Memorandum of Understanding (MOU)

Between Office of Academic Affairs
And
School of Social Work

Reference: Online Master of Social Work (MSW) Degree with Specialization in Community and Leadership Practice

I. Purpose

This MOU outlines partnership roles and responsibilities for implementation of the Provost Challenge project: Online Master of Social Work (MSW) Degree with Specialization in Community and Leadership Practice.

II. Project Description and Key Project Outcomes

Overview:
This project will take an existing 3-year Master of Social Work (MSW) degree and put it online, increasing accessibility for non-traditional students, including students of color, parents, low-income students, students with disabilities, tribal members, and students who live rurally. This delivery method will focus on Community and Leadership Practice. We will convert the approved curriculum of the School of Social Work MSW degree to an online format with synchronous and asynchronous delivery. Students will learn core content through online delivery and then be expected to periodically travel to campus for weekend intensives that would support their development of practice competencies (akin to the “flipped classroom” model). These live sessions will include practicing skills, working with case studies, being observed and receiving feedback. The ethos of these practice seminars will be to gain practice efficacy in the substantive areas that students learned about in the online format. This project will convert the approved campus foundation curriculum and add advanced content from the two approved non-clinical specializations into a 3-year online format. Our attempt is to address access barriers faced by non-traditional students, particularly since its design will allow students to retain full-time work while attending the program.

Key project outcomes (as agreed by Project Lead and Vice Provost):
- Initiate a fully online Master of Social Work program by fall 2014.
- Finish course development and course offering so a student may finish the program as a full-time student.

III. Funding
The project team will be funded up to $250,000 to achieve the outcomes established for this project. Vice Provost for Academic Innovation in consultation with Provost and the appropriate dean may increase, reduce or terminate funding for this project.
IV. Project Coordination
The School of Social Work agrees to assign a program liaison who will serve as the main point of contact between OAA and the School of Social Work, to coordinate the implementation of this proposal and to assist with any issues that might arise.

Coordination will include:
- Coordination and communications between the project team, departments, and the School of Social Work (hereafter referred to as "the College") and other administrative units to ensure policy and procedures are in place to facilitate the offering of this program to distance students.
- Development and implementation of Service Level Plan with OAI in close collaboration with project leadership team.
- Collaborate with focus area leads to improve collaboration among reTHINK PSU: Provost Challenge projects.

Department Program Liaison: (Name, email, phone)
Office of Academic Innovation Point of Contact: Johannes De Gruyter, Interim Director, Platform & Pedagogy

V. Course Development and Collaboration
The Course Developers/Instructors will engage in continued collaboration with OAI from project inception and will ensure course completion and approval of the course at least 4 weeks prior to the initial term start. The project coordinator and OAI will determine the appropriate course development process for this project. The project coordinator will consult with the project leadership team for input on the appropriate process. Completion status of the course is determined by the Director of Pedagogy & Platform in consultation with the College designee. Courses will be reviewed for quality assurance by designee(s) from the College/Department and Office of Academic Innovation upon completion and approval prior to initial course offering.

If the course is not complete in D2L and ready to be taught at least 4 weeks prior to the start of initial term, the OAI Director of Pedagogy & Platform will consult with the Department Chair concerning advisability of course cancellation.

As delineated in the existing MOU with the College, Office of Academic Innovation will provide basic course development and production including: instructional design with best practices covering accessibility and copyright, project management, media development, D2L course development, training, and on-going student (OIT) and instructor support. In addition, for this project, OAI will support the development of course elements and templates for use across the School of Social Work online courses and the production of training materials to support the future development of the School of Social Work online courses and the use of the course elements and templates. This work will proceed as collaboration between OAI and the project leadership team. Budget permitting, OAI will also provide support to faculty in subsequent years to assure courses reflect current best practices and up to date course content.

