

NEW PROGRAM PROPOSAL EXECUTIVE SUMMARY

Bachelor of Social Work

Francis Marion University

WORKFORCE DEVELOPMENT:

Is this program recognized as a PRIORITY OCCUPATION according to the South Carolina Unified State Plan for Education and Workforce Development for 2024-2025? If so, please select the appropriate career cluster.

☒ Yes

☐ No

CAREER CLUSTER:

☐ Agriculture, Food, & Natural Resources

☐ Architecture & Construction

☐ Arts, Audio/Video Technology, & Communications

☐ Business Management & Administration

☐ Education & Training

☐ Finance

☐ Government & Public Administration

☐ Health Science

☐ Hospitality & Tourism

☒ Human Services

☐ Information Technology

☐ Law, Public Safety, Corrections, & Security

☐ Manufacturing

☐ Marketing

☐ Science, Technology, Engineering, & Mathematics

☐ Transportation, Distribution, & Logistics

A. SUMMARY

Francis Marion University proposes a new Bachelor of Social Work program. The program is formulated in response to local workforce development needs, FMU recognized social work listed as a statewide priority occupation that aligned with local occupational needs to address the shortage of social workers in the region and state.

The program will require 11 new courses and the hiring of 2 new faculty. There are currently 6 similar programs within the state. Program requirements include a minimum of 120 credits. The program fulfills

the REACH Act requirement and received all institutional approval on March 6, 2025. The program will be delivered in a traditional face to face model and will begin Fall 2026.

B. UNIVERSITY ENROLLMENT

In-state: 3454 (94%)	Out-of-State: 3692 (6%)
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Data Citation: SC CHE Preliminary Fall Enrollment Data

C. ENROLLMENT PROJECTIONS

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2026-2027	15	15	
2027-2028	25	25	
2028-2029	35	35	
2029-2030	45	45	
2030-2031	45	45	

Initial enrollment projections reflect two sources from which students may be drawn: new students who enroll in FMU for the BSW option and current/incoming sociology students who switch to the BSW program. Projected enrollment begins in AY 2026-2027 for two reasons: admission standards and the accreditation process.

D. INDUSTRY-RELATED OCCUPATIONAL WAGES AND PROJECTIONS IN SOUTH CAROLINA

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Child, Family, and School Social Workers	5,980	12%	383,800	5%	^a U.S. Department of Labor CareerOneStop ^b U.S. Bureau of Labor Statistics Occupational Outlook Handbook (2023-2033)
Healthcare Social Workers	2,660	22%	211,900	10%	^a U.S. Department of Labor CareerOneStop ^b U.S. Bureau of Labor Statistics Occupational Outlook Handbook (2023-2033)
Mental Health and Substance Abuse Social Workers	780	16%	138,100	12%	^a U.S. Department of Labor CareerOneStop ^b U.S. Bureau of Labor Statistics Occupational Outlook Handbook (2023-2033)
Social and Community Service Managers	2,370	21%	215,900	8%	^a U.S. Department of Labor CareerOneStop ^b U.S. Bureau of Labor Statistics Occupational Outlook Handbook (2023-2033)
Health Education Specialists	600	20%	66,400	7%	^a U.S. Department of Labor CareerOneStop ^b U.S. Bureau of Labor Statistics Occupational Outlook Handbook (2023-2033)
Social and Human Service Assistants	6,130	17%	467,400	8%	^a U.S. Department of Labor CareerOneStop ^b U.S. Bureau of Labor Statistics Occupational Outlook Handbook (2023-2033)
Community Health Workers	900	27%	71,700	13%	^a U.S. Department of Labor CareerOneStop ^b U.S. Bureau of Labor Statistics Occupational Outlook Handbook (2023-2033)

E. CHE STAFF STAGES OF CONSIDERATION

Considerations	Date	Comments
Program proposal received	2.20.2025	Original Proposal received via email. Assigned lead reviewer and second reader.
Summary of staff comments, responses, and versions	2.27.2025	Requested Revisions: 1 (one) • BOT approval missing • Citation source requested • Highlight the intersection of Sociology and Social Work through brief language recommended. • Was there a student interest survey? • GPA cut off score of 2.0 questioned especially regarding licensure of graduates. • BSW GPA averages admissions is 2.5, what is the rational for FMU accepting a cumulative GPA lower than the average SC institution? • Will courses be developed for Special Needs Adult in the future of the degree program?
ACAP Considerations	3.20.2025	ACAP questions: None Responses: NA Vote: Recommended for CAAL
CAAL Considerations (See attached commissioner questions and responses)	4.17.2025	CAAL questions: Commissioner Dyer- Glad to see that FMU is offering this program to the Pee Dee area. Responses: NA Vote: Approved
CHE Considerations		CHE questions Responses Vote
Submission to IT for addition to inventory		Date completed

F. STAFF, ACAP, CAAL AND CHE RECOMMENDATIONS

a. ACAP RECOMMENDATION

Approved

b. CAAL RECOMMENDATION

Approved

c. CHE RECOMMENDATION

Choose an item.

Additional Comments:

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NEW PROGRAM PROPOSAL FORM

Name of Institution: Francis Marion University

Name of Program (include degree designation and all concentrations, options, or tracks):
Bachelor of Social Work

The REACH Act requirements in this program are fulfilled as a part of the General Education requirements in either POLI 101 or POLI 103.

