

The University of Kansas

Doctorate in Advanced Social Work Practice (DSW)

Program Approval

I. General Information

A. Institution University of Kansas

B. Program Identification

Degree Level: Doctoral Program
Program Title: Doctorate in Advanced Social Work Practice
Degree to be Offered: Doctorate in Advanced Social Work Practice (DSW)
Responsible Department or Unit: School of Social Welfare
CIP Code: 44.0701
Modality: Online
Proposed Implementation Date: Fall 2023
Total Number of Semester Credit Hours for the Degree: 42

II. Clinical Sites: Does this program require the use of Clinical Sites? No

III. Justification

Doctorate degree programs in advanced social work practice (i.e., the DSW) “educate master’s-level social work practitioners who are graduates of CSWE¹-accredited programs as doctoral level practitioner-scholars who will develop, translate, and advance social work practice knowledge; engage in systematic inquiry; and apply and disseminate research-informed knowledge, values, ethics, and skills in social work through practice, professional leadership, and teaching” (CSWE, 2020; p. 1). As such, the provision of a DSW program aligns with and would further advance the mission of the University of Kansas, which is “to lift students and society by educating leaders, building healthy communities and making discoveries that change the world.”

The DSW is a practice doctorate in social work, including practice at the leadership or management level. It differs from a PhD in social work/social welfare in that a PhD is focused more on developing scholars and researchers. The DSW will complement, not supplant, our PhD program. The two doctoral programs will have distinct foci (i.e., managerial/leadership versus academic/scholarship) and serve students with differing career goals and educational needs. By providing educational experiences that meet the needs of a fuller range of learners seeking doctoral education in social work, we will advance our School’s mission of “educating students to practice with integrity and competence; advancing the science and knowledge base of social work through scholarship and research; and participating in community-engaged service” and increase student credit hours within the School.

While the social work education accrediting body (CSWE) allows for those with a PhD or a DSW to teach at baccalaureate, masters and doctorate levels as faculty within academic settings, the recent growth of DSW programs is due in part to allied professions moving to terminal practice degrees at the doctorate level (e.g., PharmD, ND, PsyD) and the implicit disadvantage to a terminal practice degree at the master’s level (i.e., a MSW) when working with peers from other disciplines holding doctorates (Edwards, Task Force on the DSW

¹ KU’s Social Welfare program is accredited by the Council on Social Welfare Education (CWSE).

Degree Convened by the Social Work Leadership Forum, 2011). In this sense, the DSW attempts to overcome this disadvantage among social work professionals.

The DSW program proposed here focuses on creating a collaborative learning community that fosters scholars who are 1) leaders in anti-oppressive social work in both agency and community contexts, 2) experts in translational and implementation science, and 3) world class teachers and mentors. An emphasis on Diversity, Equity and Inclusion provides context for the classes and serves as a central component of course content. The program is centered on developing leadership and administrative skills, while simultaneously preparing graduates capable of engaging with communities and translating the research base of the profession in order to help agencies to understand and implement the best practices found in the social work and social science literature. Finally, recognizing that many students pursuing a DSW wish to teach, a significant percentage of our courses are devoted to the theory and practice of teaching, enabling graduates to enter clinical faculty roles prepared to conduct their own classes, contribute to curricular development, and serve as skilled mentors and advisors to students

Accreditation Request

As soon as we have received appropriate university and KBOR approvals, we will begin the process of advising CSWE we wish to apply for candidacy as an accredited DSW program. Per Chapter II, section A.7 of the KBOR Policy Manual, Board approval must be obtained and granted prior to beginning the accreditation process. This proposal serves a formal request by the School to seek accreditation through CSWE of the proposed DSW Program. Costs associated with accreditation are included in Section IX.

IV. Program Demand: Select one or both of the following to address student demand:

A. Survey of Student Interest

Number of surveys administered:	5300 email inquiries
Number of completed surveys returned:	496
Percentage of students interested in program: ...	76% very or somewhat interested

The KU School of Social Welfare attempted to confirm a strong interest among current macro² practitioners to obtain a DSW degree for either teaching or advanced practice purposes. To assess interest in the DSW, emails were sent to about 5300 licensed MSWs in Kansas, which included all licensed social workers in Kansas in January 2019. (Attempts to obtain emails from the National Association of Social Workers (NASW) and several other states were unsuccessful.) Over three-quarters of respondents (76%) indicated that they were either “very” or “somewhat” interested in pursuing a macro-oriented DSW with the University of Kansas School of Social Welfare (39% and 37% respectively). Roughly two-thirds of the respondents indicated a dual interest – both teaching and practice. In terms of program content, respondents identified social justice advocacy most frequently (33%), followed by community organization (23%), diversity (18%), and policy analysis (19%). Thus, the results indicated a strong regional interest in a DSW program, and our assessment of national program models indicates that there is a need for, and strong pool of candidates interested in, macro practice and teaching.