VI. Use of Course and Materials
Course Developer(s) will be the named author or a principal developer of the course materials. The Course Developer has the right to remove his or her name from the course at any time, in coordination with the academic Department and Office of Academic Innovation. The Department can appoint others to teach this course.

Consistent with the rules encompassed in Oregon Administrative Rule 580-43 and Internal Management Directive 6.2, and by PSU’s guidelines found at http://www.pdx.edu/research/ip-policies-copyright. PSU owns the course and materials. Full and specific course materials guidelines can be found at http://www.pdx.edu/research/ip-policies-coursematerial. Even if, by policy, the copyright to course materials must be assigned to PSU, the creator of those course materials still retains some control over them. If the PSU owned work will not be given away or exchanged for monetary compensation, PSU gives the author free permission to copy, distribute, make derivatives, perform, or display the work as long as they are appropriately marked © Portland State University. PSU, however, also reserves the right to use the work in any way it wishes.
VII. Dissemination
The School of Social Work is responsible for updating the University community about the status of the project. This includes maintaining their reTHINK PSU: Provost Challenge website web presence, participating in public presentations, and participation in an ongoing community of practice. Specific opportunities for participation in public events will be presented to the School of Social Work by the Office of Academic Innovation.

VIII. Evaluation & Project Improvement
School of Social Work agrees to work with OAI and their development services partner (this may include: external vendor for course development, video production, etc.) to implement a plan for putting formative and summative feedback mechanisms in place to measure project success, including basic student success metrics.

End-of-Project Report:
Please submit a final report after completion of the project to include:

- Description of the development process
- Two-year schedule for continued course and program delivery
- Survey of student feedback on the experience taking the courses (where available)
- Course evaluation instruments
- Faculty evaluation of the program/project development activity supported by OIA
- Final expense report
- Plans for program sustainability

After submission and acceptance of the final report, the Office of Academic Innovation review team will verify that all program components are in place.

IX. Funding Agreement Terms
The funding agreements in this document are contingent upon completion of course development and offering as describe above, and summarized in the Course Development Plan. Changes to the agreements, timetables or funding will be based on written agreement between the College and Office of Academic Innovation designees. OAI will provide an index code that will be used for funding of this project. There will be no transfer of funds.

X. Resolution of Disagreements
In the event of a disagreement that cannot be resolved by the parties, resolution will be through agreement of Vice Provost for Academic Innovation and the Dean of the Department’s College.
WITNESS WHEREOF, the representatives have signed this Memorandum of Understanding on the 18th day of September, 2013.

Sarah Bradley
Project Lead, Assistant Professor, SSW

Ann Curry-Stevens
Project Lead, Assistant Professor, SSW

Sukhwant Jhaj
Vice Provost for Academic Innovation and Student Success

Nancy Koroloff
Interim Dean, School of Social Work

Enclosures:
• Copy of reThink PSU: Provost Challenge project proposal
• Approved budget
• Project team and contact information
• List of courses, new or existing, to be developed as an online offering (as appropriate)
• Degree Map (as appropriate)
#91 Online Master of Social Work (MSW) Degree with Specialization in Community and Leadership Practice

Last modified: February 20, 2013 – 10:52am

Project Lead
Ann Curry-Stevens
Associate Professor
Social Work, School of

Primary Collaborators
Sarah Bradley
Assistant Professor and SSW Assistant Director, Field Education
Social Work, School of

Additional Collaborators
- Laura Nissen, Associate Professor & Chair, Social Service Administration and Leadership Practice Concentration
- Katharine Cahn, Executive Director, Center for Improvement of Child and Family Services
- Charlotte Goodluck, BSW Program Director
- Bowen McBeath, Associate Professor, School of Social Work
- Dana Fuller, Coordinator, MSW Distance Program
- Ellen Masterson, Director, SSW Field Education
- Julie Kates, Assistant Director, SSW Field Education
- Cimone Schwoeffermann, SSW Recruitment & Retention Specialist
- Karin Magaldi, Chair, School of Fine and Performing Arts, Department of Theater & Film
- Kimberly Pendell, Social Work Librarian
- Michael Chamberlain, Instructional Designer, Center for Online Instruction
- Doug McCartney, Director Instruction Technology Services
- Rick Arnold, Distance Learning Center, Video Production Manager
The Principals will also collaborate with key faculty who currently teach in the MSW program.

