

ACADEMIC AFFAIRS COUNCIL

AGENDA ITEM: 3 – C (2)

DATE: February 20, 2019

SUBJECT

New Minor: NSU Minor in Social Work

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) – Program and Curriculum Approval

BACKGROUND / DISCUSSION

Northern State University (NSU) requests authorization to offer a minor in Social Work. The minor will assist students interested in careers involving human relations, social assistance programs, and related endeavors. Social work and human services fields are diverse and growing due to an aging population and administrative growth within the health care fields. NSU reports US Bureau of Labor Statistics evidence indicating an expected growth for social work professions of 16% through 2026. Within South Dakota, social work appears on the SD Department of Labor and Regulations list of “Hot Careers” due to the growing demand.

IMPACT AND RECOMMENDATION

The proposed minor consists of eighteen credits and existing courses (no new courses are needed to offer the minor). NSU estimates six graduates per year with the minor after full implementation. NSU does require additional resources to offer the program.

Board office staff recommends approval of the minor.

ATTACHMENTS

Attachment I – New Program Request Form: NSU – Minor in Creative Writing

DRAFT MOTION

Authorize NSU to offer a minor in Social Work, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

Use this form to propose a new baccalaureate degree minor (the minor may include existing and/or new courses. An academic minor within a degree program enables a student to make an inquiry into a discipline or field of study beyond the major or to investigate a particular content theme. Minors provide a broad introduction to a subject and therefore develop only limited competency. Minors consist of a specific set of objectives achieved through a series of courses. Course offerings occur in a specific department or may draw from several departments (as in the case of a topical or thematic focus). In some cases, all coursework within a minor proscribed; in others cases, a few courses may form the basis for a wide range of choices. Regental undergraduate minors typically consist of 18 credit hours. Proposals to establish new minors as well as proposals to modify existing minors must recognize and address this limit. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Baccalaureate Degree Minor Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	NSU
TITLE OF PROPOSED MINOR:	Social Work
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	Any baccalaureate degree
EXISTING RELATED MAJORS OR MINORS:	Sociology, Criminal Justice, Psychology
INTENDED DATE OF IMPLEMENTATION:	Fall 2019
PROPOSED CIP CODE:	44.0701
UNIVERSITY DEPARTMENT:	History and Social Sciences
UNIVERSITY DIVISION:	College of Arts and Sciences

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.



President (or Designee) of the University

1/8/2019

Date

- Do you have a major in this field (*place an "X" in the appropriate box*)? ☐ Yes ☒ No
- If you do not have a major in this field, explain how the proposed minor relates to your university mission.
NSU's mission emphasizes offering pre-professional programs. Currently, we offer a Human Services specialization within the Sociology degree which minimally prepares students for

careers in social work-oriented fields. This Sociology degree is undergoing curriculum changes with the introduction of the new Criminal Justice degree at NSU which includes the removal of the Criminal Justice specialization from the Sociology degree. The Sociology program will introduce this Social Work minor to replace the Human Services specialization; this minor also offers more opportunities for students in cognate majors, such as Psychology or Criminal Justice, to complete a minor rather than having to double-major to complete a specialization. We believe the introduction of a new minor is best suited to prepare students for their careers.

3. What is the nature/purpose of the proposed minor?

Social Work is an interdisciplinary minor that begins to engage students with professional standards and practices within the social work field. The program will focus on four of the nine social work competencies required by the Council of Social Work Education (CSWE): demonstrating ethical and professional behavior, engage diversity and difference in practice, engage in policy practice, and assess individuals, families, groups, organizations, and communities¹. Minors are not eligible for accreditation but CSWE does set the standards for social work bachelor's (BSW) and master's (MSW) degrees. By integrating many of those core competencies within the minor, we will equip students with the knowledge and skills required in those jobs and prepare students for future graduate study in Social Work. This minor will also provide supplemental opportunities for students interested in related fields, such as Criminal Justice and Psychology, to gain a solid foundation in the societal forces that influence the lives of underserved and diverse populations.

