\$1,678,427</b>
<b>Start up Costs</b>						
Capital Construction/Renovation						
Equipment Acquisitions						
Library Acquisitions	\$0.00	\$ 5,000	\$ 5,000	\$ 5,000	\$0.00	\$0.00
Other		\$ 5,000	\$ 5,000	\$ 5,000		
<b>Projected Expenditures</b>						
Tenured/Tenure Track Faculty	\$ 6,450	\$ 244,200	\$ 330,000	\$ 435,600	\$ 448,800	\$ 462,000
Non-Tenure Track Faculty	\$ 49,600	\$ 84,200	\$ 165,380	\$ 170,000	\$ 173,960	\$ 179,029
Financial Aid specific to program	\$ 5,000	\$ 10,000	\$ 20,000	\$ 30,000	\$ 35,000	\$ 40,000
Program Administration		\$ 59,400	\$ 61,182	\$ 63,360	\$ 65,340	\$ 67,320
Instructional Materials					\$ 5,000	\$ 5,000
Equipment/Supplies	\$ 3,350	\$ 8,500	\$ 12,000	\$ 15,500	\$ 19,000	\$ 22,500
Campus Overhead		\$ 164,279	\$ 390,002	\$ 507,121	\$ 606,982	\$ 700,952
Fee Expenses		\$ 9,000	\$ 20,400	\$ 24,900	\$ 29,400	\$ 33,000
Other Operating	\$ 10,750	\$ 31,100	\$ 40,100	\$ 46,600	\$ 53,100	\$ 57,100
<b>TOTAL PROGRAM EXPENSES</b>	<b>\$ 80,300</b>	<b>\$ 620,079</b>	<b>\$ 1,049,064</b>	<b>\$ 1,303,181</b>	<b>\$ 1,436,582</b>	<b>\$ 1,566,901</b>
<b>NET REVENUE</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 17,658</b>	<b>\$ 111,526</b>

## 11. Other Relevant Information

Eugenia Weiss, PsyD, LCSW, was hired to serve as an external evaluator reviewed this proposal. The external review letter and the reviewer's bio are included in attachment H. In this review, Dr. Weiss strongly supported the proposal and posed 8 questions posed to consider when developing the program (attachment I). The Social Work Development Committee addressed these in a letter to the Provost (attachment J).

The current proposal was unanimously approved by the School of Public Affairs on August 16, 2018 with a vote of 17/0/0.

8/24/2018

Page 26 of 29

**List of attachments:**

**Attachment A:** Proposal for a BSW at UCCS

**Attachment B:** EAB Global Inc. Market Survey

**Attachment C:** 2014 Data Supporting the BSW / MSW Proposal

**Attachment D:** Letters of support for a BSW and MSW in Social Work

**Attachment E:** MSW Sample Curriculum

**Attachment F:** Proforma for the Master of Social Work Program

**Attachment G:** Written statement from the SPA Dean

**Attachment H:** Letter of Support and Cooperation from LAS Dean

**Attachment I:** External Review of the MSW Proposal

**Attachment J:** Response to External Reviewer's Questions



## References

- Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Social Workers, on the Internet at <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm> (visited October 31, 2017a).
- Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Employment and Wages*, May 2016, 21-1029 Child, Family, and School Social Workers, on the Internet at <https://www.bls.gov/oes/current/oes211029.htm> (visited October 31, 2017b).
- Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Employment and Wages*, May 2016, 21-1029 Healthcare Social Workers, on the Internet at <https://www.bls.gov/oes/current/oes211022.htm> (visited October 31, 2017c).
- Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Employment and Wages*, May 2016, 21-1029 Mental Health and Substance Abuse Social Workers, on the Internet at <https://www.bls.gov/oes/current/oes211023.htm> (visited October 31, 2017d).
- Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Employment and Wages*, May 2016, 21-1029 Social Workers, Teachers, on the Internet at <https://www.bls.gov/oes/current/oes211029.htm> (visited October 31, 2017e).
- Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Employment and Wages*, May 2016, 21-1029 Social Workers, All Other, on the Internet at <https://www.bls.gov/oes/2016/may/oes251113.htm> (visited October 31, 2017f).
- Colorado Department of Education, (2017). Standard Requirements for all Colorado Initial Special Services Licenses: School Social Worker. Retrieved from [http://www.cde.state.co.us/cdeprof/licensure\\_ssp](http://www.cde.state.co.us/cdeprof/licensure_ssp)
- Colorado Revised Statutes, 2009 (revised 2017). Professions and Occupations, Mental Health, Social Work. § 12-43-401.
- Council on Social Work Education (2010). Advances Social Work Practice in military Social Work. Retrieved from <https://www.cswe.org/getattachment/75fa605c-03ff-44fb-a6f8-57d102e6fde5/Advanced-Military-Social-Work-Practice-Guidelines.aspx>
- Council on Social Work Education (2014). The Role of Social Work in the Changing Health-Care Landscape Principles for Public Policy. Retrieved from <https://www.cswe.org/getattachment/Advocacy-Policy/RoleofSWintheChangingHealth-CareLandscape-FINAL.pdf.aspx>
- Council on Social Work Education (2015). 2015 Educational Policy and Accreditation Standards. Washington, DC: CSWE Press.
- Health Resources and Services Administration (HRSA) (2016, November). National Projections of Supply and Demand for Behavioral Health Practitioners: 2013-2025. National Center for Health Workforce Analysis; Substance Abuse and Mental Health Services Administration/Office of Policy, Planning, and Innovation. Rockville, Maryland.
- Katuin, J. & Wallenstein, T. (2018, April). Employer Demand for Bachelor's- and Master's-Level Social Work Professionals Analysis of Local Employer Demand and Comparable Programs. Prepared by EAB Global Inc. for UCCS.
- International Federation of Social Workers. (2014, July). Global definition of social work. Retrieved from <http://ifsw.org/get-involved/global-definition-of-social-work/>
- Lin, VW., Lin, J., & Zhang, X. (2016, Jan). U.S. social worker workforce report card: Forecasting nationwide shortages. *Social Work*, 61(1), 7-15.
- National Association of Social Workers (1973). *Standards for social service manpower*. pp. 4-5. Washington, DC. NASW press.

National Association of Social Workers (2017a). Certified Social Worker in Military Service Members, Veterans, and their Families (MVF-SW, MVF-ASW, & MVF-CSW) Retrieved from <https://www.socialworkers.org/Careers/Credentials-Certifications/Apply-for-NASW-Social-Work-Credentials>

National Association of Social Workers (2017b). Certified Social Worker in Health Care (C-SWHC) Retrieved from <https://www.socialworkers.org/Careers/Credentials-Certifications/Apply-for-NASW-Social-Work-Credentials/Certified-Social-Worker-in-Health-Care>

School Social Work Association of America (2017). National School Social Work Practice Model. Retrieved from <https://sswaa.site-ym.com/?page=459>

University of Colorado Colorado Springs, School of Public Affairs (2018). About and Mission webpages. Retrieved from <https://www.uccs.edu/spa/about> and <https://www.uccs.edu/spa/about/mission>.

Yate, M (2017). 6 Fastest Growing Jobs in Education and Social Services. Monster Worldwide Inc. webpage. Retrieved from <https://www.monster.com/career-advice/article/most-stable-professional-sectors-education-social-services>



University of Colorado  
Colorado Springs

**School of Public Affairs**  
ACAD 304  
1420 Austin Bluffs Pkwy.  
Colorado Springs, CO 80918

## **Attachment A**

**Proposal for a Bachelor of Social Work  
School of Public Affairs  
University of Colorado Colorado Springs**



**Proposal for a Bachelor of Social Work  
School of Public Affairs  
University of Colorado Colorado Springs**

**1. Program Description**

The University of Colorado Colorado Springs (UCCS) School of Public Affairs (SPA) seeks approval to develop a Bachelor of Social Work (BSW). The BSW is an undergraduate degree that prepares students for entry-level, professional, generalist social work practice and for graduate social work education. It is important to note that the current proposal is being requested in conjunction with a separate proposal to begin a Master of Social Work (MSW), which is included in attachment A. Together the two proposed degrees will focus on a single professional discipline, which is social work.

The undergraduate program will maximize cross-college interdisciplinary opportunities, while also adhering to accreditation requirements (further outlined in section 7 of this document, Professional Requirements or Evaluations). The proposed programs are designed to meet the known need for accredited undergraduate and graduate social work educational programs in Colorado Springs and Southern Colorado. Upon approval, the BSW and MSW proposed by UCCS will be the first social work programs offered within the University of Colorado system.

**1.a. Practice Protections:** The majority of states in the United States and providences in Canada have both practice and title protection acts, which means only people with a social work degree from an accredited program may call themselves social workers and perform social work designated jobs.

**1.b. The Colorado Definition of a Social Worker:** "Social worker" means a person who has completed an earned master's or bachelor's degree in social work from a social work education program accredited by the Council on Social Work Education [CSWE], or a doctoral degree in social work from a doctoral program within a social work education program accredited by CSWE, and who is practicing within the scope of section Colorado revised Statutes, 2017 § 12-43-401.

**1.c. Undergraduate Student Outcomes:** Graduates of the BSW program will have the knowledge, skills, abilities, and credentials required to be social workers and perform social work jobs at the bachelor's level. Graduates will also qualify to apply for bachelor level licensure where applicable.

Social work education is competency-based. "Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being" (CSWE, 2015, p. 6). Students in the proposed BSW program will work to attain the 9 competencies included in Figure 1 and required by the Council for Social Work Education (CSWE) for all social work programs.

During the course of the program, BSW students will master the competencies at a generalist practice level. Generalist practice is grounded in a liberal arts and person in environment framework (CSWE, 2015). To this end, the proposed BSW program will utilize an interdisciplinary approach to capture both the academic liberal arts emphasis and the necessary knowledge and skills to enter professional social work practice. The required social work courses focus on social work practice, the nature of social work and social welfare, social work research, and the development and behavior of individuals, families, and organizations. Educationally directed field placements, which consist of 400 clock hours of supervised instruction in agency settings in Colorado Springs and surrounding area, provide opportunities for students to apply the lessons of the classroom to the problems of society.

The generalist framework will provide the foundation to prepare graduates for professional and ethical generalist practice with an emphasis on entry-level social workers who are able to work across all client systems at both the micro and macro levels. Emphasis is placed on the use of interdisciplinary evidence-based knowledge and skills for ethical, culturally competent, trauma-informed, and socially and economically just interventions. The curriculum trains social workers to promote human rights and individual, community, and global well-being by practicing in complex, diverse, and dynamic settings and environments.

**Figure 1. CSWE Social Work Core Competencies:** Competencies every social work graduate attains. Level of attainment and degree of practice differs at the undergraduate and graduate level

CSWE Social Work Core Competencies	
Competency 1	Demonstrate Ethical and Professional Behavior
Competency 2	Engage Diversity and Difference in Practice
Competency 3	Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4	Engage in Practice-informed Research and Research-informed Practice
Competency 5	Engage in Policy Practice
Competency 6	Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7	Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8	Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

(CSWE, 2015)

A total of 120 credit hours will be required for graduation. The BSW curriculum is outlined in this document under heading 6 “*Curriculum Description.*”

After completing the program, graduates of the BSW program will identify as professional social workers with the ability to apply critical thinking and ethical principles to complex practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

A BSW degree is one of the most useful and flexible undergraduate degrees one can get in the social services sector. BSW graduates gain the skills needed to work as child and family social workers; mental health and substance abuse social workers; and healthcare social workers. BSW graduates can also qualify for an array of the professional jobs such as Behavioral Management

Aide, Case Management Aide, Child Protective Worker, Community Outreach Worker, Juvenile Court Liaison, Probation Officer, Rehabilitation Case Worker, and Eligibility Worker.

Only graduates from an accredited social work program may hold social work positions and call themselves social workers. Although bachelor level licensure is not available in Colorado at this time, graduates will be eligible to apply for licensure in the 42 US states and protectorates and 9 Canadian providences that have bachelor level licensure. It is anticipated the Colorado will require bachelor level licensure within the next 10 years.

The BSW will also provide the foundation for students who are interested in pursuing the Master of Social Work degree.

## 2. Workforce and Student Demand

Assessment of the workforce and student demand were evaluated independently by EAB Global Inc. (attachment B) with supportive documentation compiled by the UCCS School of Public Affairs (SPA). The EAB Global report used a combination of secondary research of competitor programs and quantitative data analytics to assess the market viability of bachelor's- and master's-level social work programs. The UCCS SPA faculty compiled reports from a variety of sources including a needs assessment conducted in 2014 by the UCCS College of Letters, Arts, and Sciences (LAS: attachment C), Labor Reports, and information from comparable social work programs. Letters of support were also provided by area agencies (attachment D). Each demonstrated a need to hire graduates of the proposed UCCS social work programs. Findings from all of these sources indicates a high workforce and student demand for social work education in Colorado Springs and Southern Colorado.

**2.a. Workforce Demand:** EAB Global Inc. conducted a market study of local needs (attachment B). Their work identified "171 job postings for bachelor's-level social work professionals" (Katuin & Wallenstein, 2018, p. 6) in the local area over the past 12 months. Figure 2 is copied from this report and demonstrates local hiring trends from 2013 to 2017. Although slight fluctuations exist, historic demand identified consistent job opportunities for graduates of the proposed BSW program. These findings mirror data

**Figure 2. Historical Employer Demand:** The table historic employer demand in the Colorado Springs Region was included on page 7 of the independent market survey conducted by EAB Global Inc. (Attachment B)



collected in 2015 by LAS (attachment C). They also mirror regional and national workforce trends.

Social work is a growing profession with anticipated service gaps in Colorado and through the United States. In Colorado, 12,000 social workers are employed across a vast array of professional fields (Bureau of Labor, 2017a). The US Bureau of Labor breaks these into 5 categories 1) child, family, and school, 2) healthcare, 3) mental health and substance abuse, 4) social work teachers, and 5) other.

Of note, 1,450 social workers practice in Colorado Springs and 7,000 social workers practice in the surrounding counties (Bureau of Labor, 2017b). According to Indeed.com, the average social worker salary in Colorado Springs is \$67,251, 28% above the national average. The same source indicated openings for 181 full-time social worker positions within 25 miles of Colorado Springs as of November 27, 2017.

**Table 1. Social Work Wages:** National, State, and Regional Social Work employment and wages reported by the U.S. Department of Labor, Bureau of Labor Statistics, 2017.

		National	Colorado	Colorado Springs	Pueblo	Eastern & Southern CO non-metro	Denver
Child, Family, & School	μ Wage	\$47,510	\$48,520	\$48,520	\$40,180	\$38,620	\$50,790
	Total	298,840	6,460	800	220	260	3,400
	Per 1000 Jobs	2.129	2.58	2.99	3.80	3.94	2.43
Healthcare	μ Wage	\$55,510	\$53,120	\$44,400	\$61,250	\$42,250	\$54,840
	Total	159,310	2,280	330	90	80	1,340
	Per 1000 Jobs	1.135	0.91	1.21	1.56	1.24	.94
Mental Health & Substance Abuse	μ Wage	\$47,880	\$43,480	\$41,340	\$44,480	NR	\$43,610
	Total	114,040	1,770	150	230	30	1,050
	Per 1000 Jobs	.812	.70	.57	3.92	.57	.92
Social Work Educators	μ Wage	\$74,280	\$56,970	NR	NR	NR	\$57,530
	Total	11,860	320	NR	NR	NR	250
	Per 1000 Jobs	.84	0.13	NR	NR	NR	.17
Social Work Other	μ Wage	\$59,410	\$63,360	\$63,360	NR	\$40,790	\$60,490
	Total	59,540	320	170	NR	60	420
	Per 1000 Jobs	.424	.13	.20	NR	.95	.29

(Bureau of Labor, 2017a-2017f)

Nationally, the ten-year job growth predictions (2016-2026) for social work is estimated to range between 15% (Bureau of Labor, 2017a) and 22% (Yates, 2017), which is much faster than most comparable professions. That is 102,100 additional social work positions with an annual median wage of \$46,890.

The US Health Resources and Services Administration (HRSA; 2016) identified a current 20% unmet demand across all behavioral health professions. In this, HRSA (2016) projects a 14% demand increase for Mental Health and Substance Abuse Social Workers with shortages estimated to be between 16,940 FTE (lower band) to 48,540 (upper band). The lower band

estimate is based on use at current supply and demand determinants with the upper band based on projected increase in demand (HRSA, 2016).

A recent workforce report forecasted nationwide shortages of social workers with a total shortfall of over 195,000 social workers predicted by 2030 (Lin, Lin, & Zhang, 2016). The most severe shortages are predicted to occur in the western and southern regions of the US. In Colorado, the ratio of social work shortage per 100,000 population is anticipated to be 42, which translates to 2,443 social work jobs in Colorado without qualified social workers to fill them. A different report stated, “social workers are the leading providers of behavioral health in the U.S., but in Colorado, 56 of the state's 64 counties have a shortage of mental health professionals” (University of Denver, 2016).

Upon approval, the proposed BSW program (and corresponding MSW program) will be the first social work program offered within the University of Colorado System. This will put the University of Colorado at the forefront to meet the growing need for social workers nationally and in the region. They will also address known needs in the Colorado Springs community.

Colorado Springs is the second largest city in the state, with increasing social issues associated with growth and urbanization, yet UCCS does not have an existing social work program. Indeed, social work education is a known need in El Paso County and southern Colorado. Area agencies have written letters support and offered to provide field placement (e.g. internship) opportunities for UCCS students (attachment D).

**2.b. Student Demand:** Several factors were considered when assessing student demand for the BSW program. First, assessment of student (and workforce) demand were evaluated independently by EAB Global Inc. (attachment B). Additional supportive documentation was compiled by the UCCS SPA faculty using a variety of sources including a needs assessment conducted in 2014 by the UCCS LAS (attachment C) and information from comparable social work programs. Using the information from these sources, anticipated enrollment is based on enrollment in social work programs at peer institutions and the aggregate data from Colorado social work programs. It also considers the growing need for social workers in the region and the accreditation timeline.

**2.b.1. Student Target Market:** Two distinct streams of students will be served by the proposed BSW program. First, a large population of students live in the community and want to become social workers. The UCCS Director of Student Recruitment and Admissions Counseling, Chris Beiswanger, stated their office receives a large number of inquiries for social work every year (Personal Communication, 1/11/18). The UCCS Dean of the Graduate School, Kelli Klebe, said social work is the number one program they receive inquiries about for which UCCS does not offer. Thus, the first student stream will be those students who want to be social workers but cannot attend UCCS because social work is not currently offered. It is anticipated that these students will come directly from Colorado Springs and southern Colorado as freshmen or as juniors transferring from community college (e.g., Pikes Peak Community College). However, as the reputation of the program grows, we expect to draw students from beyond the local area including the Denver Metroplex, north and west Colorado, and states participating in the Western Interstate Commission for Higher Education.



Second, a significant proportion of social work students come from disadvantaged communities (CSWE, 2015) and have backgrounds where they used social work services (Black, Jeffreys, & Hartley, 1993; Sellers & Hunter, 2005; Rompf & Royse, 1994). Many social work programs attract and help students succeed when they were not successful in other programs or were at high risk for not completing college otherwise (Collins, Coffey, & Morris, 2010; Sellers & Hunter, 2005; Rompf & Royse, 1994). Research on social work education also shows social work is a popular major for adults returning to school from the workforce after taking significant time away from higher education (Black, Jeffreys, & Hartley, 1993; Sellers & Hunter, 2005; Rompf & Royse, 1994). The BSW program will include mechanisms for such students to successfully complete their degree, which is a known need in the UCCS undergraduate population. It is anticipated that these students will transfer from other universities where they could not finish due to academic and/or financial difficulties, change majors to social work after being unsuccessful in a different major (e.g., Nursing) or declare social work after entering UCCS as an undecided student. Many of the students from this stream will also return to school after dropping out of higher education at an earlier life stage.

