

SUMMARY-ESTABLISHING A NEW ACADEMIC PROGRAM					
CAMPUS AND NAME OF PROGRAM: UNO Doctor of Social Work					
Proposed Date of First Offering: Fall 2026					
New/Additional Annual Program Costs	Program Management		Brief Explanation		
	FTE	Expense			
Faculty*	3	\$ 326,000.00	The DSW will require 51 credit hours beyond the MSW, leveraging existing infrastructure at UNO. This program fulfills demand from potential students and employers by providing doctoral level training in Nebraska.		
Staff*	2	\$ 97,000.00			
Additional Expenses**		\$ 21,000.00			
Total Annual Expense		\$ 444,000.00			
*Total salary and benefits at year 5; **Additional costs on an annualized basis estimated for Year 5					
AAU Recognition Potential Impact: []Very Negative []Negative []None []Positive []Very Positive [X]Not Applicable					
AAU Recognition Criterion Impacted (If any):					
Minimum Estimated Program Enrollment (Year 5)					
	Enrollment	Credit Hours	Tuition Rate	Funds	
Resident Tuition*	48	17	\$ 401.00	\$	327,216
				\$	-
Existing Funds				\$	144,000.00
				Total Funds	\$ 471,216
				Net Income	\$ 27,216
*calculated income based on an estimated tuition rate of \$401 per CH; 17 CH per year per student.					



MEMORANDUM

Date: November 13, 2025

To: David Jackson, Interim Executive Vice President and Provost

From: Joanne Li, Chancellor, University of Nebraska at Omaha

RE: Doctorate of Social Work Proposal

The University of Nebraska at Omaha committees have reviewed and endorsed the creation of a Doctorate of Social Work degree at UNO's Grace Abbott School of Social Work.

The Grace Abbott School has offered a bachelor's degree and a master's degree in social work for over 50 years and remains the only public higher education institution in Nebraska to offer the master's degree. This professional degree program will help meet the increasing labor needs for social work leaders and will allow for the school to continue leading the state of Nebraska in providing higher education instruction.

cc: Phil He, Senior Vice Chancellor for Academic Affairs
Sarah Edwards, AVC for Academic Excellence and Program Innovation

Academic Affairs
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University of Nebraska

Proposal for New Graduate Major or Degree

I. Descriptive Information

Name of Campus Proposing New Major or Degree
University of Nebraska at Omaha
Full Name of Proposed Major or Degree (including credential level)
<i>Doctorate of Social Work</i>
Degree to be Awarded to Graduates of the Major
DSW
Other Programs (including Certificates, Majors, or Degrees) Offered in this field by this institution
Bachelor of Science in Social Work, Master of Social Work
CIP Code: 6 digit [<i>Browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55</i>]
51.1503
Subject Code
Social Work
Administrative Unit(s) for the Major or Degree
Grace Abbott School of Social Work, College of Public Affairs & Community Service
Proposed Delivery Site
University of Nebraska at Omaha
Program will be Offered [<i>full program, not individual courses</i>]
<input type="checkbox"/> On-campus <input checked="" type="checkbox"/> Online (asynchronous) <input checked="" type="checkbox"/> Synchronous Distance <input type="checkbox"/> Hybrid/Blended of Selected
Program leads to professional licensure or certification
<input checked="" type="checkbox"/> no <input type="checkbox"/> yes If yes, complete Appendix D: Professional Licensure and Certification.
Proposed Date the New Major or Degree will be Initiated
Upon approval

II. Details

A. Purpose of the Proposed Major or Degree:

Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, generation of knowledge, promotion of research-informed practice through scientific inquiry, and the exercise of leadership within the professional community.¹ The Grace Abbott School of Social Work (GASSW) has offered a bachelor's degree (BSSW) and master's degree in social work (MSW) for over 50 years, and until 2021 was the only higher education institution in Nebraska to offer the master's degree. Today, it remains the only public institution in Nebraska to offer the master's degree. Typically, bachelor level social workers are employed in entry-level case management positions, working with vulnerable populations, assessing

¹ Council on Social Work Education, 2015.

their needs and linking them to services. With a Master of Social Work (MSW) degree, the range of practice opportunities deepens and broadens - from a micro focus, e.g., delivering mental health therapy in a private practice, to a macro focus, e.g., developing social service programs for non-profit agencies. While the MSW degree has long been considered the terminal degree, national professional organizations², labor market trends, and local research indicate a growing interest in, and need for, doctoral education.

MSW graduates living in Nebraska and surrounding states have two primary decisions if they choose to pursue a doctorate:

- 1) Are they interested in a career as an academic researcher/professor or an advanced practice degree?
- 2) Are they able and willing to relocate and/or pay out-of state tuition?

Regarding the first question, doctoral social work education is available in two ways. The Doctor of Philosophy in Social Work (PhD) places emphasis on research and higher education instruction. Typically, graduates pursue careers as academic researchers or professors. The Doctorate in Social Work (DSW), on the other hand, is a professional practice degree focused on developing practitioner-scholars who create, 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 advanced clinical practice, professional leadership, and higher education instruction.³

Regardless of whether a Nebraska resident seeks a PhD or DSW, there are no options in our state. Of the 78 PhD programs in the United States, there are only 20 in the Omaha Urban Rate (OUR) Tuition Region⁴, and all require the student to relocate to pursue the PhD. There are 37 DSW programs in the United States, and only eight in the OUR region.

Some DSW programs require in-person attendance; some have online programs. Regardless, students are required to pay out-of-state tuition rates. Given that the Grace Abbott School of Social Work is the main social work program in Nebraska, and that there are no PhD or DSW programs in the area, the time is right for UNO's GASSW to consider a doctoral program.

To meet the increasing labor needs for social work leaders, and to continue to lead the state of Nebraska in providing higher education instruction, in this proposal we discuss the rationale, description, curriculum, and resources needed to establish a Doctorate in Social Work (DSW) degree at UNO's Grace Abbott School of Social Work (GASSW).

B. Description of the Proposed Major or Degree:

The GASSW proposes a DSW program to strengthen social work leadership in clinical practice, administrative, and higher education settings. This professional doctoral program will prepare graduates to:

- Advance practice through innovative approaches

² CSWE/GADE Report on the Current Landscape of Doctoral Education in Social Work, 2020.

³ Council on Social Work Education Accreditation Standards, for Professional Practice Doctoral Programs in Social Work, 2020.

⁴ The Omaha Urban Rate Tuition Region includes: CO, KS, KY, IL, IN, IA, MI, MN, MO, MT, ND, OH, SD, WI, WY

- Use and critically evaluate research and knowledge
- Engage in scientific inquiry that reflects doctoral level scholarship in social work;
- Develop and disseminate practice-relevant research-informed knowledge through a variety of channels, such as teaching, scholarship, professional presentations, mentoring, and administration;
- Provide leadership in social work practice and/or education; and
- Develop and maintain substantive expertise in advanced practice.⁵

The proposed DSW program totals 51 hours and is designed as a cohort model, with students taking two to three courses each semester. If students follow the planned course of study, they can complete all degree requirements within three years. The courses are offered online and include both synchronous and asynchronous components. The proposed plan of study is as follows:

Fall I (Orientation prior to Fall) * 7 credits	Spring I 7 credits	Summer I 6 credits
<p>Session I: Doctoral Seminar I: Introduction to Doctoral Education (1) SOWK Leadership: History, Philosophy, and Macro Practice (3)</p> <p>Session II: SOWK Advanced Clinical Practice: Theoretical Perspectives (3)</p>	<p>Session I: Doctoral Seminar II: Critical and Analytical Thinking Skills (1) Implementation Science and Program Development (3)</p> <p>Session II: Data-Driven Decision Making and Continuous Quality Improvement in SOWK Practice (3)</p>	<p>Session I: Research Methods (3) Supervision, Ethics, and Professional Practice (3)</p>
Fall II 7 credits	Spring II 6 credits	Summer II 3 credits
<p>Session I: Doctoral Seminar III: In-Depth Exploration of SOWK Practice Area (1) Program Administration and Financial Management (3)</p> <p>Full Semester: Qualitative Research (3)</p>	<p>Session I: Program Evaluation and Assessment Measures (3)</p> <p>Session II: Using Technology in SOWK Practice (3) Optional Independent Study (1-3)</p>	<p>Session I: Dissertation Project I: Generating a Proposal: Scope and Lit Review (3)</p>
	Comprehensive Exam	Students Admitted to Candidacy**

⁵ Council on Social Work Education Accreditation Standards for Practice Doctorates, 2020.

Fall III 6 Credits	Spring III 6 credits	Summer III 3 credits (3 credits can be taken in the Fall if needed)
Session I: Dissertation Project II: Data Collection and Analysis (3) Product: Program Development Project Session II: Writing for Presentations and Publications (2) Marketing and Communication in SOWK Practice (1)	Full Semester: Dissertation Project III: (6) Product: Developing a Publishable Paper This course is 14 weeks with a one week break in the middle.	Sessions I: Dissertation Project IV (3) Product: Developing a Professional Presentation
Dissertation Approval Meeting		Dissertation Submitted Oral Defense

*Students will participate in an orientation the summer prior to the start of classwork. Topics to be covered include Program Overview and Expectations; Professional Development and Ethics; Mentoring and Support; and Building Community and Belonging. Students also will meet faculty and staff and become aware of resources available to them.

**Students are admitted to doctoral candidacy at the end of the second year of classes. Once students reach candidacy, they continue to complete the plan of study as outlined, including the dissertation approval meeting, submission, and defense. The proposed plan of study ensures students can complete the degree in three calendar years.

C. Student Learning Outcomes

Graduates of the DSW program will:

- Advance their professional practice in social work and leadership.
- Draw on a range of theoretical, empirical, and professional sources of knowledge about social work practices to develop and evaluate innovative, ethically grounded approaches.
- Assume leadership roles in the development of evidence-based practice models and standards of care for vulnerable populations.
- Generate client, program, and system outcomes research that guide practice improvements.
- Demonstrate skills in selecting and implementing evidence-based state-of-the-art interventions.
- Continuously critique practice models, seeking professional growth and development appropriate to the area of practice.

DSW students will demonstrate these outcomes by successfully completing a dissertation project. The dissertation project will be a substantial scholarly, practice-focused, and impactful product that demonstrates the student’s ability to apply social work knowledge and research skills to address a complex social issue or problem. The three products of the dissertation project are (1) a comprehensive program development project, (2) one publishable paper, and (3) a presentation prepared for a professional conference.

D. Admissions

The GASSW DSW program will accept up to 20 students into the program each academic year. The criteria and procedures for admitting students into the DSW program adhere to those required for the MSW program at GASSW. The criteria for admission include:

- Completed application
- MSW from a Council on Social Work Education (CSWE) accredited institution
- Transcripts from all previously attended institutions
- 3.0 GPA on a 4.0 scale (applicants with a 2.7 GPA may be accepted on a provisional basis)
 - Students accepted on a provisional basis must earn a B or better in their first 12 credits to remain enrolled in the program.
- Proof of English language proficiency
 - Internet-based TOEFL: 80
 - IELTS: 6.5
 - Duolingo: 110
 - PTE: 53
- Two years relevant work experience post MSW degree
- Three letters of recommendation from references who can evaluate work and academic achievement
- Resume or CV indicating educational background and work experience
- Statement of Purpose
- Application fee (to be determined)

Applications for the doctoral program will open by September 1 with a priority application deadline of December 1. The final application deadline will be March 1 and will be reviewed on a space-available basis.

E. Program Curriculum

The plan of study is the design and delivery of the formal education, and includes the courses, course content, and required academic products. The DSW curriculum prepares students for substantive expertise beyond the master's level in at least one area of social work practice.

Required Courses: Course Code and Title	Major/Degree Credit Hours	Prerequisites, if applicable	Course and Lab Fee	New or Existing Course
Doctoral Seminar I, II, and III	3 (1 per seminar)	Admission to DSW		New
SOWK Leadership: History, Philosophy, and Macro Practice	3	Admission to DSW		New
SOWK Advanced Clinical Practice: Theoretical Perspectives	3	Admission to DSW		New

Implementation Science and Program Development	3	Successful completion of Fall I		New
Data-Driven Decision Making and Continuous Quality Improvement in SOWK Practice	3	Successful completion of Fall I		New
Supervision, Ethics, and Professional Practice	3	Successful completion of Fall I and Spring I		New
Research Methods	3	Same		Existing
Program Administration and Financial Management	3	Successful Completion of Year 1		New
Using Technology in SOWK Practice	3	Successful completion of Fall II	Yes	New
Program Evaluation and Assessment Measures	3	Same as above		New
Writing for Presentations and Publications	2	Successful completion of Summer II		New
Marketing and Communication in SOWK Practice	1	Same as above	Yes	New
Dissertation Project I: Generating a Proposal: Scope and Lit Review	3	Successful completion of Spring II		New
Dissertation Project II: Data Collection and Analysis	3	Successful completion of Summer II		New
Dissertation Project III: Developing a Publishable Paper	6	Successful completion of Fall III		New
Dissertation Project IV: Developing a Professional Presentation	6	Successful completion of Spring III		New

Electives: Course Code and Title	Major/Degree Credit Hours			
Independent Study	1-3	Doctoral Candidacy		Existing
Total	51			

The area of focus for the GASSW DSW program is social work leadership in clinical practice, administration, and higher education settings. Students begin their first semester by immersing themselves in two core courses, one focused on clinical leadership at the micro level; the other on administration and higher education at the macro level. Doctoral seminars during the first year foster intellectual exchange, networking, and skill development for students who are re-entering academia. Implementation Science and Program Development is paired with Data-Driven Decision Making and Continuous Quality Improvement in SOWK Practice because these two courses are foundational for social workers seeking leadership positions at any level of practice – micro, mezzo, or macro. These courses emphasize evidence-based research and practices, which are skills needed to evaluate and improve practice.

The accelerated nature of the DSW program requires that students take summer courses. During the first summer, Research Methods provides students an overview of quantitative and qualitative research design; while Supervision, Ethics, and Professional Practice emphasizes value-based leadership and supervision. The subsequent two summer sessions focus on the student’s dissertation project, enabling them to develop and work on their project with support from peers, faculty, and their dissertation committee.

Fall of year two, students complete Qualitative Research to prepare them with research skills for their dissertation project. Students also enroll in Program Administration and Financial Management to gain skills in executive leadership, management, and budgeting, necessary for doctoral students regardless of their level of practice. The third and final doctoral seminar offered in Fall II allows students to present, discuss, and receive feedback on their dissertation project idea.

Social work leaders must be prepared to demonstrate client, program, and agency outcomes; to that end, during Spring II, students complete Program Evaluation and Assessment Measures. This course is complemented by an innovative course designed to help DSW students use technology for a variety of purposes, from client progress monitoring to budgeting to marketing social service programs.

At the end of the Spring II semester, students undergo an oral and written comprehensive exam. They must pass with an 85% or higher to be admitted to candidacy. At this time students formally begin their dissertation project.

Two additional courses are offered fall of year three: A 2 credit hour course about writing for professional presentations and publications; and a 1 credit hour course in marketing and communication in social work practice. These courses prepare DSW graduates with the tools they need to be leaders of clinical and administrative programs.

An independent study course is available as an elective for students who may need additional time to begin their dissertation project. Students may petition the DSW Committee to take an independent study to improve specific skills in nonprofit leadership, public budgeting, diagnosis and treatment of major mental illnesses, and other courses offered by schools and departments outside of GASSW.

The primary focus of the third year is the dissertation project, which culminates in three products:

- 1) Program development project related to leadership in clinical practice, administration, or higher education;
- 2) Publishable article; and
- 3) Prepared presentation for professional conference (which also comprises the dissertation defense)

Student Experience

In social work education, CSWE defines the implicit curriculum standard as the student learning experience within the program context or environment. Beginning with admissions and continuing through advisement, mentorship, retention, and graduation, student input, participation, and feedback are strongly encouraged.

