



**Academic Business Plan for Baccalaureate of Social Work (BSW) Program
Department of Social Work
College of Community and Public Affairs
September 2016¹**

Overview

The Binghamton University College of Community and Public Affairs (CCPA) and Department of Social Work propose the development of a Baccalaureate of Social Work (BSW) program. The BSW program will provide undergraduate students with the opportunity to pursue a professional entry-level degree in social work and will contribute to the creation of a pool of qualified candidates who can alleviate the predicted shortages in the social work workforce. Currently, there are no public BSW programs within 130 miles of Binghamton University.

Context

A BSW program would be a good fit for the Department of Social Work and CCPA and for the needs of New York State. The Council on Social Work Education (CSWE) stipulates that all BSW programs follow a generalist social work practice curriculum. As the Department of Social Work uses a generalist curriculum for its current programming, the faculty and staff have a familiarity with the curriculum and thus the knowledge and skills to deliver a high-quality education to prepare new social workers for careers in an expanding field.

The New York State Department of Labor (n.d.) projects that “community and social service occupations” will increase by 10.7% in the Southern Tier between 2012 and 2022 and by 15.4% in New York State between 2014 and 2024. Though New York State does not currently license individuals with the BSW degree, this degree is acknowledged as an entry-level degree for practice in human service organizations. The New York State Department of Labor projects an increase of 12.8% for entry-level direct practice positions in “social and human service assistant occupations” in the Southern Tier between 2012 and 2022.

The United States Department of Labor (n.d.) projects an increase of 51,200 jobs (34% increase) for “healthcare social workers” and 39,500 jobs (31% increase) for “mental health and substance abuse social workers” between 2010 and 2020. The typical education level for entry into these jobs is a bachelor’s degree. These percentages are about twice the projected average growth rate for all occupations in same period (14.3%).

Lin, Lin, and Zhang (2016) recently reviewed the social worker workforce in the United States. Citing concerns about shortages from agencies such as the Institute of Medicine and the Substance Abuse and Mental Health Services Administration, the authors noted the

¹ Portions of this academic business plan were derived from the feasibility assessment that was initially completed in 2007 and then updated in 2012, 2015, and 2016.

need to build supply and demand models for social workers. They predict that, overall, the United States will have a shortage of 195,000 social workers by 2030, which is equivalent to a shortage of 54 social workers for every 100,000 people. They also predict that all 50 states will have larger shortage ratios in 2030 than they had in 2012. The Northeast region, which includes New York and nine surrounding states, is expected to fall from a grade of “B” to a grade of “C,” meaning that, while the region had a ratio one standard deviation better than the nation overall had in 2012, it will drop to the national average by 2030. New York is also expected to fall from a grade of “B” to a grade of “C.” Lin et al. predict that social worker supply will not meet social worker demand. The proposed BSW program would help meet this demand.

Benefits

The establishment of a BSW program will enhance all academic components – teaching, research, and community service -- of the Department of Social Work. Specifically, with the development of a BSW program, students and faculty will be provided with additional opportunities to engage with local and national communities through service learning and in-situ research. Moreover, offering a BSW program fits in well with the mission and strategic plan of the University **to provide a transformative learning community that prepares students for advanced education, careers, and purposeful living.**

Teaching

By offering a BSW program, an expanded number of students will have opportunities to receive high-quality, innovative learning experiences within a department that has already excelled at offering students a myriad of service learning opportunities, including: (1) supporting area public schools in becoming community schools that promote inclusivity and access to necessary health and social services through the Broome County Promise Zone initiative; (2) promoting sexual assault prevention programming and evidence-based trauma-informed interventions with survivors; (3) serving on integrated health/mental health teams in geriatric primary care settings; and (4) providing support to home-bound older adults and their caregivers. Moreover, because the Department of Social Work and the College of Community and Public Affairs value the intersection of teaching, research and community service, all of the service learning opportunities listed above will also serve to strengthen opportunities for research and community service. listed above will also serve to strengthen opportunities for research and community service.

