ACADEMIC PROGRAM REVIEW
Self Study Report
School of Social Work
College of Health and Human Sciences
Georgia State University
November 2005

Review Period: July 1, 2002 through June 30, 2005
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section A: Unit Assessment of Strengths and Weaknesses</td>
<td>5</td>
</tr>
<tr>
<td>Section B: Historical and Current Contexts</td>
<td>11</td>
</tr>
<tr>
<td>Section C: Progress Toward Goals and Objectives</td>
<td>15</td>
</tr>
<tr>
<td>Section D: Curricula Quality</td>
<td>18</td>
</tr>
<tr>
<td>Section E: Student Quality</td>
<td>23</td>
</tr>
<tr>
<td>Section F: Faculty Quality</td>
<td>25</td>
</tr>
<tr>
<td>Section G: Resource Adequacy</td>
<td>26</td>
</tr>
<tr>
<td>Section H: Goals and Objectives</td>
<td>27</td>
</tr>
<tr>
<td>Appendices</td>
<td>30</td>
</tr>
<tr>
<td>Tables</td>
<td>232</td>
</tr>
</tbody>
</table>
## List of Appendices/Tables

<table>
<thead>
<tr>
<th>Appendix/Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix B1: Rationale for Choices of Peer Programs</td>
<td>30</td>
</tr>
<tr>
<td>Appendix B1a: Peer Institutional Data</td>
<td>31</td>
</tr>
<tr>
<td>Appendix B2: School of Social Work Organizational Chart</td>
<td>32</td>
</tr>
<tr>
<td>Appendix B3: School of Social Work Constitution and By-laws</td>
<td>33</td>
</tr>
<tr>
<td>Appendix B4: School of Social Work Current Faculty Roster</td>
<td>41</td>
</tr>
<tr>
<td>Appendix B5: Summary Table of Faculty Roster</td>
<td>42</td>
</tr>
<tr>
<td>Appendix C1: School of Social Work Five Year Action Plan, 1999</td>
<td>43</td>
</tr>
<tr>
<td>Appendix D1: Learning Outcome Statements and Assessment Plan</td>
<td>48</td>
</tr>
<tr>
<td>Appendix D2: Designated Writing Intensive Course Syllabus</td>
<td>57</td>
</tr>
<tr>
<td>Appendix D3: Social Work Degree Requirements</td>
<td>66</td>
</tr>
<tr>
<td>Appendix D4: Dept.Course Offerings by Year, Term Level, # of Sections, # of Students, and Average # of Students, 2003-2005</td>
<td>70</td>
</tr>
<tr>
<td>Appendix D5a: Faculty Survey Comparison Report</td>
<td>82</td>
</tr>
<tr>
<td>Appendix D5b: Undergraduate Student Survey Comparison Report</td>
<td>90</td>
</tr>
<tr>
<td>Appendix D5c: Undergraduate Alumni Survey Comparison Report</td>
<td>95</td>
</tr>
<tr>
<td>Appendix D5d: Graduate Student Survey Comparison Report</td>
<td>100</td>
</tr>
<tr>
<td>Appendix D5e: Graduate Alumni Survey Comparison Report</td>
<td>105</td>
</tr>
<tr>
<td>Appendix D6: Undergraduate and Graduate Advisement Procedures</td>
<td>110</td>
</tr>
<tr>
<td>Appendix F1: Definition and Criteria for Graduate Faculty</td>
<td>113</td>
</tr>
<tr>
<td>Appendix F2: List of Graduate Faculty</td>
<td>117</td>
</tr>
<tr>
<td>Appendix F3: School of Social Work Current Full Time Faculty Vitas</td>
<td>118</td>
</tr>
</tbody>
</table>
ACADMEMIC PROGRAM REVIEW  
Self Study Report  
School of Social Work  
College of Health and Human Sciences  
Georgia State University  
November 2005

Review Period:  July 1, 2002 through June 30, 2005

Section A:  Unit Assessment of Strengths and Weaknesses

1. Quality of instruction, research, and service associated with the programs

Since 1998, integral to the professional accreditation process, the School of Social Work at Georgia State University has undergone three self-studies and five external site visits conducted by the most notable and influential social work scholars and educators under the auspices of the Council on Social Work Education. These visits concluded in 2004 with a comprehensive School of Social Work review that culminated in reaffirmation of accreditation through 2012. The basis for this decision was the result of a complete assessment of all aspects of the School, from the quality of our resources and support through the excellence of our curricula, faculty, students, and community relationships. In the Commission’s final report, they stated that the School of Social Work at Georgia State University “could serve as a model for social work education.” In that same report, they cited the many reasons for this conclusion. Many of those reasons comprise the core of this self study.

The Faculty of the School of Social Work is outstanding. In the area of instruction, faculty course evaluations are well above the mid-point of the rating form. Most faculty make use of web based technology. Students’ responses as noted in Appendix D5b/d reflect the perspective on their quality of the learning experience as well as the faculty’s commitment to their learning through knowledge of their subject and accessibility to them. The School of Social Work has also developed a study abroad program in which School of Social Work students and faculty have traveled to the United Kingdom to examine social work service delivery in Liverpool and at the University of Bradford.

All tenured and tenure track faculty are engaged in scholarship and have active research agendas. The most relevant indicator of this assessment is that every faculty who has been eligible for tenure and promotion in the last decade has achieved it. The School and College, as well as the University have high standards for tenure and promotion and over the last six years, 5 social work faculty members have been tenured and promoted. Conversely, in two situations where scholarly efforts were inadequate, in large measure because the faculty members were hired prior to completion of their dissertation, contracts were not renewed at pre-tenure review. Since the previous Academic Program Review and during the three year review period, faculty have published articles in several of the most competitive journals in Social Work, including, the Journal of Sociology and Social Welfare, Social Work, the Journal of Social Work Education,
Research on Social Work Practice, Administration in Social Work, and the Journal of Community Practice. In addition, faculty has published in other interdisciplinary journals such as Cornell Law Review and the Journal of Law and Social Work. Also, faculty have produced 42 other scholarly works and presented 43 papers at regional, state, national, and international conferences.

In addition to scholarly publications, the faculty has been highly successful in obtaining external grants and contracts for both research and service. As will be noted elsewhere, the faculty has received approximately $3 million in grants and contracts during the review period. About half of these dollars were for research and program evaluation in such areas as Welfare to Work Substance Abuse Treatment, Interstate Adoptions of Special Needs Children, Grandparents Raising Grandchildren, Case management for Non-Custodial Fathers, and Utilization of the Earned Income Tax Credit. The other half of these dollars were for training, service, and program development in such areas as Child Welfare Worker Capacity Building (Title IV E Child Welfare Training Grant) and Gero-Enriched Curriculum (Hartford Foundation). In September 2005, the School was awarded a $1.5 million grant to partner with other Social Work Programs and organizations across the state to provide Professional Development to experienced workers within the Division of Family and Children Services. In brief, most of the social work faculty have or are participating in externally funded research or service with the average for all tenured/tenure track faculty during the review period at approximately $90,000.

Social Work faculty provides continuing service to the University, Community, and the Profession. Faculty hold and/or held leadership positions in community organizations and state and national professional associations from state licensure boards and the National Association of Social Workers to Chairs of national annual professional meetings and national planning committees. In addition, faculty members have been influential in development of social policy in the state, including contributions to the development and enactment of state law (Child Endangerment SB 467 and Predatory Lending Law HB 1361).

2. Centrality of the programs to the University: Alignment with and contributions to achieving the mission and goals of Georgia State University

The degree programs of the School of Social Work are consistent with achieving the mission and goals of Georgia State University. The University’s mission is to be engaged with the larger community across all units of the institution. As an urban research university with strong disciplinary-based departments and a wide array of problem-oriented interdisciplinary programs, the goal of the university is to develop, transmit, and utilize knowledge in order to provide access to quality education for diverse groups of students, to educate leaders for the State of Georgia and the nation, and to prepare citizens for lifelong learning in a global society.

Specifically, the 2005 University’s Strategic Plan states that the University is committed to:

- Undergraduate, graduate, and professional programs that contribute to the economic, educational, social, professional and cultural vitality of the city, state and region.
- Enhancement of scholarship of the disciplinary and interdisciplinary research programs, centers and institutes, that have achieved, or demonstrated promise to achieve national and international recognition

- Graduate students who are proficient in their discipline as trained and talented professionals who have interpersonal skills and competence to lead in a global society

The mission of the School of Social Work is to contribute to the building of healthy communities that maximize human potential and promote social and economic justice through excellence and distinctiveness in teaching and learning, research and scholarship, service and outreach. The mission of the BSW Program is to prepare entry-level, generalist social workers to assume responsibility for a range of services that deal with the problems experienced by people in a multicultural society. The mission of the MSW Program is to prepare students in advanced social work practice for leadership roles in the effort to solve, in partnerships with others, the existing and developing challenges that confront communities in the United States and internationally.

The School of Social Work is located within the College of Health and Human Sciences. The other units in the college include the: School of Nursing, School of Health Professions comprised of the Divisions of Nutrition, Physical Therapy, and Respiratory Therapy, Department of Criminal Justice, and the Institute for Public Health. The college has a community outreach orientation with many of the units engaged in community collaborations that often include social work. The College’s stated mission is to engage in teaching, scholarly endeavors, and service activities that improve health and well-being and address social justice issues within a multicultural society.

Another indication of the School’s centrality is its inclusion in the University’s area of focus of an urban health initiative funded in 2004. The School will be hiring a faculty member this year with from this interdisciplinary teaching and research opportunity. This initiative has prompted planning in the College of Health and Human Sciences on an interdisciplinary Ph.D. in Urban Health. The response to these developments will be reflected in the Goals and Objectives in Section H.

3. Viability of programs: Degree to which the programs are viable with respect to enrollments, graduates, and continuing availability of resources to support them.

The School of Social Work offers two degree programs; the Bachelors of Social Work (BSW) and the Masters of Social Work (MSW). Both programs are fully accredited through 2012 by the Commission on Accreditation of the Council on Social Work Education (CSWE), the accrediting body for all 450 BSW and 140 MSW programs in the nation. Accreditation is a rigorous process that included a self study and a multiple day site visit by a five member team of experienced social work educators. The Self-Study and the Site Visit Team analyze and evaluate every aspect of the School of Social Work including curriculum of both degree programs, faculty
production, student admissions and quality, community involvement, program administration, and resources.

The Site Visit Team and subsequently the Commission on Accreditation (COA) through its reaffirmation letter from the President of COA, applauded every aspect of the BSW and MSW programs of the School of Social Work. They did not indicate a single area in which the School was out of compliance or in need of improvement.

Inherent in this evaluation was the acknowledgement of the viability of the BSW and MSW degree programs and more broadly the mission of the School of Social Work. Specifically, the BSW continues to exhibit strong enrollments. During the review period for this Academic Program Review, the BSW program has averaged 70 admissions per year. GSU has the largest BSW program in Georgia. The BSW program admits students to the program after they have completed virtually all of their general education requirements. The BSW program has a minimum 2.5 G.P.A requirement as well as successful completion of statistics, biology, and economics among other social science prerequisites. Because these requirements are well known among continuing students at GSU and transfer students, the BSW programs receives very few applicants who do not meet the minimum requirements. These requirements are explicitly stated on the School’s website in conjunction with the application which must now be submitted online. Our graduates per year parallel the number of Fall admissions each year. That is, the School retains a very high number of the students accepted into the program. For the limited number of students who do not complete the program, it is often a function of their inability to satisfactorily complete a challenging two-semester, 400 hour supervised field education practicum. It should be noted that we have admitted one of our largest cohorts of BSW students, 78, for the Fall 2005.

BSW graduates are employed in the human services throughout the state of Georgia. One of the largest employers of BSW graduates is the State of Georgia. As will be discussed at several opportunities in this Self Study, the School of Social Work has a averaged about a $1 million a year contract (including Fiscal Year 2006) to provide education and training for students to work in child protective services in the Division of Family and Children Services. Approximately 22-25 BSW students per year are provided funds for tuition, books, and mileage under the auspices of Title IV E of the Social Security Act. These students, upon graduation, become social workers in the Child Welfare System with the obligation to remain employed with DFACS for the number of years the student received financial assistance. Under a separate contract, the State of Georgia recently awarded the School of Social Work at Georgia State University $1.5 million to provide ongoing training, leading to annual certification for over 2000 workers with more than 2 years experience in Child Protective Services throughout the State of Georgia. These two contracts provide strong evidence not only for the long-term viability of the BSW degree, but also for the long term prospects of employment opportunities with the state.

The MSW program, which began in 1998, has had a steady number of applicants since the inception of the program into 3 cohorts. All students, however, are enrolled into the same and sole concentration, Community Partnerships. The first cohort is the two-year, 21 month, 60 credit hour full time program. For admission, the School requires a 3.0 G.P.A., a minimum of 750 on the GRE, three letters of reference from faculty and/or employers, and a personal
statement, specifically outlining the reasons for selecting this MSW program with the Concentration in Community Partnerships. During the APR period, we have had an average of 85 applicants per year for admission into the MSW program. Of that number, approximately 75% are applying for the two-year, full time program. Of that number, the School admits approximately 30 per year or a 35% acceptance rate. The School has had a high yield rate, that is, approximately 80% of those accepted matriculate.

In the second cohort, the School admits on average 10 students per year into the Advanced Standing Program. Admission requirements are essentially the same as for full time students with the following exceptions. Advanced standing students must have a 3.25 G.P.A. and submit a copy of their field practicum evaluation from their accredited BSW program. The Advanced Standing Program, which is common in social work graduate education, offers students with a Bachelor of Social Work (BSW) from an accredited program the opportunity to apply for Advanced Standing. Admission is on a competitive basis. If admitted, students complete a 9 credit hour course of study of transition content and then proceed to second or Concentration year of study with the first year students from the preceding year. Upon graduation, Advanced Standing students will have completed a minimum of 39 credit hours compared to the 60 credit hours of the two year student cohort. Based on an average of 100 applications, about 25-30 per year are from students with BSWs applying for Advanced Standing. The School accepts 10-15 Advanced Standing students per year, in part depending on the size of the continuing first year class. For this Academic Review Period, the average graduation rate for the MSW program was 27.

In the third cohort, the School accepts 3-5 students a year into part time status. The admission requirements are identical to the two year cohort. Students complete the program in four years. About half the students who begin the program as part time students, change to full time status for their concentration year. The School is experiencing a rise in the number of students who are requesting part time status with evening course availability. The response to this change will be addressed in the goals and objectives in Section H.

4. Strategic focus: Rationales for the choices of subject areas and degree levels in terms of the programs’ distinctiveness, demands for graduates, and contributions in the context of the university’s reach into local, state, national, and international communities

The School of Social Work offers two degree programs; the Bachelor of Social Work (BSW) and the Master of Social Work (MSW). Both programs are fully accredited through 2012 by the Council on Social Work Education (CSWE), the accrediting body for all social work programs in the United States.

By accreditation standard, the BSW prepares students for entry-level generalist social work practice. As Appendix D4 shows, the BSW program has enjoyed strong enrollments during this review period. In the School’s Annual Report, we have projected approximately 1500 credit hours per semester. We have averaged that number. Those numbers will be exceeded in FY 2006 given the enrollments in our undergraduate classes in Fall 2005.
A major component of our BSW program is participation in the Federal Title IV E Child Welfare Training Program of the Social Security Act. Title IV E provides tuition, books, and travel money for approved students to complete child welfare course work and their 400 hour supervised practicum within the Division of Family and Children Services on a year for year payback basis. Approximately 22-25 BSW students a year graduate with the support under the Title IV E grant. In addition, the IV E grant supports administrative and instructional requirements of the program. The average total IV E grant over the period of this review is $700,000 though it significantly exceeds this amount for the 2006 fiscal year. While BSW graduates take positions in a wide range of fields of practice, juvenile justice to services to the elderly, the BSW program contributes significantly to the professional development of the Child Welfare workforce in the state.

Graduate level social work education, by accreditation standard, is required to offer advanced education in a specialized area or concentration. The concentration adopted by GSU School of Social Work was developed in collaboration with representatives of the human services profession in metropolitan Atlanta. The concentration focus has been revisited and re-affirmed by the School’s most recent strategic planning process. Further the high demand for MSW graduates by employers with the skill sets in Community Partnerships is an indication of the viability of the program’s strategic focus. Moreover, the concentration resonates with the mission and goals of both the College of Health and Human Sciences and the University.

Opportunities for targeted expansion of both programs will be considered in the goals and objectives in Section H.

5. Resource analysis: An analysis of the resources expended in terms of the quality and quantity of instruction, research, and service contributions. When a self-study and an action plan exist for a prior cycle, the effects of changes in strategy and investment should be explained and analyzed.

At the initial Academic Program Review during the first cycle and the subsequent action plan in 1995, the main objective for both school and the university’s funding was the implementation of the Masters of Social Work program. By any standard of measurement, the School of Social Work has made superb use of the funds. Exceptional faculty have been hired; a curriculum has been developed and instituted, and routinely evaluated and modified, quality students have been admitted, not only from pent-up demand, but consistently each year, and graduates have begun their professional careers and now are participating in the delivery of the program as field supervisors, part time instructors, membership on School Committees and the Community Advisory Council. The program with its unique Concentration in Community Partnerships has received national recognition during its brief history including an article co-authored by four faculty members that appeared in a special refereed issue on innovative contributions to social work in the Journal of Community Practice. Without exception, every site visitor and site visit team has lauded the School for it bold efforts to operationalize collaborative social work practice. Since the inception of the program, beginning with its inaugural graduating class in May 2000, the School has awarded over 150 MSW degrees.
However, the University did not provide additional funding for an increase in faculty exclusively to develop the MSW program. As a newly designated research institution within the University System of Georgia, there was a reasonable expectation that these new faculty would produce scholarship and generate external funding. The faculty has not disappointed in this expectation. Three of the faculty hired since the action plan was approved have earned tenure and been promoted to Associate Professor. A fourth faculty member is under consideration for tenure and promotion this academic year. Conversely, two faculty members did not have their contract renewed at Pre-Tenure Review. In other words, the faculty has been very successful in publishing research articles in refereed journals.

Equally impressive is the breadth and depth of the external grants and contracts the faculty in the School of Social Work have been awarded since the initial Academic Program Review. From 1995, when the faculty brought in no external dollars, the School has averaged $1 million per year for this review period and the amount is growing. The grants and contracts have covered a wide range of research and service from a broad array of funding sources. Faculty have received funding to implement and evaluate services to grandparents raising grandchildren, assess head start programming, evaluate substance abuse treatment programs for women on TANF, assess the gerontology curriculum in the undergraduate social work program, evaluate the capacity of community organizers to affect the use of the Earned Income Tax Credit (EITC). In addition, the School has been awarded two very large contracts with the Department of Human Resources to contribute to the professionalization of the state Child Welfare workforce, including the previously mentioned Title IV E Child Welfare Training Grant and the recently awarded $1.5 million per year DHR Veteran’s Worker Training Grant to support professional excellence.

In summary, all of the resources allocated to the School have resulted in the expected outcomes. Moreover, those dollars have been essentially leveraged through faculty accomplishments to earn additional dollars for the university through external funding and national status for the School of Social Work and the University. Accordingly, for the first time in 2005, Georgia State University School of Social Work was named in the U.S. News and World Report rankings despite the fact that the first MSW degrees had been awarded only four years previously. During the next post review cycle, the School’s will strive to improve its national recognition and ranking through achieving its goals and objectives delineated in Section H.

Section B: Historical Context and Current Context

The School of Social Work at Georgia State University began as the Department of Social Work in 1979 with the development and offering of an undergraduate social work degree. In 1981, the Bachelors of Social Work (BSW) degree received initial accreditation from the Commission on Accreditation of the Council on Social Work Education. In 1994, the Board of Regents of the University System of Georgia approved the establishment of a Masters of Social Work (MSW) at Georgia State University. Up to that point, the only other public university in Georgia with an MSW program was the University of Georgia. Clark Atlanta University, a private university also had offered graduate social work education for decades in the metropolitan Atlanta area.
At that time in 1994-1995, the Department of Social Work was structurally located in the College of Public and Urban Affairs (CPUA). Social Work was in the midst of its initial Academic Program Review for the University and was completing its application, self-study, and site visit for reaffirmation of the BSW Program from the Commission on Accreditation. Lastly, during the 1994-1995 academic year, the Department had an Acting Chair and was in the process of a national recruitment for a permanent Chair.

In the Fall of 1995, the Department hired a new chair. In January 1996, the BSW Program received reaffirmation of accreditation for the full 8-year cycle. In July 1996, the Department was part of a University reorganization that among other changes moved the Department of Social Work, along with the Department of Criminal Justice, to the College of Health Sciences. The College eventually changed its name to the College of Health and Human Sciences (CHHS).

The external reviewers for the Academic Program Review at that time recommended that the Department of Social Work postpone beginning the Master of Social Work program to provide more time for planning and development. To that end, and to coincide with the change to the semester system from the quarter system, the MSW Program, with its sole concentration in Community Partnerships, began accepting students in the Fall of 1998. In that same year, the Commission admitted the MSW Program into Candidacy as the first step towards initial accreditation of the developing MSW Program.

In 1999, the University approved the change of the Department to the School of Social Work. The MSW program graduated its first class in May 2000 and received initial and retroactive accreditation to the Fall of 1998 in February 2002.

In order to have both the BSW and MSW on the same accreditation cycle, known as social work education as a “Combined Program Accreditation,” the School petitioned for a change of due dates for the next cycle from the Commission. That petition was granted. The School completed and submitted its combined program Self Study on December 15, 2003 and hosted a four-person, three-day site team visit in March 2004. In October 2004, the School received notification that the combined BSW and MSW programs were accredited for the full eight-year cycle with the next reaffirmation due in 2012.

In the 2004-2005 Academic Year, the last year of this Self Study, the School of Social Work had thirteen full time faculty positions. All of the positions were filled. Also, the School had one academic professional who has a joint administrative and part time teaching position with Project Healthy Grandparents (PHG) and the School of Social Work and another faculty person on one-year temporary contract who taught cultural diversity courses for the College of Health and Human Sciences. The faculty composition is further explicated in Table B-1. The chart below summarizes faculty production, teaching responsibilities, and credit hour production during the review period covered by this self study (July 1, 2002 – June 30, 2005).
The average number of credit hours generated, approximately 4500, exceeds the annual projections of the School’s Annual Report. Additionally, approximately 80% of the courses generating those credit hours are taught by full time faculty.

Faculty Numbers, Credit Hours, and Scholarly and Creative Productivity

Average Annual Number of Faculty Members by Rank and Status

<table>
<thead>
<tr>
<th>Rank and Status</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured Professors</td>
<td>1</td>
</tr>
<tr>
<td>Tenured Associate Professors</td>
<td>5</td>
</tr>
<tr>
<td>Tenure Track Assistant Professors</td>
<td>5</td>
</tr>
<tr>
<td>Total Tenure-Track Faculty Members</td>
<td>11</td>
</tr>
<tr>
<td>Non-Tenure Track Associate Professor</td>
<td>1</td>
</tr>
<tr>
<td>Non-Tenure Track Assistant Professor</td>
<td>1</td>
</tr>
<tr>
<td>Total Non-Tenure Track Faculty Members</td>
<td>2</td>
</tr>
<tr>
<td>Total Full Time Faculty Members</td>
<td>13</td>
</tr>
</tbody>
</table>

Average Annual Number and Type of Staff

<table>
<thead>
<tr>
<th>Type of Staff</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Professional</td>
<td>1</td>
</tr>
<tr>
<td>(Director of Student and Community Services)</td>
<td></td>
</tr>
<tr>
<td>Business Manager II</td>
<td>1</td>
</tr>
<tr>
<td>Administrative Coordinator</td>
<td>1</td>
</tr>
<tr>
<td>Student Assistants</td>
<td>.5</td>
</tr>
<tr>
<td>Total</td>
<td>3.5</td>
</tr>
</tbody>
</table>

Average Annual Credit Hours by Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate: Lower Division</td>
<td>280</td>
</tr>
<tr>
<td>Undergraduate: Upper Division</td>
<td>2610</td>
</tr>
<tr>
<td>Graduate</td>
<td>1577</td>
</tr>
<tr>
<td>Total</td>
<td>4467</td>
</tr>
</tbody>
</table>

Average Annual Credit Hours by Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured and Tenure Track</td>
<td>2690</td>
</tr>
<tr>
<td>Non Tenure Track</td>
<td>941</td>
</tr>
<tr>
<td>Total</td>
<td>3631</td>
</tr>
<tr>
<td>Part Time</td>
<td>836</td>
</tr>
<tr>
<td>Total</td>
<td>4467</td>
</tr>
</tbody>
</table>

Scholarly and Creative Productivity

<table>
<thead>
<tr>
<th>Type of Publication</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Refereed Publications: Unduplicated</td>
<td>17</td>
</tr>
<tr>
<td>Total Number of Refereed Publications: By Author</td>
<td>20</td>
</tr>
</tbody>
</table>
Total Number of Other Scholarly Works: Unduplicated 43
Total Number of Other Scholarly Works: By Author 46
Average Annual Number of Refereed Publications per Tenure-Track Faculty: Unduplicated .51
Average Annual Number of Refereed Publications per Tenure-Track Faculty: By Author .60
Average Annual Number of Other Scholarly Works per Tenure-Track Faculty: Unduplicated 1.3
Average Annual Number of Other Scholarly Works per Tenure-Track Faculty: By Author 1.4

Funding from Grant Sources

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total External Direct Funding</td>
<td>$2,992,000</td>
</tr>
<tr>
<td>Total External Indirect Funding</td>
<td></td>
</tr>
<tr>
<td>Total Internal Funding</td>
<td>$11,684</td>
</tr>
<tr>
<td>Average Annual External Funding per Tenure-Track Faculty</td>
<td>$90,666</td>
</tr>
<tr>
<td>Average Annual Internal Funding per Tenure-Track Faculty</td>
<td>$354</td>
</tr>
</tbody>
</table>

During the first two years covered by this Self Study (FY 2003-FY 2004), the School had two vacant faculty positions. One of those positions was occupied by a tenured Associate Professor who was granted a two-year unpaid leave of absence. She subsequently resigned effective May 2003. The second position was loaned to the College to fill an administrative need. In that period, to support the School’s teaching function, the School hired for a temporary Assistant Professor and Part time instructors. In FY 2004, the School recruited and hired two tenure track Assistant Professors. These actions resulted in the full complement of 13 faculty described above.

Parenthetically, the temporary Assistant Professor (African American woman) discussed above assumed a teaching position in CHHS coordinating the highly successful Communications and Cultural Diversity courses required of all CHHS undergraduate majors. While the funding for this position is retained in the College, she had a faculty appointment in the School of Social Work.

Appendix B1a provides comparisons on selected dimensions with the identified peer institutions. These institutions include: University of Louisville, University of Houston, University of Illinois, Chicago, University of South Florida, University of Central Florida, and the University of Wisconsin, Milwaukee. As noted in Appendix B1, in many ways, while these are peer institutions for the University, they are aspirational for the School of Social Work. Specifically, in all of the peer institutions, the MSW programs have been in existence much longer than the GSU program. Nevertheless, the School compares very favorably on several dimensions regarding student faculty ratios, admission acceptances, and external funding despite the faculty involved almost constantly in that time on program development, review, and curriculum change. For example, the GRE scores of our accepted MSW students are essentially the same as Houston and higher than Central Florida. As a case in point, the School has
participated in two self-studies and 5 separate site visits in the last 7 years. Still, the School needs to improve comparatively in the production of scholarly works to our older peer institutions. It is planned that this discrepancy will be addressed with the advent of the Center of Collaborative Social Work and the interdisciplinary Ph.D. program as described in Section H.

Section C: Progress Toward Goals and Objectives

As noted in Section A under Resource Analysis, the School of Social Work has accomplished all of the negotiated goals and objectives, with the additional funding, resulting from the first round of Academic Program Review and the subsequent Action Plan. The full description of these plans is delineated in Appendix C1. It bears repeating that the overriding goal, the establishment of a high quality, nationally recognized MSW program has been achieved with the allocated resources. Despite the programs newness, it is nationally ranked, faculty are highly regarded for their scholarship, and the amount of external dollars has steadily grown to average approximately $1 million per year. With the recently awarded Professional Excellence Partnership Contract with the DHR, that amount will increase to approximately $2 million next year.

Having accomplished those goals and objectives, in Spring 2002, upon receiving initial accreditation for the Master of Social Work Program with its sole concentration in Community Partnerships, the faculty began planning for the next stage in the growth of the School of Social Work. Even though the School would be actively involved in a combined self-study (BSW and MSW programs) and a site visit in 2004, the faculty engaged in a 12-month strategic planning process. The School established a Strategic Planning Committee that included students, graduates, and community representatives. The Committee interviewed key stakeholders, met with the Community Advisory Council of the School of Social Work and held a Community Conversation with representatives from agencies, organizations, and institutions relevant to the School of Social Work.

The culmination of that process in May 2003 was a document that, within the context of the mission of the School of Social Work and its educational programs, specified the objectives for the School during the next five years. Appendix H is that document. It was intentionally broad in its vision yet limited in the number of stated goals. The document was presented and approved by the Faculty and the Community Advisory Committee.

The goals and objectives were based upon a consensus that there was the need to address from a variety of perspectives, the changing Atlanta Metropolitan Community, e.g. immigration, refugees, diversity. To that end the School committed itself to the following themes.

Teaching

In the area of teaching, by the Fall 2004 semester, the School of Social Work would offer a PERS 2001 course with the content related to the Human Service Needs of a Diverse Metropolitan Area. In addition, by the Fall 2004, the School would have at least 4 formalized interdisciplinary certificate programs for both BSW and MSW students. These interdisciplinary
certificates include: Public Health, Geographic Information Systems (GIS), Non-profit Management, and Planning and Economic Development. Within the School of Social Work, two certificates would be developed in the Child Welfare and Forensic Social Work. Finally, in the area of teaching, the School would strive within three years to offer an innovative BSW program to serve the educational needs of the human service providers in the Atlanta community. This degree program will be intended to help professionalize the current work force.

Considerable progress has been made towards achieving these teaching goals and objectives in the intervening two years.

Specifically, a PERS 2001, Culture and Poverty, was developed, approved by the University’s PERS Committee, and offered for the first time in Spring 2005. The course had 56 students enrolled and received excellent student evaluations. During this academic year, the course will be offered three times, twice in the fall semester and once in the spring semester. The two sections this fall have capacity enrollment. The success of the PERS course, Culture and Poverty, has led to the faculty approving a second PERS course to be developed and offered in the Fall 2006 semester.

All of the planned Certificate Programs have been formalized and approved. An admission process and policies for completion of them have been finalized. To date, one student has applied for and been accepted into the Forensic Social Work Certificate Program.

The School has not made as much progress to date on the goal to offer an innovative BSW program to serve the educational needs of underserved human service professionals in the metropolitan Atlanta area. In a unique partnership between GSU School of Social Work, GSU Department of Applied Linguistics, Georgia Perimeter College, and the Latin American Association, last year the School applied for a three year Fund for the Improvement of Post Secondary Education (FIPSE) grant. The proposal received positive reviews upon the initial review. However, funding was eliminated for new projects and the proposal was prevented from moving to the next stage of the process. In terms of funding priorities in the area of teaching, the expansion of the BSW program to underserved populations is at the top of the list. Nevertheless, the overall size of the BSW program is expanding and reaching the limit given current faculty size.

Service

Considerable progress has also been made in achieving the School’s service goals and objectives during the intervening two years.

Specifically, the strategic plan stated that within four years, the School of Social Work would create a Center for the Development of Community Partnerships. The purpose of the Center would provide an organizational base for service, as well as research, through the offering of continuing education and other professional development activities, and for coordinating regional forums. These forums will focus on building healthy communities and will offer
opportunities for coordination of community resources, the exchange of ideas, networking, research dissemination, and the creation of new partnerships.

The School has made excellent progress towards achieving this goal. A committee was established comprised of representatives from both within the School of Social Work and, as with every effort we undertake in the School, from the larger Atlanta human service community. The Committee has completed work on a proposal for the new entity, Center for Collaborative Social Work. When approved, the Center will have resources to support its initial operation. The two previously discussed contracts with the Department of Human Resources in the area of Child Welfare provide this support. First, the Title IV E Child Welfare Training Grant provides educational and service opportunities through the Center in addition to the Facilities and Administration dollars that help support the development of an infrastructure for the Center. Second, the recently acquired Veteran’s Worker Training Grant also furthers the School and Center’s service goals and objectives as well as the resources available through the Facilities and Administration dollars. A faculty member, Dr. Peter Lyons, who is the Principal Investigator on these two external grants, has received ½ release time for the 2006 Academic Year to serve as Director of the Center.

In addition, other work consistent with the Center’s goals is moving forward. In meeting the objective of providing the Atlanta human service community with a place to exchange ideas, knowledge, and establish networks, the School is sponsoring an inaugural Community Forum in March 2006. Co-chaired by Dr. Mindy Wertheimer, Clinical Associate Professor of Social Work and Dr. Jackye Brown, Executive Director of the Atlanta Children’s Shelter, the Forum will bring together hundreds of human service professionals across the entire spectrum of service delivery for a day of learning and collaborating.

Research

Ongoing research, the pursuit of external funds, and dissemination of knowledge will reflect both community and faculty interests and needs. As part of the research responsibility of the Center, within four years, the School plans to develop and conduct an annual survey of community interest.

The faculty has engaged in discussions regarding potential survey opportunities, particularly as it relates to developing a comprehensive database of community indicators. This type of database would involve partnering with other units in the university who already possess existing databases. However, this objective has not progressed much beyond the discussion stage pending the approval of the Center for Collaborative Social Work.

Since the completion of the strategic planning process, there has been one major development that has contributed to an additional goal for the School. In 2003, the School partnered with the Institute of Public Health and other units in the University on a proposal for an Urban Health Initiative. That proposal was fully funded and the School of Social Work will be hiring a faculty member for the 2006 academic year from that initiative. The Urban Health Initiative has prompted discussions within the College of Health and Human Sciences for the development of
Section D: Curricula Quality

First and foremost, it must be reiterated that the School of Social Work and its combined BSW and MSW programs, have received reaffirmation of accreditation from the Commission on Accreditation of the Council on Social Work Education (CSWE) for the full eight year cycle through 2012. While accreditation from an unbiased external body is not the only criteria upon which to judge the quality of curricula, it does serve, within social work education, as an institutional commendation on the relative quality of our programs and curricula.

The School of Social Work’s curricula at both the BSW and MSW levels is developed and organized as a coherent and integrated whole. The BSW curriculum can be thought of as comprised of two components: a liberal arts perspective and the professional foundation that prepares students for entry level generalist practice. The MSW curriculum can be thought of as comprised of three components: a liberal arts perspective, the professional foundation that provides graduate students with a perspective of generalist practice, and a sole concentration in Community Partnerships.

The liberal arts perspective precedes the professional foundation as a precondition for admission at both levels. The School appreciates the importance of a liberal arts perspective in the development of both a generalist practitioner and an advanced practitioner in social work. Such a perspective enriches students’ understanding of the person-in-environment context of social work practice and is integrally related to the mastery of social work content. Moreover, a liberal arts perspective provides an understanding of one’s cultural heritage in the context of other cultures, which is particularly important in the changing environment of the urban landscape, generally, and Atlanta specifically. Furthermore, we believe that a liberal arts perspective opens students to a variety of methods of inquiry, complex understandings of the human condition, knowledge about those conditions, ways of thinking, and methods of communication that are basic not only for an educated person, but essential for students entering the profession of social work. Students must be able to think critically about themselves in relation to their society, about people and their problems, and about expressions of culture through such forms as art, literature, science, history, and philosophy. Also, students must have an appreciation of the human condition from a biological, psychological, sociological, and cultural perspective. These perspectives become the base for a social worker’s commitment to economic and social justice.

For the BSW program, the professional foundation builds on the liberal arts perspective. Students begin their social work courses after having completed the University’s liberal arts requirements.

For the MSW program, the professional foundation also builds on the liberal arts perspective. And, for the MSW program, the foundation content generally precedes the concentration skill sets. That is, the seven curricula content areas are emphasized in the foundation year, but because we have only one concentration, we can strategically infuse selected foundation content
in the concentration year courses. In other words, we horizontally integrate content across the first year, but also vertically integrate content throughout the curriculum where it best serves the students in developing the knowledge, values, and skills for advanced practice in the community.

This philosophy is consistent with and derived from the program’s goals and objectives. In both programs, the School has created a total curricula undergirded by liberal arts perspective and by foundation content. At the MSW level, the concentration in Community Partnerships is organized to achieve those objectives specific to the concentration. The concentration skill sets build upon and enrich the seven content areas and field education of the Foundation Year. Throughout both curricula, infused into every course is the commitment to the Code of Ethics of the profession, the valuing of human diversity, and the striving for economic and social justice for the most vulnerable populations.

**BSW Program**

Like all BSW programs accredited by the Council on Social Work, the BSW program teaches a generalist model of social work practice. Generalist practice for our BSW program begins with the reality that Atlanta is an environment that exudes change. For that reason, our BSW students must fully understand the profession of social work from a very broad, balanced posture. The changes that occur so quickly in Atlanta also segue to changes in our social service agencies and delivery systems. It is expected that our students can more skillfully adapt to such changes if they possess a solid general grasp of generalist social work that crosses all levels of practice, a range of social problems, and a working knowledge of the interplay of the political, legislative, and policy making process and its influence on the funding, delivery, and availability of social services.

In this context, students are presented the generalist model of social work practice from a strengths perspective. The School’s working definition of generalist practice as the application of a systems or ecological perspective, utilizing the problem solving method at all client system levels is evident throughout all courses in the curriculum including field education.

A BSW student is required to complete a minimum of 120 semester hours to complete a bachelor’s degree at Georgia State University. The BSW program is comprised of 39 semester hours of required social work courses, 3 semester hours of a required college level course, HHS 3000-Communications and Cultural Diversity, and 18 hours of social work electives of which 9 semester hours must be taken from social work electives unless prior approval is received. Twelve of the 39 hours of core social work courses are field education, which includes 400 hours of supervised practicum and a concurrent integrative seminar.

The learning outcomes and assessment plans for BSW students are fully delineated in Appendix D1.

In summary, the School of Social Work has maintained a continuous effort to assess the degree to which BSW students are achieving program’s learning outcomes. The School considers this
type of evaluation vital, not only to indicate that students are achieving the program’s learning outcomes, but also as a vehicle for improving the curriculum.

**MSW Program**

The MSW program is a two academic years, 60-semester hour graduate program. For those students admitted into the two-year program, they are required to successfully complete 60 hours. Students accepted into the Advanced Standing Program (Students who have a BSW from a CSWE accredited program) are required to complete the 9 semester hours of bridge courses offered in the summer prior to their second year and then complete the same 24 semester hours of core concentration courses and two electives in the second year of the program. The bridge courses contain content that prepares BSW students for advanced social work practice in a concentration in Community Partnerships. This content has a strong theoretical and experiential community based perspective, which is not the focus of BSW programs, including the accredited BSW program at Georgia State University.

In the Foundation Year, students are presented the generalist model of social work practice from strengths perspective. This generalist practice definition is presented in four courses as well as Field Education in the Foundation Year. However, it is important to understand that because our mission, goals, and objectives for the MSW Program are directed to the concentration in Community Partnerships, the program emphasizes the community as a system and as the primary unit of analysis. Therefore, students are required to take SW 7100-Foundations of Community Partnerships in the first semester of the Foundation Year. The course provides considerable theoretical content for the concentration, but it also stresses the importance of the generalist model. The prism that students are asked to apply the generalist model is through the community as the system or the unit of analysis. In this orientation, organizations, groups, families, and individuals are sub-systems though no less significant within the larger community system. In the Foundation Year course work, interventions at the various levels are presented and practiced, particularly at the subsystem of the individuals, families, and small groups, with the recognition that larger systems knowledge and skills will be more extensively covered in the Concentration Year.

The strengths perspective, that is, the principle that the social worker focuses on the assets, and not simply the deficits, of the individual, family, groups, organization, and community is stressed in the Foundation Year.

The concentration in Community Partnerships is designed with the central purpose of preparing students for advanced practice in community work. It originates within a liberal arts perspective that affords students the enriching qualities of the person-in-environment context. The liberal arts perspective is integrated and enhanced through the social work professional foundation. The social work professional foundation through the curriculum content areas, teaches students to appreciate and intervene in this person-environment context through the application of the generalist perspective under-girded by an ecological/open systems theory and a strengths model.
The concentration in Community Partnerships builds on the professional foundation that establishes the community, rather than the individual, family, or small group, as the unit of analysis. Every course is developed with the primary goal of creating competencies in students for the assessment, development, maintenance, and evaluation of community partnerships. Each course is organized around a coherent arrangement of skill sets that are the outcomes for the concentration that provide students with an integrated repertoire of competencies for partnering with individuals, families, small groups, and organizations in the community. All of the learning outcomes and assessments of those outcomes are delineated in Appendix D1.

Use of Assessments for Curricular Change

The School is committed to the assessments of learning outcomes and the knowledge learned from those assessments for making changes in the curricula and in the School’s overall structure and operations. In addition, there are several other vehicles for evaluating the feedback and making curricular changes including informal semester meetings with the Director of the School, a BSW and MSW Program Committee that include BSW and MSW students, a Field Education Advisory Committee, and a School of Social Work Community Advisory Council. However, the final decision for any curricular change and school structure and operations ultimately rests with the faculty of the School of Social Work.