Program Designation:

- | | |
|---|--|
| ☐ Associate's Degree | ☐ Master's Degree |
| ☒ Bachelor's Degree: 4 Year | ☐ Specialist |
| ☐ Bachelor's Degree: 5 Year | ☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| ☐ Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☐ Yes
☒ No

Proposed Date of Implementation: Fall 2026

CIP Code: 44.0701

Delivery Site(s): 50301

Delivery Mode:

- | | |
|---|---|
| ☒ Traditional/face-to-face
*select if less than 25% online | ☐ Distance Education
☐ 100% online
☐ Blended/hybrid (50% or more online)
☐ Blended/hybrid (25-49% online) ☐ Other
distance education (explain if selected) |
|---|---|

Program Contact Information (name, title, telephone number, and email address):

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Provost

Chair of Sociology

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Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Departmental Approval: January 6, 2025

Academic Affairs Committee: January 28, 2025

Faculty Senate: February 4, 2025

General Faculty, Provost, and President: February 18, 2025

Board of Trustees: Anticipated March 6, 2025

Background Information

Francis Marion University (FMU) has a history of developing degree programs to meet the workforce needs in the community. These include professional healthcare programs, engineering, environmental science, forestry, and criminal justice. Developing an accredited BSW program would bolster FMU's role in addressing the needs of the local community, the Pee Dee region, and South Carolina.

In response to local workforce development needs, FMU recognized social work listed as a statewide priority occupation¹ that aligned with local occupational needs² and began developing this program in August 2024 to address the shortage of social workers in the region and state. With the demand for career-driven education increasing³, an accredited BSW program would provide specific and specialized training for students to become workforce-ready in the social work field. Moreover, the proposed program draws from the resources and strengths of the existing sociology program to provide BSW students with an interdisciplinary education, further enhancing their ability to serve the needs of the community. While sociology and social work are considered distinct disciplines, each focuses on addressing social issues within society. Sociology accomplishes this through theory-driven research. These sociological findings are utilized by those in the social work profession to provide services to individuals, families, groups, and communities. Social work is often a career path chosen by sociology majors because it provides them an avenue to take what they have learned in the classroom and apply it to helping vulnerable populations. This is evidenced by departmental senior exit surveys, which historically have shown that 40% of sociology seniors intend to begin their careers in the field of social work upon graduation.

The FMU mission statement is clear: Provide quality education to students, inspire inquiry and research, and serve the Pee Dee Region and South Carolina.⁴ The proposed BSW program fully aligns with this mission by utilizing a Council on Social Work Education (CSWE) accredited curriculum that will train students to master the competencies required to be professional social workers, use evidence-based research in social work practice, and develop the ability to work with vulnerable populations.

Assessment of Need

The proposed BSW program addresses many needs at the institutional and regional levels. Currently, there is no BSW program at FMU or any other four-year college or university in the Pee Dee region. Thus, students from the Pee Dee who are interested in pursuing a degree in social work are limited in their options. These students would have to travel or relocate to another area of the state to obtain their degree. By housing a BSW program, FMU would benefit in terms of recruiting students interested in becoming social workers, as the university draws more than 75% of its first-time undergraduate students from the Pee Dee.⁵ Additionally, keeping potential BSW graduates in the region would increase the pool of workers who are interested in serving in their communities, and eighty percent of FMU graduates stay in South Carolina.

¹ South Carolina Department of Employment and Workforce. nd. "Coordinating Council for Workforce Development: Priority Occupations." Retrieved January 29, 2025 from <https://dew.sc.gov/CCWD>

² A search for social service job postings on Indeed.com returned more than 50 results for jobs in the Pee Dee region (<https://www.indeed.com/jobs?q=social+services&l=pee+dee%2C+sc&radius=35&from=searchOnDesktopSerp&vk=5bdcd1adfdca8ca>)

³ Georgetown University Center on Education and the Workforce. 2023. *After Everything: Projections of Jobs, Education, and Training Requirements through 2031*. Retrieved February 1, 2025 from <https://cew.georgetown.edu/cew-reports/projections2031/>

⁴ University Mission. Francis Marion University. Retrieved January 31, 2025 from <https://www.fmarion.edu/aboutfmu/mission/>

⁵ South Carolina Commission on Higher Education. 2024. *Statistical Abstract 2023*. Retrieved February 3, 2024 from https://che.sc.gov/sites/che/files/Documents/CHE%20Data%20and%20Reports/Statistical%20Abstracts/2023_CHE_Statistical_Abstract2024Update.pdf

Students interested in social work who come to FMU (despite not having a BSW program) have traditionally chosen another major that closely aligns with their career goals. However, not graduating with a BSW degree from a CSWE-accredited program hinders their career and workforce opportunities in three ways. First, these students earn less in the same role as students graduating from an accredited BSW program. A current opening for a Child Welfare Services Case Manager in the Pee Dee Region indicates that a supplement of 2.5% is added to the starting salary if the applicant holds a BSW degree.⁶ Second, these students are not qualified to sit for licensure in the state. The South Carolina Board of Social Work Examiners requires applicants for the Licensed Baccalaureate Social Worker (LBSW) to have a BSW from an accredited CSWE program.⁷ Finally, graduating from an accredited BSW program allows students to streamline into a Master of Social Work (MSW) program, reducing the amount of time needed to complete their MSW degree. Students who enter an MSW program without first earning an accredited BSW degree must enter a traditional MSW program, which typically requires at least one year of additional coursework. BSW graduates, on the other hand, can enter advanced standing programs and potentially earn their MSW in less than a year.⁸

The proposed BSW program would also fulfill several needs at the state level. Currently, there are only six schools in the state that offer an accredited BSW program and half of them are in the Midlands region (Columbia). Moreover, only three of those programs are offered at public universities. Adding another BSW program in the state could assist with increasing the number of degree holders who are qualified to sit for licensure, which is a requirement for many social work positions. Additionally, the high demand for social workers in the state,⁹ coupled with the inclusion of social work positions as priority occupations by South Carolina Unified Plan for Education and Workforce Development (2024-2025),¹⁰ further highlights the necessity for this degree. Developing a BSW program at FMU, therefore, would be beneficial to the institution, region, and state by providing a professional degree that allows graduates to directly enter a growing workforce in the Pee Dee and state.

