

PROPOSAL TO OFFER A NEW DEGREE PROGRAM*

Proposals will only be accepted electronically as a Word document to the Office of the Provost when submitted to provost.deg.changes@wsu.edu

**If a new unit will be created to offer the proposed degree, a notice of intent to establish the new unit (program, department, or school) will also be required.*

This proposal will be circulated to other institutions in the state via the Interinstitutional Committee on Academic Program Planning (ICAPP). You may be asked to interact with other institutions if they have questions or concerns.

Degree Title:	Bachelor of Arts in Social Work - BASW
Academic Program:	
Academic Plan:	
Number of Credits:	120
Department(s) or Program(s):	Social Work
College(s):	College of Nursing
Campus(es):	Tri-Cities
Method of Instructional Delivery:	Classroom and instructional delivery system (Canvas)

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****Proposed Start Date: Approval must be received from the Northwest Commission on Colleges and Universities before the program may be advertised or recruited for. Financial aid may not be available until the program has been approved by the Department of Education subsequent to NWCCU approval. Approval notification will be sent by the Office of the Provost and Executive Vice President.***

Proposal

Mission and Strategic Goals:

Provide a clear statement of the nature and purposes of the new degree in the context of WSU's mission and strategic plan.

According to the National Association of Social Workers (2023), "Social workers are found in every facet of community life, including schools, hospitals, mental health clinics, senior centers, elected office, private practices, prisons, military, corporations, and in numerous public and private agencies. Some social workers help clients who face a disability or a life-threatening disease or a social problem, such as inadequate housing, unemployment, or substance abuse. Social workers also assist families that have serious domestic conflicts, sometimes involving child or spousal abuse. Some social workers conduct research, advocate for improved services, engage in systems design or are involved in planning or policy development. Many social workers specialize in serving a particular population or working in a specific setting."

The Bachelor of Arts in Social Work degree prepares students for generalist practice to promote human and social well-being with interventions focused on prevention, support, and adjustment for social and psychological needs that impact individuals & families (micro), groups (mezzo), and organizations & communities (macro). Social workers engage with interdisciplinary teams to support the biopsychosocial needs of a diverse array of clients. A BASW degree is the minimum requirement to practice as a social worker. According to the Council on Social Work

Education (2023), “The BASW degree prepares individuals for generalist practice positions (such as casework), where you engage with clients (e.g., individuals, families, communities), assess their needs, link them to services, and monitor their progress.”

This proposal is for a program that focuses on communities in central Washington and other rural, tribal or underserved regions of the state. Students in the BASW program will develop the skills to engage with diverse and rural populations, advocating for inclusive environments that advance human rights and social/economic justice. These students will be trained as members of an interprofessional healthcare team with skills and competencies to address and improve health equity and the social determinants that negatively impact health. This program will also focus on behavioral health and the intersection with substance abuse disorder.

The curriculum will be designed to engage students in learning, development and demonstration of the Social Work Competencies that address ethical and professional behavior, diversity and difference in practice, advancement of human rights and social, economic and environmental justice, and practice informed research and research-informed practice, policy practice.

This program is in preparation to enter pre-candidacy with the CSWE, (2023), “Founded in 1952, the CSWE is the national association representing social work education in the United States. Its members include more than 800 accredited baccalaureate and master’s degree social work programs and their affiliated social work educators, students, and staff, as well as practitioners and agencies dedicated to advancing quality social work education. Through its many initiatives, activities, and centers, CSWE supports quality social work education and provides opportunities for leadership and professional development so that social workers are empowered to play a central role in achieving the profession’s goals of social and economic justice. CSWE’s Commission on Accreditation is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States and its territories.”

The BASW degree prepares students for generalist practice as well as advanced study to earn an MSW, which is the most common degree held by independent mental health practitioners in the United States. Additionally, those with a BASW from an accredited program meet the requirements to enter into an accredited advanced standing MSW in which their MSW can be completed in as few as 12 months. There is no other degree that qualifies students for an advanced standing MSW. This program will help to provide the foundation for the later development of an advanced standing MSW program at WSU Tri-Cities campus.

The BASW degree distinguishes itself from other related programs as the minimum requirement for a practitioner to identify themselves as a social worker in the State of Washington. According to RCW 18.320.010, “public agency or private entity doing business in Washington may not use the title of social worker, or a form of the title, for describing or designating volunteer or employment positions or within contracts for services, reference materials, manuals, or other documents, unless the volunteers or employees working in those positions are qualified as a social worker as defined in this section.”

The proposed Bachelor of Arts in Social Work degree aligns with the mission of the university, college, and program in several ways. We offer a social service degree aimed at improving the mental health, physical health, and quality of life/well-being of those in the community. Rates of mental health and marginalization have increased dramatically in recent times (Washington Healthy Youth Survey, 2021). Students who graduate from our program become entry-level generalist social workers who are ready to enter into employment serving clients and patients across social service agencies, medical settings, governmental agencies, non-profit organizations, and educational settings. They apply the skills and knowledge gained in this to promote the well-being of clients and communities and to promote social justice through advocacy. Additionally, they are trained to support marginalized, disenfranchised, and under-served populations across our region, state, and country.