Challenge
Reframing Challenge

Abstract/Summary
This project will take an existing 3-year Master of Social Work (MSW) degree and put it online, increasing accessibility for non-traditional students, including students of color, parents, low-income students, students with disabilities, tribal members, and students who live rurally. This delivery method will focus on Community and Leadership Practice. We will convert the approved curriculum of the School of Social Work MSW degree to an online format with synchronous and asynchronous delivery. Students will learn core content through online delivery and then be expected to periodically travel to campus for weekend intensives that would support their development of practice competencies (akin to the "flipped classroom" model). These live sessions will include practicing skills, working with case studies, being observed and receiving feedback. The ethos of these practice seminars will be to gain practice efficacy in the substantive areas that students learned about in the online format. This project will convert the approved campus foundation curriculum and add advanced content from the two approved non-clinical specializations into a 3-year online format. Our attempt is to address access barriers faced by non-traditional students, particularly since its design will allow students to retain full-time work while attending the program.

Introduction
This project addresses barriers to obtaining a Master of Social Work (MSW) degree. Students significantly impacted by these barriers are low wage students, single parents, older students, students of color, students with disabilities, students in tribal or rural communities, students currently employed in social service agencies and students with BSWs. These barriers exist because of the current structure and capacity of the MSW program.

We currently require the majority of students to attend our two-year program which requires 10 hours of class time and 16 hours of internship per week. Even our part-time programs require weekday commitments of classroom and practicum time. This structure is based on an old assumption that students interested in an MSW will be able to attend school full time and be supported by family and/or financial aid. This has historically resulted in MSW programs attracting predominantly young middle class white students. Recent tuition increases mean that financial aid does not adequately cover living expenses so even these students have found attending school full-time challenging, especially when the average Oregon MSW salary is $42,000/year.
Feedback from current and graduated students tells us that the current MSW program structure is not working for students in rural areas, students who cannot afford to cut back on their jobs or because of job security cannot resign their positions and students with years of experience who need a different structure to their learning. Online curriculum with periodical weekend intensives will allow students access to course work outside of the traditional model. This increases access to the MSW degree for students throughout the State. The online electives developed for this program would also be accessible to our campus MSW and BSW students, as well as our distance students.

This structure would also allow for an increase in admission of students to our Advanced Standing MSW program beyond the current low level of 20 students. Advanced standing is a shortened process by which students with a BSW degree can obtain an MSW in 12 months. Currently in the Portland metro area there are 4 programs offering BSW degrees and demand for spots in our Advanced Standing program exceeds our capacity. The impact is we are losing students to other programs, including private online options. An online MSW degree would allow us to expand our capacity to meet the demand. Growth in this area will not exert pressure on the PSU infrastructure as we will deliver content via online technology and when we gather students in live seminars, we will use the facilities over the weekend when demand is currently very low.

This is an ideal time to expand delivery options for students as the faculty is currently finalizing MSW curricular revisions to address changes implemented by the Council on Social Work Education, our professional accrediting body. This new curriculum will be implemented in Fall 2014. The curricular changes will be finalized Winter 2013. Integrating the instructional design in this proposed hybrid format is perfectly timed as design will begin in Spring 2013 and be concluded with the same timelines of our larger CSWE accreditation process (Summer 2014). Synergies will result with developing both proposals simultaneously. In addition, this content will support the development of an online BSW program.

