ACADEMIC REQUEST FORM (LEVEL I AND II) (4/16)

Please attach/submit additional documents as needed to fully complete each section of the form. Deadlines and instructions can be found on the Office of the Provost's curriculum website.

Proposals for a NEW degree or center require notification in advance of this proposal. See the Office of the Provost's curriculum website for information.

I. DEPARTMENT / PROGRAM

Center for Children, Families, and Workforce Development (CCFWD)

School of Social Work, College of Health Professions & Biomedical Sciences

II. SUMMARY OF CHANGE REQUESTED

The Center for Children, Families, and Workforce Development (CCFWD) is committed to strengthening the collective impact of Montana's social service systems whose primary goal is to improve the lives of those children, youth, and families who are most vulnerable to health disparities. To achieve this goal, the CCFWD proposes to develop a statewide and on-line 12 credit certification program in child welfare to enhance all levels of the child, youth, and family workforce, including entry and professional levels of employees working as child protection workers in public and tribal child welfare agencies and child welfare related non-profit agencies. On-line courses combined with on-the-job training will provide college students and current employees with increased knowledge of how: 1) adverse childhood events impact intellectual, social, behavioral, and emotional development; 2) addiction and drug abuse impact health, family safety, and parenting; and 3) Montana's system of care and its respective providers can better coordinate service delivery to maximize the quality of care. The courses are also designed to improve students' and employees' skills and abilities to: 1) effectively develop verbal and written assessments and interventions with maltreated child and their families; 2) develop comprehensive treatment plans that address the legal, educational, physical, and mental health needs of maltreated children and their families; 3) communicate and work collaboratively with diverse client systems and other professionals; and 4) prepare for and testify in court.

III. ENDORSEMENTS AND APPROVALS

Requestor: Ryan Tolleson Knee
Date 9/14/16

Program Chair: James Caringi
Date 9/14/16

Other Affected Programs:

Signature ___________________________ Date ___________
IV. TYPE OF PROPOSAL

Any additional required forms are listed after each type of proposal and must accompany this form. Proposals for a new degree or center require notification in advance of this proposal. See the Office of the Provost's curriculum website for information and instructions.

Level I Proposals:

☐ 1a. Placing a program into moratorium (Program Termination Form)
☐ 1b. Withdrawing a program from moratorium
☐ 2. Adding, retitling, terminating or revising a campus certificate of 29 credits or fewer
☐ 3. Adding a BAS/AA/AS Area of Study
☐ 4. Offering an existing program via distance or online delivery
☐ 5. Retitling an existing postsecondary educational program
☐ 6. Terminating an existing postsecondary educational program (Program Termination Form)
☐ 7. Consolidating existing postsecondary educational programs (BOR Curriculum Proposal Form)
☐ 8. Adding a new minor where there is a major or option in a major (BOR Curriculum Proposal Form)
☐ 9. Revising a program substantially (e.g. changing program focus) (BOR Curriculum Proposal Form)
☐ 10. Adding a temporary Certificate or AAS Degree Program Approval limited to 2 years

Level II Proposals:

☐ 11. Establishing a new postsecondary educational program (Curriculum Proposal and Reviewed Intent to Plan Form)
☐ 12. Exceeding the 120 credit maximum for baccalaureate degrees Exception to policy 301.11
☐ 13. Forming a college, division, school, department, institute, bureau, center, station, laboratory or similar unit (Curriculum Proposal or Center/Institute Proposal and Reviewed Intent to Plan Form)
☐ 14. Eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory or similar unit.
☐ 15. Retitling a college, division, school, department, institute, bureau, center, station, laboratory or similar unit.

V. CIP CODE (CLASSIFICATION OF INSTRUCTIONAL PROGRAMS)

The BOR requires a CIP Code (Classification of Instructional Programs) for tracking and reporting of degrees. Use the CIP Code website to identify the most applicable code:

44.0702
VI. METHOD OF DELIVERY

Will more than 50% of the proposed program be delivered via online or distance methods?
X☐ Yes ☐ No

VII. CATALOG LANGUAGE

Attach the current or proposed catalog language with any changes clearly identified.

VIII. JUSTIFICATION

Provide enough information that someone without specialized knowledge can make an informed decision.

State Need and Academic Program

The number of Montana children who have entered the child welfare system has nearly doubled over the past 5 years. With increases in substance abuse and family violence and limited resources available to offset these problems statewide, the number of youth placed in out of home care will likely remain stable or increase. According to Montana Governor Bullock’s 2016 Protect Montana’s Kids’ Commission, Montana’s Child and Family Services Division lost 97 frontline caseworker positions, and the average length of time a caseworker stays in this position is less than two years. Employee turnover has resulted in CFSD continually maintaining 25 position openings within their system. The Governor’s report also mentions the University of Montana as a critical player in meeting this workforce shortage by training new workers.