Social Work

Mission

“Social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work. This means: Challenging negative discrimination... Recognizing diversity... (and) Distributing resources equitably”. (International Federation of Social Workers, Statement of Ethical Principles, 2012)

The Bachelor of Social Work Program at WSU TC affirms the social work tradition of promoting economic and social justice for the well-being of individuals, families and communities. Our mission is to prepare students to become competent, generalist practitioners who incorporate professional knowledge, skills and evidence-based practice to address pressing issues affecting individuals and groups in our rural area today.

The curriculum is designed to produce entry-level practitioners that are prepared to advocate for equity and human rights at both micro and macro levels to influence the health of our communities.

WSU Vision and Mission

Vision

Washington State University will be recognized as one of the nation’s leading land-grant research universities.

Mission

Washington State University is a public land-grant research university that is committed to the principles of practical education for all, scholarly inquiry that benefits society, and the sharing of expertise to positively impact the state and communities.

1. WSU’s educational mission is to help students become more aware, engaged, and creative. WSU Strives to make its expertise available to anyone who seeks to benefit from it, regardless of where they live, where they come from, what they believe, or what their life experiences have been. To extend knowledge through innovative educational programs in which emerging scholars are mentored to realize their highest potential and assume roles of leadership, responsibility, and service to society.

2. WSU’s scholarly mission is directed toward the betterment of human existence through the uncovering of new information, the discovery of how to use that information to solve problems, and the creative expression of human experience. We especially seek to address issues that impact Washingtonians.

WSU’s outreach mission is to serve the needs of Washingtonians by sharing its expertise and helping residents integrate that knowledge into their daily lives.

College of Nursing Mission and Vision

Mission

Advancing optimal health and well-being through education, scholarship, practice and community engagement.

Vision

The WSU College of Nursing will shape healthcare delivery to be just, accessible, and relevant through innovation and meaningful community engagement.

Values

COUG CARES

- Compassion
- Accountability
- Respect
- Excellence
- Social justice

Educational Offerings*:

Describe the degree program, including the total number of credits required. Provide the four-year degree plan (undergraduate) or appropriate plan of study (graduate and professional).

****Please note that all courses for the degree must be approved before the degree will be reviewed by the Catalog Subcommittee.***

120 credits

The BASW program will take most students 4 years to complete and will include 120 undergraduate credits. This program will focus on preparing entry-level generalist social workers with no specific specialization.

CSWE Accreditation: This curriculum will meet social work accreditation standards by integrating the Educational Accreditation Policy Standards and Social Work Competencies into curriculum the curricula in each course. The specific competencies have been highlighted in the curriculum in each course syllabus.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

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

The BASW will be a 2+2 degree program. Students will be formally admitted into the program beginning in their 3rd year. The prerequisite courses from the first two years will cover the lower division UCORE requirements as a Direct Transfer Associates (DTA) degree. The social work advisor and program director will individually assess whether course work taken will meet the content requirements of Social Work 101, 201, & 202. If so, these courses will be waived. If not, the student will be required to fulfill these requirements before being formally admitted to the social work program.

Social Work 4-year plan (curriculum)

Degree: BASW

120 credits required

3.0 GPA or better in SW courses (59 credits for SW Major)

34-35 UCORE Credits as described in university UCORE requirements

Other prerequisites (19 credits)

9 credits of elective course work

Prerequisite requirements are fulfilled with the following direct transfer degrees

-Pre-nursing

59 Credits for Admitted SW Major (begins in 3rd year)

- 41 Upper division SW Credits
 - o 41 upper division
 - o Taken in cohort model
 - o Admitted in Junior year
- 9 Practice Concentration Area Social Science Credits
 - o Courses must be 300 or 400 level (graduate courses are allowed)
 - o Must thematically connect to an area of SW practice interest
 - o May only include 1 independent study
 - o Must complete practice concentration description form to demonstrate satisfaction of this requirement for graduation

- May not include other required SW major courses
- 9 Credits of Required non-SW courses
 - HD 350
 - HD 385
 - SOC 351

1st 2 years:

Encouraged:

Courses Strongly Encouraged:

Social Work 101 1 credit
 Social Work 201 3 credits
 Social Work 202 3 credits

Prerequisite requirements before admission to SW program:

- Application to SW program in Spring Semester of 2nd year
- Undergraduate UCORE Requirements (satisfied with Direct Transfer Agreement)
- Student selected credits in social work or human development 6 credits (May be satisfied with social science and humanities courses in direct transfer degree if courses are in social work and/or human development)
(Is satisfied through recommended SW courses)
- Introduction to Sociology/Social Problems 3 credits
(Only course work specifically designated as a Sociology course covering Introduction to Sociology or Social Problems will be accepted.)
- Introduction to Psychology 3 credits
- Statistics 3 credits
(Must include inferential and descriptive statistics.)