Impact/Significance

As noted above, non-traditional students experience barriers to getting an MSW degree. We anticipate this online delivery method will be appealing to a large segment of students, including those currently in our distance program (delivered in Bend, Ashland, Eugene and Salem). We envision this program would take between 25 and 60 students annually and would be appealing to students of color, those in low-income, parents, older, living ruraly, and out-of-state students. All are anticipated to benefit by having online content delivery, and periodical weekend intensives in Portland. Reducing the barriers will increase enrollment in the MSW program. We also envision that synergy between the existing campus program, our distance program and this new online program could result in these online courses being attractive to our current distance and campus programs and students.

Additionally, we are excited about the partnership with the Department of Theater and Film which will support the creation of films (for online segments) and live theater (during the practice labs) to expand our ability to measure practice competencies of students. Social work education is becoming more competency-based, and making our MSW program available as an online option offers us enhanced student learning, accurate assessment of practice skills, and greater confidence of the caliber of students being graduated. Greater flexibility, relevance of learning, accuracy of assessment and range of course offerings are thus envisioned across the entire school. This online content will also be useful to the development of an online BASW as the core components are similar.

In addition to these systems-wide benefits, we anticipate the following reduction of access barriers will result:

- Single parents would have the ability to balance work, family and education.
- Low wage students would have to ability to remain employed while obtaining their MSW.
- Students in rural areas and on tribal lands would have access to an MSW degree.
- More social workers with BSWs would have access to our Advanced Standing program due to increased capacity. BSW students are a more diverse pool of applicants, and are eligible for our one-year Advanced Standing program, but we only take 20 students annually. This opportunity would expand in this model.
- Long-term employees of social services agencies would be able to remain with their employer while pursuing their MSW, expanding income stability for more students.
- Student in our Distance program have limited options for electives and the program would allow them to access electives not offered at their site. Students in our campus program have limited flexibility in when to take classes and this program would allow them to take online electives.

Additionally, private out-of-state universities are currently marketing their online MSW degrees to Oregon residents and local private universities are developing MSW programs. Both of these trends have implications for our enrollment and our mission as a public university if we do not address the access issues of our current MSW program.

Approach and Strategy

1. Leadership

The primary collaborators, Ann Curry-Stevens and Sarah Bradley, will drive this transformation. Ann has significant experience with delivering online content, is the Chair of the MSW Community Based Advanced Practice sequence, has taught in both the foundation and advanced years of the MSW program, and also in our distance program. Sarah Bradley has extensive experience teaching
foundation practice in the MSW program and is Assistant Director of Field Education so understands the internship demands. Other key collaborators noted above bring expertise in content areas, in understanding the needs of non-traditional students, and in practice innovations. This project will also require the collaboration of other interested SSW instructional faculty to assist in converting their course content into an online format. Assistance is anticipated to be secured from the Center for Online Teaching and Instructional Technology – and relationships have already been forged.

2. Preliminary research and training
   - Review existing online MSW programs for both their content and processes
   - Review pedagogical issues related to success in online and hybrid learning
   - Access relevant OIT courses related to the development of online courses (Ann has already taken the hybrid training program and worked with an instructional designer to strengthen the course)
   - Develop key instructional faculty collaborators
   - Consult with relevant community members about degree features that would increase their access and their satisfaction

3. Course conversion (Spring 2013–Summer 2014)
   - Convert existing core foundations courses and field seminar to online format (10 courses)
   - Convert existing advanced community-based practice and administration/leadership courses to an online format (4 courses)
   - Develop new Integrated Portfolio course
   - Identify relevant electives (input from community agencies and graduates) and convert to online format (6–8 courses)
   - In partnership with the Department of Theater and Film, we will develop and film short role plays, using student actors to depict various scenarios encountered by social workers, allowing for customized

   - Process will include:
     o Videotape existing faculty delivering the knowledge content of the curriculum in current classes
     o Edit these videos for use in the online format
     o Develop and video new core knowledge modules
     o Develop comprehensive tests and competency assessments
     o Develop role play videos to be used in practice classes (Dept of Theater and Film?)
     o Identify online resources on the web that address curriculum content
     o Developing discussion questions and exercises to be delivered online
     o Modify assignments for online format