B. Market Analysis

A review of current DSW programs was conducted by Dr. Chris Petr in 2018 which indicated two significant

² The term “macro” refers to program and organizational development, policy analysis and advocacy, and leadership and management. Macro practice is often contrasted with “micro” practice; the latter which focuses on supporting clients directly through various therapeutic and counseling modalities.

gaps in current DSW programs: 1) lack of attention to teaching, despite this being the most common arena for employment of DSWs and 2) lack of programming focused on macro practice topics (i.e., program and organizational development, policy analysis and advocacy, leadership and management), which were among the most frequently cited areas of hiring need by National Association of Deans and Directors of Schools of Social Work (NADD) members and Association of Baccalaureate Social Work Program Directors (BPD) . In addition, our learning around development of engaging online learning content, which accompanied the Coronavirus pandemic, and a desire to reach students nationally and internationally have motivated our decision to place this program in an accessible online platform. Thus, a synchronous (real time) online DSW program at the University of Kansas School of Social Welfare (KUSSW) focused on preparing students to teach macro content in areas such as social and economic justice, community organization, and/or policy analysis could find a broad market.

Many students enroll in advanced clinical programs to further their skills and status in the workplace; however, initial conversations with key informants indicate that this may not be true for advanced macro students—that is, there may not be a comparable need among practicing macro social workers for advanced skills and practice, but there may well be a desire to teach in this area. Thus, our dual focus on teaching and macro practice would appeal to current clinicians desiring to increase macro skills, and current macro practitioners wishing to gain skills in teaching, mentoring and curricular development.

According to the Task Force on the DSW Degree Convened by the Social Work Leadership Forum (Edwards, et al., 2011), “as the demand grows for experts with advanced practice skills, social work would be well-served to have a clear presence of doctoral level practitioners. ...Their training will uniquely position them as active participants in the dissemination of knowledge about those advanced practice competencies. Additionally, academic institutions have indicated a growing need for faculty holding a terminal degree in the profession who trained as advanced practitioners and come into academe with a strong practice background” (pp. 7-8). A recent survey representative of all social work graduates in 2018 (Council on Social Work Accreditation, 2019), indicated that two of five MSWs planning a higher social work degree (39.3%) intended to seek a DSW degree.

Comparative/Locational Advantage

While the proposed program would be unique within the state of Kansas, DSW programs are beginning to emerge around the country, and there are currently 18 and several more in progress (DSW Program Summaries; Matejkowski, 2020; available upon request). This is an emerging trend in social work education, and we anticipate additional programs will be developed. At present, however, no state that is contiguous with Kansas has a DSW program, and many of the online programs are located within private and for-profit institutions. Our relatively inexpensive tuition (please see Section X - Expenditures and Funding Sources Explanations, below), coupled with our strong national reputation and faculty with expertise in leadership and pedagogy, gives us a strong competitive advantage in recruiting students.

V. Projected Enrollment for the Initial Three Years of the Program

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	12	0	234	0
Year 2	27	0	562.5	0
Year 3	33	0	688.5	0

VI. Employment

DSW graduates are expert practitioner-scholars who: teach, supervise and mentor; assume leadership roles in social work practice settings; and generate and disseminate social work practice knowledge. In the past, having a Master of Social Work (MSW) degree would make one's resume stand out and would open the door to more advanced positions in Social Work settings. With the MSW having become the current standard, the DSW is being sought by employers as an indicator of preparedness for career advancement in agencies, government, and higher education.

According to the Council on Social Work Accreditation's 2018 survey of social work education programs in the U.S. (CSWE, 2019), DSW graduates are primarily going into nonacademic administrative positions (22.9% of graduates) and private clinical practice (17.7%); however, tenure-track faculty positions at CSWE-accredited programs (15.6%) and nontenure-track faculty positions at CSWE-accredited programs (12.5%) are also first destinations. These are growth employment areas in the U.S.