Providing students a supportive and inclusive learning environment when the program is 100% online can be challenging as some students may feel isolated or disconnected from their peers, faculty, and program. Nevertheless, in developing this program, feedback from current students and MSW graduates combined with consultation with other DSW programs indicated a preference for an online doctoral program to allow students to continue working and attending to family obligations. It also allows them to remain in their home communities. Therefore, the DSW program will emphasize mentoring and support for students from start to finish.

GASSW offers online BSSW and MSW programs, and the faculty and staff are experienced in developing interactive online courses. Additionally, GASSW is intentional about engaging students in the following ways:

1. Students will attend an orientation prior to the start of the first fall semester. The goal is to build the cohort's sense of belonging by meeting one another, the faculty and staff, and learning about UNO resources available to support their learning. Each subsequent year as new doctoral students are admitted, the orientation will include prior cohorts so they can meet one another, share their experiences and build a sense of cohesiveness.
2. Two DSW students will be asked to participate on the DSW Committee, serving as representatives for their peers. They will work with faculty, staff, students, and community representatives to make decisions regarding the curriculum and administration of the DSW program.
3. Students will be encouraged to take advantage of the Grace Abbott Training and Supervision Academy (GATSA). GATSA provides online and in-person continuing education and professional development for social workers across the United States and beyond. GATSA has been a game changer for students, graduates, and the public in providing easy access to high quality professional development opportunities.
4. Students who face barriers in course participation will be encouraged to meet with their DSW advisor as frequently as needed to brainstorm and access needed resources.
5. Students will be invited to participate in volunteer activities at GASSW. The Student Social Work Organization (SSWO) offers online volunteer opportunities that can be performed in home communities, ranging from coordinating food drives to making blankets for children in foster care.

F. Advising

Upon admission, the DSW Program Director will serve as the initial advisor for each doctoral student. The DSW Program Director is introduced to students in the admission letter, which will be followed by an online meeting at least once prior to the orientation. Students will meet the DSW Program Director again during orientation and, as a cohort will review the plan of study. For the first half of the doctoral program, the DSW Program Director will serve as the advisor for all doctoral students, including reviewing progress toward the degree and addressing advancement questions. Students will meet virtually with the DSW Program Director at least once per semester prior to enrolling in the upcoming semester's courses.

The DSW Committee will select a Dissertation Chair for each student prior to Doctoral Seminar III. At this time, advising responsibilities will shift from the DSW Program Director to the Dissertation Chair, and the Chair will assume these responsibilities through the student's graduation. The role of the Chair is to guide the student through the dissertation project, while also mentoring the student regarding academic, personal, and professional issues.⁶ The DSW Program Director and Dissertation Chair will assist the student in selecting a community mentor relevant to their dissertation project. This individual could be a leader in the student's place of employment or area of specialization with whom the student can collaborate on the dissertation project. These three individuals - DSW Program Director, Dissertation Chair, and Community Mentor - will serve as the student's dissertation committee.

G. Evaluation of Program

In the field of social work, the Council on Social Work Education (CSWE) is the national accrediting body. The CSWE Board of Accreditation (BOA) reviews and accredits BSW and MSW programs; and eligible students for the DSW program must have graduated from an accredited MSW program.

CSWE has developed Accreditation Standards for Professional Practice Doctoral Programs in Social Work, which support academic excellence by establishing thresholds for professional competence.⁷ These standards were formally adopted by CSWE in April 2025, and CSWE anticipates they will begin accepting applications for accreditation by August 2025.

To be prepared for future accreditation, the GASSW is developing the DSW program to address each of the key features of the accreditation standards. Those include program mission, explicit curriculum, implicit curriculum, and assessment.

The Council on Social Work Education (CSWE) requires social work practice doctorate programs to be competency-based – preparing graduates to advance practice at the micro, mezzo, and macro levels as well as in higher education and/or professional leadership.⁸

As a competency-based program, GASSW practitioner-scholars will be prepared to:

1. Advance practice through innovative approaches;
2. Use and critically evaluate research and knowledge;

⁶ Lee, M. Y., Eads, R., Bright, C. L., & Franke, N. D. (2022). Student and Faculty Perceptions of Social Work Doctoral Mentoring: Navigating Academic, Non-academic and Diversity & Inclusion Issues. *Journal of Evidence-Based Social Work, 19*(2), 185–211. <https://doi.org/10.1080/26408066.2021.2009078>

⁷ Professional Practice Doctoral Program Accreditation Pilot Handbook. (April 2023). Council on Social Work Education.

⁸ Professional Practice Doctoral Program Accreditation Pilot Handbook. (April 2023). Council on Social Work Education.

3. Engage in scientific inquiry that reflects doctoral level scholarship;
4. Develop and disseminate practice-relevant research-informed knowledge through a variety of channels, such as teaching, scholarship, professional presentations, mentoring, and administration;
5. Provide leadership in social work practice and/or education; and
6. Develop and maintain substantive expertise in one or more areas of social work practice.⁹

Assessment and continual program improvement are integral components of the DSW program. Assessment information will be used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum and program overall, and strengthen the assessment methods used.

Evaluation of Student Expertise and Skill:

Per CSWE accreditation standards, the GASSW DSW program must use at least two instruments to assess students' core expertise and skill. GASSW will be using the following:

1. Comprehensive Exams
 - a. Written exam will assess the student's broad knowledge in the field, including theory, research methods, ethics, and practice areas.
 - b. Oral exam will test the ability to communicate complex ideas, argue positions, and defend the student's work or research.
2. Dissertation Project
 - a. Successful proposal of a comprehensive program development project to assess student's knowledge and skill in research design, data collection and analysis methods, understanding of relevant literature, critical thinking, ability to lead a program development process, and application of theory to practice.
 - b. Publishable article that assesses competencies regarding research methodology, data analysis, analytical thinking, ethical decision-making, application of theoretical knowledge, and practical problem-solving skills.
 - c. Preparation of a professional presentation that serves as the oral defense of the dissertation, to assess the student's public speaking, teaching ability, communication skills, ability to simplify complex concepts, and engage with an audience.

The student's dissertation committee will grade the comprehensive exams and dissertation project, and students must pass both with an overall score of 85% or higher.

Evaluation of Overall Program:

The GASSW DSW program also assesses program outcomes by measuring two variables, per CSWE accreditation requirements:

1. Retention rates, and
2. Time to program completion

Outcome Measure 1: Retention rate

Goal: Ensure that 60% of students who enroll in the online DSW program complete it successfully.

⁹ Accreditation Standards for Practice Doctorate Social Work Program Accreditation, version 10.2024. (Oct 2024). CSWE, BOA, Department of Social Work Accreditation (DOSWA).

Assessment Tools and Methods:

A. Enrollment and Graduation Data Tracking

B. Retention Reports

Data Collection Timeline: Collect data on student enrollment, retention, and graduation rates at the end of each academic year.

Continuous Improvement Plan: If retention falls below 60%, conduct a root-cause analysis and implement targeted interventions, such as enhanced academic advising, peer mentoring, or course design adjustments.

Outcome Measure 2: Time to program completion

Goal: Ensure that 80% of DSW graduates complete the program within four years.

Assessment Tools and Methods:

A. Time-to-Degree Analysis

B. Progression Tracking

Data Collection Timeline: Collect data on time to graduation, following completion of the third academic year.

Continuous Improvement Plan: For students not meeting the four-year timeline, analyze barriers such as course availability, personal challenges, or external obligations. Provide additional resources, including flexible course scheduling, academic advising, and time management workshops.

Student feedback also is solicited as part of the overall assessment plan. The DSW program will provide opportunities for students and graduates to provide feedback on the student experience, including advising/mentorship, leadership development, and process of completing the dissertation project. After the first year of orientation, focus groups will be convened each academic year to encourage students to share feedback about their experience. At the conclusion of the program, students will receive formal surveys, designed to gather feedback about their overall experience. Additionally, by including at least two doctoral students on the DSW Committee, the Committee will consider adjustments to the program in real time based on student, staff, faculty, and stakeholder input.

H. Plan for Implementation

The proposed DSW program is built on the strong educational infrastructures, resources, and successes of existing programs in the College of Public Affairs and Community Service (CPACS). CPACS consists of an ensemble of successful undergraduate, graduate, and academic certificate programs, including six bachelor degree programs, 12 master degree programs, seven certificate programs, and three doctoral programs. The doctoral programs include:

- PhD in Criminology and Criminal Justice
- PhD in Public Administration
- PhD in Gerontology

CPACS programs have earned national recognition for excellence in education for Criminology and Criminal Justice; Gerontology; Public Administration, including the Aviation Institute and the Emergency Management and Disaster Science programs; and the Grace Abbott School of Social Work. Additionally, the Goodrich Scholarship Program has been recognized for outstanding performance and service, providing college education to Nebraska residents who otherwise could not afford it.

Of note are the number of dual degree programs within CPACS and with the University of Nebraska Medical Center that include social work. Included are the master of social work/master of public

administration degree; the master of social work/master of public health; and the master of social work/master of science in criminology and criminal justice. These existing collaborations between units and programs not only provide students with relevant knowledge and skills in their areas of interest and professional practice, they also strengthen the national reputations of CPACS and UNO.

As a major academic unit within CPACS, graduating 70-80 MSWs each year, adding a DSW not only will expand and strengthen the array of doctoral programs within the College, it will provide a natural educational pathway for graduates of the MSW and dual degree programs.

The DSW Program includes 16 new courses and course subject codes will need to be created prior to implementation. Students enrolled in the program may petition the DSW Program Director to enroll in courses outside the DSW Program on a case-by-case basis. Given the current partnerships with other CPACS units, the impact will be minimal. If students seek to enroll in courses outside CPACS, partnerships will need to be developed with the relevant unit.

GASSW has long held formal partnership agreements with over 200 community agencies throughout Nebraska and in other states due to field practicum requirements for BSSW and MSW students. Many of these agencies have long supported the concept of a DSW program, and it is expected that the implementation of the DSW program will strengthen those partnerships.

Other Information (as applicable)

The implementation plan relies upon the existing administrative and governance structure of GASSW, with the addition of a DSW Program Director and creation of a DSW Committee to oversee and manage the program.

Administrative and Governance Structure:

Eleven standing committees, two graduate sub-committees, and ad hoc committees comprise GASSW's governance, and include social work faculty, staff, students, and community representatives. Committee members are responsible for initiating, monitoring, and evaluating all GASSW policies and procedures.

The committee structure facilitates democratic faculty participation in program planning and governance, goal setting and decision making, and the fulfillment of the mission, goals, and objectives of GASSW. Ad hoc committees are appointed by the GASSW director as needed. Planning and decision-making regarding policies are initiated from within the various committees and moved through appropriate channels before final presentation to the Faculty Staff Roundtable committee. These practices assure the faculty, staff, students, and community representatives have opportunity for engaged participation in program governance.

Meetings are hybrid, occurring in person and via Zoom, facilitating participation from all members. The committees are:

- Admissions Committee – includes faculty members and BSSW, MSW and DSW students; recommends admission policies, procedures, and standards to the Faculty Staff Roundtable.
- Assessment Committee – links GASSW mission to program goals and to the curriculum structure. Devises strategies for assessment at the classroom, community, and statewide level for BSSW, MSW, and DSW programs.

- BSSW Committee – Improves the student experience in the BSSW program by monitoring the curriculum, program policies, and overall student performance. Solicits and welcomes feedback from BSSW students, faculty, staff, and community representatives.
- Graduate Program Committee – umbrella committee responsible for DSW and MSW program planning, admissions, policies, and curriculum.
 - DSW Committee – improves the student experience in the DSW program by monitoring the curriculum, program policies, and assigning Dissertation Chairs to students. Solicits and welcomes feedback from DSW students, faculty, staff, and community representatives.
 - MSW Committee – improves the student experience in the MSW program by monitoring the curriculum, program policies, and overall student performance. Solicits and welcomes feedback from MSW students, faculty, staff, and community representatives.
- Curriculum Committee (ad hoc) – responsible for all curriculum-related activities, including syllabus development/changes and approval, monitoring curriculum policy and compliance with CSWE, and periodic review and revision of curriculum.
- Engagement Committee – responsible for connecting implicit curriculum with external stakeholders; gathers data on interaction between external and internal stakeholders; arranges alumni, donor, and student events. Includes students, faculty, and staff.
- Faculty Staff Roundtable – responsible for final decisions on school policies. Consists of full and part-time faculty, staff, and graduate assistants. Recommendations from all committees are brought to the Faculty Staff Roundtable for democratic decision-making.
- Field Committee – responsible for graduate and undergraduate field policies. Reviews field procedures, considers student special requests, etc.
- Personnel Committee (ad hoc) – considers general personnel issues and policies, makes recommendations to the Faculty Staff Roundtable, and serves in an advisory role to the director on personnel issues.
- Reappointment, Appointment, and Tenure (RPT) Committee – annually review and make recommendations on all faculty applications for RPT.
- Scholarship Committee – communicate availability of scholarships to students, receive and evaluate applications, and make and announce awards.

III. Review Criteria

A. Centrality to the Campus Role and Mission

The practitioner-scholar focus of the DSW is consistent with UNO’s mission as a metropolitan university to “...transform and improve the quality of life locally, nationally, and globally¹⁰” and GASSW’s mission to “educate students to become highly qualified social workers who serve all people, influence the systems that affect them, advance knowledge through teaching and research, engage with communities, and promote societal wellbeing.”¹¹ The mission of UNO and GASSW reflect action, collaboration, and community involvement.

The program mission of the DSW program is informed by a commitment to students’ attainment of core expertise and skills in social work leadership; grounded in the purpose of social work; the core values of the profession; and informed by the program’s context.

¹⁰ UNO Mission. <https://www.unomaha.edu/strategic-planning/mission-and-values.php>

¹¹ GASSW Mission. [https://www.unomaha.edu/college-of-public-affairs-and-community-service/social-work/student-resources/index.php#:~:text=The%20mission%20of%20the%20Grace,Nebraska%20at%20Omaha%20\(UNO\).](https://www.unomaha.edu/college-of-public-affairs-and-community-service/social-work/student-resources/index.php#:~:text=The%20mission%20of%20the%20Grace,Nebraska%20at%20Omaha%20(UNO).)

The mission statement for GASSW's DSW program is "to prepare social work leaders to advance the profession through clinical practice, administrative leadership, and higher education instruction, in a manner that promotes human and community well-being." This mission statement is consistent with the purpose of the profession, which is to promote human and community well-being by creating conditions that facilitate human rights and enhance life for all people, locally and globally.

The DSW, then, is a degree that fits well with the mission and goals of UNO, the College of Public Affairs and Community Service, and the Grace Abbott School of Social Work.

B. Relationship of the proposal to the University of Nebraska strategic priorities

The University of Nebraska's strategic plan includes five foundational pillars defining the future of higher education in Nebraska.¹²

- **Extraordinary Teaching and Learning**
Adding a DSW program enables students to create personalized learning opportunities tailored to their specific and unique areas of practice, including advanced clinical practice, administration, and higher education. Faculty teaching in the DSW program will implement new and transformative online teaching strategies that will stimulate their teaching, research, and service. A hallmark of the DSW is that it is a competency-based curriculum, focused on teaching advanced practice skills necessary for social work leadership now and in the future.
- **Extraordinary Research and Creative Activity**
The field of social work is built on collaboration, alignment, and growth by developing cross-campus/integrated collaborations in research and practice. GASSW capitalizes on this by partnering with other programs (criminal justice, public administration, business, etc.) to offer continuing education; by partnering with community agencies to lead action-based research; and by building sustainable programs – the Grace Abbott Training and Supervision Academy, for example – that accelerate innovation, technology transfer, and commercialization of innovative social work practices – for graduates, professionals, and the general public. Adding the DSW program will advance the research and creativity of GASSW and UNO, as students will work with faculty across NU to conduct research and creative activity to complete their dissertation.
- **Extraordinary Partnerships and Engagement**
The foundation of social work is built on foundational knowledge extrapolated from psychology, sociology, biology, and anthropology, and as a result, the DSW program will help to eliminate silos in several ways: 1) Collaborations with other units to deliver courses needed by social work leaders; for example, research, technology, and marketing and communication. 2) Working with dissertation committees that include faculty members outside GASSW, DSW students will strengthen partnerships between social work and other programs and units; and 3) Given that the dissertation is a practice-based project, the DSW program will facilitate engagement with public and private organizations in the community. The goal of partnerships is two-fold – demonstrate the value of collaborations and lead to the overall betterment of individuals, groups, organizations, and communities.
- **Extraordinary Culture and Environment**
As previously discussed, creating an environment that welcomes and engages students in a way that meets the needs of online students is a high priority of the DSW program. Not only will this support students' personal and professional development, but it will also enhance a sense of belonging and build a thriving campus community.