3rd year Fall

SOCL WRK 302: 3 credits
 -Generalist practice I: Micro Practice
 SOCL WRK 410: 3 credits
 -Intergroup Dialogues
 SOCL WRK 310: 3 credits
 -Human Behavior in the social environment
 HD 350 (DIV): 3 credits
 -Family Diversity
 Concentration Area: Social Science Electives: 3 credits

3rd year Spring

SOCL WRK 303: 3 credits
 -Generalist practice II: Assessment and Evidence-based Practices
 SOCL WRK 411 (M): 3 credits
 -Privilege, Oppression, & Power
 Soc 351: 3 credits
 -The Family:
 HD 385: 3 credits
 -Perspectives in Human Services
 Concentration Area: Social Science Electives: 3 credits

4th year Fall

SOCL WRK 402: 3 credits
 -Generalist Practice III: Macro and Policy Practice
 SOCL WRK 430: 3 credits
 -Self-awareness and diversity in practice
 SOCL WRK 440 (M) : 3 credits
 -Policy in Social Work
 SOCL WRK 475: 4 credits
 -Field Exp. 1

Concentration Area: Social Science Electives: 3 credits

4th year Spring

SOCL WRK 403: 3 credits

-Generalist IV: Empowerment Practice

SOCL WRK 431: 3 credits

-Special Topics in Social Work

SOCL WRK 441 (CAPS): 3 credits

-Translating research into social work practice

SOCL WRK 476: 4 credits

-Field Exp. 2

Provide descriptive information regarding (the) method(s) of instructional delivery (percent face-to-face, hybrid, distance, and/or competency-based).

This program will be primarily face-to-face at the Tri-Cities campus and in the community (for field placement sites in the final year). There will be limited use of hybrid courses with some Canvas-based content. This will be based upon campus assessment of student needs and demand.

Assessment of Student Learning and Student Achievement

**For graduate programs, please contact the Graduate School before completing this section.*

Please provide a list and description of expected student learning outcomes.

The BASW is an undergraduate professional degree. Graduates of this program will be prepared to enter into jobs as entry-level generalist social workers and may represent themselves as social workers within the State of Washington and may be eligible for baccalaureate social work licenses in other states. For example, graduates of this program will be eligible to apply to become a Registered Baccalaureate Social Worker (RBASW) in neighboring Oregon. Additionally, graduates will be prepared to enter advanced standing MSW programs in which they may complete an MSW degree with an additional 12 months of study. They will be trained in social work ethics, generalist practice (micro, mezzo, macro levels), assessment, intervention, and advocacy. Their skills will be assessed throughout this program utilizing the Council on Social Work Education - Educational Policy Accreditation Standards (EPAS) competencies (below). To demonstrate competency as a generalist social worker, graduates will need to demonstrate that they have met baccalaureate level in each of these competencies.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

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Program & Student Achievement Measures

1. Develop a nationally competitive Bachelor of Social Work program.
 - a. Attain and maintain Council on Social Work Education program accreditation.
2. Prepare students for successful completion of the Associated Boards of Social Work bachelor's level exam.
 - a. We will utilize graduate exit interviews, alumni surveys, employer surveys, and state licensure statistics to monitor and report licensure of program alumni at the BASW and MSW levels post-graduation.
 - b. If Washington adds a baccalaureate-level license, licensure exam data will be collected for program graduates.

3. Prepare students for graduate study at the MSW level.
 - a. All students will complete their 1st year generalist social work placement which will count as their first year of internship in CSWE accredited advanced standing MSW programs.
 - b. Collect program level data demonstrating how many BASW students enter MSW and other master or doctoral programs.
 - i. Monitor advanced standing MSW admissions.
 - ii. Monitor other MSW admissions.
 - iii. Monitor admission to other graduate programs.
 - c. Exit interview data will be collected to assess the frequency of applications/admission to graduate programs
4. Prepare social work practitioners to help fill the behavioral health workforce gap in Washington State and the Pacific Northwest.
 - a. This will be demonstrated through the completion of a 400-hour field placement in a generalist social work organization within these communities.
 - b. We will utilize graduate exit interviews, alumni surveys, employer surveys, and state workforce statistics to monitor and report alumni job placements throughout Washington State
5. Promote professional and ethical behavior as described in the National Association of Social Worker's Code of Ethics
 - a. Students will successfully complete written assignments in their generalist practice courses in which they apply the NASW code of ethics to ethical dilemmas in generalist social work practice.
 - b. Students will apply social work professional research and practice standards to a capstone project that each student will complete in their 4th year research class.
 - c. Students will complete graduate exit interviews to share perspectives on preparation for ethical professional social work practice.
6. Provide a center for social workers in the region to become connected to the Washington social work community and the profession of social work.
 - a. We will offer continuing education courses that can be used to meet the training requirements of social workers in the State of Washington.
 - b. We will maintain outcome data of the number of mental health practitioners who complete continuing education training through WSU social work

For undergraduate programs, provide the department's plan for assessing student learning outcomes. Describe briefly how information on student learning will be collected and incorporated into existing processes for evaluating student learning in the department. Please attach the plan and a curriculum matrix.