To illustrate the above commitment, in the last several years, a number of curricular changes have been addressed by the School committees, discussed with the Community Advisory Council, and debated and approved by the faculty. For example, in the BSW program, the School opted out of the College research course and reinstated its own social work research course. In the MSW program, students received only three semester credit hours for SW 7500-Foundation Field Education I which they took in the Fall, along with four other foundation courses: HHS 6000, a college level research course; SW 7200--Human Development Through the Life Course; SW 7400--Social Work Practice I; and an elective, which we mandated as SW 4840--Social Work and the Law. Early on it became clear that this workload was burdensome. As a result, the faculty approved increasing the semester credit hours in the first semester field education course, SW 7500, from three to six and eliminating the elective in the first year. We moved the research course to the second semester. In so doing, each full-time semester in the first year (and the second year) consists of three classroom courses and one field education course (totaling 400 clock hours in the field in the first year). In a related decision, the faculty approved a change in the grading of SW 7500/7900 and SW 8500/8900, the Field Education courses.

Another change in the curriculum was prompted by student concerns. The above mentioned research course, HHS 6000, was taught at the college level by faculty from units other than social work. Our students felt that the examples used to illustrate the concepts were confusing because they came more from a medical and biological orientation rather than a human service orientation. The book used for the course was a nursing research text. As a result of this feedback, the faculty believed the School must teach its own research course. After consultation with the Dean of the College and approved by the College Academic Affairs Committee, MSW students now take SW 7300-Methods of Community Research Methods in Social Work.
Yet another change brought about by students and in consultation with field supervisors was the movement of SW 8300-Leadership and Management from the Fall to the Spring Semester of the Concentration Year. The rationale for this move included the ability of students to take an elective each semester and placing the content of leadership and management more in line with field education objectives.

Another example of curricular change that resulted from the evaluation process is the relationship between the three bridge courses offered to the advanced standing students in the summer. Through course evaluations and the focus group, students were almost unanimous in supporting two of the three of the summer bridge courses for providing the appropriate connections to the concentration in Community Partnerships. However, there has been continuing refinement of the third course based upon the feedback. The current iteration of utilizing the variable topic course SW 7960-Seminar in Community Partnerships has provided the opportunity to present modules of information and skill building, e.g. intensive writing and SPSS.

Finally, the evaluation of objectives and the various groups and institutions that participate in the analysis has assisted in the development of several certificate programs. In other words, the evaluation of objectives has provided the School opportunities to engage in continuous improvement of the curriculum for the both the BSW and MSW programs.

**Survey Data on Curricula Quality**

The survey results from faculty, students, and alumni present useful insight into the School’s performance regarding curricula quality (see Appendices D5a-e for survey summaries). In both the BSW and MSW programs, students current and alumni alike, view faculty as supportive, available, and helpful in their interactions with them. In virtually all of these areas, students rate the faculty/School above the University mean. Also, students and alumni, again in both programs, view faculty as well prepared to teach their courses, using teaching methods appropriate for learning, and employing fair evaluation measures. On the other hand, though approximately 60% of the students and alumni reported that they found the program of study academically challenging, slightly below the university mean, a relatively large number of the students, 15% found the program of study not very challenging. This concern was somewhat mitigated at the MSW level where alumni, perhaps as a result of the curriculum in the context of a work experience, rated the program more challenging than current students.

Faculty responses supported much of what students experienced in the program. Specifically, faculty felt there was agreement on the goals and objectives of the School, that the School provided an atmosphere to express differences of opinion and they had ample opportunity to influence School policy and decisions. The scores for these items were considerably higher than the means for the university and represent the clarity and helpfulness that was also felt by students.
Section E: Student Quality

The School of Social Work is committed to admitting the highest quality students to the Bachelors of Social Work (BSW) and the Master of Social Work (MSW) programs. This quality most assuredly includes academic achievement, however, it also includes such important factors as the ability to practice within the Social Work Code of Ethics, a commitment to economic and social justice, an appreciation of human diversity, and a willingness to work with vulnerable populations. These attributes are assessed, not only upon admission into the program, but throughout the students’ involvement in the program and their capacity to demonstrate these ability in their field experiences.

BSW Admissions

BSW status indicates that a student has demonstrated commitment to professional social work and has been recognized by the school as being ready to utilize that commitment in the demanding preparation for practice in the field. Students must apply for admission to BSW status. The BSW program admits students during the fall semester only.

The following are the minimum requirements for admission to the Bachelor of Social Work program:

- File a formal application in the School for the BSW program
- Have grades of “C” or better in English 1101 and 1102
- Have successfully completed Areas A through F (except SW 2000)
- Have a minimum grade-point average of 2.5 in the lower-division courses necessary to complete Areas A through F of the general core curriculum and a minimum grade of “C” in SW 2000, if completed.

Students can apply online or download the application from the School’s website (www.gsu.edu/socialwork). The BSW Program Director reviews both the application and the student's academic course evaluation for admission purposes.

Entry into the BSW program is a selective process on a space available basis. A student who meets only the minimum grade point average or other criteria is not necessarily guaranteed acceptance. Qualified students who initially are denied entry will be placed on a competitive waiting list in the order of their initial application to wait possible access to the program at a later time.

While not all BSW programs have a minimum 2.5 G.P.A. requirement, many do. In some universities, programs are prohibited from refusing admission to any student in good standing from an available major on campus. Comparative SAT or ACT scores from peer institutions were not accessible for this self study.
MSW Admissions

For the MSW program, the School of Social Work welcomes applications from qualified individuals seeking admission into the Master of Social Work program who reflect the values identified in the mission of the Community Partnerships concentration. The School grants admission on the basis of the applicant’s academic record, professional development, recommendations, statement of purpose, and personal qualifications.

Admission into the program occurs only once a year in the fall semester for full-time and part-time status, and in the summer semester for advanced standing status. The priority deadline for all programs is February 1st. After February 1st, applications will be reviewed and accepted on a space available basis. The Graduate Record Exam (GRE) should be taken before the application is submitted. Only applicants whose materials are complete and submitted on time are considered for admission.

The following are the minimum requirements for admission into the Master of Social Work program that must be completed prior to beginning the program:

X An undergraduate degree (all majors welcome) from an accredited college or university which should include 12 semester hours in social sciences, including introductory courses (or their equivalent) in Sociology, Psychology, Political Science, and Economics; one course with Human Biology content; two courses in English composition; and one course in Statistics.

X Advanced Standing applicants need to have completed the following courses with a grade of >C= or better (or its equivalent): Human Behavior and the Social Environment, Social Welfare Policy, Research Methods, Social Work Practice, and Field Education. Advanced Standing applicants also submit a copy of their mid-term field evaluation.

X A minimum of a 3.0 grade point average overall in all undergraduate coursework attempted (3.25 for Advanced Standing).

X A competitive score on the verbal and quantitative sections of the Graduate Record Exam.

X Evidence that the applicant possesses the personal and professional qualities essential for the social work profession. The Admissions Committee and reviewing faculty will use the applicant’s statement of purpose, letters of recommendation and other supporting documentation to ascertain this competency.

Acceptance into the MSW program depends upon enrollment limitations and the size and academic quality of each year’s applicant pool. Meeting minimum requirements is not a guarantee of admission into the program. The MSW program’s admission criteria and processes...
are set by the Admissions Committee. Tables E1 and E2 reflect the implementation of the MSW admission criteria

As can be seen in Appendix B1, Table B1a, the quality of the GSU students is comparable to the admitted students of the peer institutions. For example, the GRE scores over the last 3 years are very competitive, averaging 978 for verbal and quantitative, with the University of Houston and the University of Central Florida. It is interesting to note that many of our peer institutions, and in fact, many of the Schools of Social Work in the country do not require the GRE for admission. Many have found that the applicants’ references, work history, and personal statement are better indicators of graduate school and professional success.

Section F: Faculty Quality

The quality of the faculty has been discussed extensively in previous sections. It is important to reiterate that the School of Social Work is a very young program compared to other programs at research institutions. The depth and breadth of their accomplishment will continue to grow as the School matures.

Overall, the School of Social Work has extensive university teaching experience. All of the full time faculty teaching in the School of Social Work have graduate social work teaching experience either in employed teaching positions or gained while in their doctoral programs. All faculty have at least two years post-masters practice experience in a variety of fields of practice that guide their research and inform their teaching. These fields of practice include aging, mental health, substance abuse, health, income maintenance, domestic violence, and child welfare. Moreover, the School has faculty who, as clinicians, both privately and for agencies, have provided case management services, and faculty who have participated in prevention programs. Other faculty have managed large public agencies, while others have directed smaller organizations. Still others, have been active in “on-the-ground” community organizing. Taken together, the practice experience of the faculty is ideal for our generalist BSW program and for our concentration in Community Partnerships.

Of the full time faculty, all but one faculty member have taught in some capacity at the BSW and MSW levels. As a matter of School value, we do not want to polarize faculty into undergraduate or graduate faculty though many faculty hold graduate faculty appointments (Appendix F1-2). By desire and necessity, most faculty teach in both programs and participate in the development of curriculum from both the BSW program and MSW program, and will provide student advisement in both the BSW and MSW program. Specifically, who will teach primarily in the MSW program will and has changed from year to year given the changing nature of curriculum.

Faculty bring a wealth of experience and research interests that contribute to the total fabric of the School of Social Work and both the BSW and MSW programs. In total, the full time faculty of the School of Social Work provide the expertise to support the BSW program and the MSW program with its sole concentration in Community Partnerships.
During the review period, three faculty members received tenure and were promoted to Associate Professor of Social Work. A fourth person, who is in a non-tenure track position, was promoted from Assistant to Associate Clinical Professor in accordance with new College Promotion policy.

As noted in Section B, faculty have brought in a total of $2.9 million in external funds in the last three years. Most faculty have acquired funds, either external or internal, taking advantage of the College and University’s funded research programs. Faculty publications in scholarly journals have been more than sufficient to achieve tenure for three faculty during the review period as noted above. In addition to publications, faculty have produced 42 other scholarly works and presented 43 papers at regional, state, national, and international conferences. Yet, compared to the peer institutions, they have not yet achieved the level of production reported in the area of refereed journal publications while keeping pace in the area of external grant and contract awards (Appendix B1, Table B1). A partial explanation for these comparisons is more fully explicated in Appendix B1, but can be attributed in some degree to the relative age of the GSU School of Social Work and differential definitions of data from the peer institutions for inclusion in this self-study.

Still, faculty members are engaging in very important research and scholarship since the end of the review period. As examples, in 2005, Dr. Fred Brooks published a highly regarded article in the journal Social Work that analyzes the integration of service delivery and advocacy on behalf of welfare recipients. Dr. Elizabeth Beck will have her book on family members of capital offenders published in 2005 by Oxford Press. Dr. Lyons has several articles on risk assessment in child welfare currently in press. In other words, while scholarly production is not at the level of some of our peer institutions, that discrepancy is changing as the faculty and School mature.

### Section G: Resource Adequacy

1. Faculty Resources. The School of Social Work has adequate faculty to support the number of students in the BSW and MSW programs.

As noted in Table G-1, for the BSW and MSW levels, the TT faculty ratio data indicates that the three year average is 19.6 and 5.6 respectively. These ratios are computed differently that is required for our professional accreditation, but consistent with their minimum standards. (See Appendix G-1)

Because we only have one concentration for our MSW students as opposed to the multiple concentrations of our peer institutions, we do not offer as many courses as core courses to support additional concentrations. In addition, we do not offer a large number of electives at either the BSW or MSW level. We encourage students to take at least one or more of their electives in other departments around the university. Thus, the three year average of 4500 credit hours produced is consistent with the size of our faculty. Of the average 4500 credit hours, 80% were produced by full time faculty and 75% of those were produced by tenured or tenure track
faculty. (See Appendix B, Tables B-4a, B-4b, B-4c) In other words, full-time faculty teach the vast number of core courses in both the BSW and MSW programs.

2. Administrative Resources. The School of Social Work has adequate staff, if not rich staffing to support a faculty and student body of our size. The School has a Business Manager II. This position was recently upgraded because of the significant increase in external funding. In addition, the School has an Administrative Coordinator. This position is augmented with student and presidential assistants. Also, as part of the previous First Cycle Action Plan, in 1999 the School added an Academic Professional position, Director of Student and Community Services. The incumbent manages all of the admissions and advising for the MSW Program and serves as a liaison with the College of Academic Assistance and the University’s Admissions, Registrar, and Financial Aid Offices.

Finally, the School has employed several administrative assistants under the auspices of external funding to support the goals and objectives of training and research.

3. Technological Resources. The School has sufficient technology, e.g. desktops, laptops, etc. for faculty and staff to carry out its work responsibilities.

4. Space Resources. In October 2005, the School will be moving into permanent, renovated office space on the 12th floor of the Urban Life Building. This will be excellent space in terms of quality. However, there is no additional space for the School to grow. The number of faculty and staff under the state budget as well as the additional staff from grants and contracts fill all allocated offices to the School of Social Work.

5. Laboratory Resources. In partnership with the Department of Criminal Justice, the School of Social Work was allocated funds from student technology fees to set up a computer lab in the newly renovated 12th floor of the Urban Life Building described above. In addition, graduate social work students have access to the College of Health and Human Sciences computer lab on the 9th floor of the Urban Life Building.

6. GSU Foundation Resources. The School of Social Work has two primary accounts with the GSU Foundation. The first provides funds to support business expenses that are allowable with state funds. The second account is a scholarship account that supports awards to students earning honors within the School and will be supporting several scholarships awarded to incoming BSW and MSW students.

7. Library Resources. The School receives sufficient library funds to support the collection, journal holdings, and audio-visual needs of the School. (Appendix G-2)

Section H: Goals and Objectives

The School of Social Work strives to become one of the highly regarded social work education and research programs in the nation. This is inherent in our mission and consistent with the strides the School has made since the inception of the MSW program emanating from the first
cycle Academic Program Review. Receiving recognition in the 2004 U.S. News and World Report rankings only four years after our first MSW class graduated is an indication of the possibilities.

The School of Social Work will be pursuing the following goals and objectives in the next several years to further the excellence and distinctiveness we have achieved to date. These goals and objectives emerge from the School’s 2003 Strategic Plan and are consistent with the College and University’s Strategic Plans. Moreover, these goals and objectives are consistent with the strengths of the School of Social Work delineated in Section A.

Specifically, in priority order, the School will finalize the proposal and receive approval for the Center on Collaborative Social Work. This Center is expected to be fully self-funded through grants and contracts. The mission of the Center for Collaborative Social Work is to contribute to building and sustaining healthy communities through the utilization of community strengths and resources in: (1) the development and application of interventions, program strategies, policy analysis, and community-based research and evaluation; (2) the education and training of a multifaceted human services workforce; and (3) the facilitation of community partnerships. It is anticipated that over the next several years, the Center will significantly increase the School’s acquisition of external funds and scholarly publications per year. The Center will also contribute to the service function of the School. It is the objective that the School will become a focal point for Community and Regional Forums building on the anticipated success of the March 2006 Community Forum. This goal is consistent with the University’s strategic goal “to produce clearer understandings of urban structures and dynamics, and applied research, that lends itself to policy and programmatic analysis and reform” (GSU 2005 Strategic Plan, p. 29) and to increase grant and contract support to the university to $10 million dollars by FY 2010 and writing grant proposals to $175 million (GSU 2005 Strategic Plan, p. 23). An executive summary of the proposal for the Center of Collaborative Social Work is located in Appendix H.

The second goal of the School is derived from the School’s strategic plan. The School of Social Work will increase the MSW program through the addition of core courses offered in the evening. Currently, the MSW program is a day-time program. There is increasing demand to offer greater part time and evening opportunities. To offer the full MSW curriculum in the evening would require 2½ additional faculty FTEs. These faculty members would be responsible not only for course work but the additional effort necessary to increase available field education opportunities and academic advising responsibilities for an additional 50-60 MSW students. This expansion in the MSW program goal is consistent with the University’s strategic goal to increase the number of graduate and professional students to at least 8000 by FY 2009 (GSU 2005 Strategic Plan, p. 21).

The third goal of the School is taken from the 2003 Strategic Plan. The School of Social Work will increase its BSW program to serve the educational needs of the human service providers in the Atlanta community. This degree program will be intended to help professionalize the current work force of underserved populations in the greater Atlanta community. This goal will require a collaborative effort with human service agencies, Community Colleges in the metropolitan area, and ESL services. To accomplish this goal, the School will require two additional FTEs.
This innovative BSW goal is consistent with the University’s strategic goal to increase retention rates and decrease attrition rates while maintaining diversity among the student body. (GSU 2005 Strategic Plan, p. 19)

The fourth goal of the School is derived generally from the School’s strategic plan and specifically from the university Urban Health Initiative and builds upon an expanding MSW student base described in the second goal. The College of Health and Human Sciences is actively discussing an Interdisciplinary Ph.D. in Urban Health to complement the Urban Health Initiative. The School of Social Work has resisted establishing a Ph.D. in Social Work despite persistent student inquiries, because of the resources required to sustain a disciplinary Ph.D. program. However, an interdisciplinary Ph.D. in Urban Health is fully consistent with the direction of the profession. The School expects that a substantial number of the doctoral candidates in this program will have an MSW and will select a social work cognate. However, if an interdisciplinary Ph.D. is not a feasible option, the School will work towards a Ph.D. in Social or a joint Ph.D. program with other disciplines. To support the School’s participation in this Ph.D. program, the School, in addition to the faculty member being recruited this academic year with Urban Health Initiative funds, and the additional faculty needed to support an expanded MSW program, the School will require two additional FTEs. This Ph.D. goal is consistent with the University’s strategic goal to increase the number of full time doctoral students (GSU 2005 Strategic Plan, p. 21) and to provide “high quality, central academic programs that cut across some traditional organizational lines within the university and advance a multidisciplinary approach to future complex problems and needs”. (GSU 2005 Strategic Plan, p. 25)

Importantly, in support of any and/or all of the above goals, the School will require a proportionate increase in the number of staff to manage a growing professional social work program. An increase in the number of students at all levels will necessitate increased support in every aspect of the program including admissions, advising, and field education.
Appendix B1
Rationale for Choices of Peer Programs

The School of Social Work selected as its peer institutions, 6 universities listed by Georgia State University as Peer Institutions; University of Cincinnati, University of Houston, University of Louisville, University of South Florida, and the University of Wisconsin, Milwaukee, University of Illinois, Chicago, as well as the University of Central Florida. While these universities may be peers for GSU, they tend to be both peer and aspirational universities for the School of Social Work. For example, four of the schools listed, Louisville, Houston, University of Illinois, Chicago, and South Florida have doctoral programs in Social Work and Houston and Louisville do not have undergraduate social work programs. Three of these universities have medical schools, Cincinnati, Illinois-Chicago, and South Florida.

The graduate social work programs for all of these universities have been in existence for over at least 30 years while the GSU MSW program graduated its first class in 2000.

Table B-1a Peer Institution Data outlines information about faculty and students from these programs.
## Appendix B-1a

### Peer Institution Data*

<table>
<thead>
<tr>
<th>Institution</th>
<th>GSU</th>
<th>South Florida</th>
<th>Houston</th>
<th>Louisville</th>
<th>Central Florida</th>
<th>Cincinnati</th>
<th>Wisconsin Milwaukee</th>
<th>Illinois Chicago</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avg. FT Tenured or TT faculty last 3 years</td>
<td>11</td>
<td>15</td>
<td>18</td>
<td>17</td>
<td>15</td>
<td>12</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>Avg. FT non-TT or clinical faculty last 3 years</td>
<td>2</td>
<td>11</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Avg. FTE BSW students last 3 years</td>
<td>195</td>
<td>170</td>
<td>N/A</td>
<td>N/A</td>
<td>189</td>
<td>70</td>
<td>291</td>
<td>100</td>
</tr>
<tr>
<td>Avg. FTE MSW students last 3 years</td>
<td>56</td>
<td>170</td>
<td>350</td>
<td>340</td>
<td>206</td>
<td>130</td>
<td>256</td>
<td>425</td>
</tr>
<tr>
<td>Avg. Student To Faculty Ratio</td>
<td>19.3</td>
<td>13.1</td>
<td>14.0</td>
<td>15.5</td>
<td>20.8</td>
<td>14.2</td>
<td>30.6</td>
<td>17.5</td>
</tr>
<tr>
<td>Avg. GPA of attending MSW students last 3 years</td>
<td>3.04</td>
<td>N/A</td>
<td>3.45</td>
<td>3.22</td>
<td>3.5</td>
<td>3.0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Avg. GRE scores (verbal/quantitative) of attending MSW students last 3 years</td>
<td>978</td>
<td>N/A</td>
<td>980</td>
<td>N/A</td>
<td>882</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Avg. faculty per year total of refereed journal articles last 3 years</td>
<td>.51</td>
<td>1.5</td>
<td>1.0</td>
<td>1.1</td>
<td>1.3</td>
<td>1.25</td>
<td>N/A</td>
<td>.81</td>
</tr>
<tr>
<td>Avg. total of external funds last 3 years</td>
<td>$1M $2.5M $5.2M $3.2M $1.3M $100,000</td>
<td>N/A</td>
<td>N/A $8.5M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avg. per tenured/TT faculty total last 3 years</td>
<td>$90K $166K $288K $188K $86K $8K</td>
<td>N/A</td>
<td>N/A $386K</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Each Peer Institution defined the category somewhat differently. For example, while FTE was requested for students, schools reported all students when each has a much higher number of Part Time MSW students than GSU.

*Some schools reported total publications, others per faculty publications. Refereed was differentially defined and unduplicated was not explicated.
Appendix B2

SCHOOL OF SOCIAL WORK ORGANIZATION CHART

Dean, CHHS
Susan Kelley

Director, School of
Social Work
James Wolk

Community Advisory Council

Title IV-E
Child Welfare
Training Grant
P.I. Peter Lyons

Director, Student &
Community Services
Felisha Norrington

Project Director
Debra Klausner

Business Manager II
Susan Edwards

Faculty

School Committees
MSW Program
BSW Program
Search
P & T
Admissions
Scholarship
Center
Self-Study

Director, Field
Education
Mindy
Wertheimer

BSW Program
Director
Elizabeth Beck

Field
Education
Advisement

Graduate Research Assistants

Administrator
Assistants

Student Assistants
Appendix B3
GEORGIA STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
CONSTITUTION AND BYLAWS OF THE FACULTY

PREAMBLE

Social work education, like university education generally, is preparation for the educational mission of excellence and distinctiveness in both learning and application. The professional social worker seeks to enhance optimum social functioning through ethically grounded practice for individuals, groups, families, organizations, communities and society. The Faculty of the School of Social Work has the responsibility of pursuing this mission through their teaching, research, and service activities. The Constitution of the Faculty was conceived and the following rules and forms of organization were set forth in order to facilitate these activities.

ARTICLE 1. NAME

The name of the body referred to in this document shall be The Faculty of the School of Social Work. The articles contained herein shall provide only for one facet of faculty responsibility, that of participation in the administration of the Department, and nothing shall infringe on the rights or responsibilities of the individual faculty member accruing from his/her University appointment. Furthermore, no statement herein shall be interpreted as modifying the responsibility and authority of the Director of the School of Social Work as defined by the President and approved by the Board of Regents of the University System of Georgia.

ARTICLE II. MEMBERSHIP

Section 1. Regular Members

The Faculty of the School of Social Work shall consist of the following regular members with voting privileges:

(a) The Director of the School of Social Work, ex-officio.

(b) Members of the Georgia State University faculty and administrative staff who are appointed full-time tenure track and non-tenure track faculty and the Academic Professional staff of the School of Social Work upon
recommendations of the Director and the University and Board of Regents of the University System of Georgia approval.

Section 2. Associate Members

The Faculty of the Director of Social Work may include the following associate members with privileges of the floor but not of voting:

(a) Faculty from other Departments or practitioners from the community who share responsibilities in the School of Social Work with regular faculty members.

(b) Part-time faculty of the School of Social Work

ARTICLE III. Officers

Section 1. Director

The Director of the School of Social Work shall be the chair, ex-officio.

Section 2. Secretary of the Faculty

The Secretary of the Faculty shall be appointed each year by the Director from among those members with at least two years of experience as a faculty member. The Secretary shall coordinate with the School’s secretarial staff in recording business of the faculty.

ARTICLE IV. FACULTY RESPONSIBILITIES

Section 1. Educational Policy

The faculty shall have primary responsibility for planning curriculum; formulating standards for admission of students and standards for awarding degrees; and participation in other matters that affect the educational policies of the School.

Section 2. Faculty Membership

Faculty appointments, re-appointments, promotions and actions resulting in tenure shall be made with the active participation of the regular faculty through established committees and procedures and consistent with the College of Health and Human Sciences and Georgia State University.

Section 3. Committee Participation
It shall be the responsibility of the regular members of the faculty to serve on standing and/or ad hoc committees. Individuals may be relieved for cause. Rotation of members is desirable and the Director shall approve all School committee appointments.

Article V. MEETINGS

Section 1. Regular Meetings
The faculty shall have a minimum of six (6) regular meeting a year.

Section 2. Annual Meeting
The faculty shall have an annual meeting during the week preceding the beginning of the Fall Semester.

Section 3. Special Meetings
Special meetings of the faculty shall be called by the Director:
(a) At the direction of the faculty
(b) At the written request of not fewer than 50% of the regular members of the faculty.

Section 4. Notice of Meetings
(a) Written notice of regular meetings shall be circulated to the faculty one week in advance of the meeting
(b) Notice of a special meeting shall be given to the faculty as much in advance of the meeting as is possible, but no less than three days.
(c) All notices shall contain as complete an agenda as possible.

Article VI. COMMITTEES

Section 1. Delegation of Powers
(a) Matters within the primary responsibility of the faculty may be delegated to committees which shall be responsible to the faculty as a whole.
(b) Such committees shall be of two kinds:
   (1) Standing committees shall be created by the faculty for the conduct of its regular on-going business.
   (2) Ad hoc committees may be created by the Director of faculty for completion of a special task.
Section 2. Appointments and Terms of Office
(a) All standing committee members of the faculty shall be appointed by the Director each year and submitted to the faculty for approval.

Section 3. Reports
(a) An ad hoc committee shall make a written report to the faculty upon completion of its assignment or its usefulness.
(b) Each standing committee shall submit a written, summative report for distribution to the faculty well at least three working days in advance of the meeting at which it will report its business.
(c) All committees shall present interim reports as requested by the faculty or the Director.

Article VII. AMENDMENTS
1. The provisions of the Constitution of the Faculty of the Georgia State University School of Social Work may be altered, amended, or repealed by a two-thirds majority of the voting membership.

B. Any motion to alter, amend, or repeal any provision(s) of the Constitution must lie over from one meeting to the next regular faculty meeting.

BYLAWS

ARTICLE 1. MEETINGS

Section 1. Procedures
(a) Regular meetings of the Faculty of the School of Social Work shall be at the time and place designated by the Director, and in his/her absence, a designated senior faculty member.
(b) In the conduct of the meeting of the Faculty of the School of Social Work, Robert=s Rules of Order shall prevail except as otherwise provided in these By-Laws.
(c) At a Special Meeting of the Faculty, the subject(s) for which the meeting is called shall be the first order of business.
(d) Changes in School policy shall be effected as follows:
Proposals involving major changes in School Policy shall be circulated in writing to all regular members of the faculty in advance of the meeting at which they are to be considered.

Full discussion shall be held; however, vote on the decision shall lie over until the following meeting.

In situations where a decision must be reached prior to the following meeting because of the necessity to take action, the vote on the final decision shall be taken; this decision shall be reviewed at the following meeting.

A Faculty member absent from a meeting in which major policy issues are being discussed may submit in advance a written statement of his/her position which must be read at the faculty meeting.

**Section 2. Voting**

(a) The usual method of voting shall be by voice. At the request of any member of the regular faculty or the chair, a vote by hand or by secret ballot shall be employed. A majority of those voting shall decide any issue unless the rules provide otherwise.

(b) A secret written ballot shall be required in elections.

(c) In elections or in cases of a major policy change, absentee voting by members of the regular faculty shall be permitted in advance through notification of the Director.

(d) Ex-officio members of a committee shall have a vote on all committee matters unless the committee has excluded the ex-officio-vote.

**Section 3. Officers**

(a) Chair

(1) The Director of the School of Social Work, as Chair of the faculty, shall preside at its meetings.

(2) In the absence of the Director, his/her designee shall preside.
(3) It shall be the responsibility of the Director to send out notice of all meetings.

(4) The Director shall, previous of each meeting, prepare and distribute an agenda.

(b) Secretary

(1) The Secretary shall be the recording officer, with the assistance of staff, of faculty meetings and the custodian of faculty proceedings unless such duties are specifically assigned to others.

(2) It shall be the responsibility to the Secretary to keep the minutes of the faculty meetings and to provide the copy of same to each regular faculty member in advance of the next meeting. In the absence of the Secretary, this function shall be assigned to a member of the faculty by the chair.

Section 4. Student Participation

Student representatives may attend all regular faculty meetings, the number not to exceed 1/3 of the regular faculty members. While students shall not have voting privileges at these meetings, they shall have privilege of the floor.

Section 5. Minutes

(a) Minutes of all faculty meetings shall be prepared and preserved.

(b) Minutes must be approved by faculty at a regular faculty meeting.

(c) Such minutes serve as the official record of faculty meetings and of the School in general and shall generally preserve decision rather than debate.

ARTICLE II. COMMITTEES

ROLES OF COMMITTEES

The Director of the School in consultation with the BSW Program Director shall assign members to specific committees.

The Committee shall perform until its assigned duties are completed or until the Committee is dissolved by the faculty as a whole.
The committee structure of the School consists of the following groupings:

- MSW Program Committee
- Search Committee
- Promotion and Tenure Committee
- Admissions and Scholarship Committee
- BSW Program Committee
- Community Advisory Council
- Field Education Advisory Committee
- Ad Hoc Committee

**ROLES AND RESPONSIBILITIES OF COMMITTEES**

The **MSW Program Committee** is the primary committee for planning curriculum, awarding of degrees and participation in other matters that affect the educational policies of the MSW Program.

The **BSW Committee** is primarily responsible for the planning, implementation, and evaluation of admissions, curriculum, awarding of degrees, and advising of the BSW program.

The **Search Committee** is primarily responsible for planning, conducting, and recommending faculty candidates for hire.

The **Promotion and Tenure Committee** is primarily responsible for the review of promotion and tenure applications, revising the promotion and tenure documents, and other personnel matters affecting the operations of the School.

The **Admissions and Scholarship Committee** is primarily responsible for developing plans and procedures, admissions criteria and evaluation schemes for the acceptance of students into the School’s MSW program. This committee is also responsible for setting policy and awarding School scholarships and other forms of financial assistance with the exception of paid field education options, to BSW and MSW students.

The **Community Advisory Council** is responsible for giving feedback to the Director and faculty of the School of Social Work. The feedback is directly related to the educational program as well as other administrative matters, e.g. fundraising, of the School. Faculty and administrative personnel are welcome to attend these meetings. The Director of the School is an ex-officio member of this committee.
The Field Education Advisory Committee is primarily responsible for advising the Director of Field Education regarding the policies and implementation, and evaluation of the BSW and MSW field education.

An Ad-Hoc Committee is developed on an as needed basis by the Director of the School. Membership in this committee is also developed on an ad-hoc basis.
## Appendix B4

### School Of Social Work Current Faculty Roster

<table>
<thead>
<tr>
<th>NAME</th>
<th>HIRE DATE</th>
<th>ENTRY RANK</th>
<th>CURRENT RANK</th>
<th>TENURE STATUS</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beck, Elizabeth</td>
<td>1/3/97</td>
<td>Assistant</td>
<td>Associate</td>
<td>Yes</td>
<td>Full-time</td>
</tr>
<tr>
<td>Brooks, Fred</td>
<td>8/16/99</td>
<td>Assistant</td>
<td>Assistant</td>
<td>No</td>
<td>Full-time</td>
</tr>
<tr>
<td>Brown, Jacqueline</td>
<td>8/1/01</td>
<td>Part-time Instructor</td>
<td>Part-time Instructor</td>
<td>No</td>
<td>Part-time</td>
</tr>
<tr>
<td>Carrillo, Dorothy</td>
<td>8/18/03</td>
<td>Academic Professional</td>
<td>Academic Professional</td>
<td>No</td>
<td>Full-time</td>
</tr>
<tr>
<td>East, Cynthia</td>
<td>8/16/099</td>
<td>Assistant</td>
<td>Assistant</td>
<td>No</td>
<td>Full-time</td>
</tr>
<tr>
<td>Horlick, Gail</td>
<td>6/20/95</td>
<td>Part-time Instructor</td>
<td>Part-time Instructor</td>
<td>No</td>
<td>Part-time</td>
</tr>
<tr>
<td>Ivery, Jan</td>
<td>8/16/04</td>
<td>Assistant</td>
<td>Assistant</td>
<td>No</td>
<td>Full-time</td>
</tr>
<tr>
<td>Klausner, Debra</td>
<td>8/16/99</td>
<td>Part-time Instructor</td>
<td>Assistant</td>
<td>No</td>
<td>Full-time</td>
</tr>
<tr>
<td>Ligon, Jan</td>
<td>8/17/98</td>
<td>Assistant</td>
<td>Associate</td>
<td>No</td>
<td>Full-time</td>
</tr>
<tr>
<td>Littrell, Jill</td>
<td>9/14/92</td>
<td>Assistant</td>
<td>Associate</td>
<td>Yes</td>
<td>Full-time</td>
</tr>
<tr>
<td>Lyons, Peter</td>
<td>1/2/98</td>
<td>Assistant</td>
<td>Associate</td>
<td>Yes</td>
<td>Full-time</td>
</tr>
<tr>
<td>Norrington, Felisha</td>
<td>9/11/00</td>
<td>Academic Advisor</td>
<td>Academic Professional</td>
<td>No</td>
<td>Full-time</td>
</tr>
<tr>
<td>Ohmer, Mary</td>
<td>8/16/04</td>
<td>Assistant</td>
<td>Assistant</td>
<td>No</td>
<td>Full-time</td>
</tr>
<tr>
<td>Park, Wansoo</td>
<td>8/15/00</td>
<td>Assistant</td>
<td>Assistant</td>
<td>No</td>
<td>Full-time</td>
</tr>
<tr>
<td>Wertheimer, Mindy</td>
<td>9/2/80</td>
<td>Part-time Instructor</td>
<td>Assistant</td>
<td>No</td>
<td>Full-time</td>
</tr>
<tr>
<td>Whitley, Deborah</td>
<td>9/12/94</td>
<td>Assistant</td>
<td>Associate</td>
<td>Yes</td>
<td>Full-time</td>
</tr>
<tr>
<td>Whitten, Ron</td>
<td>7/1/74</td>
<td>Part-time Instructor</td>
<td>Assistant</td>
<td>No</td>
<td>Part-time</td>
</tr>
<tr>
<td>Wolk, James</td>
<td>8/1/95</td>
<td>Professor</td>
<td>Professor</td>
<td>Yes</td>
<td>Full-time</td>
</tr>
</tbody>
</table>
### Appendix B5

**Summary Table of B4**

**Average Annual Number of Faculty Members by Rank and Status**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured Professors</td>
<td>1</td>
</tr>
<tr>
<td>Tenured Associate Professors</td>
<td>5</td>
</tr>
<tr>
<td>Tenure Track Assistant Professors</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Tenure-Track Faculty Members</strong></td>
<td><strong>11</strong></td>
</tr>
<tr>
<td>Non-Tenure Track Associate Professor</td>
<td>1</td>
</tr>
<tr>
<td>Non-Tenure Track Assistant Professor</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Non-Tenure Track Faculty Members</strong></td>
<td><strong>2</strong></td>
</tr>
<tr>
<td><strong>Total Full Time Faculty Members</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>
Appendix C1
DEPARTMENT OF SOCIAL WORK
FIVE YEAR ACTION PLAN
February 1999

I. Introduction and Background

The Department of Social Work offers two degrees, a Bachelor of Social Work (BSW), which is the entry level degree for social work practice and a Master of Social Work (MSW), which is the specialist degree for social work practice. Both degrees are subject to accreditation from the national Council on Social Work Education (CSWE) which sanctions all BSW and MSW programs. Initial accreditation was granted to the BSW Program in 1981 and full reaffirmation of accreditation was granted in 1995 and extends through 2003. The Georgia State University MSW Program was granted Candidacy Status in June 1998 and will be eligible for initial accreditation in the Spring 2001. There are currently two public accredited MSW programs in the state, the University of Georgia-Athens and Valdosta State University, one privately supported accredited MSW program in the state, Clark-Atlanta University, and one other publicly supported MSW program in a pre-accreditation status, Savannah State University.

In July 1996, the Department of Social Work became part of the College of Health and Human Sciences after the College of Public and Urban Affairs was disbanded. The Department has ten full-time tenure track faculty including the Chairperson of which five are tenured, two at the Full Professor and three at the Associate Professor Level. Additional faculty include a full time non-tenure track faculty member, with a Ph.D., who is the Director of Field Education and an Academic Professional, who has an MSW degree and is Director of Student and Community Services and staff support that includes a full time Business Manager I and one administrative assistant. Moreover, the Department has one vacant tenure track position. Because of the nature of our mission with the MSW program, the faculty has approved the changing of the vacant position to a non-tenure track position in order to employ an individual with strong credentials in community work. The successful candidate for this position will have teaching and service responsibilities that will advance our community partnership orientation. Finally, the Department has been assured of one additional tenure track position from the FY 1999 College of Health and Human Sciences budget. Recruitment is underway for a person with an MSW, plus two years post masters practice experience and a Ph.D. to teach and conduct research primarily in the MSW Community Partnership Concentration.

In aggregate, the Department of Social Work faculty are a highly productive group of teachers and scholars. They have a strong commitment to community service and the acquisition of external funds to support their research and to provide training. As evidence, several of the faculty have national reputations in their field of study earned through numerous publications in refereed journals and participation in service projects. They have demonstrated their ability to bring in extramural funding through involvement in grants and contracts totaling $300,000 from 1995-1998.

While the number of undergraduate majors and more precisely, the number of annual graduates has fluctuated over the years, there has been a general increase 1990-1996. The Department graduated 42 students in the 1996-1997 academic year and 77 in the 1997-1998 academic year. Given the size of the current cohort of students, the number of 1998-1999 BSW
graduates will likely be closer to 60. We have been able to increase the class size for these two years since we have added the additional faculty. With the advent of the MSW program in fall, 1998, 14 full time students have begun the program. During the summer of 1999, we will admit approximately 10-15 advanced standing students (students with a BSW who will take nine semester hours in the summer and then start the second year with the initial class of 14) and fall 1999 we will admit our first part time evening MSW students and our second full time class.

A combination of factors mandate that the Department of Social Work engage in ongoing and systematic self study and review, including APACE, accreditation for the existing BSW program (which is accredited through 2003) candidacy status for the MSW program, semester conversion, and reorganization into the College of Health and Human Sciences. As a result of these various forces, the Department of Social Work is well prepared to delineate its action plan for the next five years.

II. Internal Changes to be Implemented

A. Departmental Focus

The various units of the College of Health and Human Sciences have a common understanding of the College=s mission and a real sense of commitment to achieving that mission. Inherent in this conceptualization is the necessity to engage in collaborative and cooperative efforts among the disciplines in the college and to translate those efforts into partnerships with other colleges and elements of the community. This collaboration has already begun as evidenced in a number of projects underway among faculty in social work and other departments in and out of the CHHS.

The collaboration extends to the teaching responsibility as well. During the past year, the Departmental faculty participated in the planning and development of two upper division undergraduate multidisciplinary/interdisciplinary core courses in research methods and communications/diversity that are required of virtually all majors in the college. The teaching, research, and service collaborative efforts are tangible examples of a college focus, rather than a narrow departmental focus, and a definitive statement about the direction the College of Health and Human Sciences is moving.

B. BSW Program

The Department will adhere to a minimum of a 2.5 program GPA as well as specific course completions for admissions. Since students must complete their course work in sequential order, the Department will monitor that sequencing during the progress of students through the curriculum. The Department has attempted to offer all courses to a new cohort of evening students each year. As laudable as this was given the composition of the student population at Georgia State University, the five year outlook for the department, make this no longer feasible. As a result, the Department instituted an every other year evening cohort, which began in the Fall of 1998. In practical terms, this was a redirection of one FTE to other needs within the department.
In the Fall 1998, the curriculum implemented several modest changes. Besides the addition of two upper division college wide courses that supplanted the departmental research course and the addition of a course on Communications and Diversity in the social work core, the Department now requires that students take three of their five required electives from social work offerings. Prior to this time, students were free to take courses from a broad menu of courses with social work advisor approval. Often, these approved electives were courses students completed prior to selecting social work as a major.

One of the available social work electives will be an enhanced course in Case Management and Community Resources. Several of the outcome measures for accreditation indicate that BSW graduates need additional knowledge and skill development in case management. We changed SW 300--Introduction to Social Work to a lower division course, SW 2000. This change allows lower division students to learn more about social work before they select a major. Several Community Colleges within the University System of Georgia offer an introduction to social work course and this allows for an improved transfer of semester credit hours.

C. MSW Program

The MSW program, with a sole concentration in Community Partnerships, began in the Fall of 1998, concurrent with semester conversion. The total program will be phased in over a two year period. The MSW program admitted its first cohort of full time, day time students to the MSW program in the Fall of 1998. Of the 32 students admitted to the program, 14 students began the MSW program. During the summer of 1999, we will admit another 10-15 advanced standing students and we will admit our first cohort of 10-15 evening MSW students in the Fall of 1999. These additional program elements translate into an increase of 18 new course sections during the 2000 academic year. It will take evening students four years or eight semesters to complete the 60 hour curriculum. When the MSW program is fully operational in 2001, it will have 88 students comprising 74 FTEs.