According to the Bureau of Labor Statistics, overall employment of social workers is projected to grow 11 percent from 2018 to 2028, much faster than the average for all occupations (BLS, 2020a). Employment of social workers in health care specifically is projected to grow 17 percent from 2018 to 2028 (BLS, 2020a) and employment in mental health and substance abuse is projected to grow 18 percent during this same time period (BLS, 2020a). The DSW degree will offer a competitive advantage for those who wish to move into administrative positions within these settings. Mean salaries of exemplary employment positions are: Medical and health services managers (Mean annual wage = \$115,160; BLS, 2020b), Social advocacy organization executives (mean annual wage = \$114,040; BLS, 2020c), Government agency Managers (mean annual wage = \$103,000; BLS, 2020d). Additionally, employment (both part-time and full-time) of postsecondary teachers is projected to grow 11 percent from 2018 to 2028, also much faster than the average for all occupations. The median pay for social work teachers in postsecondary settings in 2019 was \$72,070 (BLS, 2020e).

Thus, in terms of future growth, the job prospects of DSW graduates are more promising than many professions. The salaries expected of DSW graduates are highly competitive and higher than what can be obtained with an MSW. Finally, the DSW is designed to be flexible enough to complete while employed so students do not have to forego a salary to complete the program.

VII. Admission and Curriculum

A. Admission Criteria

Candidates complete an application, and provide a resume, a personal statement (prompted by specific questions), a writing sample, three letters of reference from former instructors or colleagues positioned to comment on the candidates' ability to succeed in a DSW program, and undergraduate and graduate transcripts. An undergraduate GPA of 3.2 or above and an MSW GPA of 3.5 and above on a 4.0 scale are preferred. According to CSWE accreditation standards, the criteria for admission to the program must include an earned master's degree in social work from a CSWE-accredited program and a minimum of three years of practice experience beyond the master's degree in social work. Social work licensure would be a preferred qualification but will not be required. International candidates would need to provide evidence of English language proficiency through the TOEFL exam or the Applied English Center. The program would seek candidates who evidence strong oral and written communication skills, a commitment to diversity, equity and inclusion, leadership potential, and an interest in expanding their knowledge of leadership, pedagogy and the implementation of evidence-based approaches in practice settings. Initially, students may enter the program only as full-time. However, this requirement may change following assessment of demand for part-time enrollment and instructional resources to support the schedules of part-time students.

B. Curriculum

The program consists of 42 credit hours. This is comparable to DSW programs housed within research-intensive (R1) universities (average = 46.5) and below other universities that are members of the Association of American Universities (AAU; average = 48.9) as well as existing DSW programs in general (average = 49.4). Appendix A categorizes, based upon content area, descriptions of the courses that are listed below.

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH....
TBD	Introduction to Advanced Social Work Practice	3
TBD	Leadership & Management- Evidence-based Practice in Leadership and Management	3
TBD	Research & Evaluation for Building Evidence, Assessing Outcomes and Promoting Equity	3

Year 1: Spring

Course #	Course Name	SCH....
TBD	Funding Human Services: Financial Management and Budgeting	3
TBD	Assessing & Using Evidence to Design and Improve Interventions in Social Work	3
TBD	Educational Theory & Pedagogy	3

Year 1: Summer

Course #	Course Name	SCH....
TBD	Capstone Seminar 1	1.5

Year 2: Fall

Course #	Course Name	SCH....
TBD	Program Development & Design	3
TBD	Curriculum Design & Development	3
TBD	Understanding Translational and Implementation Science	3

Year 2: Winter Inter-Session

Course #	Course Name	SCH....
TBD	Capstone Seminar 2	3

Year 2: Spring

Course #	Course Name	SCH....
TBD	Community Engagement & Community Advocacy	3
TBD	Grant writing	1.5
TBD	Social Momentum Building & Communication Strategies	1.5
TBD	Advising, Mentoring, & Supervision	3

Year 2: Summer

Course #	Course Name	SCH....
TBD	Capstone 3-Defense of Portfolio	1.5

Total Number of Semester Credit Hours 42

VIII. Core Faculty

Note: *Next to Faculty Name Denotes Director of the Program, if applicable
 FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
*Ed Scanlon	Assoc Professor	PhD	Y	Social Welfare Policy & Programs	1.0