**2.b.2. Addressing Student Needs:** To address the needs of a wide range of traditional to nontraditional students, BSW courses will be dispersed in the day and the evening with a focus on the evening. Relying heavily on evening courses will accommodate the largest number of working professional students possible while also de-conflicting with the high-volume classroom needs of day courses. Offering select BSW courses during the day will help meet the needs of traditional undergraduate students. As is the case with all programs in the school of Public Affairs, courses will be offered in-seat, on-line, and in hybrid format. As such, students will be able to complete the program entirely in-seat, entirely on-line or as a combination of the two. This approach will help accommodate both student streams.

UCCS has a large population of students who are military affiliated across all of the academic programs. The BSW program anticipates military affiliated students will be represented along both of the previously discussed student target market streams. Offering the courses using both in-seat and on-line modalities will help accommodate these students who are trying to balance school while also meeting the demands of military life as active duty members, veterans, and dependents. In addition, as discussed in the section 6 of this document, curriculum description, military social work will be an important component of the program. As such, the needs of military students will be incorporated into both the explicit and implicit curriculum.

**2.b.3. Evidence Supporting Enrollment Predictions:** Undergraduate social work programs in Colorado and at comparable institutions outside Colorado provide evidence to support enrollment predictions.

**2.b.3.a. Colorado Enrollment in Social Work Programs:** The assessment of student (and workforce) demand conducted by EAB Global Inc. (attachment B) and Katuin & Wallenstein (2018) identified 4 comparable universities in Colorado with undergraduate social work degrees. Illustrated in table 2, the number of bachelor's degree completion ranged from 11 at a baccalaureate college with 9,500 students (Colorado Mesa University) to 111 at a doctoral university (Colorado State University- Fort Collins).

**Table 2. Colorado MSW Programs:** Reported Bachelor's- and Master's-Level Social Work Program Completions in Colorado in 2015-2016. Data reported by the National Center for Education Statistics, CIP Code 44.07 (Social Work)

Institution	Approximate Institutional Enrollment (Undergraduate/Total)	Carnegie Classification (Basic)	Reported Bachelor's-Level Degree Completions 2016
Colorado Mesa University	9,500 / 9,500	Baccalaureate Colleges: Diverse Fields	11
Colorado State University- Fort Collins	25,688 / 33,413	Doctoral Universities: Highest Research Activity	111
Colorado State University- Pueblo	5,000 / 8,000	Master's Colleges & Universities: Medium Programs	49
Metropolitan State University of Denver	20,000 / 20,500	Master's Colleges & Universities: Medium Programs	68

(Katuin & Wallenstein, 2018)

As further evidence to help predict enrollment, CSWE publishes the annual statistics of social work programs in the US. Although individual school enrollment is difficult to discern, aggregate data about social work enrollment in Colorado can inform enrollment predictions for the UCCS programs. In 2015 there were 908 reported undergraduate social work majors (724 F/T and 184 P/T) attending the 4 accredited social undergraduate programs in Colorado (CSWE, 2015). When considering this information, please know that 1 of these undergraduate programs, Colorado Mesa, received accreditation in 2014, which is the year prior to data collection of the cited report. As such, it is likely this program has not yet reached capacity.

In addition to 4-year undergraduate programs, community colleges also offer social work associates degrees. Although associate degree programs are not accredited, the credits earned in a community college may transfer to accredited undergraduate Social Work programs. In Colorado Springs, Pikes Peak Community College (PPCC) has an associate degree in social work with 120+ students enrolled with an average of 40-50+ graduates each year. The director of the PPCC Associate of Arts (AA) Social Work program stated that most (90%+) transfer to BSW programs in the region (personal communication 1/9/18). In addition, a large proportion of students who attend the PPCC social work program and do not receive their associates degree move into bachelor level social work programs (personal communication 1/9/18). Upon approval of the BSW program, a transfer agreement will be established with the PPCC, thus creating a direct student pathway for these students.

**2.b.3.b. Comparable Program Enrollment Outside Colorado:** In addition to social work programs in Colorado, comparable programs in other states can be used to predict student enrollment for the proposed BSW program. The 4 comparable programs included in table 3 were selected based on similarity to UCCS, including being public institutions in urban communities with

comparable population sizes. Comparable program information from universities outside Colorado was collected in November 2017 by e-mail and telephone

conversations with key stakeholders in the cited social work

programs. Illustrated in Table 3, undergraduate enrollment at the identified comparable programs ranges between 100 and 550 with between 50 and 200+ new students admitted each year.

**Table 3. Comparable MSW Programs:** Sample of social work programs at institutions similar to UCCS.

University	City Pop	Univ. enrollment	Undergrad Enrollment	New Admits
Florida Atlantic Univ.	96,441	30,377	550	200+
Univ. of Memphis	652,717	20,585	350	150+
Univ. of Nebraska - Omaha	446,970	15,526	100	50
Portland State University	639,863	27,229	200	100+

**2.b.4. Student Enrollment Predictions:** From the data included above, it can be ascertained that UCCS can attain a medium-sized undergraduate social work program. Table 4 outlines a conservative estimate of projected new student and total student enrollment years 1-5 for the BSW program. Enrollment projections include both freshmen and transfer students. It also includes students transferring from Pikes Peak Community College (PPCC), as it is anticipated that a transfer agreement will be in place in year 1 with anticipated graduation of the first admitted students in the second year.

**Table 4. Enrollment Predictions:** Student Enrollment predictions using the form included Appendix A of the University of Colorado Office of Policy and Efficiency APS #1038, New Degree Program Approval

	Year 1	Year 2	Year 3	Year 4	Year 5	Full Implementation
<b>Resident Headcount</b>	30	69	90	131	158	158
<b>Nonresident Headcount</b>	5	8	10	15	17	17
<b>Total Headcount</b>	35	77	100	146	175	175
<b>Resident FTE</b>	30	69	90	131	158	158
<b>Nonresident FTE</b>	5	8	10	15	17	17
<b>Total FTE</b>	35	77	100	146	175	175
<b>Degrees Awarded</b>	0	5	10	20	30	40

### 3. Role and Mission Criteria

The proposed BSW program and corresponding proposed MSW program fundamentally address the UCCS vision, by extending and elaborating on our statutory role and mission to “*Advance knowledge, integrate student learning with the spirit of discovery and broaden access to higher*

*education for the benefit of Southern Colorado.*” Given the demonstrated regional need for social workers now and into the foreseeable future, and the lack of established program capacity in graduate social work in Southern Colorado, the two corresponding social work programs are a clear and compelling addition to UCCS’ efforts to improve the fulfillment of our mission.

Investing in a social work program will address the known regional need for social workers across several sectors and provide a gateway to funding sources designed to train social workers. Doing so addresses the eighth strategic goal for this campus, to “*Actively build responsible enrollment growth that helps achieve the UCCS mission and values and contributes to the University’s financial viability*” (UCCS, 2012, p. 6).

The proposed undergraduate and graduate social work degree programs are aligned with several additional UCCS campus priorities. First, the social work profession is grounded in diversity and the needs of those who are poor and disenfranchised. Social workers serve diverse, underserved populations and are generally representative of these communities as well (CSWE, 2015). As such, the programs will address the first, fourth, and sixth UCCS strategic goals. Second, social work education is grounded in pedagogy that applies classroom knowledge to real world experiences, including integration of field practicums for undergraduate (400-hours per student) and graduate (900-hours per student) students. Thus, the programs also exemplify the second strategic goal to “*provide a transformative educational experience that engages students both in and out of the classroom*” (UCCS, 2012, p. 6). Third, field placements require partnerships with community agencies and serve vital roles within these agencies. Based on the conservative enrollment estimates, the two proposed degree programs will be grounded in community collaboration while providing 13,500 service hours to partner agencies in the first year (graduate only) and 61,400 in the fifth year (16,400 undergraduate and 45,000 graduate). As such, the proposed MSW and BSW programs are aligned with the eleventh strategic goal to “*build mutually beneficial cultural, civic, economic and system-wide collaborations with external partners and organizations to advance UCCS and the southern Colorado region*” (UCCS, 2012, p. 6).

The UCCS School of Public Affairs (SPA) offers the appropriate, robust environment for social work programs. The mission of SPA is to “improve the quality of life for people and their communities, here and abroad, through collaborative governance, public service innovation, community engagement, and research” (UCCS, SPA, 2018). Congruent with this mission, social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people (International Federation of Social Workers, 2014). The National Association of Social Workers (NASW) defines social work as “the professional activity of helping individuals, families, groups or communities enhance or restore their capacity for social functioning or creating societal conditions favorable to that goal” (NASW, 1973, pp. 4-5). The proposed social work programs will further this mission and broaden the positive impact SPA has on the community.

“The UCCS School of Public Affairs provides a collaborative environment and an unprecedented combination of rigorous academics, relevant research, practical application, and partnership networks that create the knowledge, skills, experience, and connections needed to create significant impact” (UCCS, 2018). The purpose, mission social work pair nicely with the main

tenants and core beliefs of the SPA. Indeed, social work is a perfect fit for the unique strengths of both UCCS and SPA.

#### **4. Duplication**

Upon approval, the UCCS social work programs will be the first offered within the University of Colorado System. This will put us at the forefront to meet the growing need for social workers both regionally and nationally.

As included in section 2.b.3.a. Colorado Enrollment in Social Work Programs, 4 universities offer undergraduate social work education in Colorado. All 4 of the programs are geographically distant from Colorado Springs. Colorado State University Fort Collins is 127.7 miles (1 hour 54 minutes) from UCCS and Colorado Mesa University is 304.6 miles (4 hours, 50 minutes) from UCCS. Although Colorado State University-Pueblo and Metropolitan State University of Denver are geographically closer to UCCS at 47.9 miles (47 minutes) and 64.2 mi (56 minutes) respectively, the distance is prohibitive for many traditional and non-traditional students. The mission and student populations of both of these universities is also different from UCCS.

It's important to note that Colorado State University-Pueblo's Division of Extended Studies operates in the Education Center on Fort Carson, which is 15 miles south of UCCS. The CSU-Pueblo Division of Extended Studies is designed to meet the needs of military affiliated students and offers baccalaureate degree completion programs on post in Social Work, Sociology, and Sociology with Criminology. The program has a full-time office presence with the ability to assist students with their applications, tuition assistance, course registration, and unofficial advising. However, the extension campus nature of the CSU-Pueblo program does not offer the benefits of a vibrant main campus such as that offered by UCCS. Among the benefits for students at UCCS are student targeted activities, clubs, and speakers, greater access to research-active faculty, and an impressive assortment of liberal-arts offerings including the UCCS compass curriculum. The proposed program will also afford students the opportunity to minor in a large number of areas congruent with social work professions. In addition, offering a BSW at the UCCS campus will afford long term stability for the program and ensure students in Colorado Springs will have access to top-tier social work education at the university serving the community

#### **5. Statutory Requirements**

The proposed BSW program will require a total of 120 credit hours will for graduation. The program adheres to the Student's Bill of Rights as implemented through UCCS campus policy. Although only a few social work courses are included on the list of Colorado Guaranteed Transfer Pathways (gtPathways) courses, these and the general education requirements will be transferrable into the program. Upon approval of the program, gtPathway approval will be sought for appropriate courses.

## 6. Curriculum Description

The proposed BSW will require a total of 120 credit hours for graduation, meet the accreditation requirements outlined by the Council for Social Work Education (CSWE, 2015), and adhere to the UCCS Compass Curriculum requirements. Additional general education requirements, similar to those in place for the existing Bachelor of Arts in Criminal Justice in the School of Public Affairs, are also included. The proposed curriculum is included in attachment E and described in this section. A number of the general education requirements are offered through other UCCS colleges. Upper-Division requirements will utilize 3 courses currently offered (2 in Sociology and 1 in Public Administration) and require the development of 8 new courses. The elective offerings will be shared with the proposed graduate Master of Social Work program (attachment A) and require the development of 6 new courses.

**6.a. General Requirements:** Students will be required to complete a minimum of 120 credit hours, including: 33 undergraduate required Social Work core credit hours (6 of which constitute the field practice sequence); 12 credit hours of social work electives; 47 credit hours of general education requirements as outlined in the degree progress report; 12-18 credit hours in a minor or certificate and 10-16 other elective credit hours.

Students will also be required to meet the following requirements: a minimum of 27 credit hours must be upper-division major courses; a minimum of 400 hours of field education; a grade of C or better in each undergraduate course applied to satisfy major requirements; major requirements may not be taken pass/fail.

Because of CSWE accreditation requirements (CSWE, 2015), the proposed BSW Program cannot grant social work course credit for life experience or previous work experience.

**6.b. Upper-Division Requirement:** Students will be required to complete at least 45 credit hours of upper-division work (courses numbered 3000 and above) to be eligible for the BSW. Students may register for upper-division courses if they have met prerequisites or obtained departmental approval. Courses transferred from a junior/community college carry lower-division credit.

Required coursework includes the following list of core courses. Of these, 3 utilize courses that already exist in the university and 8 will be created specifically for the BSW program. The 3 current courses are listed with the course number below. The 8 that need to be created are indicated with an asterisk (\*) in the list below.

- **\* (2000 level) Introduction to Social Work (3)** Designed to assist students to consider their ability for careers in social work. A focus on the emergence of the social work profession including the professional mission, knowledge, skills, and values. Practice settings, client groups, helping services, career patterns, and practice methods also explored. Approval for Compass Curriculum requirement, Explore, will be requested for this course.
- **SOC 4210 Social Services and Welfare Reform (3)** Provides a sociological examination of the transformation of social welfare within both the United States and

other industrialized nations. Emphasis is placed on the structural forces producing welfare reform, the strategies employed to achieve it, and the differential impact of this reform by race and gender.

- **\* (3000 level) Interviewing Skills and the Helping Relationship in Social Work Practice (3)** Knowledge, values, and skills for entry-level generalist practice in a variety of settings. The social work problem solving process, different size client systems, ethnic-sensitive assumptions, and the worker's regard for person-environment configuration.
- **\* (3000 level) Human Behavior and the Social Environment (3)** Interrelatedness of biological, social, cultural, environmental, and psychological factors in human behavior. Person-in-environment over the life span with special attention to diversity, impact of racism, sexism, and other sociocultural factors. Integration of knowledge into a social work practice perspective. Approval for Compass Curriculum requirement, Navigate, will be requested for this course.
- **SOC 3250 Power, Privilege, and Social Difference (3)** Examines the processes and conditions that produce the systems of differences and privilege shaping our lived experiences. Critically analyzes the prevailing cultural ideologies surrounding class, race, gender, sexuality, and ability. Emphasizes awareness, respect, justice and resolution. Approved for LAS Cultural Diversity requirement. Approved for Compass Curriculum requirement: Inclusiveness (Global/Diversity).
- **\* (3000 level) Social Work Research (3)** Scientific method and research strategies to evaluate one's practice and/or social service delivery. Knowledge of statistical techniques required. Approval for Compass Curriculum requirement writing intensive course will be requested for this course.
- **PAD 3268 Contemporary Issues in Social and Public Policy (3)** Examines a number of social policy issues and the social, economic, and political factors that influence policymaking and implementation. Provides an overview of the American system of social and public policy with emphasis on social welfare policy including health, education, welfare (income security policy), and criminal justice. Provides theoretically based models for analysis and presentation of social policy in legislative, administrative, and agency arenas.
- **\* (4000 level) Social Work Practice with Individuals and Groups (3)** In-depth study of generalist practice with individuals and groups. Practice roles, value dilemmas, and working with people of diverse backgrounds.
- **\* (4000 level) Social Work Practice with Organizations and Communities (3)** Generalist practice with emphasis on organizations and communities, including treatment theories, techniques, and issues. Approval for Compass Curriculum requirement writing intensive course will be requested for this course.
- **\* (4000 level) Field Practice in Social Work I (3)** First of 2 field practice courses. Ten to twelve-hours-per-week supervised agency field practicum with practice situations for developing professional skills, values, and attitudes. Integration of theory and practice and critical examination of oneself as a professional helping person. Preparation for professional social work practice. Concurrent field seminar on the integration of knowledge with practice experiences is part of this course. Capstone project preparation will begin in this course.

- **\* (4000 level) Field Practice in Social Work II (3)** Second of 2 field practice courses. Student will spend ten to twelve-hours-per-week supervised agency field practicum with practice situations for developing professional skills, values, and attitudes. Integration of theory and practice and critical examination of oneself as a professional helping person. Concurrent field seminar on the integration of knowledge with practice experiences is part of this course. Capstone project completion will occur in this course. Approval for Compass Curriculum requirement capstone/summit course will be requested for this course.

**6.c. Minors and Certificates:** Interdisciplinary opportunities are an important component of the proposed BSW program. As such, BSW students will complete at least one 12-18 credit hour cross-disciplinary certificate and/or minor through the School of Public Affairs, the Department of Sociology, and the College of Education including (but not limited to) criminal justice, disability studies, sociology of diversity, social dimensions of health and health care, and gerontology.

**6.d. Electives and Elective Clusters:** BSW students will complete at least one 6-credit social work elective cluster (and are encouraged to consider completing more than one). The elective clusters developed for this program (and the corresponding MSW program) will focus on range of topics relevant to social work, including: child welfare training, military social work, and healthcare social work. Students are encouraged to complete their field placement in a location congruent with the elective cluster selected.

Each of the three elective clusters listed below will be cross-listed with graduate level courses (e.g., 4000/5000 level). They require the development of 2 new courses per area (6 new courses total) which will be shared with the graduate program and open to other disciplines for elective credits.

**6.d.1. Child Welfare Training:** The Title IV-E Stipend Program is the nation's largest consortium of schools of social work and public service agencies providing support for the delivery of a specialized public child welfare curriculum and support for students committed to service in in public child welfare. All social work programs in Colorado work in partnership with the Colorado Department of Human Services to provide stipends (ranging from \$4,000-\$14,000 academic year), field placements, and jobs for successful Title IV-E students. To qualify for this program, child welfare training options are required. To this end, the following two electives will be offered once annually (fall & spring). Both courses need to be created for the proposed BSW program, will be cross listed with the graduate program (4000/5000), and are indicated with a “\*” in the list below.

- **\* (4000/5000 level) Child Welfare I: History, Programs, and Policies** (3 credit hours) The elective, *Child Welfare Management I: History, Programs, and Policies* provides a historic overview and contemporary application of child welfare policy; problems in policy development; contemporary American child welfare services in both public and private domains. The course includes the study of the child welfare system examining history, policies and programs, both state and federal, pertinent to



child maltreatment and juvenile justice. Course cross listed with a 5000-level equivalent.

- **\* (4000/5000 level) Child Welfare II: Skills and Practice Methods** (3 credit hours) The elective, *Child Welfare II: Skills and Practice Methods* provides an overview of the roles and responsibilities of social workers practicing within child welfare system; mastery of practice skills at a range of levels, such as individual, family, and environment designed to develop culturally competent child welfare workers. Emphasis on the special challenges, needed skills, and different strategies and interventions in the provision of culturally responsive child welfare services. Course cross listed with a 5000-level equivalent.

**6.d.2. Military Social Work:** Military social work is an important component of the current proposal as UCCS is in close proximity to 5 military installations. Military members are at the heart of the UCCS community. Military social work is also a growing sub-specialty within the social work profession. Military social work involves practice with military members, veterans, and their families and includes both active duty and civilian positions.