4. How will the proposed minor benefit students?

A Social Work minor meets the needs of students interested in social work, human services, and other service-oriented fields. This minor would introduce students to professional skills and practices within those fields, familiarize students with theories and knowledge required within those fields, and prepare to take the Association of Social Work (ASWB) basic examination² to achieve a Social Work Associate (SWA) license³ within South Dakota after earning their Bachelor's degree. This license will allow students to apply for generalist social work jobs within the state. This minor would work well with several majors currently offered at NSU, especially Sociology, Criminal Justice, and Psychology, allowing them to enhance work that they would be doing within their fields. For example, a Criminal Justice major interested in corrections would find this minor valuable in dealing with community corrections and rehabilitation of inmates back to life after prison. Similarly, work in victim advocacy which is typically seen as a sociological or criminal justice field, would be enhanced through this minor's emphasis on different statuses and structures

Outside of more social service-oriented fields, a social work minor would assist in any careers that involve human relations, such as business or public administration, due to the focus on social policy and institutions that will affect the functioning of those fields. This combination of social work and business is becoming more popular as seen through combined degrees such as the University of Pittsburg's Master's Degrees in Social Work and Business Administration⁴. Business affect the communities that house them and community resistance – or acceptance – of

¹ [https://cswe.org/getattachment/Accreditation/Accreditation-Process/2015EPAS_Web_FINAL-\(1\).pdf.aspx](https://cswe.org/getattachment/Accreditation/Accreditation-Process/2015EPAS_Web_FINAL-(1).pdf.aspx)

² <https://www.aswb.org/>

³ https://dss.sd.gov/licensingboards/socialwork_licensing.aspx

⁴ <https://www.socialwork.pitt.edu/academics/master-social-work-msw/dualjoint-cooperative-degrees/master%E2%80%99s-degrees-social-work-msw-and->

a business heavily impacts their success. Public administration and business careers would highly benefit from the social work mindset in terms of engaging with local communities to understand their needs and using evidence-based practices to understand policy impacts.

- 5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota.** *Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.*

Social Work and Human Services are a diverse and growing field due to an aging population and administrative growth within the health care fields. According to the US Bureau of Labor Statistics, the Social Work profession is expected to grow 16% from 2016-2026⁵ with similar growth rates in Social and Human Services⁶, Health Education and Community Health⁷, and an 18% growth in Social and Community Service Managers⁸. This growth is expected based on demand for health care and social services for underserved populations. Within South Dakota, child, family, and school social workers made the SD Department of Labor and Regulation “Hot Careers High Wage-High Demand” list with a projected 6% increase in demand for occupations in those fields⁹. Similarly, Projections Managing Partners, funded by the U.S. Department of Labor, Employment & Training Administration, with technical support from the Bureau of Labor Statistics, projects a growth of 10% in South Dakota for Social and Community Service Managers, 7.4% for Social and Human Service Assistants, and 4.2% for All Other Social Workers¹⁰.

This projected growth both in SD and nationally covers a wide variety of possible jobs according to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook¹¹, primarily:

Occupational Title	SOC Code	Employment, 2016	Projected Employment, 2026	Change, 2016-26	
				Percent	Numeric
Social workers	21-1020	682,100	791,800	16	109,700
Child, family, and school social workers	21-1021	317,600	362,600	14	45,000
Healthcare social workers	21-1022	176,500	212,000	20	35,400
Mental health and substance abuse social workers	21-1023	123,900	147,900	19	23,900
Social workers, all other	21-1029	64,000	69,300	8	5,300

⁵ <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm>

⁶ <https://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm>

⁷ <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm>

⁸ <https://www.bls.gov/ooh/management/social-and-community-service-managers.htm>

⁹ https://dlr.sd.gov/lmic/hot_careers.aspx

¹⁰ <http://www.projectionscentral.com/Projections/LongTerm>

¹¹ <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm#tab-6>

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates (*replace “XX” in the table with the appropriate year*).

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 2019	FY 2020	FY 2021	FY 2022
Students enrolled in the minor (fall)	3	6	9	12
Completions by graduates	0	1	3	6

*Do not include current fiscal year.

This estimate is based on current enrollment in the Sociology-Human Services specialization at NSU.

7. What is the rationale for the curriculum? Demonstrate/provide evidence that the curriculum is consistent with current national standards.