Transfer and Articulation

FMU does not have a formal pathway mapped out for transfer into this program specifically, as we work with incoming students on an individual basis to evaluate their credits and apply them accordingly. The FMU Catalog states that “students who have earned an Associate of Arts or Associate of Science degree from a public two-year institution of higher learning shall receive a minimum of sixty (60) transfer credit hours.” In addition, the CHE Transfer Policy for Two-Year and Four-Year Institutions in South Carolina is published in the Catalog. The Admissions and Registrar’s Office work closely together to align those sixty credit hours with the individual student’s course of study beyond the 86 courses listed in the statewide articulation agreement. This is accomplished by working with Deans and Chairs of departments to identify courses within the program that may not be on the SC TRAC articulation agreement that in fact do align with courses in the student’s chosen major. FMU routinely accepts approximately 150 courses from other institutions for transfer credit.

⁶ South Carolina Careers. 2025. Job Opportunities: Child Welfare Services Case Manager – Pee Dee Region. Retrieved February 3, 2025 from <https://www.governmentjobs.com/careers/sc/dss/jobs/4734504/child-welfare-services-case-manager-pee-dee-region-continuous>

⁷ South Carolina Department of Labor. 2015. “Requirements for Baccalaureate Level Licensure.” Retrieved February 3, 2025 from https://lir.sc.gov/sw/SWAPPS/LBSW_Requirements.pdf

⁸ Social Work Degrees. 2025. “MSW Programs for Those Without a BSW Degree.” Retrieved February 3, 2025 from <https://www.socialworkdegrees.org/program/msw-without-a-bsw>

⁹ South Carolina Careers. 2025. “In Demand Careers.” Retrieved January 29, 2025 from <https://careers.sc.gov/demand-careers>

¹⁰ South Carolina Department of Employment and Workforce. nd. “Coordinating Council for Workforce Development: Priority Occupations.” Retrieved January 29, 2025 from <https://dew.sc.gov/CCWD>

Employment Opportunities

Occupation	State ^a		National ^b		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
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^a <https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile>

^b <https://www.bls.gov/ooh/>

Supporting Evidence of Anticipated Employment Opportunities

Careers related to social work, including case workers and human services, are listed as in-demand careers in South Carolina.¹¹ Additionally, the South Carolina Unified State Plan for Education and Workforce Development's 2024-2025 list of priority occupations includes Child, Family, and School Social Workers, Social and Human Service Assistants, and Community Health Workers.¹² A corresponding search for job openings in South Carolina related to social work yielded 228 results.¹³

Description of the Program

Projected Enrollment			
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2029-2030	45	45	
2030-2031	45	45	

Initial enrollment projections reflect two sources from which students may be drawn: new students who enroll in FMU for the BSW option and current/incoming sociology students who switch to the BSW program. FMU's BSW program will be the only CSWE-accredited program in the Pee Dee region. As such, it is expected to draw students from the region who are specifically interested in social work. Additionally, many students who enter the sociology program have an interest in social work or other human service occupations, with nearly 40% of graduates receiving employment in the field after graduation.¹⁴ Given the number of sociology students who pursue social work as an occupation, it is expected that a significant number of incoming sociology students may switch to the BSW program. Based on this, we estimate the program to gain approximately 10 new students a year, after the first year. Sociology has traditionally had little to no attrition and the same is expected of the BSW program.

Projected enrollment begins in AY 2026-2027 for two reasons: admission standards and the accreditation process. As noted below, students must complete a minimum number of hours as well as an introductory social work course before applying to be admitted into the program. While students can begin working on these requirements in Fall 2025, the program will not begin accepting students until the academic year in which we plan to attain candidacy status from the Council on Social Work Education (CSWE). It is anticipated that this will be received in June 2027, with retroactive accreditation for the 2026-2027 academic year.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

☒ Yes

☐ No

Admission into the BSW program will require completion of at least 30 credit hours, including SOWK 200 (Introduction to Social Work) with a grade of "C" or higher; a cumulative GPA of 2.0 or higher; and submission of a completed program application form, a two-page personal statement, and two letters of recommendation.

¹¹ South Carolina Careers. 2025. "In Demand Careers." Retrieved January 29, 2025 from <https://careers.sc.gov/demand-careers>

¹² South Carolina Department of Employment and Workforce. nd. "Coordinating Council for Workforce Development: Priority Occupations." Retrieved January 29, 2025 from <https://dew.sc.gov/CCWD>

¹³ South Carolina Careers. 2025. Job Opportunities. Retrieved January 29, 2025 from <https://www.governmentjobs.com/careers/sc?&keywords=social%20worker%20>

¹⁴ These data are based on senior exit surveys completed by graduating sociology seniors in their semester of graduation.

Because this program is new, the GPA requirement for admission was set to 2.0 to ensure students are in good academic standing at the university at the time of their application. Additionally, the only social work course students must have completed at the time of application is SOWK 200. As such, their GPA at that time would be primarily based on general education course work. Once admitted, their social work major GPA will become the primary consideration for maintaining their status in the program. Students are required to maintain a 2.5 GPA in the major in order to continue in and graduate from the BSW program.

Curriculum

The curriculum has been developed to work in tandem with our current sociology coursework and to meet the requirements of CSWE. The new courses have been created to align with accreditation requirements and standards for the BSW degree.

New Courses

SOWK 200 Introduction to Social Work (3 credits) This course provides an overview of the field of social work, introducing students to its history, core values, and diverse practices. Students will explore the role of social workers in various settings, including government agencies, healthcare institutions, schools, the criminal justice system, and community organizations. Emphasis will be placed on understanding human behavior, social systems, and the intersection of social, cultural, and economic factors that influence individuals and communities.