The current social work labor force, including practice with veterans, cannot keep pace with demand. Our engagement in wars - past, present and future - will continue to create a need for a more robust workforce that is ready and able to tackle new challenges. Social workers offer a particular skill set and knowledge base that is beneficial, if not indispensable, to service members, veterans, and their loved ones.

The council on social work education published guidelines for military social work education (CSWE, 2010). The courses proposed for the MSW program are designed to be aligned with these guidelines. The Military Social Work elective cluster will include a 2-course sequence designed to prepare students to care for service members, veterans and their families who are dealing with a range of physical, mental and psychosocial issues. Both courses need to be created for the proposed BSW program, will be cross listed with the graduate program (4000/5000), and are indicated with a “\*” in the list below.

- **\* (4000/5000 level) Social Work Practice with Military Families** (3) The elective course, *Social Work Practice with Military Families* will help students understand the military culture within which military families function and address theory-based and research-informed strategies to intervene with military families at both the micro and macro level of practice. Course cross listed with a 5000-level equivalent.
- **\* (4000/5000 level) Social Work Practice with Service Members and Veterans** (3) The elective course, *Social Work Practice with Service Members and Veterans* addresses the needs of active-duty, retired and deployed service members and veterans at different developmental phases of the military life course, both holistically and within the context of their families and communities. Course cross listed with a 5000-level equivalent.

Social workers trained in the military social work elective cluster will have the skills to work in a range of settings, offering services including (but not limited to) the following: Mental health therapy, from physical illness and disease to family issues and traumatic experiences; Military to civilian life reintegration support; Crisis intervention; Individual and family counseling; Resource

navigation, such as financial, housing and benefit assistance; Aging veteran support and advocacy; and active duty social work. The National Association of Social Workers provides advances specialty credentials in military social work for eligible applicants at the BSW, MSW, and LCSW level (NASW, 2017a). The proposed courses are designed to prepare students to apply for this credential.

**6.d.3. Healthcare Social Work:** Healthcare social work is defined broadly as the professional continuum of services designed to help patients, families and groups improve or maintain optimal functioning in relation to their health (NASW, 2017b). Healthcare social workers provide direct patient care, address social determinants of health in the evolving health-care environment, and respond to the ever-changing needs of those engaged in health care services by modifying and expanding methods for providing services. Healthcare social work activities are focused on the biopsychosocial components of health and/or mental health from a strengths perspective (NASW, 2017b). Social workers fill an important role on the healthcare team by providing direct services, mental healthcare, case management, policy practice, and administrative responsibilities. Indeed, social workers are excellent at helping patients navigate the oftentimes confusing system, and leading health-care transformation in the United States (CSWE, 2014). Evidence shows that the involvement of a social worker in patient care and well-being effectively improves care and outcomes (CSWE, 2014). The demand for social workers to meet the increased health-care needs in the United States is also growing, highlighting the importance of the education and training social workers receive. According to the Bureau of Labor Statistics the need for health-care social workers is predicted to grow much faster than the average for all occupations between 2012 and 2022 (27%) (CSWE, 2014)

The National Association of Social Workers provides advances specialty credentials for eligible applicants at the LCSW level (NASW, 2017b). The two-course elective sequence is grounded in healthcare theory and congruent with the NASW requirements. Both courses need to be created for the proposed BSW program, will be cross listed with the graduate program (4000/5000) and are indicated with a “\*” in the list below.

- **\* (4000/5000 level) Social Work in Health and Mental Health Settings (3)** The elective, *Social Work in Health and Mental Health Settings* is a clinical practice course applies the most recent advanced clinical practice models for health service populations including evidence-based and research-supported clinical intervention skills to work with individuals and their support systems. Course cross listed with a 5000-level equivalent.
- **\* (4000/5000 level) Wellness, Recovery and Integrated Care (3)** The elective, *Wellness, Recovery and Integrated Care* exposes students to current knowledge in health and mental health, wellness and recovery, holistic health, primary prevention interventions, co-occurring behavioral and physical conditions, as well as evidence-based integrated care interventions to improve the well-being of vulnerable populations in a new era of health care reform. Course cross listed with a 5000-level equivalent.

**6.e. Compass Curriculum:** Included in Table 5 and attachment E, the UCCS Compass curriculum requirements will be met through major and general education courses. As is the case with all UCCS undergraduate students, the Gateway Program Seminar (GPA 1010) will introduce students to the educational aims of the Compass general education curriculum. BSW

students will take the Explore (Society, Behavior and Health), the Inclusiveness, and the Sustainability course in the Department of Sociology. The Explore (Arts, Humanities and Cultures) course will be taken in the Department of Philosophy. BSW students may select from a list of options for the Explore (Physical and Natural World) course and the Navigate course (list included in attachment E). As indicated in the course description, approval will be sought for the following courses to be approved for the remaining aspects of the compass curriculum: Social Work Research (3000 level, writing intensive), Social Work Practice with Organizations and Communities (4000 level, writing intensive), and Field Practice in Social Work II (4000 level, summit).

**Table 5: Compass Curriculum:** The BSW compass curriculum requirements will be met through major and general education and major courses

Component	Course
<b>Gateway</b>	GPS 1010
<b>Explore<sup>1</sup></b> – Arts, Humanities and Cultures	PHIL 1120
<b>Explore<sup>1</sup></b> – Society, Behavior and Health	SOC 1110
<b>Explore<sup>1</sup></b> – Physical and Natural World	List provided in attachment E
<b>Navigate<sup>2</sup></b>	List provided in attachment E
<b>Summit<sup>3</sup></b>	Field Placement II
<b>Writing Intensive Course (WIC)<sup>3</sup></b>	Social Work Research (3000 level) Social Work Practice with Organizations & Communities (4000 level)
<b>Inclusiveness<sup>3</sup></b>	SOC 3250 (major requirement)
<b>Sustainability<sup>3</sup></b>	SOC 2260

<sup>1</sup> Explore must be outside major and area requirements.

<sup>2</sup> Navigate must be outside major requirements.

<sup>3</sup> Can count towards other requirements within the Compass Curriculum or within a student's degree program.

In addition to the Compass Courses required for the BSW program, approval will be sought to add Introduction to Social Work (2000 level) as an Explore course and Human Behavior and the Social Environment (3000 level) as a Navigate course. Both courses will be open for any student to take, regardless of major.

**6.f. Similarities and Uniqueness:** The proposed compass curriculum requirements incorporate the UCCS signature undergraduate education program, which is unique to UCCS while also being congruent with national undergraduate educational standards. The Upper-Division Requirements for social work majors adheres to council on social work accreditation standards (CSWE, 2015), which provides generalist social work education and are congruent across all social work programs in the United States of America. The uniqueness of the program lies in the focused elective offerings and a collaborative foundation linking the needs of the region to the program. Together with the unique strengths of UCCS and SPA, the proposed BSW program

will stand out from other BSW programs in Colorado to train social workers who are prepared to serve Colorado Springs and Southern Colorado.

## 7. Professional Requirements or Evaluations

**7.a. Social Work Education:** Social work education programs are accredited by the Council on Social Work Education (CSWE). In Colorado, as is the case in most states, only graduates of accredited schools may call themselves social workers and be considered for licensure. CSWE accreditation requires specific requirements for curriculum, human resources, and additional resources. A brief overview of accreditation requirements is included below.

**7.b. Faculty Requirements:** For accreditation, CSWE requires faculty who teach social work practice courses have an MSW from a CSWE-accredited program and at least 2 years of post-MSW practice experience. Faculty without the MSW may teach non-practice related courses (e.g., research, policy, and community development courses). To facilitate a balance between research and clinical focused faculty both tenure track and non-tenure track career pathways will be utilized for the BSW program.

Tenure track faculty will hold the MSW and a doctorate in social work or a related field. Tenure track faculty will maintain a vibrant research agenda and be evaluated on the 40% teaching, 40% research, and 20% service criterion. Non-tenure track faculty will consist of both a) instructors who hold the MSW only and b) clinical faculty who hold the MSW and a clinically focused doctorate in social work or a clinically focused doctorate in a related field. Non-Tenure track faculty along both pathways (instructor and clinical faculty) will not be expected to maintain a research agenda and will be evaluated on the 80% teaching and 20% service criterion.

To meet CSWE accreditation requirements the baccalaureate social work program must identify no fewer than 2 full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty must have an MSW from a CSWE-accredited program, with a doctoral degree preferred.

**Table 6. Manning Projections:** Projected manning for the BSW program based on student projections, budget allocations, and accreditation considerations.

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Tenure Track Faculty	--	--	--	1	2	2
Non-Tenure Track Faculty	.5	2	2	3	4	5
Staff	.5	1	1	1	1	1
Estimated Full-Time Faculty to Student Ratio	--	17:1	1:25	1:25	1:24	1:25

**Note:** Faculty to student ratio calculations based on FTE of 15 student credit hours/semester

The program also needs to document full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs for the program to be accredited. Ratios are

generally calculated based on student credit hour and not headcount. Also, faculty on < .51 FTE may be counted toward the faculty to student ratio at the equivalent FTE once the initial 2 full time faculty are in place.

Table 5 illustrates the projected manning required to support the proposed BSW program for the first 5 years. Manning is based on the number students projected with consideration of the CSWE 1:25 faculty to student ratio requirements. It is important to note, the CSWE required faculty to student ratios are higher than that advertised as the UCCS average, which is 1:17.

In year 0, the proposed BSW program will require .5 FTE non-tenure track faculty to serve as the director of the BSW program and .5 administrative assistant to support the program. In year 1 the proposed BSW program will be able to support 2 FTE non-tenure track faculty (1 director of the BSW program and 1 director of field placements) and 1 FTE classified staff member (administrative assistant). Year 3 is significant due to the accreditation timeline. As such, in year 3, the proposed BSW program will require 1 FTE tenure-track faculty member (assistant professor), 3 FTE non-tenure track professor (1 instructor and 2 clinical assistant professors).

Based on student projections and faculty to student ratio requirements, by year 5 it is anticipated that the proposed BSW program will be able to support 2 FTE tenure-track faculty member (assistant professor), 5 FTE non-tenure track professors, and 1 FTE classified staff member (administrative assistant).

In addition to the full-time faculty and staff, non-classified staff will be funded through course fees for field practice courses. Requiring a field fee is standard practice in social work education. The field fee will be \$50.00 per credit for field placement courses (6 SCH per undergraduate student in the final year of study) is included in the proforma but is not part of the overall budget. The field fee will be used to offset field costs including the hiring of unclassified staff members to preform visits to field placement (e.g., internship) sites and coordinate other aspects of the field placement experience.

**7.c. Administrative Requirements:** Social work programs must have an identified program director with full-time appointment to the program in which they direct. Institutions with accredited baccalaureate and master's programs must appoint a separate director for each. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level and a minimum of 50% assigned time is required at the master's level.

**7.e. Field Instructor Requirements:** The program must identify the field education director with an MSW from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-MSW practice experience. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs.

**7.f. Resources:** Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement. Items

addressed in this section include support staff, the library, office and classroom space, access to assistive technology, and financial resources that are sufficient and stable to achieve its mission and goals.

**7.g. Accreditation Process:** The Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Accreditation as the sole accrediting body for social work programs in the USA. CSWE Accreditation begins with a request for candidacy and is then followed by a 3-benchmark process, which typically takes 3 years to earn initial accreditation (CSWE, 2015a).

Candidacy requires successfully demonstrating 6 standards including authorization for CSWE to review the program (ES1), identification of a chief administrator for both the graduate and undergraduate program (ES5), and providing sufficient and firm institutional supports to create, build and maintain the social work education program (ES6) (CSWE, 2015a). UCCS currently meets the 3 additional standards, which include UCCS institutional accreditation (ES2), state level recognition (ES3) and an affirmative action plan (ES4).

**7.h. Accreditation Timetable:** The 3-benchmark process typically takes 3 years and is designed to help new programs develop their program in a way that meets CSWE accreditation standards (CSWE, 2015a). Accreditation involves demonstrating how programs meet 9 social work competencies through 3 written benchmark self-study reports, 3 commissioner site visits to ensure the content of the reports is accurate, and the council reviewing and voting on how the program met the standards for each benchmark (CSWE, 2015a). CSWE outcome measures are based how the program achieves these competencies.

Initial accreditation is granted upon successful completion of Benchmark III and is retroactive to date of candidacy (CSWE, 2015a). This means that students who were in the program the year in which candidacy was granted but prior to initial accreditation are considered to be from an accredited program, which is an important licensure consideration.

## **8. Institutional Factors**

**8.a. Impact on UCCS Resources:** By increasing the number of students enrolled in UCCS, the proposed BSW program will impact existing libraries, educational spaces, faculty space, and computer and laboratory resources. Although most of the resources needed by the proposed BSW program are already available in the UCCS library, implementation of the BSW program will require an initial library investment to build a stronger foundation of social work titles. To offset the financial costs of this development, \$5,000 per year for the first 3 years is included in the proforma. Additional impact will be mitigated by increase tuition revenue and offset by the 42.6% indirect expense requirements included in the proforma (attachment F).

**8.a. Impact on Other CU Campuses:** Upon approval, the BSW and the corresponding Master of Social Work programs proposed by UCCS will be the first social work programs offered within the University of Colorado System. As such, implementation will provide a unique opportunity in the state that is not anticipated to impact other University of Colorado campuses.

**8.b. Interdepartmental Collaborations:** The proposed BSW program is structured to fully leverage a number of existing general education courses as well as several upper division sociology and public administration courses. The sociology courses are offered through the UCCS College of Letters Arts and Sciences (LAS). A letter of support from the LAS Dean is included in Attachment G. The Public Administration courses are offered through the UCCS School of Public Affairs (SPA), which is the same college the proposed social work program will be housed in. As such, a letter of support and cooperation from the SPA Dean is not required. However, support for this model is included in the written statement from the SPA Dean affirming adequacy of resources to support the new program, as outlined in the program's budget, and confirming that projected resources are reasonable (attachment H).

## **9. Physical Capacity and Needs**

With the integration of program students into the existing courses, the need for physical space (classrooms, labs, or general use space) will be incorporated into the general use of space in the UCCS system. To mitigate the impact, a number of considerations will be made to ensure the proposed programs do not add to the overtaxed space needs at UCCS. First, courses will be offered in a mixture of in-seat and on-line formats. Most in-seat MSW courses will be offered in the evening while the BSW courses will be dispersed in the day and the evening. Relying heavily on evening courses will accommodate the largest number of working professional students possible while also de-conflicting with the high-volume classroom needs of day courses. Second, to help ease the space burden on main campus, the program is amenable to offering classes and providing office space in the downtown location. The BSW program is particularly suited for delivery at the proposed downtown UCCS facility as the program will serve a number of working students, which can help bring vitality to the new downtown location.

Significant capital construction or equipment needs are not required for the proposed BSW program.

## **10. Cost Description and Source of Funds**

The Cost Description and Source of Funds are included attachment F, proforma for the Bachelor of Social Work Program and outlined in Table 6 using the template in Appendix A of the University of Colorado Office of Policy and Efficiency APS #1038, New Degree Program Approval. The provost's office identifies institutional overhead costs as 42.6% of the total revenue.

**Table 7. Revenue/Expenditure Estimates:** The revenue and expenditure estimates are outlined using the template in Appendix A of the University of Colorado Office of Policy and Efficiency APS #1038, New Degree Program Approval

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Projected Revenues</b>						
Resident Tuition Revenue		\$281,499	\$667,699	\$902,745	\$1,365,434	\$1,696,969
Nonresident Tuition Revenue		\$100,796	\$164,800	\$216,229	\$ 335,289	\$ 392,159
Fee Revenue			\$ 2,700	\$ 4,200	\$ 8,400	\$ 12,900
Total Tuition & Fee Revenue						
Institutional Investment	\$111,800	\$ 97,303				
Other Revenues						
Institutional reallocation (explain)						
<b>TOTAL PROGRAM REVENUE</b>	\$111,800	\$479,598	\$835,199	\$1,123,174	\$1,709,123	\$2,102,028
<b>Start up Costs</b>						
Capital Construction/Renovation						
Equipment Acquisitions						
Library Acquisitions	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000		
Other		\$ 5,000	\$ 5,000	\$ 5,000		
<b>Projected Expenditures</b>						
Tenured/Tenure Track Faculty				\$ 99,000	\$201,960	\$208,560
Non-Tenure Track Faculty	\$ 50,200	\$177,000	\$266,800	\$277,400	\$367,200	\$474,160
Financial Aid specific to program	\$ 4,000	\$ 8,000	\$ 8,800	\$ 9,600	\$ 11,800	\$ 14,000
Program Administration	\$ 33,000	\$ 68,640	\$ 70,620	\$ 72,600	\$ 73,920	\$ 76,560
Instructional Materials					\$ 5,000	\$ 5,000
Equipment/Supplies	\$ 3,350	\$ 8,500	\$ 10,000	\$ 11,500	\$ 13,000	\$ 14,500
Campus Overhead		\$185,858	\$405,645	\$557,567	\$833,732	\$1,004,968
Fee Expenses			\$ 2,700	\$ 4,200	\$ 8,400	\$ 12,900
Other Operating	\$ 16,250	\$ 21,600	\$ 21,600	\$ 25,000	\$ 30,000	\$ 32,500
<b>TOTAL PROGRAM EXPENSES</b>	\$111,800	\$479,598	\$796,165	\$1,068,467	\$ 1,546,613	\$1,844,949
<b>NET REVENUE</b>	\$ 0.00	\$ 0.00	\$ 39,034	\$ 54,707	\$ 162,510	\$ 257,279

Attachment H includes a written statement from the SPA Dean, George Reed, verifying adequacy of resources to support the new program, as outlined in the program's budget, and confirming that projected resources are reasonable.

## 11. Other Relevant Information

The current proposal was unanimously approved by the School of Public Affairs on August 16, 2018 with a vote of 17/0/0.