4. Policy and Budget Development
   - Develop structure within SSW
   - Develop admissions policies
   - Develop policies related to faculty copyright protection of online content, such that the model and budget include curriculum renewal every 3 years.
   - Identify teaching faculty interested in collaborating and determine costs (workload) associated with converting existing courses/lectures to online format
   - Develop budget to assure sustainability and renewal
Milestones

1. Develop core faculty to be involved in development of online MSW (April 2013)
2. Develop advisory committee including community members, students, faculty and other stakeholders (Spring 2013)
3. Finalize course map (see embedded draft) and conversion timeline for existing courses (Spring 2013)
4. Hire full-time temporary Project Assistant (Spring 2013)
5. Develop curriculum conversion schedule, identify faculty leads for each course, develop workload formula, continue to research existing models (Spring–Summer 2013)
6. As an externally accredited program, most courses are currently being revised. We will collaborate on syllabi revisions and development of new course syllabi, submit to SSW Curriculum Committee and Grad Council for approval (Summer/Fall 2013)
7. Revise website, admissions information, application, and policies to reflect new online MSW degree (Summer/Fall 2013)
8. Market online degree (ongoing)
9. Install lecture-capture technology into ASRC classroom (Summer 2013)
10. Purchase 3 laptops with integrated webcam and external microphones, for curriculum development and instruction (checked out to faculty teaching in the online program each term) (Summer 2013)
11. Convert existing MSW curriculum to online delivery format. This will require modifying the instructional methods for 15 approved core courses and approximately 8 electives (Summer 2013 to September 2014)
12. Application deadline for Cohort #1 of online MSW degree (Feb. 1, 2014)
13. Admission decisions Cohort #1 (April 2014)
14. Begin first term of Cohort #1 September 2014 (Graduate June 2017)
15. Admit first Advanced Standing class (students with a BSW who are admitted for 2 years of advanced course work) Fall 2015 (Graduate June 2017)

Benefits

Students
- Decrease barriers to MSW and eventually BASW education
  - A minimum of 25 students will enroll in the online degree with capacity to serve more
  - Supports the development of online BASW as much of the foundation content is the same. The SSW can use the content to meet needs identified by the BASW needs assessment (Proposal # 104).
- Additional student credit hours
  - Admit additional MSW and Advanced Standing students
    - Admit students from other universities who need an online course (based in daily list serve requests from other social work programs for online courses for their students)
  - Increase access to MSW degree for students with BSW, a more racially and financially diverse group.
    - 20 additional advanced standing students will be admitted and begin in Fall 2015
  - Increase student flexibility and choice
    - 250 campus students (190 MSW, 60 BASW) can access online electives (based on current enrollment)
    - 60 distance students per year can access online electives (based on current enrollment)

Faculty
- Core group of 5–6 faculty will be involved in curriculum conversion
- All faculty who teach in the MSW and BASW programs will benefit (19 Tenure Track, 8 Fixed Term, and numerous adjuncts, doctoral students, and research faculty who teach a course)
  - Training in online course delivery for all faculty
Consequences

- Loss of students to online MSW programs elsewhere and failure to meet our state-wide mandate to provide BASW and MSW degree to Oregon residents.
- Lack of access to MSW degree for students in rural areas, low-wage jobs, single parents, students with disabilities or disabling health conditions.
- Future loss of market share as private Oregon universities develop MSW programs to serve BSW students who want an MSW, which will compete for students and community resources and increase costs to students.
- Lack of qualified social workers to meet the needs of rural communities. The US Dept. of Labor (March 2012) states “employment of social workers is expected to grow by 25 percent from 2010 to 2020, faster than the average for all occupations. Growth will be due to an increase in demand for health care and social services.” We are the only MSW program currently in Oregon and we need to meet demand across the state.
- Without funding, the SSW is unlikely to develop significant online learning opportunities.