SOWK 230 Cultural Perspectives (3 credits) (SOWK 230 is the same as SOCI 230) This course provides students with the knowledge, skills, and strategies needed to navigate and thrive in multicultural environments. Designed for aspiring social work professionals and anyone seeking to build inclusive, equitable relationships, the course fosters a deep understanding of cultural dynamics and equips students with tools to address biases, promote inclusivity, and create respectful, culturally-sensitive spaces. Credit cannot be received for both SOWK 230 and SOCI 230.

SOWK 240 Social Welfare Policy (3 credits) (SOWK 240 is the same as SOCI 240) This course provides a comprehensive introduction to the theories, methods, and frameworks used in the analysis of social welfare policies. Focusing on both the development and evaluation of policy, students will engage with the complex dynamics between social needs, government interventions, and the broader socioeconomic environment. The course emphasizes the application of policy analysis tools to evaluate the effectiveness, and efficiency of social welfare programs, such as healthcare, housing, education, unemployment benefits, and social security. Credit cannot be received for both SOWK 240 and SOCI 240.

SOWK 301 Special Topics in Social Work (3 credits) (Prerequisite: 200 or permission of department) In-depth study of selected topics relevant to the field of social work. May be taken twice for academic credit with departmental approval.

SOWK 330 Children: Special Needs, Services, and Policies (3 credits) (Prerequisite: 200 or permission of department) This course focuses on various policies, programs, and services for children and youth, particularly emphasizing children and youth with special needs, neurodiversity, and exceptionality. The course will examine current federal and state policies and their effect on children, youth, families, and social work professionals. The course will also explore the current social problems that impact children, youth, and their families, including but not limited to poverty, health care, education, disabilities, and accessibility.

SOWK 335 Crisis Intervention (3 credits) (Prerequisite: 200 or permission of department) This course provides an in-depth exploration of crisis intervention strategies and techniques social workers use to assist individuals and communities in acute distress. Students will learn the foundational principles of crisis theory, assess various types of crises (such as trauma, substance abuse, family conflict, and mental health emergencies), and develop the skills necessary to intervene effectively and ethically. Through case studies, role-playing, and simulations, students will gain hands-on experience managing crises, including

crisis assessment, safety planning, de-escalation techniques, and referral processes. The course emphasizes the importance of cultural competency, empathy, and self-care in crisis work and the collaborative nature of crisis intervention involving interdisciplinary teams and community resources. By the end of the course, students will be prepared to respond to crises with confidence, sensitivity, and professionalism.

SOWK 371 Social Work Intervention I: Working with Individuals and Groups (3 credits)

(Prerequisite: 200, 230, Sociology 302, Sociology 303, and junior standing; or permission of department)

This course provides students with foundational knowledge and skills necessary for effective social work practice with individuals and small groups. Emphasizing person-in-environment theory and strengths-based approaches, students will explore a variety of intervention techniques designed to support diverse populations facing social, emotional, and psychological challenges. The course covers assessment, engagement, goal setting, and intervention strategies for working with individuals, as well as dynamics specific to small groups. Students will examine the roles of social workers in facilitating change, promoting empowerment, and fostering personal growth in both one-on-one and group settings. Ethical considerations, cultural competency, and the use of evidence-based practices are key elements of the course, which aims to develop students' ability to provide compassionate, and effective social work services.

SOWK 372 Social Work Intervention II: Working with Organizations and Communities (3 credits)

(Prerequisite: 200, 230, Sociology 302, Sociology 303, and junior standing; or permission of department)

This course explores the key concepts, theories, and practical strategies used by social workers when intervening at the organizational and community levels. Students will gain an understanding of the dynamics that influence organizational structures, community systems, and the intersection of social, economic, and political forces that impact both. The course will focus on empowering individuals and groups, advocating for social justice, and creating systemic change.

SOWK 497 Social Work Practicum I (3 credits) (Prerequisite: Eighteen hours of core social work courses, including 200, 371, 372, Sociology 302, and Sociology 303; senior standing; declared social work major; and permission of department) This course provides an organized experience working under the supervision of a BSW or MSW within a social service agency. Students are expected to observe and interact with the clients of the agency, observe and participate in relevant meetings and planning activities, and observe and interact with any other organizations/agencies that may have contact with the social service agency. Students will learn the roles of social workers and have an opportunity to apply classroom knowledge to the field.

SOWK 498 Social Work Practicum II (6 credits) (Prerequisite: Grade of C or higher in 497; senior standing; declared social work major; and permission of department) This course provides continued experience working under the supervision of a BSW or MSW within a social service agency and builds on the knowledge and skills gained in Social Work Practicum I (SOWK 497). Students are encouraged to continue with the same agency as in SOWK 497.

SOCI 362 Human Behavior in the Social Environment (3 credits) (Prerequisite: 201 or permission of department) This course is designed to provide the theoretical and empirical knowledge base for understanding human behavior in the social environment using a life course approach. It emphasizes the bio-psycho-social development patterns of individuals and families as they interact in various environments throughout the life course. Theories of human behavior about individuals and families are critically reviewed. The course also examines the policy and research implications of human behavior in social environments. Special attention is given to vulnerable populations and how social systems promote or deter the development of individuals and families.

Social Work Curriculum

A major in social work requires the following:

General Education Requirements

48 hours

Students seeking a Bachelor in Social Work (BSW) will fulfill the same general education requirements as FMU students pursuing a Bachelor of Science degree, including POLI 101 or POLI 103 (which are REACH Act compliant courses).