**Attachment A:** Proposal for an MSW at UCCS  
**Attachment B:** EAB Global Inc. Market Survey  
**Attachment C:** 2014 Data Supporting the BSW / MSW Proposal  
**Attachment D:** Letters of support for a BSW and MSW in Social Work  
**Attachment E:** BSW Sample Curriculum  
**Attachment F:** Pro-Forma for the Bachelors of Social Work Program  
**Attachment G:** Letter of Support and Cooperation from LAS Dean  
**Attachment H:** Written statement from the SPA Dean

## References

- Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Social Workers, on the Internet at <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm> (visited *October 31, 2017a*).
- Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Employment and Wages*, May 2016, 21-1029 Child, Family, and School Social Workers, on the Internet at <https://www.bls.gov/oes/current/oes211029.htm> (visited *October 31, 2017b*).
- Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Employment and Wages*, May 2016, 21-1029 Healthcare Social Workers, on the Internet at <https://www.bls.gov/oes/current/oes211022.htm> (visited *October 31, 2017c*).
- Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Employment and Wages*, May 2016, 21-1029 Mental Health and Substance Abuse Social Workers, on the Internet at <https://www.bls.gov/oes/current/oes211023.htm> (visited *October 31, 2017d*).
- Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Employment and Wages*, May 2016, 21-1029 Social Workers, Teachers, on the Internet at <https://www.bls.gov/oes/current/oes211029.htm> (visited *October 31, 2017e*).
- Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Employment and Wages*, May 2016, 21-1029 Social Workers, All Other, on the Internet at <https://www.bls.gov/oes/2016/may/oes251113.htm> (visited *October 31, 2017f*).
- Colorado Revised Statutes, 2009 (revised 2017). Professions and Occupations, Mental Health, Social Work. § 12-43-401.
- Council on Social Work Education (2015). 2015 Educational Policy and Accreditation Standards. Washington, DC: CSWE Press.
- Health Resources and Services Administration (HRSA) (2015). National Projections of Supply and Demand for Behavioral Health Practitioners: 2013-2025. National Center for Health Workforce Analysis; Substance Abuse and Mental Health Services Administration/Office of Policy, Planning, and Innovation. Rockville, Maryland.
- Katuin, J. & Wallenstein, T. (2018, April). Employer Demand for Bachelor's- and Master's-Level Social Work Professionals: Analysis of Local Employer Demand and Comparable Programs. Prepared by EAB Global Inc. for UCCS.
- International Federation of Social Workers. (2014, July). Global definition of social work. Retrieved from <http://ifsw.org/get-involved/global-definition-of-social-work/>
- Lin, VW., Lin, J., & Zhang, X. (2016, Jan). U.S. social worker workforce report card: Forecasting nationwide shortages. *Social Work*, 61(1), 7-15.
- National Association of Social Workers (1973). *Standards for social service manpower*. pp. 4-5. Washington, DC. NASW press.
- University of Colorado Colorado Springs, School of Public Affairs (2018). About and Mission webpages. Retrieved from <https://www.uccs.edu/spa/about> and <https://www.uccs.edu/spa/about/mission>.
- Yate, M (2017). 6 Fastest Growing Jobs in Education and Social Services. Monster Worldwide Inc. webpage. Retrieved from <https://www.monster.com/career-advice/article/most-stable-professional-sectors-education-social-services>



University of Colorado  
Colorado Springs

**School of Public Affairs**  
ACAD 304  
1420 Austin Bluffs Pkwy.  
Colorado Springs, CO 80918

## **Attachment B**

### **EAB Global Inc. Market Survey**



DATA SNAPSHOT

# Employer Demand for Bachelor's- and Master's- Level Social Work Professionals

Analysis of Local Employer Demand and Comparable  
Programs

Jacquelyn Katuin  
*Market Research Associate*

Tess Wallenstein  
*Market Research Manager*

## LEGAL CAVEAT

EAB Global, Inc. ("EAB") has made efforts to verify the accuracy of the information it provides to members. This report relies on data obtained from many sources, however, and EAB cannot guarantee the accuracy of the information provided or any analysis based thereon. In addition, neither EAB nor **any of its affiliates (each, an "EAB Organization") is in the business of giving legal, accounting, or other professional advice, and its reports should not be construed as professional advice.** In particular, members should not rely on any legal commentary in this report as a basis for action, or assume that any tactics described herein would be permitted by applicable law **or appropriate for a given member's situation.** Members are advised to consult with appropriate professionals concerning legal, tax, or accounting issues, before implementing any of these tactics. No EAB Organization or any of its respective officers, directors, employees, or agents shall be liable for any claims, liabilities, or expenses relating to (a) any errors or omissions in this report, whether caused by any EAB organization, or any of their respective employees or agents, or sources or other third parties, (b) any recommendation by any EAB Organization, or (c) failure of member and its employees and agents to abide by the terms set forth herein.

EAB is a registered trademark of EAB Global, Inc. in the United States and other countries. Members are not permitted to use these trademarks, or any other trademark, product name, service name, trade name, and logo of any EAB Organization without prior written consent of EAB. Other trademarks, product names, service names, trade names, and logos used within these pages are the property of their respective holders. Use of other company trademarks, product names, service names, trade names, and logos or images of the same does not necessarily constitute (a) an endorsement by such company of an EAB Organization and its products and services, or (b) an endorsement of the company or its products or services by an EAB Organization. No EAB Organization is affiliated with any such company.

IMPORTANT: Please read the following.

EAB has prepared this report for the exclusive use of its members. Each member acknowledges and agrees that this report and the information contained herein (collectively, **the "Report") are confidential and proprietary** to EAB. By accepting delivery of this Report, each member agrees to abide by the terms as stated herein, including the following:

1. All right, title, and interest in and to this Report is owned by an EAB Organization. Except as stated herein, no right, license, permission, or interest of any kind in this Report is intended to be given, transferred to, or acquired by a member. Each member is authorized to use this Report only to the extent expressly authorized herein.
2. Each member shall not sell, license, republish, distribute, or post online or otherwise this Report, in part or in whole. Each member shall not disseminate or permit the use of, and shall take reasonable precautions to prevent such dissemination or use of, this Report by (a) any of its employees and agents (except as stated below), or (b) any third party.
3. Each member may make this Report available solely to those of its employees and agents who (a) are registered for the workshop or membership program of which this Report is a part, (b) require access to this Report in order to learn from the information described herein, and (c) agree not to disclose this Report to other employees or agents or any third party. Each member shall use, and shall ensure that its employees and agents use, this Report for its internal use only. Each member may make a limited number of copies, solely as adequate for use by its employees and agents in accordance with the terms herein.
4. Each member shall not remove from this Report any confidential markings, copyright notices, and/or other similar indicia herein.
5. Each member is responsible for any breach of its obligations as stated herein by any of its employees or agents.
6. If a member is unwilling to abide by any of the foregoing obligations, then such member shall promptly return this Report and all copies thereof to EAB.

# Table of Contents

---

1) Research Methodology .....	4
Project Challenge .....	4
Methodology and Definitions .....	4
<b>Burning Glass Labor/Insight™</b> .....	4
Project Sources .....	5
Profiled Institutions.....	5
2) Executive Overview .....	6
3) Employer Demand .....	7
Demand over Time .....	7
Common Job Titles .....	8
In-Demand Skills.....	9
4) Comparable Programming.....	10
Profiled Program Characteristics .....	10
Degree Completions.....	11

# 1) Research Methodology

---

## Project Challenge

Leadership at the University of Colorado-Colorado Springs approached the Forum as they considered the market demand for **bachelor's- and master's-**level social work professionals. Through a combination of secondary research of competitor programs and quantitative data analytics, the Forum sought to assess the market viability of **bachelor's- and master's-**level social work programs.

**EAB's market research function provides insights which guide strategic programmatic decisions at member institutions.** The Forum combines qualitative and quantitative data to help administrators identify opportunities for new program development, assess job market trends, and align curriculum with employer and student demand.

EAB reports rely primarily on labor market data from the Burning Glass **Labor/Insight™ tool (description below)**. Reports occasionally use data from the United States Census Bureau and United States Bureau of Labor Statistics data to explore occupation and job trends. Market research reports may also incorporate Integrated Postsecondary Education Data System (IPEDS) data to assess student enrollment, demographics, and completion rates across competitor programs.

## Methodology and Definitions

**Methodology:** Unless stated otherwise, this report includes data from online job postings from April 2017 to March 2018. The Forum identified historical trends in employer demand, common job titles, and in-demand skills for **bachelor's- and master's-**level social work professionals.

**Definitions:** "Local data" and "local" refer the following counties:

- |                 |                   |
|-----------------|-------------------|
| • Baca, CO,     | • Huerfano, CO,   |
| • Bent, CO,     | • Kiowa, CO,      |
| • Cheyenne, CO, | • Kit Carson, CO  |
| • Costilla, CO, | • Las Animas, CO, |
| • Crowley, CO,  | • Lincoln, CO,    |
| • Custer, CO    | • Otero, CO,      |
| • Douglas, CO,  | • Park, CO,       |
| • El Paso, CO,  | • Prowers, CO,    |
| • Elbert, CO,   | • Pueblo, CO, and |
| • Fremont, CO,  | • Teller, CO.     |

Annual growth in job postings is measured in the change between July 2013 and December 2017 by six-month halves (i.e., H2 2014 is July 2014 to December 2014).

## Burning Glass Labor/Insight™

### **EAB's Partner for Real-Time Labor Market Data**

This report includes data made available through EAB's partnership with Burning Glass Technologies, a Boston-based leader in human capital data analytics. Burning Glass Technologies specializes in the use of web spidering technology to mine more than 80 million online job postings and analyze real-time employer demand. Under this partnership, EAB may use Burning Glass's proprietary Labor/Insight™ tool to answer member questions about employer demand for educational requirements, job titles, and competencies over time, as well as by geography. The tool considers job

postings “unspecified” for a skill, industry, employer, geography, certification, or educational requirement when the job posting did not advertise for one of these particular job characteristics. Unspecified postings represent null values and should be excluded from the total number (n value) of job postings analyzed in the query. A more complete description of the tool is available at <http://www.burning-glass.com/products/laborinsight-market-analysis/>.

For more information about the Labor/Insight™ tool, please contact Betsy Denious, Director of Business Development Learning & Policy at [bdenious@burning-glass.com](mailto:bdenious@burning-glass.com) or 301-525-6596.

## Project Sources

The Forum consulted the following sources for this report:

- EAB’s internal and online research libraries ([eab.com](http://eab.com))
- Profiled program webpages:
  - Colorado Mesa University, Bachelor’s Degree in Social Work, Accessed April 2018, <https://www.coloradomesa.edu/social-behavioral-sciences/degrees/social-work.html>
  - Colorado State University-Pueblo, Bachelor of Social Work, Accessed April 2018, <https://www.csupueblo.edu/social-work/about.html>
  - Metropolitan State University of Denver, Bachelor of Science in Social Work, Accessed April 2018, <https://msudenver.edu/programs/social-work-major-bs.shtml>
  - University of Denver, Master of Social Work, Accessed April 2018, <https://www.du.edu/socialwork/programs/oncampus/index.html>

## Profiled Institutions

The Forum prioritized research of institutions identified by administrators at the University of Colorado-Colorado Springs, as well as similarly sized public institutions in urban areas. The Forum profiled programs via secondary research at the following institutions:

### A Guide to Institutions Profiled in this Brief<sup>1</sup>

Institution	Location	Approximate Institutional Enrollment (Undergraduate/Total)	Carnegie Classification
Colorado Mesa University	Mountain West	9,500 / 9,500	Baccalaureate Colleges: Diverse Fields
Colorado State University-Pueblo	Mountain West	5,000 / 8,000	Master's Colleges & Universities: Medium Programs
Metropolitan State University of Denver	Mountain West	20,000 / 20,500	Master's Colleges & Universities: Medium Programs
University of Denver	Mountain West	6,000 / 11,500	Doctoral Universities: Higher Research Activity

1) National Center for Education Statistics.



## 2) Executive Overview

---

**Local employers express greater demand for master's-level social work professionals than bachelor's-level social work professionals** in the last year. Employers in the local area post 327 job postings for master's-level social work professionals in the past 12 months, compared to 171 job postings for bachelor's-level social work professionals in this period. Local employer demand for master's-level social work professionals rose five percent from H2 2013 to H2 2017 (i.e., 148 to 155 job postings). However, local demand for bachelor's-level social work professionals fell slightly, from 90 job postings in H2 2013 to 89 job postings in H2 2017. Most recently, local demand for bachelor's-level social work professionals increased 33 percent from 67 job postings in H2 2016 to 89 job postings in H2 2017.

A greater number of reported **master's-level social work degree completions than bachelor's-level social work completions** in Colorado may suggest a **more favorable market for master's-level social work programs**. Colorado institutions report 400 master's-level social work degree completions in the 2015-16 academic year, greater than the 239 bachelor's-level social work degree completions reported in the same year. The University of Denver reports the most master's-level social work degree completions in 2015-16, with 260 reported completions. **Administrators should note the University of Denver does not offer a bachelor's-level social work program. Only two Colorado institutions report both bachelor's- and master's-level social work degree completions in 2015-16 (i.e., Colorado State University-Fort Collins, for-profit Argosy University-Denver).**

**Should administrators offer a master's-level social work program, include existing courses in clinical mental health counseling to ensure students gain in-demand skills. Incorporate courses from the University's master's-level clinical mental health counseling program to reduce initial program development costs (e.g., allow professors to teach in both programs). If administrators develop a master's-level social work program, offer concentrations to confer relevant mental health and leadership skills such as 'psychology,' 'treatment planning,' and 'clinical experience' and align with peer programming. Metropolitan State University of Denver and the University of Denver offer concentrations in mental health and leadership in existing master's-level social work programs.**

Emphasize potential career outcomes program marketing materials to attract prospective students with diverse career interests. **In addition to 'social worker' roles, local employers frequently seek bachelor's- and master's-level social work professionals to fill management roles such as 'case manager,' 'nurse manager' and 'community manager.'** Additionally, local employers express demand for program graduates to fill counselor roles, including **'treatment counselor' and 'mental health counselor.'** Online marketing materials for the profiled program at Colorado Mesa University emphasize practice areas for social workers such as mental health, alcohol and drug abuse, and geriatrics.

### 3) Employer Demand

#### Demand over Time

#### Local Demand for Social Work Professionals with a **Master's Degree Increased More Quickly than Demand for Social Work Professionals with a Bachelor's Degree**

Local employers post 89 job postings for bachelor's-level social work professionals in H2 2017, a one percent decrease from the 90 job postings in H2 2013. Most recently, local demand for bachelor's-level social work professionals increased 33 percent from 67 job postings in H2 2016 to 89 job postings in H2 2017. Local employers commonly seek bachelor's-level social work professionals to fill 'mental health counselor' roles. The Bureau of Labor Statistics (BLS) projects 23 percent employment growth for "mental health counselors" between 2016 and 2026, faster than the average seven percent growth projected across all occupations.<sup>2</sup>

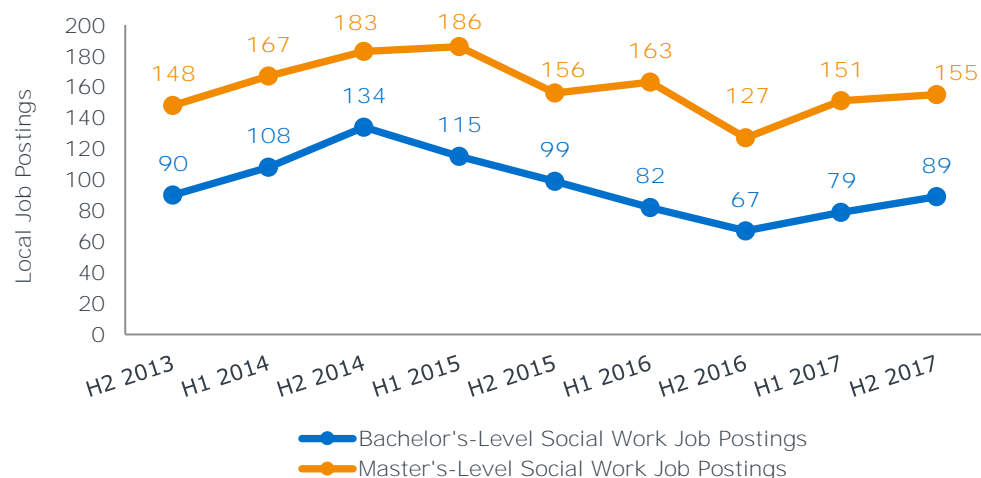
Employer demand for master's-level social work professionals rose five percent from 148 job postings in H2 2013 to 155 job postings in H2 2017. Local employer demand for master's-level social work professionals peaked in H1 2015 at 186 job postings, followed by a 32 percent decline in demand by H2 2016 (i.e., 186 to 127 job postings). Demand for master's-level social work professionals then increased 22 percent between H2 2016 and H2 2017 (i.e., 127 to 155 job postings). Local employers most frequently express demand for master's-level social work professionals to fill 'social worker' roles (i.e., 66 job postings). The BLS projects 16 percent growth in employment of "social workers" from 2016 to 2026. The BLS attributes faster than average projected employment growth for "social workers" to increasing demand for health care and social services.<sup>3</sup>

**!**  
Greater Demand  
for Master's-  
Level Social Work  
Professionals

In the past year, local employers seek master's-level social work professionals in 327 job postings, compared with 171 job postings for bachelor's-level social work professionals.

#### Historical Employer Demand for Bachelor's- and Master's-Level Social Work Professionals

July 2013-December 2017, Local Data<sup>4</sup>



2) Bureau of Labor Statistics, Mental Health Counselor, <https://data.bls.gov/projections/occupationProj>

3) Bureau of Labor Statistics, Social Workers, <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm>

4) Burning Glass Labor/Insight™

## Common Job Titles

### Identify Commonly Posted Job Titles in Marketing Materials to Convey the Diverse Career Opportunities Available to Graduates

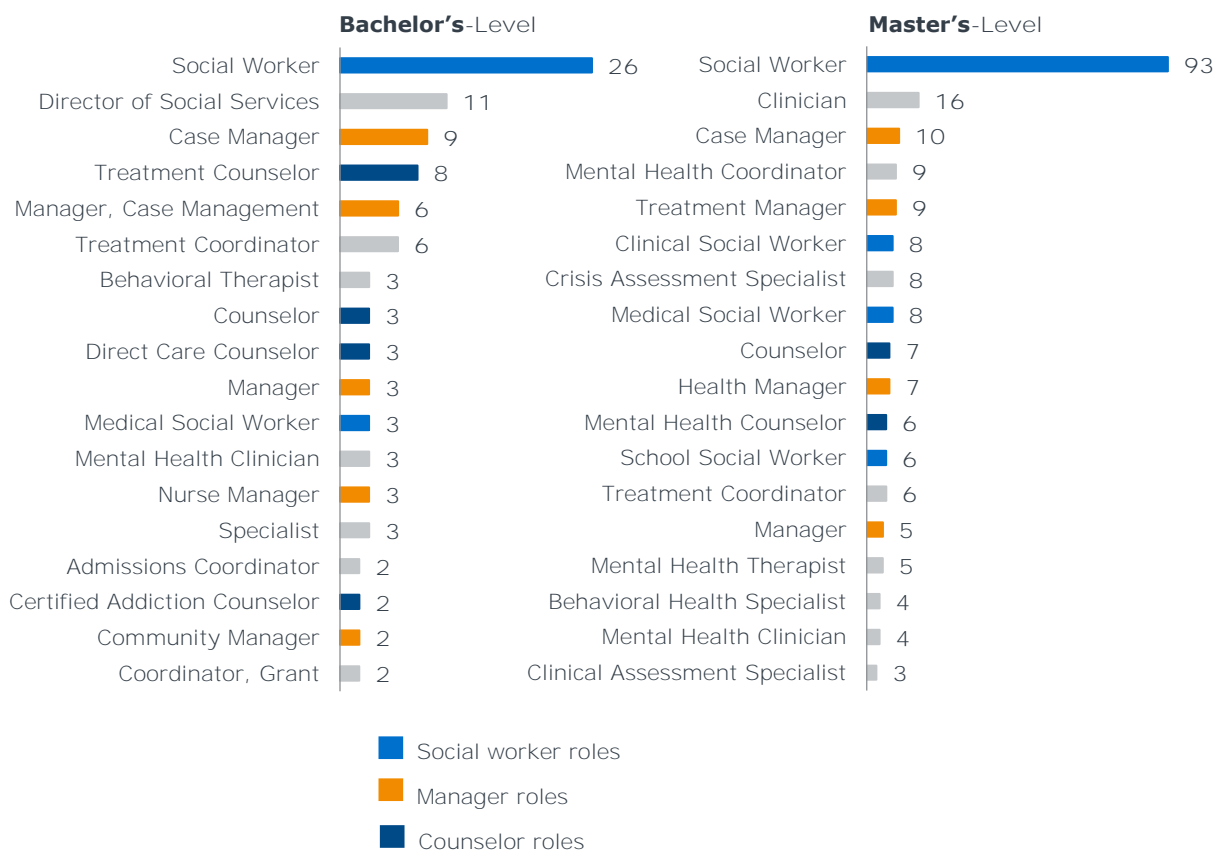
As expected, local employers express the greatest demand for bachelor's- and master's-level social work professionals for 'social worker' positions, with 26 and 93 job postings in the last year, respectively. In addition to 'social worker' roles, local employers express demand for bachelor's- and master's-level program graduates to fill counselor roles, such as 'treatment counselor' and 'mental health counselor.'