¹² <https://nebraska.edu/strategic-plan>

- **Extraordinary Stewardship and Effectiveness**
Students seeking doctoral degrees in social work have had to leave the state to pursue advanced education. By developing the DSW program at UNO, students who prefer to live and work in Nebraska are more likely to remain here. This drives value for students, GASSW, and the overall NU system by creating access, affordability, academic excellence, and robust social work leadership.

C. Consistency with the Comprehensive Statewide Plan for Post-Secondary Education

<https://ccpe.nebraska.gov/sites/ccpe.nebraska.gov/files/CompPlan.pdf>

Following are seven categories identified by the Comprehensive Statewide Plan as key to the future of postsecondary education in Nebraska, and the ways that the DSW program addresses each.

- **Postsecondary education for Nebraska’s future**
The development of the DSW program shows responsiveness to the changing academic, workforce, societal, economic, cultural and community development needs in Nebraska and across the country. Nebraska MSW graduates are seeking doctoral education and prefer it be offered in Nebraska, thereby reducing the “significant out migration of Nebraska graduates.” Organizations and institutions that provide social services, mental health therapies, and higher education in social work need highly skilled leaders, and the DSW program meets that need. Given the DSW program will be offered fully online, the program will appeal to non-traditional students who may have family and work obligations. Finally, there is no other DSW program in the state and by offering a DSW program at UNO, social work students seeking an educational pathway toward the highest attainable degree will be able to accomplish that goal in Nebraska.
- **Meeting the educational needs of students**
The GASSW DSW program will collaborate with accredited MSW programs in Nebraska and throughout the country to offer accessible education at an affordable cost. By structuring the program in a way that supports successful completion of the coursework and dissertation project, students are much more likely to graduate within three years, which is atypical for most doctoral programs. Access is available to all MSW graduates who have two years of relevant experience which reduces the obstacles that can occur when deliberating about course or program transfers. Also available to students is the Grace Abbott Training and Supervision Academy (GATSA), where they have opportunities for life-long learning in human service topics provided by experts in their fields. Arguably most important, the GASSW DSW program will be student-centered, exemplified by dedicated support from their advisor and dissertation chair, access to academic assistance, linkages to basic needs and resources, and support for personal counseling if needed.
- **Meeting the needs of the state**
GASSW is responsive to the workforce development and training needs of employers in Nebraska. The GASSW director and faculty engage with community organizations across the state to stay current on workforce needs, which is a primary reason for the proposal of a DSW program. Additionally, the Grace Abbott Training and Supervision Academy provides training and education about current trends and issues, ensuring graduate students and alumni have the skills needed by Nebraska employers. GASSW and GATSA provide training and education across the state, in online and in-person formats, ensuring access to rural and urban communities. Adding the DSW program will facilitate even more training opportunities as doctoral students will share their research and dissertation projects through GATSA. The faculty of the Grace Abbott School of Social Work conduct collaborative research with community organizations and public institutions, and DSW students will have the opportunity to work side by side with them to contribute to the health and prosperity of communities and the vitality of the state. The

purpose of the profession of social work is to help individuals lead productive fulfilling lives and the DSW program will prepare future leaders who will further that vision in the communities in which they work and live.

- Meeting needs through exemplary institutions

According to the Postsecondary Comprehensive Plan, “UNO has statewide responsibility for graduate-level programs in Criminal Justice, Social Work, Gerontology and Public Administration. Of those units, only social work is lacking a doctoral program. The needs assessment clearly demonstrated the need for a DSW program to be offered by UNO, and the Grace Abbott School of Social Work has the administrative support, fiscal capacity, and human resources to meet the need.

- Meeting educational needs through partnerships and collaborations

The Grace Abbott School of Social Work has developed robust partnerships with community colleges, state colleges, private institutions and other units within the NU system, specifically the College of Public Affairs and Community Service located at the University of Nebraska-Lincoln, and the College of Public Health at UNMC. Other examples include course collaboration and recruitment efforts at Southeast Community College and Metropolitan Community College; networking with Chadron State College as they offer the BSW; and working with private institutions including York State University, Creighton University, and Nebraska Wesleyan to share program ideas and recruit students. Creighton University and Nebraska Wesleyan employ UNO graduates as chairs of their social work programs which strengthens their relationships with GASSW. GASSW also partners closely with the Department of Health and Human Services, Children’s Nebraska, the Nebraska Association of Social Workers, the School Social Work Association of Nebraska, and other public and private non-profit organizations that conduct research, and train in best practices. These collaborative relationships exemplify GASSW’s strength in partnering with community agencies and higher education institutions. One final note: Of the peer institutions listed in the Postsecondary Comprehensive Plan, none have a DSW program, positioning UNO to become the DSW program leader among its peers.¹³

- Statewide facilities plan

The DSW program will be fully online and does not require additional physical facilities for its operation. Nonetheless, UNO maintains a safe and accessible campus, and the graduate programs are cost effective and flexible to adapt to future university and community needs.

- Guidelines for distance learning

Because the DSW program will be an online program, the guidelines for distance learning need to be clearly described, communicated, and upheld. In Section F of this proposal, there is a comprehensive list of technological supports and services available for students, faculty, and staff.

D. Evidence of Need and Demand

1. Need:

According to the Behavioral Health Education Center of Nebraska (BHECN), “There are many students interested in the field [of behavioral health] and a lack of ability to train them all. This will become worse as the behavioral health population ages and the number of retirees exceeds the number of students that are trained.”¹⁴ With this information about shortages in the behavioral health workforce and faculty in Nebraska, GASSW completed a comprehensive needs assessment to determine the need for a doctoral program in social work. First, we conducted a market analysis to evaluate the national,

¹³ Peer group for UNO: Cleveland State, Eastern Michigan, Northern KY, Univ of TN-Chattanooga; Univ of Central OK; Univ of CO Springs; Univ of MO-St. Louis; Univ of NC Greensboro; Univ of No FL; Wichita State.

¹⁴<https://govdocs.nebraska.gov/epubs/U4850/B002-2016.pdf>

regional, and local demand for social workers as well as institutional completion rates for PhDs and DSWs. Then, in fall 2024 GASSW facilitated eight focus groups to assess whether there was sufficient need for a PhD or DSW, and if so, preferences in the format, content, and delivery of the program. The results of both follow:

Market Analysis¹⁵

An assessment of the labor market between November 2023 to October 2024 reflected a 3 to 1 posting for social workers, indicating a consistent and steady need for advanced social work professionals. Further, most job postings preferred a candidate with a doctoral level degree. Second, a review of PhD and DSW programs in the OUR region showed a clear increase in completions of DSW programs as compared to PhD programs, with an astounding 188% growth in DSW completions between 2019-2023. In contrast, PhD programs resulted in only a 13% completion rate. According to Mr. John Kerins, Senior Data Analyst with the UNO Division of Innovative and Learning-Centric Initiatives, this increase in DSW completions parallels that of highly technical fields and artificial intelligence, indicating high growth, high demand, and a “fantastic market to get into.”

The market analysis also included an assessment of DSW programs located near UNO. The Gray Decision Intelligence (Gray DI) dashboard showed there are no competitors inside the 120-mile radius used to “define in-market.”¹⁶ The number of “Campuses with Graduates” in our market is 0 and the “Institutions with Online In-Market Students is also 0, meaning that there are no competitors in our market.” For more detail, Mr. John Kerins included the Lightcast Programs by Locations data set. This analysis looks at the 200-mile radius from UNO, which includes the closest competitor to be the University of Kansas’s DSW program. This program is 189 miles away by car. There are no additional competitors within 200 miles that reported completions under the social work CIP code and doctor’s degree award level in 2023.

Focus Groups

The Grace Abbott School of Social Work contracted with an independent facilitator to conduct eight focus groups with a two-fold purpose: 1) Determine whether there is local interest in a doctoral program, and, if so, 2) whether the preference is for a PhD or DSW. Other questions were designed to gauge interest in preferred method of instruction, specialization, and potential obstacles that could hinder the pursuit of doctoral education.

The Director of GASSW extended personalized email invitations to all current MSW students, all MSW alumni, and known individuals in Nebraska holding either a PhD in social work or a DSW. Thirty-seven individuals participated and the groups were held at various times of day to accommodate work schedules.

The results of the focus groups showed that participants prefer a DSW over a PhD evidenced by the high interest in pursuing advanced social work practice, higher education instruction, and leadership skills. Only one participant indicated no interest in a doctoral degree as they had achieved their educational and career goals. Current MSW students interested in higher education instruction and leadership positions were especially interested in a doctoral program, and they preferred it be offered

¹⁵ Kerins, J. (Nov 2024). Program overview: Social work doctoral program. Division of Innovative and Learning-Centric Initiatives, UNO.

¹⁶ Gray Decision Intelligence, PES Markets Program Summary Report. Program 44.0701 Social Work.

by UNO’s GASSW. Most MSW participants currently work in organizations where a doctoral degree would facilitate career advancement, and they believed the doctorate would allow them into higher level decision-making spaces. Some participants reported the increased knowledge and expertise would lead to professional recognition for themselves as well as advancement of the social work profession as a whole. Only those participants holding a PhD preferred a PhD program that focused on academic research and higher education instruction. Notable is that these individuals held research and/or faculty positions in academic settings. All others indicated more interest in applied research that leads to practice and/or policy improvements.

In summary, the market analysis and focus group findings showed a strong preference for a DSW program over the PhD. The DSW is a more marketable degree, leads to more degree completions, and is perceived to have more overall benefits than the PhD. Specifically mentioned were advanced expertise, more respect in the workplace and community, opportunities for career growth, and potential for higher income. One final surprising finding was the number of focus group participants expressing a desire for UNO’s GASSW to develop the doctoral program. Their loyalty to the school and university was impressive, as was their clear commitment to live and work in Nebraska.

2. Demand:

PhD programs depend on public and private grant funding to subsidize doctoral students’ education and generally, these students focus on conducting academic research with tenured faculty members. As a result, most PhD programs admit fewer than 10 students per year. In contrast, DSW programs largely are funded through tuition and fees directly generated by students in the program. Tuition is projected based on estimated annual enrollments of 20 students, with an average credit load of 17 credits per year per student and a tuition rate of \$401 per credit hour for in-state applicants, \$848 for out-of-state applicants, and \$602 per credit hour for OUR residents.

Given that:

- UNO graduates 95% of all MSWs in the state of Nebraska;
 - 70-80 students graduate each year;
 - The nearest DSW program is 189 miles away; and
 - The majority of focus group participants prefer to attend a DSW program in Nebraska
- GASSW anticipates 20 students will enroll each of the first five years of operation. Additionally, because the program will be 100% online, it is expected that UNO MSW graduates living in other states also will seek admission into the DSW program. It further is expected that, with communication and marketing efforts, MSW graduates from other colleges and universities will seek admission to the GASSW DSW program.

Table 1: Five Year Enrollment and Graduate Projections

	2027-28	2028-29	2029-30	2030-31	2031-32
Continuing Students	0	15	28	28	28
New Admits	20	20	20	20	20
Total Enrolled	20	35	48	48	48
Graduates	0	0	13	13	13

Est. Retention Rate of New Admissions	75%	75%	75%	75%	75%
Est. Retention Rate of Continuing Students	0%	85%	85%	85%	85%

E. Avoidance of Unnecessary Duplication

There are six bachelor of social work degree programs in Nebraska, three public and three private. They include Chadron State College, Creighton University, Nebraska Wesleyan University, University of Nebraska-Omaha, Union College, and the University of Nebraska-Kearney. Until fall of 2021 when Nebraska Wesleyan entered the market, UNO was the only Nebraska college or university to offer the MSW. UNO continues to be the only public institute of higher education to offer the MSW in Nebraska.

The University of Kansas offers the nearest DSW program, and at 42 credit hours, can be completed in two to three years. The area of specialization for the KU program is administrative leadership and higher education teaching. In contrast the GASSW DSW program requires 51 credit hours, and focuses on social leadership at the micro, mezzo, or macro level.

Nationally, there are over 35 DSW programs in the country and the majority are offered online. This suggests that interested DSW students could apply to and attend any number of programs in the country. However, the focus group findings indicate that Nebraska residents interested in a DSW are not flocking to programs offered in other states. Rather, they prefer a Nebraska DSW program not only because of their loyalty to GASSW, but also because of the quality of the faculty, the support available for students, and the reasonable tuition rates.

F. Adequacy of Resources:

1. Faculty/Staff

Faculty

The Council on Social Work Education (CSWE) requires two new full-time doctoral-level faculty be assigned to the DSW program. One full-time 12 month DSW Program Director will need to be hired by fall 2026 to accept applications for fall 2027 admission. This position will not require new funding; we will repurpose a position that will be vacated in December of 2025 due to a retirement. An additional 1.0 FTE doctoral level tenure-track faculty will need to be hired to begin in Year 2 of the program. And an additional 1.0 FTE doctoral level tenure-track faculty to begin in Year 3 of the program.

Per CSWE accreditation requirements, the majority of faculty who teach in the program must have an MSW from a CSWE-accredited program and a minimum of two years post-master’s social work practice experience. GASSW meets these requirements with 11 full-time doctoral-level faculty and four full-time MSW faculty. GASSW anticipates three retirements among senior faculty by May 2026, reducing the number of full-time doctoral level faculty from 11 to 8. To implement a DSW program, these

positions will need to be replaced – all of which are tenure-track positions and one of which is a 12 month appointment.

Prior to fall 2027, the Program Director, in conjunction with the DSW Committee, will develop 9 new courses, two of which are micro courses. They also will develop three - 1 credit hour doctoral seminars. An additional four courses will be developed for the dissertation project. In sum, a total of 16 new courses will be developed for the DSW program.

Upon program launch, each graduate faculty member serving as a dissertation chair will supervise up to four DSW students beginning in year two, with a maximum of eight students by year three. This enables faculty members to teach two courses per semester.

The faculty – student ratio for the doctoral program will be 1:20; and it is expected that one graduate faculty member will supervise up to four doctoral students per year. Given that the DSW Program Director serves as advisor in the first year, a graduate faculty member could be working with 6-8 doctoral students by year 3 based on estimated retention rates of 75% after year one, and 85% after years two and three.

Support Staff

GASSW support staff includes 5.5 FTEs: the assistant director, student services administrator, undergraduate academic advisor, graduate academic advisor, continuing education and community outreach specialist, and a part-time senior outreach director. Two part-time graduate assistants provide administrative support. An additional 4 FTEs are allocated to field experience duties, which are required for the BSSW and MSW programs, but not the DSW program.

The DSW program will require 1 FTE Student Support Specialist be added, whose role will be to serve as the assistant to the DSW Program Director. This position is expected to be added by Fall 2026 to prepare for the launch. One graduate assistant position will be added to support research initiatives.

2. Library/Information Resources

Library

The UNO Criss Library offers multiple formats to assist online DSW students with access to assistive technology. These include technological accessibility, teletypes for the hearing impaired, talking software and enlarged viewer screens for visually impaired students, services to access books for online students, and provision of alternative testing options for online students.