Student skills will be assessed throughout this program utilizing the CSWE EPAS competencies (above). A draft assessment plan is included below. A curriculum matrix has been included in the appendix

Field Site Evaluation & Field Supervisor Evaluations are completed by the field director annually to assure that field sites and supervisors are providing appropriate generalist social work experiences that meet the educational needs of the students who are placed in them

- Evidence of appropriate weekly supervision
- Student work follows SW program goals and integrates CSWE core competencies
- Students are completing appropriate number of hours
- Students are providing services under the supervision of a qualified licensed social worker

Field Placement Agreement is completed by the student and signed by the field supervisor and field director to serve as a contract between the student, agency, and WSU social work program to assure field requirements are met

- Field placement work covers all 9 core competencies
- Students develop plan to complete 400 hours of field placement service
- Field supervision plan is clearly described
- Field site provides generalist experiences that fit learning goals in generalist practice course

Senior Exit Survey instrument is completed at the time of BASW graduation. Results are used for the BASW program to examine its policies and procedures to make sure learning objectives/core competencies are satisfactorily achieved.

Alumni Survey instrument is completed one-year after graduation. This allows for reflection strengths and weaknesses in preparation for BASW level generalist practice and for MSW graduate studies.

Placement rates are tracked for each graduating class.

Instructor Evaluations are done at the end of each semester. For BASW faculty, successful evaluations are considered to be at least a 4 out of 5.

Annual focus groups will be completed by an outside SW education evaluator. These focus groups will be compiled into a report that will be disseminated to SW leadership, SW faculty, nursing leadership, and campus faculty. These focus groups will thematically identify strengths and weaknesses of the program by soliciting qualitative student feedback.

Field Placement Agreement is completed by the student and signed by the field supervisor and field director to serve as a contract between the student, agency, and WSU social work program to assure field requirements are met

Field placement work covers all 9 core competencies

Students develop plan to complete 400 hours of field placement service

Field supervision plan is clearly described

Field site provides generalist experiences that fit learning goals in generalist practice course

Senior Exit Survey instrument is completed at the time of BASW graduation. Results are used for the BASW program to examine its policies and procedures to make sure learning objectives/core competencies are satisfactorily achieved.

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Please indicate as appropriate:

Assessment of this program will be incorporated into the existing assessment plan for _____ . Please attach a copy of the existing plan.

A draft assessment plan is attached.

A curriculum matrix is attached.

Planning:

Describe plans and include descriptions which provide evidence of:

1. The need for the new degree:

There is a need for BASW graduates in rural areas to do case management, counseling, and referral in community-based social service agencies, residential facilities and other organizations that are focused on addressing the social determinants of health and wellbeing. There is a tremendous need for BIPOC students with education and training in the health sciences and specifically in social work. Evidence shows that communities, families and individuals in need of support and services trust and utilize services recommended and/or provided by health professionals representative of their culture and backgrounds. This is particularly true in social work where the conversation is often focused on sensitive topics that include documented status, financial needs, food/housing security and psychological concerns and trauma. There is a heightened need for social workers who are bilingual, particularly in the central region of the state. Therefore, a BASW program that draws from students in Tri-Cities and Yakima could greatly enrich the services available in the region.

The State of Washington is experiencing a significant shortage of trained behavioral health practitioners (Behavioral Health Workforce Advisory Council, 2022). There are current statewide initiatives being offered to determine how to allocate sources to fill this demand. As part of this initiative, the Washington State Legislature provided WSU Tri-Cities with \$1.6 million per biennium to develop a BASW program, and later an MSW program. This is the first step in that process.

The U.S. Bureau of Labor Statistics has stated that social work is a profession that is expected to grow “faster than average.” It is expected that an additional 63,800 social work jobs per year will be needed across the country over the next 10 years. This is due to an increased rate of retirement of those who are currently working as social workers and increased behavioral health and social service needs across the country.