Number of graduate assistants assigned to this program **0**

IX. Expenditure and Funding Sources (List amounts in dollars. Provide explanations as necessary.)

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty (<i>Program Director</i>)	80,000	80,000	80,000
Administrators (<i>other than instruction time</i>)	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration (<i>e.g., secretarial</i>)	0	0	0
Fringe Benefits (<i>total for all groups</i>)	27,200	27,200	27,200
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – Reassigned or Existing	107,200	107,200	107,200
Personnel – New Positions			
Faculty (<i>Lecturing Staff</i>)	0	32,000	32,000
Faculty (T/TT Faculty, <i>Capstone Coord/Clinical Faculty</i>) Year1 = 1.0 FTE T/TT Faculty and 1.0 FTE Capstone Coord/Clinical Faculty Year 2 = 2.0 FTE T/TT Faculty and 1.0 FTE Capstone Coord/Clinical Faculty	160,000	240,000	240,000
Success Coach & Call Center Staff	86,000	86,000	86,000
Graduate Assistants	0	0	0
Support Staff for Administration (<i>e.g., secretarial</i>)	0	0	0
Fringe Benefits (<i>total for all groups</i>)	83,640	114,040	114,040
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – New Positions	329,640	472,040	472,040

Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	40,000	8,000	8,000
Physical Facilities: Construction or Renovation	0	0	0
Other (<i>accreditation review</i>)	14,200	4,200	21,700
Total Start-up Costs	54,200	12,200	29,700
Operating Costs – Recurring Expenses			
Supplies/Expenses	500	700	700
Equipment/Technology/IT Support	18,000	12,000	12,000
Travel/Professional Development	6,000	8,000	8,000
Other (<i>Recruit, Marketing, Orientations</i>)	30,000	20,000	10,000
Total Operating Costs	54,500	40,700	30,700
GRAND TOTAL COSTS			
	545,540	632,140	639,640

B. FUNDING SOURCES (<i>projected as appropriate</i>)	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		234,000	562,500	688,500
Student Fees		25,800	64,050	78,450
Other Sources		0	0	0
GRAND TOTAL FUNDING		259,800	626,550	766,950
C. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)				
		-285,740	-5,590	127,310

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

Program Director. One existing tenured faculty member will be assigned to direct this program at a rate of 1.0 FTE. This faculty member will oversee the program accreditation, design, and delivery (.5 FTE) and teach 1/1, conduct research and provide service (.5 FTE).

Personnel – New Positions

- A Capstone Coordinator/Clinical Faculty 1.0 FTE will be hired to manage the content for Capstone coursework to be divided .5 FTE capstone/.5 FTE teaching during the first year and expanded during the second fiscal year to 1.0 FTE capstone to accommodate additional capstones that occur during the

second year of the curriculum.

- T/TT Faculty 1.0 FTE will be hired and designated to teach in the DSW program during the first year and a second T/TT Faculty 1.0 FTE will be hired and designated to teach in the DSW program during the second year to accommodate increased student enrollment.
- Lecturing staff will be added to assist with teaching at \$6,000/course. Will begin in year 2.
- Success Coach. Will provide “enroll to graduation” support.
- Call Center Staff. Will recruit and provide “hello to enroll” support.

Start-up Costs – One-Time Expenses

Annual membership dues to our accrediting body (CSWE) are \$4200 which are included in Years 1-3. Accreditation costs include a \$10,000 Letter of Intent and Candidacy Eligibility Fee in Year 1 for the DSW. In Year 3, when the DSW program undergoes accreditation review by CSWE, accreditation expenses will total \$17,500. To support a fully online program we will need equipment/technology for online teaching.

Operating Costs – Recurring Expenses

IT and instructional design (startup and maintenance) for the programming will be critical throughout. Recruiting and marketing will be expanded to promote the new program. Ongoing training and development to keep faculty/instructors abreast of innovations in online learning are also budgeted.

B. Revenue: Funding Sources & C. Projected Surplus/Deficit

Student tuition and fees would fund this program. In the first year, there would only be one cohort of students so the net revenue that year is smaller than subsequent years when there will be two cohorts in the program each year. Students will also pay a DSW course differential fee of \$100 per credit hour (\$4,200 per graduate) and a \$200 capstone fee when enrolling for each of the three capstone courses (\$600 per graduate). Once two cohorts are established in the program, the program costs are covered by student enrollment.