Technology

GASSW provides equitable computer-mediated access and services to all students regardless of location or learning modality. UNO's MavTECH Help Center offers support services aiding with Duo Two-factor Authentication, claiming accounts, finding passwords, and supporting a variety of technological platforms. Information Technology Services ensures UNO's technology is regularly updated and sufficient for the delivery of high-quality online teaching. If a student needs help with a technological issue when attempting to access or use Canvas, Zoom, VPN, OneDrive or other UNO-supported technology, the student may contact the MavTECH Help Center via email, chat, phone, or toll-free and receive instant support.

UNO's Information Technology Services supports the major computer systems on UNO's campus including email and Canvas, as well as the campus network and telecommunications. Examples of support include the MavTECH Help Center, ability to check out laptops and Wi-Fi hotspots free of charge, assistance with configuring office phones and voice mail, and contact information for the Client Services Team.

Instructional technology is also provided for faculty and includes platforms and resources such as Canvas, UNO Academic Video (record video presentations), Zoom (meetings & class delivery), TurnItIn (plagiarism prevention), Respondus Lockdown Browser (cheating prevention), Classroom Response Systems (clickers), Qualtrics (surveys), Personal Cloud Storage, and Course Design Reviews (feedback on digital course organization/design).

If faculty or staff need immediate support, the Information Technology landing page includes the ability to ask for help via email, chat, phone, or toll-free¹⁷.

UNO's Division of Innovative & Learning-Centric Initiatives (referred to as the "Division") was created to support the digital learning ecosystem and campus-wide instructional design services. The Division provides several services to "amplify excellence in online/hybrid education and teaching with technology."¹⁸ Examples are listed here:

- Innovation funding – grant funds for faculty, departments, and colleges that engage in digital learning and innovation. Included are funds for digital learning workshops, faculty presentations, humanizing online courses, online course development, and asynchronous training for faculty.
- The Office of Digital Learning, located in the Division, supports the integration of digital technology and the use of multimedia to enhance student success. The Office helps faculty design courses for online learning, develop engaging instructional materials, and use technical tools to enhance the digital learning experience.
- Online program development can aid faculty in optimizing online learning as well as link faculty to Open Educational Resources and market research.
- The Applied Research in Technology Lab is another service available through the Division. This Lab partners with faculty researchers on studies in the areas of academic technology and cybersecurity.

In summary, UNO has made great strides to support faculty, staff, and students with supportive technology to improve the digital learning environment, to build faculty and staff competencies in utilizing technology, and to enhance students' online experience.

3. Physical Facilities and Equipment

Three office spaces with desks, computers, phones, and other supplies will be needed for the two added faculty members and one student support specialist.

4. Budget Projections [include Table 1 and Table 2] (attached)

Table 1: Projected Expenses

Make sure to add 1 FTE by Fall 2026, and another by Fall 2027. Also add 1 FTE Student Support Specialist by Fall 2026

¹⁷ <https://www.unomaha.edu/information-technology-services/index.php>

¹⁸ <https://www.unomaha.edu/innovative-and-learning-centric-initiatives/about-us/welcome.php>

TABLE 1: PROJECTED EXPENSES												
UNO Doctorate of Social Work												
	(FY 2027) Year 1		(FY 2028) Year 2		(FY 2029) Year 3		(FY 2030) Year 4		(FY 2031) Year 5		Total Cost	
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost		
Faculty ¹	1	\$ 144,000	2	\$ 235,000	3	\$ 326,000	3	\$ 326,000	3	\$ 326,000		\$ 1,357,000
Professional	0	\$ -	0	\$ -	0	\$ -	0	\$ -	0	\$ -		\$ -
Graduate assistants ²	1	\$ 32,000	1	\$ 32,000	1	\$ 32,000	1	\$ 32,000	1	\$ 32,000		\$ 160,000
Support staff ²	1	\$ 65,000	1	\$ 65,000	1	\$ 65,000	1	\$ 65,000	1	\$ 65,000		\$ 325,000
Subtotal		\$ 241,000		\$ 332,000		\$ 423,000		\$ 423,000		\$ 423,000		\$ 1,842,000
Operating												
General Operating ³		\$ 10,000		\$ 10,500		\$ 11,000		\$ 11,500		\$ 12,000		\$ 55,000
Equipment ⁴		\$ 7,500		\$ 3,500		\$ 3,500		\$ 1,500		\$ 1,500		\$ 17,500
New or renovated space ⁵		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -
Library/Information Resources ⁶		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -
Other ⁷								\$ 32,000		\$ 7,500		\$ 39,500
Subtotal		\$ 17,500		\$ 14,000		\$ 14,500		\$ 45,000		\$ 21,000		\$ 112,000
Total Expenses		\$ 258,500		\$ 346,000		\$ 437,500		\$ 468,000		\$ 444,000		\$ 1,954,000

FOOTNOTES

¹ Funding for DSW Program Director position comes from an existing salary line. Additional 1.0 FTE tenure-track faculty will be added for Year 2 and Year 3. Any increases negotiated through collective bargaining not included.

² One 1.0 FTE Student Support Specialist and one Graduate Assistant will be added, each to begin year 1.

³ Includes faculty search costs, advertising and student recruitment, research travel, professional development, and Doctorate-level professional memberships.

⁴ Includes set-up costs including computers, monitors, phones, software, etc.

⁵ Sharing space within the Social Work offices and CPACS facilities keeps costs low.

⁶ N/A

⁷ Year 4 includes CSWE Accreditation fees. Once accredited, annual fees are included.

TABLE 2: REVENUE SOURCES**UNO Doctorate of Social Work**

	(FY 2027) Year 1	(FY 2028) Year 2	(FY 2029) Year 3	(FY 2030) Year 4	(FY2031) Year 5	Total
Existing Funds ¹	\$ 144,000	\$ 144,000	\$ 144,000	\$ 144,000	\$ 144,000	\$ 720,000
Required New Public Funds						\$ -
1. State Funds						\$ -
2. Local Tax Funds (community colleges)						\$ -
Tuition and Fees ²	\$ 136,340	\$ 238,595	\$ 327,216	\$ 327,216	\$ 327,216	\$ 1,356,583
Other Funding						\$ -
1						\$ -
2						\$ -
3						\$ -
Total Revenue	\$ 280,340	\$ 382,595	\$ 471,216	\$ 471,216	\$ 471,216	\$ 2,076,583

FOOTNOTES

¹ Funding for DSW Program Director position comes from an existing salary line.

² Tuition and fees generated by the DSW Program.

Catalog Copy for

Doctorate in Social Work (DSW) (Long Version)

Program Overview

The Doctorate in Social Work (DSW) program is designed for experienced social work professionals seeking to advance their leadership, practice, and impact within the field. The DSW prepares graduates to advance clinical practice, lead complex organizations, and implement innovative, evidence-based solutions to the most pressing interpersonal and social challenges of our time.

Program Features

- **Flexible Format:** Delivered in a fully online format to accommodate working professionals.
- **Practice-Focused Curriculum:** Emphasizes applied research, advanced clinical and administrative practice, and implementation science.
- **Leadership Development:** Equips students with strategic, ethical, and inclusive leadership skills tailored for high-impact roles across public, non-profit, and private sectors.
- **Dissertation Project:** Students complete a culminating applied dissertation project that demonstrates their ability to design, implement, and evaluate solutions in real-world settings.

Who Should Apply

Ideal candidates are licensed or certified social workers, administrators, educators, or policy advocates with an MSW and a minimum of two years of post-MSW experience. The program is designed for professionals who are ready to elevate their practice and lead change at the clinical, organizational, community, or societal level.

Career Pathways

Graduates of the DSW program are prepared to pursue leadership roles in nonprofit and public agencies, healthcare systems, higher education, policy organizations, and beyond. Alumni often become clinical directors, faculty members, executive administrators, or thought leaders influencing the future of social work practice and policy.

Catalog Copy for DSW Program (Short Version)

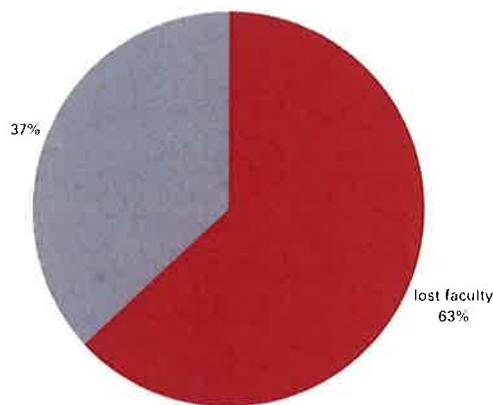
Our Doctoral Program in Social Work (DSW) offers an advanced, implementation science-driven curriculum designed to equip the next generation of leaders in the field with the skills, knowledge, and expertise to address complex interpersonal and social issues. Focusing on both theoretical and practical frameworks, the program prepares students to lead advanced clinical practice, apply rigorous research, and manage complex organizations. Students will have the opportunity to explore diverse areas of social work, including mental health, organizational change, and community development, with a strong emphasis on advocating for vulnerable populations and creating meaningful, systemic change.

With a collaborative and supportive academic environment, our program fosters critical thinking, innovation, and a commitment to ethical practice. Students will engage with renowned faculty, who are experts in their fields, and have access to cutting-edge resources for applied research and professional development. The program's flexibility allows students to tailor their studies to their personal interests and career goals, ensuring they are well-prepared for leadership roles in clinical practice, organizations, and academia. Upon completion, graduates will be poised to contribute to the advancement of social work knowledge and transform communities on a global scale.

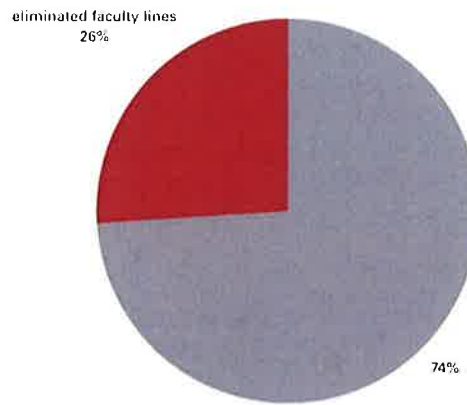
Behavioral Health Faculty Recruitment & Retention

The Behavior Health Education Center of Nebraska (BHECN) surveyed 19 educational institutions from across Nebraska with graduate-level behavioral health (BH) programs to determine the status of graduate-level faculty recruitment and retention. Within these programs, BHECN found a shortage of graduate-level faculty, as well as recruitment challenges.

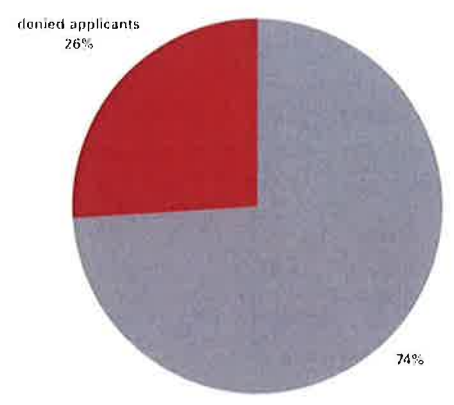
Percentage of institutions that lost graduate-level faculty in the past two years.



Percentage of institutions that eliminated faculty lines in the past two years.



Percentage of institutions turned away eligible applicants due to lack of resources.



BEHAVIORAL HEALTH PROGRAMS FACE INSTITUTIONAL BARRIERS TO HIRING NEW FACULTY

- **Applicant Threshold:** The institution is required to have a specific number of applicants before proceeding with interviews, contributing to a slow hiring process.
- **Budget Constraints:** Financial limitations pose a barrier to recruiting and hiring more faculty.
- **Institutional Location:** The combination of institutional location and size often leads to a small applicant pool. A lack of pull factors, including legislation that often affects behavioral health practice, deters potential applicants from applying and pushes applicants to seek opportunities in other states.
- **Salary and Pay Range Concerns:** Applicants are often deterred by the pay range and salary, especially when considering the cost of doctoral education.
- **Accreditation Requirements:** The requirement for accreditation limits the pool of eligible applicants, particularly in counselor education and supervision roles. Additionally, limited university funds hinder the hiring of necessary faculty to meet accrediting ratios.
- **Physical Presence Mandate:** The requirement of faculty to be physically present on campus, as well as restrictions on remote Tenure Track positions, deter potential applicants.
- **Limited Doctoral Programs:** Several graduate-level professional programs lack a terminal degree pathway within Nebraska and there is a lack of nearby training programs to recruit faculty from. This complicates the recruitment and retention of doctoral-level faculty, which limits the ability to increase student enrollment in these programs.

“There are many students interested in the field and a lack of ability to train them all. This will become worse as the BH population ages and the number of retirees exceeds the number of students that are trained.”

MARKET DIMENSIONS
MARKET DIMENSIONS
ADD TO MY DASHBOARD
2/19/2019 10:53 AM

Total Completions by In-Market Students
Distance Education Completions

Total Completions by In-Market Institutions
Distance Education Completions

Dimensions

0 dimensions

Metrics

0 metrics

Demographics

0 demographics

Institutional Data

0 institutional data

Table Selections

0 table selections

0 filters

0 charts

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Instructions: Select at least one Dimension and one Metric. Market dimensions is shown if more than 1 Market selected.

1997 Online Completions by Market Subsets

2017 Sum of Online Completions by Market Subsets

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2017 Sum of Online Completions by Market Subsets

1997 Online Completions by Market Subsets

2017 Sum of Online Completions by Market Subsets

Memo John Kerins RE: Gray DI dashboard

From: John Kerins <jkerins@unomaha.edu>

Sent: Tuesday, April 15, 2025 12:17 PM

To: Susan Reay <sreay@unomaha.edu>

Subject: Re: Market analysis

Hi Susan,

Thanks for reaching out and hope your spring semester is going well!

When using the Gray DI dashboard to look at in-market competitors, we actually don't get any information back because there are no competitors inside the 120-mile radius that it uses to "define in-market". You can see the results of this analysis in the "PES Markets University...." attachment to this email.

We can also see the absence of competitors in the program overview scorecard in the competitive intensity section. The number of *Campuses with Graduates* in our market is 0 and the *Institutions with Online In-Market Students*** is also 0 as well, meaning that as of the reporting of this data there are no competitors in our market. This scorecard will be attached to this email as well, and it is available in the SharePoint folder that I put together this last January.

Finally, if you need anything with a little more detail, I am also including the Lightcast Programs by Location data set. This analysis looks at the 200-mile radius from UNO, which includes the closest competitor in University of Kansas's DSW program. This is the closest competitor to the proposed program and is roughly 189 miles away by car. There are no additional competitors within 200 miles that reported completions under the social work CIP code and doctor's degree award level in 2023.

Hope this helps, and please don't hesitate to reach out with any additional questions you might have.

Best,

John



To: UNO Curriculum Committee

From: Gaylene Armstrong, PhD, Dean, College of Public Affairs and Community Service

Date: April 30, 2025

Subject: Support for the Proposed Doctorate in Social Work Program at the Grace Abbott School of Social Work

I am writing to express my full and enthusiastic support for the proposed Doctorate in Social Work (DSW) program at the Grace Abbott School of Social Work (GASSW) at the University of Nebraska at Omaha. As Dean of the College of Public Affairs and Community Service (CPACS), this program is a timely and essential addition to our academic offerings, aligning with our mission to prepare professionals who lead with vision, integrity, and evidence-based practice.

There is a growing demand for advanced practice doctoral education in social work, particularly among experienced practitioners who are eager to enhance their clinical, organizational, and leadership skills without disconnecting from their communities. The proposed DSW program will fulfill this need, providing a rigorous, practice-oriented doctoral education to address the complex challenges facing today's social service landscape, including behavioral health crises and systemic issues.