Research

In 2009, Binghamton University founded the Institute for Multigenerational Studies (IMS) to develop and implement cutting-edge, interdisciplinary research to guide human service programs and practices that impact and serve people across the life span. This research institute is housed within the College of Community and Public Affairs (CCPA). Through its two research centers (the Center on Aging and the Center for Family, School, and Community Partnerships), which are both directed by social work faculty members, BSW students will have opportunities to work with social work and other faculty researchers across the CCPA and the University, as well as develop strategic community-based research partnerships with community agencies. These research opportunities support the University’s strategic

foundational pillar to enrich collaborative culture for research and scholarship, as well as to build a dynamic and transformative learning community. Additionally, the Department of Social Work has a record of hiring highly qualified researchers. By adding to our faculty through the development of a BSW program, we increase research output, including funded research.

Community Service

A mission of the Department of Social Work and the CCPA is to develop collaborative research partnerships with community agencies in order to support and improve the quality of life in the Southern Tier. Through their field education experiences, BSW students will provide needed and valuable service to the Southern Tier community. This mission is in alignment with a foundational characteristic of the University’s strategic plan: to enhance the University’s economic, social, and cultural impact through local engagement.

Thus, students who embark on a BSW degree within the department will have the opportunity to take advantage of the many community relationships that have already been fostered and developed, in addition to identifying and developing additional programs and services that may benefit the community at large.

Although it is anticipated that some BSW alumni will immediately enter MSW programs, many will pursue employment. Therefore, understanding the regional employment market for individuals with BSW degrees is essential. The New York State Department of Labor (2012) projects that, within the Southern Tier, “Community and Social Service Occupations” will increase by 10.7% during the next ten years. Although New York State does not currently license individuals with BSW degrees, the BSW degree is acknowledged as an entry-level degree for practice in human service organizations. During the next decade, the New York State Department of Labor projects an increase of 12.8% for entry-level direct practice positions in “Social and Human Service Assistant Occupations” in the Southern Tier.

Program Competition

According to CSWE (2010), of the 503 institutions with CSWE-accredited programs, 60.8% (n=306) were baccalaureate-only and 6.2% were master’s-only (n=32), while 20.3% (n=102) had both baccalaureate-level and master’s-level accredited programs. The Department of Social Work is considering the joint BSW/Master of Social Work (MSW) program.

All of the current BSW programs in New York and in Northeastern Pennsylvania are listed in Table 1.

Table 1

<i>Location</i>	<i>University</i>
New York City	<ul style="list-style-type: none"> • Fordham University • Lehman College, City University of New York • Long Island University - Brooklyn Campus • New York University • York College, City University of New York
Long Island	<ul style="list-style-type: none"> • Adelphi University • Long Island University - Post Campus

	<ul style="list-style-type: none"> • Stony Brook University, State University of New York
New York City Suburbs	<ul style="list-style-type: none"> • College of New Rochelle • Concordia College
Poughkeepsie	<ul style="list-style-type: none"> • Marist College
Albany Area	<ul style="list-style-type: none"> • College of Saint Rose • Siena College • Skidmore College • University at Albany, State University of New York
Buffalo Area	<ul style="list-style-type: none"> • Niagara University • State University of New York, Buffalo State College • State University of New York, College at Fredonia
Rochester Area	<ul style="list-style-type: none"> • Keuka College • Nazareth College of Rochester • Roberts Wesleyan College • State University of New York, College at Brockport
Syracuse	<ul style="list-style-type: none"> • Syracuse University
North Country	<ul style="list-style-type: none"> • State University of New York at Plattsburgh
Northeastern Pennsylvania	<ul style="list-style-type: none"> • Bloomsburg University • Cedar Crest College • Mansfield University of Pennsylvania • Marywood University • Misericordia University

Institutional Support

The faculty and staff of the Department of Social Work and CCPA have stated that they support the immediate development of a BSW program.