The MSW program was granted Candidacy at the June 1998 Commission Meeting of the Council on Social Work Education (CSWE), right on schedule for the prescribed accreditation process. While in Candidacy Status, we will have one site visit per academic year from a CSWE Commissioner. The information and feedback received from these visits, will be used to write our self-study during the second year of the MSW program. Programs cannot receive initial accreditation until they have graduated one class of students. It is our goal to receive full accreditation during the Spring of 2001. In order to accomplish this goal and because of the rigorous and extensive work necessary to satisfy the accreditation standards set by CSWE, the faculty will continue to refine admission criteria, mission and objectives, create measurable outcomes and evaluative tools and develop curriculum and course outlines. All of these efforts must be reviewed and approved by faculty, advisory councils, students, and college committees.
The Department will phase in the MSW program. We have received a waiver from the Board of Regents to offer a 60 semester hour masters which is the norm for graduate social work education. These hours include 900 hours of supervised internships for each student. The first year of the program is a foundation year that reflects much of the content of the BSW program. This foundation year includes the following content areas, research, human behavior and the social environment, social work practice, social welfare policy and services, values and ethics.

The second year is a specialization year. While many MSW programs have the resources to offer several specializations, we will offer only one specialization. Our exclusive focus is Community Partnerships. During the first year of the MSW program, the students will receive a grounding in individual and family intervention skills, social welfare policy, human behavior and the social environment, social research, and fundamentals of community practice. In the second year, students will be taught skill sets that will help them develop the capacity to work with neighborhoods, organizations, and communities in such areas as coalition building, mediation, conflict management, team building, administration and planning, community action, policy analysis, fundraising, marketing, and use of technology.

2. Coordination of undergraduate and graduate education

As described above, the Department of Social Work will be leveling and stabilizing the size of the BSW program over the next two years in planned relationship with the growth of the MSW program. This change will allow the Department to comply with the proscribed student:faculty ratios of the Council on Social Work Education. All faculty will be expected to teach in both the undergraduate and graduate programs. Virtually all faculty will be expected to maintain an active research agenda and to pursue external funding, though the level of these activities will be commensurate with the expertise and interests of the individual faculty member and the overall needs of the department. To that end, the Department will manage the resources available, travel, GRAs, release time, etc. without regard to whether a faculty member primarily teaches at the BSW or MSW level. This allocation of resources and delegation of assignments extends to such non teaching and scholarship assignments as club sponsorship, committee work, and student advisement.

III. Additional Resources Required

A. Faculty Support

In order to accomplish the goals and objectives outlined above and to meet accreditation standards set by the Council on Social Work Education, the Department of Social Work will need additional resources. However, the Department has already taken steps through redirection to solve some of its human resource demands.

In 1997, the Department of Social Work converted existing personnel funds to a new administrative support line rather than expecting an additional position from the university. The requirements of the job in a department with eight active faculty is demanding enough, but with a Field Education Program as extensive as ours, the job cannot be accomplished by one person. The creation of a second administrative support position was essential.
B. **Graduate Student Support**

Social work faculty currently make significant use of graduate students both in and out of the department. These graduate students have been essential to the research of faculty. We have 5 non-tenured faculty; we would like to see each nontenured faculty member have a graduate assistant for two semesters every other year in order to develop their research programs. We still would have GRAs available periodically for tenured faculty, although many of their GRAs will come from external funding.

C. **Future Needs**

The Department of Social Work requests that we be able to change our name to the School of Social Work. While such a name change would not affect the internal relationships of the department to other departments, the college, or the university, it would afford the department considerably greater external credibility. Of the approximately 120 graduate schools of social work in the United States, over 80% are schools including University of Georgia-Athens, and Clark Atlanta University. Of the 22 Urban Universities, 17 have social work programs and all are Schools of Social Work.

Any examination of Schools of Social Work across the country and professional programs in general, particularly those programs that maintain a national reputation for excellence, have considerably more administrative support than the present administrative resources. While the Department of Social Work is fortunate to be able to recruit an additional staff person this year for admissions, it is difficult to fully assess the administrative needs as the program matures over the next five years.

We do know that our PTI needs will increase as all components of the MSW program are implemented. While we fully expect that faculty grants will provide some revenue to hire PTIs, our current summer budget reflects funds to support only the BSW program. In a similar vein, our summer budget will need to be increased significantly to accommodate the demands from students in the MSW program and increased administrative responsibilities required by the accrediting body which mandates continuity through the summer months, specifically the Director of the BSW Program and the continuing work of the Director of Field Education.

Administrative continuity contracts over the summer are considerably less costly than offering the same people 12 month contracts. To date, we have managed a limited summer budget for the BSW program, with limited offerings. However, beginning in the Summer of 1999, our offerings to MSW students will increase by at least three core courses per summer. Currently, we have no additional money in the summer budget to cover these courses.
Appendix D1
Learning Outcome Statements and Assessment Plans

School of Social Work Mission Statement

The mission of the School of Social Work is to contribute to the building of healthy communities that maximize human potential and promote social and economic justice through excellence and distinctiveness in teaching and learning, research and scholarship, service and outreach. The mission of the BSW Program is to prepare entry-level, generalist social workers to assume responsibility for a range of services that deal with the problems experienced by people in a multicultural society. The mission of the MSW Program is to prepare students in advanced social work practice for leadership roles in the effort to solve, in partnerships with others, the existing and developing challenges that confront communities in the United States and internationally.

Bachelors of Social Work Mission Statement

The mission of the BSW Program is to prepare entry-level, generalist social workers to assume responsibility for a range of services that deal with the problems experienced by people in a multicultural society.

Assessment Plan for the Bachelors of Social Work

BSW Learning Objectives

The objectives listed below are consistent with the Commission on Accreditation of the Council on Social Work Education’s learning objectives for educating students for entry-level generalist practice in social work.

1. Apply critical thinking skills within the context of professional social work practice.

2. Understand the value base of the profession and its ethical standards and principals, and practice accordingly.

3. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation.

4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

5. Understand and interpret the history of the social work profession and its contemporary structures and issues.

6. Apply the knowledge and skills of a generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations and communities.

8. Analyze, formulate, and influence social policies.

9. Evaluate research studies, apply findings to practice, and evaluate one’s own practice interventions.

10. Use communication skills differentially across client populations, colleagues, and communities.

11. Use supervision and consultation appropriate to social work practice.

12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

**BSW Learning Outcomes**

The learning outcomes outlined below have been formulated from the BSW Program Objectives to be consistent with the GSU General Education and Undergraduate Education Learning Outcomes.

**Goal I. Communication**

1. Students demonstrate written communication skills through research and position papers in subject areas affecting vulnerable populations.

2. Students demonstrate written communication skills specific to social work.

3. Students demonstrate oral communication skills through the completion of a class presentation on their respective field agency.

4. Students demonstrate oral communication skills specific to social work practice.

**Goal II. Collaboration**

1. Students demonstrate collaboration skills through case planning with clients.

2. Students demonstrate collaboration skills through partnering with other social agencies on behalf of their clients during their field internships.

**Goal III. Critical Thinking**
1. Students demonstrate critical thinking skills through the development of testable hypotheses and interpreting and analyzing data related to client and system problems.

2. Students demonstrate critical thinking skills through the gathering of client information and formulating, in collaboration with the client, a plan of action.

3. Students demonstrate critical thinking skills through the application of the values and ethics of the profession of social work to specific client, organizational, and community issues.

4. Students demonstrate critical thinking skills through a personal examination of their experiential learning in field education.

**Goal IV. Contemporary Issues**

1. Students demonstrate understanding of contemporary issues through the integration of theories of the larger social environment on individuals, families, and communities.

2. Students demonstrate analytic skills in contemporary issues through the analysis of a bill before the legislature using a framework for assessing the bill’s impact on specific populations within the state that includes making personal contact with the bill’s sponsor.

**Goal V. Quantitative Skills**

1. Students demonstrate quantitative skills through translating research into working with their clients during their field internship, known as evidence based practice.

2. Students demonstrate quantitative, as well as qualitative skills through their evaluation of their practice in their field internship.

**Goal VI. Technology**

1. Students demonstrate their technological skills through accessing online resources, utilizing databases, and preparing papers and power point presentations.

**BSW Assessment of Learning Outcomes**

Under **Goal I Communication**, Learning Outcome 1 is assessed through the a research paper in SW 3020, Methods of Social Work Research and a final paper on an aspect of adolescent and adult development in SW 3330 and SW 3340, Human Behavior and the Social Environment, I and II.

Learning Outcome 2 is assessed through the writing of social history and a case plan on a client that includes the setting of appropriate goals and objectives, intervention methods, and an assessment of goal achievement in SW 3720 and SW 3730, Social Work Practice 1 and 2.
Learning Outcome 3 is assessed through class presentations on their agency placement as part of the 400 hour internship in SW 4930, Integrative Seminar.

Learning Outcome 4 is assessed through a videotape of an in-class practice interview with a client in SW 3610, Communication Skills in Social Work and through engaging clients, co-workers, supervisors and community representatives during the field internship in SW 4390 and SW 4940, Field Education I and II.

Under **Goal II Collaboration**, Learning Outcome 1 is assessed in the Field Supervisors’ Evaluation Rating Form of the students working with individual clients and their families in developing strategies to accomplish their goals during field education in SW 4390 and SW 4940.

Learning Outcome 2 is assessed in the Field Supervisors’ Rating Form of the students’ working with other human service professionals to accomplish goals on behalf of clients during their field education in SW 4390 and SW 4940, Field Education I and II.

Under **Goal III Critical Thinking**, Learning Outcome 1 is assessed through satisfactory completion of an empirical research paper in SW 3020, Research in Social Work Practice.

Learning Outcome 2 is assessed in the Field Supervisors’ Rating Form in the students’ field education placement with clients in SW 4930 and SW 4940.

Learning Outcome 3 is assessed through class participation and papers in which students discuss and debate the ethical challenges of working with clients in the community.

Learning Outcome 4 is assessed through a professional weekly log kept during their field education in SW 4930/4940.

Under **Goal IV Contemporary Issues**, Learning Outcome 1 is assessed through exams on environmental and policy issues in SW 3320, Social Welfare Institutions and SW 3930, Social Welfare Policy.

Learning Outcome 2 is assessed through a final paper that analyzes a current bill in the Georgia legislature in SW 3930, Social Welfare Policy.

Under **Goal V Quantitative Skills**, Learning Outcome 1 is assessed through case reviews of their intervention with clients and client systems with supportive research in exams in SW 3720 and SW 3730, Social Work Practice I and II and through supervision session in the field internship in SW 4930 and SW 4940, Field Education I and II.

Learning Outcome 2 is assessed through an evaluation of practice assignment in SW 4940, Field Education II.

Under **Goal VI Technology**, Learning Outcome 1 is assessed through research papers in several courses.
Masters of Social Work Mission Statement

The mission of the MSW Program is to prepare students in advanced social work practice for leadership roles in the effort to solve, in partnerships with others, the existing and developing challenges that confront communities in the United States and internationally.

Assessment Plan for Masters of Social Work Program

The Masters of Social Work consists of two integrated curriculum components, Foundation and Concentration. By accreditation standard, the Foundation is comparable for the both the Bachelors and Masters of Social Work. The learning outcomes are essentially the same (See BSW Learning Outcomes above) and are built upon liberal arts base. While the BSW Foundation learning outcomes prepare graduates for generalist social work practice, the MSW Foundation learning outcomes provide students with a generalist social work practice perspective to develop advanced social work practice knowledge and skills in Community Partnerships.

The objectives listed below are consistent with the Commission on Accreditation of the Council on Social Work Education’s learning objectives for educating students for advanced social work practice beginning with Foundation Objectives and concluding with specific objectives to the Concentration in Community Partnerships.

MSW Learning Objectives

The objectives of the MSW program are designed to be consistent with the mission and goals of the MSW program, Council on Social Work Education, Commission on Accreditation Educational Policy, Georgia State University, and the College of Health and Human Sciences. These objectives are stated in terms of what each graduate of the program is expected to achieve at the time of graduation.

Objectives Common to Both Foundation and Concentration Years:

1. Apply critical thinking skills within the context of professional social work practice.

2. Understand the value base of the profession and its ethical standards and principals, and practice accordingly.

3. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, and sexual orientation.

4. Use communication skills differentially across client populations, colleagues, and communities.

5. Use supervision and consultation appropriate to social work practice.

Foundation Year Objectives:
6. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

7. Understand and interpret the history of the social work profession and its contemporary structures and issues.

8. Apply the knowledge and skills of a generalist social work perspective to practice with systems of all sizes.

9. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, and organizations from a community perspective.

10. Analyze, formulate, and influence social policies.

11. Evaluate research studies, apply findings to practice, and evaluate one’s own practice interventions.

12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

Concentration Year Objectives:

13. Demonstrate communication/facilitation skills in building community partnerships and partnership structures.

14. Conduct community assessments and engage in community resource development.

15. Demonstrate skills for influencing necessary organizational and community change to address populations at risk and advance social and economic justice.

16. Demonstrate skills for influencing policy formulation and change in communities.

17. Apply knowledge and leadership skills in managing projects, and working with community groups and/or organizations.

18. Apply advanced information technology skills to community-based practice.

19. Demonstrate skills in quantitative/qualitative research design, data analysis, and knowledge dissemination.

**MSW Learning Outcomes for the Concentration Year**

The learning outcomes outlined below have been formulated from the MSW Program Objectives that are based upon General Education Outcomes, Social Work Foundation Learning Outcomes, and lead to Advanced Social Work Practice in Community Partnerships Learning Outcomes.
Goal I. Critical Thinking

1. Students demonstrate the capacity to assess, critique, and evaluate modes of practice, beliefs and research with the Social Work Code of Ethics and the values of the profession.

2. Students demonstrate the capacity to consider, evaluate, and integrate alternative or opposing points of view in the context of social and economic justice.

Goal II. Community/Organizational Communications

1. Students demonstrate professional written and oral modes of interaction and relationship building between individuals, groups, organizations, and communities.

Goal III. Community Assessment and Resource Development

1. Students demonstrate the ability to apply collaborative and cooperative methods and interpret agreed upon needs and goals, and to collectively act towards achieving those goals.

Goal IV. Community/Organizational Development

1. Students demonstrate the ability to formulate, maintain, and strengthen relationships and partnerships that build healthy communities.

Goal V. Leadership and Management

1. Students demonstrate the capacity to analyze, integrate, assess, and apply the concepts, skills, and knowledge derived from management, organizational theory, and community social work, and social administration to address social problems at the macro level.

Goal VI. Research, Evaluation, and Technology

1. Students demonstrate the ability to apply evaluative measures, technological processes, and the management of information to understand and facilitate healthy communities.

MSW Assessment of Learning Outcomes for the Concentration Year

The individual courses that comprise the MSW curriculum support and assess the goals, objectives, and learning outcomes for advanced social work practice in Community Partnerships as noted below. In addition, the concentration year has two integrated or capstone course experiences. The first is the SW 8800, Community Projects in which student groups partner with agencies, organizations, and or neighborhood groups to conduct an agreed upon project that advances the goals of the external entity. Each project must be able to demonstrate at least 3 of the learning outcomes in the completion of the project. The second integrating experience is concentration field education course, SW 8500/88900. This is a two semester, 500 hour, professional supervised internship that provides students the opportunity to perform tasks that
demonstrate satisfactory completion of the learning outcomes. The assessment of the learning outcomes in these two integrating courses as well as the assessments from the other concentration year courses in the curriculum will be outlined below.

Under **Goal I. Critical Thinking**, Learning Outcome 1 is assessed in every course through class participation and discussions and specifically assessed in a paper in SW 7100, Foundations of Community Partnerships in a research paper and in a paper in SW 8900, Field Education that requires students to evaluate a practice intervention.

Learning Outcome 2 is assessed in SW 8100, Skills and Techniques of Community Partnerships through reaction papers on assigned readings and in their supervised interactions with consumers and other professionals in SW 8500 and 8900, Field Education.

Under **Goal II. Community/Organizational Communications**, Learning Outcome 1 written modes are assessed in SW 7100, Foundations of Community Partnerships in a research paper and their professional writing is assessed in SW 8500 and 8900, Field Education through acceptable agency record keeping and report writing. Oral modes are assessed in SW 8800, Community Project, through a formal presentation of the Community Project to faculty, students, and staff and to relevant external audience and an oral class presentation in SW 8300, Leadership and Management. It is also assessed in SW 8500 and 8900, Field Education through professional interactions with consumers, colleagues, and community stakeholders.

Under **Goal III. Community Assessment and Resource Development**, Learning Outcome 1 is assessed through the group project in SW 8800, Community Project. In part, this project requires students develop a memorandum of understanding with a community partner that establishes goals and objectives. In SW 8500/8800, Field Education, students, in collaboration with field supervisor and faculty liaison are required to develop and implement an Individualized Partnership Plan (IPP) for their internship.

Under **Goal IV. Community/Organizational Development**, Learning Outcome 1 is assessed in SW 7100, Foundations of Community Partnerships through a Community Experience Analysis paper and in SW 8800, Community Projects, through the implementation of the memorandum of understanding with a host agency or organization.

Under **Goal V. Leadership and Management**, Learning Outcome 1 is assessed through six analytic and research papers that confront leadership and management issues in communities and organizations.

Under **Goal VI. Research, Evaluation, and Technology**, Learning Outcome 1 is assessed through a final paper that integrates a Program Evaluation proposal related to the students’ internship that includes the role of technology in the human services.

**BSW and MSW Implementation Plan**

The BSW and MSW Program Committees, respectively, maintain overall responsibility for monitoring the data collection, reporting, and dissemination of assessment results to the faculty
of the School of Social Work. This material was reviewed as part of the Self Study and site visit for Reaffirmation of Accreditation in May 2004. Reaffirmation was received in October 2004 through October 2012. It was reviewed again as part of the Self Study for Academic Program Review in December 2005.

Both committees do and will meet several times each academic year to review the data gathered during the assessment process planned for that year. They will report and recommend changes based upon that data to the faculty. Faculty will decide if and what changes in the curriculum should be made. This process is consistent with CSWE accreditation standard that all programs must engage in program renewal that includes iterative involvement with faculty, students, and external constituencies. Feedback from these constituencies will be used to evaluate and implement changes in course offerings, learning outcomes, and assessment procedures.

**Implementation Timeline**

This implementation of learning outcomes and assessments of learning outcomes for both the BSW and MSW programs has effectively been in place since initial accreditation of the MSW program in 2002 and reinforced in the reaffirmation of the combined BSW and MSW programs in October 2004.
I. **Course Description**

This course is designed to provide an overview of basic principles of social science research that provide the foundation for research in social work settings. Research processes will be examined in stages from problem formulation to data collection and some basic descriptive analysis. This course will stress the importance of the relationship between research and social work practice, and prepare students to evaluate existing social science research. Students will learn how to appraise the past research as a consumer. This course also emphasizes the ethical issues involved in research with human subjects. In addition, the course will examine the ways in which the unique nature of social work practice (especially clients of cultural and social diversity) serves to affect social work research processes and will provide students to be aware of issues of community research.

II. **Course Objectives**

1. To understand the basic concepts of social science research (P.O.#11).
   **OUTCOME MEASURE:** Exam 1, 2.

2. To understand the relationship between social work practice and social research (P.O.#1,11).
   **OUTCOME MEASURE:** Exam 1 and Article Critique.

3. To develop the ability to evaluate existing research (P.O.#11).
   **OUTCOME MEASURE:** Article Critique

4. To understand the conceptualization of research problems and development of research design (P.O.#1,11).
   **OUTCOME MEASURE:** Research Proposal Paper and Presentation

5. To understand issues related to ethics, treatment of women, and minorities in research (P.O.#2,3).
OUTCOME MEASURE: Article Critique

6. To develop skills in basic descriptive data analysis and interpretation (P.O.#11).

OUTCOME MEASURE: Computer Lab Exercise

This course syllabus provides a general plan for the course; deviations may be necessary.

III. Curriculum Content Areas

Social Work Values and Ethics
Diversity
Social Work Practice
Research

IV. Text


V. Methods of Instruction/ Course Format

This course will use a variety of teaching methods and learning aids. These may include lectures, class discussions, small group projects, and student presentations. In addition, inside or outside classroom instruction may be provided on the use of the WebCT and Internet in locating and evaluating research information.

VI. Course Requirements

Class Attendance Policy

Active discussion of the ideas contained in the readings and lectures as well as class attendance and participation inside or outside class exercises is central to the success of the course. Excessive absences (more than a total of five classes) may result in a lowered grade or administrative withdrawal of the student from the course. Students are especially expected to attend classes for which speakers, presentations, or activities have been scheduled.

Class attendance, punctuality, and engagement are considered essential to both academic and professional development as a social worker and will be documented by faculty during all courses. Any concerns will be reported to the chair of the MSW Program Committee and addressed accordingly (See review process, Student Handbook, School of Social Work).

Grading/ Student Evaluation

1. Attendance & Participation in class 10%
2. Exam 1, 2 20% (10% for each)
3. Article Critique 20%
4. SPSS Exercise 10%
5. Proposal Presentation 10%
6. Final Paper (Research Proposal) 30%

Incomplete: Normally, incompletes will not be given. However, when a valid reason exists, the student must complete the form prepared by the Office of Student Services, College of Health Sciences (8th floor, Urban Life Building).

Make-up Policy

Assignments/Exams should be completed on dates described or presented in class. If extenuating circumstances prevent this, alternative plans must be negotiated with the instructor prior to the due dates. Students who do not turn in any assignments on time without prior permission of the instructor will have a reduction in their grade for that assignment. The amount of grade reduction will vary with the amount of delay in turning in the assignment.

Academic Honesty

All students at Georgia State University are expected to engage in academic pursuits on their own with complete honesty and integrity. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Students should review the “Academic Honesty” section in the GSU catalog (hardcopy or on GSU website).

Plagiarism or Cheating:

Plagiarism is presenting another person's work as one's own. Furthermore, plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of paragraphs, sentences, or even a few phrases written or spoken by someone else. The purchase of research or completed papers or projects prepared by someone else is plagiarism, as in the unacknowledged use of research source gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Accommodations for Students with Disabilities

Georgia State University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek academic accommodations must first take appropriate documentation to the Office of Disability Services located in Suite 230 of the Student Center.

Assignments Due Dates

Article Critique by
Research Proposal Presentation by
Research Proposal Paper by

See the attached Assignment Guidelines for detailed information.
VII. General Course Outline

***This schedule may be changed. If there is any change, it will be announced during the class.
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/13/04</td>
<td>Overview of the Course</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/15/04</td>
<td>Research in Human Service</td>
<td>Ch.1</td>
</tr>
<tr>
<td>3</td>
<td>1/20/04</td>
<td>The Logic of Social Research</td>
<td>Ch.2</td>
</tr>
<tr>
<td>4</td>
<td>1/22/04</td>
<td>Ethical Issues in Social Research</td>
<td>Ch.3</td>
</tr>
<tr>
<td>5</td>
<td>1/27/04</td>
<td>Problem Formulation</td>
<td>Ch.4</td>
</tr>
<tr>
<td>6</td>
<td>1/29/04</td>
<td>Process of Measurement</td>
<td>Ch.5</td>
</tr>
<tr>
<td>7</td>
<td>2/3/04</td>
<td>Single-Subject Designs</td>
<td>Ch.11</td>
</tr>
<tr>
<td>8</td>
<td>2/5/04</td>
<td><strong>Library Orientation for Social Work Sources</strong> Exam 1</td>
<td>Lyn Thaxton</td>
</tr>
<tr>
<td>9</td>
<td>2/10/04</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>2/12/04</td>
<td>Sampling</td>
<td>Ch.6</td>
</tr>
<tr>
<td>11</td>
<td>2/17/04</td>
<td>Survey Research</td>
<td>Ch.7</td>
</tr>
<tr>
<td>12</td>
<td>2/19/04</td>
<td>Experimental Research</td>
<td>Ch.10</td>
</tr>
<tr>
<td>13</td>
<td>2/24/04</td>
<td>Experimental Research</td>
<td>Ch.10</td>
</tr>
<tr>
<td>14</td>
<td>2/26/04</td>
<td>Experimental Research</td>
<td>Ch.10</td>
</tr>
<tr>
<td>15</td>
<td>3/2/04</td>
<td>Evaluation Research</td>
<td>Ch.12</td>
</tr>
<tr>
<td>16</td>
<td>3/4/04</td>
<td><strong>Exam2</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3/8-3/14</td>
<td>Spring Break/ No Class</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>3/16/04</td>
<td>Qualitative Methods / <strong>Article Critique Due</strong> Issues of Community Research</td>
<td>Ch.9</td>
</tr>
<tr>
<td>18</td>
<td>3/18/04</td>
<td></td>
<td>Articles 1-3</td>
</tr>
<tr>
<td>19</td>
<td>3/23/04</td>
<td>Writing for Research</td>
<td>Ch.17</td>
</tr>
<tr>
<td>20</td>
<td>3/25/04</td>
<td><strong>Data Analysis I</strong></td>
<td>Ch.14</td>
</tr>
<tr>
<td>21</td>
<td>3/30/04</td>
<td><strong>Data Analysis I/ SPSS Lab</strong></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>4/1/04</td>
<td><strong>Data Analysis II</strong></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>4/6/04</td>
<td><strong>Data Analysis II/ SPSS Lab</strong></td>
<td>Ch.16</td>
</tr>
<tr>
<td>24</td>
<td>4/8/04</td>
<td>Making a professional presentation</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>4/13/04</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>4/15/04</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>4/20/04</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>4/22/04</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>4/27/04</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>4/29/04</td>
<td><strong>Final Paper Due and Wrap-Up</strong></td>
<td></td>
</tr>
</tbody>
</table>
ASSIGNMENT GUIDELINES

I. Article Critique (20%)
Each student is expected to do an article critique of a published that of student’s area of interest. The author of the article must have tested a hypothesis. The article must get an instructor’s approval. The assignment must be typed, double spaced, with font size 12. Specify the questions. A title page accompanying the article critique must include: (1) title of the article with a complete reference of the article (APA style), (2) your name, (3) course number, and (4) submission date.

Literature Review/ Theoretical Framework
1. Identify and discuss the major theoretical framework that guided the investigation presented in this article.
2. Critique the adequateness of the review of literature in helping you to understand the nature an extent of this social problem/issue and its theoretical framework.
3. Discuss the practical importance of this study to social work practice.

Research Questions & Hypotheses
1. Identify the research question(s) and hypothesis(es) being researched. Identify the independent and dependent variables in each hypothesis. Identify the direction of relationships of the hypothesis in the article.
2. Describe/ discuss how the independent and dependent variables in all major hypotheses of the article were operationally defined. Describe how the authors measured the variables.
3. Identify the level of measurement for each variable for all hypotheses in the article.
4. Identify and discuss evidence of validity and reliability of the measurement procedures and your confidence in these procedures, including limitations and strengths of the measurement procedures.

Research Design
1. Identify what was the purpose of the study, i.e., exploration, description, explanation, or a combination.
2. Diagram the research design and briefly describe the components of the design. (i.e., pre-experimental, experimental, or quasi-experimental, survey, single subject design, etc.) Provide your brief rationale for your assessment.
3. Assess the appropriateness of the research design. Was this the best design to investigate the research question and test the hypotheses in the article?

Data Collection Procedures
1. Describe the data collection procedures. Discuss whether or not you think whether these procedures were effective for testing the hypotheses of the investigation.
2. Describe and assess the sampling procedures. Who is the population from which the sample is drawn? Is the population described fully?

Strengths & Limitations of the Study
1. Discuss how threats of internal and external validity were handled. Are there other threats that were not considered or handled? If so, what are they, and how would you have handled them?
2. Did the author(s) discuss the limitations and strengths of the study?
3. Discuss whether the author examined the ethnicity, race, gender, socioeconomic status, sexual orientation or other characteristics of people as part of the research analysis. If the author did, describe how s/he did it.
4. Identify and discuss any ethical issues that you see which were addressed, as well as those which were not addressed.

II. Proposal Presentation (10%)

Each student is to present his or her research proposal to the class. At the time of your presentation please give the instructor and the other members of the class a typed outline that summarizes your report and the instruments that you are going to use for your research. Using a visual aid is highly recommended. The presentation should answer the following questions:

1. What is the background of the topic you are researching?
2. What are the research questions and hypotheses?
3. How are the questions/hypotheses operationalized?
4. Explain the research design and discuss internal & external validity issues related to your research design.
5. Describe the research procedure you will use: (1) what is your sample, (2) how you will recruit the sample, (3) how you will collect the data, (4) how you will analyze the data, and (5) how you will protect human subjects.
6. Discuss expected findings and their significance or implications for practice, policy, program planning, etc.

III. Research Proposal (30%)

The final paper is a research proposal related to a topic of your interest. Please follow the "outline for writing a research proposal". The paper is due at the beginning of the class period on the last day of class.

1) Make a reference list and title page separated from the main body of your paper.
2) Follow the APA style for your paper.
3) Use page numbering.
4) Follow the guidelines following.
5) Include Instruments, Informed Consent Form, and IRB as an attachment following the reference list.
Outline for Writing a Research Proposal Paper

I. Introduction and Statement of Problem
   This should be a general statement that clearly puts forth the issues you are planning to address in your proposal. A brief paragraph should be included that indicates the significance of the topic and its relevance to social work studies.

II. Literature Review
   A. This section is a presentation of the background of the problem and includes both a theoretical and empirical review. This should be a comprehensive review of only those studies that pertain to the variables that you propose to study.
   
   B. Discuss the contribution of these studies as well as their adequacies and limitations - in terms of sampling, measurement, findings, etc.
   
   C. A summary statement should be included that states the relationship between the various studies reviewed.
   
   D. Discuss how your proposed study will refine, revise, or extend the existing knowledge on your topic. Tie in your proposal to past efforts.

III. Research Questions and Hypotheses
   Restate the objectives of your proposed research. State the independent and dependent variables. Develop hypotheses (where indicated) and state them both in conceptual as well as operational terms. (Refer to sections on conceptualization and operationalization in the text).

IV. Research Methodology
   A. Describe the research design and the rationale for its use. Discuss threats to internal validity and how you will account for them.
   
   B. Describe any intervening and confounding variables and how you propose to address them.
   
   C. Describe the population and the sampling strategy. Give rationale for type and size of sample. What factors will be controlled for in the sample selection.
   
   D. Describe the modes of data collection. Include any instruments or survey items that you plan to use. Discuss the validity and reliability of your measures.

V. Data Collection
Outline how you will collect data and describe the procedures you will follow step by step. Also discuss procedures to protect human subjects.

VI. **Data Analysis**
Briefly describe how you will analyze the data using appropriate measures.

VII. **Expected Findings and Significance**
Explain how your research will contribute to refining, revising, or extending existing knowledge.

Explain how your research will help researchers, practitioners, program planners, or policy makers in your field.
Appendix D3
Social Work Degree Requirements

Bachelor’s of Social Work
Semester hours are shown in parentheses following an entry. The School of Social Work
recommends the following specific courses in Area D. Only senior BSW majors may take: SW
3720, SW 3730, SW 4930, SW 4940
A. Essential Skills (9 hours)
   English 1101 -1102 English Composition I and II (6)
   Math 1111 College Algebra (3)

B. Institutional Options (4 hours)
Select 2 courses from:
   Phil 2410 Critical Thinking (2)
   Spch 1000 Human Communication (2)
   Pers 2001 Perspectives in Comparative Culture (2)
   Pers 2002 Scientific Perspectives on Global Problems (2)

C. Humanities and Fine Arts (6 hours)
Select one course from two of the three categories listed below:

   Humanities
   Engl 2110 World Literature (3)
   Engl 2120 British Literature (3)
   Engl 2130 American Literature (3)
   Phil 2010 Great Questions of Philosophy (3)
   Spch 2050 Media, Culture and Society (3)

   Fine Arts
   AH 1700 Survey of Art I (3)
   AH 1750 Survey of Art II (3)
   AH 1850 Survey of Art III (3)
   Film 2700 History of the Motion Picture (3)
   Mus 1500 Jazz: Its Origins, Styles, and Influences (3)
   Mus 1900 Dramatic Music from the Renaissance
       Through the 20th Century (3)
   Mus 1930 Survey of Music from Bach to Bernstein (3)
   Th 2040 Introduction to the Theatre (3)

   Foreign Language
Choose one foreign language course from the 1000/2000 level.

D. Science, Mathematics and Technology (11 hours)
1. Select one two-course sequence (8)
   Astr 1010-1020 Introductory Astronomy I & II (8)
   Biol 1107K - 1108K Principles of Biology I & II (8)
   Chem 1151K - 1152K Survey of Chemistry I & II (8)
   Chem 1101K - 1102K Introductory Chemistry I & II (8)
Geog 1112-1113  Introduction to Weather and Climate AND Introduction to Landforms (8)
Geol 1121K - 1122K  Introductory to Geosciences I & II (8)
Phys 1111K - 1112K  Introductory Physics I & II (8)
Note: It is recommended that social work majors take Biol 1107-1108K. If not, Biol 1107K or Biol 1110 must be taken in Area H electives.

2. Select one course (must be from a discipline different from the one selected in Group 1 above) (3)
Astr 1000  Introduction to the Universe (3)
Bio 2240  Human Physiology (3)
Bio 2300  Microbiology and Public Health (3)
Chem 1050  Chemistry for Citizens (3)
Csc 1010  Computers and Applications (3)
Geol 2001  Geologic Resources and the Environment (3)
Math 1070  Elementary Statistics (3)
Math 2420  Discrete Mathematics (3)
Psyc 1100  Natural Science Aspects of Psychology (3)
Note: It is recommended that social work majors take Csc 1010.

E. Social Sciences (12 hours)
Hist 2110  Survey of United States History (3)
PolS 1101  Introduction to American Government (3)
Students must satisfy legislative requirements in US and Georgia History and Constitution by earning a passing grade in Hist 2110 and PolS 1101 or by passing examinations on the subjects. Students who choose to satisfy requirements by examination should select other courses from the Social Science Foundations.

World History and Politics (select one of the following):
Hist 1111  Survey of World History to 1500 (3)
Hist 1112  Survey of World History Since 1500 (3)
PolS 2401  Global Issues (3)

Social Science Foundations (at least 3 hours; up to 9 hours may be taken in legislative requirements are fulfilled by examination):
AAS 2010  Introduction to African-American Studies (3)
AAS/Hist 1140  African and African-American Culture (3)
Anth 1102  Introduction to Anthropology (3)
Econ 2105  Principles of Macroeconomics (3)
Econ 2106  Principles of Microeconomics (3)
Geog 1101  Introduction to Human Geography (3)
Psyc 1101  Introduction to General Psychology (3)
Soci 1101  Introduction to Sociology (3)
Soci 1160  Introduction to Social Problems (3)
WSt 2010  Introduction to Women’s Studies (3)

Area F: Courses Related to the Program of Study (18 hours)
Anth 1102  Introduction to Anthropology (3)
Econ 2105  Principles of Macroeconomics (3)
Math 1070  Elementary Statistics (3)
Psyc 1101  Introduction to General Psychology (3)
Soci 1101  Introduction to Sociology (3)
SW 2000  Introduction to Social Work (3)

Area G:  Major (48 hours)
Required Courses (39)
SW 3020  Methods of Social Work Research (3)
SW 3320  Social Welfare Institutions (3)
SW 3330  Human Behavior and the Social Environment I (3)
SW 3340  Human Behavior and the Social Environment II (3)
SW 3610  Communication Skills for Social Workers (3)
SW 3720  Social Work Methods I (3)
SW 3730  Social Work Methods II (3)
SW 3930  Social Welfare Policy (3)
SW 4930  Practicum I (6)
SW 4940  Practicum II (6)
HHS 3000  Communication/Cultural Diversity (3)

Social Work Electives (9) choose three courses from the following:
SW 4250  Child Abuse and Neglect (3)
SW 4260  Social Work with the Aging (3)
SW 4270  Social Work in Substance Abuse (3)
SW 4280  Community Resources and Case Management In Social Work (3)
SW 4290  Issues in Child Welfare (3)
SW 4300  Contemporary Health Challenges (3)
SW 4310  Group Facilitation (3)
SW 4320  Social Work Administration (3)
SW 4340  Social Work and the Law (3)
SW 4360  Forensic Social Work (3)
SW 4900  Seminar on Social Work Issues and Problems (3)
SW 4950  Selected Topics in Social Work (3)
SW 4990  Directed Individual Study (3)

Area H: Electives (12 hours)
In consultation with an adviser, choose 12 semester hours of course work (4 courses) from the 3000 or 4000 level.

Total Program Hours Required:  a minimum of 120 semester hours

Master of Social Work
Students who are admitted to and enter the Master of Social Work program in part-time study can complete their program of study in four calendar years. They will take their course work with the full-time students.

1. Social Work Foundation (30 hours)
SW 7100  Foundations of Community Partnerships (3)
SW 7200  Human Development Through the Life Course (3)
2. Concentration: Community Partnerships (24 hours)
SW 8100 Skills and Techniques of Community Partnerships (3)
SW 8200 Evaluation and Technology (3)
SW 8300 Leadership and Management (3)
SW 8500 Community Field Education I (6)
SW 8800 Community Project (3)
SW 8900 Community Field Education II (6)

3. Social Work Electives (6)
MSW students are required to take two elective courses. At least one of those courses must be a social work elective. An additional elective may be chosen from a list of university-wide recommended electives that supports the community partnerships concentration.