Social Work Curriculum

54 hours

1. Thirty-six semester hours of required core course work as follows:
 - SOWK 200 Introduction to Social Work (3 credit hours)
 - SOWK 230/SOCI 230 Cultural Perspectives or ANTH 230 Cultural Anthropology (3 credit hours)
 - SOWK 240/SOCI 240 Social Welfare Policy (3 credit hours)
 - SOCI 302 Social Research Methods (3 credit hours)
 - SOCI 303 Social Statistics and Data Analysis (3 credit hours)
 - SOCI 362 Human Behavior in the Social Environment (3 credit hours)
 - SOWK 371 Social Work Intervention I: Working with Individuals and Groups (3 credit hours)
 - SOWK 372 Social Work Intervention II: Working with Organizations and Communities (3 credit hours)
 - SOCI 403 Applied Social Analysis (3 credit hours)
 - SOWK 497 Social Work Practicum I (3 credit hours)
 - SOWK 498 Social Work Practicum II (6 credit hours)
2. Six semester hours of social work courses selected from:
 - SOWK 301 Special Topics in Social Work (3 credit hours)
 - SOWK 330 Children: Special Needs, Services & Policies (3 credit hours)
 - SOWK 335 Crisis Intervention (3 credit hours)
3. Three semester hours of course work on individual and group differences selected from:
 - SOCI 306 Social Problems (3 credit hours)
 - SOCI 310 Race and Society (3 credit hours)
 - SOCI 311 Economic Inequality (3 credit hours)
 - SOCI 315 Gender and Society (3 credit hours)
 - SOCI 327 Aging and Later Life (3 credit hours)
 - SOCI 331 Environment and Society (3 credit hours)
4. Three semester hours of course work on community and institutional concerns selected from:
 - SOCI 334 Population and Society (3 credit hours)
 - SOCI 343 Juvenile Delinquency (3 credit hours)
 - SOCI 347 Alcohol, Drugs and Society (3 credit hours)
 - SOCI 348 Family Violence (3 credit hours)
 - SOCI 349 Hate Crimes and Terrorism (3 credit hours)
 - SOCI 353 Human Trafficking (3 credit hours)
 - SOCI 375 Society, Health, and Medicine (3 credit hours)
 - SOCI 376 Social Perspectives on Mental Health and Illness (3 credit hours)
 - SOCI 382 Modern Families (3 credit hours)
 - SOCI 387 Death and Dying (3 credit hours)
 - SOCI 388 Disasters and Extreme Events (3 credit hours)
5. Six semester hours of focused electives (with no more than 3 semester hours from any one discipline) selected from:
 - AAAS 200 Introduction to African and African American Studies (3 credit hours)
 - ANTH 100 Introduction to Anthropology (3 credit hours)
 - ANTH 215 Language and Culture (3 credit hours)
 - ANTH 220 Native Peoples of North America (3 credit hours)
 - HIST 311 History of Black America to 1865 (3 credit hours)
 - HIST 312 History of Black America since 1865 (3 credit hours)
 - HIST 321 Family and Gender in World History (3 credit hours)
 - GEOG 101 Cultural Geography (3 credit hours)
 - GEOG 355 Global Environmental Policy and Politics (3 credit hours)
 - GNDR 200 Gender Studies (3 credit hours)
 - PSYC 315 Child Behavior: Growth and Development (3 credit hours)
 - PSYC 316 Adolescent Behavior: Growth and Development (3 credit hours)
 - PSYC 319 Social Psychology (3 credit hours)
 - PSYC 325 Introduction to Psychopathology (3 credit hours)
 - PSYC 327 Psychology of Gender (3 credit hours)

PSYC 332 The Psychology of Relationships (3 credit hours)
PSYC 338 Motivation and Emotion (3 credit hours)

Electives

18 hours

Total Hours

120 hours

The minimum number of semester hours required in major courses for a major in social work is 54. The minimum number of semester hours in all courses (major and non-major) required for the major in social work is 120.

Total Credit Hours Required: 120

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
ENGL 101: Analysis and Argument	3	ENGL 102: Rhetoric, Genre, and Res.	3		
SPCO 101: Basics of Oral Comm.	3	MATH 134: Probability and Statistics	3		
POLI 101 or 103: US Gov. or Intro to Political Science*	3	SOCI 201: Introduction to Sociology	3		
MATH 111: College Algebra II	3	History (HIST) course	3		
SOWK 200: Introduction to Social Work	3	SOWK 230: Cultural Perspectives or ANTH 230: Cultural Anthropology	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
ART 101, MUSI 101, or THEA 101	3	Humanities Elective	3		
ENGL 250: Intro to Literature	3	Biology Requirement + Lab	4		
SOCI 302: Methods of Sociology	3	SOCI 362: Human Behavior in the Social Environment	3		
SOWK 240: Social Welfare Policy	3	SOCI Elective: Individual and Group Differences	3		
PSYC 206: Introduction to Psychology	3	Elective	3		
PSYC 216: Psychology Lab	1				
Total Semester Hours	16	Total Semester Hours	16	Total Semester Hours	

*REACH Act Compliant Courses

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
SOCI 303: Social Statistics and Data Analysis	3	SOCI Elective: Community and Institutional Concerns	3		
SOWK 371: Social Work Intervention I	3	SOWK 372: Social Work Intervention II	3		
SOWK Elective	3	Social Science Elective	3		
Focused Elective	3	Focused Elective	3		
Natural Science + Lab	4	Elective	3		
Total Semester Hours	16	Total Semester Hours	15	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
SOWK 497: Social Work Practicum I	3	SOCI 403: Applied Social Analysis	3		
SOWK Elective	3	SOWK 498: Social Work Practicum II	6		
Elective	3	Elective	3		
Elective	3				
Elective	3				
Total Semester Hours	15	Total Semester Hours	12	Total Semester Hours	