Local employers also frequently seek bachelor's- and master's-level social work professionals to fill management roles such as 'case manager,' 'nurse manager' and 'community manager.' Employers express demand for bachelor's-level social work professionals for 'case manager' positions in nine job postings in the past 12 months. Similarly, local employers seek master's-level social work professionals to fill 'treatment manager' jobs in nine job postings in the last year.

### Common Job Titles for Bachelor's- and Master's-Level Social Work Professionals

April 2017-March 2018, Local Data<sup>5</sup>

n(bachelor's-level)=171 job postings, 0 unspecified postings; n(master's-level)=327 job postings, 0 unspecified postings



5) Burning Glass Labor/Insight™

## In-Demand Skills

### Incorporate Existing **Master's**-Level Mental Health Counseling Coursework in Social Work Curriculum to Confer In-Demand Skills

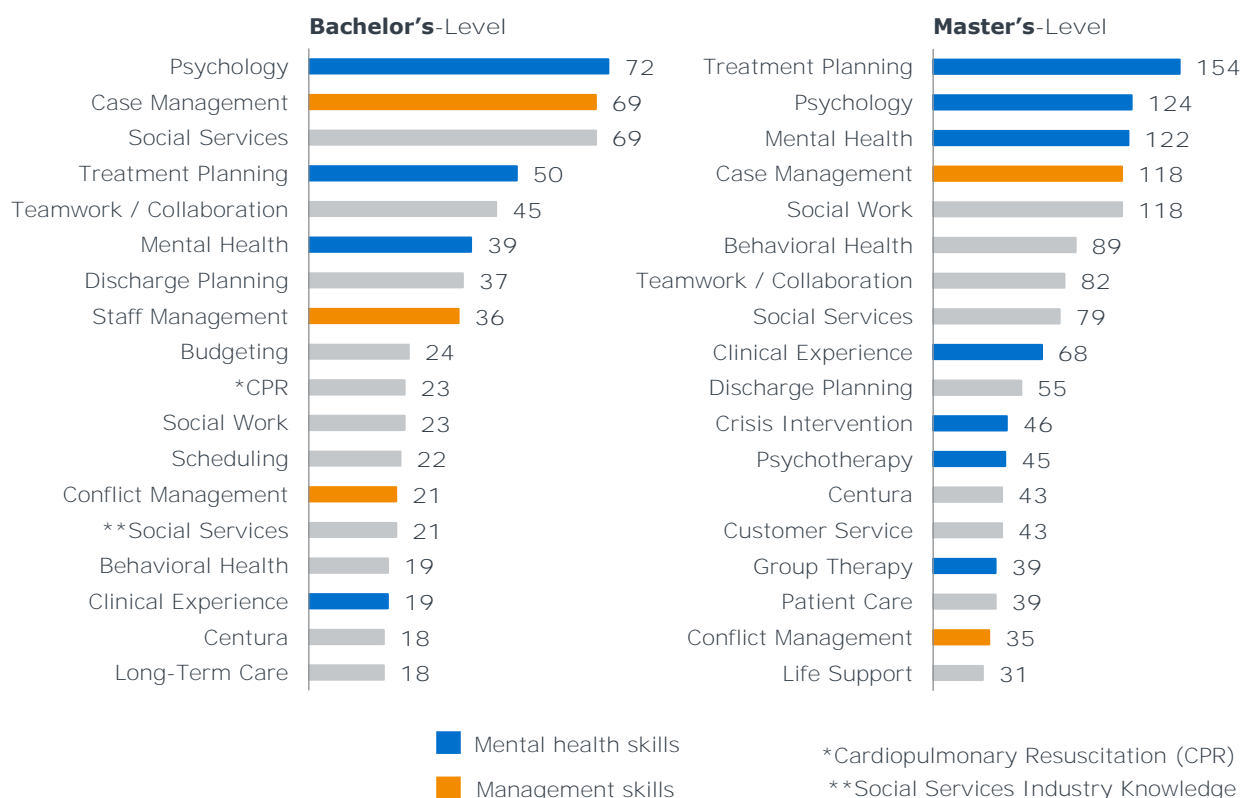
Should administrators at the University of Colorado-Colorado Springs offer a **master's**-level social work program, include existing courses **from the University's** Clinical Mental Health Counseling program (e.g., Practice of Crisis Counseling, Trauma, and Disaster Work) in the proposed program curriculum.<sup>6</sup> Incorporate existing courses in the proposed program curriculum to reduce initial program development costs (e.g., professors could teach in both programs) and confer in-demand mental health counseling skills. Local **employers seek bachelor's-** and **master's**-level social work professionals with skills such as **'psychology,' 'treatment planning,' and 'clinical experience.'** Employers express demand for **master's**-level social work professionals with **'treatment planning'** skills in 154 job postings (i.e., 47 percent of relevant job postings). Local employers seek **bachelor's**-level social work professionals with **'mental health'** skills in 39 job postings in the past year.

Local employers also frequently seek **bachelor's-** and **master's**-level social work professionals with management skills. **'Case management'** appears in the **top five** in-demand skills for **bachelor's-** and **master's**-level social work professionals (i.e., 69 and 118 job postings, respectively). Other in-demand management skills include **'staff management'** and **'conflict management.'**

### In-Demand Skills for Bachelor's- and Master's-Level Social Work Professionals

*April 2017-March 2018, Local Data<sup>7</sup>*

n(bachelor's-level)=171 job postings, 1 unspecified posting; n(master's-level)=327 job postings, 19 unspecified postings



6) University of Colorado-Colorado Springs, MA in Clinical Mental Health Counseling, <https://www.uccs.edu/coe/departments/counseling-human-services/degree-programs/ma-clinical-mental-health-counseling>

7) Burning Glass Labor/Insight™

## 4) Comparable Programming

### Profiled Program Characteristics

### Should Administrators Launch a Master's-Level Program, Offer Concentrations to Align with Peer Offerings

If administrators at the University of Colorado-Colorado Springs develop a **master's**-level social work program, offer concentrations in mental health and leadership to confer in-demand skills (e.g., 'psychology,' 'mental health') and align with peer program offerings. Only two profiled institutions **offer master's**-level social work programs, Metropolitan State University of Denver and the University of Denver. Both Metropolitan State University of Denver and the University of Denver incorporate concentrations in **master's**-level social work curricula (e.g., Mental Health, Leadership and Management).

**Should administrators offer a bachelor's**-level social work program, require 448 hours of practicum experience or more to align with peer programs. Three of four profiled institutions offer **bachelor's**-level social work programs, and each require between 448 and 480 hours of practicum work.

### Characteristics of Bachelor's- and Master's-Level Social Work Programs

#### Profiled Institutions

Institution	Program Title	Concentrations	Required Credits
Colorado Mesa University	<a href="#">Bachelor of Social Work</a>	None	<ul style="list-style-type: none"> <li>• 120 credit hours</li> <li>• 450 practicum hours</li> </ul>
Colorado State University-Pueblo	<a href="#">Bachelor of Science in Social Work</a>	None	<ul style="list-style-type: none"> <li>• 120 credit hours</li> <li>• 448 practicum hours</li> </ul>
Metropolitan State University of Denver	<a href="#">Bachelor of Science in Social Work</a>	None	<ul style="list-style-type: none"> <li>• 120 credit hours</li> <li>• 480 practicum hours</li> </ul>
	<a href="#">Master of Social Work</a>	<ul style="list-style-type: none"> <li>• Children and Families</li> <li>• Mental Health</li> <li>• Leadership and Management</li> </ul>	<ul style="list-style-type: none"> <li>• 60 credit hours (regular)</li> <li>• 30 credit hours (*advanced standing)</li> </ul>
University of Denver	<a href="#">Master of Social Work</a>	<ul style="list-style-type: none"> <li>• Aging Services and Policy</li> <li>• Child Welfare</li> <li>• Children and Youth: Risks and Healthy Development</li> <li>• Family Systems</li> <li>• Health and Wellness</li> <li>• Mental Health</li> <li>• Organizational Leadership and Policy Practice</li> <li>• Sustainable Development and Global Practice</li> </ul>	<ul style="list-style-type: none"> <li>• 90 quarter credit hours (regular)</li> <li>• 60 quarter credit hours (*advanced standing)</li> </ul>

\*Students who already hold a bachelor's-level degree in social work from an accredited program may enter the abbreviated, advanced standing Master of Social Work program at Metropolitan State University of Denver or the University of Denver.

## Degree Completions

### Colorado Institutions Report a Greater Number of Degree Completions **for Master's-Level than Bachelor's**-level Social Work Programs

Colorado institutions report 400 total degree completions for master's-level social degree completions in the 2015-16 year (i.e., the most recent year of available data). By contrast, in-state institutions report just 239 bachelor's-level social work completions in 2015-16. Metropolitan State University of Denver and the University of Denver report the greatest number of master's-level social work degree completions in the state with 260 and 85 degree completions in 2015-2016, respectively.

### Reported Bachelor's- and Master's-Level Social Work Program Completions in Colorado in 2015-2016

*National Center for Education Statistics, CIP Code 44.07 (Social Work)*

The 2015-16 year represents the most recent year of available completions data.

Institution	Reported Master's-Level Degree Completions	Reported Bachelor's-Level Degree Completions
University of Denver	260	N/A
Metropolitan State University of Denver	85	68
Colorado State University-Fort Collins	47	111
Argosy University-Denver*	8	N/A
Colorado State University-Pueblo	N/A	49
Colorado Mesa University	N/A	11

\*for-profit institution



University of Colorado  
Colorado Springs

**School of Public Affairs**  
ACAD 304  
1420 Austin Bluffs Pkwy.  
Colorado Springs, CO 80918

## **Attachment C**

### **2014 Data Supporting the BSW / MSW Proposal**

**Data Supporting the Bachelor of Social Work / Master of Social Work Proposal**  
**Date August 29, 2014**

College of Letters, Arts, and Sciences  
University of Colorado Colorado Springs

**Bachelor of Social Work**

This degree program builds on the strengths and core competencies of the Sociology Department. It would serve potential undergraduates from Colorado, particularly southern Colorado who are either interested in earning a BSW or continuing on for the MSW. Evidence of student interest is three-fold. First, in terms of incoming freshman, Chris Beiswanger, the Director of the Office of Student Recruitment and Admissions Counseling, stated (via email):

I would strongly support the addition of an undergrad Social Work program. We get a good number of requests for this major each year... My admissions counselors are asked about this major at high school visits and college fairs, so many people are inquiring.

Secondly, Julie Jesmer, the Social Work department chair at Pikes Peak Community College (PPCC), expressed strong support for UCCS to build the BSW. She stated the following (via email):

My own personal opinion is that we DESPERATELY need a high quality BSW/MSW program in the region. ....As the department chair for this [PPCC]program, I see the desperate need for my students to obtain a high quality Bachelor's and Master's degree to be able to be leaders in the field. DU offers the highest ranked program in the region and it is exceptionally expensive and doesn't offer a BSW. I am often in the position of suggesting (tentatively) that my highest performing students consider leaving the region for their MSW if at all possible.

We would work with PPCC to offer a sequenced plan for transfer students entering with the AA in social work.

Finally, the Department of Sociology conducted an online survey of directors and hiring managers in social-work related organizations in southern Colorado. Of the 36 respondents completing the survey at this point:

- 94% answered yes to the question “would your organization benefit from the skill set (competencies) of individuals with a BSW or MSW?”
- 89% said yes to “Do you anticipate your organization hiring someone with a BSW or MSW in the next 3 years? “
- 27 out of 35 (77%) said it would be either “very valuable” or “extremely valuable” for UCCS to offer the BSW
- 27 out of 35 (77%) said it would be either “very valuable” or “extremely valuable” for UCCS to offer the MSW (23 of those 35 said it would be “extremely valuable”).

**Master of Social Work**



- The graduate program in social work would be designed to follow in a streamlined manner from the BSW program (graduates of which would enter with 'advanced standing' - meaning they can finish the MSW in one year instead of two), but also to be intentionally accessible to employed social workers in the Colorado Springs area (i.e. primarily online, hybrid, evening and weekend courses). Currently, only two MSW programs in Colorado are included in *US News & World Report* ranking of the top 200 programs in the U.S. The University of Denver (private/expensive) is ranked #26 and CSU Fort Collins is #60. While not ranked, Metropolitan State College of Denver also has a newly accredited MSW program. We feel the market for a MSW at UCCS is not challenged by any of these three.
- Finally, we investigated which concentrations would be most attractive to both our students and community organization that would hire our graduates. The findings from our survey find the most strongly supported concentrations for a social work program are (1) clinical social work, (2) children, youth and families, (3) alcohol and drug abuse/addictions and (4) military social work and veteran services. We feel these concentrations will additionally make our BSW/MSW programs distinctive from others available in Colorado.
-



University of Colorado  
Colorado Springs

**School of Public Affairs**  
ACAD 304  
1420 Austin Bluffs Pkwy.  
Colorado Springs, CO 80918

## **Attachment D**

**Letters of support for a BSW and MSW in Social Work**

**COMMUNITY SERVICES DEPARTMENT**

PARK OPERATIONS ~ PLANNING ~ CSU EXTENSION ~ COMMUNITY OUTREACH  
ENVIRONMENTAL SERVICES ~ VETERANS SERVICES ~ RECREATION/CULTURAL SERVICES

November 27, 2017

George E. Reed, Ph.D.  
Dean, School of Public Affairs  
University of Colorado at Colorado Springs  
1420 Austin Bluffs Parkway  
Colorado Springs, CO 80918

Dear Dr. Reed:

The Community Services Department for El Paso County is pleased to provide this letter of support for the establishment of Bachelor of Social Work and Master of Social Work degrees at the University of Colorado at Colorado Springs (UCCS).

It is projected that El Paso County's population will add approximately 100,000 new citizens every ten years for the next thirty years. This growth, coupled with the expanding social needs in our County, will significantly increase the need for social service programs in our County. Therefore, the need for licensed social workers (LSW) and licensed clinical social workers (LCSW) will continue to increase.

According to the U.S. Department of Labor Bureau of Labor Statistics (BLS), social work is one of the fastest growing careers in the United States. The profession is expected to grow by 12% between 2014 and 2024. BLS reported that the health care and social assistance sector led job growth in El Paso County with an increase of 2,621 jobs. A review of Indeed.com reflected 920 full-time job openings for social workers in Colorado and 127 in Colorado Springs alone.

We see an increasing demand for licensed social workers in our region to provide case management in mental health clinics, schools, child welfare and human service agencies, hospitals, settlement houses, and community development corporations.

If approved, the Community Services Department will be very willing to explore partnerships with UCCS to establish internships and clinical social work practice opportunities as required for LSW and LCSW licensure.

Sincerely,

  
Tim Wolken, Director  
Community Services Department





Nicholas M. Gledich, Ed.D., Superintendent of Schools

(719) 520-2001  
FAX (719) 520-2278  
nicholas.gledich@d11.org

November 28, 2017

To Whom It May Concern:

Colorado Springs School District 11 (D11) supports the establishment of Bachelor of Social Work and Master of Social Work degrees at the University of Colorado at Colorado Springs (UCCS). There is a demonstrated need for such programs in Colorado's second largest city, especially in light of projected county population growth of 100,000 new citizens every ten years for the next thirty years. The demand for licensed social workers (LSW) and licensed clinical social workers (LCSW) is increasing, due to a number of social challenges being faced in southern Colorado.

According to the U.S. Department of Labor Bureau of Labor Statistics (BLS), social work is one of the fastest growing careers in the United States. The profession is expected to grow by 12% between 2014 and 2024. There were almost 650,000 social work jobs nation-wide in 2014. BLS reported that the health care and social assistance sector led job growth in El Paso County with an increase of 2,621 jobs. A review of Indeed.com reflected 920 full-time job openings for social workers in Colorado and 127 in Colorado Springs alone.

We see an increasing demand for licensed social workers in our region to provide case management in mental health clinics, schools, child welfare and human service agencies, hospitals, settlement houses, and community development corporations.

If approved, our continued commitment to work hand-in-hand with UCCS to establish internships and clinical social work practice required for LSW and LCSW licensure is reaffirmed.

Sincerely,

Nicholas M. Gledich, Ed.D.  
Superintendent of Schools



**CHEYENNE MOUNTAIN SCHOOL DISTRICT 12**  
**Dr. Walter C. Cooper, Superintendent of Schools**

December 6, 2017

George E. Reed, Ph.D.  
Dean, School of Public Affairs  
University of Colorado Colorado Springs  
1420 Austin Bluffs Parkway  
Colorado Springs, CO 80918

Dear Dr. Reed:

The Cheyenne Mountain School District strongly supports the establishment of Bachelor of Social Work and Master of Social Work degrees at the University of Colorado Colorado Springs.

From my perspective of more than 25 years in school administration, the demand for licensed social workers (LSW) and licensed clinical social workers (LCSW) in our schools is at least as great, if not greater, than any related service need we've ever faced.

The need is increasing due to a myriad of underlying factors creating both learning and social challenges for an unprecedented number of students and their families in southern Colorado. There is no better illustration of this than the fact that in the last 24 months, we have expanded our social work/mental health support services by 2.5 full-time equivalent positions, and we would hire at least one more full-time position if we could find viable candidates to work in a school-based environment.

If the envisioned program is approved, the Cheyenne Mountain School District would be eagerly willing to work with UCCS to establish required internships and clinical social work practica, as well as other partnership opportunities that may help facilitate LSW and LCSW licensure.

Thank you for your vision and leadership toward helping solve this critical need in our communities.

Very respectfully,

Walter C. Cooper, Ed.D.  
Superintendent



**Memorial Hospital Central**  
Office of the CEO

1400 E. Boulder Street  
Colorado Springs, CO 80909

**O** 719.365.1804  
**F** 719.365.6870

[uchealth.org](http://uchealth.org)

UCHealth Memorial supports the establishment of Bachelor of Social Work and Master of Social Work degree programs at the University of Colorado - Colorado Springs.

There is a demonstrated need for such programs in Colorado's second largest city, especially in light of projected county population growth of 100,000 new citizens every ten years for the next thirty years.

As the largest healthcare provider in Southern Colorado, and operating the busiest Emergency Department in the state, UCHealth Memorial is challenged daily by a host of community and patient issues demonstrating complex psychosocial, socioeconomic, and environmental stressors amid a serious inadequate supply of trained professionals in the community to help address those issues. As such, the demand for licensed social workers (LSW) and licensed clinical social workers (LCSW) is increasing and the supply seriously challenged.

According to the U.S. Department of Labor Bureau of Labor Statistics (BLS), social work is one of the fastest growing careers in the United States. The profession is expected to grow by 12% between 2014 and 2024. There were almost 650,000 social work jobs nationwide in 2014. BLS reported that the healthcare and social assistance sector led job growth in El Paso County with an increase of 2,621 jobs. A review of Indeed.com reflected 920 full-time job openings for social workers in Colorado and 127 in Colorado Springs alone.

We see an increasing demand for licensed social workers in our region to provide case management in mental health clinics, schools, child welfare and human service agencies, hospitals, settlement houses, and community development corporations.

If approved, UCHealth Memorial would be willing to work with UCCS to establish internships and clinical social work practice required for LSW and LCSW licensure.

Sincerely,

A handwritten signature in black ink, appearing to read "Joel Yuhas".