GASSW has a long-standing reputation for excellence in social work education, with a faculty that includes nationally recognized scholars and practitioners committed to student success and community engagement. The DSW program represents a natural and exciting extension of GASSW's legacy, further solidifying our position as a leader in social work education in Nebraska and beyond.

The proposed curriculum is comprehensive, innovative, and designed to meet national standards while addressing the unique needs of Nebraska's social work professionals. It will emphasize advanced practice, leadership development, applied research, and transformative service delivery approaches. Additionally, the program will benefit from GASSW's diverse faculty expertise and established community partnerships.

Importantly, there is significant interest among our alumni and local practitioners for a high-quality, accessible DSW program. This initiative responds directly to that demand, ensuring that social work professionals in Nebraska have the opportunity to pursue doctoral education while remaining closely connected to their communities.

In conclusion, I am confident that the creation of the Doctorate in Social Work program at UNO will strengthen the College's leadership in the human services field, enhance UNO's academic profile, and prepare the next generation of social work leaders to drive meaningful change. I am proud to support this proposal and look forward to the positive impact it will have across our state and beyond.

Sincerely,

Gaylene Armstrong

Dr. Gaylene Armstrong, Dean
College of Public Affairs & Community Service



College of Public Affairs and Community Service
6001 Dodge Street, CPACS 109 | Omaha, NE 68182
unomaha.edu



April 29, 2025

Dear Colleagues,

I am writing to offer my full and enthusiastic support for the proposed Doctorate in Social Work (DSW) program at the Grace Abbott School of Social Work (GASSW) at the University of Nebraska at Omaha (UNO). As Dean of the College of Public Affairs and Community Service (CPACS), I see this initiative as a vital and timely advancement in our academic offerings—one that aligns squarely with our mission to prepare professionals who lead with vision, integrity, and evidence-based practice.

The demand for advanced practice doctoral education in social work is growing rapidly. Across Nebraska and beyond, experienced social work practitioners are seeking opportunities to expand their clinical, organizational, and leadership expertise without sacrificing their connection to communities. The proposed DSW program will provide that opportunity—offering a rigorous, practice-oriented doctoral education that responds to the increasingly complex issues we face, from behavioral health crises to systemic challenges.

GASSW has long stood at the forefront of social work education in Nebraska. Its faculty are nationally recognized scholars and practitioners with a deep commitment to student learning and community engagement. The School has consistently produced graduates who assume leadership roles in clinical practice, nonprofit organizations, government agencies, and advocacy settings. The development of a DSW program is a natural and exciting extension of this legacy.

The proposed curriculum is both comprehensive and innovative, emphasizing advanced practice, leadership development, applied research, and transformative approaches to service delivery. It has been carefully crafted to meet national standards while addressing the specific needs of our state and the professionals who serve it. The program will be enriched by GASSW's diverse faculty expertise, and established community partnerships.

Perhaps most compelling is the broad and well-documented interest among our alumni and local practitioners for a high-quality, accessible DSW program. This initiative responds directly to that demand, ensuring that Nebraska's social work professionals can pursue doctoral education while remaining rooted in their communities.

In short, I believe the creation of a Doctorate in Social Work program at UNO is both a strategic and mission-driven step forward. It will enhance UNO's academic profile, strengthen the College's leadership in the human services field, and—most importantly—prepare the next generation of social work leaders to create meaningful change.

I am proud to support this proposal and look forward to the transformative impact it will have across the state and beyond.

Sincerely,

A handwritten signature in black ink, appearing to read 'Gaylene Armstrong', with a large, stylized flourish at the end.

Gaylene Armstrong, Ph.D.
Dean, College of Public Affairs and Community Service



NEBRASKA
WESLEYAN
UNIVERSITY

February 2, 2024

Dr. John Bartle
Dean, College of Public Affairs and Community Service
111 CPACS
6001 Dodge Street
Omaha, NE 68182

Dear Dr. Bartle:

I wanted to take this time to express my support for UNO establishing a Doctor of Social Work Program. I currently serve as the MSW program director and department chair for the social work department at Nebraska Wesleyan University. As a new graduate program, we have completed three separate faculty searches in the last six years, so are familiar with the need for faculty with a doctorate degree, as well the limited pool of qualified candidates available. In our last two searches specifically, in 2021 and 2022, we had a combined pool of less than 10 qualified candidates. As we reflected on our process and needs, we identified that the accreditation requirement for a doctorate level of education was a barrier to hiring effective faculty with relevant practice experience. Not having a social work specific doctoral program in the vicinity was a primary factor in our smaller candidate pools. Establishing a Doctor of Social Work (DSW) program within the state will provide us an opportunity to cultivate a candidate pool not only for our institution, but for the other accredited programs across the state. This is vital to our continued sustainability.

As a site visitor for the Council on Social Work Education, it is my role to review programs' compliance with the educational standards set forth. One of these standards requires the majority of MSW program faculty to have two years of social work experience following the completion of their MSW in addition to the doctorate degree. For many seeking a PhD, the pathway is often, undergraduate, graduate, and then doctorate, with little to no real work experience in between. Through our searches we were able to find folks who met the educational requirements, but not always the practice requirements. Having a practice-based doctorate, like a DSW, will help us to meet both of these requirements more easily.

Beyond my need as a program director and department chair, I can also speak to my personal experience. I earned my DSW in 2020 through an online program located in Minnesota. As a graduate of UNO for my MSW and MPA, I would have preferred to continue my education there, rather than seek out this level of education in my professional area of practice. The same circumstance exists for our current MSW graduates. When they are

interested in continuing their education, we find ourselves, referring them to programs outside of the state.

A DSW program at UNO will facilitate more qualified tenure track candidates for mid-west BSW and MSW higher education programs, and overall improve our state's access to the critical services social workers provide.

Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink that reads "Toni G. Jensen". The signature is written in a cursive, flowing style.

Toni G. Jensen, DSW
Department Chair and MSW Program Director
Associate Professor of Social Work
Nebraska Wesleyan University



Dr. Qin Gao
Professor and Associate Dean for Doctoral Education
Columbia University School of Social Work
1255 Amsterdam Avenue
New York, NY 10027

April 22, 2025

Dr. Susan Reay, Director
University of Nebraska-Omaha
Grace Abbott School of Social Work
6001 Dodge St., CPACS 206
Omaha, NE 68182

Dear Dr. Reay:

I am writing to express my enthusiastic support for the establishment of a Doctorate in Social Work (DSW) program at the University of Nebraska-Omaha (UNO) in the Grace Abbott School of Social Work (GASSW). As a longstanding advocate for advanced social work education and innovation in practice, I believe the launch of this program represents a timely and necessary step forward—not only for the university but for the broader field of social work within your state and beyond.

There is a clear and growing need for advanced practice doctoral programs that can equip experienced social workers with the tools and leadership skills required to address the increasingly complex social challenges facing our communities. From mental health crises to systemic inequities, the need for practitioner-scholars who can bridge the gap between theory and practice has never been greater. A DSW program at the University of Nebraska will provide a crucial pathway for these professionals to deepen their impact through advanced clinical, administrative, and policy-oriented expertise.

GASSW has long played a leadership role in the state, known for its commitment to social welfare, community engagement, and excellence in education. Its graduates have gone on to become leaders in clinical practice, public policy, and nonprofit administration. The development of a DSW program is a natural extension of GASSW's mission and will further strengthen its role as a state and regional leader in social work education.

GASSW's distinguished faculty—recognized for their scholarly contributions, field expertise, and dedication to teaching—are exceptionally well-positioned to support a DSW program. Their collective knowledge and diverse areas of specialization ensure that students will receive a rich, interdisciplinary education grounded in cutting-edge research and best practices.

Moreover, the proposed curriculum is both robust and thoughtfully designed, integrating advanced practice, leadership development, applied research, and innovation in service delivery. It aligns with national standards while also addressing the unique needs of the state's social service landscape.

Finally, based on the thorough research undertaken by you and your colleagues, there is strong evidence on the clear and widespread interest among alumni and current practitioners for a DSW program at UNO. Many social work professionals in the region have voiced a strong desire for a local, high-quality doctoral program that allows them to advance their careers without leaving their communities. The introduction of this program would meet a real and pressing demand.

In conclusion, I strongly support the creation of the Doctorate in Social Work program at UNO. It promises to fill a vital educational gap, build on GASSW's existing strengths, and prepare the next generation of social work leaders. I look forward to seeing the positive impact this program will have on our profession and the communities we serve.

Sincerely,



Qin Gao, Ph.D.
Professor and Associate Dean for Doctoral Education
Columbia University School of Social Work

NOVEMBER 14, 2024

PROGRAM OVERVIEW:
SOCIAL WORK
DOCTORATE PROGRAM

John Kerins

SENIOR DATA ANALYST, ILCI

The purpose of this report is to give insight into the market conditions surrounding the proposed UNO doctorate program in Social Work, specifically the regional and national completions trends and the demand in the labor market for this kind of education. The market was examined on a national level, with regional being defined as within the OUR tuition states.

The applicable CIP code designation for this program would be 44.0701, which is the designation for Social Work programs. This CIP code is defined by the NCES as:

"A program that prepares individuals for the professional practice of social welfare administration and counseling, and that focus on the study of organized means of providing basic support services for vulnerable individuals and groups. Includes instruction in social welfare policy; case work planning; social counseling and intervention strategies; administrative procedures and regulations; and specific applications in areas such as child welfare and family services, probation, employment services, and disability counseling."

We will use this CIP code to define competitor programs at the Doctor's or Professional degree award level in the National Center for Education Statistics' IPEDS data set, which covers academic completions up to the 2022/23 academic year.

To bolster the applicability of the information in this report, institutional competitors and completion trends will be separated by Ph.D. and Doctorate programs to evaluate the two markets individually. Each program's website was visited to determine the category it should fall under, and the complete list of programs examined will be listed at the end of the report.

If quoting information from this report and unsure of how to phrase/word a statistic, please contact jkerins@unomaha.edu to verify correct interpretation of the data provided. All data used from Lightcast Analyst release 2024.3.



EXECUTIVE SUMMARY

PROGRAM FOCUS:

- The DSW aligns with CIP code 44.0701, encompassing social work programs and aims to support vulnerable populations through specialized education. Analysis includes both Ph.D. and DSW completions to understand distinct program demands and competition.

REGIONAL COMPLETIONS:

- DSW and Ph.D. completions in social work are analyzed within the regional "OUR tuition" states, showing notable increases among institutions such as the University of Kentucky and Capella University.
- Some universities reported significant growth, indicating a robust regional demand.

NATIONAL COMPLETIONS:

- National trends show strong completions growth for institutions like the University of Southern California and Capella University.
- Differentiation between DSW and Ph.D. programs reveals distinct markets and trajectories, with some institutions facing completion declines.

LABOR MARKET DEMAND:

- A total of 133,037 job postings from November 2023 to October 2024, with 47,977 unique postings, reflects a 3-to-1 posting intensity for social work roles.
- The demand is steady, paralleling other occupations, indicating a consistent need for advanced social work professionals.
- Most job postings examined that had a preference for a candidate with doctorate level education would also consider a candidate with a master's degree and licensure.

TOP INSTITUTIONS AND PROGRAMS:

- The report provides a comprehensive list of top institutions by completion rates, with growth rates as high as 1,860% over the past 5 years (University of Kentucky).

SKILLS AND QUALIFICATIONS:

- High demand for specific skills, including counseling, welfare policy, and intervention strategies.
- Job postings highlight advanced qualifications, aligning with the specialized training offered by DSW programs.

MARKET DATA HIGHLIGHTS FOR PROGRAM PROPOSAL

PH.D. OR DOCTORATE

- The market for doctorate programs is much stronger than Ph.D. programs in the area of social work. The overall size of the national market for doctorate programs is almost 3 times larger than Ph.D. programs, and the growth rate of doctorate programs is almost 3 times that of Ph.D. programs over the past 5 years (2019-2023).

GROWTH RATE

- The growth rate of completions in doctorate programs in particular is impressive. In our regional market, defined as the UNO OUR tuition rate states, doctorate program completions have 188% over the past 5 years and 2,711% since 2012. These growth rates are very rarely seen outside of programs in emerging technology and business fields, and highlights a strong and growing opportunity for a Doctorate of Social Work Program.

LOCAL COMPETITION

- Local competition for a Doctorate of Social Work program is limited, with the University of Kansas being our closest competitor geographically. The University of Kansas also does not offer their program in an online modality (as of the release of the 2023 IPEDS data set), and UNO would have an opportunity to market to the students that are underserved by this program format.
- The OUR tuition states of North Dakota, South Dakota, Wyoming, and Montana present an opportunity to serve learners in these states, as there is a complete absence of Doctorate-level social work programs.

DEMAND FOR CERTIFICATIONS

- Demand for certifications is high in the jobs that DSW students may find themselves in after program completion. 60% of job postings in the last year exhibit demand for the Licensed Clinical Social Work Certification, highlighting the need for a combination of degrees and certifications in the labor market.

DOCTORATE COMPLETIONS, REGIONAL

PROGRAM OVERVIEW

7
Institutions
17% Growth (2019-2023)

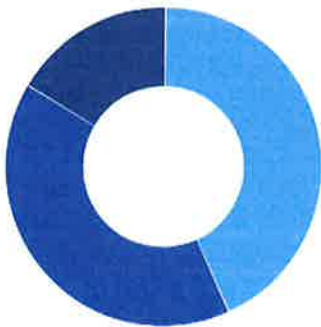
253
Completions
188% Growth (2019-2023)



- All Programs
- Distance Offered Programs
- Non-Distance Offered Programs

	Completions (2023)	% Completions	Institutions (2023)	% Institutions
All Programs	253	100%	7	100%
Distance Offered Programs	237	94%	5	71%
Non-Distance Offered Programs	16	6%	2	29%

MARKET SHARE BY INSTITUTION TYPE

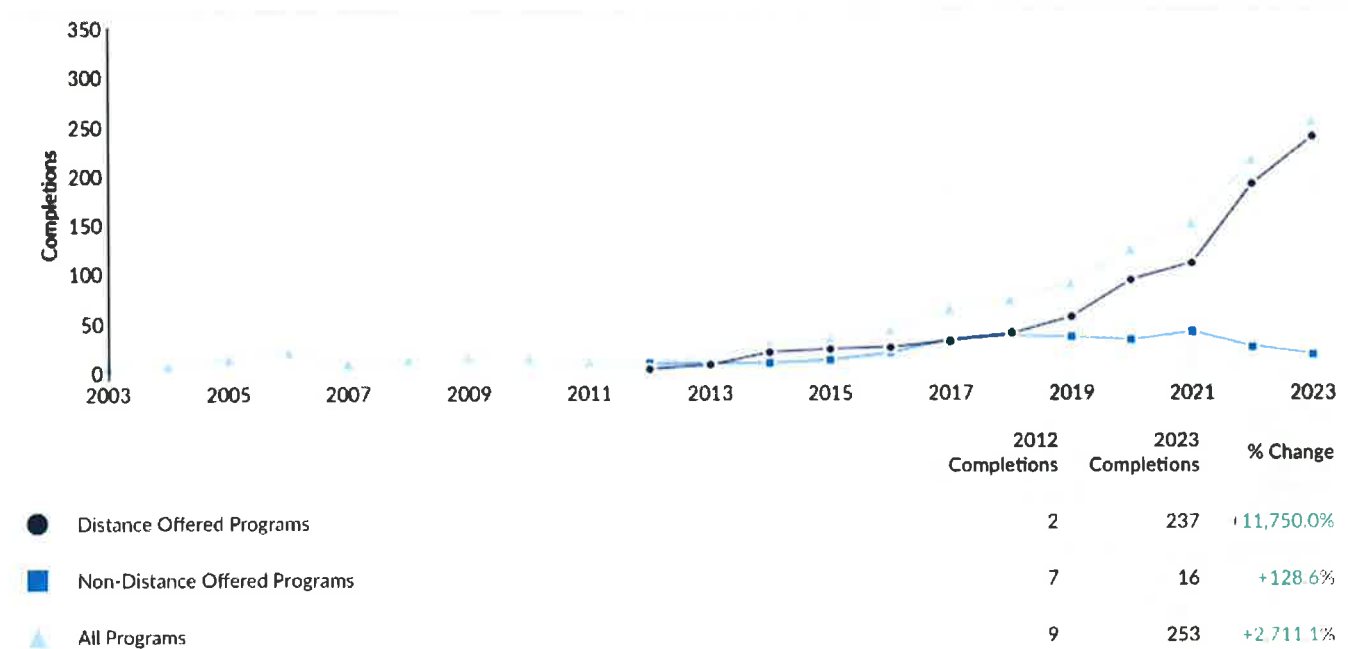


Institution Type	Completions (2023)	Market Share
Private for-profit, 4-year or above	109	43.1%
Public, 4-year or above	102	40.3%
Private not-for-profit, 4-year or above	42	16.6%