Operating Plan

Accreditation Standards

The operating plan for the BSW program is closely aligned with the accreditation standards and benchmark system required by the Council on Social Work Education (CSWE), which accredits bachelor's- and master's-level social work programs. The Department of Social Work has worked with CSWE Accreditation Specialist Mary Kurfess, who also supported the department in the prior development of the MSW program, to understand the initial accreditation process. She has informed us that the initial accreditation period will begin after the New York State Education Department (NYSED) approves the program. Several Department of Social Work members attended a CSWE candidacy workshop in February 2016 in further preparation to satisfy the initial accreditation requirements.

CSWE uses a benchmark system for developing new programs. This benchmark system provides clear direction for BSW program development. The department is familiar with the CSWE Educational Policy and Accreditation Standards (EPAS), as CSWE uses differing levels of the same standards for both bachelor's- and master's-level social work programs.

Curriculum Design

The curriculum in a BSW program is mandated by CSWE accreditation standards to follow a generalist social work practice model. CSWE states “the mission of BSW programs” is to “prepare graduates for generalist professional practice” and requires “a minimum of 400 hours of field education for baccalaureate programs.” The educational objectives and learning outcomes are defined by the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS).

While not the accrediting body, the Association of Baccalaureate Program Social Work Directors (BPD, 2015) provides general support for implementing BSW programs. BPD endorses the National Association of Social Workers’ mission of the social work profession and details its definition of generalist social work practice:

“Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.”

The proposed BSW degree curriculum requires the completion of 126 credits, including general education requirements and social work major requirements. Social work major requirements total 52 credits including 12 credits in generalist practice (with individuals, with groups and families, and with organizations and communities), 4 credits in foundations of scientific inquiry with social systems, 4 credits in social welfare policy and programs, 4 credits in human behavior and the social environment, 4 credits in diversity and oppression, 12 credits in field instruction and field instruction integration seminars, 8 credits in social work major-restricted electives, and 4 credits in upper-division social sciences electives. The proposed BSW curriculum is located in Appendix A.

Liberal Arts Base

The BSW program will require students to have a strong liberal arts background and to demonstrate competency in a wide variety of courses that emphasize the inter-relatedness of a range of fields. The combination of the program’s focus on a bio-psycho-social-spiritual-cultural perspective and the profession’s demands for abilities to work within a multi-disciplinary approach to address social problems necessitates that practitioners have a broad knowledge base. A liberal arts background enables students to understand the relevance of science, math and logic, biology, philosophy, culture, history and the arts when working with individuals, families, groups, organizations, and communities. A liberal arts background also assists students in understanding the physical and biological world, in building strong interpersonal skills, in communicating effectively, and in working with diverse populations.

Transcripts will be reviewed to ensure that candidates have taken undergraduate courses that meet the SUNY and Binghamton University general education requirements.

Students must have completed the SUNY Transfer Path requirements for social work – Introduction to Social Work, Introduction to Psychology, Introduction to Sociology, Human Biology, and Introduction to Statistics – before matriculating into the BSW major.

Recruitment

We anticipate that some BSW students will come directly from the Binghamton University undergraduate student population. We plan to work with programs on the Binghamton University campus such as the Educational Opportunity Program and the McNair Scholars Program in order to recruit from the academically strong and diverse undergraduate student body at Binghamton University.

To recruit students outside of the Binghamton University student body, the Department of Social Work explored the development of articulation agreements with SUNY Broome Community College, Corning Community College, and Monroe Community College. Letters of support have been received from all three of these institutions. We hope to pursue relationships and articulation agreements with other local community colleges, including Tompkins-Cortland and Onondaga Community Colleges, as well as with other community colleges with diverse student bodies in New York City with which Binghamton University has already established articulation agreements for other majors. This initiative addresses a foundational pillar of the University's strategic plan to enhance diversity of the student population at both undergraduate and graduate levels.

Binghamton University has already established many articulation agreements with other community colleges with diverse student bodies. These relationships will benefit the BSW program's efforts to recruit students from historically underrepresented populations. Binghamton has strong relationships with several community colleges in New York City, including LaGuardia Community College with 84% minority students; Borough of Manhattan Community College with 88% minority students; and Queensborough Community College with 82% minority students. We plan to actively recruit students from these and other campuses in order to provide opportunities to students who come from historically underrepresented populations.