Joel P. Yuhas, FACHE  
President and Chief Executive Officer  
UCHealth Memorial / Southern Colorado Market





719.633.3400

FAX: 719.633.3800

[www.pikespeakhospice.org](http://www.pikespeakhospice.org)

December 18, 2017

George E. Reed, Ph.D.  
Dean, School of Public Affairs  
University of Colorado – Colorado Springs  
1420 Austin Bluffs Parkway  
Colorado Springs, CO 80918

Re: Support for UCCS Bachelors and Masters of Social Work Program

Dear Dr. Reed:

On behalf of Pikes Peak Hospice & Palliative Care, I wanted to formally support the needs assessment of a Bachelors and Masters of Social Work program at the University of Colorado – Colorado Springs. From the social services and healthcare sectors, there continues to be a demand for this clinical discipline for both entry level and management level positions.

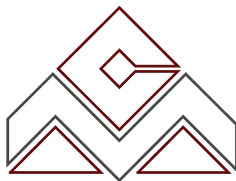
At PPHPC, we are now requiring an MSW for the Social Work role in Hospice Services, as well as in our Palliative Services program which also requires the LCSW credential. We need the critical thinking skills and increased scope of practice associated with a Masters of Social Work curriculum to successfully address the complex, chronic healthcare needs of the El Paso County senior population.

Incorporating a geriatric/aging component to both the Bachelors and Masters programs will further prepare the future workforce to best serve the community.

Please let me know if there are any additional actions PPHPC and I can take to support and launch these programs. I can be reached at [gbrooks@pikespeakhospice.org](mailto:gbrooks@pikespeakhospice.org) or 719-457-8137.

Sincerely,

Gloria A. Brooks, MPA, FACHE  
President



**CHEYENNE MOUNTAIN SCHOOL DISTRICT 12**

District Office of Student Services

Dr. Carolena Guiral Steen, Assistant Superintendent

December 28, 2017

George Reed, Ph.D.  
Dean School of Public Affairs  
ACAD 330  
1420 Austin Bluffs Parkway  
Colorado Springs, CO 80918

Dr. Reed,

It is with pleasure that I write this letter of support of the two proposed degree programs at UCCS, namely the Bachelor of Social Work and Master of Social Work. As a professional within the public school system, I can confirm for the dire need for more access to social workers in the field both in and out of the school system. The social issues that have permeated our schools over the past decade are unprecedented. Today we face intense mental health issues, suicide ideation, attempts and completions in record numbers. Here in El Paso County, suicide is the leading cause of death of adolescents in the state of Colorado.

Having had the pleasure of serving on the AspenPointe Board of Directors, the local behavioral health care provider for nearly a decade, I can attest to the shortage of social work professionals in our community. Depression, anxiety and substance abuse plague our children and their families. In working with this agency, Licensed Clinical Social Workers (LCSW) are being placed within the schools to manage the intense need for services. All too often, there are not enough professionals to tend to these needs. Here in Cheyenne Mountain School district, we increased our social work team threefold in one school year to address the mental health issues of our students.

If approved, Cheyenne Mountain School District would be more than willing to work with UCCS to establish internships and clinical social work practice for LSW and LCSW licensure. As a LCSW myself, I have provided supervision for many years and would committ to doing so for UCCS as a faithful alumnus.

Sincerely,

Carolena Guiral Steen, Ph.D., LCSW  
Assistant Superintendent for Student Services



January 4, 2018

George E. Reed, Ph.D.  
Dean, School of Public Affairs  
University of Colorado – Colorado Springs  
1420 Austin Bluffs Parkway  
Colorado Springs, CO 80918

**Re: Support for UCCS Bachelors and Masters of Social Work Program**

Dear Dr. Reed:

On behalf of Springs Rescue Mission, I voice my full support of a Bachelors and Masters of Social Work program at the University of Colorado – Colorado Springs. As the largest provider of social services for people experiencing homelessness often caused by mental health and addiction, we have tremendous needs for this clinical discipline for both entry level and management level positions.

At SRM, we are now requiring an MSW for the Social Work role in our Homeless Case Management Services as well as in our Supportive Family Services. We currently have two UCCS Masters level graduates in counselling who manage our Residential Behavioral/Trauma Based Addiction Recovery Program. Homelessness, drug and alcohol addiction, mental health and co-occurring disorders require case management. We need the critical-thinking skills and increased scope of practice associated with a Masters of Social Work curriculum to successfully address the complex, chronic healthcare needs of the El Paso County population.

We currently have 6 undergraduate and 3 graduate interns getting their required hours of practicum. We could double that number with more local students. These interns come from CSU-Pueblo and Newman University. The Bachelors and Masters programs will further prepare the future workforce to best serve the community.

Please let me know if there are any additional actions SRM and I can take to support and launch these programs. I can be reached at [larry@springsrescuemission.org](mailto:larry@springsrescuemission.org) or 719-440-7660.

Sincerely,



President and CEO



DEPARTMENT OF THE ARMY  
HEADQUARTERS, 4<sup>th</sup> INFANTRY DIVISION AND FORT CARSON  
6105 WETZEL AVENUE, BUILDING 1435  
FORT CARSON, COLORADO 80913-4289

AFYB-SURG

31 January 2018

MEMORANDUM FOR Dean George Reed, School of Public Affairs, University of Colorado - Colorado Springs (UCCS)

SUBJECT: Implementation of Masters of Social Work (MSW) and Bachelors of Social Work (BSW) Degree Programs University of Colorado - Colorado Springs.

1. I strongly support the development and implementation of a Masters of Social Work and Bachelors of Social Work Degree Program at the University of Colorado – Colorado Springs.
2. The Colorado Springs area is a prime location for these programs due to its proximity to 5 major military installations housing over 74,000 active duty Service Members and over 300,000 Retirees and Family Members. These beneficiaries are the largest consumer of behavioral health care in the region.
3. Many active duty Service Members and Veterans pursue education in the social work field. These individuals relocate out of the Colorado Springs area to Denver or Pueblo or enroll in one of the distance learning programs offered nationwide. Implementing a program locally can recapture these students, benefiting both the institution and the local economy.
4. Colorado Springs has the second highest homeless population in the state of Colorado and this number continues to rise yearly. Currently, the social support programs are overwhelmed and the city of Colorado Springs is looking at permanent solutions to this issue. With new program implementation and job creation this will provide ample opportunity for field internships, research opportunities, and permanent employment.
5. The culture of Colorado Springs fosters a sense of advocating and social justice in line with the values of the National Association of Social Work (NASW). As the second largest city in Colorado I strongly advocate for a social work program within the University of Colorado – Colorado Springs.
6. Point of Contact for this memorandum is the undersigned and can be reached at [anthony.d.foxsanders.mil@mail.mil](mailto:anthony.d.foxsanders.mil@mail.mil) or 210-862-8776.

A handwritten signature in black ink, appearing to read "Anthony D. Fox-Sanders", is written over a horizontal line.

ANTHONY D. FOX-SANDERS, LCSW  
CPT, MS  
Behavioral Health Officer



## COLORADO SPRINGS FIRE DEPARTMENT

February 6, 2018

George E. Reed, Ph.D.  
Dean, School of Public Affairs  
University of Colorado at Colorado Springs  
1420 Austin Bluffs Parkway  
Colorado Springs, CO 80918

Dr. Reed,

I have recently been made aware of that fact that the University of Colorado at Colorado Springs (UCCS) is considering the addition of a Bachelor of Science and Master of Science degree programs in Social Work. As the head of an agency that regularly interacts with citizens who are experiencing behavioral health crisis, I am in full support of this plan.

The Colorado Springs Fire Department (CSFD) has recently collaborated with Aspen Pointe and the Colorado Springs Police Department to create a, first of its kind, multi-disciplinary response unit called the Community Response Team (CRT). This unit responds to patients experiencing mental health and/or behavioral health crisis with a team of three individuals: A paramedic who can clear patients medially, a police officer who can provide scene security and place patients on M-1 holds, and a licensed clinical social worker who can counsel patients and help determine their best disposition.

Having a bachelor and master level curriculum in town opens several possibilities. First, it creates educational opportunities for students in Colorado's second largest city. Second, it may enable the CSFD to partner with UCCS to create clinical and internship opportunities for students in this field of study. Finally, local programs will enable students to work where they study, and study in their home city. I believe that all of these factors will create a stronger mental/behavioral health continuum of care in Colorado Springs.

I realize that my voice is far from a deciding factor, but I feel obligated to say that fully support this educational opportunity in our city. Please let me know if there is anything the CSFD can do to support UCCS as you investigate the possibility of adding these programs.

Respectfully,

A handwritten signature in blue ink that reads "Ted Collas".

Ted Collas, Fire Chief



Colorado Springs Fire Department  
375 Printers Parkway  
Colorado Springs, CO 80910-3191  
TEL 719-385-5950 • FAX 719-385-7388



*"Providing the highest quality problem solving, fire and rescue service to our community since 1894."*



## POLICE DEPARTMENT

Peter Carey  
Chief of Police

February 5, 2018

To Whom It May Concern:

I am pleased to support the University of Colorado Colorado Springs in the establishment of Bachelor of Social Work and Master of Social Work programs.

Colorado Springs is the second largest city in the state and is projected to grow 100,000 new citizens every ten years for the next three decades. Colorado Springs is also home to five major military installations housing over 74,000 active-duty Service Members and over 300,000 Retirees and Family Members. Service Members and their Families are large consumers of behavioral health care, which drives the need for qualified, professionally trained providers.

We see an increase demand for licensed social workers in our region to provide case management in mental health clinics, schools, child welfare and human service agencies, hospitals, settlement houses and community development corporations. Implementing the new programs will provide needed resources in our community, meeting the social challenges from our diverse population.

Sincerely,

A handwritten signature in black ink that reads "Peter Carey".

Peter Carey  
Chief of Police  
Colorado Springs Police Department  
(719) 444-7401



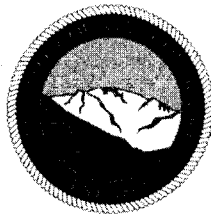
*"Safeguarding our Community as our Family"*

705 South Nevada Avenue • Colorado Springs, Colorado 80903



# EL PASO

COMMISSIONERS:  
DARRYL GLENN, PRESIDENT  
MARK WALLER, PRESIDENT PRO TEMPORE



# COUNTY

STAN VANDERWERF  
LONGINOS GONZALEZ, JR.  
PEGGY LITTLETON

DEPARTMENT OF HUMAN SERVICES  
JULIE KROW  
EXECUTIVE DIRECTOR

March 9, 2018

George E. Reed, Ph.D.  
Dean, School of Public Affairs  
University of Colorado – Colorado Springs  
1420 Austin Bluffs Parkway  
Colorado Springs, CO 80918

Re: Support for UCCS Bachelors and Masters of Social Work Program

Dear Dr. Reed:

As the Executive Director of the El Paso County Department of Human Services (DHS), I am writing to lend my support to the addition of Bachelors and Masters of Social Work programs at the University of Colorado – Colorado Springs. There is a clear need in our region for these educational opportunities.

Our agency employees over 186 social workers who are required to have a bachelors and masters of social work. The addition of this program to your curriculum will help develop a local pool of qualified applicants who could potentially fill positions at DHS.

DHS focuses on working with those most in need and at risk in our community. It is critical that our workforce is as well-equipped as possible. Potential employees who have experience and history in the community bring a highly valued perspective to social work. Our agency has several licensed clinical social workers on staff and we would be happy to partner with UCCS to provide internship opportunities for these students.

If you need additional information please do not hesitate to contact me at (719) 444-5532 or by e-mail at [juliekrow@elpasoco.com](mailto:juliekrow@elpasoco.com).

Sincerely,

Julie Krow, Executive Director  
El Paso County Department of Human Services



University of Colorado  
Colorado Springs

April 24, 2018

George Reed, Dean  
School of Public Affairs  
University of Colorado Colorado Springs  
Colorado Springs, CO 80918

Dear Dean Reed,

I am writing to express my strong support for your efforts to develop a Master's of Social Work (MSW) degree program within the School of Public Affairs. I am enthusiastic about the opportunity for UCCS to offer this degree for two reasons: the community needs MSW's and we have students who need this degree.

I am most familiar with the pent-up need in the field of geriatrics where MSW's and Psychologists are the only health providers who can bill Medicare for mental health services for older adults. The Institute of Medicine has identified geriatric mental health as a field that is critically under-served in multiple reports, including *The Mental Health and Substance Use Workforce for Older Adults: In Whose Hands?* (2012) and *Dying in America: Improving Quality and Honoring Individual Preferences Near the End of Life* (2014). The training pipelines are very small and the demand is growing rapidly due to demographic changes related to the aging of our society. I would note that Medicare is the primary source of funding for health services for persons with disabilities as well, and thus the MSW and Psychology pipelines are critical to building a workforce adequate to meet the needs of adults of all ages with disabilities.

Social workers provide a very wide range of services, including but extending beyond clinical mental health service delivery. Their training prepares them to link individuals with community services, the primary function of care managers and care navigators in primary care, roles that may hire at either the BSW or MSW level of training. Program management is another key area in which social workers are prepared to serve based on their training. Locally, many social workers move from entry level case management focused on direct care into program management and organizational administration, with considerable success.

Undergraduates in Psychology who speak with me for academic advising are often seeking options for social work training. Others describe their interests, which obviously are well met by the social work profession even though they did not identify that career opportunity. A key factor for psychology majors who are interested in clinical services to older adults but do not want to commit to doctoral level training is that the MSW is the ideal degree to prepare them for clinical practice. The options for social work training in Colorado are meager at best, and often do not meet the needs of our students due to location, cost, or program insufficiency.

**Gerontology Center**

4368 N. Nevada, Suite 350 • Colorado Springs, CO 80918  
t 719-255-8005 • f 719-255-8006 • [geron@uccs.edu](mailto:geron@uccs.edu)



University of Colorado  
Colorado Springs

I have no doubt that an MSW program at UCCS will be successful. The demand from students and community is already well developed. As the campus builds out its approach to interprofessional health education, the addition of social work will be welcomed as a critical addition to existing health professions so support from sister disciplines is available.

Please let me know if I can provide additional information or support because I truly believe a social work program at UCCS is a viable and valuable addition to the degree offerings.

Sincerely,

A handwritten signature in black ink that reads "Sara H Qualls". The signature is fluid and cursive, with the first name "Sara" and last name "Qualls" being more prominent than the middle initial "H".

Sara Honn Qualls, Ph.D., ABPP Board Certified in Geropsychology  
Kraemer Family Professor of Aging Studies and Professor of Psychology  
Director, Gerontology Center and Aging Center

4863 N. Nevada Ave, Suite 350  
Colorado Springs, CO 80918  
P: 719-255-8038  
C: 719-210-8252  
F: 719-255-8006  
E: squalls@uccs.edu

**Gerontology Center**

4368 N. Nevada, Suite 350 • Colorado Springs, CO 80918  
t 719-255-8005 • f 719-255-8006 • [geron@uccs.edu](mailto:geron@uccs.edu)



A Letter of Support for the Proposed BSW and MSW Program at UCCS

George E. Reed, Ph.D.  
Dean, School of Public Affairs  
University of Colorado – Colorado Springs  
[1420 Austin Bluffs Parkway](#)  
Colorado Springs, CO [80918](#)

Dear Dr. Reed,

First and foremost, thank you for your time and consideration of this unique program that would not only provide a wonderful learning opportunity for students, but provide the Colorado Springs community with specialty-trained social workers.

A social work program with a focus on trauma informed care, Veterans, and medical social work is just what Colorado Springs needs. Colorado Springs is unique in its population. There are many Veterans, active duty military and their families, and low-income consumers. As people continue to get pushed out of Denver by inflated prices, gentrification, and displacement due to things like the Central 70 project, more and more people will move to El Paso County and the need for social workers will continue to increase, specifically in the medical field.

There is a growing trend in case management and discharge planning departments in Colorado hospitals to hire social workers. Unfortunately, many social work schools do not focus or inform students that medical social work is even an option. Luckily, medical social work will be a focus of the UCCS social work program. Students with a base of knowledge in medical social work will allow for local hospitals and medical facilities to have qualified candidates for those jobs.

I am a medical social worker in Colorado Springs. I work with consumers who have Medicaid as their primary insurance. As of July 1, 2018, Medicaid is requiring primary care providers to employ behavioral health providers. The Springs needs more medically focused social workers to fill these roles.

As a social worker, I have worked in many different settings and I know that having a background in trauma informed care is pivotal in all settings. Having a base of knowledge that includes trauma informed care will have each and every graduate in the program be ready for whatever setting they choose to practice. There are opportunities for field placements in local short-term acute care hospitals, rehabilitation hospitals, skilled nursing homes, home health agencies, primary care locations, Veterans administration hospitals and community based outpatient centers.

As a Doctor of Social Work, and the incoming Vice President of the NASW-CO board of representatives, I look forward to meeting the students that will graduate the UCCS Social work program well prepared for the field in Colorado Springs.

Sincerely,

Dr. Amanda Marsh, LCSW, CCM





# El Paso County Sheriff's Office



June 15, 2018

George E. Reed, Ph.D.  
Dean, School of Public Affairs  
University of Colorado – Colorado Springs  
1420 Austin Bluffs Parkway  
Colorado Springs, CO 80918

Dear Dean Reed,

On behalf of the El Paso County Sheriff's Office, I am writing to express my strong support for the establishment of Bachelor of Social Work and Master of Social Work degrees at UCCS. Having served this community as a correctional social worker and a social work educator for nearly ten years, I have witnessed the growing need for highly-qualified, social work professionals in our community and am very happy to hear of the UCCS Social Work program development.

In recent years, the Sheriff's Office and other local law enforcement agencies have been increasingly relied upon to serve a variety of community needs and are directly involved with social issues to include homelessness, domestic violence, poverty, juvenile delinquency, trauma, substance abuse, the treatment of people living with mental illness, and of course, incarceration. An increase in highly-trained social workers in our county would provide opportunities for community collaboration on these issues at the micro, mezzo and macro levels. Bolstered by the expertise of the various other disciplines at UCCS, it is easy to envision social work graduates from UCCS who can contribute to community transformation through interdisciplinary clinical, research, supervisory, policy and scholarly expertise.

The Sheriff's Office deeply values community partnerships and has many opportunities for potential social work internships. I am looking forward to future collaboration with the UCCS, social work Field faculty to develop challenging and impactful practicum placements for Social Work students.

Thank you for your vision and dedication to bringing the UCCS Social Work degree programs to our community. Please let me know if there is anything I can do to support you during the process. I can be reached at [stephaniegangemi@elpasoco.com](mailto:stephaniegangemi@elpasoco.com) or at 719-233-8735.

Very Respectfully,

Stephanie A. Gangemi, LCSW, PhD Candidate  
Behavioral Health Programs Manager



## Office of the Sheriff

27 East Vermijo Ave. • Colorado Springs, CO 80903  
719-520-7100  
[www.epcsheriffsoffice.com](http://www.epcsheriffsoffice.com)

## Civil Process Unit

210 South Tejon St. • Colorado Springs, CO 80903  
719-520-7144

## Criminal Justice Center

2739 E. Las Vegas St. • Colorado Springs, CO 80906  
719-390-2106

Janae Nelson, LCSW  
SafeSide Counseling  
9475 Briar Village Point #325  
Colorado Springs, CO 80920  
719-244-3662

June 19, 2018

To Whom It May Concern,

My name is Janae Nelson. I completed my Masters of Social Work from the University of Utah in 2005. I began working and earned my clinical license in the beginning of 2008. I have worked in several clinics and community health organizations throughout the first part of my career. Opportunities have aligned and I currently find myself in a private practice setting. I opened my private practice in January of 2010 on the south end of the Colorado Springs area. In 2013 I was able to expand and I added an additional office on the north end of Colorado Springs. I currently practice at both offices.