Total: 60 semester hours for full-time and part-time students; 39 semester hours for advanced standing students.
## Appendix D4

### Table D-1

Departmental Course Offerings by Year, Term, Level, # of Sections, # of Students and Average # of Students

2003 - 2005

<table>
<thead>
<tr>
<th>Course Name And Number</th>
<th>Term/Year</th>
<th>Level</th>
<th># of Sections</th>
<th>Total # of Students</th>
<th>Average # of Students per Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSU 1010 New Student Orientation</td>
<td>Fall 2002</td>
<td>Lower</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>SW 2000 Intro to SW</td>
<td>Fall 2002 &amp; Spring 2003</td>
<td>Lower</td>
<td>3</td>
<td>72</td>
<td>24</td>
</tr>
<tr>
<td>HHS 4270 Substance Abuse</td>
<td>Summer 2003</td>
<td>Upper</td>
<td>1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>SW3020 Methods of SW Research</td>
<td>Fall 2002 &amp; Summer 2003</td>
<td>Upper</td>
<td>2</td>
<td>49</td>
<td>24.5</td>
</tr>
<tr>
<td>SW3320 Social Welfare Institutions</td>
<td>Fall 2002</td>
<td>Upper</td>
<td>2</td>
<td>48</td>
<td>24</td>
</tr>
<tr>
<td>SW 3330 Human Bhvr &amp; The Social Environment I</td>
<td>Fall 2002</td>
<td>Upper</td>
<td>2</td>
<td>47</td>
<td>23.5</td>
</tr>
<tr>
<td>SW 3340 Human Bhvr &amp; The Social Environment II</td>
<td>Spring 2003</td>
<td>Upper</td>
<td>2</td>
<td>38</td>
<td>19</td>
</tr>
<tr>
<td>SW 3610 Communication Skills for Social Workers</td>
<td>Spring 2003</td>
<td>Upper</td>
<td>2</td>
<td>41</td>
<td>20.5</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Term</td>
<td>Level</td>
<td>Credits</td>
<td>Units</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------</td>
<td>------------</td>
<td>-------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>SW 3720</td>
<td>Social Work Methods I</td>
<td>Fall 2002</td>
<td>Upper</td>
<td>2</td>
<td>53</td>
</tr>
<tr>
<td>SW 3730</td>
<td>Social Work Methods II</td>
<td>Spring 2003</td>
<td>Upper</td>
<td>2</td>
<td>51</td>
</tr>
<tr>
<td>SW 3930</td>
<td>Social Welfare Policy</td>
<td>Spring 2003</td>
<td>Upper</td>
<td>2</td>
<td>38</td>
</tr>
<tr>
<td>SW 4250</td>
<td>Child Abuse &amp; Neglect</td>
<td>Fall 2002 &amp; Spring 2003</td>
<td>Upper</td>
<td>2</td>
<td>46</td>
</tr>
<tr>
<td>SW 4260</td>
<td>Social Work with The Aging</td>
<td>Spring 2003</td>
<td>Upper</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>SW 4270</td>
<td>Social Work in Substance Abuse</td>
<td>Summer 2003</td>
<td>Upper</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>SW 4290</td>
<td>Issues in Child Welfare</td>
<td>Fall 2002</td>
<td>Upper</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>SW 4340</td>
<td>Social Work &amp; The Law</td>
<td>Spring 2003</td>
<td>Upper</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>SW 4930</td>
<td>Field Education I</td>
<td>Fall 2002</td>
<td>Upper</td>
<td>4</td>
<td>55</td>
</tr>
<tr>
<td>SW 4940</td>
<td>Field Education II</td>
<td>Spring 2003</td>
<td>Upper</td>
<td>4</td>
<td>56</td>
</tr>
<tr>
<td>SW 4950</td>
<td>Selected Topics in Social Work</td>
<td>Fall 2002 &amp; Spring 2003</td>
<td>Upper</td>
<td>2</td>
<td>32</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Offered</td>
<td>Level</td>
<td>Credits</td>
<td>Hours</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------</td>
<td>-------</td>
<td>---------</td>
<td>-------</td>
</tr>
<tr>
<td>SW 4990</td>
<td>Directed Individual Study</td>
<td>Fall 2002, Spring 2003 &amp; Summer 2003</td>
<td>Upper</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>SW 7100</td>
<td>Foundation of Community Practice</td>
<td>Fall 2002 &amp; Summer 2003</td>
<td>Grad</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td>SW 7200</td>
<td>Human Development Through Life</td>
<td>Fall 2002</td>
<td>Grad</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>SW 7250</td>
<td>Child Abuse &amp; Neglect</td>
<td>Fall 2002 &amp; Spring 2003</td>
<td>Grad</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>SW 7260</td>
<td>Social Work with The Aging</td>
<td>Spring 2003</td>
<td>Grad</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>SW 7270</td>
<td>Social Work &amp; Substance Abuse</td>
<td>Summer 2003</td>
<td>Grad</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>SW 7280</td>
<td>Community Resources &amp; Case Mgmt in Social Work</td>
<td>Fall 2002</td>
<td>Grad</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>SW 7290</td>
<td>Issues in Child Welfare</td>
<td>Fall 2002</td>
<td>Grad</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>SW 7300</td>
<td>Methods of Community Research</td>
<td>Spring 2003</td>
<td>Grad</td>
<td>1</td>
<td>16</td>
</tr>
</tbody>
</table>
| Course Code | Course Title                                      | Term       | Level | Credits  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 7340</td>
<td>Social Work &amp; The Law</td>
<td>Spring 2003</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>SW 7400</td>
<td>Social Work Practice I</td>
<td>Fall 2002</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>SW 7500</td>
<td>Foundation Field Education I</td>
<td>Fall 2002</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>SW 7600</td>
<td>Social Welfare Policy</td>
<td>Spring 2003</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>SW 7700</td>
<td>Community Foundation Integrative Seminar</td>
<td>Summer 2003</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>SW 7800</td>
<td>Social Work Practice II</td>
<td>Spring 2003</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>SW 7900</td>
<td>Field Education II</td>
<td>Spring 2003</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>SW 7950</td>
<td>Selected Topics in Social Work</td>
<td>Fall 2002</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>SW 7980</td>
<td>Research Practicum</td>
<td>Fall 2002, Spring 2003 &amp; Summer 2003</td>
<td>Grad</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7.7</td>
</tr>
<tr>
<td>SW 7990</td>
<td>Directed Individual Study</td>
<td>Fall 2002, Spring 2003 &amp; Summer 2003</td>
<td>Grad</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.7</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Term</td>
<td>Level</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------</td>
<td>---------------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>SW 8100</td>
<td>Advanced Community Practice: Skills &amp; Technology</td>
<td>Fall 2002</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 8200</td>
<td>Evaluation &amp; Technology</td>
<td>Fall 2002</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 8300</td>
<td>Leadership &amp; Management</td>
<td>Spring 2003</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 8500</td>
<td>Community Field Education I</td>
<td>Fall 2002</td>
<td>Grad</td>
<td>3</td>
</tr>
<tr>
<td>SW 8800</td>
<td>Community Project</td>
<td>Spring 2003</td>
<td>Grad</td>
<td>2</td>
</tr>
<tr>
<td>SW 8900</td>
<td>Community Field Education II</td>
<td>Spring 2003</td>
<td>Grad</td>
<td>2</td>
</tr>
<tr>
<td>SW 2000</td>
<td>Intro to SW</td>
<td>Fall 2003 &amp; Spring 2004</td>
<td>Lower</td>
<td>3</td>
</tr>
<tr>
<td>HHS 3000</td>
<td>Communication /Cultural Diversity</td>
<td>Summer 2004</td>
<td>Upper</td>
<td>2</td>
</tr>
<tr>
<td>HHS 4270</td>
<td>Substance Abuse</td>
<td>Summer 2004</td>
<td>Upper</td>
<td>1</td>
</tr>
<tr>
<td>SW 3020</td>
<td>Methods of SW Research</td>
<td>Fall 2003 &amp; Summer 2004</td>
<td>Upper</td>
<td>2</td>
</tr>
<tr>
<td>SW 3320</td>
<td>Social Welfare Institutions</td>
<td>Fall 2003</td>
<td>Upper</td>
<td>2</td>
</tr>
<tr>
<td>SW 3330</td>
<td>Human Bhvr &amp; The Social Environment I</td>
<td>Fall 2003</td>
<td>Upper</td>
<td>2</td>
</tr>
<tr>
<td>SW 3340</td>
<td>Human Bhvr &amp; The Social</td>
<td>Spring 2004</td>
<td>Upper</td>
<td>2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Term</td>
<td>Level</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------</td>
<td>-------------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>SW 3610</td>
<td>Communication Skills for Social Workers</td>
<td>Spring 2004</td>
<td>Upper</td>
<td>3</td>
</tr>
<tr>
<td>SW 3720</td>
<td>Social Work Methods I</td>
<td>Fall 2003</td>
<td>Upper</td>
<td>2</td>
</tr>
<tr>
<td>SW 3730</td>
<td>Social Work Methods II</td>
<td>Spring 2004</td>
<td>Upper</td>
<td>2</td>
</tr>
<tr>
<td>SW 3930</td>
<td>Social Welfare Policy</td>
<td>Spring 2004</td>
<td>Upper</td>
<td>2</td>
</tr>
<tr>
<td>SW 4250</td>
<td>Child Abuse &amp; Neglect</td>
<td>Fall 2003 &amp; Spring 2004</td>
<td>Upper</td>
<td>2</td>
</tr>
<tr>
<td>SW 4260</td>
<td>Social Work with The Aging</td>
<td>Spring 2004</td>
<td>Upper</td>
<td>1</td>
</tr>
<tr>
<td>SW 4270</td>
<td>Social Work in Substance Abuse</td>
<td>Summer 2004</td>
<td>Upper</td>
<td>1</td>
</tr>
<tr>
<td>SW 4290</td>
<td>Issues in Child Welfare</td>
<td>Fall 2003</td>
<td>Upper</td>
<td>1</td>
</tr>
<tr>
<td>SW 4340</td>
<td>Social Work &amp; The Law</td>
<td>Spring 2004</td>
<td>Upper</td>
<td>1</td>
</tr>
<tr>
<td>SW 4930</td>
<td>Field Education I</td>
<td>Fall 2003</td>
<td>Upper</td>
<td>3</td>
</tr>
<tr>
<td>SW 4940</td>
<td>Field Education II</td>
<td>Spring 2004</td>
<td>Upper</td>
<td>3</td>
</tr>
<tr>
<td>SW 4950</td>
<td>Selected Topics in Social Work</td>
<td>Fall 2003 &amp; Spring 2004</td>
<td>Upper</td>
<td>2</td>
</tr>
<tr>
<td>SW 4990</td>
<td>Directed Individual Study</td>
<td>Fall 2003 &amp; Spring 2004</td>
<td>Upper</td>
<td>2</td>
</tr>
<tr>
<td>HHS 7270</td>
<td>Substance Abuse</td>
<td>Summer 2004</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 7100</td>
<td>Fall 2003 &amp;</td>
<td>Grad</td>
<td>2</td>
<td>36</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Term</td>
<td>Grade</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>-------------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>SW 7200</td>
<td>Human Development Through Life</td>
<td>Fall 2003</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 7250</td>
<td>Child Abuse &amp; Neglect</td>
<td>Fall 2003 &amp; Spring 2004</td>
<td>Grad</td>
<td>2</td>
</tr>
<tr>
<td>SW 7260</td>
<td>Social Work with The Aging</td>
<td>Spring 2004</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 7270</td>
<td>Social Work &amp; Substance Abuse</td>
<td>Summer 2004</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 7290</td>
<td>Issues in Child Welfare</td>
<td>Fall 2003</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 7300</td>
<td>Methods of Community Research</td>
<td>Spring 2004</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 7340</td>
<td>Social Work &amp; The Law</td>
<td>Spring 2004</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 7400</td>
<td>Social Work Practice I</td>
<td>Fall 2003</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 7500</td>
<td>Foundation Field Education I</td>
<td>Fall 2003</td>
<td>Grad</td>
<td>2</td>
</tr>
<tr>
<td>SW 7600</td>
<td>Social Welfare Policy</td>
<td>Spring 2004</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 7700</td>
<td>Community Foundation Integrative Seminar</td>
<td>Summer 2004</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 7800</td>
<td>Social Work Practice II</td>
<td>Spring 2004</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Term</td>
<td>Level</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------</td>
<td>---------------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>SW 7900</td>
<td>Field Education II</td>
<td>Spring 2004</td>
<td>Grad</td>
<td>2</td>
</tr>
<tr>
<td>SW 7950</td>
<td>Selected Topics in Social Work</td>
<td>Spring 2004</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 7960</td>
<td>Seminar in Community Partnerships</td>
<td>Summer 2004</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 7980</td>
<td>Research Practicum</td>
<td>Research</td>
<td>Grad</td>
<td>3</td>
</tr>
<tr>
<td>SW 7990</td>
<td>Directed Individual Study</td>
<td>Spring 2004 &amp;</td>
<td>Grad</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summer 2004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 8100</td>
<td>Advanced Community Practice: Skills &amp; Technology</td>
<td>Fall 2004</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 8200</td>
<td>Evaluation &amp; Technology</td>
<td>Fall 2004</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 8300</td>
<td>Leadership &amp; Management</td>
<td>Spring 2004</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 8500</td>
<td>Community Field Education I</td>
<td>Fall 2003</td>
<td>Grad</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 8800</td>
<td>Community Project</td>
<td>Spring 2004</td>
<td>Grad</td>
<td>2</td>
</tr>
<tr>
<td>SW 8900</td>
<td>Community Field Education II</td>
<td>Spring 2004</td>
<td>Grad</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PERS 2001</td>
<td>Comparative Culture</td>
<td>Spring 2005</td>
<td>Lower</td>
<td>1</td>
</tr>
<tr>
<td>SW 2000</td>
<td>Intro to SW</td>
<td>Fall 2004 &amp;</td>
<td>Lower</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Offered</td>
<td>Level</td>
<td>Units</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>HHS 3000</td>
<td>Communication /Cultural Diversity</td>
<td>Fall 2004 &amp;</td>
<td>Upper</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HHS 4270</td>
<td>Substance Abuse</td>
<td>Spring 2005</td>
<td>Upper</td>
<td>1</td>
</tr>
<tr>
<td>SW3020</td>
<td>Methods of SW Research</td>
<td>Fall 2004,</td>
<td>Upper</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring 2005 &amp; Summer 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW3320</td>
<td>Social Welfare Institutions</td>
<td>Fall 2004</td>
<td>Upper</td>
<td>2</td>
</tr>
<tr>
<td>SW 3330</td>
<td>Human Bhvr &amp; The Social Environment I</td>
<td>Fall 2004</td>
<td>Upper</td>
<td>2</td>
</tr>
<tr>
<td>SW 3340</td>
<td>Human Bhvr &amp; The Social Environment II</td>
<td>Spring 2005</td>
<td>Upper</td>
<td>2</td>
</tr>
<tr>
<td>SW 3610</td>
<td>Communication Skills for Social Workers</td>
<td>Spring 2005</td>
<td>Upper</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&amp; Summer 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 3720</td>
<td>Social Work Methods I</td>
<td>Fall 2005</td>
<td>Upper</td>
<td>2</td>
</tr>
<tr>
<td>SW 3730</td>
<td>Social Work Methods II</td>
<td>Spring 2005</td>
<td>Upper</td>
<td>2</td>
</tr>
<tr>
<td>SW 3930</td>
<td>Social Welfare Policy</td>
<td>Spring 2005</td>
<td>Upper</td>
<td>2</td>
</tr>
<tr>
<td>SW 4250</td>
<td>Child Abuse &amp; Neglect</td>
<td>Fall 2004 &amp;</td>
<td>Upper</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 4260</td>
<td>Social Work with The Aging</td>
<td>Spring 2005</td>
<td>Upper</td>
<td>1</td>
</tr>
<tr>
<td>SW 4270</td>
<td>Social Work in Substance Abuse</td>
<td>Spring 2005</td>
<td>Upper</td>
<td>1</td>
</tr>
<tr>
<td>SW 4290</td>
<td>Issues in Child Welfare</td>
<td>Fall 2004</td>
<td>Upper</td>
<td>1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Term</td>
<td>Level</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------</td>
<td>------------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>SW 4340</td>
<td>Social Work &amp; The Law</td>
<td>Fall 2004</td>
<td>Upper</td>
<td>1</td>
</tr>
<tr>
<td>SW 4360</td>
<td>Forensic Social Work</td>
<td>Spring 2005</td>
<td>Upper</td>
<td>1</td>
</tr>
<tr>
<td>SW 4930</td>
<td>Field Education I</td>
<td>Fall 2004</td>
<td>Upper</td>
<td>3</td>
</tr>
<tr>
<td>SW 4940</td>
<td>Field Education II</td>
<td>Spring 2005</td>
<td>Upper</td>
<td>3</td>
</tr>
<tr>
<td>SW 4950</td>
<td>Selected Topics in Social Work</td>
<td>Spring 2005</td>
<td>Upper</td>
<td>1</td>
</tr>
<tr>
<td>SW 4990</td>
<td>Directed Individual Study</td>
<td>Spring 2005</td>
<td>Upper</td>
<td>2</td>
</tr>
<tr>
<td>GER 7260</td>
<td>Social Work with the Aging</td>
<td>Spring 2005</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>HHS 7270</td>
<td>Substance Abuse</td>
<td>Spring 2005</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 7100</td>
<td>Foundation of Community Practice</td>
<td>Fall 2004 &amp; Summer 2005</td>
<td>Grad</td>
<td>2</td>
</tr>
<tr>
<td>SW 7200</td>
<td>Human Development Through Life</td>
<td>Fall 2004</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 7250</td>
<td>Child Abuse &amp; Neglect</td>
<td>Fall 2004 &amp; Spring 2005</td>
<td>Grad</td>
<td>2</td>
</tr>
<tr>
<td>SW 7260</td>
<td>Social Work with The Aging</td>
<td>Spring 2005</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 7270</td>
<td>Social Work &amp; Substance Abuse</td>
<td>Spring 2005</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 7290</td>
<td>Issues in Child Welfare</td>
<td>Fall 2004</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 7300</td>
<td>Methods of Community</td>
<td>Spring 2005</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>Course Code</td>
<td>Title</td>
<td>Term</td>
<td>Type</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------</td>
<td>--------------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>SW 7340</td>
<td>Social Work &amp; The Law</td>
<td>Fall 2004</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 7360</td>
<td>Forensic Social Work</td>
<td>Spring 2005</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 7370</td>
<td>Psychopathology</td>
<td>Spring 2005</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 7400</td>
<td>Social Work Practice I</td>
<td>Fall 2004</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 7500</td>
<td>Foundation Field Education I</td>
<td>Fall 2004</td>
<td>Grad</td>
<td>2</td>
</tr>
<tr>
<td>SW 7600</td>
<td>Social Welfare Policy</td>
<td>Spring 2005</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 7700</td>
<td>Community Foundation Integrative Seminar</td>
<td>Summer 2005</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 7800</td>
<td>Social Work Practice II</td>
<td>Spring 2005</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 7900</td>
<td>Field Education II</td>
<td>Spring 2005</td>
<td>Grad</td>
<td>2</td>
</tr>
<tr>
<td>SW 7960</td>
<td>Seminar in Community Partnerships</td>
<td>Summer 2005</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 7980</td>
<td>Research Practicum</td>
<td>Fall 2004,</td>
<td>Grad</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 7990</td>
<td>Directed Individual Study</td>
<td>Fall 2004 &amp;</td>
<td>Grad</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SW 8100</td>
<td>Advanced Community Practice: Skills &amp; Technology</td>
<td>Fall 2004</td>
<td>Grad</td>
<td>1</td>
</tr>
<tr>
<td>SW 8200</td>
<td></td>
<td>Fall 2004</td>
<td>Grad</td>
<td>1</td>
</tr>
</tbody>
</table>
| Evaluation &  
| Technology  |
|-------------|-------------|-------------|-------------|
| SW 8300     |
| Leadership & Management |
| Spring 2005 | Grad       | 1           | 28          | 28          |
| SW 8500     |
| Community Field Education I |
| Fall 2004   | Grad       | 2           | 30          | 15          |
| SW 8800     |
| Community Project |
| Spring 2005 | Grad       | 2           | 29          | 14.5        |
| SW 8900     |
| Community Field Education II |
| Spring 2005 | Grad       | 2           | 30          | 15          |

Revised: 4/6/05
Department of Social N = 14 (response rate = 82.4 percent)
University (21 departments) N = 461 (response rate = 83.8 percent)

Table 1

<table>
<thead>
<tr>
<th></th>
<th>University N</th>
<th>Department N</th>
<th>University Mean</th>
<th>Department Mean</th>
<th>University SD</th>
<th>Department SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship of the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>faculty in the department</td>
<td>Poor</td>
<td>4</td>
<td>.9</td>
<td>1</td>
<td>7.1</td>
<td>4.24</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>7</td>
<td>1.6</td>
<td>0</td>
<td>.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>65</td>
<td>14.6</td>
<td>0</td>
<td>.0</td>
<td>4.18</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>171</td>
<td>38.5</td>
<td>6</td>
<td>42.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>197</td>
<td>44.4</td>
<td>7</td>
<td>50.0</td>
<td></td>
</tr>
<tr>
<td>Frequency of required</td>
<td>Poor</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>3.90</td>
</tr>
<tr>
<td>course offerings</td>
<td>2</td>
<td>12</td>
<td>2.9</td>
<td>1</td>
<td>7.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>62</td>
<td>14.8</td>
<td>0</td>
<td>.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>184</td>
<td>44.0</td>
<td>10</td>
<td>71.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>160</td>
<td>38.3</td>
<td>3</td>
<td>21.4</td>
<td></td>
</tr>
<tr>
<td>Variety of advanced</td>
<td>Poor</td>
<td>6</td>
<td>1.4</td>
<td>0</td>
<td>.0</td>
<td>3.67</td>
</tr>
<tr>
<td>course offerings</td>
<td>2</td>
<td>30</td>
<td>7.0</td>
<td>1</td>
<td>7.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>84</td>
<td>19.5</td>
<td>2</td>
<td>14.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>189</td>
<td>44.0</td>
<td>8</td>
<td>57.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>121</td>
<td>28.1</td>
<td>3</td>
<td>21.4</td>
<td></td>
</tr>
<tr>
<td>Level of clerical staff</td>
<td>Poor</td>
<td>30</td>
<td>6.8</td>
<td>2</td>
<td>14.3</td>
<td>3.70</td>
</tr>
<tr>
<td>support</td>
<td>2</td>
<td>39</td>
<td>8.9</td>
<td>2</td>
<td>14.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>100</td>
<td>22.7</td>
<td>3</td>
<td>21.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>136</td>
<td>30.9</td>
<td>5</td>
<td>35.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>135</td>
<td>30.7</td>
<td>2</td>
<td>14.3</td>
<td></td>
</tr>
<tr>
<td>Clarity of departmental</td>
<td>Poor</td>
<td>32</td>
<td>7.4</td>
<td>0</td>
<td>.0</td>
<td>3.67</td>
</tr>
<tr>
<td>goals for the next two</td>
<td>2</td>
<td>42</td>
<td>9.7</td>
<td>1</td>
<td>7.1</td>
<td></td>
</tr>
<tr>
<td>years</td>
<td>3</td>
<td>104</td>
<td>24.0</td>
<td>1</td>
<td>7.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>116</td>
<td>26.8</td>
<td>3</td>
<td>21.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>139</td>
<td>32.1</td>
<td>9</td>
<td>64.3</td>
<td></td>
</tr>
<tr>
<td>Availability of computer/data</td>
<td>Poor</td>
<td>12</td>
<td>3.0</td>
<td>0</td>
<td>.0</td>
<td>4.07</td>
</tr>
<tr>
<td>base software relevant to</td>
<td>2</td>
<td>23</td>
<td>5.8</td>
<td>0</td>
<td>.0</td>
<td></td>
</tr>
<tr>
<td>your work</td>
<td>3</td>
<td>59</td>
<td>14.9</td>
<td>0</td>
<td>.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>131</td>
<td>33.2</td>
<td>4</td>
<td>28.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>170</td>
<td>43.0</td>
<td>10</td>
<td>71.4</td>
<td></td>
</tr>
</tbody>
</table>

*Mean range: 1=poor to 5=excellent
Graph 1
Scholarship of the faculty in the department

Graph 2
Frequency of required course offerings

Graph 3
Variety of advanced course offerings

Graph 4
Level of clerical staff support

Graph 5
Clarity of departmental goals for the next two years

Graph 6
Availability of computer/data base software relevant to your work
### Table 2

<table>
<thead>
<tr>
<th></th>
<th>University N</th>
<th>University %</th>
<th>Department N</th>
<th>Department %</th>
<th>University Mean</th>
<th>Department Mean</th>
<th>SD</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department’s program of study is academically challenging.</td>
<td>8</td>
<td>1.8</td>
<td>0</td>
<td>.0</td>
<td>4.12</td>
<td>4.29</td>
<td>.932</td>
<td>.611</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>4.3</td>
<td>0</td>
<td>.0</td>
<td>3.84</td>
<td>4.57</td>
<td>1.155</td>
<td>.756</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>14.4</td>
<td>1</td>
<td>7.1</td>
<td>3.88</td>
<td>4.50</td>
<td>1.228</td>
<td>.855</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>180</td>
<td>40.4</td>
<td>5</td>
<td>35.7</td>
<td>3.83</td>
<td>4.21</td>
<td>1.069</td>
<td>1.051</td>
</tr>
<tr>
<td>Faculty in the department work together toward program goals.</td>
<td>27</td>
<td>6.0</td>
<td>0</td>
<td>.0</td>
<td>3.88</td>
<td>4.50</td>
<td>1.228</td>
<td>.855</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>28</td>
<td>6.3</td>
<td>0</td>
<td>.0</td>
<td>3.83</td>
<td>4.29</td>
<td>1.069</td>
<td>1.051</td>
</tr>
<tr>
<td></td>
<td>94</td>
<td>21.0</td>
<td>2</td>
<td>14.3</td>
<td>3.83</td>
<td>4.21</td>
<td>1.069</td>
<td>1.051</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>140</td>
<td>31.3</td>
<td>2</td>
<td>14.3</td>
<td>3.83</td>
<td>4.21</td>
<td>1.069</td>
<td>1.051</td>
</tr>
<tr>
<td>Guideline regarding job performance are clear to faculty in the department.</td>
<td>33</td>
<td>7.4</td>
<td>0</td>
<td>.0</td>
<td>3.83</td>
<td>4.21</td>
<td>1.069</td>
<td>1.051</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>33</td>
<td>7.4</td>
<td>1</td>
<td>7.1</td>
<td>3.83</td>
<td>4.29</td>
<td>1.069</td>
<td>1.051</td>
</tr>
<tr>
<td></td>
<td>69</td>
<td>15.5</td>
<td>0</td>
<td>.0</td>
<td>3.83</td>
<td>4.29</td>
<td>1.069</td>
<td>1.051</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>131</td>
<td>29.4</td>
<td>4</td>
<td>28.6</td>
<td>3.83</td>
<td>4.29</td>
<td>1.069</td>
<td>1.051</td>
</tr>
<tr>
<td>I have adequate opportunities to influence decisions made in the department about our programs.</td>
<td>25</td>
<td>5.7</td>
<td>0</td>
<td>.0</td>
<td>3.83</td>
<td>4.29</td>
<td>1.069</td>
<td>1.051</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>50</td>
<td>11.3</td>
<td>1</td>
<td>7.1</td>
<td>3.83</td>
<td>4.29</td>
<td>1.069</td>
<td>1.051</td>
</tr>
<tr>
<td></td>
<td>70</td>
<td>15.9</td>
<td>3</td>
<td>21.4</td>
<td>3.83</td>
<td>4.29</td>
<td>1.069</td>
<td>1.051</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>124</td>
<td>28.1</td>
<td>1</td>
<td>7.1</td>
<td>3.83</td>
<td>4.29</td>
<td>1.069</td>
<td>1.051</td>
</tr>
<tr>
<td>Guidelines regarding job performance are clear to faculty in the department.</td>
<td>25</td>
<td>5.9</td>
<td>0</td>
<td>.0</td>
<td>3.83</td>
<td>4.29</td>
<td>1.069</td>
<td>1.051</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>34</td>
<td>8.1</td>
<td>1</td>
<td>7.1</td>
<td>3.83</td>
<td>4.29</td>
<td>1.069</td>
<td>1.051</td>
</tr>
<tr>
<td></td>
<td>63</td>
<td>14.9</td>
<td>3</td>
<td>21.4</td>
<td>3.83</td>
<td>4.29</td>
<td>1.069</td>
<td>1.051</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>144</td>
<td>34.1</td>
<td>2</td>
<td>14.3</td>
<td>3.83</td>
<td>4.29</td>
<td>1.069</td>
<td>1.051</td>
</tr>
</tbody>
</table>

### Graph 7

The department’s program of study is academically challenging.

### Graph 8

Faculty in the department work together toward program goals.
In our department, faculty feel comfortable expressing different views and opinions.

Guidelines regarding job performance are clear to faculty in the department.

Table 3

<table>
<thead>
<tr>
<th></th>
<th>University</th>
<th>Department</th>
<th>University</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Research tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Significantly too little</td>
<td>11</td>
<td>2.6</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>emphasis</td>
<td>2</td>
<td>5.6</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>3</td>
<td>248</td>
<td>57.7</td>
<td>9</td>
<td>64.3</td>
</tr>
<tr>
<td>4</td>
<td>102</td>
<td>23.7</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td>Significantly too much</td>
<td>45</td>
<td>10.5</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>emphasis</td>
<td>2</td>
<td>7.1</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td>Service to department</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Significantly too little</td>
<td>8</td>
<td>1.8</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>emphasis</td>
<td>2</td>
<td>7.1</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td>3</td>
<td>220</td>
<td>50.2</td>
<td>8</td>
<td>57.1</td>
</tr>
<tr>
<td>4</td>
<td>108</td>
<td>24.7</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td>Significantly too much</td>
<td>71</td>
<td>16.2</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>emphasis</td>
<td>2</td>
<td>7.1</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td>Publishing in certain</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>journals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Significantly too little</td>
<td>11</td>
<td>2.7</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>emphasis</td>
<td>2</td>
<td>8.8</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>3</td>
<td>233</td>
<td>57.2</td>
<td>10</td>
<td>76.9</td>
</tr>
<tr>
<td>4</td>
<td>81</td>
<td>19.9</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>Significantly too much</td>
<td>46</td>
<td>11.3</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>emphasis</td>
<td>2</td>
<td>7.1</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Significantly too little</td>
<td>9</td>
<td>2.1</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>emphasis</td>
<td>2</td>
<td>13.2</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>3</td>
<td>217</td>
<td>49.5</td>
<td>11</td>
<td>78.6</td>
</tr>
<tr>
<td>4</td>
<td>101</td>
<td>23.1</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td>Significantly too much</td>
<td>53</td>
<td>12.1</td>
<td>0</td>
<td>.0</td>
</tr>
</tbody>
</table>

*Mean range: 1=significantly too little emphasis to 5=significantly too much emphasis
Graph 12

Graph 13

Graph 14

Graph 15

Table 4

<table>
<thead>
<tr>
<th></th>
<th>University</th>
<th></th>
<th>Department</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever been the editor of any journals or served on any editorial boards in your field?</td>
<td>Yes</td>
<td>212</td>
<td>% 48.1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>229</td>
<td>% 51.9</td>
<td>9</td>
</tr>
<tr>
<td>Have you been awarded any grants from Georgia State University to support research in your field?</td>
<td>Yes</td>
<td>278</td>
<td>% 63.5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>160</td>
<td>% 36.5</td>
<td>9</td>
</tr>
<tr>
<td>Have you been awarded any grants from a source other than Georgia State University to support research in your field?</td>
<td>Yes</td>
<td>290</td>
<td>% 65.3</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>154</td>
<td>% 34.7</td>
<td>5</td>
</tr>
<tr>
<td>During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?</td>
<td>Yes</td>
<td>327</td>
<td>% 74.8</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>110</td>
<td>% 25.2</td>
<td>7</td>
</tr>
</tbody>
</table>
Have you ever been the editor of any journals or served on any editorial boards in your field?

- Yes: 70.0%
- No: 30.0%

Have you been awarded any grants from Georgia State University to support research in your field?

- Yes: 70.0%
- No: 30.0%

Have you been awarded any grants from a source other than Georgia State University to support research in your field?

- Yes: 70.0%
- No: 30.0%

During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?

- Yes: 80.0%
- No: 20.0%
Table 5

<table>
<thead>
<tr>
<th>How many professional articles or chapters in books have you published in the last five years?</th>
<th>University</th>
<th>Department</th>
<th>University</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>Mean*</td>
</tr>
<tr>
<td>0</td>
<td>40</td>
<td>9.6</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>1-2</td>
<td>60</td>
<td>14.4</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>3-4</td>
<td>53</td>
<td>12.7</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>5-6</td>
<td>67</td>
<td>16.1</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>7 or more</td>
<td>196</td>
<td>47.1</td>
<td>4</td>
<td>30.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many authored books or edited books have you published in the last five years?</th>
<th>University</th>
<th>Department</th>
<th>University</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>Mean*</td>
</tr>
<tr>
<td>0</td>
<td>274</td>
<td>66.2</td>
<td>11</td>
<td>91.7</td>
</tr>
<tr>
<td>1-2</td>
<td>119</td>
<td>28.7</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>3-4</td>
<td>14</td>
<td>3.4</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>5-6</td>
<td>2</td>
<td>.5</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>7 or more</td>
<td>5</td>
<td>1.2</td>
<td>0</td>
<td>.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many monographs, manuals, or reviews have you published in the last five years?</th>
<th>University</th>
<th>Department</th>
<th>University</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>Mean*</td>
</tr>
<tr>
<td>0</td>
<td>207</td>
<td>50.0</td>
<td>9</td>
<td>69.2</td>
</tr>
<tr>
<td>1-2</td>
<td>111</td>
<td>26.8</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>3-4</td>
<td>51</td>
<td>12.3</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>5-6</td>
<td>22</td>
<td>5.3</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>7 or more</td>
<td>23</td>
<td>5.6</td>
<td>1</td>
<td>7.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many formal presentations have you given at professional meetings over the last five years?</th>
<th>University</th>
<th>Department</th>
<th>University</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>Mean*</td>
</tr>
<tr>
<td>0</td>
<td>21</td>
<td>4.8</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>1-2</td>
<td>44</td>
<td>10.0</td>
<td>4</td>
<td>30.8</td>
</tr>
<tr>
<td>3-4</td>
<td>71</td>
<td>16.1</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>5-6</td>
<td>65</td>
<td>14.7</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>7 or more</td>
<td>241</td>
<td>54.5</td>
<td>4</td>
<td>30.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many formal presentations have you given at other colleges or institutions over the last five years?</th>
<th>University</th>
<th>Department</th>
<th>University</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>Mean*</td>
</tr>
<tr>
<td>0</td>
<td>98</td>
<td>22.3</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>1-2</td>
<td>122</td>
<td>27.7</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>3-4</td>
<td>94</td>
<td>21.4</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>5-6</td>
<td>42</td>
<td>9.5</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>7 or more</td>
<td>84</td>
<td>19.1</td>
<td>2</td>
<td>15.4</td>
</tr>
</tbody>
</table>

*Mean range: 0=none, 1=1-2, 2=3-4, 3=5-6, 4=7 or more
How many monographs, manuals, or reviews have you published in the last five years?

Graph 22

Department
University
Univ./Dept.
7 or more 5-6 3-4 1-2 0

Graph 23

How many formal presentations have you given at professional meetings over the last five years?

Graph 24

How many formal presentations have you given at other colleges or institutions over the last five years?
### Appendix D5b

**Academic Program Review**  
**Department Of Social Work**  
**Undergraduate Student Survey**  
**University Comparisons Report**  
**March 2005**

Department N = 78 (response rate = 49.4 percent)  
University (18 departments) N = 2241 (response rate = 41.3 percent)

#### Table 1

<table>
<thead>
<tr>
<th><strong>Faculty members in the department are interested in the academic development of undergraduate majors.</strong></th>
<th>University N</th>
<th>%</th>
<th>Department N</th>
<th>%</th>
<th>University Mean*</th>
<th>SD</th>
<th>Department Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>71</td>
<td>3.5</td>
<td>1</td>
<td>1.3</td>
<td>3.88</td>
<td>1.078</td>
<td>4.21</td>
<td>.922</td>
</tr>
<tr>
<td>2</td>
<td>160</td>
<td>7.8</td>
<td>2</td>
<td>2.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>419</td>
<td>20.4</td>
<td>14</td>
<td>18.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>690</td>
<td>33.7</td>
<td>23</td>
<td>29.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>710</td>
<td>34.6</td>
<td>37</td>
<td>48.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>The undergraduate program of study is academically challenging.</strong></th>
<th>University N</th>
<th>%</th>
<th>Department N</th>
<th>%</th>
<th>University Mean*</th>
<th>SD</th>
<th>Department Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>65</td>
<td>3.1</td>
<td>1</td>
<td>1.3</td>
<td>3.88</td>
<td>1.078</td>
<td>4.21</td>
<td>.922</td>
</tr>
<tr>
<td>2</td>
<td>106</td>
<td>5.0</td>
<td>5</td>
<td>6.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>262</td>
<td>12.5</td>
<td>15</td>
<td>19.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>713</td>
<td>33.9</td>
<td>22</td>
<td>28.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>957</td>
<td>45.5</td>
<td>33</td>
<td>43.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Faculty in the department are appropriately prepared for their courses.</strong></th>
<th>University N</th>
<th>%</th>
<th>Department N</th>
<th>%</th>
<th>University Mean*</th>
<th>SD</th>
<th>Department Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>62</td>
<td>3.0</td>
<td>3</td>
<td>3.9</td>
<td>4.05</td>
<td>1.015</td>
<td>4.19</td>
<td>1.052</td>
</tr>
<tr>
<td>2</td>
<td>113</td>
<td>5.5</td>
<td>2</td>
<td>2.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>304</td>
<td>14.7</td>
<td>12</td>
<td>15.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>767</td>
<td>37.1</td>
<td>20</td>
<td>26.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>823</td>
<td>39.8</td>
<td>40</td>
<td>51.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>I feel the undergraduate program is preparing me for my professional career and/or further study.</strong></th>
<th>University N</th>
<th>%</th>
<th>Department N</th>
<th>%</th>
<th>University Mean*</th>
<th>SD</th>
<th>Department Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>98</td>
<td>4.7</td>
<td>1</td>
<td>1.3</td>
<td>3.89</td>
<td>1.116</td>
<td>4.34</td>
<td>.960</td>
</tr>
<tr>
<td>2</td>
<td>155</td>
<td>7.4</td>
<td>4</td>
<td>5.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>372</td>
<td>17.8</td>
<td>8</td>
<td>10.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>713</td>
<td>34.1</td>
<td>18</td>
<td>23.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>753</td>
<td>36.0</td>
<td>45</td>
<td>59.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>There is open communication between faculty and undergraduate students about student concerns.</strong></th>
<th>University N</th>
<th>%</th>
<th>Department N</th>
<th>%</th>
<th>University Mean*</th>
<th>SD</th>
<th>Department Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>134</td>
<td>6.5</td>
<td>4</td>
<td>5.3</td>
<td>3.66</td>
<td>1.201</td>
<td>4.11</td>
<td>1.173</td>
</tr>
<tr>
<td>2</td>
<td>229</td>
<td>11.1</td>
<td>5</td>
<td>6.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>465</td>
<td>22.5</td>
<td>9</td>
<td>11.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>611</td>
<td>29.6</td>
<td>19</td>
<td>25.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>625</td>
<td>30.3</td>
<td>39</td>
<td>51.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Class size is suitable for effective learning.</strong></th>
<th>University N</th>
<th>%</th>
<th>Department N</th>
<th>%</th>
<th>University Mean*</th>
<th>SD</th>
<th>Department Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>105</td>
<td>5.0</td>
<td>3</td>
<td>3.9</td>
<td>3.83</td>
<td>1.139</td>
<td>4.14</td>
<td>1.140</td>
</tr>
<tr>
<td>2</td>
<td>182</td>
<td>8.6</td>
<td>5</td>
<td>6.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>404</td>
<td>19.1</td>
<td>11</td>
<td>14.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>698</td>
<td>33.0</td>
<td>16</td>
<td>21.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>725</td>
<td>34.3</td>
<td>41</td>
<td>53.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree*
Faculty members in the department are interested in the academic development of undergraduate majors.

The undergraduate program of study is academically challenging.

Faculty in the department are appropriately prepared for their courses.

I feel the undergraduate program is preparing me for my professional career and/or further study.

There is open communication between faculty and undergraduate students about student concerns.