Admissions Requirements

To matriculate into the BSW major, students must complete an application process. Applicants will then be required to participate in group or individual interviews. Applications will be accepted in the spring semester of the sophomore year for entrance in the fall semester of the junior year. Transfer students who will have completed an associate's degree or the equivalent number of credits should apply during the spring of the year for which they are seeking fall admission.

Admissions decisions are based on the following criteria:

- adequacy of liberal arts base
- progress toward completion of SUNY General Education Requirements or their equivalents
- grade point average of at least a B (3.0 on a 4.0 scale)
- application essay
- academic and professional references

- social welfare/human service experience

The relative merit of any one criterion is considered in light of all others when admissions decisions are made. The overall quality of the application will provide the basis for admission.

Staffing

CSWE requires the following in terms of staffing for the BSW program:

BSW Program Director: “The social work program director who is the chief administrator, or his or her designee, has a master’s of social work degree from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree...Social work program directors have a full-time appointment to the social work program and sufficient assigned time...to provide educational and administrative leadership. Combined programs designate a full-time social work faculty member to administer the baccalaureate social work program.” (www.cswe.org)

BSW Field Education Director: “The field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post–baccalaureate or post–master’s social work degree practice experience. [Moreover] the field education director has a full-time appointment to the program and sufficient assigned time...to provide educational and administrative leadership for field education...Field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master’s social work degree.” (www.cswe.org)

BSW Faculty: “The program has a sufficient full-time equivalent faculty-to-student ratio ...to carry out ongoing functions of the program...The baccalaureate social work program has a minimum of two fulltime faculty with master’s social work degrees from a CSWE accredited program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree...Faculty who teach required practice courses have a master’s social work degree from a CSWE-accredited program and at least two years of post–baccalaureate or post–master’s social work degree practice experience.” (www.cswe.org)

According to CSWE, field instructors in BSW programs are required to hold a baccalaureate or master’s degree in social work from a CSWE-accredited program and have two years of post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective. Weekly supervision will be provided by the BSW Director of Field Education as part of the weekly field education seminar.

BSW Field Education

Since the major challenge in successfully launching a BSW program is assuring an adequate number of field placements in a climate where agencies' capacity and willingness to support students has shrunk, we are committed to exploring a range of ways to address this, including:

- We have already contacted the existing field agencies to find out whether the number of possible additional field placements is sufficient to cover the BSW students;
- We will utilize our field advisory committee of faculty, agency-based field instructors, alumni, and students to develop creative ways to expand field placements;
- We will further canvas our current field instructors to ask them if they will supervise a BSW student in addition to MSW students;
- We will talk with other social work deans, directors, and chairs and field directors to see if other schools have developed options that might fit with our program;
- We will explore the possibility of developing a cadre of senior field instructors who have successfully worked with us for a number of years, and who can supervise a student field unit (perhaps 4-5 students). We will explore ways to recognize these field instructors;
- We are considering developing and instituting a faculty field instructor model where some faculty have a reduced classroom teaching assignment or field liaison load in exchange for the supervision of units of approximately six students in an agency not otherwise able to host and supervise students. This could consist of faculty members who teach in the BSW and/or MSW programs.

Program Evaluation

Three measures of student outcomes will be used for the program assessment: 1) field placement evaluations; 2) anchor assignments in each BSW major course; and 3) a capstone project. The accreditation body for social work, the Council on Social Work Education (CSWE), requires social work programs to have student learning outcomes reviewed for initial accreditation. These three measures will then be utilized annually. The BSW program will be reviewed for initial accreditation two years after the program candidacy status review and will then be reviewed for CSWE reaffirmation every seven years after the initial accreditation review. The student learning outcomes are also reported annually to the Middle States Commission on Higher Education.