Strengths:

- Strong institutional foundation in behavioral health and social sciences: Psychology, Psychiatric Nursing, Human Development, Criminal Justice, Social Sciences, & Sociology
- Program is being developed within WSU Nursing, under Foundational Practice and Community-Based Care, a nationally ranked program with strong relationships throughout healthcare and social service agencies in the region and the state.
- The only public social work program available in the Tri-Cities
- This program is supported by the Washington State Legislature with \$1.6 million per biennium to support start-up costs
- The Kadlec Foundation is providing financial support to 50% of two faculty members.
- Between the two funders, start-up salaries are completely paid for.
- Field placements provide immediate social service agency workforce support in the Tri-Cities and Yakima Valley region
- BASW provides the foundation to develop an MSW program to further support the behavioral health workforce needs of our community

Weaknesses:

- Limited recruitment interest for program faculty in round 1
- New programming at Heritage University might provide competition

Opportunities:

- The State of Washington has created workforce development initiative opportunities for behavioral health degrees that can offer loan repayment and scholarship fundings for BASW & MSW students.
- Regional partners such as Kadlec could offer field placements for students that prepare them for economically viable career opportunities as healthcare social workers
- Other regional social work educators (Eastern Washington University, Gonzaga University, and Heritage University) may work to collaborate on developing regional social work education opportunities

- Ongoing program development consultation services are available from the Council on Social Work Education that include in-person administrative workshops at their annual program meetings.

Threats:

- Eastern Washington University Social Work may provide competition for students coming to the WSU Tri-Cities campus.
- Unpredictable competition from online social work programs such as the newly developed online BASW program offered from Portland State University

2. The student population to be served

- Provide realistic justification for the projected FTE.
- How can transfer students articulate smoothly into the program and complete it with approximately the same number of total credits as students who enter WSU as freshmen?
- Please describe specific efforts planned to recruit and retain underrepresented students in this discipline.

This program will serve students who come to WSU as freshmen as well as transfer students from local community colleges. It is expected that this program will primarily serve students interested in career pathways in social sciences in the Southeast region of Washington. Tri-Cities does not currently have a bachelor's degree in human development, so this degree program will fill a similar niche as that degree does on the Vancouver and Pullman campuses.

Faculty FTE will be based upon the student/faculty ratio of 25:1 that is mandated for accreditation by CSWE. At full maturity, we are expecting to graduate 50 BASW students per year. There will be 100 students admitted to the social work program at a time with a similar number of students participating in prerequisite courses to prepare for application to the BASW program. This could grow based upon market need and student demand. This is in line with our initial projected FTE of 4 faculty that will include the BASW program director, the field director, and two faculty.

The degree plan is designed to align with Washington DTA content. To align with DTA coursework, the degree plan has been crafted using similar prerequisite courses as the BSN program. Most DTA degrees will transfer into this program without additional coursework as long as their social science credits align with BASW prerequisite courses.

Specific efforts related to DEI In student recruitment and retention:

According to the National Association of Social Workers Code of Ethics section 6.04, "Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups."

Social work is a profession guided by the value of social justice and the ethical principle that, "social workers challenge social injustice." Therefore, it is within our ethical mandate to produce a program that works to recruit and retain students who are from underrepresented and marginalized communities. This includes working to recruit students who are represented within the social work academic community but are underrepresented in healthcare and social service professions.

Latinx populations are traditionally underrepresented in professional social work in the healthcare professions. In social work bachelor's programs 17.9% of students are Hispanic/Latinx (CSWE, 2020). The Tri-Cities where this program is hosted is roughly double that at 33.9%. Additionally, WSU Tri-Cities has the most diverse campus within the WSU system, with 49.7% students of color and 50.7% being first generation students. Of new first-year students, 61.8% are students of color and 64.9% are first generation. By placing this BASW primarily in the Tri-Cities, we will increase access to social work education to diverse and underrepresented populations.

The BASW program plans to promote the launch of the new degree with local organizations that serve diverse and underrepresented populations that include; Tri-Cities Latino Community Network, Tri-IDEA, AACCES, the Women Helping Women Fund, and others.

Additionally, the BASW program will monitor enrollment statistics and assess if specific gaps arise related to underserved demographic groups and then specific focus will be done to address disparities that may arise.

Also, our program will strive to integrate anti-racism, diversity, equity, and inclusion into our curriculum per the Council on Social Work Education's 2022 Educational Policy and Accreditation Standards. This ADEI EPAS states that as an accredited program we will be required to, "...incorporates anti-racism, diversity, equity, and inclusion approaches on three levels: (a) through integration across the curriculum, (b) through a learning environment through which faculty and administrators model anti-racist and anti-oppressive practice, and (c) through inclusive practices and pedagogies that respond to student learning needs."

3. Procedures used in arriving at the decision to offer the new degree (e.g., consultation with advisory boards, input from industry or employers, commissioned studies, faculty task force, etc.).

Emsi economic modeling market analysis was conducted to assess the competitive landscape (See Appendix) for offering this social work program. This analysis showed a regional 12% growth a national 9% growth in this sector. Some subsectors including marriage and family work increased by up to 33%. (Additional information in demand analysis).