Tuition for the online program is proposed at \$1,000 per student credit hour. We reviewed the current 18 existing DSW programs’ per credit/unit and total program tuition costs. There was one “outlier” program (University of Alabama) that had tuition costs less than half the average of the remaining programs. The KU DSW program cost is competitive with existing DSW programs, and considerably lower than DSW programs housed within research-intensive (R1) universities and within universities that are members of the Association of American Universities (AAU). Total program costs tended to balloon with programs that required intensive residential summer sessions as a component of their DSW program. The program proposed here eschews these residential costs by providing instruction completely online. Costs are summarized in the following table and do not include any fees charged by institutions.

	Average tuition cost per unit/credit/hour (\$)	Average tuition cost for entire program (\$)
18 Existing DSW Programs	854.70	50495.80
DSW Programs w/o Alabama	894.20	52602.10
DSW programs within AAU universities	1156.00	68197.20
DSW Programs within R1 universities	915.75	53333.67
DSW Programs within R1 w/o Alabama	1014.90	57637.88
KU DSW Program	1000.00	42000.00

Students enroll in 19.5 credit hours their first year and 22.5 credit hours per their second year. Year one will include one cohort of 12 students, garnering \$234,000 in tuition revenue that can be applied to support programming. In subsequent years, there will be two cohorts going through the program each calendar year.

Projected enrollments:

Year one: Cohort 1 – 12 students (\$259,800 in revenue)

Year two: Cohort 1 – 12 students / Cohort 2 – 15 students (\$626,550 in revenue)

Year three: Cohort 2 – 15 students / Cohort 3 – 18 students (\$766,950 in revenue)

XI. References

Bureau of Labor Statistics (2020a). Social workers. Job outlook. <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm#tab-6>

Bureau of Labor Statistics (2020b). Occupational employment and wages, May 2019. 11-9111 Medical and health services managers. <https://www.bls.gov/oes/current/oes119111.htm>

Bureau of Labor Statistics (2020c). May 2019 national industry-specific occupational employment and wage estimates. NAICS 813300 - Social advocacy organizations. https://www.bls.gov/oes/current/naics4_813300.htm#11-0000

Bureau of Labor Statistics (2020d). May 2019 national industry-specific occupational employment and wage estimates. NAICS 999000 - Federal, State, and Local government, excluding state and local schools and hospitals and the U.S. Postal Service (OES Designation). https://www.bls.gov/oes/current/naics3_999000.htm#11-0000

Bureau of Labor Statistics (2020e). Postsecondary teachers. Pay. <https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm#tab-5>

Council on Social Work Education. (2019). 2018 statistics on social work education in the United States. <https://www.cswe.org/getattachment/Research-Statistics/Annual-Program-Study/2018-Statistics-on-Social-Work-Education-in-the-United-States-ver-2.pdf.aspx>.

Council on Social Work Education (2020). Accreditation standards for professional practice doctoral programs in social work. [https://www.cswe.org/Accreditation/Information/Feedback-for-Practice-Doctorate-Program/Accreditation-Standards-for-Professional-Pract-\(1\).aspx](https://www.cswe.org/Accreditation/Information/Feedback-for-Practice-Doctorate-Program/Accreditation-Standards-for-Professional-Pract-(1).aspx)

Edwards, R.L., Rittner, B., & Holmes, J. (2011). The Doctorate in Social Work (DSW) degree: Emergence of a new practice doctorate. Report of the Task Force on the DSW Degree Convened by the Social Work. <https://www.cswe.org/CMSPages/GetFile.aspx?guid=547ebf4d-de0b-4f6b-b106-01309778e42f>

Matejkowski, J., (2020). DSW program summaries. [Unpublished manuscript]. School of Social Welfare, University of Kansas.

Appendix A – Course Categories

Category 1: Ethical and Historical Frameworks

Introduction to Advanced Social Work Practice (3 hours): This course is focused on preparing the entering DSW student to understand what is meant by Advanced Social Work Practice, and the social, political, and economic contexts in which social work leadership, translational research and social work education and instruction are embedded. Topics include the structure of higher education in the US, contemporary policy and administrative challenges, issues of diversity, equity and inclusion in higher education, and the infrastructure that guides research, including accountability to funders and university standards of the ethics and rigor of knowledge development. An introduction to common theoretical and conceptual ideas is presented, along with the development of shared definitions of terms used in the arenas of both higher education and organizational leadership.