Class size is suitable for effective learning.
<table>
<thead>
<tr>
<th></th>
<th>University</th>
<th>Department</th>
<th>University</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Academic advisement available in the department</td>
<td>Poor</td>
<td>189</td>
<td>10.0</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>229</td>
<td>12.1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>474</td>
<td>25.0</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>548</td>
<td>28.9</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>454</td>
<td>24.0</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>180</td>
<td>11.4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>245</td>
<td>15.5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>486</td>
<td>30.7</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>409</td>
<td>25.9</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>262</td>
<td>16.6</td>
<td>17</td>
</tr>
<tr>
<td>Availability of faculty to students outside the classroom</td>
<td>Poor</td>
<td>84</td>
<td>4.2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>187</td>
<td>9.4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>517</td>
<td>26.0</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>733</td>
<td>36.9</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>466</td>
<td>23.5</td>
<td>27</td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>Poor</td>
<td>51</td>
<td>2.4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>133</td>
<td>6.4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>467</td>
<td>22.4</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>921</td>
<td>44.1</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>516</td>
<td>24.7</td>
<td>26</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>Poor</td>
<td>64</td>
<td>3.2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>154</td>
<td>7.7</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>579</td>
<td>29.0</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>815</td>
<td>40.8</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>388</td>
<td>19.4</td>
<td>22</td>
</tr>
<tr>
<td>Frequency of undergraduate major course offerings</td>
<td>Poor</td>
<td>307</td>
<td>14.9</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>410</td>
<td>19.9</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>591</td>
<td>28.6</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>521</td>
<td>25.2</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>236</td>
<td>11.4</td>
<td>10</td>
</tr>
<tr>
<td>Variety of undergraduate major course offerings</td>
<td>Poor</td>
<td>171</td>
<td>8.2</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>283</td>
<td>13.6</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>590</td>
<td>28.3</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>682</td>
<td>32.7</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>359</td>
<td>17.2</td>
<td>12</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>Poor</td>
<td>118</td>
<td>5.5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>245</td>
<td>11.5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>466</td>
<td>21.9</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>705</td>
<td>33.1</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>593</td>
<td>27.9</td>
<td>30</td>
</tr>
</tbody>
</table>

*Mean range: 1=poor to 5=excellent
Academic advisement available in the department:

<table>
<thead>
<tr>
<th>Department</th>
<th>University</th>
<th>Univ./Dept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Poor</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

Career advisement available in the department:

<table>
<thead>
<tr>
<th>Department</th>
<th>University</th>
<th>Univ./Dept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Poor</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

Availability of faculty to students outside the classroom:

<table>
<thead>
<tr>
<th>Department</th>
<th>University</th>
<th>Univ./Dept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Poor</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

Effectiveness of teaching methods used by faculty:

<table>
<thead>
<tr>
<th>Department</th>
<th>University</th>
<th>Univ./Dept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>50%</td>
<td>40%</td>
</tr>
<tr>
<td>Poor</td>
<td>30%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Procedures used to evaluate student performance:

<table>
<thead>
<tr>
<th>Department</th>
<th>University</th>
<th>Univ./Dept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>50%</td>
<td>40%</td>
</tr>
<tr>
<td>Poor</td>
<td>30%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Frequency of undergraduate major course offerings:

<table>
<thead>
<tr>
<th>Department</th>
<th>University</th>
<th>Univ./Dept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>50%</td>
<td>40%</td>
</tr>
<tr>
<td>Poor</td>
<td>30%</td>
<td>20%</td>
</tr>
</tbody>
</table>
Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>University</th>
<th>N</th>
<th>%</th>
<th>Department</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td></td>
<td>1477</td>
<td>71.2</td>
<td></td>
<td>68</td>
<td>88.3</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td>597</td>
<td>28.8</td>
<td></td>
<td>9</td>
<td>11.7</td>
</tr>
</tbody>
</table>

Graph 15
Appendix D5c
Academic Program Review
School Of Social Work
Undergraduate Alumni Survey
University Comparisons Report
March 2005

Department N = 215 (response rate = 31.9 percent)
University (17 departments) N = 704 (response rate = 35.8 percent)

Table 1

<table>
<thead>
<tr>
<th>Outcome Description</th>
<th>University</th>
<th></th>
<th></th>
<th>Department</th>
<th></th>
<th></th>
<th>University</th>
<th></th>
<th></th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td></td>
<td>N</td>
<td>%</td>
<td></td>
<td>Mean*</td>
<td></td>
<td>SD</td>
<td>Mean*</td>
</tr>
<tr>
<td>Faculty members in the department were interested in the academic development of</td>
<td>Strongly</td>
<td>26</td>
<td>3.7</td>
<td>11</td>
<td>5.2</td>
<td></td>
<td>4.05</td>
<td></td>
<td>1.058</td>
<td>4.16</td>
</tr>
<tr>
<td>undergraduate majors.</td>
<td>disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>31</td>
<td>4.5</td>
<td>10</td>
<td>4.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>122</td>
<td>17.6</td>
<td>23</td>
<td>10.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>218</td>
<td>31.4</td>
<td>58</td>
<td>27.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>298</td>
<td>42.9</td>
<td>110</td>
<td>51.9</td>
<td></td>
<td></td>
<td>4.06</td>
<td></td>
<td>.972</td>
<td>3.85</td>
</tr>
<tr>
<td>The undergraduate program of study was academically challenging.</td>
<td>Strongly</td>
<td>19</td>
<td>2.7</td>
<td>15</td>
<td>7.0</td>
<td></td>
<td>4.16</td>
<td></td>
<td>1.155</td>
<td>4.08</td>
</tr>
<tr>
<td>disagree</td>
<td>33</td>
<td>4.7</td>
<td>18</td>
<td>8.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>14.2</td>
<td>25</td>
<td>11.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>288</td>
<td>40.9</td>
<td>83</td>
<td>38.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>264</td>
<td>37.5</td>
<td>73</td>
<td>34.1</td>
<td></td>
<td></td>
<td>4.17</td>
<td></td>
<td>1.028</td>
<td>4.16</td>
</tr>
<tr>
<td>Faculty in the department were appropriately prepared for their courses.</td>
<td>Strongly</td>
<td>21</td>
<td>3.0</td>
<td>16</td>
<td>7.5</td>
<td></td>
<td>3.71</td>
<td></td>
<td>1.206</td>
<td>3.83</td>
</tr>
<tr>
<td>disagree</td>
<td>20</td>
<td>2.8</td>
<td>6</td>
<td>2.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>79</td>
<td>11.2</td>
<td>21</td>
<td>9.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>231</td>
<td>32.9</td>
<td>72</td>
<td>33.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>352</td>
<td>50.1</td>
<td>99</td>
<td>46.3</td>
<td></td>
<td></td>
<td>3.82</td>
<td></td>
<td>1.158</td>
<td>3.94</td>
</tr>
<tr>
<td>I feel the undergraduate program prepared me for my professional career and/or</td>
<td>Strongly</td>
<td>43</td>
<td>6.3</td>
<td>16</td>
<td>7.6</td>
<td></td>
<td>3.82</td>
<td></td>
<td>1.158</td>
<td>3.94</td>
</tr>
<tr>
<td>further study.</td>
<td>disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>78</td>
<td>11.5</td>
<td>17</td>
<td>8.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>130</td>
<td>19.1</td>
<td>32</td>
<td>15.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>213</td>
<td>31.3</td>
<td>68</td>
<td>32.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>217</td>
<td>31.9</td>
<td>78</td>
<td>37.0</td>
<td></td>
<td></td>
<td>3.71</td>
<td></td>
<td>1.206</td>
<td>3.83</td>
</tr>
<tr>
<td>There was open communication between faculty and undergraduate students about</td>
<td>Strongly</td>
<td>40</td>
<td>5.8</td>
<td>13</td>
<td>6.2</td>
<td></td>
<td>3.82</td>
<td></td>
<td>1.158</td>
<td>3.94</td>
</tr>
<tr>
<td>student concerns.</td>
<td>disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>56</td>
<td>8.1</td>
<td>13</td>
<td>6.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>125</td>
<td>18.2</td>
<td>34</td>
<td>16.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>233</td>
<td>33.9</td>
<td>62</td>
<td>29.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>234</td>
<td>34.0</td>
<td>87</td>
<td>41.6</td>
<td></td>
<td></td>
<td>3.71</td>
<td></td>
<td>1.206</td>
<td>3.83</td>
</tr>
<tr>
<td>Class size was suitable for effective learning.</td>
<td>Strongly</td>
<td>24</td>
<td>3.4</td>
<td>15</td>
<td>7.0</td>
<td></td>
<td>4.17</td>
<td></td>
<td>1.028</td>
<td>4.16</td>
</tr>
<tr>
<td>disagree</td>
<td>32</td>
<td>4.6</td>
<td>7</td>
<td>3.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Range</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>81</td>
<td>11.6</td>
<td>16</td>
<td>7.5</td>
</tr>
<tr>
<td>4</td>
<td>229</td>
<td>32.7</td>
<td>66</td>
<td>31.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>335</td>
<td>47.8</td>
<td>109</td>
<td>51.2</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree. Don’t know/not applicable excluded from analysis.*

### Graphs

1. **Faculty members in the department were interested in the academic development of undergraduate majors.**

2. **The undergraduate program of study was academically challenging.**

3. **Faculty in the department were appropriately prepared for their courses.**

4. **I feel the undergraduate program prepared me for my professional career and/or further study.**

5. **There was open communication between faculty and undergraduate students about student concerns.**

6. **Class size was suitable for effective learning.**
<table>
<thead>
<tr>
<th>Table 2</th>
<th>University</th>
<th>%</th>
<th>Department</th>
<th>%</th>
<th>University</th>
<th>Mean*</th>
<th>SD</th>
<th>Department</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic advisement available in the department</strong></td>
<td>Poor</td>
<td>58</td>
<td>8.7</td>
<td>4</td>
<td>1.9</td>
<td>3.62</td>
<td>1.259</td>
<td>3.98</td>
<td>1.023</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>75</td>
<td>11.3</td>
<td>16</td>
<td>7.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>123</td>
<td>18.6</td>
<td>40</td>
<td>19.0</td>
<td>2.99</td>
<td>1.215</td>
<td>3.41</td>
<td>1.043</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>209</td>
<td>31.5</td>
<td>71</td>
<td>33.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>198</td>
<td>29.9</td>
<td>79</td>
<td>37.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Career advisement available in the department</strong></td>
<td>Poor</td>
<td>81</td>
<td>13.4</td>
<td>8</td>
<td>4.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>130</td>
<td>21.6</td>
<td>31</td>
<td>15.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>182</td>
<td>30.2</td>
<td>64</td>
<td>31.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>135</td>
<td>22.4</td>
<td>69</td>
<td>34.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>75</td>
<td>12.4</td>
<td>30</td>
<td>14.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Availability of faculty to students outside the classroom</strong></td>
<td>Poor</td>
<td>12</td>
<td>1.8</td>
<td>4</td>
<td>1.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>58</td>
<td>8.5</td>
<td>10</td>
<td>4.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>146</td>
<td>21.3</td>
<td>33</td>
<td>16.0</td>
<td>3.89</td>
<td>1.013</td>
<td>4.09</td>
<td>.964</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>245</td>
<td>35.8</td>
<td>76</td>
<td>36.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>223</td>
<td>32.6</td>
<td>83</td>
<td>40.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Effectiveness of teaching methods used by faculty</strong></td>
<td>Poor</td>
<td>8</td>
<td>1.1</td>
<td>3</td>
<td>1.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>31</td>
<td>4.4</td>
<td>8</td>
<td>3.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>130</td>
<td>18.5</td>
<td>34</td>
<td>15.9</td>
<td>4.02</td>
<td>.889</td>
<td>4.08</td>
<td>.887</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>305</td>
<td>43.4</td>
<td>93</td>
<td>43.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>229</td>
<td>32.6</td>
<td>76</td>
<td>35.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedures used to evaluate student performance</strong></td>
<td>Poor</td>
<td>15</td>
<td>2.2</td>
<td>4</td>
<td>1.9</td>
<td>3.82</td>
<td>.944</td>
<td>3.85</td>
<td>.881</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>48</td>
<td>7.0</td>
<td>9</td>
<td>4.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>144</td>
<td>21.1</td>
<td>49</td>
<td>23.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>316</td>
<td>46.3</td>
<td>103</td>
<td>48.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>159</td>
<td>23.3</td>
<td>48</td>
<td>22.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Frequency of undergraduate major course offerings</strong></td>
<td>Poor</td>
<td>41</td>
<td>5.9</td>
<td>8</td>
<td>3.8</td>
<td>3.51</td>
<td>1.128</td>
<td>3.71</td>
<td>1.029</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>83</td>
<td>12.0</td>
<td>19</td>
<td>9.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>196</td>
<td>28.3</td>
<td>45</td>
<td>21.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>225</td>
<td>32.5</td>
<td>92</td>
<td>43.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>148</td>
<td>21.4</td>
<td>46</td>
<td>21.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Variety of undergraduate major course offerings</strong></td>
<td>Poor</td>
<td>28</td>
<td>4.1</td>
<td>8</td>
<td>3.8</td>
<td>3.65</td>
<td>1.100</td>
<td>3.64</td>
<td>1.042</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>80</td>
<td>11.6</td>
<td>23</td>
<td>10.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>171</td>
<td>24.7</td>
<td>50</td>
<td>23.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>237</td>
<td>34.3</td>
<td>88</td>
<td>41.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>175</td>
<td>25.3</td>
<td>43</td>
<td>20.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clarity of degree requirements</strong></td>
<td>Poor</td>
<td>26</td>
<td>3.7</td>
<td>4</td>
<td>1.9</td>
<td>3.97</td>
<td>1.057</td>
<td>4.22</td>
<td>.936</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>48</td>
<td>6.9</td>
<td>9</td>
<td>4.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>98</td>
<td>14.1</td>
<td>24</td>
<td>11.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>271</td>
<td>38.9</td>
<td>76</td>
<td>35.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>254</td>
<td>36.4</td>
<td>101</td>
<td>47.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Mean range: 1=poor to 5=excellent
Academic advisement available in the department

Career advisement available in the department

Availability of faculty to students outside the classroom

Effectiveness of teaching methods used by faculty

Procedures used to evaluate student performance

Frequency of undergraduate major course offerings
Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>University</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Female</td>
<td>455</td>
<td>74.2</td>
</tr>
<tr>
<td>Male</td>
<td>158</td>
<td>25.8</td>
</tr>
</tbody>
</table>

Graph 13

Graph 14

Graph 15
### Table 1

<table>
<thead>
<tr>
<th>Item</th>
<th>University N</th>
<th>Department N</th>
<th>University Mean*</th>
<th>SD</th>
<th>Department Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members in the department are interested in the academic development of graduate majors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>42</td>
<td>2</td>
<td>0</td>
<td>.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>78</td>
<td>5</td>
<td>3</td>
<td>8.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>207</td>
<td>13</td>
<td>1</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>525</td>
<td>34</td>
<td>12</td>
<td>35.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>658</td>
<td>43</td>
<td>18</td>
<td>52.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The graduate program of study is academically challenging.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>46</td>
<td>3</td>
<td>2</td>
<td>5.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>98</td>
<td>6</td>
<td>4</td>
<td>11.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>219</td>
<td>14</td>
<td>7</td>
<td>20.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>584</td>
<td>38</td>
<td>14</td>
<td>40.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>580</td>
<td>38</td>
<td>8</td>
<td>22.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty in the department are appropriately prepared for their courses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>32</td>
<td>2</td>
<td>2</td>
<td>5.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>61</td>
<td>4</td>
<td>1</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>175</td>
<td>11</td>
<td>3</td>
<td>8.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>633</td>
<td>41</td>
<td>17</td>
<td>48.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>627</td>
<td>41</td>
<td>12</td>
<td>34.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel the graduate program is preparing me for my professional career and/or further study.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>38</td>
<td>2</td>
<td>2</td>
<td>5.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>84</td>
<td>5</td>
<td>2</td>
<td>5.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>238</td>
<td>15</td>
<td>5</td>
<td>14.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>551</td>
<td>36</td>
<td>11</td>
<td>32.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>603</td>
<td>39</td>
<td>14</td>
<td>41.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is open communication between faculty and graduate students about student concerns.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>75</td>
<td>5</td>
<td>4</td>
<td>11.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>153</td>
<td>10</td>
<td>1</td>
<td>2.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>263</td>
<td>17</td>
<td>5</td>
<td>13.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>480</td>
<td>32</td>
<td>15</td>
<td>41.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>522</td>
<td>35</td>
<td>11</td>
<td>30.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class size is suitable for effective learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>50</td>
<td>3</td>
<td>3</td>
<td>8.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Departments and Universities are responding from N = 36 (response rate = 65.5 percent)

University Comparisons Report
March 2005
Faculty members in the department are interested in the academic development of graduate majors.

The graduate program of study is academically challenging.

Faculty in the department are appropriately prepared for their courses.

I feel the graduate program is preparing me for my professional career and/or further study.

There is open communication between faculty and graduate students about student concerns.

Class size is suitable for effective learning.
<table>
<thead>
<tr>
<th>Table 2</th>
<th>University N</th>
<th>%</th>
<th>Department N</th>
<th>%</th>
<th>University Mean*</th>
<th>SD</th>
<th>Department Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic advisement available in the department</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>99</td>
<td>6.9</td>
<td>1</td>
<td>3.4</td>
<td>3.54</td>
<td>1.175</td>
<td>3.59</td>
<td>.983</td>
</tr>
<tr>
<td>2</td>
<td>170</td>
<td>11.9</td>
<td>2</td>
<td>6.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>365</td>
<td>25.6</td>
<td>10</td>
<td>34.5</td>
<td>3.15</td>
<td>1.200</td>
<td>3.33</td>
<td>1.129</td>
</tr>
<tr>
<td>4</td>
<td>453</td>
<td>31.7</td>
<td>11</td>
<td>37.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>341</td>
<td>23.9</td>
<td>5</td>
<td>17.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Career advisement available in the department</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>129</td>
<td>11.3</td>
<td>2</td>
<td>8.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>204</td>
<td>17.9</td>
<td>4</td>
<td>16.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>335</td>
<td>29.3</td>
<td>4</td>
<td>16.7</td>
<td>3.15</td>
<td>1.200</td>
<td>3.33</td>
<td>1.129</td>
</tr>
<tr>
<td>4</td>
<td>316</td>
<td>27.7</td>
<td>12</td>
<td>50.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>158</td>
<td>13.8</td>
<td>2</td>
<td>8.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Availability of faculty to students outside the classroom</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>31</td>
<td>2.1</td>
<td>0</td>
<td>.0</td>
<td>3.93</td>
<td>.983</td>
<td>4.11</td>
<td>.530</td>
</tr>
<tr>
<td>2</td>
<td>103</td>
<td>6.9</td>
<td>0</td>
<td>.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>280</td>
<td>18.9</td>
<td>5</td>
<td>14.3</td>
<td>3.95</td>
<td>.846</td>
<td>4.11</td>
<td>.530</td>
</tr>
<tr>
<td>4</td>
<td>601</td>
<td>40.5</td>
<td>18</td>
<td>51.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>468</td>
<td>31.6</td>
<td>12</td>
<td>34.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Effectiveness of teaching methods used by faculty</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>16</td>
<td>1.0</td>
<td>0</td>
<td>.0</td>
<td>3.91</td>
<td>.860</td>
<td>3.94</td>
<td>.591</td>
</tr>
<tr>
<td>2</td>
<td>71</td>
<td>4.6</td>
<td>0</td>
<td>.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>280</td>
<td>18.3</td>
<td>3</td>
<td>8.6</td>
<td>3.95</td>
<td>.846</td>
<td>4.11</td>
<td>.530</td>
</tr>
<tr>
<td>4</td>
<td>773</td>
<td>50.5</td>
<td>25</td>
<td>71.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>390</td>
<td>25.5</td>
<td>7</td>
<td>20.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedures used to evaluate student performance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>22</td>
<td>1.5</td>
<td>0</td>
<td>.0</td>
<td>3.91</td>
<td>.860</td>
<td>3.94</td>
<td>.591</td>
</tr>
<tr>
<td>2</td>
<td>67</td>
<td>4.5</td>
<td>0</td>
<td>.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>290</td>
<td>19.5</td>
<td>7</td>
<td>20.0</td>
<td>3.91</td>
<td>.860</td>
<td>3.94</td>
<td>.591</td>
</tr>
<tr>
<td>4</td>
<td>753</td>
<td>50.6</td>
<td>23</td>
<td>65.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>356</td>
<td>23.9</td>
<td>5</td>
<td>14.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Frequency of graduate course offerings</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>98</td>
<td>6.7</td>
<td>2</td>
<td>6.1</td>
<td>3.35</td>
<td>1.096</td>
<td>3.09</td>
<td>1.100</td>
</tr>
<tr>
<td>2</td>
<td>212</td>
<td>14.5</td>
<td>7</td>
<td>21.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>438</td>
<td>29.9</td>
<td>15</td>
<td>45.5</td>
<td>3.35</td>
<td>1.096</td>
<td>3.09</td>
<td>1.100</td>
</tr>
<tr>
<td>4</td>
<td>510</td>
<td>34.8</td>
<td>4</td>
<td>12.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>206</td>
<td>14.1</td>
<td>5</td>
<td>15.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Variety of graduate course offerings</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>66</td>
<td>4.5</td>
<td>1</td>
<td>3.0</td>
<td>3.52</td>
<td>1.058</td>
<td>3.09</td>
<td>.914</td>
</tr>
<tr>
<td>2</td>
<td>180</td>
<td>12.2</td>
<td>8</td>
<td>24.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>414</td>
<td>28.1</td>
<td>12</td>
<td>36.4</td>
<td>3.52</td>
<td>1.058</td>
<td>3.09</td>
<td>.914</td>
</tr>
<tr>
<td>4</td>
<td>552</td>
<td>37.4</td>
<td>11</td>
<td>33.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>263</td>
<td>17.8</td>
<td>1</td>
<td>3.0</td>
<td>3.52</td>
<td>1.058</td>
<td>3.09</td>
<td>.914</td>
</tr>
<tr>
<td><strong>Clarity of degree requirements</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>48</td>
<td>3.2</td>
<td>0</td>
<td>.0</td>
<td>3.93</td>
<td>1.046</td>
<td>4.47</td>
<td>.560</td>
</tr>
<tr>
<td>2</td>
<td>111</td>
<td>7.3</td>
<td>0</td>
<td>.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>268</td>
<td>17.7</td>
<td>1</td>
<td>2.8</td>
<td>3.93</td>
<td>1.046</td>
<td>4.47</td>
<td>.560</td>
</tr>
<tr>
<td>4</td>
<td>568</td>
<td>37.5</td>
<td>17</td>
<td>47.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>521</td>
<td>34.4</td>
<td>18</td>
<td>50.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>University</th>
<th>N</th>
<th>%</th>
<th>Department</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>939</td>
<td>68.7</td>
<td></td>
<td>29</td>
<td>85.3</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>427</td>
<td>31.3</td>
<td></td>
<td>5</td>
<td>14.7</td>
<td></td>
</tr>
</tbody>
</table>

Graph 15
Appendix D5e
Academic Program Review
Department Of Social Work
Graduate Alumni Survey
University Comparisons Report
March 2005

Department N = 30 (response rate = 36.1 percent)
University (19 departments) N = 862 (response rate = 47.1 percent)

Table 1

<table>
<thead>
<tr>
<th></th>
<th>University</th>
<th></th>
<th>Department</th>
<th></th>
<th>University</th>
<th>Mean*</th>
<th>SD</th>
<th>Department</th>
<th>Mean*</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty members in the department were</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>interested in the academic development of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>graduate majors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>23</td>
<td>2.7</td>
<td>1</td>
<td>3.3</td>
<td>4.20</td>
<td>1.003</td>
<td></td>
<td>4.37</td>
<td>.964</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>41</td>
<td>4.8</td>
<td>1</td>
<td>3.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>100</td>
<td>11.7</td>
<td>1</td>
<td>3.3</td>
<td>4.37</td>
<td>1.12</td>
<td></td>
<td>3.94</td>
<td>1.112</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>269</td>
<td>31.5</td>
<td>10</td>
<td>33.3</td>
<td>4.37</td>
<td>.964</td>
<td></td>
<td>3.94</td>
<td>1.112</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>422</td>
<td>49.4</td>
<td>17</td>
<td>56.7</td>
<td>4.37</td>
<td>.964</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The graduate program of study was</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>academically challenging.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>28</td>
<td>3.3</td>
<td>1</td>
<td>3.3</td>
<td>3.94</td>
<td>1.069</td>
<td></td>
<td>3.93</td>
<td>1.112</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>70</td>
<td>8.1</td>
<td>2</td>
<td>6.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>139</td>
<td>16.2</td>
<td>7</td>
<td>23.3</td>
<td>4.37</td>
<td>1.112</td>
<td></td>
<td>3.93</td>
<td>1.112</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>310</td>
<td>36.0</td>
<td>8</td>
<td>26.7</td>
<td>4.37</td>
<td>1.112</td>
<td></td>
<td>3.93</td>
<td>1.112</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>313</td>
<td>36.4</td>
<td>12</td>
<td>40.0</td>
<td>4.37</td>
<td>1.112</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty in the department were</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>prepared for their courses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>29</td>
<td>3.4</td>
<td>1</td>
<td>3.4</td>
<td>4.23</td>
<td>.993</td>
<td></td>
<td>4.38</td>
<td>.862</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>32</td>
<td>3.7</td>
<td>0</td>
<td>.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>78</td>
<td>9.1</td>
<td>1</td>
<td>3.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>297</td>
<td>34.5</td>
<td>12</td>
<td>41.4</td>
<td>4.23</td>
<td>.993</td>
<td></td>
<td>4.38</td>
<td>.862</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>313</td>
<td>36.4</td>
<td>12</td>
<td>40.0</td>
<td>4.23</td>
<td>.993</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel the graduate program prepared me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for my professional career and/or further</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>study.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>35</td>
<td>4.1</td>
<td>1</td>
<td>3.3</td>
<td>4.02</td>
<td>1.103</td>
<td></td>
<td>3.87</td>
<td>1.224</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>7.0</td>
<td>4</td>
<td>13.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>121</td>
<td>14.2</td>
<td>6</td>
<td>20.0</td>
<td>4.02</td>
<td>1.103</td>
<td></td>
<td>3.87</td>
<td>1.224</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>276</td>
<td>32.4</td>
<td>6</td>
<td>20.0</td>
<td>4.02</td>
<td>1.103</td>
<td></td>
<td>3.87</td>
<td>1.224</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>361</td>
<td>42.3</td>
<td>13</td>
<td>43.3</td>
<td>4.39</td>
<td>.955</td>
<td></td>
<td>4.60</td>
<td>.814</td>
<td></td>
</tr>
<tr>
<td>There was open communication between</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>faculty and graduate students about</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>student concerns.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>46</td>
<td>5.4</td>
<td>1</td>
<td>3.3</td>
<td>3.96</td>
<td>1.186</td>
<td></td>
<td>4.07</td>
<td>1.081</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>77</td>
<td>9.0</td>
<td>2</td>
<td>6.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>108</td>
<td>12.7</td>
<td>4</td>
<td>13.3</td>
<td>3.96</td>
<td>1.186</td>
<td></td>
<td>4.07</td>
<td>1.081</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>254</td>
<td>29.8</td>
<td>10</td>
<td>33.3</td>
<td>3.96</td>
<td>1.186</td>
<td></td>
<td>4.07</td>
<td>1.081</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>366</td>
<td>43.0</td>
<td>13</td>
<td>43.3</td>
<td>3.96</td>
<td>1.186</td>
<td></td>
<td>4.07</td>
<td>1.081</td>
<td></td>
</tr>
<tr>
<td>Class size was suitable for effective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>27</td>
<td>3.2</td>
<td>1</td>
<td>3.3</td>
<td>4.39</td>
<td>.955</td>
<td></td>
<td>4.60</td>
<td>.814</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>22</td>
<td>2.6</td>
<td>0</td>
<td>.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>59</td>
<td>6.9</td>
<td>0</td>
<td>.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>226</td>
<td>26.4</td>
<td>8</td>
<td>26.7</td>
<td>4.39</td>
<td>.955</td>
<td></td>
<td>4.60</td>
<td>.814</td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>521</td>
<td>60.9</td>
<td>21</td>
<td>70.0</td>
<td>4.39</td>
<td>.955</td>
<td></td>
<td>4.60</td>
<td>.814</td>
<td></td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree
Faculty members in the department were interested in the academic development of graduate majors.

60.0% 50.0% 40.0% 30.0% 20.0% 10.0% 0.0% 

Percent

Department

University

Univ./Dept.

Strongly agree

4

3

2

Strongly disagree

The graduate program of study was academically challenging.

60.0% 50.0% 40.0% 30.0% 20.0% 10.0% 0.0% 

Percent

Department

University

Univ./Dept.

Strongly agree

4

3

2

Strongly disagree

Faculty in the department were appropriately prepared for their courses.

60.0% 50.0% 40.0% 30.0% 20.0% 10.0% 0.0% 

Percent

Department

University

Univ./Dept.

Strongly agree

4

3

2

Strongly disagree

I feel the graduate program prepared me for my professional career and/or further study.

50.0% 40.0% 30.0% 20.0% 10.0% 0.0% 

Percent

Department

University

Univ./Dept.

Strongly agree

4

3

2

Strongly disagree

There was open communication between faculty and graduate students about student concerns.

50.0% 40.0% 30.0% 20.0% 10.0% 0.0% 

Percent

Department

University

Univ./Dept.

Strongly agree

4

3

2

Strongly disagree

Class size was suitable for effective learning.

70.0% 60.0% 50.0% 40.0% 30.0% 20.0% 10.0% 0.0% 

Percent

Department

University

Univ./Dept.

Strongly agree

4

3

2

Strongly disagree
<table>
<thead>
<tr>
<th>Table 2</th>
<th>University</th>
<th>Department</th>
<th>University</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N %</td>
<td>N %</td>
<td>Mean*</td>
<td>SD</td>
</tr>
<tr>
<td>Academic advisement available in the department</td>
<td>Poor</td>
<td>65 7.9</td>
<td>0 0</td>
<td>3.59</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>99 12.1</td>
<td>3 10.3</td>
<td>3.70</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>171 20.9</td>
<td>9 31.0</td>
<td>3.70</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>255 31.2</td>
<td>7 24.1</td>
<td>4.10</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>228 27.9</td>
<td>10 34.5</td>
<td>3.18</td>
</tr>
<tr>
<td>Career advisement available in the department</td>
<td>Poor</td>
<td>89 12.6</td>
<td>2 6.7</td>
<td>4.01</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>137 19.5</td>
<td>7 23.3</td>
<td>4.01</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>164 23.3</td>
<td>4 13.3</td>
<td>4.01</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>188 26.7</td>
<td>10 33.3</td>
<td>4.01</td>
</tr>
<tr>
<td>Availability of faculty to students outside the classroom</td>
<td>Poor</td>
<td>18 2.1</td>
<td>0 0</td>
<td>3.80</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>53 6.2</td>
<td>0 0</td>
<td>3.80</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>139 16.3</td>
<td>2 6.7</td>
<td>4.08</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>332 38.9</td>
<td>13 43.3</td>
<td>4.08</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>311 36.5</td>
<td>15 50.0</td>
<td>3.60</td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>Poor</td>
<td>8 .9</td>
<td>0 0</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>30 3.5</td>
<td>0 0</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>141 16.4</td>
<td>8 26.7</td>
<td>4.08</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>387 44.9</td>
<td>11 36.7</td>
<td>4.08</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>Poor</td>
<td>9 1.1</td>
<td>0 0</td>
<td>3.80</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>37 4.3</td>
<td>0 0</td>
<td>3.80</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>128 15.0</td>
<td>7 23.3</td>
<td>4.04</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>410 48.2</td>
<td>12 40.0</td>
<td>4.04</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>295 34.3</td>
<td>11 36.7</td>
<td>3.60</td>
</tr>
<tr>
<td>Frequency of graduate course offerings</td>
<td>Poor</td>
<td>34 4.2</td>
<td>1 3.4</td>
<td>3.65</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>82 10.1</td>
<td>2 6.9</td>
<td>3.65</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>202 24.9</td>
<td>7 24.1</td>
<td>3.65</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>311 38.4</td>
<td>7 24.1</td>
<td>3.65</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>181 22.3</td>
<td>12 41.4</td>
<td>3.65</td>
</tr>
<tr>
<td>Variety of graduate course offerings</td>
<td>Poor</td>
<td>25 3.0</td>
<td>1 3.4</td>
<td>3.65</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>90 10.9</td>
<td>4 13.8</td>
<td>3.65</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>210 25.5</td>
<td>9 31.0</td>
<td>3.65</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>317 38.6</td>
<td>9 31.0</td>
<td>3.65</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>180 21.9</td>
<td>6 20.7</td>
<td>3.65</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>Poor</td>
<td>18 2.1</td>
<td>0 0</td>
<td>4.20</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>40 4.7</td>
<td>0 0</td>
<td>4.20</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>89 10.4</td>
<td>2 6.7</td>
<td>4.20</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>320 37.3</td>
<td>11 36.7</td>
<td>4.20</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>392 45.6</td>
<td>17 56.7</td>
<td>4.20</td>
</tr>
</tbody>
</table>

*Mean range: 1=poor to 5=excellent
Academic advisement available in the department

Career advisement available in the department

Availability of faculty to students outside the classroom

Effectiveness of teaching methods used by faculty

Procedures used to evaluate student performance

Frequency of graduate course offerings

Excellent
4
3
2
Poor
Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>University N</th>
<th>%</th>
<th>Department N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>588</td>
<td>80.7</td>
<td>26</td>
<td>86.7</td>
</tr>
<tr>
<td>Male</td>
<td>141</td>
<td>19.3</td>
<td>4</td>
<td>13.3</td>
</tr>
</tbody>
</table>

Graph 15
Appendix D6
Undergraduate and Graduate Advisement Procedures

All policies on academic and career advising are outlined in detail within the School of Social Work Student Handbook which is given to all entering students at orientation.

BSW Program

In the BSW program, students are required to participate in academic advisement. Each entering PSW student meets with a professional staff member in the College of Health and Human Sciences Office of Academic Assistance who serves as the student’s academic advisor. The student must meet with that assigned advisor prior to registering for any courses. Advisement appointments are available during any semester. When the student achieves BSW status, the student is academically advised by the Director of the BSW Program. The student is expected to meet with the Director prior to enrollment in all social work courses for the purpose of beginning or enhancing acculturation to the field of social work as well as for sequencing course selections in accordance with school procedures. Undergraduate advisement is offered both during BSW Student Orientation which occurs prior to the Fall semester enrollment, and by individual appointment. Students are expected to plan accordingly. The Director of the BSW Program also provides professional advisement on a formal basis, however, each student is free to and does establish informal professional advisement with faculty of their choosing.

MSW Program

1. Academic Advisement - Foundation Year

Students who are admitted into the Master of Social Work program have academic and career advising on multiple levels. Prior to enrollment and registration, students are mailed a copy of the curriculum structure and schedule as well as the course descriptions. During orientation that information is reviewed and questions and concerns answered. For the first year of matriculation, students are assigned to the Director of Student and Community Services as their primary academic advisor. Academic advising takes place twice a year in a group environment. Dates of registration along with required courses for each semester are sent via electronic mail. Individual concerns are addressed through scheduled appointments. Likewise, career concerns and questions will be handled on an individual basis. Students are notified of all campus career recruitment activities sponsored by the University, College of Health and Human Sciences or School of Social Work via the monthly update newsletter and electronic mail listserv.

Part-time students, depending on the size of the cohort, are advised as a group during orientation and then monitored on an individual basis. Part-time students are required to sign a contract stating their understanding and acceptance of the curriculum structure and time-line. This contract is mailed to students and a copy kept in their student file. Assignment of an individual advisor/mentor will take place at the end of their second year of matriculation.
2. Academic Advising - Concentration Year

Students who are in their second full-time year of the program are assigned a mentor/advisor for purposes of academic and career advisement. This advisor is a full-time faculty member in the School of Social Work. Advisement is done on an individual basis according to pre-scheduled appointments. Students are required to meet with their advisor at least once a semester for purposes of beginning or enhancing acculturation to the field of social work. The mentor/advisor also serves as the student=s primary contact for academic and professional issues. In an emergency situation, the MSW student may discuss advisement needs with the Director of the School.

3. Academic Advising - Electives and Courses outside of Social Work

Students have the ability to take two electives in the Spring of their second year of matriculation. Students may also elect to take electives in another semester with approval from their advisor to take more than the required 15-semester hours. Electives are selected with the approval of the advisor/mentor and should reflect the goals of the curriculum structure. Students are required to take at least one of those electives from within the School. Students who wish to take courses outside of social work, should obtain a copy of the course description and syllabus in order for review with their advisor/mentor. This should be completed the semester prior to enrollment so as to allow enough time for review. The MSW Program Committee has developed a list of recommended electives within other academic disciplines deemed appropriate for MSW students. This list is available to all students and faculty advisors.

4. Academic Advising - Faculty Responsibility

Each faculty member who has primary teaching responsibilities in the Master of Social Work program will be assigned second year and advanced standing students as advisees. The number of students assigned varies according to the number of students enrolled.

The faculty member who is assigned to be an advisor/mentor to a student has the responsibility to: (a) meet with that student at least once each semester; (b) make sure the student is meeting academic grade requirements and is on target for desired graduation date; (c) assist the student in developing career goals by assessing their strengths and interests; (d) guide the student through resume development. Other meeting goals may include guiding students in selecting areas of course work (electives) and assessing future career opportunities with students.

Faculty mentors are also the first point of contact for students experiencing academic difficulty, such as conflict with a professor or inability to maintain expected grade point average. Faculty advisors are expected to follow good judgment in advising students through such situations and when in doubt, to refer to the policies and procedures outlined in the School=s Student Handbook or the College of Health and Human Sciences= Graduate Catalog.

5. Academic Advising - Student Responsibility
Students are expected to meet at least once a semester with their assigned advisor for the purpose of academic and career advisement and planning. Issues related to academic performance, relationships with other professors, choice of electives should be discussed with the assigned advisor. Students are responsible for initiating the first point of contact with their advisor within the first month of beginning their second year of matriculation. Students are also held responsible for reading and understanding the advisement policy, being aware of graduation requirements and deadlines for filing requests to graduate. In the rare case in which the student experiences a problem or issue that involves their assigned advisor, the next point of contact is the Director of Student and Community Services.

6. Professional Social Work Advising

As stated above, during their second year of matriculation, each full-time student is assigned a faculty member who serves as advisor/mentor. The student is required to meet with this advisor at least once a semester. The purposes and goals of these meetings are for the students to identify career goals, develop a resume, and identify organizations, departments and/or agencies in which the student would desire to seek employment. The students are updated on ongoing career workshops, including resume writing and interview skills offered through the Career and Counseling Center. Advanced Standing students follow the same advisement procedure as the second year students.

Throughout the first semester of the second academic year of the MSW program students are engaged in various career development activities. This may include, but is not limited to guest speakers, workshops, and video presentations. All policies regarding academic and professional advisement can be found by both students and faculty in the School of Social Work Handbook. This Handbook is distributed to all incoming Social Work students.
Appendix F1
Definition and Criteria for Graduate Faculty

Revised Policy

College of Health and Human Sciences
Georgia State University
Policy for Graduate Faculty Designation

BACKGROUND
The College document for Graduate Faculty Designation follows section 306.07 of the GSU Handbook (http://www.gsu.edu/%7Ewwwfhb/fhb.html).

ELIGIBILITY CRITERIA FOR GRADUATE FACULTY STATUS
A graduate faculty member must:
Hold an appropriate terminal degree as determined by the college and academic unit,
Have an appointment at the assistant professor level or higher,
Demonstrate current scholarly competence, and
Demonstrate effective graduate teaching.

Current scholarly competence for a graduate faculty member means that he/she is presently an active, productive scholar and an effective teacher at the graduate level. Activity that suggests being an active and productive scholar includes several accomplishments during the past five years from among the following:
Scholarly books,
Refereed articles in scholarly journals,
Chapters in scholarly books,
Abstracts/presentations in scholarly conference proceedings,
Research grant applications, and
Editorships of scholarly journals.

Examples of activity that suggest an effective teacher at the graduate level include:
Awards for outstanding teaching, which include graduate courses,
Instructional innovation grant submissions,
Student evaluations indicating graduate teaching excellence,
Graduate student accomplishments (professional organization awards, thesis topic accepted for presentation at professional conference, etc.),
Guidance of graduate students’ research projects,
Innovations in course design or delivery,
Publications in the area of pedagogy, and
Other activities deemed appropriate by individual academic units.

DUTIES OF FULL GRADUATE FACULTY AND PROVISIONAL GRADUATE FACULTY
Full graduate faculty can:
Teach doctoral courses,
Teach research oriented masters courses 1 (as identified by the academic unit head),
Serve as a chair, member, or reader of doctoral dissertation committees, 2

1 It is understood that most graduate courses at the master’s level have a research orientation. It would be the exception if a course did not.

2 An exception can be made in that one member of a doctoral committee who is not a member of the graduate faculty can be included as part of a doctoral dissertation committee if he/she brings special needed expertise to that committee.
Direct masters theses.

Provisional graduate faculty can:
Teach doctoral courses,
Teach research-oriented masters courses\(^1\) (as identified by the academic unit head),
Serve as a member, or reader of doctoral dissertation committees\(^2\),
Direct masters theses.

**PROCESS FOR GRADUATE FACULTY APPLICATION**

1. **Application**

Faculty requesting consideration for graduate faculty status should submit their application to the chair of the Graduate Faculty Committee during the Fall or Spring semester call for graduate faculty applications. Application materials vary as follows based on the stage and/or level of graduate faculty status for which the applicant applies.

**Initial Application**

Faculty applying for graduate faculty status for the first time should provide a full application packet that includes the following materials:
- Cover Sheet
- Current curriculum vitae
- Three (3) samples of scholarly work (refereed journal articles, books, book chapters, and invited papers, and grant submissions) published during the past five years. Only copies of the front material, which includes the publication source, author/s, and abstract/or introduction of the publication, should be submitted.
- A list of graduate courses taught over the past five years (including the semester and year and the course prefix and title)
- Course evaluations documenting teaching effectiveness in graduate courses over the past five years
- A list of graduate committees chaired or served on over the past five years (including student name, thesis/dissertation title, and indication of position as chair or member of committee).

Faculty who have never taught a graduate course or never served on a graduate thesis or dissertation committee will be considered for provisional graduate faculty status with the submission of items 1 through 3.

Provisional graduate faculty status will give the faculty member the opportunity to teach graduate courses and to serve on graduate committees, enhancing their future application for full graduate faculty status.

Faculty seeking full graduate faculty status at initial application should provide materials described in items 1 through 6.

**Application to Full Graduate Faculty Status from Provisional Graduate Faculty Status**

An appointment to provisional graduate faculty status is for a term of up to five (5) years and is not renewable. Faculty with provisional graduate faculty status may apply for full status at any time within the five-year provisional term. Faculty with provisional graduate faculty status applying for full graduate faculty status should provide a full application packet that includes the materials described in items 1 through 6 above (e.g., coversheet, current curriculum vitae, 3 exhibits of recent scholarly work, graduate level courses taught, graduate course evaluations, and a list of membership/leadership on graduate student committees).
Application for Renewal of Full Graduate Faculty Status

An appointment to full graduate faculty status is for a five-year term, which is renewable by re-application.

Faculty applying for renewal to full graduate faculty status should provide the coversheet and a current curriculum vita for review. A listing of graduate courses taught, with semesters/years delineated, as well as a listing of graduate committees served on, delineating semesters/years and position (i.e., member, chair), should accompany the vitae if this information is not clearly included within the vitae.

Review, Recommendation, and Notification

The Graduate Faculty Committee will review applicants’ materials during the semester of submission. A recommendation will be provided to the Dean of the College of Health and Human Sciences no later than six (6) weeks following the submission deadline. Applicants will be provided with a copy of this recommendation to the Dean. A rationale for the committees’ decision to not recommend graduate faculty status (either full or provisional) should be provided in the recommendation letter. College recommendations will be forwarded through the Dean to the Provost/Vice President for Academic Affairs for final approval of the graduate faculty appointment. The Dean of the College of Health and Human Sciences will provide notification of final appointment to the applicant.

Approved 4/13/04

Appendix A

Cover Sheet for Graduate Faculty Status Application
COLLEGE OF HEALTH AND HUMAN SCIENCES
Georgia State University

Name: Department:

Submission Date:

Application Type: New Application
(select one) Application for promotion to Full from Provisional Status
Application for Renewal of Full Graduate Faculty Status

Mandatory Items to Submit

Checklist: Current Curriculum Vitae (Attach)
Scholarly Work (3 Samples published within past 5 years, cover sheets only)
Graduate Courses Taught (complete and attach Table 1)
Course Evaluations (include all from past 5 years, in chronological order)
List of Graduate Student Committee Service (complete and attach Table 2)

Optional Additional Evidence as delineated by the Policy for Graduate Faculty Designation

Checklist: Other evidence of scholarly competence (see policy description)
(Please describe each)
Other evidence of teaching competence (see policy description)
(Please describe each)

Table 1: Graduate Faculty Applicant Graduate Courses Taught in Past Five Years

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Course Number and Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2: Graduate Faculty Applicant Committee Service for Past Five Years

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Student’s Name</th>
<th>Thesis/Dissertation Title</th>
<th>Committee Position*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Delineate if served as chair or member of committee.

Approved 4/13/04
Appendix F2
List of Graduate Faculty
School of Social Work

Dr. Elizabeth Beck
Dr. Fred Brooks
Ms. Cynthia East
Dr. Jan Ligon
Dr. Peter Lyons
Dr. Wansoo Park
Appendix F3  
School of Social Work Current FT Faculty Vitas  

Elizabeth L. Beck  
Associate Professor  

Georgia State University  
140 Decatur Street  
Atlanta, GA 30303  

School of Social Work  
520 Waldo Street  
Atlanta GA, 30312  

Education  
Ph.D. University of Pittsburgh 1997.  
Area of concentration: Community Organizing and Research.  

Academic Experience  
Georgia State University, Assistant Professor, School of Social Work (1997- Present).  
University of Pittsburgh, Adjunct Faculty (1994-1997).  

Other Professional Experience  
1992-1996 Program Director, Institute of Politics, University of Pittsburgh. Developed seminars for elected officials on salient public policy issues. Edited quarterly public policy review and have written over 50 articles and policy monographs on a variety of public policy and sociological issues that face urban environments.
1989-1992 Deputy Director for Community Development, Community Action Southwest. Supervised 16 Community Organizers and assisted in their community development experience. Co-founder, statewide organization that assisted communities in organizing anti-racism events.