Additionally, meetings were held with state and regional partners to discuss how to utilize this degree program to help fill the current behavioral health workforce gap in the State of Washington. From these conversations, financial support was pledged from the Kadlec Endowment to pay 50% salary costs for two faculty members. Additionally, the State offered an ongoing legislative funding package that provides \$1.6 million per biennium to offset program costs.

Next, we have consulted with behavioral health and health care providers in the community that include the Kennewick Public Hospital District, Kadlec Health, and others to discuss how this degree can prepare generalist social work practitioners to fill behavioral health needs in Southeast Washington.

We have also spoke with regional education partners at the University of Washington and Eastern Washington University to discuss collaboration to support increased preparation of behavioral health providers. One aspect of this is working with The University of Washington to explore qualifying this program for the Behavioral Health Support Specialist microcredential to qualify baccalaureate level social service workers to offer behavioral health services under the supervision of a licensed mental health provider.

4. Organizational arrangements required within the institution to accommodate the new degree.

This degree will be housed within the College of Nursing at the Tri-Cities campus. Launching this program has been done after extensive exploration across the WSU system to judge campus interest. This program will also rely on interdisciplinary coursework in Sociology and Human Development. Meetings have been held with leadership in both of these programs to assure that Social Work course requirements were in line with department expectations and resources.

5. Lay out a three-year timetable for implementation, including hiring plans, partnership contracts if needed, facilities modification, recruiting, and other elements of implementation. Provide dates for each step. **If faculty need to be hired, provide a written commitment from your funding authority of the necessary faculty lines.**

The goal of this timeline is to begin offering social work prerequisites to new students in the Fall of 2024 to be members of the first round of social work graduates in Spring of 2028. The timeline below documents the expected milestones to be reached through the first round of graduates in Spring of 2028. Additionally, we have attached a separate timeline for CSWE accreditation processes.

Late 2022/early 2023:

- Develop course syllabi
- Recruit program director
- Raise funds from State Legislature and Local Foundations

Summer 2023:

- Hired program director: Daniel Cavanaugh

Fall 2023:

- Recruit field director
- Recruit faculty
- Develop and submit degree proposal
- Submit courses to faculty senate for review and approval
- Participate in CSWE accreditation pre-approval consultation sessions (See attached CSWE timeline for accreditation process)
- Attend CSWE annual program meeting for accreditation training series

Spring 2024:

- Continue to recruit faculty and field director
- Onboard new faculty
- Develop field education materials
- Develop program materials
- Community stakeholder engagement to develop relationships for future field sites
- Recruit students from community to social work program
- Continue with CSWE program accreditation process (see attached CSWE timeline)
- Begin developing associated MSW program with advanced standing degree for graduating BASW students

Summer 2024:

- Continue with CSWE program accreditation process (see attached CSWE timeline)
- Continue onboarding new faculty

Fall 2024:

- Attend CSWE APM
- Begin offering prerequisite social work courses for
- Continue to recruit students
- Continue with CSWE program accreditation process (see attached CSWE timeline)

Spring 2025:

- Continue to offer prerequisite courses for pre-admitted perspective social work students to enter second cohort Fall of 2026
- Continue to recruit students
- Continue with CSWE program accreditation process (see attached CSWE timeline)

Fall 2025:

- Attend CSWE APM: Table for new program
- Attain initial CSWE pre-accreditation
- Offer first cohort of admitted transfer students
- First cohort field placement applications begin

- Continue to offer prerequisite courses for perspective social work students to enter second cohort Fall of 2026 and third cohort Fall of 2027
- Continue to recruit students
- Mentor students in application process for 1st social work cohort
- Continue with CSWE program accreditation process (see attached CSWE timeline)

Spring 2026:

- First cohort semester 2
- Continue to offer prerequisite courses for pre-admitted perspective social work students to enter second cohort Fall of 2026 and third cohort Fall of 2027
- Review applicants for 2nd social work cohort
- Send acceptance letters to 2nd social work cohort
- Continue with CSWE program accreditation process (see attached CSWE timeline)
- Field director arranges first round of field placements for cohort 1

Fall 2026:

- Attend CSWE APM: Table for program
- First cohort semester 3
- First cohort begins first field placements
- Begin second social work cohort first year
- Program is fully operational with first admitted cohort and pre-admitted students

Spring 2027:

- First cohort final semester
- 2nd cohort semester 2
- Program is fully operational with first admitted cohort and pre-admitted students
- Field director arranges first round of field placements for cohort 2
- 1st cohort graduates

Fall 2027:

- 2nd cohort semester 3
- 2nd cohort enters into first year field placements
- 3rd cohort semester 1

Spring 2028:

- 2nd cohort semester 4
- 2nd cohort continues in field placements
- 2nd cohort graduates
- 3rd cohort semester 2

Budget:

- Attach the Financial Worksheet with five-year FTE, revenue and expenditure projections. Fully account for costs such as staff support, training, library, facilities and so on.