Needs Assessment

Download (http://www.rethink.pdx.edu/sites/default/files/ReTHINK%20needs%20assessment.pdf)

Media

**Online**

**Master of Social Work (MS with Specialization)**

**Community and Leadersh**

Sarah Bradley

**Online MSW Overview** (http://www.slideshare.net/sarahsbradley/online-msw-overview) from **sarahsbradley** (http://www.slideshare.net/sarahsbradley)
### Online MSW Course Grid

[Online MSW course grid](http://www.slideshare.net/sarahsbradley/online-msw-course-grid) from sarahsbradley

[http://www.slideshare.net/sarahsbradley](http://www.slideshare.net/sarahsbradley)

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**Tags**

21st Century Student, Assessment/ePortfolio, College Access, Credentialing, Graduate, High-Quality Learning, New Models, Online Education, Process Change, Student Success, Underrepresented Students, Workforce Development, Reduction of Access Barriers

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**Comments**

**Daneen Bergland — January 30, 2013 - 10:27am**

Wow, this presentation was very compelling. This proposal just makes sense, given the demand and the barriers. This should get funding!

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**Katharine Cahn — February 17, 2013 - 9:49am**

For the past three years, for thirty weeks a year, two counselors (a brother and sister) from the Warm Springs Tribe made the weekly drive over Mount Hood to take classes and practicum for three days in the Portland area. Not young people, these two students drove in sometimes hazardous weather, slept on a relative’s couch in town, leaving Madras Sunday evening and returning home to Madras as late as 2 AM the night after their Wed. evening class. They knew they needed the education and the credential of the MSW to serve their tribes human services needs, and we did not have the leadership programming to support them in the rural area near home. As their instructor and advisor I was humbled by the strength of their dedication and (quite frankly) embarrassed at how little we had done to make our leadership education available to them. See attached picture for their graduation at the Honor Ceremony at the Native Cultural Center.

[Note: I just spent an hour trying to insert their picture from the honor ceremony ... so sorry I couldn’t get it to work!]

Both mission and market dynamics recommend this program for full funding and implementation.

In terms of mission, this proposed program helps us meet the need for social work workforce development statewide and in underserved areas. As the only graduate program in the state, we must meet workforce development needs of rural, tribal and underserved cultural areas. The legislature, the citizens of the state, and our rural partners expect that of us. In particular, we must attract and educate students who have the cultural and regional roots to respond effectively as social work professionals. Only a more flexible program will do that well.

In terms of the market, several private schools are also looking at the development of MSW programs and there is at least one online program from a private school that draws students from our area. While private schools are much more expensive, we must step up to and meet the pressure of competition from these online and specialty programs. And the demand is there. Every year we have over 800 applicants for under 200 openings. We must find a way to serve more of Oregon’s future social services workforce. This will continue to strengthen the PSU presence, preserve market share and expand student credit hours.

This program makes sense for educational, mission, business, political and social justice
Pauline Jivanjee — February 20, 2013 – 3:39pm

I see this program as a much-needed addition to the School of Social Work’s programs. As the only graduate social work program in the state, we have a responsibility to prepare the next generations of social workers statewide. For all the reasons outlined in the proposal, an online MSW Program will greatly expand our capacity to prepare social workers who are placedbound, who must work full-time to support their families, and who have other responsibilities that make it difficult to travel to Portland or one of our Distance sites to participate in our existing program. This proposal is also likely to increase access for culturally diverse students with deep ties to their local communities, students in rural areas, and low-income students. An online MSW Program will have the potential to increase significantly the diversity of the social work workforce in Oregon, particularly in under-served areas.

Ayasha Shamsud Din — February 21, 2013 – 3:18pm

This is awesome! It will allow people to incorporate education into their busy lives.