Individual Student Outcomes	Program Courses That Address the Outcomes						
	SOC 100/150	SOC 270	SOC 315	SOC 320	SOC 400	Electives	
Demonstrating ethical and professional behavior		X	X	X			
Engage diversity and difference in practice	X	X	X	X	X	X	
Engage in policy practice	X	X	X	X	X	X	
Engage with individuals, families, groups, organizations, and communities	X	X	X	X	X	X	

The curriculum for the minor aligns with four key CSWE competencies:

- (a) Demonstrating ethical and professional behavior: CSWE describes this competency as understanding “the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels”¹². This competency will largely be addressed within SOC 270, 315, and 320; all three courses are currently taught by a certified social worker with a Master’s of Social Work. SOC 270 – Introduction to Social Work – provides a primer on the social welfare systems within the U.S. and common institutions with which a social worker will be engaged. SOC 315 and 320 are practicum courses that teach students the specific skills common to social worker practice (SOC 315) and have them work within the community (SOC 320). All three courses are designed to teach students the ethical standards and norms of the social work profession and give them opportunities to begin to practice those norms in both classroom and community settings.

¹² https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

- (b) Engage diversity and difference in practice: CSWE describes this competency as understanding “how diversity and difference characterize and shape the human experience and are critical to the formation of identity” and understanding “the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.” SOC 100/150 are pre-requisites to the higher level courses required within the minor and provide the necessary preparation and introduction to concepts that are addressed in more depth in later courses. SOC 100/150 provide the first introduction to concepts associated with diversity and difference. Once students have been introduced to concepts such as privilege, power, and oppression, this competency is explored in terms of social work practice in SOC 270, 315, and 320. Students are also required to take an elective specifically related to understanding specific dimensions of difference. The courses chosen for the elective classes all focus on different status such as age, sexuality, race, and so forth and how we understand and interact based on those statuses within society and the policies related to those statuses.
- (c) Engage in policy practice: CSWE describes this competency as understanding “the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy.” SOC 100/150 provide the necessary background information to students in understanding social institutions and their role in creating, implementing, and assessing the social policies that affect society. Once the fundamental understanding of social institutions is achieved, students will receive a more thorough grounding in social policy and practice relevant specifically to social work through SOC 270, 315, and 320. SOC 320 will specifically ask students to engage in projects around the community, allowing them to interact with and see the effects of those systems in a practical manner. SOC 400 and the courses within the “Social Systems Elective” list provide the most comprehensive looks into the various social systems. SOC 400 is a course that examines the different institutions and networks connected to social welfare from a sociological classroom experience. The courses selected elective all provide in-depth and comprehensive look at individual systems affecting social life and the ways individuals and groups interact with those systems.
- (d) Engage with individuals, families, groups, organizations, and communities: CSWE defines this competency as being able to “apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.” SOC 100/150 again provide the requisite foundational knowledge of human societies and behavior. This fundamental knowledge then allows the student to move through the required courses and the “Diverse Populations” and “Social Systems” electives. While the required courses and the “Diverse Populations” elective, especially SOC 270, SOC 315, and SOC 320, are often titled toward understanding “individuals” and “families,” SOC 400 and the “Understanding Social Systems” electives are included in the curriculum specifically to educate students about the macro systems (e.g., “groups, organizations, and communities”) that will be connected to their future careers within the social work fields.

Our required courses within the minor are designed to effectively introduce students to the social work profession. The curriculum not only reflects competencies required of the BSW by the CSWE but is also designed to mirror the common curriculum in other social work minors and majors. For example, the University of South Dakota's B.S. in Social Work¹³ requires Field of Social Work (SOCW 200), similar to SOC 270, Social Work Interactional Skills (SOCW210), mirroring our SOC 315, and Social Policy (SOCW 400), which examines the development and implementation of social welfare and social services policy in a manner consistent with SOC 400. Our minor is designed to rigorously address our chosen competencies and provide adequate preparation for students to sit the ASWB exam upon graduation. All courses are currently being offered on a regular rotation, allowing for students to complete the minor and graduate in a timely manner.