COMPLETIONS BY TOP INSTITUTIONS

Institution	Doctor's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2023)	Completions Trend (2019-2023)
⊕ University of Kentucky	98	32.4%	38.7%	\$13,212	
⊕ Capella University	70	-6.7%	27.7%	\$14,436	
⊕ Walden University	39	-2.5%	15.4%	\$10,823	
⊕ Aurora University	17	88.9%	6.7%	\$28,220	
⊕ Spalding University	13	Insf. Data	5.1%	\$27,672	
⊕ University of St Thomas	12	0.0%	4.7%	\$52,284	
⊕ University of Kansas	4	33.3%	1.6%	\$11,700	

REGIONAL COMPLETIONS TREND



SIMILAR PROGRAMS

32

Programs (2023)

749

Completions (2023)

CIP Code	Program	Doctor's Degree Completions (2023)
51.2201	Public Health, General	172
42.0101	Psychology, General	170
44.0401	Public Administration	130
44.0000	Human Services, General	90
51.1599	Mental and Social Health Services and Allied Professions, Other	28

PH.D. COMPLETIONS, REGIONAL

PROGRAM OVERVIEW

19
Institutions
6% Growth (2019-2023)

78
Completions
1% Growth (2019-2023)

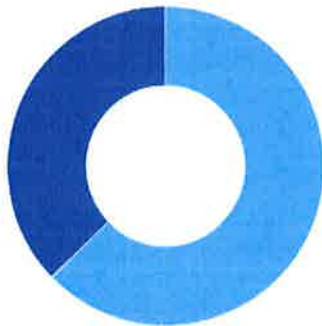
Completions Distribution



- All Programs
- Distance Offered Programs
- Non-Distance Offered Programs

Completions (2023)	% Completions	Institutions (2023)	% Institutions
78	100%	19	100%
4	5%	1	5%
74	95%	18	95%

MARKET SHARE BY INSTITUTION TYPE

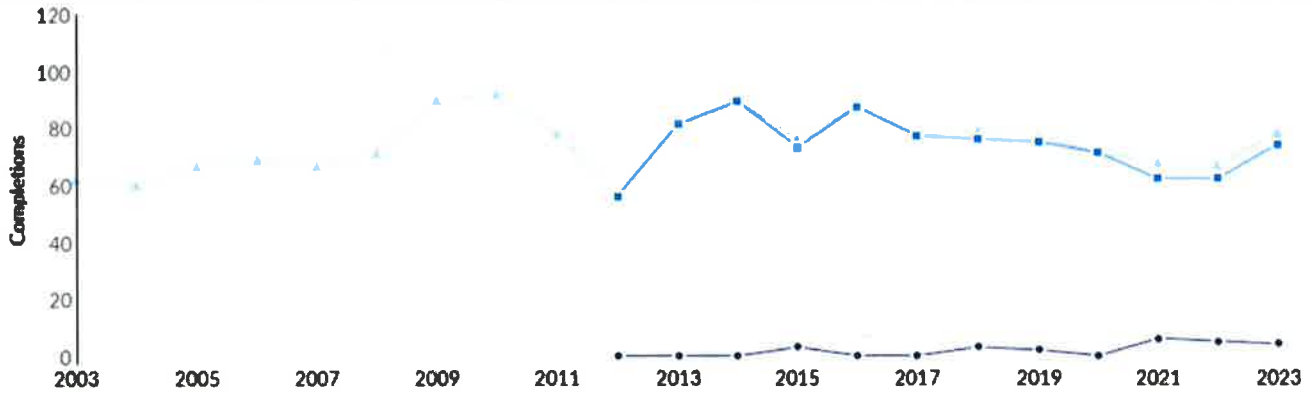


Institution Type	Completions (2023)	Market Share
● Public, 4-year or above	49	62.8%
● Private not-for-profit, 4-year or above	29	37.2%

COMPLETIONS BY TOP INSTITUTIONS

Institution	Doctor's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2023)	Completions Trend (2019-2023)
⊕ Indiana University-Indianapolis	10	400.0%	12.8%	\$10,449	
⊕ Washington University in St Louis	9	28.6%	11.5%	\$62,982	
⊕ Ohio State University-Main Campus	9	125.0%	11.5%	\$12,859	
⊕ University of Denver	6	20.0%	7.7%	\$59,340	
⊕ University of Chicago	5	-44.4%	6.4%	\$65,619	
⊕ University of Illinois Urbana-Champaign	5	150.0%	6.4%	\$18,060	
⊕ Loyola University Chicago	4	0.0%	5.1%	\$51,716	
⊕ University of Louisville	4	-20.0%	5.1%	\$12,828	
⊕ Wayne State University	4	300.0%	5.1%	\$15,464	
⊕ University of Illinois Chicago	3	0.0%	3.8%	\$15,816	
⊕ University of Iowa	3	200.0%	3.8%	\$10,964	
⊕ University of Missouri-Columbia	3	50.0%	3.8%	\$14,130	
⊕ Saint Louis University	3	-40.0%	3.8%	\$53,244	
⊕ University of Wisconsin-Madison	3	0.0%	3.8%	\$11,205	
⊕ University of Minnesota-Twin Cities	2	-66.7%	2.6%	\$16,488	
⊕ Case Western Reserve University	2	-66.7%	2.6%	\$64,678	
⊕ Colorado State University-Fort Collins	1	0.0%	1.3%	\$13,009	
⊕ Michigan State University	1	Insf. Data	1.3%	\$17,270	
⊕ University of Wisconsin-Milwaukee	1	0.0%	1.3%	\$10,020	

REGIONAL COMPLETIONS TREND



	2012 Completions	2023 Completions	% Change
Distance Offered Programs	0	4	Insf. Data
Non-Distance Offered Programs	56	74	+32.1%
All Programs	56	78	+39.3%

SIMILAR PROGRAMS

37

Programs (2023)

534

Completions (2023)

CIP Code	Program	Doctor's Degree Completions (2023)
45.1101	Sociology, General	75
42.0101	Psychology, General	70
30.1701	Behavioral Sciences	69
45.1001	Political Science and Government, General	67
52.0101	Business/Commerce, General	33

DOCTORATE COMPLETIONS, NATIONAL

PROGRAM OVERVIEW

22
Institutions
22% Growth (2019-2023)

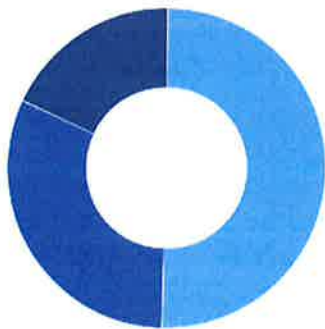
599
Completions
103% Growth (2019-2023)



- All Programs
- Distance Offered Programs
- Non-Distance Offered Programs














































Completions (2023)	% Completions	Institutions (2023)	% Institutions
599	100%	22	100%
452	75%	13	59%
147	25%	9	41%

MARKET SHARE BY INSTITUTION TYPE

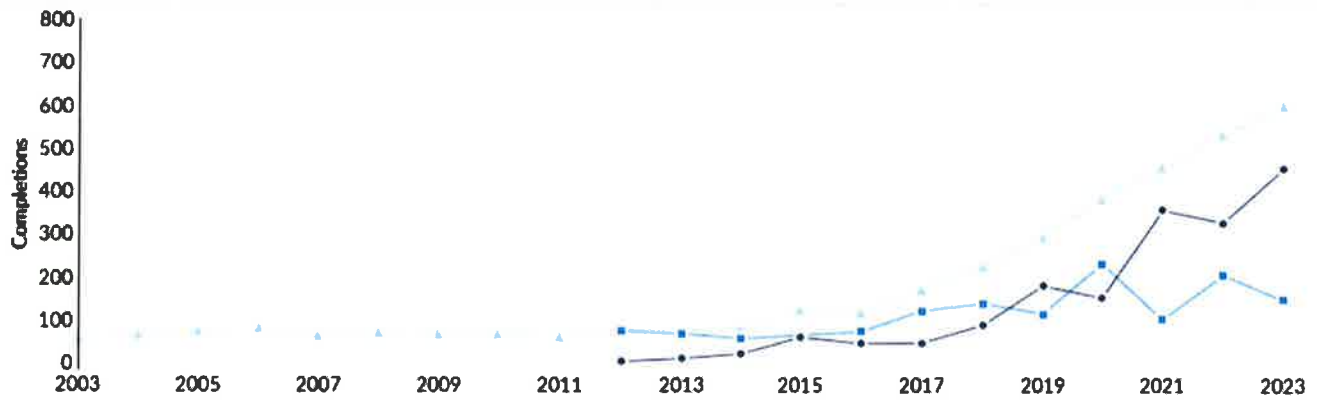


Institution Type	Completions (2023)	Market Share
● Private not-for-profit, 4-year or above	301	50.3%
● Public, 4-year or above	189	31.6%
● Private for-profit, 4-year or above	109	18.2%

COMPLETIONS BY TOP INSTITUTIONS

Institution	Doctor's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023) 	IPEDS Tuition & Fees (2023)	Completions Trend (2019-2023)
 University of Kentucky	98	32.4%	16.4%	\$13,212	
 Capella University	70	-6.7%	11.7%	\$14,436	
 Barry University	50	1,566.7%	8.3%	\$33,450	
 Tulane University of Louisiana	46	-20.7%	7.7%	\$65,538	
 Simmons University	41	1,266.7%	6.8%	\$45,538	
 Walden University	39	-2.5%	6.5%	\$10,823	
 California Baptist University	30	Insf. Data	5.0%	\$39,720	
 University of Southern California	26	-78.7%	4.3%	\$68,237	
 The University of Tennessee-Knoxville	25	19.0%	4.2%	\$13,484	
 New York University	23	21.1%	3.8%	\$60,438	
 Rutgers University-New Brunswick	22	57.1%	3.7%	\$17,239	
 Aurora University	17	88.9%	2.8%	\$28,220	
 University at Buffalo	16	6.7%	2.7%	\$10,782	
 University of Pennsylvania	16	-36.0%	2.7%	\$66,104	
 Yeshiva University	15	25.0%	2.5%	\$49,900	
 Spalding University	13	Insf. Data	2.2%	\$27,672	
 University of St Thomas	12	0.0%	2.0%	\$52,284	
 Walla Walla University	12	Insf. Data	2.0%	\$33,027	
 Kutztown University of Pennsylvania	10	100.0%	1.7%	\$11,122	
 Southern Connecticut State University	9	-30.8%	1.5%	\$12,828	
 Millersville University of Pennsylvania	5	-44.4%	0.8%	\$12,262	
 University of Kansas	4	33.3%	0.7%	\$11,700	

NATIONAL COMPLETIONS TREND



	2012 Completions	2023 Completions	% Change
Distance Offered Programs	3	452	+14,966.7%
Non-Distance Offered Programs	74	147	+98.6%
All Programs	77	599	+677.9%

SIMILAR PROGRAMS

42

Programs (2023)

982

Completions (2023)

CIP Code	Program	Doctor's Degree Completions (2023)
42.0101	Psychology, General	228
51.2201	Public Health, General	177
44.0401	Public Administration	147
44.0000	Human Services, General	90
45.1001	Political Science and Government, General	69

PH.D. COMPLETIONS, NATIONAL

PROGRAM OVERVIEW

37
Institutions
6% Growth (2019-2023)

215
Completions
13% Growth (2019-2023)

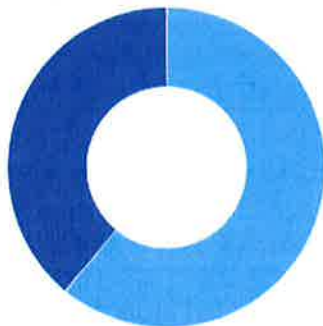
Completions Distribution



- All Programs
- Distance Offered Programs
- Non-Distance Offered Programs

	Completions (2023)	% Completions	Institutions (2023)	% Institutions
All Programs	215	100%	37	100%
Distance Offered Programs	17	8%	2	5%
Non-Distance Offered Programs	198	92%	35	95%

MARKET SHARE BY INSTITUTION TYPE

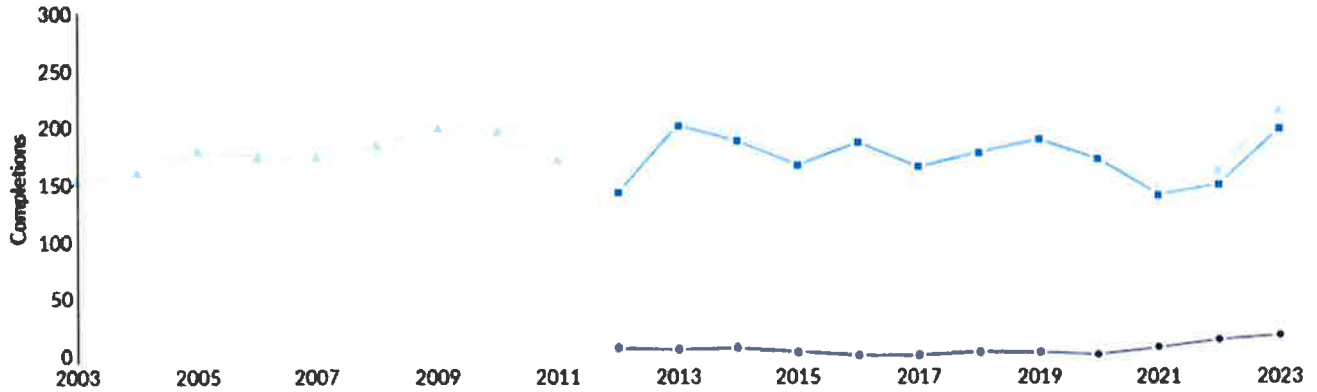


Institution Type	Completions (2023)	Market Share
Public, 4-year or above	131	60.9%
Private not-for-profit, 4-year or above	84	39.1%

COMPLETIONS BY TOP INSTITUTIONS

Institution	Doctor's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2023)	Completions Trend (2019-2023)
⊕ Smith College	13	30.0%	6.0%	\$61,568	
⊕ Our Lady of the Lake University	13	160.0%	6.0%	\$31,728	
⊕ University of California-Los Angeles	12	140.0%	5.6%	\$13,747	
⊕ CUNY Graduate School and University Center	11	120.0%	5.1%	\$7,410	
⊕ Indiana University-Indianapolis	10	400.0%	4.7%	\$10,449	
⊕ Fordham University	10	-16.7%	4.7%	\$61,567	
⊕ Washington University in St Louis	9	28.6%	4.2%	\$62,982	
⊕ Ohio State University-Main Campus	9	125.0%	4.2%	\$12,859	
⊕ University of Maryland, Baltimore	8	14.3%	3.7%	\$13,374	
⊕ Adelphi University	7	16.7%	3.3%	\$47,290	
⊕ Columbia University in the City of New York	7	133.3%	3.3%	\$68,171	
⊕ University at Albany	7	40.0%	3.3%	\$10,408	
⊕ University of Denver	6	20.0%	2.8%	\$59,340	
⊕ University of North Carolina at Chapel Hill	6	100.0%	2.8%	\$8,989	
⊕ Portland State University	6	100.0%	2.8%	\$10,617	
⊕ University of South Carolina-Columbia	6	500.0%	2.8%	\$12,688	
⊕ University of Washington-Seattle Campus	6	-25.0%	2.8%	\$12,643	
⊕ Clark Atlanta University	5	400.0%	2.3%	\$26,446	
⊕ University of Georgia	5	0.0%	2.3%	\$11,180	
⊕ University of Chicago	5	-44.4%	2.3%	\$65,619	
⊕ University of Illinois Urbana-Champaign	5	150.0%	2.3%	\$18,060	
⊕ Millersville University of Pennsylvania	5	-44.4%	2.3%	\$12,262	