Please describe the funding picture narratively, including funding sources, department, college and/or campus commitments, investments already made, one-time costs, facilities costs (labs, classrooms, offices, telecom etc.) and library costs.

Please see the attached funding package from the State Legislature. This program is currently funded with \$1.6 million per biennium from the Legislature. Additionally, the Kadlec Foundation has provided the program with support that will cover .5 FTE for two full-time faculty. This program will exist in WSU Tri-Cities as an undergraduate degree that will be housed in the College of Nursing. Initial staffing for this program will include the BSW Director, a Field Director, two career-track faculty, an advisor, and an administrative support specialist. These

salaries will be 100% covered by the state legislative funding and private foundation donations. Letters of support for these positions are included from the chancellor.

This program will utilize available space on the Tri-Cities campus that has been allocated by Chancellor and Vice Chancellor. Offices for faculty in the SW program have already been identified and will fill currently unused space. This program will not require specialized equipment, laboratories, or research facilities. In the profession of social work, research and practice space exists in partnering community agencies where social work students will be doing their field placements. There are no current research projects and future work will be done in collaboration with community partners, as they are identified.

Student Services:

Describe the capacity of student support services to accommodate the new degree. Include a description of admissions, financial aid, advising, library, tutoring and other services specific to this request.

Admissions

Admission to the BASW will be a competitive process. Student admissions will be conducted by the BASW program director, the field director, and one SW faculty member. Therefore, the admissions process will not impact student services.

Financial Aid

WSU Tri-cities office of financial aid has the necessary capacity and resources to handle the financial aid needs of the BASW program.

Advising

The advising load for students admitted to the BASW program will be split between 3 faculty members; the social work advisor and two teaching faculty. The advisor will carry an advising load of 50-75 students while the teaching faculty will advise 12-25 each. Students will be assigned to a primary advisor upon admission to the program. Advising duties will be shared with each student being assigned a primary and secondary advisor. At maximum, the student to advisor ratio will be 1:33. Additional advising capacity will be added to maintain this ration as the number of students enrolled in the program increases.

Library

Please see attached library analysis

Tutoring

Once established, the program will hire upper division social work students and later graduate students to offer tutoring on the Tri-Cities campus. The number of tutors hired will be assessed based upon student demand. Initially, we expect to hire 1 social work tutor.

Care Team

The social work faculty will contribute to the Student Care Team by participating on this committee to assist with biopsychosocial needs of students across WSU Tri-Cities. Social work faculty have extensive experience providing case management services and are well-situated to support with these needs.

Describe the implications of the new degree for services to the rest of the student body.

It is not anticipated that this program will have a substantial impact on services for the rest of the student body. Since this program is being started with state legislative funding, the revenue generated from tuition will be available to support increased staff to meet any additional needs that may arise from the possible increase in students that will come by adding 100 social work students (two 50 student cohorts). It is also likely that a number of these students are already on campus and are now going to switch to the social work program now that an appropriate professional degree is being offered that aligns with their career goals.

Physical Facilities and Equipment:

Outline the provision/s made for physical facilities and equipment at the proposed location that will support the program and its projected growth. Include videoconferencing and other technologies that support course delivery as well as classrooms, labs, and office space.

This program will utilize available space on the Tri-Cities campus that has been allocated by Chancellor and Vice Chancellor. It will not require specialized equipment, laboratories, or research facilities. This program will utilize existing technological infrastructure within the Tri-Cities campus which has been deemed to sufficiently meet the needs of the program. Additionally, in the profession of social work, research and practice space exists in partnering community agencies where social work students will be doing their field placements. There are no current research projects and future work will be done in collaboration with community partners, as they are identified.

Library and Information Resources:

Using the Library Analysis form, describe the availability and adequacy of library and information resources for this degree, degree level, and location. Note plans to address gaps.

The library's collections provide a range of resources relevant to a Bachelor's in Social Work program. Database subscriptions include: APA PsycInfo, Academic Search Complete, Sociological Abstracts, Eric, Health and Psychosocial Instruments, PsychiatryOnline, Sage Research Methods, and Social Services Abstracts. Some additional monographs may be required due to new course requirements and to supplement existing material in the psychological and social sciences. Books and materials such as course copies of textbooks will be sought through publisher arrangements for desk copies.

There is a tenure-track faculty librarian assigned to work with the College of Nursing, who will serve as the primary point of contact for the Social Work program. This librarian will work collaboratively with other librarians more familiar with psychological and social sciences to provide high quality services to the new program. It should be noted that this position is physically based in Spokane, and therefore their services will be available remotely. There is adequate library staff to provide circulation and interlibrary loan services for the Social Work program.

The library will be able to provide access to monographs through the Tri-Cities library, which houses a small collection, and will be supplemented by delivery of physical materials from any other WSU library, the Summit consortium, and interlibrary loan. Most periodicals and other scholarly resources are available digitally and will be easily accessible to all students and faculty.