8. Complete the tables below. Explain any exceptions to Board policy requested.

A. Distribution of Credit Hours

Minor in Social Work	Credit Hours	Percent
Requirements in minor	15	83%
Electives in minor	3	17%
Total	18	100%

B. Required Courses in the Minor

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
SOC	100	Introduction to Sociology OR	3	No
SOC	150	Social Problems	3	No
SOC	270	Introduction to Social Work	3	No
SOC	315	Social Work Practice I	3	No
SOC	320	Social Work Practice II	3	No
SOC	400	Social Policy	3	No
Subtotal			15	

SOC 100/150 are general education requirements under Goal #3 and are offered every semester both online and in face-to-face classrooms. SOC 270 and SOC 315 are offered every fall semester and are taught by an adjunct with a MSW. SOC 320 and 400 will be offered every spring semester. SOC 320 is taught by an adjunct with an MSW while SOC 400 is taught by faculty from the Sociology department.

9. Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor.

Choose One Course:

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
SPCM	201	Interpersonal Communications	3	No

¹³ http://catalog.usd.edu/preview_program.php?catoid=24&poid=3816

SOC	261	Human Sexuality	3	No
PSYC	325	Child and Adolescent Development	3	No
SOC	350	Race and Ethnic Relations	3	No
SOC	354	Victimology	3	No
SOC	382	Family	3	No
SOC	423	Social Stratification	3	No
SPCM	434	Small Group Communications	3	No
SOC	455	Juvenile Delinquency	3	No
SOC	456	Community Corrections	3	No
SOC	458	Sociology of Aging	3	No
SOC	459	Sociology of Death and Dying	3	No
SOC	470	Child Abuse and Neglect	3	No
SPCM	470	Intercultural Communication	3	No
SOC	471	Medical Sociology	3	No
SOC	483	Sociology of Gender Roles	3	No
Subtotal			3	

These elective courses are chosen to reflect either interacting with (e.g., SPCM 201, SPCM 470, PSYCH 325, SOC 354) or understanding the needs of people associated with different categories within society (e.g., SOC 261, SOC 350, SOC 423, SOC 458, SOC 483). Many of the populations discussed within these courses represent marginalized groups within SD specifically, such as the Native population (SOC 350), the elderly (SOC 458), and the impoverished (SOC 423). Social systems are also reflected within these electives and are chosen specifically to help students understand various structures that affect the lives of individuals, such as the family (SOC 382, SOC 470), the medical establishment (e.g., SPCM 434, SOC 459, SOC 471), and the criminal justice system (SOC 455, SOC 456). Electives are offered on a two-year rotation and having a higher number of choices of electives means that students will be able to complete the minor in a timely fashion and offer ownership of their education.

10. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?

Our student learning outcomes (SLOs), like our curriculum, are specifically designed to mirror the CSWE competencies:

- (a) Students will be able to practice evidence-based evaluation of social work practice: this SLO requires students to understand the function of social welfare systems and how they intervene with individuals and families. Students will be able to understand the steps and requirements for intervention and be able to evaluate when as well as what type of intervention is effective/ineffective. This SLO aligns most closely with CSWE competencies C and D and will be assessed within the four required courses in the minor through classroom work (SOC 270, SOC 315, SOC 400, elective) and a project portfolio (SOC 320).
- (b) Students will be able to utilize the values and ethics of social work practice with diverse and vulnerable populations: combining competencies A and B, this SLO requires students to be able to work with diverse populations using the ethical standards of the social work field. This SLO will be assessed through classroom work (SOC 270, SOC 315, SOC 400, elective) and a project portfolio (SOC 320).

11. What instructional approaches and technologies will instructors use to teach courses in the minor? *This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.*

As the minor is not creating new classes, we will use existing resources to complete this task. Courses are currently taught through lecture, guided discussion, and practicum (SOC 320).

12. Delivery Location¹⁴

- A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?**

	Yes/No	Intended Start Date
On campus	Yes	Fall 2019

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		Choose an item. Choose an item.

	Yes/No	If Yes, identify delivery methods ¹⁵	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

- B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)?¹⁶**

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

13. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. If not requesting any exceptions, enter "None."
None

14. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. Address off-campus or distance delivery separately.

¹⁴ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

¹⁵ Delivery methods are defined in [AAC Guideline 5.5](#).

¹⁶ This question responds to HLC definitions for distance delivery.

These courses are already being offered using existing resources. This minor is a new way to organize the courses and better prepare our students for social work careers.

15. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (*place an “X” in the appropriate box*).

☐ YES,

the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

☒ NO,

the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

16. Additional Information: Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.