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Social Work, BSW	120	Benedict College	– Only offers face-to-face instruction – Offers generalist education in social work	– Provides additional certifications in child welfare and gerontology – Does not have an interdisciplinary component – Independent university
Social Work, BASW	120	Columbia College	– Only offers face-to-face instruction – Offers generalist education in social work	– Degree is a BASW, rather than BSW – Provides additional certification in child welfare – Does not have an interdisciplinary component – Independent university
Social Work, BSW	120	Limestone University	– Offers face-to-face option – Offers generalist education in social work	– Offers online instruction option – Provides additional certification in child welfare – Does not have an interdisciplinary component – Independent university
Social Work, BSW	121	South Carolina State University	– Only offers face-to-face instruction – Offers generalist education in social work – State institution	– Does not have an interdisciplinary component
Social Work, BSW	120	University of South Carolina	– Only offers face-to-face instruction – Offers generalist education in social work – State institution	– Does not have an interdisciplinary component
Social Work, BSW	120	Winthrop University	– Only offers face-to-face instruction – Offers generalist education in social work – State institution	– Does not have an interdisciplinary component

Faculty

Rank and Full-or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Professor of Sociology (FT)	SOCI 362 Human Behavior in the Social Environment (3hr); SOCI 403 Applied Social Analysis (3hr)	Ph.D., Sociology, Kent State University; M.A., Sociology, Kent State University; B.A., Psychology, Kent State University	12 years of experience at FMU teaching survey research methods and conducting research; 5 years of experience as a project manager of the survey research lab at Kent State University
Professor of Sociology (FT)	SOCI 303 Social Statistics and Data Analysis (3hr)	Ph.D., Sociology, Louisiana State University; M.A., Sociology, Louisiana State University; B.A., Sociology, Louisiana State University	13 years of experience at FMU teaching statistics course and conducting research using various techniques of statistical analysis
Professor of Sociology (FT)	SOCI 302 Social Research Methods (3hr)	Ph.D., Sociology, Kent State University; M.A., Sociology, Bowling Green State University; B.A., Sociology, Bowling Green State University	20+ years of experience at FMU teaching research methods course and conducting research using various research methods
New Hire – Program Director and Assistant Professor of Social Work (FT)	SOWK 200 Introduction to Social Work (3hr); SOWK 371 Social Work Intervention I (3hr); SOWK 372 Social Work Intervention II (3hr); SOWK elective courses	MSW from CSWE-accredited program (required) PhD in Social Work (preferred)	Minimum of two years of post-MSW professional experience
New Hire – Field Director and Assistant Professor of Social Work (FT)	SOWK 240 Social Welfare Policy (3hr); SOWK 497 Social Work Practicum I (3hr); SOWK 498 Social Work Practicum II (6hrs); SOWK elective courses	MSW from CSWE-accredited program	Minimum of two years of post-MSW professional experience Licensed Master of Social Work (LMSW) preferred

Total FTE needed to support the proposed program:

Faculty: 5

Staff: 1

Administration: 1

Faculty, Staff, and Administrative Personnel

This new program will be supported by five full-time faculty. As required by CSWE, two faculty will be new hires with a minimum of a MSW degrees from a CSWE-accredited program. The program will be housed within the Department of Sociology. The Sociology Chair and Administrative Assistant will serve the administrative and staff needs, respectively, of the social work program. The Department of Sociology is drawing on its existing resources to provide courses relevant to the social work competencies required by CSWE, which will reduce the costs to initiate the program.

Resources

Library and Learning Resources

ProQuest Ebook Central: 259,569 for social work, 180,724 for health and community social services, 141,875 for social welfare, 209,756 for social policy and 158,667 for social and economic justice

Credo Reference eBook Collection: 56,819 titles on social work; 9,417 titles on health and community social services, 10,301 on Social Welfare, 29,226 titles on social policy, 8,538 on Social and Economic Justice

Ebsco eBook collection: 4,282 on social work, 26 on health and community social services, 2,185 on Social Welfare, 4,827 on social policy, and 274 on social and economic justice.

Gale eBooks: 439 titles on social work, 7 on Health and Community Social Services, 114 for social welfare, 148 for social policy, and 25 for social and economic justice

Springer eBook Collection: 5,693 for social work, 116 for health and community social services, 886 for social welfare, 4,559 for social policy, and 324 for social and economic justice.

Our other database subscriptions that support Social Work, Health and Community Social Services, Social Welfare, Social Policy, and Social and Economic Justice:

JSTOR

Academic Search Complete

Duke University eJournals

Social Services Abstracts

Sociological Abstracts

ERIC

Credo Reference

Gale Reference Sources

PRINT MATERIAL

The library currently has 9 print titles for social work, 1,325 for print titles for social welfare, 437 print titles for health and community social services, 4394 print titles for social policy, and 322 for social and economic justice.

PASCAL Delivers is a rapid book-delivery service provided by the Partnership Among South Carolina Academic Libraries which enables students, faculty, and staff across the state to request and receive books from academic libraries in South Carolina. Per our institutional membership, FMU students and faculty may utilize this service to supplement their research needs when print resources are not available in-house.

Student Support Services

Writing Center

The FMU Writing Center is open to all students needing assistance with improving their writing skills. Students can make either face-to-face or online appointments to have tutors review their papers and other written projects. The Writing Center is available to students each semester, including summer sessions. Additionally, the Writing Center frequently offers workshops during the academic year for students to attend to gain general knowledge on successful writing. Furthermore, the Writing Center employs undergraduate student tutors, many of whom are English majors.

Advisement

Students are assigned a faculty advisor from within the department. Advising takes place each semester or as needed. Advising can be completed face-to-face, online, or over the phone.

Blackboard Learn System

Blackboard Learn is FMU's learning management system. It is available for use in all courses taught at the university. The system allows professors to communicate with their students, post course material (including the syllabus or course notes), and post grades. Blackboard can be utilized for both online

quizzes and exams. Course assignments, including course papers, can be submitted through Blackboard. Professors are able to check for issues of plagiarism using the built-in safe assign option. Students receive information on how to use Blackboard upon entering the university. Along with the help function within Blackboard specifically, the Student Help desk is available to students who have trouble with the program. Technology is adequate and consists of fully functioning WiFi in all the FMU buildings. Every classroom and conference room is fully equipped with projector, computer, and sound system.