Cost and Financing

Initially, there would need to be funding for two administrative staff positions: one Associate Director of Field Education and one Administrative Assistant. The BSW Program Director is a current senior-level faculty member who receives an annual stipend for serving in this role. Other expenditures would include those fees associated with accreditation and consultation for accreditation. Please see Appendix B for a spreadsheet showing an allocation of resources for the first five years.

Appendix A

BSW Curriculum

Lower Division		Upper Division (as applicable)	
Course Title	Credits	Course Title	Credits
PSYC 111 General Psychology (Transfer path)	4	SW 300 Intro to Social Work Practice (Transfer path)	4
Introduction to Statistics (Mathematics GER/Binghamton math/reasoning) (Transfer path) (MATH 147 Elementary Statistics or, when approved for GER status, SW 147 Intro to Statistical Methods for Social Systems)	4	SW 304 Foundations of Scientific Inquiry with Social Systems	4
SOC 100 Intro to Sociology (Other world civilizations GER/ Binghamton global interdependencies) (Transfer path)	4	SW 315 Social Welfare Policy and Programs	4
American history GER (Binghamton pluralism)	4	Upper-division social sciences elective	4
BIOL 117 Intro to Orgs & Pops Biol (Natural sciences GER/Binghamton laboratory science) (Transfer path)	4	Upper-division LAS elective	4
Foreign language GER	4	SW 305 Human Behavior in the Social Environment	4
Humanities GER	4	SW 303 Diversity and Oppression	4
LAS elective	4	Social work major-restricted elective (SW 342 Gerontological Social Work)	4
Social sciences GER	4	Upper-division LAS elective	4
Arts GER (Binghamton aesthetics)	4	SW 410 Generalist Social Work Practice with Individuals	4
Physical activity/wellness elective (Binghamton physical activity/wellness)	2	SW 411 Generalist Social Work Practice with Groups and Families	4
LAS elective	4	SW 491 Field Instruction I	4
LAS elective	4	SW 495 Field Instruction Integration Seminar I	2
Basic communication GER (Binghamton oral communication)	4	SW 412 Generalist Social Work Practice with Organizations and Communities	4
Basic communication GER (Binghamton composition)	4	SW 492 Field Instruction II	4
SW 250 Public & Social Service Practice	4	SW 496 Field Instruction Integration Seminar II	2
		Social work major-restricted elective (SW 340 The United States Health Care System)	4
Total required credits: 126			

Appendix B

BSW Financial Plan

	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue	30FT	60FT	60FT	60FT	60FT
In-State UG Enrollment Increase	28	56	56	56	56
Out-of-State UG Enrollment Increase	2	4	4	4	4
In-State UG Tuition (@\$6,470)	\$181,160	\$362,320	\$362,320	\$362,320	\$362,320
Out-of-State UG Tuition (@\$21,550)	\$43,100	\$86,200	\$86,200	\$86,200	\$86,200
Total Revenue	\$224,260	\$448,520	\$448,520	\$448,520	\$448,520
	Expenditures				
Professional Staff (Field Director) - UUP increases as negotiated	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Support Staff (Administrative Assistant) - Funding per UUP salary grade/guidelines; increases as negotiated	\$44,000	\$44,000	\$44,000	\$44,000	\$44,000
Library - Funding goes to Library allocation	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Equipment	\$4,000	\$2,000		\$4,000	\$2,000
OTPS Costs (Supply)	\$7,500	\$15,000	\$15,000	\$15,000	\$15,000
OTPS cost for accreditation before Year 1 (new rate)	\$10,000				
Total Expenditures	\$125,500	\$121,000	\$119,000	\$123,000	\$121,000
Total New Funds Requested to Base Allocation	\$115,500	\$5,500		\$4,000	
Total One Time Funds Requested	\$10,000				
Total New Budget Allocation	\$115,500	\$121,000	\$119,000	\$123,000	\$121,000
Annual Revenue Minus Expenditures	\$98,760	\$327,520	\$331,520	\$325,520	\$329,520
Breakeven for Program Costs					

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