1984-1987 Director, Lincoln Road Shelter for Homeless Women, Washington, DC. Provided shelter, and other emergency assistance to 80-100 homeless women. Provided case management services for 30 women.

**Publications**

**Invited Law Review**


**Published Journal Articles**


Accepted Journal Article

Book Chapter

Under Review

Funding

External Funded
Instructional


Internal Funded

Beck, E. (1998). An Examination of Women Leaders in Southern Unionizing Efforts. Georgia State University, Women’s Studies Institute. ($1,000)

Reed, M., Blackwell, B., Eshholz, S. (2003). Exposure to Secondary Victimization: Focus Groups with Homicide Co-victims and Advoactes. Georgia State University, Research Team Grant ($14,570)

Under Review
Scholarly Activities with Students
36 hours of independent study
Thesis Committee, Moon Charania.

Presented Papers


Invited Sponsored Participant


University Service

University:
Member, Georgia Women’s Project, Women’s Studies Institute, 1997-present.

College:
Member, Faculty Advisory Committee, 1999- present.
Member, Academic Affairs Committee, 2001- present.

Department:
Member, Curriculum Committee, Department of Social Work, 1997-present.
Member, Faculty Search Committee, 1998- 2000.
Professional Service

Editorial Board
Invited review

Journal Community Practice
Journal of Policy Studies Symposium on Homelessness
Journal of Women and Health.

Symposium Chair
Association for Community Organizing and Social Administration
Annual Program Meeting of the Council on Social Work Education

Community Service

2003  Board Secretary,  National Center on Human Rights Education, Atlanta, GA
2003  Expert Witness in a capital trial the Southern Center on Human Rights.
2001  Principal Investigator.  Let every voice be heard: The status of women and girls in Atlanta. Atlanta Women’s Foundation (pp. 30).
2001-present  Board Member.  Georgia Law Center on Homelessness and Poverty.
2000  Ad hoc review of United Way grant proposals.
1999-present  Consultant to the Multi-County Public Defenders Office.  Review social histories of capital defendants, assist in the development of a social work division, assist in the development of community profiles as a mitigation tool.
1997-1999  Co-Chair, Empty Bowl Dinner, Jewish Family and Career Service, 1997-1999

Selected Community Training Activities


Beck, E. (1999). Whole school change is not whole school change with the participation of the community. Atlanta Urban Compact Coalition.


Fred Brooks Ph.D.

School of Social Work 2522 Pine Lake Place
Georgia State University Tucker, GA 30084
P.O. Box 3995
Atlanta, GA 30302-3995

EDUCATION

Ph.D. University of Georgia School of Social Work, Athens, GA, 2000
M.S.W. Tulane University School of Social Work, New Orleans, LA, 1992
B.A. University of Georgia, Athens, GA, 1978
   Major: Sociology

ACADEMIC EXPERIENCE

2000 - present
Assistant Professor, School of Social Work, Georgia State University, Atlanta, GA.

1999 - 2000
Temporary Assistant Professor, School of Social Work, Georgia State University, Atlanta, GA.

OTHER PROFESSIONAL EXPERIENCE

1995-1999
Graduate Research Assistant, University of Georgia School of Social Work, Athens, GA

1992-1995
Correctional Clinical Social Worker, Louisiana State Penitentiary, Angola, LA.

1990-1991
Organizing Director, Louisiana Coalition for Tax Justice, Baton Rouge, LA.
   Hired, trained and managed staff of three organizers. Organized direct action campaigns
   pressuring the state government to curtail property tax breaks to corporations with bad
   environmental records.

1979-1990
National Canvass Director, Canvass Director, Field Manager, Canvasser, Association of
   Community Organizations for Reform Now (ACORN), Atlanta, Denver, Columbus (OH),
   Chicago, Oakland, and New Orleans.

PUBLICATIONS

Published Refereed Journal Articles

   29(4), 45-64.

   innovative model of social work education and practice. Journal of Community Practice.
   (accepted 11/03).

Brooks, F. (2003). What differences can unionizing teachers make on the field of child care?
   Results from an exploratory study. Child & Youth Care Forum, 32(1), 3-22.


Accepted Refereed Journal Articles


Submitted Refereed Journal Articles


Other Publications/Research Reports


FUNDING

External-Funded


Sjoquist, D. (2002-2006) HOPE VI Evaluation for Harris Homes (Grant No. 20020036003). I am a subcontractor on this grant with Dr. James Wolk (my pay is Summer salary). I conducted 17 focus groups, analyzed the data, wrote two reports for Atlanta Housing Authority, and published one peer review journal article. We will conduct another round of focus groups in 2006. Housing Authority for the City of Atlanta. Social Work portion of the grant is $90,000/year.

Applied For But Not Funded


Internal - Funded


SCHOLARLY ACTIVITIES WITH STUDENTS

2005. Faculty advisor for the following Masters Student Exit Projects:
   Agape Community Center. April Butzon, Ebome Green, Valerie Hughley, Lindy Scudder Reproductive Justice Series, Hilary Lamotte, Shannon Woolf, Nicholas Forge, Danielle Smith, Jacalyn Baker.

PRESENTATIONS


Services to the University, College, and Academic Unit

University

University Senate (term starts August 2005)

College
Chair: Student Services Committee 2003-2005
Student Services Committee 2001-2002
Reviewer of CHHS Maymester Proposals 2003-2004
School of Social Work

MSW Program Committee
MSW Admissions Committee
Search Committee 2004

Services to Professional Organizations

Peer reviewer for the journals: *Research on Social Work Practice, Early Childhood Research Quarterly,* and *Labor Studies Journal*


Services to the Community


Get Out The Vote (GOTV) Canvasser for Floridians For All which successfully passed Proposition 5 raising the minimum wage in Florida. Initiative passed 72% to 28%. (Jacksonville, Fla. October 28 to November 2, 2004)

Consultant for Transportation Committee at ACORN’s National Conventions (Los Angeles, 2004; Chicago, 2002; Philadelphia, 2000)

Technical Consultant for Georgia ACORN. Conducted one day canvass training July 23, 2004.

GOTV Volunteer for Local 100 Service Employees International Union in New Orleans. Local 100 sponsored Proposition A which would raise the minimum wage in New Orleans. The Ballot initiative was approved by voters by a 20% margin, but later declared unconstitutional by the Louisiana Supreme Court.

Member Atlanta Living Wage Coalition 2001-2005
Chair Research Committee of Atlanta Living Wage Coalition 2002

CYNTHIA ELAINE EAST

VITA

EDUCATION

*Master of Social Work,* 1989 – University of Georgia
*Bachelor of Arts in Sociology,* 1986 - Georgia State University.

PROFESSIONAL EXPERIENCE
Assistant Clinical Professor, Georgia State University, School of Social Work, (SSW)  
1999 to present
- Develop and teach integrative field seminar for concentration level MSW students
- Develop and Facilitate Community Diversity Initiative for MSW students
- Teach Introduction to Social Work
- Coordinate University wide diversity presentation: entitled Undesirable Elements, 2002
- Member: M.S.W. Admission Committee, M.S.W. Curriculum Committee, SSW Scholarship Committee, Community Partnership Center Planning Committee &College of Health & Human Services Faculty Advisory Committee
- Coordinator SSW Continuing Education Program
- Co-facilitate annual community partnership field supervisors training
- Coordinate Georgia Charitable Giving Campaign, 2001-2004
- Provide students with academic advising and supervision

Director, Project Connect of Jewish Family and Career Services
1995 to 1999
- Develop and implement domestic violence, substance abuse and family preservation services for people without homes
- Coordinate and Collaborate with local, state and national homeless service providers to enhance the service delivery system for people without homes
- Recruit, interview, recommend, supervise, and evaluate Project Connect workers
- Develop and Coordinate food pantry, tool bank and clothing / household closet for people without homes in Atlanta
- Conduct workshops, information panels, and presentations on domestic violence, welfare reform of 1996, lack of access to affordable safe housing, substance abuse, family preservation, severe and persistent mental illness
- Develop, implement and coordinate annual Fund raiser: The Empty Bowl Dinner as well as annual Client and Community “Moving on” Celebration
- Instrumental in establishing a Project Connect logo, graphics and brochure
- Supervise student interns
- Develop, and implement staff retreats with an emphasis on team building, community collaboration and annual work plans
- Research and submit grant proposals in coordination with Jewish Family & Career Services Development Department
- Complete Annual Progress Reports for various funders
- Co-facilitate battered women’s support group
- Oversee the development of a computerized client data management system
- Facilitate or co-facilitate substance abuse psycho-educational groups, individual intake assessment, provide community and private agency referrals as needed

PRA EXPERIENCE

Social Services Coordinator for Mercy Mobile Health Care 1992 – 1995
Developed and implemented social service programs for people without homes, with services directed to such target populations as persons with severe and persistent mental illness, Latino battered women, and high-risk pregnant women.

Provided direct client services and supervised case managers, Mercy Corps Volunteers and MSW interns.

Initiated internal policies and protocol for responding to domestic violence.

Worked with public and private service providers and policy makers to overcome obstacles to housing, treatment, benefits, and other services for people without homes.

Comprehensive assessments

Referrals and placements

Facilitated women’s support group


- Provided crisis intervention and special services for people without housing
- Developed and maintained up-to-date listing of shelter space and needs
- Enhanced relationships with current and potential donors, maintained donation database, and coordinated donation distribution


- Performed assessment interviews for a group of female sexual abuse survivors.
- Co-facilitated weekly group sessions.

Social Worker – Parkwood Hospital 1990 – 1992

- Provided group, individual, and family therapy for adolescent population, primarily in-patient females with eating disorders.
- Developed and coordinated treatment plans with multi-disciplinary team.
- Led psycho-education seminars on addiction.


- Provided assessment interviews, crisis intervention and referral services for students and their families at Yeshiva High School
- Implemented and conducted peer-helping-peer program.
- Provided individual and family therapy, including insight-orientated therapy and play therapy.

OTHER WORK EXPERIENCE


- Communicated with passengers, crew and ground personnel in order to ensure efficient and safe flight operations.
- Completed leadership program
- Supervised up to 9 other flight attendants

Licence / certification

COMMUNITY AND CIVIC SERVICE

X 2003 – Present, Board of Directors, Charis Circle, Interim Board Development Chair
X 2003 – Present, Board of Directors, Caminar Latino, Secretary
X 2003 – Planning & Nominating Committee Member for National Center for Human Rights Education, 1st Annual Human Rights Guardian’s Event
X 2000 – 2003: Women’s violence & Same Gender Battering Work Group
X 2001 – 2003: Board of Directors, Council of Intown Neighborhood and Schools, Grants Chair
X 2001- 2003: Chair of Men Stopping Violence 20th Anniversary Celebration Event - Carter Center
X 2000 –2002: Member Strategic Planning Committee - Men Stopping Violence
X 1997 – 2001: Committee Member Mary Lin Elementary School’s – Art in Education Committee
X 1995 – 2000: President of the Board of Directors, Men Stopping Violence
X 1999 – 2001: Co-facilitator of PTA sponsored strategic planning initiative at Mary Lin Elementary School
X 1993-1997: Board member of West Athens Land Trust
X 1986 –1990: Active Member of Grant Park Neighborhood Association
X 1984- 1987: Coordinator and presenter for Global Conflict Resolution: Beyond War
X 1981-1984: Volunteer coordinator for Holy Comforter Episcopal Church shelter and food pantry
X 1975 – present: Worked with families of alcoholics and drug addicts through Al-anon and Nar-anon

PROFESSIONAL SOCIETIES AFFILIATIONS

X Member – NASW, National Association of Social Workers, Ga. Chapter
X Member – ACOSA, Association of Community Organizers and Social Administrators
X Member – NCADV, national Coalition Against Domestic Violence
X Member –CSWE , Council on Social Work Education

PUBLICATIONS & PRESENTATIONS

REFEREED JOURNAL ARTICLES

PROFESSIONAL & COMMUNITY PRESENTATIONS:


East, C. (2002), Myths and Realities of Domestic Violence. Clayton Co. DFACS, Atlanta, GA


Jan M. Ivery

706 Lakeview Way · Jonesboro, GA · 302338 · (770) 603-7178 · jivery@gsu.edu

EDUCATION

PhD 2004 Virginia Commonwealth University School of Social Work
Dissertation: Interorganizational Partnerships: An Examination of Factors That Influence the Motivation for Participation in a Collaborative Partnership of Homeless Service Providers

MSW 1997 University of Pittsburgh School of Social Work
Concentration: Community Organizing and Planning
INTERESTS

Macro practice, community organizing and development, organizational planning, motivation and incentive for participation in collaborative partnerships, capacity building, and HIV prevention.

UNIVERSITY TEACHING EXPERIENCE

8/04 to Present  Assistant Professor, Georgia State University School of Social Work
Courses: SW 3330: Human Behavior in the Social Environment I
       SW 3340: Human Behavior in the Social Environment II
       SW 4280: Community Resources

8/03-7/04  Adjunct Faculty, Virginia Commonwealth University School of Social Work
8/03-12/02
Courses: SLWK 201: Introduction to Social Work
       SLWK 230: Communication in the Helping Process

PROFESSIONAL EXPERIENCE

8/01-5/04  MSW Admissions Coordinator
          Virginia Commonwealth University, School of Social Work

          • Responded to walk-in, phone, and email inquiries about the MSW program
          • Represented the School of Social Work at graduate school forums
          • Organized and facilitated information sessions
          • Processed and reviewed applications
          • Conducted admission interviews

6/97-8/00  Research Specialist
          University of Pittsburgh, Graduate School of Public Health

          • Coordinated Community Leadership Development Initiative
          • Identified and recruited local, grassroots leadership to develop HIV prevention activities in African American, Latino, and MSM (Men Who Have Sex With Men) communities
          • Facilitated meetings among various community groups throughout the state of Pennsylvania
          • Provided technical assistance in the areas of planning and program development to community groups
          • Designed, implemented, and monitored HIV Prevention Demonstration Projects

RESEARCH EXPERIENCE

02/02-5/04  Research Assistant
          Virginia Commonwealth University, Department of Psychology
• Worked as part of research grant on projects funded by Aspen Institute and the Anne E. Casey Foundation
• Conducted primary source research
• Facilitated interviewer and data collector training sessions
• Assisted with development of training manual for community data collectors

6/01-3/03 Research Consultant
Virginia Home for Boys

• Performed descriptive analysis of client demographic and clinical assessment data of residents
• Created SPSS database and entered data
• Assisted with the preparation of final report to organization

6/01-8/02 Research Assistant
Virginia Commonwealth University Department of Psychiatry

• Researched factors that influence HIV medication adherence among clients of an HIV clinic as part of National Institutes of Mental Health sponsored project.
• Conducted primary source research and interviews using clinical assessment instruments

8/00-8/01 Research Assistant
Virginia Commonwealth University, School of Social Work

• Worked with three faculty members on independent research projects
• Created databases and enter data using SPSS software
• Conducted literature reviews
• Coded data from transcripts
• Analyzed quantitative data

5/96-5/97 Research Interviewer
University of Pittsburgh, School of Social Work

• Conducted telephone interviews with selected respondents for a national women’s health study sponsored by the National Institute of Health
• Provided necessary follow-up information regarding appointments and other relevant study information to eligible participants

PUBLICATIONS

Ivery, J.M. (under review) Collaboration: The methodological challenges of assessing the process.

Ivery J.M. (manuscript in preparation) Organizational ecology: A theoretical perspective to examine collaborative partnerships.


**PRESENTATIONS/TRAININGS**


**Ivery, J.M.** (August, 2005) *Case Management Practice.* Training presentation for Clayton County Head Start Family Coordinators, Forest Park, GA.


**HONORS AND FELLOWSHIPS**

- Emerging Scholar Award, ARNOVA, 2004
- Links Incorporated (Denver Chapter) ARNOVA Conference Scholarship, 2003
- ARNOVA Conference Scholarship, 2003
- William Randolph Hearst Minority Student Fellow, Aspen Institute Nonprofit Sector Research Fund, 2003
- Community Builders Fellowship, University of Pittsburgh, 1996-1997
- Outstanding Graduating Senior Award, Indiana University of Pennsylvania, Sociology Department, 1995
- Provost Scholar Award, Indiana University of Pennsylvania, 1994
- Black Conference on Higher Education Award, 1993
- Board of Governor’s Scholarship, Indiana University of Pennsylvania, 1991-1995
- Earn and Learn Scholarship, United Way of Washington County, 1991

**UNIVERSITY AND COMMUNITY SERVICE**

Association for Research on Nonprofit Organizations and Voluntary Action

9/05 Emerging Scholar Award Committee

Georgia State University

8/04 - Present BSW Program Committee
8/04 - Present  MSW Admissions Committee
11/04 - Present  Urban Health Initiative HIV/AIDS and Infectious Disease Research Group Chairperson
11/04 - Present  Urban Health Initiative HIV/AIDS and Infectious Disease Executive Committee

Virginia Commonwealth University

9/03-10/03  Rally in the Valley Planning Committee
            Virginia Social Work Education Consortium
            - Assisted with preparations for annual gathering of over 200 BSW students from schools of social work within the state of Virginia

01/03-5/03  Cultural Enhancement Project
            Virginia Commonwealth University Department of Psychology
            - Mentored adolescent girls as part of a HIV prevention intervention
            - Directed activities for the group as part of a CDC approved HIV prevention curriculum targeted to adolescents
            - Facilitated discussion groups on various topics related to interpersonal relationships and sexual health

3/03  Social Justice Day Group Facilitator
      Virginia Commonwealth University School of Social Work
      - Facilitated group discussion with BSW and MSW students to identify strategies for developing vibrant and just communities as part of annual Social Justice Day event

PROFESSIONAL AFFILIATIONS

Association for Community Organization and Social Administration (ACOSA)
Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)
National Association of Social Workers (NASW)

Jan Ligon

Georgia State University  Home:  2270 Pine Warbler Court
School of Social Work  Marietta, Georgia 30062-2839
University Plaza
Atlanta, GA  30303-3083
Office: Urban Life 1011
Phone (770) 651-2210
Fax  (770) 651-1863  E-Mail: jligon@gsu.edu

EDUCATION
1997    Ph.D.  Social Work    University of Georgia
1989    M.S.W.  Social Work    University of Georgia
1969    B.B.A.  Business    University of Central Arkansas

FULL-TIME PROFESSIONAL SOCIAL WORK EXPERIENCE

8/98 - Present  Georgia State University, School of Social Work
Associate Professor and BSW Program Director
College of Health and Human Sciences, Graduate Faculty

8/96 - 8/98    University of South Carolina, College of
Social Work    Assistant Professor

9/95 - 8/96    University of Georgia, School of Social Work
Director of Field Instruction

2/95 - 9/95    DeKalb Community Service Board, Atlanta, GA
Crisis Services Director

3/93 - 9/93    Grady Memorial Hospital, Atlanta, GA.
Medical Social Worker, Emergency Care Center

10/91 - 3/93    STOP Industries, Tucker, GA
President (out of field)

12/90 - 10/91    Northwest Georgia Regional Hospital, Rome, GA.
Psychiatric Social Work, Acute Adult Services

8/89 - 12/90    Georgia Highlands Center for Mental Health
Social Worker, Emergency Services

PART-TIME PROFESSIONAL SOCIAL WORK EXPERIENCE

3/92 - 9/95    Mental Health Solutions, Atlanta, GA.
Employee Assistance Program Therapist

5/93 - 2/98    Charter Peachford Hospital, Atlanta, GA.
Clinical Social Worker

LICENSE/ CERTIFICATION

Licensed Clinical Social Worker, State of Georgia, 1993, #1737
Academy of Certified Social Workers, 1991
American Red Cross, National Certification, Disaster Mental
Health Worker
PROFESSIONAL SOCIETIES

National Association of Social Workers
Council on Social Work Education
Association of Baccalaureate Social Work Program Directors

UNDERGRADUATE COURSES TAUGHT

The University of Georgia, School of Social Work

SW 215       Introduction to Social Work and Social Welfare
SW 491A      Seminar in Social Work Practice I

GRADUATE COURSES TAUGHT

The University of Georgia, School of Social Work

SW 611A/B   Social Work Practicum and Integrative Seminar

The University of South Carolina, College of Social Work

SOWK 732   Foundations of S.W. Practice with Communities and Organizations
SOWK 733   Advanced S.W. Practice with Communities and Organizations I
SOWK 734   Advanced S.W. Practice with Communities and Organizations II
SOWK 741  Social Welfare Problems and Policies
SOWK 768  Behavioral Managed Healthcare
SOWK 793  Evaluation of Social Work Practice
SOWK 779  Social Work Interventions in Health and Mental Health

Georgia State University, Department of Social Work

SW 7400   Social Work Practice I
SW 7500   Foundation Field Education I
SW 7800   Social Work Practice II
SW 7900   Foundation Field Education II
SW 4930   Field Education I
SW 4940   Field Education II

REFEREED JOURNAL ARTICLES

Reprinted in:


MANUSCRIPTS SUBMITTED FOR PUBLICATION


CHAPTERS IN BOOKS


BOOK REVIEWS


LETTERS AND BRIEF ARTICLES


RESEARCH REPORTS


FUNDED RESEARCH

1999 Principal Investigator for a community needs assessment commissioned by the Administration for Children and Families, U.S. Department of Health and Human Services, Region IV, Atlanta, Georgia. $50,180
2000 Principal Investigator for a research project funded by The Georgia State University College of Health and Human Sciences, Atlanta, Georgia $4,995
2001 Principal Investigator for a research project federally funded by the Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Treatment, knowledge, Application, Evaluation: Promoting Nurturing Parenting Attitudes and Skills Among Women in a Rural Community-Based Substance Abuse Treatment Program.” 75,841
2001 Project Director for a state-level pilot project funded by the Georgia Department of Human Resources, Office of Child Support Enforcement. “Georgia Fatherhood Program: Community Social Worker Pilot.” $249,580
2002 Principal Investigator for a research project federally funded by the Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Treatment,“Promoting Nurturing Parenting Attitudes and Skills Among Men in Substance Abuse Treatment Programs.” $33,000
2002 Evaluator for a community-based project funded by the City of Atlanta, Non-custodial Parent Project. $52,000

EDITORIAL ACTIVITY

Editor: Areté, 1997-1998
Editorial Board: Research on Social Work Practice, 2000-. Editorial Board Member: The New Social Worker, 1995-.
Consulting Editor: Areté, 2000-.

PROFESSIONAL PRESENTATIONS

Ligon, J. (September, 1994). Brief intervention skills: The solution to effective treatment with limited resources. Workshop conducted at NASW-Georgia Sixth Annual State Conference in Atlanta, Georgia.

Ligon, J. (September, 1994). Self-management of medical problems: New opportunities for social work practice. Workshop conducted at NASW-Georgia Sixth Annual State Conference in Atlanta, GA.


Ligon, J. (May, 1995). Brief therapy skills: The solution to effective treatment with limited resources. Workshop sponsored by Step One and presented in Winston-Salem, NC.

Ligon, J. (October, 1995). Brief therapy skills: The solution to effective treatment with limited resources. Workshop sponsored by the Cumberland County Mental Health Center and presented in Fayetteville, NC.

Ligon, J. (October, 1995). Brief therapy skills: The solution to effective treatment with limited resources. Workshop sponsored by the Drug Education Center and presented in Charlotte, NC.

Ligon, J. (October, 1995). Brief therapy skills: The solution to effective treatment with limited resources. Workshop sponsored by Alcohol and Drug Services of Guilford County and presented in Greensboro, NC.


Ligon, J. (November, 1995). Effective helping in the community. Staff workshop conducted for Cobb Family Resources, Marietta, Georgia.


Ligon, J. (May, 1996). Brief therapy skills: The solution to effective treatment with limited resources. Workshop sponsored by Appalachian State University Department of Human Development and Psychological Counseling and presented in Hendersonville, North Carolina.


Ligon, J. (September, 1996). Building client strengths through brief therapy. Workshop presented to the Annual Home Health
Social Work Meeting, South Carolina Department of Health and Environmental Control, Columbia, SC.


Ligon, J. (December, 1996). Effective brief treatment: Helping clients in a managed care environment. Workshop sponsored by the College of Social Work, University of South Carolina and presented in Columbia, SC.

Ligon, J. (February, 1997). Restructuring the social welfare system. Workshop sponsored by the Cross Cultural Conference and presented at the 19th Annual meeting in Myrtle Beach.


Ligon, J. & Grigsby, K. (March, 1997). Social work ethics: Old topic, new information. Workshop sponsored by the Veterans Administration Medical Center and presented in Augusta, Georgia.

Ligon, J. (April, 1997). Brief therapy from a strengths perspective. Workshop sponsored by South Carolina Public Health Social Workers and presented at the annual conference in Myrtle Beach, SC.


Ligon, J. (December, 1997). Managed behavioral health care: Time-limited assessment, intervention, and outcome measurement. Workshop sponsored by the College of Social Work, University of South Carolina and presented in Columbia, SC.


meeting of the National Association of Social Workers, November 1-4, in Baltimore, Maryland.


Ligon, J. (2002). Ethics and confidentiality issues: Establishing solid ethics and confidentiality practices in the social services field. Workshop presented at the Metropolitan Task Force for the Homeless, March 2002 in Columbus, GA.


Ligon, J. (2002). Ethics and confidentiality issues: Establishing solid ethics and confidentiality practices in the
social services field. Workshop presented at the Metropolitan Task Force for the Homeless, May 2002 in Savannah, GA.


AWARDS

C.A.P.P. Center, Canton, GA, Margie Bagwell Award for Outstanding Services to Emotionally Disadvantaged Youth, 1990.

The University of Georgia, Outstanding Graduate Teaching Award, Office of Instructional Development, May, 1995.

The University of Georgia School of Social Work, Outstanding Doctoral Student Award, May, 1996.

University of South Carolina College of Social Work, Educator of the Year, May, 1998.

COMMITTEES AND BOARDS

2000- National Association of Social Workers, Georgia Chapter President (two-year term- expired 6/30/02)
2000- Member, Dean’s Board of Visitors University of Georgia School of Social Work
2001- Member of Advisory Board Dalton State College Social Work Program

GSU School of Social Work Current Committee Responsibilities:

BSW Program Committee
GSU College of Health and Human Sciences Committee Responsibilities:
Faculty Advisory Committee, Chair
Research Committee, Chair
Graduate Faculty Committee

Jill Littrell, MSSW, Ph.D./585 Indian Acres Court Tucker, GA 30084/770-939-7409
GA Psychology License Number=001651/GA LCSW License Number=1738

EDUCATION:
2000- Georgia State University, Courses in Molecular Cell Biology, Organic Chemistry, Biochemistry. Graduate student in Biology at GSU. Masters Degree anticipated 12/05
2005 DeKalb Technical College, Phlebotomy Technician Certificate
1977- Arizona State University, Clinical Psychology Ph.D. (August, 1981), MA (December, 1980). Activity for 1980/1981 was concentrated on dissertation as well as extra course work in statistics, psychopharmacology, and social psychology. Supervised experience for 1979/1980 was at Good Samaritan Hospital. Duties included individual therapy, personality assessment, and administration of biofeedback therapy. Supervised experience for 1978-1979 was at Tri-City Mental Health Center. Duties included provision of individual therapy and family therapy, conducting intake interviews, and administering personality tests.
1970- University of Wisconsin at Madison, MSSW (January, 1972) financed by stipend from the Lincoln Regional Center. Training emphasized behavior therapy. Field work: Child protective services and work in a family practice clinic associated with Student Health Services.

INTERNSHIP:
1981- Veterans Administration Hospital, 7th Street and Indian School Road, Phoenix AZ 85021
1982 Title: Psychology Intern (Program concentrated on Alcohol Rehabilitation)
Responsibilities: Conducting intake interviews for clients. Preparation of psychological evaluations. Conducting group and individual therapy.

TEACHING EXPERIENCE:
1992- Georgia State University, School of Social Work, Atlanta, GA
Title: Associate Professor
Course Responsibilities: Methods I & II; Practicum; Serving as Field Work Coordinator; Substance Abuse; Research Methods; Psychopathology

1987-1991
Arizona State University, School of social work, Tempe, AZ
Title: Faculty Associate
Course Responsibilities: An undergraduate course in field work debriefing; Methods I & II undergraduate; Methods I & II graduate; Integrative Seminar-graduate; Psychopathology-graduate; Drugs & Alcohol-cross listed; Research Methods-undergraduate; Community Resources-undergraduate

1987
Glendale Community College, 6000 West Olive, Glendale, AZ 85302
Title: Faculty Associate
Responsibilities: Course on Substance Abuse

PUBLICATIONS BOOKS:


PUBLICATIONS ARTICLES IN REFEREED JOURNALS AND BOOK CHAPTERS:


Littrell, J., & Ashford, J. (1995). Can psychologists legally discuss medications with clients and when do they have a duty to do so? Professional Psychology: Research and Practice, 26, 238-244.


**BOOK REVIEWS:**


**INVITED PUBLICATIONS:**

Littrell, J. (2003). Obtaining informed consent when a profession labels itself as treating mental illness. Internet conference sponsored by Virginia Commonwealth University School of Social Work. Forthcoming as article


**SPEAKING ENGAGEMENTS AND COMMUNITY SERVICE:**

2005 Consultant to PRI, which provides training for all persons delivering substance abuse awareness services to recipients of DUls in the state of Georgia

2004 Reviewer for *Psychosomatic Medicine*

2003 Member of the Scientific Advisory Board for the Southwest Interdisciplinary Research Consortium funded by NIH/NIDA to conduct multi-disciplinary, community-based, and culturally-grounded research on drug use prevention.
2002  In-service on substance abuse for the Resource Opportunity Center, a social service agency serving the homeless

2000  Member of the Council for Scientific Mental Health Practice

2000  Member of the Committee to prepare training modules (curriculum) for Social Work Education for the prevention and treatment of alcohol use disorders sponsored by NIAAA

2000  Invited speaker at the Summit on Addictions sponsored by the School of Social Work University of Texas at Austin

1999  Member of the NASW (National Association of Social Workers) task force mandated to establish a certification for ATOD (Alcohol, Tobacco, and Other Drugs)

1998  Member of the Board of Directors for Crossroads Community Ministries, which provides social services to the homeless

1996  Presentation to Georgia Conference on Social Welfare on attitudes of Georgians toward Work First

1995-  Member of the Advisory Editorial Board of Journal of Applied Social Sciences

1995  Book reviewer for Brooks/Cole

1995  Presentation to Clinical Psychology students and faculty at Emory University on “Is catharsis therapeutic?”

1994  Article published in the Positive Impact Newsletter (a local newsletter) entitled: How psychological states impact the immune system and suggestions for intervening with HIV-seropositive individuals.

1994  Member of the Task Force of Fulton County DFCS special project on child abuse

1994  Member of the Research Advisory Council for Fulton County Mental Health

1993  Mini-course on issues in families of alcoholics presented to the social work staff of Grady Hospital

1993  Lecture on reflective listening delivered as part of a training package for volunteers at Planned Parenthood of Atlanta

1992  Interviewing for Case managers. Delivered at the request of Atlanta Regional Commission to an audience of case managers
APPLIED PROFESSIONAL EXPERIENCE:

1987-1992 Private Practitioner
Responsibilities: General private practice including psychological assessments for the Social Security Administration and for Advocates for the Disabled, an agency which serves the homeless as well as others who are applying for Social Security Disability. Worked with juvenile court referrals. Worked with employees of the Department of Corrections as an EAP. Training supervisors in the AZ State Department of Corrections in substance abuse identification and intervention. Developed and implemented an original program for AZ State Department of Corrections to prevent substance abuse among the staff. The program was targeted toward the development of healthy attitudes regarding substances, and skill in resisting peer influences.

1988 Crosspoint Hospital, at 51 South 48th Street, Mesa, AZ 85206
Title: Clinical Psychologist
Responsibilities: Providing psychological assessments for patients in residential treatment for substance abuse.

1982-1987 CIGNA Health Plan, 755 East McDowell, Phoenix, AZ 85006
Title: Clinical Psychologist in Alcohol and Drug Dependency Department
Responsibilities: Testing. Individual, marital, family, and group therapy with persons who were themselves substance abusers or had been affected by the substance abuse of a significant other. Individual, family, and marital therapy for persons employed by CIGNA who were seeking employee assistance. Presentation of lectures on the medical aspects of alcoholism. Presentation of lectures to the urgent care staff on topical concerns.

1982 Arizona Family Learning and Communication Center
Metro Medical Plaza, 3201 West Peoria, Phoenix, AZ 85029
Title: Psychologist
Responsibilities: Providing the Saturday morning therapy component of a substance abuse treatment program.

1975-1977 Department of Economic Security, 3003 West Catalina, Phoenix, AZ
Title: Social Worker
Responsibilities: Investigative work in child abuse. Preparation of court reports. Work with families. Work occurred in both intake and ongoing units.

1975-1974 Omaha Home for Girls, 10625 Calhoun Road, Omaha, NB 68112
Title: Director of Group Living
Responsibilities: Developing and implementing a structured program for 15 delinquent, adolescent girls in a private residential treatment center. Supervising and hiring a staff of 14 people. Group and individual counseling. Some public relations work.
1972-1974 Lincoln Regional Center, Box 80499, Lincoln, NB 68501
Title: Psychiatric Social Worker in a state hospital
Responsibilities: Work in a 300 bed hospital. Supervising and coordinating 7 social workers. Individual work with adolescent persons, retarded persons, acute and chronic adult persons. Family and group therapy. Consultation with ward personnel on designing ward programs.

1967-1970 Lincoln Regional Center, Box 80499, Lincoln, NB 68501
Title: Ward Aide in a state hospital
Responsibilities: Participated in designing and administering a token economy and individual behavior modification programs. Facilitated ward government meetings. Served male security patients, geriatric patients, adolescent patients, and acute adult patients.

CONTINUING EDUCATION:

2004 Four conferences on psychopharmacology
2003 Conference on School Psychology and ADHD
2003 Conference on Mental Health Law
2003 Conference on the Psychology of Forgiveness sponsored by VCU
2003 Internet conference through APA on Marital Therapy
2003 Seven conferences on use of psychotropic medications sponsored by CMC, Inc. or Duke University
2002 Update on pharmacological treatments of anxiety sponsored by Duke University
2002 Conference on Aging and Dementias
2002 Conference on Advance in Substance Abuse
2002 Conference on Ethics sponsored by GSU Counseling Department
2001 Conference on commitment and legal issues in GA
2001 Conference on Alzheimer’s disease and dementia
2001 Conference on Stress and fibromyalgeia
2001 Conference with Donald Meichenbaum on treating difficult clients
2000 Two-day workshop on marital therapy through the Gottman Institute

2000 Day conference with Scott Miller on Brief Therapy

1999 Two-day conference on Drug Courts sponsored by the GA Association of Drug Court Professionals

1999 Conference on Solution Focused Therapy with Michael Durrant

1999 Conference with Alan Leshner from NIDA “Town Meeting”

1999 Four-day training in Motivational Enhancement (an intervention for working with substance abusers) with William Miller sponsored by the University of New Mexico

1998 Two-day annual conference of the Atlanta Neuroscience Society Chapter

1998 Three CME, INC half-day conferences on psychotropic medications

1998 Attended three-day convention sponsored by the APA on prevention in public health

1998 Attended conference on Risk Management sponsored by the Georgia Psychological Association

1998 Summer 3-day workshop on alcoholism sponsored by GA Department of Human Resources, which presented information on the DUI workshops, conducted in Georgia

1998 One-day conference on legal services for the poor sponsored by Legal Aid of Atlanta

1998 Conference on ADHD presented by Ross Greene Ph.D.

1998 Annual conference of the American Psychosomatic Society

1998 Day workshop with David Mee-Lee on ASAM placement criteria for referring substance abusers to treatment

1998 Two-day workshop with Edna Foa on treating OCD and PTSD

1997 SECAD conference (An international conference for alcohol and drug addiction professionals)

1997 Conference with Michael Yapko on treating depression and the management of pain sponsored by Institute for Behavioral Healthcare
<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>Updates on psychotropic medications through CME, INC.</td>
</tr>
<tr>
<td>1996</td>
<td>Conference with Cloe Madones on treating families in which sexual abuse has occurred</td>
</tr>
<tr>
<td>1996</td>
<td>Attended one-day workshop on grant writing</td>
</tr>
<tr>
<td>1996</td>
<td>Attended APA three-day conference on the secular rise in IQ scores</td>
</tr>
<tr>
<td>1996</td>
<td>One-day workshop providing medical care to Hispanics offered through the Applied Anthropology Department at GSU</td>
</tr>
<tr>
<td>1996</td>
<td>One-day workshop by Jay Haley on Family Therapy</td>
</tr>
<tr>
<td>1996</td>
<td>One-day workshop on Solution Oriented Brief Therapy offered by Michele Weiner-Davis</td>
</tr>
<tr>
<td>1996</td>
<td>One-day workshop on treating PTSD offered by David Spiegel M.D.</td>
</tr>
<tr>
<td>1996</td>
<td>Two-day workshop on treating anger problems with Donald Meichenbaum</td>
</tr>
<tr>
<td>1995</td>
<td>Attended a day long conference on Computerized Assessment of Cognitive Functioning sponsored by the Georgia Psychological Association</td>
</tr>
<tr>
<td>1995</td>
<td>Attended conference on treating PTSD with Donald Meichenbaum</td>
</tr>
<tr>
<td>1995</td>
<td>Audited course on psychoneuroimmunology though the Neuroscience Program at Emory Medical School</td>
</tr>
<tr>
<td>1994</td>
<td>Attended three-day update on anxiety disorders sponsored by CME, INC</td>
</tr>
<tr>
<td>1994</td>
<td>Attended workshop on working with individuals with PTSD given by Donald Meichenbaum</td>
</tr>
<tr>
<td>1994</td>
<td>Attended workshop on Brief Therapy offered by Michael Hoyt</td>
</tr>
<tr>
<td>1994</td>
<td>Attended Immunology Course at GSU</td>
</tr>
<tr>
<td>1994</td>
<td>Attended NASW televised conference on HIV</td>
</tr>
<tr>
<td>1993</td>
<td>Attended half day workshop on schizophrenia at Grady Hospital</td>
</tr>
<tr>
<td>1993</td>
<td>Attended a two-day seminar on marital counseling with Neil Jacobsen</td>
</tr>
<tr>
<td>1993</td>
<td>Attended a seminar on cocaine addiction with C. C. Nuckols</td>
</tr>
</tbody>
</table>
1993  Attended a week-workshop on family therapy conduced by Jay Haley

1991  Attended a workshop on marital therapy with Neil Jacobsen. Attended an update on the etiology and treatment of OCD. Attended a workshop on family therapy sponsored by the Sonora Desert Hospital of Tucson

1990  Attended the annual convention of the American Society of Addiction Medicine. Took course from the Psychology Department at ASU on the physiological basis of behavior

1989  Attended workshop on schizophrenia by CME, INC

1988  Attended workshop on autism with Eric Courshane

1987  Attended workshop on family therapy with Peggy Papp, workshop on family therapy with Jay Haley and Cloe Madones, workshop on Brief Therapy with Richard Fisch, John Weakland, and Steve DeShazer

1985  Participated in one-week, residential training at the Western Institute for Group and Family Therapy. The training was conducted by Bob and Mary Goulding

1984  Participated in a one-week training course in family therapy conducted by Salvador Minuchin.

1984  Attended update on the MMPI with Butcher and Graham

1982  Participated in a family therapy training program emphasizing structural family therapy conducted by the staff members of the Philadelphia Child Guidance Clinic.

1976  Participated in a monthly bioenergetics therapy training program through the Institute for Bioenergetic Analysis in New York. Have attended workshops with Micky Frank and Edward Mueller

1975-1977  Participated in a weekly Gestalt Therapy training program through the Gestalt Growth Center in Phoenix. Have also attended weekend workshops with Alan Darbonne, Bob Martin, Michael Krieger, Eric Marcus, and an intensive week-long experience with Erving and Miriam Polster

1972-  Participated in a weekly Transactional Analysis training program with Jack Davey. Also attended TA workshops with Natalie and Morris Hamowitz, James McKenna, John McNeil, Frank Brown, and the Gouldings

VOLUNTEER EXPERIENCE:
1980  Edited papers presented at the International Congress on Ericksonian Approaches to Hypnosis and Psychotherapy (under the auspices of the Milton H. Erickson Foundation)

1976  Volunteered as a counselor at the South Mountain Free Clinic in Phoenix. Provided supervision for two MSW students.

1975  Conducted therapy groups for the Seventh Step in the county jail and pre-release program in Omaha, NB

1973  Conducted therapy groups for the Alcohol Intake and Referral Center in Lincoln, NB

1973  Facilitated “rap” groups in high schools for the Drug Information Center in Madison WI

PROFESSIONAL ORGANIZATIONS:

American Psychological Association

American Psychological Society

American Society for Neuroscience

Council on Social Work Education

National Association of Social Workers

Society for Psychologists in Substance Abuse

Peter Lyons Ph.D.

School of Social Work
Georgia State University
140 Decatur Street
Atlanta GA 30303

219 Preston Circle
Peachtree City
GA 30269

Education

Ph.D.  September 1999
State University of New York at Buffalo

School of Social Work
Dissertation title: The Child Well-Being Scales as a predictor of caseworker activity and services in child protection

School of Education. Social Welfare, Child & Youth Studies.  
Thesis Title: Job Satisfaction of Social Workers in two residential establishments for children with special needs.

Adv. Dip Ed. 1984, University of Manchester, England

School of Social Work.