Montana’s Child and Family Service Division (CFSD) and the Bureau of Indian Affairs (BIA) have also acknowledged continual difficulties in recruiting and hiring employees who have the competencies required to perform entry-level responsibilities. Both organizations have expressed a need for more qualified graduates and the need for UM to train newly hired employees. The Child Welfare Certificate is intended to meet a clearly identified workforce shortage, expand career opportunities for students, and provide critical training to newly hired employees who are working with children and families or are employed in direct service jobs focusing on the well-being of maltreated children and their families.

To receive a certificate in child welfare, students must complete a minimum of 12 credits. Ten of the 12 credits will include content in the areas of: adverse childhood development, family violence, case management, assessment and treatment planning, and professional skill development (e.g., communication, time management, confidentiality). Students will also be required to complete a two-credit field-based internship or on-the-job training in an agency that serves high-risk children and families.

Certification by the State of Montana

The Child Welfare Certificate is being developed in cooperation with the CFSD and BIA so both can identify their most critical training needs and so both organizations can endorse the certificate as a requirement for employment. Graduates who successfully complete the Child Welfare Certificate and related degree requirements will be eligible to waive portions of the standard CFSD and BIA training programs that are currently provided by UM’s Center for Children, Families, and Workforce Development. The cooperative strategy will reduce training requirements and enable newly hired employees an opportunity to assume a caseload more quickly.
Career Information
Students majoring in human services, education, social work, sociology, or psychology can enhance and combine their career options with a certificate in child welfare. Certificate programs are also an important entry point for Montanans who have not planned to pursue higher education. As noted in a study by Georgetown University, “Certificates can also serve as the first rung on the ladder to a college degree or as training for workers with degrees engaged in the process of lifelong learning and career advancement.”

References
Carnvale, A., Rose, S., and Hanson, A. (2012). Certificates: Gateway to Gainful Employment and College Degrees. Georgetown University

IX. SUBMISSION
Submit a hard copy of this form with all required signatures to the Office of the Provost. Please also submit an electronic copy of this Word document, along with all other required BOR forms (in Word) to jasminezink.laine@mso.umt.edu

- After approval by the Provost, the proposal will be submitted to the Faculty Senate Office.
- After approval by the appropriate Curriculum Committee (ASCRC or Graduate Council), the full Faculty Senate must approve the proposal.
- Upon Faculty Senate approval, the Office of the Provost will submit the proposal to OCHE for the next possible OCHE/BOR meeting.
  - Note that BOR and internal UM deadlines require submission quite in advance of the BOR meeting.
- The Office of the Provost will notify the proposer once the change has been approved by OCHE/BOR.

The following is a summary of courses that will be developed for the 12 credit curriculum. It is important to note that the course content has already been developed and is included in current UM courses or statewide training that is provided by the Center for Children, Families, and Workforce Development. Specific content within these courses and trainings will be separated and transferred to an on-line learning format.

Certificate Courses

Social Work 491                             Adverse Childhood Development (1 credit)

Describes how adverse childhood experiences impact cognitive, emotional, and psycho-social development with specific attention to social risk factors (e.g., substance abuse, poverty).

Social Work 491                             Interventions with High-risk Families (1 credit)
Understand the effects of substance abuse on families and develop effective strength-based practice skills to assess parents' and caregivers' abilities to parent and participate in treatment planning.

**Social Work 491**
**Systems of Care** (1 credit)

Develop knowledge of the social service, juvenile justice, mental health, health, and education systems and their role in promoting success among high-risk children and youth.

**Social Work 420**
**Child Abuse/Child Welfare** (3 credits)

Understand the signs and symptoms of physical and sexual abuse and neglect, family dynamics in abuse and neglect, the legal context, programs of prevention and intervention, foster care, special needs adoptions and related issues in child welfare.

**Social Work 450**
**Youth At Risk** (3 credits)

Focus on the aspects of society that pose a threat to today's youth and the ramifications of those threats on youth development and behavior. Resilience and protective factors for youth at risk and strategies to work with youth. Attention to related systems in Montana, including juvenile justice, mental health, child protection, substance abuse, and education.

**Social Work 495**
**Child Welfare Skills Lab** (1 credit)

Focus on the direct practice skills needed to successfully enter the child welfare field. The practice skills include: conducting assessments, interviewing, family engagement, documentation, case management, crisis intervention, and preparing and testifying in court.

**Social Work 198/398**
**Internship**

Apply classroom learning in off-campus internship or on-the-job placement. Specific criteria will be required for supervision, job-related responsibilities, and application of coursework. Students will also be required to complete a written examination that integrates classroom and internship requirements.