Counseling and Testing Center

The FMU Counseling and Testing Center provides placement, aptitude, and psychological testing for students, as well as counseling and ADA services. Students with specific accommodations can utilize the testing center for exams. This option allows those students a quiet, proctored environment, as well as the ability to make use of extended testing times. Students can also visit the center if they demonstrate learning disabilities or other personal issues. Counselors are on staff to assist students in getting the help they need to overcome these obstacles and succeed in their coursework.

Physical Resources/Facilities

The program is currently housed in Founders Hall on the university's main campus. This facility is currently meeting our needs and we anticipate it will continue to do so. Please note that we have received funding from the state to renovate this building and will incorporate departmental growth and future needs into the renovation planning.

Equipment

No new equipment is needed for this program. Our existing equipment, including computers housed in Founder's Hall computer labs and Stanton Academic Computer Center, is adequate and will continue to be evaluated to ensure that the program needs are met.

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

☒ Yes

☐ No

As noted earlier, a significant portion of sociology graduates pursue careers in social services or related fields. We anticipate that some incoming freshmen and sophomore sociology students may change their major to social work once the program receives candidacy status. To accommodate this shift and maintain overall productivity within the sociology major, the Department of Sociology will be putting additional resources into recruitment and curricular promotion. Additionally, students in the social work program will be advised of their option to seek a double major in sociology. To best utilize university resources, the social work curriculum is closely aligned with and includes courses from the sociology program, making this a unique interdisciplinary major that emphasizes the skills developed from a traditional liberal arts perspective as well as the applied practices of social work, thereby developing a well-rounded and professionally prepared individual. Furthermore, because the social work program does not require a minor, students will be able to focus a portion of their elective hours needed for degree completion on sociology coursework. Closely aligning the social work program with the existing sociology program was done intentionally to encourage this option for these students. Students who choose to complete degree requirements for both programs will graduate from FMU with multiple credentials, expanding their employment opportunities.

Financial Support

Sources of Financing for the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	159,720	159,720	106,480	266,200	106,480	372,680	106,480	480,510	159,720	480,510	638,880	1,759,620
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
Total	159,720	159,720	106,480	266,200	106,480	372,680	106,480	480,510	159,720	480,510	638,880	1,759,620
Estimated Costs Associated with Implementing the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	146,564	146,564		150,228		153,984		157,833		161,779	146,564	770,389
Facilities, Equipment, Supplies, and Materials		4,000		4,000		4,000		4,000		4,000		20,000
Library Resources		3,196		2,131		2,131		2,131		3,196		12,768
Other (specify)	12,500	78,650	10,000	80,616	10,000	82,632	7,000	84,697		86,815		413,410
Total	159,064	232,410	10,000	236,975	10,000	242,746	7,000	248,662		255,791	146,564	1,216,585
Net Total (Sources of Financing Minus Estimated Costs)	656	(72,690)	96,480	29,225	96,480	129,934	99,480	231,848	159,720	224,719	452,816	543,035

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification

Faculty costs reflect salaries for the two new hires needed for the program. Facilities, supplies, and library resources are based on average per credit hour cost across the university. No new facilities, supplies, or equipment are required for this new program. Revenue from tuition is based on in-state undergraduate rates with “New” totals reflecting the anticipated new enrollments and “Total” costs reflecting the incoming cohort and existing cohort based on enrollment projections. Library costs are calculated from portion of the library budget allocated for materials related to Social Work, Health and Community Social Services, Social welfare, Social Policy, and other relevant topics. The costs associated with the “Other” category include indirect university-wide costs such as Accounting, Purchasing, IT, Maintenance, Financial Assistance, Advising, etc. as well as accreditation fees (new column). The totals in the table above reflect the costs associated with the existing program (Sociology) that will be applied to the new program. The “total” costs listed for each category, including facilities and library resources, are based on a percentage of the overall university budgets in each of these categories as determined by the size of the existing programs and the projected growth of the new program. The totals in the “Grand Total” columns at the end of the table reflect the total income and expenditures over 5 years. These are all recurring costs that are already accounted for in the existing university budget.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Teach students how to engage in social work ethics and practice	Students will develop an understanding of the ethical principles within the social work profession Students will gain proficiency in assessing, planning, and evaluating interventions for social work clients	Students must demonstrate competency by passing SOWK 371 (Social Work Intervention I: Working with Individuals and Groups), SOWK 372 (Social Work Intervention II: Working with Organizations and Communities), SOWK 497 (Social Work Practicum I), and SOWK 498 (Social Work Practicum II) A senior year pre-graduation exit exam and survey will assess student learning through both direct and indirect assessment methods
Educate students on human rights and social policy	Students will learn how to advocate for human rights across vulnerable populations Students will learn how social work practice intersects with public policy and understand social policy analysis	Students must demonstrate competency by passing SOWK 230 (Cultural Perspectives) and SOWK 240 (Social Welfare Policy) A senior year pre-graduation exit exam and survey will assess student learning through both direct and indirect assessment methods
Develop effective oral and written communication skills	Students will be able to write coherent, organized research papers	Students must demonstrate competency by completing research papers as required in their coursework, including SOCI 303 (Social Statistics and Data Analysis) and SOCI 403 (Applied Data Analysis). Papers will be assessed using a faculty developed, standard

		rubric to measure student performance. A senior year pre-graduation exit survey will provide an indirect assessment of student learning
Teach students the importance of community engagement	Students learn to engage with individuals, families, groups, communities, and organizations	Students must demonstrate competency by completing SOWK 497 (Social Work Practicum I), and SOWK 498 (Social Work Practicum II) A senior year pre-graduation exit exam and survey will assess student learning through both direct and indirect assessment methods