NATIONAL COMPLETIONS TREND



	2012 Completions	2023 Completions	% Change
Distance Offered Programs	6	17	+183.3%
Non-Distance Offered Programs	142	198	+39.4%
All Programs	148	215	+45.3%

- Distance Offered Programs
- Non-Distance Offered Programs
- ▲ All Programs

SIMILAR PROGRAMS

39

Programs (2023)

945

Completions (2023)

CIP Code	Program	Doctor's Degree Completions (2023)
45.1101	Sociology, General	155
45.1001	Political Science and Government, General	149
42.0101	Psychology, General	134
30.1701	Behavioral Sciences	99
51.2201	Public Health, General	60

LABOR MARKET DEMAND FOR PH.D. & DOCTORATE IN SOCIAL WORK

TARGET OCCUPATION

2.34M

Jobs (2023)

+2.5%

% Change (2023-2024)












\$26.02/hr

\$54.1K/yr

Median Earnings

257,271

Annual Openings

Occupation	2023 Jobs	Annual Openings	Median Earnings	Growth (2023 - 2024)
 Substance Abuse, Behavioral Disorder, and Mental Health Counselors	443,951	54,803	\$26.00/hr	+4.09%
 Social and Human Service Assistants	437,643	55,705	\$19.92/hr	+2.56%
 Child, Family, and School Social Workers	363,340	34,700	\$25.93/hr	+1.80%
 Clergy	263,116	24,483	\$28.08/hr	+0.35%
 Social and Community Service Managers	199,204	20,585	\$36.77/hr	+2.56%
 Healthcare Social Workers	191,961	21,109	\$30.26/hr	+2.51%
 Mental Health and Substance Abuse Social Workers	127,070	13,036	\$27.21/hr	+3.27%
 Probation Officers and Correctional Treatment Specialists	87,751	7,750	\$29.71/hr	+0.72%
 Social Workers, All Other	81,044	7,964	\$30.97/hr	+1.76%
 Marriage and Family Therapists	77,944	8,119	\$28.62/hr	+4.04%
 Counselors, All Other	71,786	9,015	\$23.51/hr	+3.28%

JOB POSTINGS OVERVIEW

47,977

Unique Postings ⓘ

133,037 Total Postings

3,996

Employers Competing ⓘ

913,353 Total Employers

26 Days

Median Posting Duration ⓘ

Regional Average: 25 Days

3 : 1

Posting Intensity ⓘ

Regional Average: 3 : 1

There were **133,037** total job postings for your selection from November 2023 to October 2024, of which **47,977** were unique. These numbers give us a Posting Intensity of about **3-to-1**, meaning that for every 3 postings there is 1 unique job posting.

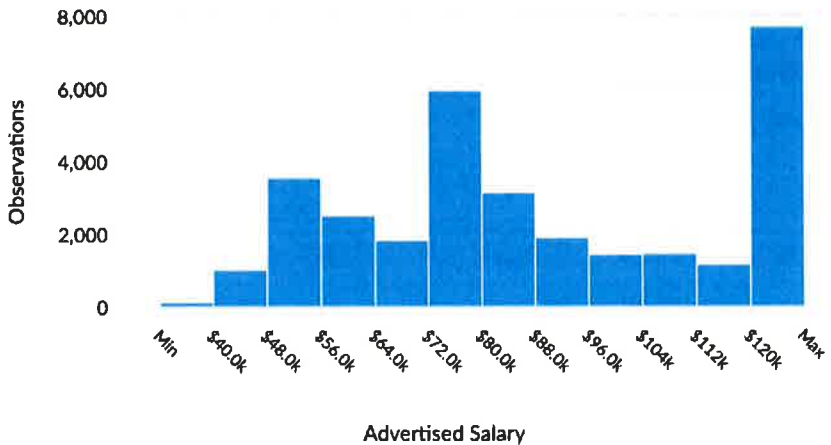
This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

ADVERTISED SALARY

There are 31,370 advertised salary observations (65% of the 47,977 matching postings).

\$81.3K

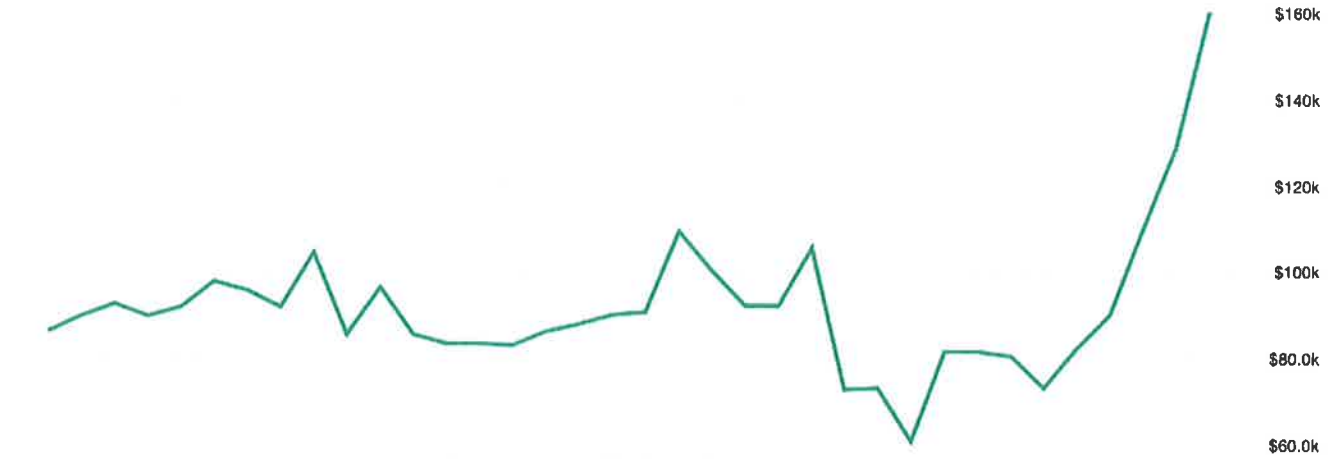
Median Advertised Salary



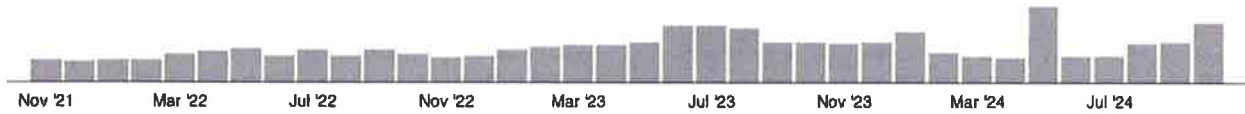
ADVERTISED WAGE TREND

▲ **86.9%** Nov 2021 - Oct 2024
 \$87.9k Median

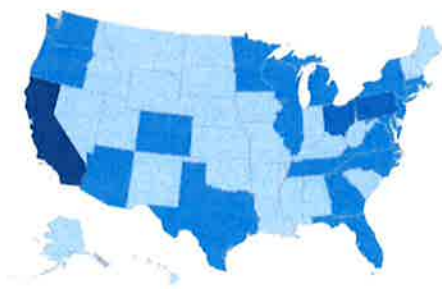
6M 1Y 3Y CUSTOM



83,826 Job Postings

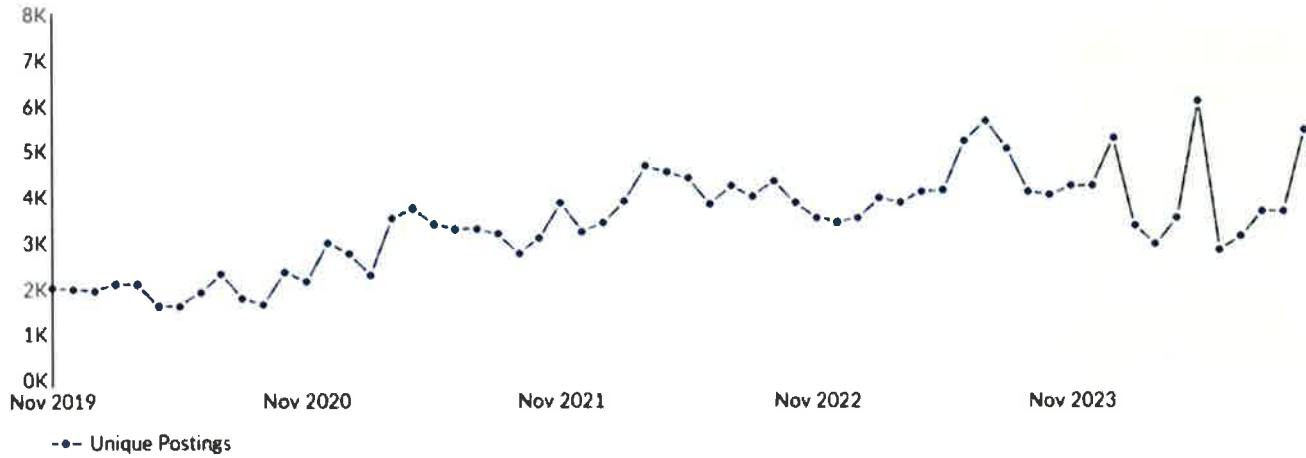


JOB POSTINGS REGIONAL BREAKDOWN



State	Unique Postings (Nov 2023 - Oct 2024)
California	5,559
Ohio	3,211
Pennsylvania	2,268
Texas	1,955
Virginia	1,788

UNIQUE POSTINGS TREND













MINIMUM EDUCATION LEVEL REQUIRED

Minimum Education Level ?	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	857	0	2%
Associate's degree	1,472	0	3%
Bachelor's degree	5,157	0	11%
Master's degree	33,226	0	69%
Ph.D. or professional degree	7,265	40,712	15%











MINIMUM EXPERIENCE LEVEL REQUIRED

Minimum Experience ?	Unique Postings	% of Total
No Experience Listed	26,620	55%
0 - 1 Years	5,596	12%
2 - 3 Years	11,009	23%
4 - 6 Years	4,045	8%
7 - 9 Years	419	1%
10+ Years	288	1%











TOP COMPANIES POSTING

Company	Total/Unique (Nov 2023 - Oct 2024)	Posting Intensity	Median Posting Duration
Sondermind	24,691 / 7,840	3 : 1 	22 days
Lyra Health	10,658 / 4,128	3 : 1 	32 days
Talkspace	13,765 / 3,521	4 : 1 	29 days
United States Department of Veterans Affairs	8,660 / 3,113	3 : 1 	17 days
Thriveworks	3,085 / 908	3 : 1 	25 days
Leidos	3,863 / 769	5 : 1 	21 days
Guideline Healthcare	3,006 / 591	5 : 1 	27 days
UnitedHealth Group	1,126 / 542	2 : 1 	22 days
Adtalem Global Education	1,110 / 529	2 : 1 	22 days
Amedisys	1,405 / 467	3 : 1 	31 days











TOP CITIES POSTING

City	Total/Unique (Nov 2023 - Oct 2024)	Posting Intensity	Median Posting Duration
Los Angeles, CA	1,617 / 542	3 : 1 	25 days
Chicago, IL	1,174 / 469	3 : 1 	20 days
New York, NY	1,181 / 451	3 : 1 	26 days
Portland, OR	1,007 / 360	3 : 1 	27 days
San Diego, CA	1,287 / 348	4 : 1 	25 days
San Francisco, CA	961 / 310	3 : 1 	26 days
Boston, MA	792 / 292	3 : 1 	35 days
Baltimore, MD	842 / 273	3 : 1 	29 days
Phoenix, AZ	753 / 257	3 : 1 	25 days
Saint Louis, MO	651 / 246	3 : 1 	29 days

TOP POSTED JOB TITLES

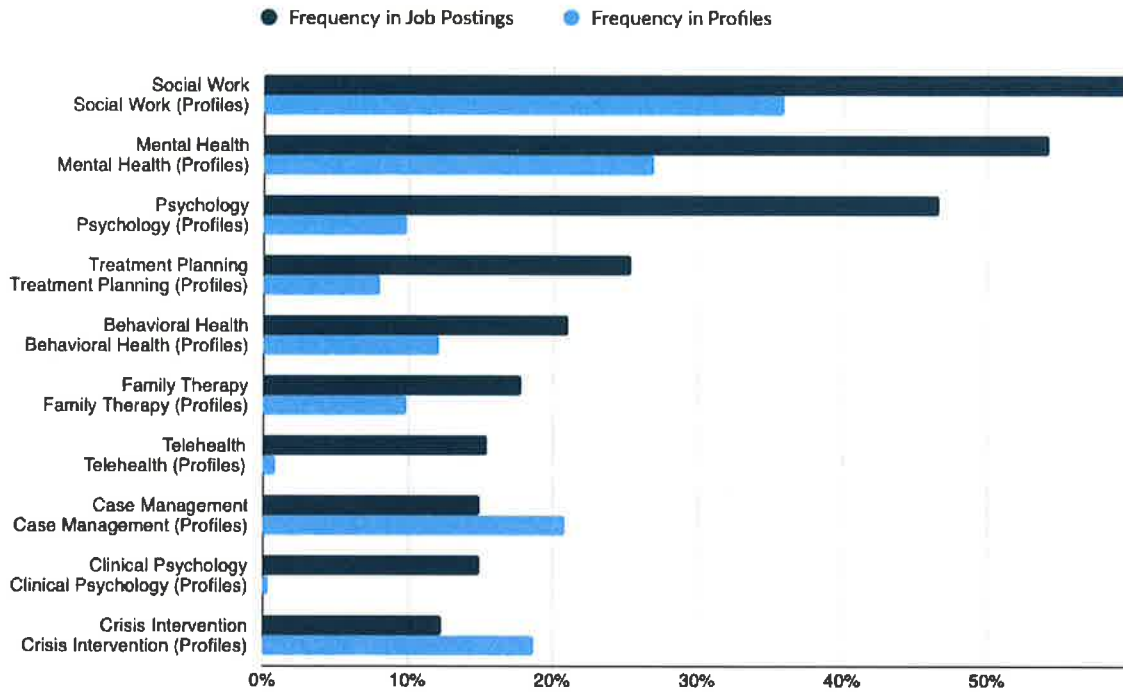
Job Title	Total/Unique (Nov 2023 - Oct 2024)	Posting Intensity	Median Posting Duration
Mental Health Therapists	22,668 / 6,806	3 : 1 	16 days
Telehealth Therapists	9,044 / 2,983	3 : 1 	32 days
Licensed Clinical Social Workers	4,426 / 1,393	3 : 1 	25 days
Social Workers	4,660 / 1,354	3 : 1 	20 days
Licensed Mental Health Counselors	4,059 / 1,127	4 : 1 	34 days
Mental Health Counselors	2,857 / 1,113	3 : 1 	25 days
Telehealth Counselors	2,418 / 1,063	2 : 1 	55 days
Licensed Therapists	3,196 / 967	3 : 1 	27 days
Behavioral Health Clinicians	2,610 / 777	3 : 1 	24 days
Medical Social Workers	1,945 / 677	3 : 1 	24 days