The large military population in El Paso county have come to define and mold our current culture and society in El Paso county. In the beginning of 2008 I started to work with the military population. I was trained in multiple trauma treatments including EMDR and have found my heart in working with trauma of all kinds; to include combat trauma, childhood abuse and neglect, and other complex trauma. As I found myself immersed in this culture, treating our Soldiers and their families, and working within the different branches of the military, it was very apparent that therapists with a Masters of Social work were few and very far between. The skills and over all knowledge that Social Work training provides, give students a wider variety of avenues and resources to pull from in their career. I have noticed this aspect often with other colleagues as I have practiced therapy and social work in El Paso County.

The presence of the Military in our community supports the need for Social Workers. In many of the military and government oriented meetings and settings I have attended, all social workers were sought after and recruited for hiring. As I am sure most are aware of, military installations, including the VA, military insurance Tricare beneficiaries, and Medicare beneficiaries can only be treated by therapists holding a LCSW or a doctorate level degree. That translates into every military installation and VA in the state of Colorado and beyond will only hire and recruit social workers or doctorate level personnel. El Paso county's large population of military soldiers, veterans, and retirees that end up needing to seek treatment either on an installation, through the VA, or in the community will be seeking social workers or doctorate leveled therapists.

It was the goal of myself and many of my classmates to work in the clinical setting of social work and provide therapy to those in need. In fact, most therapists have a goal of running their own private practice. The average time frame a therapist practices therapy in the more traditional sense of the idea is surprisingly low, seven to eight years. The number of years continue to decrease when those years are spent working with highly volatile, risky, and complex individuals. By choosing to complete a master level counseling degree of any sort, the person typically is not aware of the "burn out" rate or time frame a therapist works in the counseling field. When an individual completes a masters degree in social work they are not limited to just counseling. In fact, they are open to many possibilities such as: schools, medical, criminal justice, case management, etc. A masters of social work offers possibilities and different avenues to students throughout the years of their career.

There are many excellent and skilled therapists that I am privileged to interact and work with in the Colorado Springs area, the majority of those therapists are social workers. However; more often than not, I am witness to incompetent and unskilled therapists, especially when trauma and the treatment of trauma is concerned. Those with the desire to serve and facilitate the healing of others need to be equipped with adequate knowledge and skills to treat what is in front of them. It is my desire and hope to have a social work program that will do just this. Our community is actually in desperate need of therapists at that caliber.

I appreciate the opportunity to share my ideas and hopes. I have long anticipated the time that Colorado Springs would have a social work program. If there are any further questions please feel free to contact me.

Thank you!

  
Janae Nelson, LCSW

June 25, 2018

George E. Reed, Ph.D.  
Dean, School of Public Affairs  
University of Colorado - Colorado Springs  
1420 Austin Bluffs Parkway  
Colorado Springs, CO 80918

Dear Dr. Reed,

I am writing to express my support for the development of both the Bachelors and Masters Programs in Social Work for Colorado Springs. As the former Assistant City Manager of this City, I can vouch for the need for this curriculum and social workers in our community.

As the second largest city in Colorado, the Springs is known for its vast military community and non-profit agencies. As a Licensed Clinical Social Worker, I can attest to the need for qualified social workers to address a diverse set of needs. We have an urgent need for therapeutic social workers to handle the flood of PTSD symptoms of our returning veterans. In addition, we are the home of many retired military and are experiencing the challenges of an aging community with the commensurate social service needs of the elderly who wish to stay independent as long as possible.

Along with PTSD and aging issues, the Springs is undergoing escalating problems with domestic violence. Our Police and Fire Departments are now regularly using social workers to aid in resolving domestic disputes, providing safe haven for affected children and providing crisis intervention in lieu of incarceration. This is an emerging trend for local government and desperately needs qualified social workers to aid our public safety personnel.

I know you are also aware of Governor Hickenlooper's recent initiatives related to child safety for which he has received national recognition. While the good news is that he has increased funding for county agencies to address this issue, there continues to be constant vacancies for experienced social workers trained to deal with child abuse and foster care issues. Social workers for El Paso and surrounding counties are desperately needed.

With the Denver area being the sole training ground for both BSW and MSW candidates now, this imposes a hardship on students from this area. As you are well aware, the demands of the commute make it extremely difficult for many students who are on limited budgets and/or work full time in the Springs. The cost of moving to the Denver area is prohibitive.

Colorado Springs is rich in many opportunities for social work practice being known for the number of active non-profit agencies that service not only our community but state, national

and international human service needs. The number of internships and career opportunities are innumerable.

As a result, I am delighted to be able to support this important initiative to expand the career opportunities for social workers in our area. Colorado Springs desperately needs this program so that we might train and retain qualified social workers.

Please know that I am ready to support whatever is necessary to bring this dream to reality.

My appreciation to you and your staff for showing this initiative and foresight.

Sincerely,

A handwritten signature in blue ink that reads "Nancy Johnson". The signature is fluid and cursive, with the first name "Nancy" and last name "Johnson" clearly distinguishable.

Nancy Johnson, LCSW  
420 Allegheny Drive  
Colorado Springs, CO 80919  
719-660-9054



University of Colorado  
Colorado Springs

**School of Public Affairs**  
ACAD 304  
1420 Austin Bluffs Pkwy.  
Colorado Springs, CO 80918

## **Attachment E**

### **MSW Sample Curriculum**

# University of Colorado Colorado Springs

## Master of Social Work

(Total Graduate Credits = 60)

Name: Student ID \_\_\_\_\_

Beginning Term \_\_\_\_\_

Advisor Name: \_\_\_\_\_

Advisor Email: \_\_\_\_\_

Generalist Practice Courses (27 HOURS)				
Course	Title	Hours	Semester	Grade
	Skills for Social Work Practice	3		
	Individual Social Work	3		
	Human Behavior and the Social Environment	3		
PAD 5390	Rethinking Social Policy	3		
	Organization & Community Social Work	3		
	Social Work with Groups	3		
PAD/CJ 5003	Research and Analytic Methods	3		
	* Generalist Field Placement I	3		
	* Generalist Field Placement II	3		

\* Generalist Field Practice Sequence

Specialized Practice Courses (21 HOURS)				
Course	Title	Hours	Semester	Grade
	Trauma and Violence for Social Work Practice	3		
	Psychopathology for Social Workers	3		
	Trauma Informed Social Work Practice	3		
PAD 5350/ CJ 6105	Program Evaluation	3		
	* Specialized Field Placement I	3		
	* Specialized Field Placement II	3		
	* Integrated Field Seminar	3		

\* Specialized Field Practice Sequence: Specialized Field Placement II and Integrated Field Seminar need to be taken concurrently in the student's final semester of the program.

Elective Courses: (12 HOURS)				
Course	Title	Hours	Semester	Grade
		3		
		3		
		3		
		3		



University of Colorado  
Colorado Springs

**School of Public Affairs**  
ACAD 304  
1420 Austin Bluffs Pkwy.  
Colorado Springs, CO 80918

## **Attachment F**

### **Proforma for the Master of Social Work Program**



**Table A**  
**Enrollment Estimates**

Program Year	Fiscal Year	Retention	Fall semester												
Base	2018-2019			Head Count Students						By Class					
COLORADO RESIDENTS				New	Continuing	Continuing	Continuing	totals		New	Continuing	Continuing	Continuing	Totl	Check=zero
1	2019-2020		Fall 19	30				30	Year 1	30	0	30	0	30	0
2	2020-2021	90%	Fall 20	40	27			67	Year 2	40	27	67	0	67	0
3	2021-2022	90%	Fall 21	45	36			81	Year 3	45	38	83	0	83	-2
4	2022-2023	89%	Fall 22	55	40			95	Year 4	55	40	95	0	95	0
5	2023-2024	91%	Fall 23	55	50			105	Year 5	55	48	103	0	103	2
Out-of State ONLY Online ONLY				New	Continuing	Continuing	Continuing	totals		New	Continuing	Continuing	Continuing	Totl	Check=zero
1	2019-2020		Fall 19					0	Year 1	0	0	0	0	0	0
2	2020-2021		Fall 20					0	Year 2	0	0	0	0	0	0
3	2020-2021		Fall 21					0	Year 3	0	0	0	0	0	0
4	2021-2022		Fall 22					0	Year 4	0	0	0	0	0	0
5	2022-2023		Fall 23					0	Year 5	0	0	0	0	0	0
NON-RESIDENT				New	Continuing	Continuing	Continuing	totals		New	Continuing	Continuing	Continuing	Totl	Check=zero
1	2019-2020		Fall 19	0				0	Year 1	0	0	0	0	0	0
2	2020-2021		Fall 20	1				1	Year 2	1	0	1	0	1	0
3	2020-2021		Fall 21	1	1			2	Year 3	1	1	2	0	2	0
4	2021-2022		Fall 22	2	1			3	Year 4	2	1	3	0	3	0
5	2022-2023		Fall 23	3	2			5	Year 5	3	2	5	0	5	0
TOTALS				New	Continuing	Continuing	Continuing			New	Continuing	Continuing	Continuing	Totl	Check=zero
1				30	0	0	0	30	Year 1	30	0	30	0	30	0
2				41	27	0	0	68	Year 2	41	27	68	0	68	0
3				46	37	0	0	83	Year 3	46	37	83	0	83	0
4				57	41	0	0	98	Year 4	57	41	98	0	98	0
5				58	52	0	0	110	Year 5	58	52	110	0	110	0

Notes:

24  
53.6  
66.4  
76  
82.4  
  
  
  
  
  
  
  
  
  
  
  
0  
0.8  
1.6  
2.4  
4  
  
  
  
24  
54.4  
66.4  
78.4  
88

Table B

## Tuition

Assumes 3% increase annually from base year

Enter Value of ONE Credit Hour for Base Year Only

Program Year	Fiscal Year	New	Continuing	Continuing	Continuing
COLORADO RESIDENTS					
		Tuition	Tuition	Tuition	Tuition
Base	2018-2019	520	520	520	520
1	2019-2020	536	536	536	536
2	2020-2021	552	552	552	552
3	2020-2021	568	568	568	568
4	2021-2022	585	585	585	585
5	2022-2023	603	603	603	603
Out-of State ONLY Online ONLY					
Base	2018-2019	520	520	520	520
1	2019-2020	536	536	536	536
2	2020-2021	552	552	552	552
3	2020-2021	568	568	568	568
4	2021-2022	585	585	585	585
5	2022-2023	603	603	603	603
NON-RESIDENT					
Base	2018-2019	1,116.00	1,116	1,116	1,116
1	2019-2020	1,149	1,149	1,149	1,149
2	2020-2021	1,184	1,184	1,184	1,184
3	2020-2021	1,219	1,219	1,219	1,219
4	2021-2022	1,256	1,256	1,256	1,256
5	2022-2023	1,294	1,294	1,294	1,294

### Table C Curriculum

Please provide a detailed Curriculum for each year of the Academic Program. Please show lab classes as separate from lecture.

### Credit hours by year in school

[illegible]



Table G Course Fees

<b>Program:</b>	MSW					
List Current Fees						
Number	Name	Fee		Year taken	By Year	
Existing classes with fees					Total by year	
			already in place			
			already in place			
			already in place			
			already in place			
			already in place			
			already in place			
			already in place			
New Course Fee (s) proposed						
	Field fees (\$50.00/CH for Field Place	\$300.00		Graduate Y1	\$300.00	
	Field fees (\$50.00/CH for Field Place	\$300.00		Graduate Y2	\$300.00	
					\$0.00	
					\$0.00	

STOP: Following Table to be completed by UCCS Budget Office

<b>New fee generation per year</b>						
	<b>Without Fee Increase</b>					
		<b>New</b>	<b>Continuing</b>	<b>Continuing</b>	<b>Continuing</b>	<b>Generates</b>
1	2019-2020	30	0	0	0	9,000
2	2020-2021	41	27	0	0	20,400
3	2020-2021	46	37	0	0	24,900
4	2021-2022	57	41	0	0	29,400
5	2022-2023	58	52	0	0	33,000
Cross Check		232	157	0	0	

**UNIVERSITY OF COLORADO COLORADO SPRINGS**  
**STANDARD FINANCIAL PROFORMA FOR TARGETED GROWTH OR NEW GENERAL FUND ACADEMIC PROGRAMS**

	<b>GRADUATE PROGRAM TEMPLATE</b>					
<b>PROGRAM:</b>	<b>Year 0</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>MSW</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Projected 3% annual tuition increase</b>	<b>ENROLLMENT AND REVENUE PROJECTIONS</b>					
Graduate Student Resident Headcount		30	67	83	95	103
Graduate Student Resident Credit Hours		\$ 24	\$ 24	\$ 24	\$ 24	\$ 24
Graduate Student Resident Tuition Rate per CH	\$ 520	\$ 536	\$ 552	\$ 568	\$ 585	\$ 603
Graduate Student Non Res Online Headcount		0	0	0	0	0
Graduate Student Non Res Online Credit Hours						
Graduate Student Non Res Online Tuition Rate per CH	\$ -	\$ 520	\$ 536	\$ 552	\$ 568	\$ 585
Graduate Student Non Res Headcount		0	1	2	3	5
Graduate Student Non-Resident Credit Hours		\$ 24	\$ 24	\$ 24	\$ 24	\$ 24
Graduate Student Non Res Tuition Rate per CH	\$ 1,116	\$ 1,149	\$ 1,184	\$ 1,219	\$ 1,256	\$ 1,294
<b>Grand Total Student Headcount</b>		<b>30</b>	<b>68</b>	<b>85</b>	<b>98</b>	<b>108</b>
<b>Revenue Projections</b>		<b>*****CALCULATED CELLS*****</b>				
Graduate Resident Tuition		\$ 385,632	\$ 887,082	\$ 1,131,890	\$ 1,334,403	\$ 1,490,177
Graduate Non Resident Online Tuition		\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Non-Resident Tuition		\$ -	\$ 28,415	\$ 58,535	\$ 90,437	\$ 155,250
<b>Program Tuition Revenue</b>		<b>\$ 385,632</b>	<b>\$ 915,497</b>	<b>\$ 1,190,426</b>	<b>\$ 1,424,840</b>	<b>\$ 1,645,427</b>
<b>Projected 4% annual increase</b>	<b>EXPENDITURE PROJECTIONS</b>					
<b>SPA</b>						
<i>Wages &amp; Salaries</i>						
Tenure/Tenure Track	\$ 5,000	\$ 185,000	\$ 250,000	\$ 330,000	\$ 340,000	\$ 350,000
NTTF (Instructor at equal to or <50% FTE)	\$ 30,000	\$ 60,000	\$ 121,500	\$ 125,000	\$ 128,000	\$ 131,840
University Staff		\$ 45,000	\$ 46,350	\$ 48,000	\$ 49,500	\$ 51,000
Classified Staff (Administrative Assistant)						
<i>Benefits at 32% Campus Rate (for applicable pos)</i>	\$ 11,200	\$ 92,800	\$ 133,712	\$ 160,960	\$ 165,600	\$ 170,509
Accreditation Expenses	\$ 10,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Lecturers	\$ 4,000	\$ 12,000	\$ 16,000	\$ 20,000	\$ 24,000	\$ 28,000
Graduate Assistantships (total of 8)	\$ 5,000	\$ 10,000	\$ 20,000	\$ 30,000	\$ 35,000	\$ 40,000
<i>Subtotal College Expenses</i>	\$ 65,200	\$ 409,800	\$ 592,562	\$ 718,960	\$ 747,100	\$ 776,349
<i>Operating Expenses</i>						
Supplies	\$ 500	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750	\$ 2,000
Printing/Postage	\$ 750	\$ 1,500	\$ 1,750	\$ 2,000	\$ 2,250	\$ 2,500
Equipment and Software	\$ 2,100	\$ 6,000	\$ 9,000	\$ 12,000	\$ 15,000	\$ 18,000
Marketing	\$ 5,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Official Functions	\$ 500	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600	\$ 1,600
Travel	\$ 1,250	\$ 7,500	\$ 12,500	\$ 15,000	\$ 17,500	\$ 17,500
Library Materials	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
<i>Institutional Aid Enter and Footnote</i>						
<i>Subtotal Operating</i>	\$ 15,100	\$ 32,600	\$ 41,100	\$ 47,100	\$ 53,100	\$ 56,600
<i>Subtotal Home College Expenditures</i>	\$ 80,300	\$ 442,400	\$ 633,662	\$ 766,060	\$ 800,200	\$ 832,949
<i>Home college ONE TIME Expenditures-start up funds</i>		\$ 5,000	\$ 5,000	\$ 5,000		
<b>TOTAL Home CollegeExpenditures</b>	<b>\$ 80,300</b>	<b>\$ 447,400</b>	<b>\$ 638,662</b>	<b>\$ 771,060</b>	<b>\$ 800,200</b>	<b>\$ 832,949</b>
<b>TOTAL ACADEMIC PROGRAM EXPENDITURES</b>	<b>\$ 80,300</b>	<b>\$ 447,400</b>	<b>\$ 638,662</b>	<b>\$ 771,060</b>	<b>\$ 800,200</b>	<b>\$ 832,949</b>
<b>REVENUE</b>	<b>\$ -</b>	<b>\$ 385,632</b>	<b>\$ 915,497</b>	<b>\$ 1,190,426</b>	<b>\$ 1,424,840</b>	<b>\$ 1,645,427</b>
<i>Gift funds</i>						
<i>Other funds</i>						
<b>REVENUE AFTER DIRECT EXPENDITURES</b>	<b>\$ (80,300)</b>	<b>\$ (61,768)</b>	<b>\$ 276,835</b>	<b>\$ 419,366</b>	<b>\$ 624,640</b>	<b>\$ 812,478</b>

Indirect Exp (42.6%, 3 YR S&U avg.)	\$ -	\$ 164,279	\$ 390,002	\$ 507,121	\$ 606,982	\$ 700,952
NET ACADEMIC PROGRAM EXPENDITURES	(80,300)	(226,047)	(113,167)	(87,756)	17,658	111,526
Total Contribution to Campus	\$ (80,300)	\$ (226,047)	\$ (113,167)	\$ (87,756)	\$ 17,658	\$ 111,526
All Base budget increments only if College & LAS meet a rolling 3-YEAR average of overall fall enrollment targets set by campus in addition to this growth (1)						
Annual Base Budget Increment	\$ 80,300	\$ 447,400	\$ 1,028,664	\$ 249,517	\$ 129,001	\$ 126,719

Notes:  
Year 1



University of Colorado  
Colorado Springs

**School of Public Affairs**  
ACAD 304  
1420 Austin Bluffs Pkwy.  
Colorado Springs, CO 80918

## **Attachment G**

**Written statement from the SPA Dean**





University of Colorado  
Colorado Springs

**School of Public Affairs**  
Office of the Dean  
1420 Austin Bluffs Pkwy.  
Colorado Springs, CO 80918  
t 719-255-4102  
george.reed@uccs.edu

July 18, 2018

Thomas M. Christensen, PhD  
Provost, University of Colorado Colorado Springs  
1420 Austin Bluffs Pkwy  
Colorado Springs, CO 80918

Dear Provost Christensen,

I am pleased to write this letter affirming adequacy of resources to support the two new social work programs, as outlined in the respective programs budget, and confirming that projected resources are reasonable as written in the two social work programs proposed by the School of Public Affairs: Bachelor of Social Work (BSW) and Master of Social Work (MSW). We will require assistance with identifying space for new faculty as that is beyond the authority of the School of Public Affairs to address.

The School of Public Affairs agrees that 1 of the required upper division courses for the BSW program be from public administration: PAD 3268 Contemporary Issues in Social and Public Policy. Several Compass general education requirements, certificate and minor opportunities will also be available to students in the BSW program.