It should be noted that while existing library services and collections are adequate to support a Bachelor's degree program in Social Work, significant additions may be required for any future graduate degrees in order to support the research needs of students and to attract research faculty.

Faculty:

List the educational and professional qualifications of the faculty relative to their individual teaching assignments.

List the anticipated sources or plans to secure qualified faculty and staff.

Currently the BSW Director, Daniel Cavanaugh, PhD, LCSW is the only hired faculty for the program. We are currently opening searches for a Field Director and two career-track faculty. The CSWE requires that the majority of faculty has an MSW from an accredited social work program. They also require that all faculty teaching practice courses have at least 2 years post-MSW practice experience. Therefore, we require that all faculty hired have an MSW and at least 2 years post-MSW practice experience. We also prefer that faculty are doctorally prepared.

Faculty will be recruited from the CSWE job board, as this is the most common place for faculty to be recruited in the social work profession. Additionally, we will do outreach on boards that specifically cater to diverse applicants. All positions will be nationally recruited.

Impact on Other Locations/Programs:

Briefly describe any impacts on other WSU programs and locations, and how you came to these conclusions (who was consulted?). If there are potential adverse impacts, describe how these will be addressed. Consider such things as: reallocation of faculty time, reallocation of AOI courses, impact of blended courses, internal competition,

“cannibalization” of other programs, curricular effects for other degrees, effects on recruitment markets for other campuses. Indicate how such problems will be addressed for each campus or department affected.

This degree is currently planned as a Tri-Cities campus program only. Early consultation was done by College of Nursing administration across each WSU campus to explore where this degree would best fit. The Tri-Cities were chosen due to an expressed need by campus administration to use social work to fill the behavioral health workforce shortages in this region of the state. Additionally, it is expected that social work may increase enrollments at the campus by addressing an unmet need in the community.

Also, a portion of the original conceptualization for this degree was to offer an additional pathway for students who initially explore nursing but ultimately decide to take a different pathway in the helping professions.

Consultation has been done with the administration of Human Development to assure that the program diverges sufficiently from their curriculum and aims. Consultation has been done with the leadership of Sociology to understand how Social Work can collaborate to support Sociology students in understanding graduate pathways to apply sociological education in the workforce.

The BASW will be a 2+2 program so that students who become interested in Social Work at other campuses may consider transferring to the Tri-Cities for their final two years to complete the SW major. It is expected that Social Work and Nursing will have crossover and psychiatric nursing faculty and Social Work faculty may support one another in curriculum development, guest lecturing, and teaching.

Sustainability

What are the plans for continuing the program past 5 years if the goals for enrollment are not met, or other circumstances prevent the execution of the plan described here?

This program is entirely funded with state legislative and private foundation funds. Therefore, even if this program does not meet enrollment goals, it will be economically viable. However, if goals for enrollment are not met, we will seek consultation from the State of Washington Behavioral Health Workforce Development Initiative to better understand how we can work to more adequately fill the behavioral health workforce gap in our state and our region. Due to behavioral health workforce shortages, we anticipate that it is far more likely that we have underestimated demand and may have to pivot to expand earlier than we initially expected.

External Reviewer Contact Information

If this program is new to the Washington State University system, please provide the names and contact information for 2-3 external experts from similar institutions *who could* be contacted to provide reviews of this program.

Name	Contact Information (email and phone)
Gary Anderson –	Professor, Former Director of Social Work program at Michigan State University ander664@msu.edu
Anne Hughes	Professor, Director of Social Work Program at Michigan State University hughesa@msu.edu
Shari Dworkin –	Former Dean of Nursing at University of Washington Bothell dworkins@uw.edu

Attachments:

- Financial Worksheet
- Four-Year Degree Plan (undergraduate); **(found on pp 4-6)**
- Curriculum Map (undergraduate)
- Assessment Plan
- Letters of financial commitment
- Contracts or MOUs if applicable

Submit completed form as a Word document to the Provost's Office at provost.deg.changes@wsu.edu

SIGNATURES: The names typed below certify that the relevant academic and campus officials have reviewed and approved this proposal:

Chair or Director Signature:	Vicki Denson	Date:	2/13/2024
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Dean Signature:	Mary Koithan	Date:	2/13/2024
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Signatures are required from the Chancellor(s) if the degree will be offered and/or impact the respective campus:

Everett VCAA Signature:		Date:	2/14/24
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Global Chancellor Signature:	Dave Cillay	Date:	2/15/2024
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Spokane Chancellor Signature:	Daryll DeWald	Date:	2/13/2024
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Tri-Cities Chancellor Signature:		Date:	2/13/24
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Vancouver Chancellor Signature:		Date:	2/14/24
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Comments regarding abstention of signature(s)

Submit completed form as a Word document to the Provost's Office at provost.deg.changes@wsu.edu

For Registrar's Office Use Only:					
Current CIP Code:		New CIP Code:		Date:	