TOP INDUSTRIES POSTING

Industry	Total/Unique (Nov 2023 - Oct 2024)	Posting Intensity	Median Posting Duration
Other Individual and Family Services	39,771 / 11,931	3 : 1 	26 days
Colleges, Universities, and Professional Schools	15,393 / 4,926	3 : 1 	29 days
Web Search Portals and All Other Information Services	10,659 / 4,129	3 : 1 	32 days
Administration of Veterans' Affairs	8,660 / 3,113	3 : 1 	17 days
Home Health Care Services	6,727 / 2,135	3 : 1 	25 days
General Medical and Surgical Hospitals	4,447 / 1,777	3 : 1 	20 days
Offices of Mental Health Practitioners (except Physicians)	4,354 / 1,483	3 : 1 	28 days
Other General Government Support	2,911 / 1,178	2 : 1 	22 days
Direct Health and Medical Insurance Carriers	2,409 / 1,114	2 : 1 	24 days
Offices of Physicians (except Mental Health Specialists)	3,178 / 1,073	3 : 1 	28 days

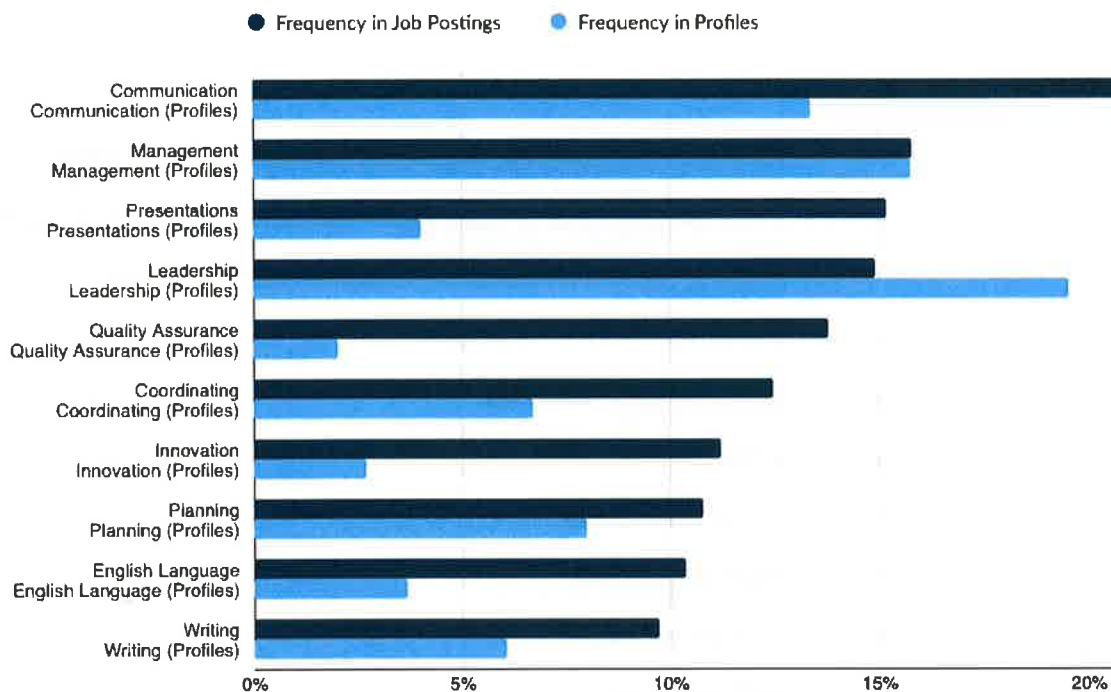
TOP DEMANDED SKILLS

Top Specialized Skills



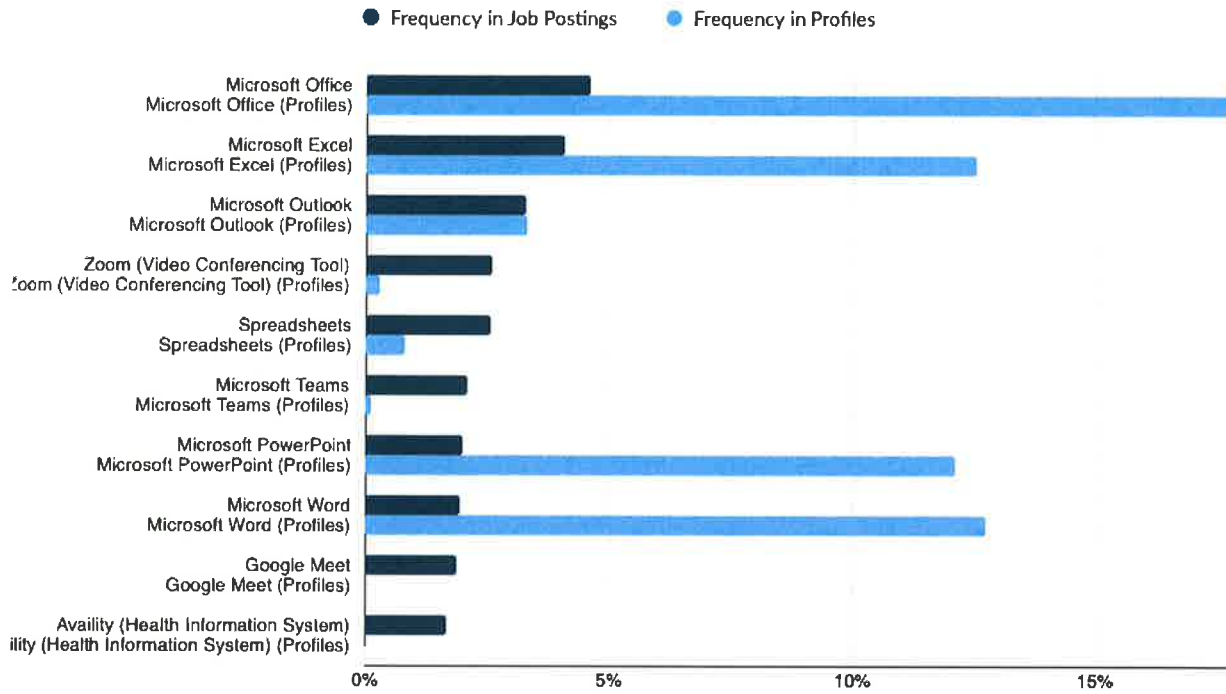
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Social Work	28,733	60%	192,515	36%	+9.7%	Growing
Mental Health	26,053	54%	144,159	27%	+13.2%	Growing
Psychology	22,368	47%	53,022	10%	+6.8%	Stable
Treatment Planning	12,196	25%	43,108	8%	+6.7%	Stable
Behavioral Health	10,106	21%	64,797	12%	+10.0%	Growing
Family Therapy	8,547	18%	53,004	10%	+1.8%	Lagging
Telehealth	7,426	15%	4,754	1%	+12.1%	Growing
Case Management	7,203	15%	111,510	21%	+9.4%	Growing
Clinical Psychology	7,173	15%	2,000	0%	+8.7%	Growing
Crisis Intervention	5,913	12%	100,040	19%	+11.7%	Growing

Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Communication	9,976	21%	71,656	13%	+3.6%	Lagging
Management	7,589	16%	84,417	16%	+5.3%	Stable
Presentations	7,291	15%	21,569	4%	+23.0%	Rapidly Growing
Leadership	7,165	15%	104,708	20%	+8.5%	Stable
Quality Assurance	6,634	14%	10,966	2%	+15.4%	Growing
Coordinating	5,991	12%	35,767	7%	+14.7%	Growing
Innovation	5,394	11%	14,499	3%	+25.8%	Rapidly Growing
Planning	5,170	11%	42,778	8%	+10.9%	Growing
English Language	4,976	10%	19,797	4%	+15.3%	Growing
Writing	4,677	10%	32,334	6%	+11.8%	Growing

Top Software Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Microsoft Office	2,191	5%	95,328	18%	+18.5%	Growing
Microsoft Excel	1,939	4%	67,040	13%	+17.7%	Growing
Microsoft Outlook	1,565	3%	17,668	3%	+25.0%	Rapidly Growing
Zoom (Video Conferencing Tool)	1,244	3%	1,575	0%	+13.1%	Growing
Spreadsheets	1,234	3%	4,425	1%	+22.2%	Rapidly Growing
Microsoft Teams	1,014	2%	675	0%	+16.8%	Growing
Microsoft PowerPoint	971	2%	64,769	12%	+26.1%	Rapidly Growing
Microsoft Word	933	2%	68,115	13%	+7.2%	Stable
Google Meet	909	2%	58	0%	+5.8%	Stable
Availity (Health Information System)	807	2%	31	0%	+19.7%	Rapidly Growing

TOP QUALIFICATIONS

Qualification	Postings with Qualification
Licensed Clinical Social Worker (LCSW)	28,640
Licensed Marriage And Family Therapist (LMFT)	25,263
Licensed Professional Counselor (LPC)	16,435
Licensed Clinical Professional Counselor	8,997
Licensed Mental Health Counselor (LMHC)	8,758
Licensed Professional Clinical Counselor	6,929
Valid Driver's License	5,580
Clinical Psychology License	3,542
Licensed Independent Social Worker	3,343
Licensed Master Social Worker	3,222
Registered Nurse (RN)	2,712
Licensed Independent Clinical Social Worker	2,252
Cardiopulmonary Resuscitation (CPR) Certification	2,172
Certified Loss Control Specialist	2,018
Licensed Social Worker	1,327
Nurse Practitioner (APRN-CNP)	1,071
Bachelor Of Science in Nursing (BSN)	870
Basic Life Support (BLS) Certification	868
Doctor of Nursing Practice (DNP)	834
First Aid Certification	729

PROGRAMS ASSESSED

Institution	Degree	Award Level	CIP	2019 Completions	2023 Completions	5-year completion growth
University of Kentucky	Doctorate of Social Work	Doctor's or Professional Degree	44.0701	5	98	1860.0%
Capella University	Doctor of Social Work	Doctor's or Professional Degree	44.0701	24	70	191.7%
Simmons University	Doctorate of Social Work	Doctor's or Professional Degree	44.0701	4	41	925.0%
Barry University	Doctor of Social Work	Doctor's or Professional Degree	44.0701	3	50	1566.7%
Tulane University	Doctor of Social Work	Doctor's or Professional Degree	44.0701	14	46	228.6%
Walden University	Doctor of Social Work	Doctor's or Professional Degree	44.0701	30	39	30.0%
University of Alabama	Doctor of Social Work	Doctor's or Professional Degree	44.0701	0	37	N/A
California Baptist University	Doctor of Social Work	Doctor's or Professional Degree	44.0701	0	30	N/A
University of Southern California	Doctor of Social Work	Doctor's or Professional Degree	44.0701	74	26	-64.9%
University of Tennessee	Doctor of Social Work	Doctor's or Professional Degree	44.0701	24	25	4.2%
New York University	Doctorate in Clinical Social Work	Doctor's or Professional Degree	44.0701	16	23	43.8%
Rutgers University	Doctor of Social Work	Doctor's or Professional Degree	44.0701	22	22	0.0%
Aurora University	Doctor of Social Work	Doctor's or Professional Degree	44.0701	8	17	112.5%
University at Buffalo	Doctor of Social Work	Doctor's or Professional Degree	44.0701	6	16	166.7%

DOCTORATE OF SOCIAL WORK

University of Pennsylvania	Doctorate in Clinical Social Work	Doctor's or Professional Degree	44.0701	25	16	-36.0%
Yeshiva University	Clinical Doctorate of Social Work	Doctor's or Professional Degree	44.0701	6	15	150.0%
Spalding University	Doctor of Social Work	Doctor's or Professional Degree	44.0701	0	13	N/A
Smith College	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	8	13	62.5%
Our Lady of the Lake University	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	0	13	N/A
University of California-Los Angeles	Ph.D. in Social Welfare	Doctor's or Professional Degree	44.0701	6	12	100.0%
University of St. Thomas	Doctor of Social Work	Doctor's or Professional Degree	44.0701	17	12	-29.4%
Walla Walla University	Doctor of Social Work	Doctor's or Professional Degree	44.0701	0	12	N/A
CUNY Graduate School and University Center	Ph.D. in Social Welfare	Doctor's or Professional Degree	44.0701	7	11	57.1%
Indiana University-Indianapolis	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	5	10	100.0%
Fordham University	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	12	10	-16.7%
Kutztown University of Pennsylvania	Doctorate in Social Work	Doctor's or Professional Degree	44.0701	3	10	233.3%
Southern Connecticut State University	Doctor of Social Work	Doctor's or Professional Degree	44.0701	0	9	N/A
Washington University in St. Louis	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	13	9	-30.8%
Ohio State University	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	8	9	12.5%

DOCTORATE OF SOCIAL WORK

University of Maryland, Baltimore	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	5	9	80.0%
Adelphi University	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	5	7	40.0%
Columbia University in the City of New York	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	8	7	-12.5%
University at Albany	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	3	7	133.3%
University of Denver	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	5	6	20.0%
University of North Carolina at Chapel Hill	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	5	6	20.0%
Portland State University	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	6	6	0.0%
University of Southern Carolina-Columbia	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	1	6	500.0%
University of Washington-Seattle Campus	Ph.D. in Social Welfare	Doctor's or Professional Degree	44.0701	9	6	-33.3%
Clark Atlanta University	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	5	5	0.0%
University of Georgia	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	7	5	-28.6%
University of Chicago	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	6	5	-16.7%
University of Illinois Urbana-Champaign	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	4	5	25.0%
Millersville University of Pennsylvania	Doctor of Social Work	Doctor's or Professional Degree	44.0701	10	5	-50.0%
University of Texas at Arlington	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	8	5	-37.5%

DOCTORATE OF SOCIAL WORK

University of Texas at Austin	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	8	5	-37.5%
Regional						
University of Kentucky	Doctorate of Social Work	Doctor's or Professional Degree	44.0701	5	98	1860.0%
Capella University	Doctor of Social Work	Doctor's or Professional Degree	44.0701	24	70	191.7%
Walden University	Doctor of Social Work	Doctor's or Professional Degree	44.0701	30	39	30.0%
Aurora University	Doctor of Social Work	Doctor's or Professional Degree	44.0701	8	17	112.5%
Spalding University	Doctor of Social Work	Doctor's or Professional Degree	44.0701	0	13	N/A
University of St. Thomas	Doctor of Social Work	Doctor's or Professional Degree	44.0701	17	12	-29.4%
Indiana University-Indianapolis	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	5	10	100.0%
Washington University in St. Louis	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	13	9	-30.8%
Ohio State University	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	8	9	12.5%
University of Denver	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	5	6	20.0%
University of Chicago	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	6	5	-16.7%
University of Illinois Urbana-Champaign	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	4	5	25.0%
University of Kansas	Doctor of Social Work	Doctor's or Professional Degree	44.0701	4	4	0.0%
Loyola University Chicago	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	1	4	300.0%

DOCTORATE OF SOCIAL WORK

University of Louisville	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	4	4	0.0%
Wayne State University	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	3	4	33.3%
University of Illinois Chicago	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	3	4	33.3%
University of Iowa	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	1	3	200.0%
University of Missouri-Columbia	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	2	3	50.0%
Saint Louis University	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	3	3	0.0%
University of Wisconsin-Madison	Ph.D. in Social Welfare	Doctor's or Professional Degree	44.0701	5	3	-40.0%
University of Minnesota-Twin Cities	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	4	2	-50.0%
Case Western Reserve University	Ph.D. in Social Welfare	Doctor's or Professional Degree	44.0701	7	2	-71.4%
Colorado State University- Fort Collins	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	1	1	0.0%
Michigan State University	Ph.D. in Social Work	Doctor's or Professional Degree	44.0701	3	1	-66.7%
University of Wisconsin-Milwaukee	Ph.D. in Social Welfare	Doctor's or Professional Degree	44.0701	0	1	N/A