**Academic Experience**

January 1998 - Present  
Associate Professor: School of Social Work, Georgia State University

August 1996 - January 1998  
Clinical Assistant Professor, School of Social Work, State University of New York at Buffalo (full-time)

Courses Taught:

- SW 510 Scientific Methods and Social Work
- SW 520 Interventions I
- SW 576 Assessment and Treatment of Child Abuse and Neglect
- SW 524 Interventions with Children and Adolescents
- SW 529 Interventions: Administration and Management
- SW 564 Child Welfare Integrative Seminar
- SW 511 Practice Evaluation
- SW 568 Children’s Services
- SW 4250 Child Abuse and Neglect
- SW 4390 Child Welfare Services
- SW 3720 Social Work Methods I
- SW 3730 Social Work Methods II
- SW 7200 Human Behavior in the Social Environment I and II
- SW 302 Methods of Social Work Research
- SW 7250 Child Abuse and Neglect
- SW 7390 Child Welfare Services
- SW 7700 Community Foundation Integrative Seminar
- SW 8300 Leadership & Management.

1994 Adjunct faculty, School of Social Work, SUNY at Buffalo, Adjunct faculty, University of Toronto, Institute for Child Studies.

1987 - 1989. Lecturer in social work. (Full-time) Sandowne College, Liverpool, England

1983-1987 Adjunct faculty, School of Social Work, University of Manchester.

---

1 Evaluated for US Immigration and Naturalization Service and GSU as MSW equivalent.
Other Professional Experience

2002 – Present  Director of Program Evaluation, Families First, Atlanta GA.
1991 - 1996  Branch Manager (County Director) Family and Children’s Services (FACS) Niagara, Niagara Falls, Ontario, Canada.
1993 - 1994  Manager Family Counseling Center (FACS Niagara)
1989 - 1991  Intake worker then intake supervisor.  FACS Niagara.
1982 - 1985.  Deputy Manager Children’s Center, Cheshire Social Services Department, England

Publications

Published Journal Articles


Accepted


Submitted


Book chapters.


Other Publications


Workplace supports to improve Georgia’s child protective services. Barton Child Law and Policy Clinic, Emory University School of Law, Atlanta GA.


Conference Proceedings


Funding
External
Funded


Unfunded

Scholarly Activities with Students

Doctoral Committee member for: Heidi Milch, PhD candidate, School of Social Work, State University of New York at Buffalo.
65 hours of independent study supervision

Presentations

International


National


Regional


State


Lyons P. (1999). Attachment issues in adoption Athens GA: June 24-25 (Statewide broadcast of 2 day multi-site teleconference). (podium, invited)


Local


Services to the University, College, and Academic Unit

University
University Senate 2002-2004
Senate Standards and By Laws Committee 2002-2004
Senate Library Committee 2002-2004
Senate Commencement Committee 2002-2004
Senate Self Study Subcommittee 2004

College
Academic Affairs Committee (1999-2000)
Student Appeals Committee 2003

School
Admissions Committee: School of Social Work 2000 - 2001
Curriculum Committee: School of Social Work 1998-2000
MSW Program Committee 2000-2003
Strategic Planning Committee 2002-2003
Search Committee 1999-2001
Chair Center Development Committee
Services to Professional Organizations

Editorial Board of the journal: Human Behavior in the Social Environment
Editorial Board of the: Journal of Public Child Welfare
International Editorial Board of the journal Child Care Practice.
Board Member and Education Chair, GAPSAC Georgia Chapter, American Professional Society on the Abuse of Children. 1999-2000
Vice President GAPSAC Georgia Chapter, American Professional Society on the Abuse of Children. 2000-2001
President GAPSAC Georgia Chapter, American Professional Society on the Abuse of Children. 2001-2003

Services to the Community.

Member: Georgia Department of Human Resources Child Welfare Advisory Committee.
Member Advisory Board: Barton Child Law and Policy Clinic, Emory University School of Law 2000-2003
Consultant for Program Evaluation: Families First, Atlanta GA.
Chair, Georgia Child Welfare Training Advisory Committee, 1999-2000
Symposium Planning Committee. Prevent Child Abuse Georgia 20th Annual Symposium 2004

Additional Significant Activities


Lyons P. Invited Commentary. Florida CPS Director Resigns: Governor’s proposals to reform CPS in Georgia. Fox News at 5:00. WAGA Atlanta. Broadcast August 13, 2002
Lyons P. Invited commentary on two child fatalities. 11Alive News at 6:00 WXIA TV Atlanta. Broadcast August 13, 2002
Lyons P. Invited commentary on two child fatalities ABC Action News WSBV TV. Broadcast August 13, 2002

Conferences organized.
Child welfare reform: Improving the child welfare system March 2nd 2000. Georgia State University. Keynote speaker: Richard Gelles, PhD.

Child forensic interviewing in cases of child abuse. April 6th 2001. Georgia State University. Presented by Mark Everson, PhD. & Nancy Berson, LCSW

Maternal Substance Abuse: What does the empirical literature tell us. Georgia State University. Presented by Claire Coles PhD.

FELISHA L. NORRINGTON, LMSW
495 Highland Avenue, NE
Atlanta, GA 30312
404-577-2849(H)/404-651-3003 (W)
norrington1654@hotmail.com

HIGHLIGHTS OF QUALIFICATIONS

- Non-tenure track faculty member with administrative duties
- Advise 150 undergraduate and graduate students and all prospective students about admissions, academic requirements, selection of courses, and professional opportunities
- Chair graduate admissions committee; manage, evaluate, and make decisions on 100-250 graduate applications
- Chair School Scholarship committee, which identifies student recipients of annual School scholarships
- Administrator of academic policies; member of academic/judicial affairs committee
- Develop, implement, and maintain policies regarding admissions and awarding of scholarships
- Plan and coordinate internal and external recruitment programs and orientation sessions for the School
- Supervise graduate research assistant/s; manage the budget and selection of graduate assistants; identify and pursue financial aid for students
- Prepare annual report for Director of School and provide statistical and other data for program accrediting body, university academic program review, and self study and strategic planning reports
- Member of the School’s Community Advisory Council
- Knowledge and use of the BANNER student system
- Evaluate transfer coursework for prospective and admitted transfer students
- Develop all public relations materials for the School including brochures, view books and newsletters
- Provide career development information to graduate student including information on job search, networking, resume writing
- Coordinate School’s registration process
- Advisor to graduate student and alumni organizations
- Reviewed applications for Graduation to determine if academic requirements have been satisfied
- Monitored and identified business students for internships and evaluated their progress with a 95% applicant success rate
- Developed data collection method and analyzed the data using SPSS which will be used in the university Annual Report and accreditation materials
- Taught First Year Seminar Course

EDUCATION
Master of Social Work, 1999 Clark Atlanta University, Atlanta, GA
Concentration: Child and Family.

Bachelor of Social Work, 1996 Clark Atlanta University, Atlanta, GA

EXPERIENCE
8/02-present Director of Student and Community Services, School of Social Work, Georgia State University, Atlanta, GA
9/00-8/02 Academic Advisor, College of Health and Human Sciences, Georgia State University, Atlanta, GA
8/99-8/00 Academic Counselor, School of Business, Clark Atlanta University, Atlanta, GA
9/97-5/98 Graduate Social Work Intern, Travelers Aid of Metropolitan Atlanta, Atlanta, GA

AFFILIATIONS
Member of the National Association of Social Workers, North Georgia Unit Representative 2003-2005, Annual Conference Co-Chair (2004); Member National Association of Student Personnel Administrators; Member Georgia State University Leadership Academy for Women 2004-2005, Leadership Academy Subcommittee member 2005-2006

Mary L. Ohmer
Georgia State University
School of Social Work
Email Address: mohmer@gsu.edu
P.O. Box 3995
Atlanta, GA 30302-3995
Phone: (404) 651-1101

173
DEGREES

Ph.D., Social Work, University of Pittsburgh, School of Social Work, August 2004 (With Distinction).
Dissertation Title: Citizen Participation and Its Effects in Neighborhood Organizations: The Influence of Perceived Organizational Characteristics and Effectiveness.

M.S.W., Community Organizing and Planning, School of Social Work, University of Pittsburgh, 1986.

M.P.I.A., Economic and Social Development, Graduate School of Public and International Affairs, University of Pittsburgh, 1986.

Graduate Certificate in Latin American Studies, University Center for International Studies, University of Pittsburgh, 1986.


RESEARCH INTERESTS

- Program evaluation, intervention research, and evidence based practice, particularly in community practice.
- The effects of citizen participation on residents of disadvantaged neighborhoods.
- The mediating effects of neighborhood social process on neighborhood disadvantage, including the influence of citizen participation.

TEACHING INTERESTS

- Foundation curriculum, including social work practice with diverse populations, research and evaluation, social policy, human behavior and the social environment, and generalist practice.
- Community practice and social administration. Nonprofit management.
- Integrated social work practice (i.e., integrating community and direct practice).

PROFESSIONAL EMPLOYMENT

Assistant Professor, School of Social Work, Georgia State University (August 2004 to present)

- Teach undergraduate and graduate courses in social work, including social welfare policy, and culture and poverty.
- Conduct training and research on community organizing and community development interventions, including a current evaluation of a community building training program for participants in the United Way’s Individual Development Account Program.
Serve on several committees, including the MSW Program committee, the MSW Admissions Committee, the Community Forum Committee, and the Center for Research on Community Practice Committee.

**Research Fellow**, University of Pittsburgh, Office of Child Development (September 2003 to August 2004) and **Interdisciplinary Fellow in Policy and Evaluation** (September 2001 to August 2003)

- Participated in an advanced interdisciplinary training program in policy and program evaluation that focused on collaborative methods working with policymakers, funders, agency directors, agency staff, and participants to design and conduct evaluations for community based agencies, and interpret findings.
- Work with community based organizations to design and conduct program evaluations that utilize qualitative and quantitative methods, and produce evaluation reports for clients.
- Develop and implement evaluation and community building training workshops.

**Teaching Assistant**, University of Pittsburgh, School of Social Work, September 2003 to April 2004

- Spring 2004 undergraduate course: Interventive Methods III: Generalist Practice with Communities and Organizations.


**Vice President (1999-2001), Senior Program Manager (1996-1999), Regional Coordinator (1994-1996), Founding Staff Member (1994), Consensus Organizing Institute (COI).**

- Responsibilities: program development, coordination and implementation, fund development, and consulting and training nationally and in the Pittsburgh region.
- Content areas: family and social services, integrated social work practice, community building and organizing, collaboration, workforce and community development, and youth organizing.
- Member of COI’s national management team, assisting the organization with strategic planning, organizational development, financial management and fund development.
- Worked with the University of Pittsburgh, School of Social Work to develop and implement the “Catalyst for Community Building Program,” a certificate program in community building and organizing for resident volunteers and staff working on community projects.
- Worked with several local and national intermediaries and foundations, including: the Local Initiatives Support Corporation (The Community Building Initiative, and the Kansas City Building Blocks Program), the Alliance for Children and Families.
(Community Centered Family Service Demonstration Program, Schools of Social Work Project), the National Community Development Initiative, the Annie E. Casey Foundation (several initiatives including the Rebuilding Communities Initiative), the New York Community Trust (Neighborhood Strategies Project), the Pittsburgh Partnership for Neighborhood Development, Project Neighborhood in Kansas City, MO (Robert Woods Johnson Foundation Fighting Back Program), The Pew Charitable Trust, Kansas City Community Foundation, the Kansas City Neighborhood Alliance, and the R.K. Mellon Foundation (Pittsburgh).

- Helped raise over $1 million dollars in consulting and training contracts and foundation funds.

Adjunct Faculty and Field Instructor, University of Pittsburgh, School of Social Work. 1998-2000.


- Led a three-year community organizing and development effort.
- Coordinated the formation and development of six neighborhood based community development corporations (CDCs), composed of neighborhood volunteers, working on community development, youth and family, and crime prevention projects, including new construction of affordable housing, the development of a Tutorial/Enablement Center with support from the Children’s Services Council, a Neighborhood Arts Residency Program in cooperation with the John D. and Catherine T. MacArthur Foundation and the Palm Beach County Cultural Council, and working with government to initiate community policing efforts.
- Recruited, supervised and trained community organizers and technical staff, reported to a corporate board, and raised resources from the private, philanthropic, and public sectors.
- Helped raise over $500,000 in foundation and corporate grants for program operations and special projects, approximately $1.7 million dollars in public sector subsidy funds for homeownership programs (HOME, CDBG, and FLSHIP), and approximately $250,000 in pre-development grants from LISC for CDC development projects.


- Managed community and public relations, fundraising, budgeting and strategic planning activities, and coordinated public/private partnerships for housing development projects.
- Secured and supervised interns and volunteers.
- Initiated and developed relationships with neighborhood organizations, lending institutions, housing assistance providers, municipal and county government officials, and architects.
Helped to develop and create a Directory for the Affordable Housing Resource Center.

Helped raise over $30,000 in financial, material and labor donations.


Manager, Research and Special Projects, Greater Pittsburgh Chamber of Commerce, Pittsburgh, PA, 1987-1990.

- Directed economic research projects and managed business and civic development programs in coordination with private, public and nonprofit organizations.
- Produced several economic research reports, including quarterly economic updates, and an economic profile of Pittsburgh.
- Developed an Economic Outlook Survey of Western Pennsylvania in cooperation with the Center for Social and Urban Research at the University of Pittsburgh to assess the attitude and outlook of local businesses regarding business conditions and the local economy in light of the economic changes occurring after the close of the steel mills. The survey was conducted for three consecutive years. Presented survey results at the Chamber’s annual “Economic Forecast Luncheon,” at which national economists presented the outlook for the national economy.
- Generated approximately $230,000 in revenue from projects.
- Completed two years of the national Chamber of Commerce Institutes for Organizational Management training program.


- Formulated and implemented public policy in the areas of affordable housing and community development.
- Attended briefings with Governor Thomas Kean and members of the Governor’s Cabinet.
- Produced a report assessing the effectiveness of state economic and housing development policies on major New Jersey cities.
- Completed the New Jersey Certified Public Managers Training Program.


Community Organizer (Field Practicum, M.S.W.), Aliquippa Alliance for Unity and Development, Aliquippa, PA, 1985-1986.

- Organized the board committee responsible for the renovation and design of a multi-purpose community resource center.

HONORS AND AWARDS
• Provost Development Fund Dissertation Award, University of Pittsburgh, School of Social Work, 2003 and 2004.
• Award for Excellence in Communication, American Chamber of Commerce Executives, 1989.
• New Jersey Governor’s Fellowship, New Jersey Department of Community Affairs, 1986-1987.
• Community Organization, Public Policy Scholarship, School of Social Work, University of Pittsburgh, 1986.
• Owen’s Fellowship, School of Social Work, University of Pittsburgh, 1985-1986.
• Graduate Student Assistantship and Scholarship, Graduate School of Public and International Affairs, University of Pittsburgh, 1984-1985.
• Suma cum Laude Honor Graduate, Gannon University, 1983.
• Dean’s List, Gannon University, 1979-1983.
• Academic Scholarship, Gannon University, 1980-1983.
• Life Membership, Pi Gamma Mu, National Social Science Honor Society, 1982.

PUBLICATIONS


MANUSCRIPTS


Books


PROGRAM EVALUATION REPORTS


**REFEREED PRESENTATIONS**


**MOST RECENT INVITED PRESENTATIONS AND WORKSHOPS**


PROFESSIONAL AFFILIATIONS

- Council on Social Work Education (CSWE)
- Association for Community Organization and Social Administration (ACOSA)
- Society for Social Work and Research (SSWR)
- American Evaluation Association (AEA)

COMMUNITY SERVICE

- Member, Hands on Atlanta (September 2004-present)
- Board Member, Florida Low Income Housing Coalition (1991-1994)
- Member, Community Organization Advisory Committee, School of Social Work, University of Pittsburgh (1987-1990)
- Member, Pittsburgh Cares (2001-2004)
- Committee Member, Shining Lights: Annual Recognition of Pittsburgh Cares Volunteers (2003)

COMPUTER SKILLS


FOREIGN LANGUAGES: Spanish

Wansoo Park, PhD, MSW
EDUCATION

2000 Ph.D. College of Social Work, University of South Carolina
1993 M.S.W. College of Social Work, The Ohio State University
1989 B.S.W. Department of Social Work, Yonsei University

PROFESSIONAL SOCIAL WORK EXPERIENCES

- Teaching

8/2000-Present Georgia State University, School of Social Work, Atlanta, GA
6/2000 University of South Carolina, College of Social Work, Korea-based Master of Social Work Program, Seoul, South Korea
8/1995 – 5/1997 University of Illinois at Urbana-Champaign, East Asian Language & Culture, Urbana, IL

Undergraduate Courses
Georgia State University, School of Social Work
SW4930/40 Field Education: Field Integrative Seminar I & II
University of South Carolina, College of Social Work
SW404 Current Social Work Issues

Graduate Courses
Georgia State University, School of Social Work
SW7300 Methods of Community Research
SW8200 Evaluation & Technology
University of South Carolina, College of Social Work
SW793 Applied Research and Evaluation: Part II (Joint Lecture)
SW791J Social Work Research Methodologies (Joint Lecture)
SW747 Concepts of Advanced Practice with Organizations and Communities (Joint Lecture)
Scholarly Activities with Students

2005  Thesis Committee. Julia Lee

Research

2001- 2004  Georgia State University, School of Social Work, Atlanta, GA
             Research Consultant & Data Analyst, Program Evaluation of the Women’s
             Residential Ready for Work Substance Abuse Treatment Program

2001- 2002  Georgia State University, School of Social Work, Atlanta, GA
             Principal Investigator, “Korean Mother and Daughter Communication on
             Women’s Health”

1997  The Center for Child and Family Studies, Columbia, SC
      Research Assistant

1993 – 1995  University of Illinois at Urbana-Champaign, School of Social Work, Urbana, IL
             Research Assistant

1990 – 1991  International Research Center (IRC), Seoul, South Korea
             Researcher

1989 - 1989  Korean Institute for Defense Analyses (KIDA), Seoul, South Korea
             Research Associate

•  Practice

1997 – 2000  Family Service Center, Columbia, SC
             Asian Outreach Project Coordinator & Field Instructor

PROFESSIONAL ASSOCIATIONS MEMBERSHIP

•  Council on Social Work Education (CSWE)
•  National Association of Social Workers (NASW)
•  The Korean American Social Work Educators Association (KASWEA)
•  Asian & Pacific Islanders Social Work Educators Association (APISWEA)
•  American Evaluation Association (AEA)
•  Southern Nursing Research Society (SNRS)

PROFESSIONAL AFFILIATES

•  DAIL Community of USA, Board member, Secretary

PUBLICATIONS


Vonk, M.E., Yun, S., Park, W., & Massatti, R.R. (in print). Transracial adoptive parents’
thoughts about the importance of race and culture in parenting. In Kim, D.S., Bergquist,


**RESEARCH REPORTS**

Sims, A., Flacker, J., & **Park, W.** *Evaluation report on Grady Senior Post Hospitalization Survey Report*. A report prepared for Aging Division Atlanta Project, Atlanta Regional Commission via Grady Senior Services, Grady Health System®.


**FUNDED RESEARCH**
2005  Principal Investigator for a research project, “Korean American Women in Chronic Health Conditions: A pilot study” funded by the Georgia State University, College of Health & Human Sciences, Atlanta, Georgia  April 2005-May 2005, $4,584

2001  Principal Investigator for a research project, “Korean Mothers and Daughters Communication on Women’s Health” funded by the Georgia State University, College of Health & Human Sciences, Atlanta, Georgia  November 2001-June 2002, $5,675

GRANTS

Georgia State University, Writing Across Curriculum Course Development Grant, May, 2005 $2,000

Georgia State University, College of Health & Human Sciences Internal Grant, - “Developing a Web Enhanced Course for Methods of Community Research” May 2001- June 2002, $4,100

March of Dimes, South Carolina Chapter, Columbia, SC. Program Grant Award for Korean Women’s Health Promotion Project, April 1999 – April 2000, $4,999

SCHOLARSHIPS & AWARDS

Community Services Award – Korean Association of Greater Columbia, Columbia, SC, December 1999
Honored Students’ 4-year Full Scholarship – Yonsei University, Seoul, South Korea, 1985-1989

PROFESSIONAL PRESENTATIONS

• Conferences


10/16/2004  National Association of Social Workers, Georgia Chapter, Atlanta, GA  McLaughlin, M., Park, W., Wolk, J. Creating communities that care

10/2002  Case Management Conference for the BCCP Provider, Macon, GA  
• Park, W. “Overcoming cultural barriers to care: Asian American”

7/2001  International Association for Cross-Cultural Psychology: Regional Congress 2001, Winchester, UK  
• Park, W. “Acculturative stress, parental attachment, self-esteem, social support and psychological adjustment among Korean
adolescents in the United States”

11/2000 The 2nd Diversity Conference, Atlanta, GA
- Park, W. & Yun, S. “Community Partnership Building: Lessons from the Korean Women’s Health Promotion Project”

- Park, W. “Challenges and Strategies in serving the Korean Community”

2/2000 The 5th Joint Korean-U.S. Symposium on Social Work Education in conjunction with the 47th CSWE-APM, New York, NY
- Choi, G., & Park, W. “Computer anxiety and attitudes towards the use of computers among Korean social work practitioners: Implications training needs”

1/2000 Presentation at the 4th Annual Conference of Society for Social Work and Research, Charleston, SC
- Choi, G., Ward, J., & Park, W. “Understanding the well-being of social work field instructors through the matrix of occupational stress, locus of control, and social support”

3/1999 Presentation at S.C. Department of Mental Health, Cultural Competence Teleconference, Columbia, SC
- “Using Interpreters in Medical Profession”

11/1998 Presentation at the 1st Asian/Asian American Conference, Conway, SC
- “Korean Family Needs Assessment”

8/1998 Presentation at the 2nd Technology Conference, Charleston, SC
- “Effects of Brief SPSS Training Experience on Computer Anxiety & Attitudes toward Computer”

3/1998 Presentation at the 45th CSWE-APM, Orlando, FL
- “Path Analysis in Social Work Education”

2/1998 Presentation at Cultural Competency Conference, Charleston, SC
- “Communication, Assessment, & Diagnosis: Clinical Interventions with Asian Clients”

- **Workshops**

3/23/2005 2005 Health Systems Partnership Meeting, Atlanta Regional Commission, Atlanta, GA
- “Grady Senior Post Hospitalization Survey.”

3/16/2005 International Educational Week, Association of International Students in Education, College of Education, Georgia State University, Atlanta, GA
- “Korean educational system and parenting issues among Korean American parents”

2/2002 Presentation at the Korean American Social Work Educators’ Meeting in conjunction with the 48th Annual Program Meeting of Council on Social Work Education, Nashville, TN.
- “Social work teaching career in the United States as a Korea born individual”

1/2000 Presentation at Palmetto Health Alliance, Columbia, SC
- “Cultural Competency Training for Health Care Professionals”
  - “Korean Women’s Health Promotion Project”
6/1998 Presentation at Children’s Center, Columbia, SC
  - “Multiculturalism”
5/1998 Presentation at USC for City Year Members, Columbia, SC
  - “Fighting Racism”

• Trainings
4/2003 DeKalb County School System Department of Exceptional Education and Support Services Training
  - Park, W. “Communicating across Boundaries: A Cultural Competency Training on Asian-American Families and Children”
10/2001 Presentation at Cultural Competency Training on Cervical Breast Cancer in Asian American Women, Atlanta, GA
  - “Practice Models that Work”

SERVICES

• School Committee Service
  8/2005- Current Faculty Search Committee/ Awards & Scholarship Committee
    School of Social Work, Georgia State University, Atlanta, GA
  8/2003 – Current MSW Admissions Committee/ Awards & Scholarship Committee
    School of Social Work, Georgia State University, Atlanta, GA
  8/2002 – 5/2003 MSW Program Committee/ MSW Admissions Committee
    School of Social Work, Georgia State University, Atlanta, GA
  8/2001 – 5/2002 MSW Program Committee/ Awards & Scholarship Committee
    School of Social Work, Georgia State University, Atlanta, GA
  8/2000 – 5/2001 Undergraduate Committee/ MSW Admissions Committee
  1/1999 – 3/1999 Curriculum Committee
    College of Social Work, University of South Carolina, Columbia, SC
  8/1998 – 5/1999 Undergraduate Committee
    College of Social Work, University of South Carolina, Columbia, SC

• College Committee Service
  8/2005 – 5/2007 Faculty Advisory Committee
  8/2004 - 5/2006 Faculty Appeals Committee

• Professional Service
  2/2001 – 2/2004 Korean American Social Work Educators Association (KASWEA), Secretary

• Community Service
  1/2005- Present Korean Community Presbyterian Church, Nominating Committee
  3/2002 – Present DAIL, Community of USA, Board member, Secretary
11/2001-Present  Gwinnett Coalition for Health and Human Services, Lawrenceville, GA
Research & Accountability Sub-Committee

Chapter, Board member

12/2002 –12/2003  Centennial Committee of Korean Immigration to the United States, Greater
Atlanta, Committee member

Member, Secretary

Writing a weekly column

3/2002

Council, Task Force on Women and Children’s Issues

Outcome Planning and Measurement Committee

Planning Committee of the “Communicating Across Boundaries: Cultural
Competency Training on Breast & Cervical Cancer in Asian American
Women” in Atlanta

Consultation for Korean Women’s Breast Cancer Support and Education
Group

6/1999 – 5/2000  Korean Student Organization (KSA), University of South Carolina, SC
Vice President

Community Services Committee

Editorial Board

VOLUNTEER EXPERIENCES

1/2000  The 4th Annual Conference of SSWR, Charleston, SC

8/1997  The 1st Technology Conference, Charleston, SC

3/1997  The 44th CSWE-APM, Chicago, IL


1/1988 – 6/1988  Children’s Rehabilitation Center, Yonsei University Hospital, Seoul, South Korea

MINDY RENÉE WERTHEIMER

Office: 1005 Urban Life
School of Social Work

Home: 78 Gateside Place
Marietta, GA 30067
LICENSURE/CERTIFICATION:
1987-present  Georgia Licensed Clinical Social Worker #1044
2005  Certified *True Colors* Facilitator

EDUCATION:
1988  Ph.D. (Higher Education)
      Department of Educational Administration
      Georgia State University, Atlanta, Georgia
1976  M.S. (Social Work)
      Columbia University, New York, New York
1975  B.A. (Social Welfare)
      Pennsylvania State University, University Park, Pennsylvania

ACADEMIC EXPERIENCE:
1994-present  Director of Field Education
              Clinical Associate Professor 2005-
              Clinical Assistant Professor 2002- 2005
              Assistant Professor 1994- 2002
              School of Social Work, Georgia State University, Atlanta, GA
1993-1994  Assistant Professor
          Department of Social Work, Georgia State University, Atlanta, GA
1989-1993  Part-time Faculty/Consultant
          Department of Social Work, Georgia State University, Atlanta, GA
1980-1988  Assistant Professor/Coordinator of Continuing Education
          Department of Social Work, Georgia State University, Atlanta, GA

OTHER PROFESSIONAL EXPERIENCE:
          Atlanta, Georgia
1979-1980  Senior Social Worker
          Central DeKalb Mental Health Center, Decatur, Georgia
1976-1978  Medical Social Worker
          Nassau County Medical Center, East Meadow, New York
1976-1978  Clinical Social Worker
          South Shore Child Guidance Center, Freeport, New York
PUBLICATIONS:
A. Journal articles
   Published-
   In Review-

B. Book Chapters

C. Other publications

D. Scholarly proceedings

FUNDED PROJECTS:
Wertheimer, M. R. “The helping professions and the law: Demystifying the legal process for social workers, psychologists, nurses, counselors, and psychiatrists,” Continuing Education Grant, Georgia State University, 1984, $1500

PROFESSIONAL PAPERS/PRESENTATIONS:


Wertheimer, M. R. (October 2004). *How to build and sustain effective nonprofit boards.* Professional presentation at the 2004 Annual Conference, National Association of Social Workers, Georgia Chapter, Atlanta, GA. (refereed; state)

Wertheimer, M. R. (April 2004). *Optimizing communication flow to improve board effectiveness.* Professional presentation at the 2004 Annual Conference, Association of Jewish Family and Children’s Agencies, Cincinnati, OH. (refereed; international)


Wertheimer, M. R. & Tracy, M. (October 2003). *Recognizing and developing hero potential in MSW and BSW interns.* Professional presentation at the 2nd Annual IV-E Student Training and Networking Conference, Georgia Department of Human Resources, Atlanta, GA. (invited; state)


Wertheimer, M. R., Tracy, M., & Foster, S. (October 2002). *So you want to be a field supervisor?* Professional presentation at the 14th Annual Conference of the National Association of Social Workers- Georgia Chapter, Atlanta, GA. (refereed; state)


Society for Experiential Education National Conference, San Antonio, TX. (refereed; national)


Wertheimer, M. R. & East, C. (September 1996). Homeless and hungry in the 90s. Professional presentation at the 8th Annual Conference of the National Association of Social Workers- Georgia Chapter, Atlanta, GA. (refereed; state)

Reichel, M., Wertheimer, M. R., & Donahue, T. (June 1985). On-line demographic databases and the provision of social services. Paper presented at the International Conference on Databases in the Humanities and Social Sciences, Grinnell, IA. (refereed; international)


HONORS AND AWARDS:
Herbert Kohn Meritorious Service Award, Jewish Family & Career Services, May, 1999

Woman of Achievement Award, Jewish Family & Career Services, sponsored by the Greater Atlanta Jewish Federation, 1997

Outstanding Professional Social Worker in the State of Georgia, National Association of Social Workers, Georgia Chapter, April 1983

Phi Kappa Phi

Phi Beta Kappa

SERVICE TO THE UNIVERSITY, COLLEGE, AND ACADEMIC UNIT:

A. University
   Presidential Community Services Awards Committee, 2005-

   Service Learning Committee, 2001

   Advisory Board, Office of Community Service-Learning, 1999
Search Committee, Program Development Manager, Office of Community Outreach and Partnerships, 1999

Presenter, Site Supervisor Orientation, Office of Community Outreach and Partnerships, 1998.

FACP Continuing Education Task Force, 1995-96

University Senate, 1984-1985
Faculty Affairs Committee, Academic Affairs Committee

Group Facilitator, Open Sesame Program, Georgia State University, 1983, 1984

Gerontology Faculty, Gerontology Center, College of Arts and Sciences, 1981-1985

B. College of Health and Human Sciences:
Non-tenure Track Promotion Committee, 2005-

Bylaws Committee, 2005-

Non-tenure Track Promotion Policy Committee, 2003

Faculty Advisory Committee, 1998-2000

Undergraduate Interdisciplinary Communication Skills Curriculum Subcommittee, 1997

College of Public and Urban Affairs:
Continuing Education Coordinating Committee, 1994-1996
   Chair, 1995-1996
Committee on Student Affairs, 1983-1984
College Review Committee, 1981-1985
Committee on Curricula, 1981-1983
Bylaws Committee, 1981-1982
Ad-Hoc Committee on Core/Exit Exams, 1981

C. School of Social Work
Director Search Committee, 2005-

Community Forum, Co-chair, 2005-

PERS Course Development, 2003
Strategic Planning Committee, 2002-2003

MSW Program Committee, Chair, 1999-present

BSW Program Committee, 1999-present
Curriculum Committee, Chair, 1997-1999
BSW Semester Conversion Committee, Chair, 1996

Faculty Search Committee, 1996

Department Chair Search Committee, 1983

SERVICE ACTIVITIES IN PROFESSIONAL ORGANIZATIONS:

- Council on Social Work Education, Arlington, VA
  Council on Conferences and Faculty Development, 2004 -
  Regional Planning Committee, 49th Annual Program Meeting, 2002-2003
  Co-chair, Special program for agency-based field supervisors
  National Planning Committee, 32nd Annual Program Meeting, 1985-1986

- National Association of Area Agencies on Aging & Atlanta Regional Commission
  Local Arrangements Committee, 29th Annual Conference and Tradeshow, 2003-2004

- Georgia Department of Human Resources, Division of Family & Children’s Services,
  Professional Development Section
  Student Internship Workgroup, 2003

- Field Education Collaborative (University of Georgia, Georgia State University, Clark
  Atlanta University
  Co-founder and member, 2000-present

- Yeshiva University Wurzweiler School of Social Work
  Field Supervisor, 2nd year MSW student at Hands on Atlanta, 1995-1996

- National Association of Social Workers- Georgia Chapter
  Group Facilitator for “Ethics Discussion Groups: Social Work Education,”
  9th Annual Conference, September 12, 1997
  Moderator for “Innovative Techniques in Family Assessment” workshop,
  8th Annual Conference, September 19-20, 1996

- Political Action Committee (PACE), chair, 1989-1991

Board of Directors, 1981-1984
  Board Member At-Large, 1983-1984
  Finance Committee, 1982-1984
  North Georgia Unit, chair, 1981-1983
  Continuing Education/Program Committee, chair, 1981-1983
- Atlanta Council for International Programs: Board of Directors, 1981-1984

SERVICE TO THE COMMUNITY:
- Hip Hop 4 Humanity: Advisory Board, 2005-

- Statewide Probate Court Visitor Program Planning Committee, 2005

- Jewish Federation of Greater Atlanta: Board of Directors, 2003-2005
  Presidents and Executive Directors Workgroup, 2003-2005
  Co-chair and Trainer, Presidents Leadership Series, 2004-2005
  Co-chair, Jewish Population Community Study, 2005-

- Jewish Family & Career Services: Board of Directors, 1989-present
  Immediate Past-President, 2005-
  Chair, Nominating Committee, 2005-
  President, 2003-2005
  First Vice-President, 2001-2003
  Chair, Strategic Planning Committee, 2001-2003
  Vice President, 1998-2001
  Chair, Board Development Committee, 1999-2001
  Assistant Vice-President, 1996-1998
  -Member, Executive Committee, 1996-present
  -Liaison to Project Connect Committee, 1996-1999
  -Liaison to Counseling Committee, 1996-2001
  -Strategic Planning Committee, 1994-1996; 2000
  -Project Connect (Homeless) Committee, Chair, 1993-1996
  -Counseling Committee, 1984-1992
  Chair, 1989-1992

- Atlanta Jewish Community Center: Board of Directors, 1992-1994
  Volunteer Services Committee, 1998-1999
  Teen Hotline Task Force, 1997
  Early Childhood Services Committee, 1989-1994
  Chair, 1992-1994

- Big Brothers/Big Sisters of Metro Atlanta:
  Annual Conference Moderator, “Mentoring: Building A Legacy for the Future”
  September 8, 1995

- American Jewish Committee:
  Researcher, “Family Planning Decision Making”
  William Petschek National Jewish Family Center, 1986-1987

- Southeastern Network of Runaway Youth and Family Services:
  Conference Planning Committee Member, 1984 Annual Meeting, 1983-1984
Coordinator, Adolescent Development Tract

- American Cancer Society:
  Conference Planning Committee Member, "Working with Cancer Patients and their Families," 1983

**ADDITIONAL SIGNIFICANT ACTIVITIES:**

Consultant, *Board assessment and strategic planning*, National Association of Social Workers, Georgia Chapter, Spring 2005


Consultant and Trainer, *Leadership and goal setting*, Douglas County Department of Family and Children Services, Management Retreat, October 2003

*Consultant and Trainer, Strategic planning, Clayton County Department of Family and Children Services, June 2001*


Trainer, *Effective communication skills*, Jewish Family & Career Services, 1997

Consultant, *Outcome evaluation*, Emory Healthcare/Department of Social Services, November 1997

Invited Speaker, *Growth and development of the adolescent*, Metro Transitional Center for Women, February 15, 1984

Volunteer Crisis Counselor, Atlanta Holiday Project, December, 1983

Invited Speaker, *Graduate study: Is it necessary?* Behavioral and Social Science Career Week, Mercer University, Atlanta, 1981

Task Force Member, Adolescent Sexuality, Nassau County Coalition for Family Planning, 1978

**Deborah M. Whitley**
School of Social Work
Georgia State University
Atlanta, GA 30303

**PROFESSIONAL CERTIFICATION AND LICENSES**
State of Georgia
Master Social Work License (LMSW) 1995-present
Certificate #:1612

Social Work License (LSW) 1990-1994
State of Pennsylvania
Certificate #: SW-005200-E

EDUCATION AND TRAINING

School of Social Work
University of Pittsburgh
Pittsburgh, PA
Doctor of Philosophy 1987

Graduate School of Public Health
University of Pittsburgh
Pittsburgh, PA
Master in Public Health 1986

School of Applied Social Sciences
Case Western Reserve University
Cleveland, Ohio
Master of Science in Social Administration 1983

Case Western Reserve University
Cleveland, Ohio
Bachelor of Arts in Anthropology 1977

ACADEMIC EXPERIENCE

School of Social Work,
College of Health and Human Sciences
College of Public and Urban Affairs
Georgia State University
Atlanta, Georgia
1994 - Present

Associate Professor
Assistant Professor August, 1994 - May, 2000
August, 2000 - Present

Teach courses in Social Welfare Institutions (SW3320) and Social Welfare Policy (SW3930 & SW7600) in the undergraduate and graduate social work programs

Serve as faculty liaison for undergraduate (SW4930 & SW4940) and graduate students (SW7500 & SW7900) completing their field placements in community agencies,

Advise undergraduate students in course work meeting degree requirements

Serve on various committees within the school, college and university
OTHER TEACHING EXPERIENCES

Adjunct Faculty Member 1992 - 1994
School of Social Work,
University of Pittsburgh

Invited Speaker, 1992
Graduate School of Public Health,
University of Pittsburgh

OTHER PROFESSIONAL EXPERIENCES

Saint Margaret Memorial Hospital, 1990 - 1994
Pittsburgh, PA
Research Associate

Assist the Co-Director of Rheumatology Education and Research in the following areas: writing research proposals for local and federal funding sources; consult with and assist allied health professionals, physicians, and other hospital staff on developing independent research projects; prepare and critique research manuscripts for journal publications; develop and prepare research abstracts for submission and presentation to national and regional scientific meetings.

Perform administrative/management functions within the department: act as liaison between the University of Pittsburgh and SMMH regarding shared project interests; prepare Institution Review Board applications with the University of Pittsburgh and SMMH for proposed and current projects; prepare/revise annual contracts for research employees; organize and manage the methods of operation for current research projects; prepare annual capital and operating budgets for the division; assess needs for purchasing major equipment; hire and evaluate research personnel.

Serve as liaison and facility data coordinator between SMMH and the University of Colorado in managing the collection of case mix, cost, service mix and quality of care data for Medicare patients receiving rehabilitation services at SMMH.

Independently plan and submit research proposals to local and federal funding sources.

Health and Welfare 1987 - 1990
PLANNING Association,
Pittsburgh, PA
Research Associate
Participated in the research, planning and community problem solving activities of HWPA. Major responsibilities/projects included:

Developed and directed the evaluation of the Literacy Education and Resource Network (LEARN), a county wide adult literacy program sponsored by the United Way of Allegheny Country, and the Greater Pittsburgh Literacy Council.

Assisted in developing an information database and research report for a multi-disciplinary team investigating the structural/environmental barriers to economic self-sufficiency of low income single parent families.

Directed an assessment of employees’ attitudes toward their work environment for the Board of Directors of the local Catholic Charities agency.

Co-directed a demonstration project to establish a centralized database of service information provided by local adult literacy programs.

Collected and analyzed salary and benefit data on the 72 local United Way member agencies for their organizational planning needs.

Designed and directed the evaluation of the Volunteer in Partnership program, sponsored by the United Way of Allegheny County and the Pennsylvania Department of Labor and Industry, a program to direct the unemployed into volunteer positions with local agencies.

Assisted in collecting and analyzing social and economic data as part of United Way's strategic planning effort for the Southwestern Pennsylvania area.

Cleveland, Ohio

Health Coordinator: developed and organized health related activities for senior citizens living in the Mt. Pleasant area of Cleveland. Such activities included organizing monthly hypertension and podiatry screening clinics, participating in annual citywide health fairs, organizing a swimming program with the local YWCA.

Housing Counselor: provided counseling to individuals and families with housing problems including mortgage defaults, home rehabilitation referrals, and credit counseling.

PEER REVIEW PUBLICATIONS

JOURNAL ARTICLES


Kelley, S. J., Whitley, D., & Sipe, T.A. Results of an interdisciplinary intervention to improve the well-being and functioning of grandparents raising grandchildren.


BOOK CHAPTERS

BOOK REVIEWS


MANUSCRIPTS IN PREPARATION

Whitley, D. M., Kelley, S. J. & Sipe, T. A. Early childhood developmental needs of grandchildren being raised by grandparents.

Whitley, D.M., Kelley, S. J., & Sipe, T. A. Results of psycho-educational program for grandchildren being raised by grandparents.