Category 2: Leadership and Administrative Practice Knowledge, Theory and Skills

Funding Human Services and Social Change: Financial management and budgeting (3 hours): This course will introduce students to the fundamentals of managing the financial aspects of an organization. Students will develop the skills necessary to understand and develop balance sheets and program budgets that promote equity and inclusion. Students will also develop necessary skills for identifying funding sources and writing grant proposals appropriate for human service provision and anti-oppressive social change efforts.

Evidence informed leadership and management (3 hours): This course will cover various theories of leadership and management. Students will learn to engage in leadership practices across the social ecology, including leadership of agencies that serve individuals and organizations focused on structural change. Students will develop a style of leadership that is strengths-based, and trauma-informed and which promotes diversity, equity and inclusion. Topics would include theories of leadership & team building (best practices), multi-system competency (macro-micro) community engagement, the use of public discourse & technology (communications), strengths-based practice and trauma informed care (trauma awareness).

Community engagement and advocacy (3 hours): This course will cover various aspects of engaging with the community, with a focus of ensuring that organization activities serve the diverse interests and needs of their constituents. The course will cover models of engaging in advocacy that centers the needs and strengths of diverse, equitable and inclusive communities, such as community organizing. Policy practice will be considered as a form of advocacy. The course will also cover approaches to identifying community strengths and needs.

Human service program development and design (3 hours): This course will cover the life course of a program, beginning with employing existing evidence for the development of the program its design. Students will develop the necessary skills to design and develop programs to address particular needs of culturally diverse individuals and communities.

Grant writing (1.5 hours): This course will discuss the fundamentals of grant writing, including identifying appropriate funding sources, capturing the strengths and needs of the constituents served by the program in ways that meet funders' requirements, and leveraging existing evidence to write a compelling proposal.

Creating social momentum through public communication (1.5 hours): This course will cover utilizing the multitude of modern media tools to gain public support for social welfare initiative that promote diversity, equity and inclusion. Topics will include describing community strengths and needs in ways that compel constructive action and making relevant research and evidence accessible to a popular audience.

Category 3: Research and Inquiry

Research and evaluation for building evidence, assessing outcomes and promoting equity. (3 Hours): This course is an in-depth introduction to the process of conducting research. A comprehensive approach is taken to covering the full research design process, considering quantitative, qualitative and mixed methods approaches, and the evaluation of program outcomes. The course also integrates topics related to structural bias, systemic oppression, and strategies for anti-oppressive research, and addresses ethical issues in the conduct and dissemination of research.

Assessing and using evidence to design and improve multi-level interventions in social work (3 Hours): This course develops students' knowledge and skills for identifying, assessing, and critiquing the empirical evidence on current interventions and practices in social work. The focus is on conducting multi-dimensional, value-critical inquiry about "best practices" relevant to social work and applying the results of that inquiry toward designing and improving interventions or practices that are multi-level. The course introduces the foundations of evidence-based practice, systematic review of the literature, critical evaluation of empirical studies, and structured data synthesis to assess the quality of evidence. In addition to covering approaches for rigorous methodological critique, the course emphasizes value-critical frameworks for assessing research in relation to anti-oppressive principles.

Understanding translational and implementation science (3 Hours): This course provides students with the foundation for understanding and applying implementation science principles and practice. Using a critical perspective with a focus on identifying and using effective strategies for translating research into practice, the course introduces key concepts of implementation science and a variety of theories and frameworks for guiding implementation efforts. Students gain knowledge and skills in identifying implementation facilitators and barriers and developing and supporting key implementation strategies. Implementation is examined from an equity lens to consider how implementation processes can promote racial equity and social, economic, and environmental justice. The course also covers evaluation of implementation, including measures designed to examine implementation processes and outcomes.

Category 4: Pedagogy and Instruction

Integrative and critical approaches within educational theory and pedagogy (3 hours): This course is focused on providing DSW students with a strong theoretical foundation for effectively teaching adult learners in social work courses at all levels of higher education. Topics will include theories of pedagogy/andragogy; educational psychology; classroom and teaching strategies; understanding, assessing, and supporting a diverse array of learning styles; pacing; effective use of classroom time; ethics in teaching and learning; creating positive classroom dynamics; critical pedagogy and anti-oppressive and indigenous teaching models; and tools for evaluating teaching. Specific emphasis will be placed on attending to diversity, equity, and inclusion within classroom settings, and developing skills to facilitate conversations on issues of oppression and privilege.