The School of Public Affairs also agrees that 3 of the required graduate courses for the MSW program be from within the school of public affairs: PAD 5390 Rethinking Social Policy, PAD 5003/CJ 5003 Research and Analytic Methods, and PAD 5350/ CJ 6105 Program Evaluation.

Sincerely,

A handwritten signature in black ink that reads "George E. Reed".

George E. Reed, PhD  
Dean, School of Public Affairs  
University of Colorado Colorado Springs  
1420 Austin Bluffs Pkwy  
Colorado Springs, CO 80918



University of Colorado  
Colorado Springs

**School of Public Affairs**  
ACAD 304  
1420 Austin Bluffs Pkwy.  
Colorado Springs, CO 80918

## **Attachment H**

### **Letter of Support and Cooperation from LAS Dean**



University of Colorado  
Colorado Springs

July 19, 2018

George E. Reed, Ph.D.  
Dean, School of Public Affairs  
University of Colorado Colorado Springs  
1420 Austin Bluffs Pkwy  
Colorado Springs, CO 80918

Dear Dean Reed,

I am pleased to provide this letter of support of the two social work programs proposed by the school of public affairs: Bachelor of Social Work (BSW) and Master of Social Work (MSW). The School of Public Affairs worked closely with the Department of Sociology to develop the two proposals including the curriculum design.

The College of Letters Arts and Sciences concurs with the proposal that two of the required upper division courses for the BSW program will be from those offered by the Department of Sociology: SOC 3250 Power, Privilege, and Social Difference and SOC 4210 Social Services and Welfare Reform. I appreciate the fact that resources to provide temporary instructors to teach the extra sections for these two courses were included in the BSW program proforma. We have no objection to the use of social work faculty to teach the extra sections should that be necessary due to enrollment beyond that which is anticipated in the proposal.

It is my understanding that several Compass general education requirements, certificate and minor opportunities will also be available to students in the BSW program. Resources to cover the LAS costs for general education requirements are included in the BSW proforma, as required by UCCS Office of the Vice Chancellor for Administration and Finance.

These new programs will be great for our university and our region.

Sincerely,

A handwritten signature in black ink that reads "Peter A. Braza". The signature is written in a cursive, flowing style.

Peter A. Braza, Dean



University of Colorado  
Colorado Springs

**School of Public Affairs**  
ACAD 304  
1420 Austin Bluffs Pkwy.  
Colorado Springs, CO 80918

## **Attachment I**

### **External Review of the MSW Proposal**

August 21, 2018

Thomas M. Christensen, Ph.D.  
Provost and Executive Vice Chancellor for Academic Affairs  
Professor of Physics  
University of Colorado Colorado Springs  
1420 Austin Bluffs Pkwy  
Colorado Springs, CO 80918

Dear Provost Christensen,

Thank you for the opportunity to review the proposal for a Master of Social Work (MSW) degree in the School of Public Affairs at the University of Colorado Colorado Springs. My impression in reviewing this program is that it will fulfil the need for an accredited graduate MSW degree in the Colorado Springs and Southern Colorado region. The program will enable the preparation and development of a professional workforce, where the employment demand has clearly been documented in the data snapshot (EAB Global) and from the strong letters of support from various community health and human service agencies and schools (located in Attachment D).

In this review I will outline more specifically what I deem as the unique strengths of the proposed MSW program and will also pose some questions for further consideration towards the conclusion of this letter.

## **Curriculum**

The proposed program follows the curricular guidelines as set forth by the Council of Social Work Education (CSWE) that serves as the accrediting body of schools of social work around the nation. The competency based program (i.e., 9 social work competencies) is comprised of a generalist foundational approach along with an advanced specialist practice perspective that will ensure that a well-rounded education will be provided to students that will enable them to become versed and competent in social work related skills, practices, policies and ethics. This approach will also allow students to work in micro, mezzo and macro settings upon graduation. The preparation will be essential as students graduate and are able to pursue professional state licensure to practice independently or have the qualifications to practice at an advanced level in a variety of health, behavioral health, social service, child welfare and educational (school) settings.

Furthermore, the specialization as presented in this proposal will involve trauma-informed social work practice which is considered the state of the art approach to evidence-informed interventions that are founded in the latest neuroscientific advances in understanding and treating traumatized, at-risk and vulnerable populations. Offering this specialization will be a big draw for potential



students as well as having a military social work emphasis through elective clusters as well as a variety of certificates. The Accelerated Master's Program (or Advanced Standing) for students already holding a Bachelor of Social Work (BSW) is also an attractive feature and it will permit students to transition from the BSW program (if approved) to the MSW in a seamless manner, which presents yet another pragmatic approach to earning a comprehensive degree in social work. I also appreciate that for academically eligible students, the option of completing a Master's theses is offered in order to prepare students towards a PhD degree, which signals that research and scholarship are valued.

An additional asset is that the program will be tailored to meet the needs of non-traditional students including military-affiliated students that will have the option to take on-the-ground courses (in-seat) or online or a combination (hybrid) and most of the courses will be offered in the evenings. An extended study option (part-time) and all of these well-planned scheduling arrangements will allow for the maximum of flexibility that will provide access to students that otherwise would not be able to attend a graduate level program and render them the opportunity to experience the high caliber and affordable public education that is offered by the University of Colorado Colorado Springs. This is particularly relevant today in contrast with other social work programs that are much less flexible in their offerings and present a serious financial burden and insurmountable debt for students and their families. (In relation to the proposed tuition and fee rates that are provided in Tables B & G in Attachment F).

The proposed program also aligns nicely with both the University's strategic goals and within the mission of the School of Public Affairs, particularly in relationship to the development and sustainment of community partnerships along with public service. A significant component of the MSW degree entails the requirement of students' active participation in field placement experiences and thus this will necessitate collaboration with a variety of organizations and will simultaneously foster student engagement in meeting the public good.

### **Faculty**

Given the five year buildup of 12:1 faculty-to-student ratio that is being proposed for a mid-sized program seems to be a better than reasonable ratio that will insure that students receive the full benefits of working closely with faculty. The progressive hiring plan that includes faculty lines that will represent both tenure (5 FTE) and non-tenure streams (2 FTE) will be matched according to CSWE requirements. The designation of directors for the MSW program and the field component will also ensure that the program will have proper oversight and be in compliance with CSWE mandates.

### **Concluding Remarks**

Overall, based on the combination of factors that I have outlined here I anticipate that the MSW program will meet the enrollment predictions (Table 4; Table A, Attachment F) while taking into account the CSWE candidacy status of the program for the first few years. Furthermore, given the thorough and careful plan that has been outlined in this proposal, I do not anticipate that achieving full CSWE accreditation will be an issue as the program already appears to be well articulated and positioned towards that end. The need for available resources are also adequately addressed and

significant costs are averted and examined through the efficiency plan that is noted. The program appears to be financially feasible from the estimations and figures provided in the Standard Financial Proforma for Targeted Growth or New General Fund Academic Programs (located on the last page of Attachment F).

I would like to end by stating that if this MSW program is approved it will represent a boon to the University of Colorado System and in serving vulnerable populations in the State of Colorado and beyond. Below I provide a few questions that perhaps have been already addressed, but if not, these are meant to assist in further planning and based on my institutional experience in a large and national MSW program that includes a significant virtual-online presence.

### **Questions for Consideration**

1. What is the plan for diversity, equity and inclusivity in both student recruitment and in faculty hiring and retention?
2. What resources will be dedicated to career and student development as they transition into the workforce (i.e., social work profession)? And how will the graduates be tracked in order to assess the success of program in terms of gainful employment in the field of social work? Will there be an Alumni Relations Office? That is, how will social work alumni be engaged?
3. How will the school meet the mental health and wellness needs of students that are online? (Given the challenges that come with working with difficult client populations and being geographically isolated from the main campus).
4. What online platform will be used to deliver the online programs and will there be a virtual component (or synchronous, live-virtual sessions) versus exclusively asynchronous learning? How will the hybrid courses be determined and what will these look like? Will there be any residency requirements for the online students? What programs or initiatives will be available for online students to feel like they are part of the social work higher education community? How will the program manage field placements and be able to oversee students that could be potentially located across the country or outside of the immediate campus vicinity? How will the program be monitored and evaluated in terms of meeting student learning outcomes?
5. How will the program be prepared from a fiscal and management perspective to address enrollment predictions that do not conform to potential scenarios provided, for instance, what happens if part-time enrollment is equal or greater than the full-time enrollment (FTE)?
6. Are there any plans for having a specific Office of Advancement for the social work program that can support or supplement state funding formulas?
7. What sort of collaborative efforts are envisioned with the wider university community and specifically within the School of Public Affairs?
8. What is the strategy for involvement in addressing one of the *12 Grand Challenges* as put forth by the American Academy of Social Work and Social Welfare?

Thank you again for the opportunity to review the proposal. Please let me know if you have any questions or need anything further.



Sincerely,

A handwritten signature in black ink, appearing to read 'E. Weiss', written over the word 'Sincerely,'.

Eugenia L. Weiss, PsyD, LCSW

Senior Associate Dean of Faculty Affairs

Clinical Associate Professor

University of Southern California

Suzanne Dworak-Peck School of Social Work

Email: [eugenia.weiss@usc.edu](mailto:eugenia.weiss@usc.edu)

Phone: 949-433-3416



Biographical Statement for  
the MSW Proposal External Reviewer

Eugenia L. Weiss, PsyD, LCSW  
Senior Associate Dean of Faculty Affairs  
Suzanne Dworak-Peck School of Social Work  
University of Southern California

Eugenia L. Weiss, PsyD, LCSW, is an educator and a California licensed clinical social worker and licensed psychologist. She is Clinical Associate Professor at the University of Southern California (USC), Suzanne Dworak-Peck School of Social Work and serves as Senior Associate Dean of Faculty Affairs. Weiss was the previous Director of two academic centers, Orange County Academic Center and the San Diego Academic Center. She maintained a private practice for over 18 years working with military personnel and their families. She is the author and co-author of multiple peer-reviewed journal publications and is co-author of a book titled *A Civilian Counselor's Primer to Counseling Veterans* (2nd ed., Linus Books, 2011) and co-editor of several books, including: *Handbook of Military Social Work* (Wiley & Sons, 2013); *Supporting Veterans in Higher Education: A Primer for Administrators, Faculty and Academic Advisors* (Oxford University Press, 2015); *Transformative Social Work Practice* (Sage, 2015) as well as *The Civilian Lives of U.S. Veterans: Issues and Identities* (ABC-CLIO, 2017). Upcoming co-edited book title includes: *American military life in the 21<sup>st</sup> century: Social, cultural and economic Issues* (ABC-CLIO, in press) and co-authored book, *Leadership with Impact: Preparing Health & Human Service Practitioners in the Age of Innovation and Diversity* (Oxford University Press, in press). Weiss was the recipient of the *Hutto Patterson Foundation Award for Distinguished USC School of Social Work Faculty*, representing excellence in teaching, service to the university, school and community; and accessibility to students. Her research interests include military/veteran behavioral health, diversity, higher education, and leadership. She is also an Academy Fellow in Higher Education Leadership from the University of California, Berkeley. Serves as Board Member of the Council of Social Work Education (CSWE) - Council on the Role and Status of Women in Social Work Education and is Chair of Higher Education Working Group and Steering Committee Member– Orange County Veterans and Military Families Collaborative. Lastly, but most importantly, a proud Army mom.



University of Colorado  
Colorado Springs

**School of Public Affairs**  
ACAD 304  
1420 Austin Bluffs Pkwy.  
Colorado Springs, CO 80918

## **Attachment J**

### **Response to the External Reviewer's Questions**



University of Colorado  
Colorado Springs

**School of Public Affairs**  
ACAD 304  
1420 Austin Bluffs Pkwy.  
Colorado Springs, CO 80918  
t 719-255-4131  
csimmon4@uccs.edu

August 23, 2018

Thomas M. Christensen, Ph.D.  
Provost and Executive Vice Chancellor for Academic Affairs  
Professor of Physics  
University of Colorado Colorado Springs  
1420 Austin Bluffs Pkwy  
Colorado Springs, CO 80918

Dear Provost Christensen,

Thank you for the opportunity to answer the questions posed by Eugenia L. Weiss, PsyD, LCSW, the external reviewer for the Master of Social Work Proposal.

**Question 1.** What is the plan for diversity, equity and inclusivity in both student recruitment and in faculty hiring and retention?

**Response:** The University of Colorado Board of Regents Guiding Principles, highlights the importance of diversity and inclusion in the sixth point, *"Promote faculty, student, and staff diversity to ensure the rich interchange of ideas in the pursuit of truth and learning, including diversity of political, geographic, cultural, intellectual, and philosophical perspectives."* From this foundation, the UCCS 2012-2020 Strategic Plan values inclusive diversity and has included diversity as the sixth goal. The School of Public Affairs (SPA) Strategic Plan also incorporates the SPA diversity plan. The proposed Social Work Program will follow this guidance and leadership to promote "multicultural awareness, collaborations and knowledge" throughout the explicit and implicit curriculum.

As part of the accreditation process, the Council of Social Work Education requires documentation of a diversity plan that links to the 7 social work core competencies to the program mission, goals and competencies, and also to the goals/objectives of each specific course. Please note the second CSWE competency is to "Engage Diversity and Difference in Practice." As such, the process to develop a diversity plan needs to be embedded in the explicit curriculum and also be actively demonstrated in the implicit curriculum (e.g., hiring, student recruitment, student activities, etcetera).

To begin this process a social work focus group consisting of 15 community stakeholders was held on June 8, 2018. The focus group discussed and develop the mission, goals, and competencies. A follow-up survey was then sent to the attendees and several additional MSW trained stakeholders to further refine this important work. Diversity is incorporated throughout.

**UCCS Master of Social Work Mission:** The mission of the Master of Social Work program is to prepare advanced professional social workers for ethical and competent trauma informed social work practice across diverse and different populations at micro, mezzo, and macro levels of practice.

MSW Goals: The goals of the Master of Social Work program are to:

1. Educate advanced social work practitioners with knowledge, values, and skills necessary for ethical and competent practice across diverse and different populations with a focus on trauma-informed social work practice (competency 1 & 2)
2. Engage students in a process of practice-informed research and research-informed practice (competency 4 & 7)
3. Prepare social workers to provide regional leadership in the development and implementation of policies, programs, and services that support human rights and social, economic, and environmental justice and understand the ways trauma impacts all levels of practice (competency 5 & 3)
4. Develop social worker who exemplify a commitment to the social work core values while engaging, intervening, and evaluating trauma-informed practice with individuals, families, groups, organizations, and communities (competency 6, 8 & 9)

Once the MSW program is approved, the MSW faculty will link the competencies to a formal diversity plan which is incorporated into the explicit and implicit curriculum. It will include both student recruitment and in faculty hiring and retention

**Question 2.** What resources will be dedicated to career and student development as they transition into the workforce (i.e., social work profession)? And, how will the graduates be tracked in order to assess the success of program in terms of gainful employment in the field of social work? Will there be an Alumni Relations Office? That is, how will social work alumni be engaged?

**Response:** The School of Public Affairs employs a director of strategic initiatives and alumni relations. MSW Alumni Relations will be incorporated into this office and also the UCCS Alumni Relations and Career Services offices. In addition to the support provided by both UCCS and SPA, a social work advisory board will be developed to help connect the academic aspects of the program to the practical career-based community need. A growing number of MSW trained social workers in the community have volunteered to serve in this capacity upon approval of the MSW proposal.

**Question 3.** How will the school meet the mental health and wellness needs of students that are online? (Given the challenges that come with working with difficult client populations and being geographically isolated from the main campus).

**Response:** Self-care and healthy coping are incorporated into several of the MSW courses (e.g., skills for social work practice, social work practice with individuals, social work field seminar, etcetera). In addition, the MSW students will have access to the Mental Health Services Staff and programs including psychotherapy, psychological testing, consultation, group sessions, and referral services.

**Question 4.** What online platform will be used to deliver the online program? And, will there be a virtual component (or synchronous, live-virtual sessions) versus exclusively asynchronous learning? How will the hybrid courses be determined and what will these look like? Will

there be any residency requirements for the online students? What programs or initiatives will be available for online students to feel like they are part of the social work higher education community? How will the program manage field placements and be able to oversee students that could be potentially located across the country or outside of the immediate campus vicinity? How will the program be monitored and evaluated in terms of meeting student learning outcomes?

**Response:** The program will use the learning management system (LMS) Canvas. When the program begins all online courses will be asynchronous. Hybrid courses will include asynchronous work and in-seat requirements. Online students will not be required to come to campus. Field placements will be managed by the UCCS staff virtually using digital technology and virtual site visits. All field placements require an MSW trained supervisor at the site providing 1:1 supervision. The third step of the accreditation process (called Benchmark 3) requires the development of an evaluation plan. As such, the evaluation plan will be developed in conjunction with the 3-year, 3-step accreditation process.

**Question 5.** How will the program be prepared from a fiscal and management perspective to address enrollment predictions that do not conform to potential scenarios provided, for instance, what happens if part-time enrollment is equal or greater than the full-time enrollment (FTE).

**Response:** The proforma is a conservative estimate based on predicted enrollment. Should enrollment outperform or under-perform the proforma, the manning document will be altered accordingly.

**Question 6.** Are there any plans for having a specific Office of Advancement for the social work program that can support or supplement state funding formulas?

**Response:** The proposed social work program will be housed within the School of Public Affairs. As such, SPA focused office of advancement initiatives will include the social work programs. The Dean is committed to building the social work program and made social work a SPA funding priority.

**Question 7.** What sort of collaborative efforts are envisioned with the wider university community and specifically within the School of Public Affairs?

**Response:** Interdepartmental collaborations are included in section 8.d of the MSW proposal. As stated previously, the proposed social work program will be housed within the School of Public Affairs. Several courses overlap the other SPA graduate programs. Indeed, the MSW core curriculum is structured to fully leverage a number of courses currently offered by the Master of Public Administration and Master of Criminal Justice programs. In addition, the proposed MSW will also incorporate several electives and certificates offered by SPA and other colleges throughout UCCS.

**Question 8.** What is the strategy for involvement in addressing one of the 12 Grand Challenges as put forth by the American Academy of Social Work and Social Welfare?

**Response:** With this question, Dr. Weiss makes an excellent suggestion. The 12 Grand Challenges as put forth by the American Academy of Social Work and Social

Welfare have become foundational to graduate social work education. As is the case with most social work programs, the explicit curriculum is uniquely designed to address all 12 through both the core courses, the specific elective clusters, and partnerships with other programs. Aspects of each of the 12 grand challenges can be addressed in multiple ways including the core curriculum, field courses, elective clusters, the implicit curriculum, and partnerships. For the reader's convenience, the 12 grand challenges are included in the table below:

Social Work 12 Grand Challenges	Core Courses	Field Courses	Elective Clusters	Implicit Curriculum	Partnerships
1. Ensure healthy development for all youth	√	√	√	√	√
2. Close the health gap	√	√	√	√	√
3. Stop family violence	√	√	√	√	√
4. Advance long and productive lives	√	√	√	√	√
5. Eradicate social isolation	√	√	√	√	√
6. End homelessness	√	√	√	√	√
7. Create social responses to a changing environment	√	√	√	√	√
8. Harness technology for social good	√	√	√	√	√
9. Promote smart decarceration	√	√	√	√	√
10. Reduce extreme economic inequality	√	√	√	√	√
11. Build financial capability for all	√	√	√	√	√
12. Achieve equal opportunity and justice	√	√	√	√	√