News

Assistant Professor of Architecture Nora Wendi Publishes “Contemporary Art about Architecture: A Strange Utility” »

Student move out supports local charity »

AsiaLIFE: Eco-City dreaming »
go to news

Events

Wednesday, Jul 10
A Business Briefing Event: The Business of Craft Brewing »

Wednesday, Jul 10
EcoTrust Outdoor Concert Series & Innovation Showcase »

Wednesday, Jul 10
“Intra-Country Migration: The New Face of the ‘Village Idiot’ in Contemporary Indian Fiction” »
go to events
reTHINK Project #91  
Lead: Sarah Bradley, SSW  
Final Budget

Proposal # 91  
Award Amount: $250,000

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Instructions: Please fill in your requested budget amount for each category in the highlighted column. See the related tabs for information pulled from your budget with modifications made by the budget team, plus amounts estimated by the Library and OIT.

NOTE: TRAINING AND FACULTY DEVELOPMENT COSTS CANNOT BE CHANGED.
Project #91 Team Information

Project Leads:
Ann Curry-Stevens, currya@pdx.edu, 5-4712
Sarah Bradley, bradles@pdx.edu, 5-8028
**Acceleration Challenge: Program Information**

Name of Program: *MSW in Community & Leadership Practice*

Department: School of Social Work

Quarter/year to begin:

Program of Study (select all that apply):

- [ ] BS  
- [ ] BA  
- [ ] MA  
- [ ] MS  
- [ ] MBA  
- [ ] MFA  
- [ ] Ed.D.  
- [ ] Ph.D.  
- [x] Other

Other: MSW

# hours in Program: 11  
# courses: 11  
# current grad (yr):  
# potential grads (yr):

Please list departmental courses that will be required for completion of this program. In case of undergraduate programs, do not include general education courses.

OR

List general education courses if you are proposing a cluster of on-line courses to meet University Studies or degree requirements.

Indicate which courses need to be developed for online delivery. Also identify if the content is to be developed at PSU or acquired externally (Examples: AppleU, WICHE ICE, The Open Learning Initiative (OLI), OnlineLabs, partner university.)

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<td>Existing</td>
<td>No</td>
<td>PSU</td>
</tr>
<tr>
<td>SW</td>
<td>541</td>
<td>Societal, Community &amp; Organizational Structures and Processes</td>
<td>Existing</td>
<td>No</td>
<td>PSU</td>
</tr>
<tr>
<td>SW</td>
<td>550</td>
<td>Research and Evaluation I</td>
<td>Existing</td>
<td>No</td>
<td>PSU</td>
</tr>
<tr>
<td>SW</td>
<td>551</td>
<td>Research and Evaluation II</td>
<td>Existing</td>
<td>No</td>
<td>PSU</td>
</tr>
<tr>
<td>SW</td>
<td>585</td>
<td>Fundraising and Grant Writing</td>
<td>Existing</td>
<td>No</td>
<td>PSU</td>
</tr>
</tbody>
</table>

Other elective courses yet to be identified | Existing | No | PSU |
#91 Online Master of Social Work (MSW)

Intro:

Redeveloping existing courses to online format. SSW is also redesigning the underlying core curriculum for the MSW and are working with the Office of Grad Studies to compose the change proposals for both the program and for certain courses.

Possible action required:

Since all of the courses for the proposed online version of the MSW exists, there are no curricular approvals needed as far as creating the online program.

Because the School is changing the underlying core curriculum for the MSW they must meet the regular curricular deadlines and are currently working with OGS to do so. Technically, these changes should not hinder the SSW’s work to create the totally online MSW.

OUS: The OUS requests notification to the Provosts’ Council when face-to-face programs are redeveloped into fully-online status. The online MSW must be reported to the Provosts’ Council this fall.

NWCCU: the NWCCU request notification when face-to-face programs are redeveloped into fully-online status. The development of an online MSW must be reported to the NWCCU this fall.