Diversity and accessibility in curriculum design and development (3 hours): This course is focused on reviewing and designing course curricula and materials, as well as understanding the delivery of social work education in the context of the Council on Social Work Education's (CSWE) Education Policy and Accreditation Standards (EPAS). Particular attention will be given to issues of diversity and accessibility when designing course curricula. Topics will include developing curricula that incorporate social work knowledge, skills, and values; methods for assessing curricular outcomes; syllabus and assignment construction; topic selection; lesson planning; alignment of individual courses to the overall curriculum; ensuring range of topics in alignment with curriculum; mapping individual goals of courses to overall learning objectives; assurance of well-articulated, high quality course goals mapped to curricular goals; assuring the sequencing of courses so that learning is conceptually built over time; establishment of standards for evaluating curricular achievement;

ability to assess classroom climate; continuous quality improvement so that program can be responsive to needed changes; and relationship of the curriculum to the overall institutional mission. Special attention will be paid to promoting the advancement of underrepresented students, the impact of stereotype threat, gender gaps in the academy, structural inclusion issues and their impact on accessibility, and the role course structure can play on student persistence and advancement.

Advising, mentoring, and supervision (3 hours): This course is focused on preparing DSW students with the knowledge, skills, and values needed to advise, mentor, and supervise individuals in higher education or as advanced practitioners. Course content will be framed in the context of reflexivity and anti-oppressive social work practice. Topics will include professional/academic vs. holistic advising; the mentor/mentee relationship and its role in student success; strategic mentoring and established best practices in mentoring; formal vs. informal mentoring processes; conflict resolution in mentoring; learning communities; establishing supervisory plans; goal-setting; peer observations; performance-based mentoring; research behind mentoring; career readiness; engagement; the lifespan of the mentoring relationship; mentor selection; evaluating supervisory relationships; and conflicts of interest in mentoring and supervision. The course will include theoretical models for the mentoring relationship, including a review of mentoring approaches specific to underrepresented minority students, including organizational strategies, faculty strategies, and a review of mentee strategies.

Category 5: Capstone Portfolio Seminars

In line with other advanced practice doctorate social work programs (Appendix A - DSW Program Summaries), the DSW program proposed will provide six credit hours of instruction toward students attaining program objectives academically equivalent to a dissertation.

Capstone Seminar 1 (1.5 hours): This seminar provides students with an emphasis on understanding basic expectations and requirements of a Capstone Project, along with potential ethical and pragmatic issues they may face as they conduct a study in a specified area of social work practice. Students are encouraged to begin outlining how their work might be conceptualized and begin laying the foundation for a final project of inquiry for their DSW Program. A passing grade in Capstone Seminar 1 is required for students to advance to the next class.

Capstone Seminar 2 and Comprehensive Oral Exam (3.0 hours): This seminar provides students with the experience of designing and launching a research study that will be presented as their Capstone project. Drawing on their theoretical, practice and inquiry course work, students will work intensively on their proposal during this seminar, which is conducted over a two-week period and culminates in the Comprehensive Oral Exam. The purpose of the Comprehensive Oral Exam is to evaluate the student's development of expertise in an area of practice as reflected in the proposal for their Capstone project. The emphasis will be on working with the instructor and their student colleagues as they prepare a proposal to submit to their Capstone Chair and Committee. The Comprehensive Oral Exam will be conducted in adherence with University and Graduate Studies policy including, but not limited to: *Doctoral Degree Comprehensive Oral Exams, Doctoral Student Oral Exam Committee Composition, Graduate Student Oral Exam Attendance*. A passing grade on the comprehensive oral exam is required to advance to the next level of classes.

Capstone Seminar 3 (1.5 hours): This seminar provides students with the experience of submitting and defending their Capstone project. This final campus will bring students to campus to make final edits on their capstone projects and prepare intellectually for their project defense. Emphasis will be on helping students make any final changes and to anticipate and respond to questions that their Capstone Committee members might raise about their work. The final projects will be presented, and students will receive feedback to help them to prepare their project for submission and dissemination in scholarly publications such as books, journals, or as manualized interventions. A passing grade in Capstone Seminar 3 is required in order to be awarded the DSW and this class serves as the equivalent of the Final Dissertation Defense.