CSWE accreditation standards require programs to assess students each year to determine if they are mastering the social work competencies. These results must be published publicly to remain compliant. CSWE also requires programs to track graduation rates along with one other success/employment outcome (i.e., employment rate, higher education acceptance rate, or time to degree completion). Graduation rates will be calculated using internal data from the BSW program. Post-graduation success will be assessed through an alumni survey sent to graduates of the program six months after graduation. Additionally, each program at FMU is required to complete an Institutional Effectiveness (IE) report at the conclusion of the academic year. Disciplines work with the Director of IE to develop relevant assessment criteria. As stated on the IE webpage, “The main components of an IE report include revisiting and revising (i.) mission statement, (ii.) program outcomes, (iii.) student learning outcomes (SLOs), (iv.) assessment of SLOs, (v.) analysis of SLO results, and (vi.) planned improvements based on these results.” These reports are reviewed by the IE Committee, which provides departments with feedback for improving departmental outcomes. These reports are available for review on the university website: <https://www.fmarion.edu/institutionaleffectiveness/>.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution’s plans to seek accreditation, including the expected timeline.

☒ Yes

☐ No

FMU will seek accreditation through the Council on Social Work Education (CSWE), which is the national accrediting body for social work programs. Having accreditation qualifies students graduating from the BSW program to apply for licensure in South Carolina. Additionally, it reduces the time for receiving a Master of Social Work degree by one year. The curriculum has been designed to comply with the CSWE accreditation standards. FMU plans to apply for

candidacy and begin the accreditation process in Fall 2025. Documentation required to be considered for candidacy will be submitted by December 2025 to attain candidacy status/retroactive accreditation for AY 2026-2027.

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

☐ Yes

☒ No

While the BSW program will not directly lead to licensure, graduating from a CSWE-accredited program will qualify students to apply to become a Licensed Baccalaureate Social Worker (LSBW) through the South Carolina Board of Social Work Examiners upon passing the licensure exam given by the Association of Social Work Boards.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

☐ Yes

☐ No

N/A



State of South Carolina
Department of Mental Health

MENTAL HEALTH COMMISSION:

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Robert Bank, MD

Pee Dee

Mental Health Center

125 East Cheves Street
Florence, SC 29506

Information: (843) 317-4089

Patrick M. Bresnan, MBA, Executive Director

To: Council of Higher Education

From: Bernard McIntosh, Community Liaison for Roads of Independence

Date: February 5, 2025

Purpose: Letter of Support

Greetings, my name is Bernard McIntosh and I'm with the Roads of Independence program which is an umbrella of Pee Dee Mental Health, and we cover 3 Counties in the area working with young people and young adults ages 16-25. I've come across many students who have an interest in becoming a Social Worker and have gone to colleges and universities far away or have not attended at all which is due to not having access to attend somewhere closer. The need to have a program at Francis Marion University would help those students, who have aspirations of becoming Social Workers, especially those that reside in this region, an opportunity to be closer to home and attend a great university. I was excited to hear that FMU may be getting this program and I, along with the staff here, strongly support FMU in this endeavor.

Sincerely,

Bernard McIntosh

1920 Second Loop Rd

Florence, SC 29501



CHE Meeting
May 1, 2025

Agenda Item: 5.02.A.3.
Phone: (843) 629-0236

Fax: (843) 773-6212

February 6, 2025

South Carolina Commission on Higher Education

To Whom It May Concern,

I am writing to show the CARE House of the Pee Dee's support of a CSWE-accredited Bachelors of Social Work program Francis Marion University. The CARE House of the Pee Dee is a children's advocacy center (CAC) in Florence, South Carolina offering investigative, preventative, and therapeutic services to families of children who have been maltreated. The work we do each day embodies social work values and relies on social work skills. Unfortunately, the closest social work program to Florence is over 60 miles away which leaves a void in our community. Although the three branches of service at the CARE House meet different needs, they all require staff who understand advocacy, social systems, and social well-being.

A key component of a CAC is the existence of Multi-Disciplinary Teams (MDT) whose purpose is to nurture open communication amongst agencies in an effort to reduce barriers for families. MDTs are comprised of law enforcement professionals, school staff, therapists, child protective services workers, hospital staff, guardian ad litem, and anyone who has a role in a given case. The MDT requires professionals to advocate for what is best for a child and family. The highest quality advocacy comes from an understanding of the social systems that lead to a case or, perhaps, prevented a case from being resolved earlier. The most recent census data for Florence illustrates just some of the social systems at work, for example, 18% of our population is in poverty, 11% of our population does not have a high school diploma, 59% of our population are people of color, and 31% of our population are under 18 years old. All of these statistics are people who have had various systems working for, and against them. Social workers understand data and advocate from a place of understanding. Informed advocacy is vital to MDTs serving children.

CACs, like the CARE House, are also tasked with promoting the social well-being of children, families, and thereby, communities. Bachelor's level social workers are needed in our area to facilitate everything from case management to prevention programs. As I write this letter, the CARE House has a job opening for a Prevention Coordinator and I cannot think of a better fit than someone with a BSW. On a generalist level, prevention programs like ROAR and Darkness to Light help educate the community resulting in increased awareness of child abuse and how to stop it. On a direct practice level, children getting treatment need someone with case management skills and who understands the importance of stable mental health.

The Florence area needs social workers, and therefore, social work programs so we can strengthen our families and communities. Even before a social worker is out of school, they

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provide essential support in the form of internships while also reaping the benefits of understanding the world around them. The CARE House of the Pee Dee and our MDTs are evidence that there are a multitude of organizations in the area that would benefit from increased number of Bachelor's level social workers.

Thank you for your consideration,

Allison J. Rogers LISW-CP/S, LACS

Clinical Supervisor

Megan B. Temple LPC/LPCS

Executive Director