**RESEARCH FUNDING**

<table>
<thead>
<tr>
<th>Grants Received</th>
<th>Years Inclusive</th>
<th>Grant Title</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>$75,000</td>
<td>10-02 to 9-03</td>
<td>Project Healthy Grandparents: Family Preservation; Co-Investigator (Susan Kelley, Ph.D., PI)</td>
<td>Division of Families &amp; Children, Georgia Dept. of Human Resources</td>
</tr>
<tr>
<td>$75,000</td>
<td>10-02 to 9-03</td>
<td>Project Healthy Grandparents: Family Support Co-Investigator (Susan Kelley, Ph.D., PI)</td>
<td>Division of Families &amp; Children, Georgia Dept. of Human Resources</td>
</tr>
<tr>
<td>$22,479</td>
<td>2002-2003</td>
<td>Project Healthy Grandparents</td>
<td>United Way of Atlanta</td>
</tr>
<tr>
<td>$400,000</td>
<td>10-01 to 9-05</td>
<td>PHG: Early Intervention Support Services</td>
<td>Abandoned Infants Assistance, Department of Health &amp; Human Services</td>
</tr>
<tr>
<td>$36,503</td>
<td>10-01 to 9-02</td>
<td>PHG: Early Intervention Support Services</td>
<td>Children’s Trust Fund, Georgia Department of Human Resources</td>
</tr>
<tr>
<td>Amount</td>
<td>Year 1 to Year 2</td>
<td>Project Title</td>
<td>Principal Investigator</td>
</tr>
<tr>
<td>---------</td>
<td>------------------</td>
<td>----------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>$750,000</td>
<td>10-97 to 9-01</td>
<td>Neglected Children In Intergenerational Care: Promoting Healthy Intergenerational Families; Co-Investigator (Susan Kelley, Ph.D., PI)</td>
<td>National Center on Child Abuse and Neglect, Department of Health &amp; Human Services</td>
</tr>
<tr>
<td>$75,000</td>
<td>10-99 to 9-00</td>
<td>Project Healthy Grandparents: Family Preservation; Co-Investigator (Susan Kelley, Ph.D., PI)</td>
<td>Division of Families &amp; Children, Georgia Dept. of Human Resources</td>
</tr>
<tr>
<td>$75,000</td>
<td>10-99 to 9-00</td>
<td>Project Healthy Grandparents: Family Support Co-Investigator (Susan Kelley, Ph.D., PI)</td>
<td>Division of Families &amp; Children, Georgia Dept. of Human Resources</td>
</tr>
<tr>
<td>$12,000</td>
<td>7-99 to 6-00</td>
<td>Improving Responses to Child Abuse Co-Investigator (Susan Kelley, Ph.D., PI)</td>
<td>Research Program Enhancement Award, Georgia State University</td>
</tr>
<tr>
<td>$2,500</td>
<td>1-99 to 8-99</td>
<td>Middle-school Adolescents Sexual Behavior Patterns Co-Investigator (Phyllis Johnson, Ph.D., PI)</td>
<td>Strategic Initiative Grant, Georgia State University</td>
</tr>
<tr>
<td>$75,000</td>
<td>10-98 to 9-99</td>
<td>Project Healthy Grandparents: Family Preservation Co-Investigator (Susan Kelley, Ph.D., PI)</td>
<td>Division of Families &amp; Children, Georgia Dept. of Human Resources</td>
</tr>
<tr>
<td>$75,000</td>
<td>10-98 to 9-99</td>
<td>Project Healthy Grandparents: Family Support Co-Investigator (Susan Kelley, Ph.D., PI)</td>
<td>Division of Families &amp; Children, Georgia Dept. of Human Resources</td>
</tr>
<tr>
<td>$12,000</td>
<td>7-98 to 6-99</td>
<td>Improving Responses to Child Abuse; Co-Investigator (Susan Kelley, Ph.D., PI)</td>
<td>Research Program Enhancement Award, Georgia State University</td>
</tr>
<tr>
<td>$2,800</td>
<td>7-97 to 6-98</td>
<td>Research Dissemination Funding III (Principal Investigator)</td>
<td>African American Research and Development Grant, Georgia State</td>
</tr>
<tr>
<td>Amount</td>
<td>Period</td>
<td>Description</td>
<td>Institution</td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>$75,000</td>
<td>10-97 to 9-98</td>
<td>Project Healthy Grandparents: Family Preservation Co-Investigator (Susan Kelley, Ph.D., PI)</td>
<td>Division of Families &amp; Children, Georgia Dept. of Human Resources</td>
</tr>
<tr>
<td>$75,000</td>
<td>10-97 to 9-98</td>
<td>Project Healthy Grandparents: Family Support Co-Investigator (Susan Kelley, Ph.D., PI)</td>
<td>Division of Families &amp; Children, Georgia Dept. of Human Resources</td>
</tr>
<tr>
<td>$12,000</td>
<td>7-97 to 6-98</td>
<td>Improving Responses to Child Abuse Co-Investigator (Susan Kelley, Ph.D., PI)</td>
<td>Research Program Enhancement Award, Georgia State University</td>
</tr>
<tr>
<td>$3,600</td>
<td>7-96 to 6-97</td>
<td>Research Dissemination Funding II (Principal Investigator)</td>
<td>African American Research and Development Grant, Georgia State University</td>
</tr>
<tr>
<td>$3,920</td>
<td>7-95 to 6-96</td>
<td>Research Dissemination Funding I (Principal Investigator)</td>
<td>African American Research and Development Grant, Georgia State University</td>
</tr>
<tr>
<td>$7,380</td>
<td>9-93 to 8-94</td>
<td>The Impact of Arthritis Rheumatoid Arthritis on Family Systems (Principal Investigator)</td>
<td>Foundation, Western Pennsylvania Chapter</td>
</tr>
</tbody>
</table>

**OTHER FUNDING**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Period</th>
<th>Description</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>$20,000</td>
<td>10-98 to 9-99</td>
<td>Project Healthy Grandparents: Replication Project (Principal Investigator)</td>
<td>Department of Human Resources, Georgia</td>
</tr>
<tr>
<td>$5,000</td>
<td>9-97 to 6-98</td>
<td>Intergenerational Caregivers and Welfare Reform (Principal Investigator)</td>
<td>College of Health and Human Sciences</td>
</tr>
</tbody>
</table>

**OTHER SCHOLARLY ACTIVITIES**
PAPER PRESENTATIONS


**PUBLISHED RESEARCH ABSTRACTS**


HONORS & AWARDS
Provost Development Fund Award,
University of Pittsburgh, Pittsburgh, PA

Irene Sogg Community Service Award, 1983
Case Western Reserve University, Cleveland, Ohio

SERVICE TO THE UNIVERSITY, COLLEGE, DEPARTMENT

Assistant Director, Project Healthy Grandparent, Georgia State University,
1996 - Present

Served on the following Georgia State University committee:
University Senate (1999-00)

Served on the following committees in the College of Public and Urban Affairs:
Faculty and Student Development Committee (1994-95)
Exhibits Committee (1994-96)
Electronic Data Processing Committee (1994-95)
Curriculum Committee (1995-96)

Served on the following committees in the College of Health and Human Sciences:
Student Appeals Committee (1997-01)
Student Services (1996-97)
Dean Search Committee (1996)

Served on the following committees in the Department of Social Work:
Faculty Search Committee, Chair (1998-99)
Curriculum Committee (1998-99)
Faculty Search Committee (1997-98)

SERVICE ACTIVITIES IN PROFESSIONAL ORGANIZATIONS

National Association of Social Workers - Georgia Chapter
North Georgia Unit Representative - Board Member, 1999-2001; 2001-2003 (elected position)

Association of Rheumatology Health Professionals
National Executive Committee Member 1997-present
Program Committee, 1997
Arthritis Care and Research Publication Sub-committee, 1994-1995; Chair, 1996

James L. Wolk

Office Address: Georgia State University
School of Social Work
P.O. Box 3995
Education

B.A. California State University at Long Beach
   Major: Social Welfare  1967

M.S.W. University of Missouri, Columbia
   Major: Social Work  1969

M.P.A. California State University at Fullerton
   Major: Public Administration  1973

D.S.W. Tulane University, New Orleans
   Major: Social Work  1980

Professional Positions

August 1995 - Present  Professor and Director of Social Work, Georgia State University
August 1992 - 1995  Professor of Social Work, Southwest Missouri State University.
August 1984 - 1991  Associate Professor of Social Work, Southwest Missouri State University.
August 1982 - 1990  Director of the Social Work Program, Southwest Missouri State University.
September 1977 - 1981  Assistant Professor, Western Michigan University, Graduate School of Social Work, Kalamazoo, Michigan.
June 1973 - 1975  Director, Drug Abuse Services, Orange County Department of Mental Health, Santa Ana, California.
September 1971 - 1973  Assistant Director, Drug Abuse Services, Metropolitan State Hospital, Norwalk, California.
June 1969 -1971  Psychiatric Social Worker, Metropolitan State Hospital, Norwalk, California.

Publications

Journal articles  (Refereed)


**Book Chapter**


**Funding** (External)

James Wolk (2005). Child Care Market Survey in Georgia. Department of Human Resources. ($120,000)


David J. Hartmann and **James L. Wolk.** “A Longitudinal Study of the Missouri DARE Program”. (July 1994). Missouri Department of Public Safety. ($33,000)


**James L. Wolk and Jackie E. Pray.** (1989). "A Survey of Special Care Units in Nursing Homes for Alzheimer's Victims". SMSU Faculty Research Fund. ($900).


**Reports**


Wolk, J. (2004). *A Tale of Two States: Collaborative Planning To Increase Interjurisdictional Placements* (South Carolina Department of Social Services Georgia Department of Human Resources Grant Award #90C00946/March 1, 2001 to August 31, 2004


**Presentations**


“Child support enforcement: Responding to customers”, (with Schmall), (March 1997) Georgia Conference on Social Welfare Annual Meeting, Atlanta, Georgia


"Generalist practice vs. Case management: An accreditation contradiction" (with Wertheimer), (October 1997), Baccalaureate Program Directors Conference, Philadelphia, PA

"Georgia's welfare to work initiative: Workfirst", (November 1997), Industrial Relations Research Association, Atlanta, GA.

"If we talk the talk, we should walk the walk: A social systems perspective for accreditation". (October, 1996). Baccalaureate Program Directors Conference. Portland, OR.


212


"Improving Communications Between the SAC, RAC, and the Division of Alcohol and Drug Abuse". (1985). State Advisory Council Workshop, Columbia, MO.


"Alcohol and Society". (June 1984). U.S. Federal Medical Center, Springfield, MO.


**Honors**

Social Worker of the Year, North GA Unit, NASW 2004.

**University Service**

Member, Academic Program Review Committee  
Chair, College Special P & T Committee, 2004  
Member, President’s Triennial Evaluation, 2002  
Member, University Senate Budget Committee. 2001-2004  
Member, Atlanta Outreach Consortium, 1999-2000  
Member, SACS Accreditation Committee, 1997  
Member, Distinguished Faculty Alumni Award, 1997  
Member, University Committee on Admission Exceptions, 1992.  
Member, Department Head Search Committee, 1993.  
Member, Faculty Senate, 1991-to present.  
Member, University Student Affairs Committee, 1987-88  
Member, Department Faculty Evaluation Committee, 1985-1989.  
Chair, Social Work Committee, 1982-1990.

**Community Services**


Governor Appointment to the Cooperative Agreement Advisory Council for a State Incentive Planning Grant for Substance Abuse Prevention (2005)

Member, Grady Health Systems, Pharmacy Advisory Council 2002- Present

Chair, PACE Committee, NASW, 2002 to Present

Co-Chair, Annual Program Meeting, Council on Social Work Education, 2003, Atlanta, GA.

Member, Georgia's Welfare Reform Advisory Council, 1997-1998

Board Member, Georgia Conference on Social Welfare 1996, Atlanta, Georgia.

Member, Planning Committee, NASW State Conference, 1996 and 1997. Atlanta, Georgia

Delegate (Elected) 1996 NASW Delegate Assembly. Washington D. C.

Chair, Missouri PACE, 1992 - present.


Member, Board of Directors, University Child Care Center. 1992 to present.


President-Elect, Missouri Chapter, National Association of Social Workers, 1990-91.

Member, State Advisory Council for Alcohol and Drug Abuse, Jefferson City, MO., 1986-1989

Delegate, Missouri Chapter, NASW Delegate Assembly Washington D.C. 1987

Member, Search Committee, Director of Alcohol and Drug Abuse, State of Missouri, 1986

Member, Missouri Consortium of Social Work Programs, 1982-1990.

Member, Missouri Chapter, Political Action for Candidate Election (PACE), Columbia, MO, 1982

Member, Board of Directors, Missouri Chapter, National Association of Social Workers, Columbia, MO 1982

President, Southwest Chapter, National Association of Social Workers, Columbia, MO, 1981-84

Chair, Regional Advisory Council, Alcohol and Drug Abuse, Springfield, MO, 1984-86

Member, Southwest Regional Advisory Council, Department of Mental Health, Division of Alcohol and Drugs, Summer 1982

Arthritis Health Professionals Association:

Arthritis Foundation, Georgia Chapter
Government Affairs Committee, 1995 - 1996
SERVICE TO THE COMMUNITY

Governor’s Council on Maternal and Infant Health, State of Georgia, Co-Chair, 2001-2003 (Appointed by Governor)


Georgia Department of Human Resources, Atlanta GA, Grant Reviewer, 1998.


Center For Disease Prevention and Control, Atlanta GA, Grant Reviewer, 1996.

South Fulton Medical Center, Atlanta GA, Consultant 1995.
Appendix F4
Unit Faculty Involvement in Self Study

In the Fall of 2004, a Self-Study Committee was appointed by the Director of the School with the approval of the full faculty. The committee was comprised of Dr. Wolk, Lyons, Beck, and Whitley. In early Fall 2005, a draft of the self study was circulated among the Committee for edits, revisions, and recommendations. Subsequently, a draft was submitted to the entire faculty prior to the October faculty meeting. Specifically, the goals and objectives were discussed and approved with modifications. A final draft was submitted electronically to the faculty with a default that if there were no major objections, the self-study would be submitted to the Academic Program Review for
Appendix G1
Table G-1
Student/Faculty Ratios, FY 2003-2005

<table>
<thead>
<tr>
<th></th>
<th>FY <em>03</em></th>
<th>FY <em>04</em></th>
<th>FY <em>05</em></th>
</tr>
</thead>
<tbody>
<tr>
<td># TT Faculty</td>
<td>10</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td># Undergraduate Majors</td>
<td>200</td>
<td>186</td>
<td>199</td>
</tr>
<tr>
<td># Graduate Majors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(All)</td>
<td>55</td>
<td>54</td>
<td>57</td>
</tr>
<tr>
<td>UG/TT Ratio</td>
<td>20.0</td>
<td>20.7</td>
<td>18.1</td>
</tr>
<tr>
<td>Grad/TT Ratio</td>
<td>5.5</td>
<td>6.0</td>
<td>5.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>FY <em>03</em></th>
<th>FY <em>04</em></th>
<th>FY <em>05</em></th>
</tr>
</thead>
<tbody>
<tr>
<td># Graduate Faculty</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># Ph.D. Students</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ph.D/Grad Faculty Ratio</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Summary: Strengths and Weaknesses of the University Library

In general, the University Library’s collection of monographs, serials, and databases supports the School of Social Work’s programs through the master’s level. Materials include both theoretical and applied areas, including specialized areas such as social work with children, the elderly, substance abusers, and the homeless, with particular emphasis on community partnerships. In FY05, the firm order allocation for Psychology was $6,559, while approximately $3,800 of the library’s allocation for social sciences titles received on the approval plan went toward social work-related titles. The table below reflects the percentage of the approval plan universe in the primary social work call number ranges that our library received in FY05. Also given are percentages for more peripheral subjects, subject abuse and marriage/family. The percentages are appropriate for academic libraries with master’s programs in social sciences disciplines. The titles that were not selected are for the most part textbooks, popular titles, or highly specialized works, as well as material in the area of animal rights, which falls within the HV call number range but is not a specific emphasis of the social work program. The number of monograph titles supporting the program, 8,000, is appropriate to a social work program granting master’s degrees, especially given the fact that material relevant to the program is also scattered throughout the collection, in areas such as sociology, psychology, and public policy.

In order to provide quantitative data on the strength of our monograph collection, our Yankee Book Peddler approval order acquisitions in FY05 were compared with those of two peer institutions, the University of Cincinnati and the University of Central Florida. In particular, titles acquired by these institutions but not by Georgia State were examined. In the call number range HV1-HV4959, the University of Cincinnati received 66 titles that Georgia State did not receive during this period. Many of these titles were textbooks or supplementary materials; others pertained to areas, such as animal rights or disability counseling, that are not an emphasis of the GSU social work program. There were, however, some specific titles pertaining to child welfare and the history of social work that are relevant to the program and will be added to the collection. An analysis of the University of Central Florida’s unique acquisitions presents a similar picture. Of the 63 titles that our library did not select, the majority are textbooks, clinical
material, or books pertaining to animal rights. Specific titles, especially pertaining to child and family welfare, are relevant to our program and will be added to the collection if funds permit.

In 2004 and 2005, several major databases of full-text journals were added to our collection. The Elsevier and Wiley collections each contain several titles directly relevant to social work: for example, *Children and Youth Services Review* (Science Direct/Elsevier) and *Children and Society* (Wiley). Also of great importance was the addition of the database PsycARTICLES, which contains the full text of APA journals, as well as several other important journals, from 1985 to the present. The acquisition of this costly database was made possible through allocations from the Public Health Area of Focus. The Criminology database of 17 full-text SAGE journals in criminal justice is likewise of great benefit to social work students and faculty, especially those with interest in juvenile justice or family violence.

Although the library collection is generally strong enough to support curricular and research needs of the School of Social Work, identified titles in the areas of child welfare and history of social work should be added to enhance the collection’s strength. In addition, several journal titles in the areas of AIDS/HIV and substance abuse have been identified and will be purchased through Area of Focus funds. Since relatively few social work students seek consultations with the Behavioral Sciences Liaison, attempts will be made to advertise her services through classes and links from Web CT and Web CT Vista.

**Relevant Library Statistics**

<table>
<thead>
<tr>
<th>MEASUREMENT</th>
<th>STATISTIC</th>
<th>COMMENTS/NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of journal titles supporting program</td>
<td>178</td>
<td></td>
</tr>
<tr>
<td>Number of related journal titles added in last three fiscal years</td>
<td>Electronic access through online databases: Science Direct/Elsevier: 20 titles PsycARTICLES: 52 titles Wiley: 3 titles Criminology: 17 titles</td>
<td></td>
</tr>
<tr>
<td>Number of related journal titles cancelled in last three fiscal years</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Number of related databases added in last three years</td>
<td>4 (See above.)</td>
<td></td>
</tr>
<tr>
<td>Number of related databases cancelled in last three years</td>
<td>One. Social Sciences Index was cancelled by GALILEO.</td>
<td></td>
</tr>
<tr>
<td>Number or monograph titles supporting program</td>
<td>HV1-HV4959</td>
<td>(Social/Public Welfare): 8,001 HV4961-HV5840</td>
</tr>
</tbody>
</table>
(Substance Abuse): 1,688
HQ503-1064 (Marriage and Family): 7,832

| Number of monograph titles in key call number ranges added in last two fiscal years (07/01/03-06/30/05) | HV1-4959: 508
HV4951-5840: 71
HQ503-1064: 329 |
| Percentage of available universe of related monograph titles purchased through approval plan during past 12 months (10/04-10/05) | HV1-HV4959: 50%
HQ503-HQ1064: 43%
HV4961-HV5840: 47% |

**Services**

| Number of library instruction courses taught for department during previous fiscal year | 7 |
| Number of library consultations held with students from department during previous fiscal year | 20 |

**Electronic Resources**

Students and faculty in the School of Social Work rely heavily on journals, major reference works, and databases to conduct research and complete assignments. The following section provides an overview of some of the major electronic resources available for social work research. The majority of the most relevant databases are purchased through library allocations rather than made available through the GALILEO collaborative initiative.

<table>
<thead>
<tr>
<th>GSU Library Subscription Databases</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work Abstracts</td>
<td>Indexes articles from journals in social work and related fields on topics such as AIDS, homelessness, aging, substance abuse, and welfare.</td>
</tr>
<tr>
<td>PsycARTICLES</td>
<td>Provides full text of APA journals and eight additional journals from 1985 to the present.</td>
</tr>
<tr>
<td>Web of Science</td>
<td>Indexes and abstracts 8,000+</td>
</tr>
<tr>
<td>Database</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td>Child Abuse, Child Welfare and Adoption Database</td>
<td>Contains bibliographic citations and abstracts of professional literature, including books, journals, government reports, conference papers, state annual reports, curricula, and unpublished papers.</td>
</tr>
<tr>
<td>Family and Society Studies Worldwide</td>
<td>Indexes and abstracts literature in the fields of family science, human ecology, and human development, including professional journals, popular literature, conference papers, government reports, and other sources.</td>
</tr>
<tr>
<td>AgeLine</td>
<td>Indexes and abstracts information on aging in relation to psychology, health-care, sociology, economics, employment, public policy, etc.</td>
</tr>
<tr>
<td>Science Direct</td>
<td>Provides full text of 1,000+ Elsevier journals, including over 20 directly relevant to social work.</td>
</tr>
<tr>
<td>Criminology: A Sage Full-Text Collection</td>
<td>Includes the full-text of 17 journals published by SAGE and participating societies.</td>
</tr>
</tbody>
</table>

### GALILEO Databases

<table>
<thead>
<tr>
<th>Database</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Services Abstracts</td>
<td>Indexes and abstracts research on social work, human services, and related areas, including social welfare, social policy, aging, and community development.</td>
</tr>
<tr>
<td>PsycINFO</td>
<td>Indexes and abstracts journals, dissertations, book chapters, and reports in all areas of psychology.</td>
</tr>
<tr>
<td>Sociological Abstracts</td>
<td>Indexes and abstracts over 2,600</td>
</tr>
<tr>
<td>ERIC</td>
<td>Indexes and abstracts education scholarly and practitioner journals, curriculum materials, technical reports, research reports and conference papers.</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>journals and other serials publications, plus conference papers, books, and dissertations.</td>
</tr>
</tbody>
</table>
Collection Overview

The University Library contains more than 1.4 million volumes, including approximately 4,800 active serials (newspapers, journals, magazines, etc.), 20,000 media materials, and over 293 electronic databases, many of which include full-text. The University Library is also a Federal Document Depository and has more than 800,000 government documents.

Other Library Services

For resources not available at the University Library, patrons can request materials through the library’s ILLiad service. The Interlibrary Services Office can obtain most types of materials, including books, microfilmed newspapers, dissertations, theses, and periodical articles. Audio-visual materials may be requested, but are sometimes difficult to obtain on loan. This service is free of charge to Georgia State University faculty, staff, and students. Books available at other University System libraries may be obtained through GIL Express.

University Library Contact

Lyn Thaxton, Behavioral Sciences Liaison: 404-463-9946 / lthaxton@gsu.edu

Revised: 4/6/05
Appendix H1
Strategic Plan
School of Social Work
Strategic Plan
May, 2003

There was consensus that the primary concern raised in all of our efforts to gather information and ideas from the stakeholders was the need to address from a variety of perspectives, the changing Atlanta Metropolitan Community, e.g. immigration, refugees, diversity. In concert with our School’s mission, we have drafted the following:

Teaching

By the Fall 2004 semester, the School of Social Work will offer a PERS 2001 course with the content related to the Human Service Needs of a Diverse Metropolitan Area. [Community speakers, health care access, housing, political involvement, etc.]

By Fall 2004, the School will have at least 4 formalized interdisciplinary certificate programs for both BSW and MSW students. These interdisciplinary certificates include: Public Health, Geographic Information Systems (GIS), Non-profit Management, and Planning and Economic Development. Within the School of Social Work, two certificates will be developed: Child Welfare and Forensic Social Work. We will consider developing a certificate in community building for community practitioners as a component of the Center (see below) as well.

Within three years, the School of Social Work will offer an innovative BSW program to serve the educational needs of the human service providers in the Atlanta community. This degree program will be intended to help professionalize the current work force.

Service

Within four years, the School of Social Work will create a Center for the Development of Community Partnerships. The purpose of the Center will provide an organizational base for research, the offering of continuing education and other professional development activities, and for coordinating regional forums. These forums will focus on building healthy communities and will offer opportunities for coordination of community resources, the exchange of ideas, networking, research dissemination, and the creation of new partnerships.

Research

Ongoing research, the pursuit of external funds, and dissemination of knowledge will reflect both community and faculty interests and needs. As part of the research responsibility of the Center, within four years, the School will develop and conduct an annual survey of community interest.
Appendix H2
Proposal for a Center for Collaborative Social Work, School of Social Work. Project Summary

Presented by Jim Wolk, Director, School of Social Work; Peter Lyons, Associate Professor, School of Social Work.

Mission Statement

The mission of the Center for Collaborative Social Work is to contribute to building and sustaining healthy communities through the utilization of community strengths and resources in: (1) the development and application of interventions, program strategies, policy analysis, and community-based research and evaluation; (2) the education and training of a multifaceted human services workforce; and (3) the facilitation of community partnerships.

We expect the Center to become known regionally and nationally as a center of excellence in social work research and practice using a collaborative systemic approach. An example of the type of collaborative effort to be developed by the proposed Center is a recent contract with the state’s Department of Human Resources (DHR). GSU School of Social Work has a $1.5 million contract to develop a training system for public child welfare workers. This involves a cooperative relationship between all of the state’s schools of social work, DHR, the Georgia Chapter of the National Association of Social Workers, Prevent Child Abuse Georgia, and the Barton Child Law and Policy Clinic at Emory University. This system was conceived, proposed, and developed by GSU social work faculty, not just as a training delivery structure, but also as a vehicle to influence social policy and social work practice in the state’s troubled child welfare system.

Purpose.

The center will provide an organizational structure to undertake the diverse tasks proposed by stakeholders during the School of Social Work's most recent strategic planning process. These tasks included: development of the human service workforce, outreach to traditional helpers who are non-traditional students, research dissemination, policy analysis, applied research, and technical assistance to human service providers.

In addition the Center will provide an organizational structure to support faculty in the attainment of grant funding and the performance of requirements engendered by successful acquisition of these grants. One of the factors inhibiting the growth of SSW grant procurement is the lack of an ongoing infrastructure to support multiple projects over time. Current project support resources function adequately for one or two major projects. Expansion is restricted however, by the need for a logistic infrastructure across projects and financial years: this is especially the case in multi-year grants with annual renewal requirements. The School currently has more than $2 million in external funding in FY 2005-6 however in order to increase this in future years, there is a need for the type of enhanced logistic support that a Center can offer.
Goals:

To initiate, coordinate, and support efforts in the design, implementation, and dissemination of research and scholarly activity. There will be an emphasis on publishing, the theory, process, and outcomes of research conducted in Metro Atlanta with the goal of driving change in social work in attempting to utilize community strengths and resources to solve community problems.

To contribute to human service workforce development including education and training (workshops, professional development institutes). The DHR/DFCS contract described above is an example of this.

We expect and plan for the center to become a focal point for community level research and intervention, as well as a formalized link between the community and the university. One of the defining features of social work is the profession’s application of social science knowledge to social problems. The metro-Atlanta area is a living laboratory for the application of GSU generated social science research to the resolution of real community issues.

The goals of the proposed center can be articulated within several major domains: knowledge generation, knowledge dissemination, knowledge transfer, knowledge utilization, and knowledge application (See figure 1).

Knowledge generation may include:

1. model development, replication, and dissemination
2. Describing, testing, evaluating, and replicating an approach to community problem solving.
3. Contribution to the development of the evidence base for community social work interventions and requisite skills.
4. Development of sound community level measures, with the same level of rigor applied to the development of individual level measure in psychometrics. Although there are some community level measures already developed they need testing and cross-validation.

Knowledge dissemination, will consist of publication of research findings in peer reviewed journals, producing literature reviews, conference proceedings, book(s), monographs, conference presentations. In addition the center will be the forum for the establishment of a biennial conference on the state of the art in evidence-based community social work.

Knowledge utilization will consist of the analysis of social change and public policy initiatives in the communities that comprise the Metro Atlanta area, including researching the impact of policy and the provision of feedback to policymakers.

Knowledge transfer will be delivered through evidence-based education and training, including the degree programs, advanced training, and skill building, best practice institutes, workshops,
and seminars. It will consist of workforce support and development through continuing education, certificate and degree programs, and outreach to non-traditional students.

Five Year Plan
See also logic model (Table 1).

Activities
Year one:
Under university guidelines create a center with a Board of Directors representative of the College/University and the broader Metro Community.
Self identification of faculty affiliated with the center
Secure initial sponsorship for the center, through external funding (to a large extent this task has already been fulfilled).
Focused initiation, coordination, and support for funding individual and group research efforts.
Initial identification of community and academic partners tied to specific projects.
Begin to offer workforce development and best practice institutes.
Begin to develop and combine data sets for human service planning, in partnership with Domestic Programs, Andrew Young School of Policy Studies.

Year 2
Establish a Clearinghouse function for the dissemination of scholarly information
Work towards securing stable financial sponsorship for the center,
Develop a bank of experts available for technical assistance.
Develop annual survey on evidence based practice for social work in the community, the results of which are then published annually.

Year 3
Host a biennial conference focusing on community social work research.

Year 4
Established visible presence in the academic literature of GSU approach to community building.

Year 5
Host second biennial conference
By the second biennial conference the proceedings will be turned into a journal

Assessment measures.

Center performance will be measured based upon the following:
Number of external research and other dollars obtained by third year of center’s operation.
Number and type of research and other projects, proposals submitted, funded, completed, published, presented, number of faculty involved, number of community partners involved.
Obtaining sponsorship
Technical materials developed as part of research dissemination.
Extent of publicity received (e.g. newspaper items).
Event attendance (conference, workshops, trainings, etc.)
Conference attendance trends: numbers and demographics.
Attendee evaluations of quality of events, content, and process.
Presenter evaluations of quality of conference, content, and process.
Number and quality of local, regional, national, and international research presenters.
Publication of proceedings
Community partners feedback about the utility of the center’s products and training events

Resources:

The center will begin with the injection of two contracts (total approximately $2.2 million) with the Department of Human Resources for professional development of the child welfare workforce. These contracts will be available over multiple years for the foreseeable future.

Center Faculty

   Elizabeth Beck
   Fred Brooks
   Cynthia East
   Jan Ivery
   Debra Klausner,
   Peter Lyons
   Mary McLaughlin
   Wansoo Park
   Mary Ohmer
   Mindy Wertheimer
   James L. Wolk

Center Staff

   Tanya Davis
   Martha Moore
The Center is the primary agent for knowledge generation, dissemination, utilization and transfer. The community is the primary agent and focus of knowledge application.

Figure 2. The reciprocal relationship between center functions and community practice.
### Logic Model for School of Social Work Center for Collaborative Social Work

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Short term Outcomes</th>
<th>Intermediate Outcomes</th>
<th>Long Term Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Committee</td>
<td>Operational Center</td>
<td>Research conducted, published, presented, or otherwise disseminated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Wider use and replication of intervention and research models developed. Increased acknowledgement of role of community (in Atlanta, state, national, and in peer reviewed literature). Recognizable, evidence based skill sets and broader application of evidence based skills in community social work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steering committee, Center Director, Faculty, students, Research and grant procurement and support infrastructure. External funding.</td>
<td>Recruit committee members</td>
<td>Committee Director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recruit Center Director</td>
<td>Committee Director</td>
<td>Number of grants attained.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self identification of faculty</td>
<td>Faculty Support (clerical, statistical, grant writing etc.)</td>
<td>Amount of external funding procured.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seek sponsorship for center and center activities. Research and other grant procurement</td>
<td>Sponsorship</td>
<td>Receipt of Federal Research Support.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of RFP’s responded to, funding applied for.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Respond to Federal RFP’s</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center</td>
<td>Knowledge generation</td>
<td>Knowledge generation</td>
<td>Application, replication and testing of models.</td>
<td>Application of refined models and skill sets to other communities nationally and internationally</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Research on community, family and individual level social work interventions; and workforce skill requirements).</td>
<td>(Research on community, family and individual level social work interventions; and workforce skill requirements).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>number of research projects.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>number of faculty, and students involved in projects.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Beginning evidence base for community building, social capital enhancement. Beginning evidence base for necessary skill sets. Community involvement in research and intervention process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center</td>
<td>Knowledge dissemination</td>
<td>Knowledge dissemination</td>
<td>Increased profile of GSU School of Social Work, locally and nationally. Developing body of peer reviewed literature, as well as book based on conference proceedings. Journal housed in the Center</td>
<td>Body of empirical literature focused on GSU approach to community social work practice.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(publication, presentation, best practice institutes, conferences etc.)</td>
<td>(publication, presentation, best practice institutes, conferences etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Publications and presentations. Website containing multiple data sets of neighborhood indicators</td>
<td>Journal articles, literature reviews, Conference proceedings, book(s), monographs, conference presentations. Development of journal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center</td>
<td>Knowledge transfer</td>
<td>Knowledge transfer</td>
<td>Increased information and knowledge available to a broader audience.</td>
<td>More skilled workforce applying evidence based approaches. Changed behavior of social and community work practitioners.</td>
<td>Improved conditions in communities. Increased social and economic justice, less disadvantage, reduction in scope of social problems in targeted communities.</td>
</tr>
<tr>
<td></td>
<td>Education and training</td>
<td>Education and training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(evidence based)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Best practice institutes, workshops, seminars, conference presentations Conference(s) (organized) Number of attendees.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Many of the elements in the model are very closely linked to each other and/or contingent upon other elements. Thus the time frame and sequencing of events is not implied in this framework except in each specific row. All of the later rows however, are dependent on the first.
| Year | Status | Tenured | | Tenure-Track | | Non Tenure-Track | | | | | Permanent | Visiting | PT** | Other*** | (specify) |
|------|--------|---------|---|--------------|---|-------------------|---|---|---|---|---|---|---|
| FY 2003 | Gender | | | | | | | | | | | | |
| | Female | 3 | | 2 | 3 | 6 | 1 | | | | | | |
| | Male | 1 | 1 | | 3 | 2 | | | | | | | |
| | Minority | | | | | | | | | | | | |
| | Asian | | | | | | | | | | | | |
| | Black | | | | | | | | | | | | |
| | White | 1 | 3 | | 3 | 2 | 6 | | | | | | |
| FY 2004 | Gender | | | | | | | | | | | | |
| | Female | 3 | | 1 | 3 | 6 | 2 | | | | | | |
| | Male | 1 | 1 | | 3 | 3 | | | | | | | |
| | Minority | | | | | | | | | | | | |
| | Asian | | | | | | | | | | | | |
| | Black | | | | | | | | | | | | |

Table B-1
Faculty Distribution by Numbers for 2003-2005
<table>
<thead>
<tr>
<th>FY 2005</th>
<th>White</th>
<th>1</th>
<th>3</th>
<th>2</th>
<th>2</th>
<th>7</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minority</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>1</td>
<td></td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>White</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

*Includes instructor, lecturer, clinical, research
**Includes PTI and partial contract
***includes academic professional, academic administrator, general administrator, adjunct
Revised: 4/6/05
<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th># Refereed Publications</th>
<th># Creative</th>
<th>Scholarly Works (specify as many types as necessary)</th>
<th>Amt. Of External Funding</th>
<th>Amt. Of Internal Funding</th>
<th>Conference Presentations</th>
<th>Other</th>
<th>(Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2003</td>
<td>Beck, E.</td>
<td></td>
<td></td>
<td>2</td>
<td>$3,040</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bennett, M.</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brooks, F.</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Carrillo, D.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diwan, S.</td>
<td>4</td>
<td></td>
<td>4</td>
<td>$30,000</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>East, C.</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Johnson, B.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ligon, J.</td>
<td>3</td>
<td></td>
<td></td>
<td>$247,978</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Littrell, J.</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lyons, P.</td>
<td>2</td>
<td></td>
<td>2</td>
<td>$331,893</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Norrington F.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Park, W.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wertheimer, M.</td>
<td></td>
<td></td>
<td></td>
<td>$30,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Whitley, D.</td>
<td>3</td>
<td></td>
<td></td>
<td>$100,000</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wolk, J.</td>
<td>2</td>
<td></td>
<td></td>
<td>$565,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual</td>
<td>.33</td>
<td>1</td>
<td>$86,991</td>
<td>$479</td>
<td>.27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----</td>
<td>---</td>
<td>----------</td>
<td>------</td>
<td>-----</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beck, E.</td>
<td>3</td>
<td>2</td>
<td>$40,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bennett, M.</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brooks, F.</td>
<td>1</td>
<td>3</td>
<td>$150,000</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carrillo, D.</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>East, C.</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Johnson, B.</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ligon, J.</td>
<td>1</td>
<td>3</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Littrell, J.</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lyons, P.</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norrington F.</td>
<td>5</td>
<td>3</td>
<td>$450,776</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Park, W.</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wertheimer, M.</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whitley, D.</td>
<td>3</td>
<td>1</td>
<td>$395,511</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wolk, J.</td>
<td>2</td>
<td>1</td>
<td>$560,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Annual Avg.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.36</td>
<td>1.79</td>
<td>$114,021</td>
<td>.93</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AY 2005</td>
<td>Beck, E.</td>
<td>1</td>
<td>$46,000</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brooks, F.</td>
<td>2</td>
<td>2</td>
<td>$150,000</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Carrillo, D.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>East, C.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ivery, J.</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ligon, J.</td>
<td>3</td>
<td>$26,548</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Littrell, J.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lyons, P.</td>
<td>1</td>
<td>$332,796</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Norrington F.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ohmer, M.</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Park, W.</td>
<td></td>
<td>$4,634</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wertheimer, M.</td>
<td>1</td>
<td>$1,165</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Whitley, D.</td>
<td></td>
<td>$100,000</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wolk, J.</td>
<td>1</td>
<td>$655,000</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual Avg.</td>
<td>.64</td>
<td>.14</td>
<td>$93,679</td>
<td>$331</td>
<td>1.93</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-Year Avg.</td>
<td>.44</td>
<td>3.72</td>
<td>$98,230</td>
<td>$270</td>
<td>1.04</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table B-3
Program Types by Majors and Concentration and Unduplicated Number (Headcount) of Major Students and Degrees Conferred FY 2003 – 2005

<table>
<thead>
<tr>
<th>Program</th>
<th>Major</th>
<th>Concentration</th>
<th>FY 2003</th>
<th>FY 2004</th>
<th>FY 2005</th>
<th>3 Yr. Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Majors</td>
<td>Degrees</td>
<td>Majors</td>
<td>Degrees</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Conferred</td>
<td>Conferred</td>
<td>Conferred</td>
<td>Conferred</td>
</tr>
<tr>
<td>BSW</td>
<td>Social Work</td>
<td>Social Work</td>
<td>200</td>
<td>54</td>
<td>186</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSW</td>
<td>Social Work</td>
<td>Social Work-Reg</td>
<td>44</td>
<td>22</td>
<td>45</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Social Work-AVS</td>
<td></td>
<td>11</td>
<td>11</td>
<td>9</td>
<td>7</td>
</tr>
</tbody>
</table>

### Table B-4a
2003 Credit Hours Taught by Department Faculty by Level and Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Undergrad Core</th>
<th>Undergrad Lower Division</th>
<th>Undergrad Upper Division</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track</td>
<td>66</td>
<td>1547</td>
<td>1086</td>
<td></td>
</tr>
<tr>
<td>Non Tenure-Track</td>
<td>150</td>
<td>141</td>
<td>453</td>
<td></td>
</tr>
<tr>
<td>PTI</td>
<td>66</td>
<td>546</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>GTA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table B-4b
2004 Credit Hour Generation by Level and Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Undergrad Core</th>
<th>Undergrad Lower Division</th>
<th>Undergrad Upper Division</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track</td>
<td></td>
<td></td>
<td>1228</td>
<td>1099</td>
</tr>
<tr>
<td>Non Tenure-Track</td>
<td></td>
<td></td>
<td>597</td>
<td>228</td>
</tr>
<tr>
<td>PTI</td>
<td></td>
<td></td>
<td>258</td>
<td>474</td>
</tr>
<tr>
<td>GTA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
<td>45</td>
</tr>
</tbody>
</table>

### Table B-4c
2005 Credit Hour Generation by Level and Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Undergrad Core</th>
<th>Undergrad Lower Division</th>
<th>Undergrad Upper Division</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track</td>
<td>120</td>
<td></td>
<td>1714</td>
<td>1211</td>
</tr>
<tr>
<td>Non Tenure-Track</td>
<td>84</td>
<td></td>
<td>684</td>
<td>486</td>
</tr>
<tr>
<td>PTI</td>
<td>216</td>
<td></td>
<td>702</td>
<td>30</td>
</tr>
<tr>
<td>GTA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
<td>153</td>
</tr>
</tbody>
</table>
Table E-1
Mean Standardized Graduate Admission Test Scores and GPAs for 2003-2005

<table>
<thead>
<tr>
<th>Year</th>
<th>Applicants</th>
<th>Admitted Students</th>
<th>Matriculated Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>GPA</td>
<td>Ad. Test Score</td>
</tr>
<tr>
<td>2003</td>
<td></td>
<td>GPA</td>
<td>Ad. Test Score</td>
</tr>
<tr>
<td>MSW-Reg</td>
<td>3.04</td>
<td>745</td>
<td>3.21</td>
</tr>
<tr>
<td>MSW-AVS</td>
<td>2091</td>
<td>650</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td></td>
<td>GPA</td>
<td>Ad. Test Score</td>
</tr>
<tr>
<td>MSW-Reg</td>
<td>2.93</td>
<td>902</td>
<td>2.94</td>
</tr>
<tr>
<td>MSW-AVS</td>
<td>2.97</td>
<td>832</td>
<td>3.16</td>
</tr>
<tr>
<td>2005</td>
<td></td>
<td>GPA</td>
<td>Ad. Test Score</td>
</tr>
<tr>
<td>MSW-Reg</td>
<td>3.13</td>
<td>968</td>
<td>2.97</td>
</tr>
<tr>
<td>MSW-AVS</td>
<td>3.18</td>
<td>762</td>
<td>2.62</td>
</tr>
</tbody>
</table>

Table E-2
Selection Ratio of Applicant/Accepted Graduate Students for 2004-2006

<table>
<thead>
<tr>
<th>Year</th>
<th># of Applicants</th>
<th># of Accepted</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSW-Reg</td>
<td>82</td>
<td>34</td>
<td>41.5%</td>
</tr>
<tr>
<td>MSW-AVS</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSW-Reg</td>
<td>71</td>
<td>36</td>
<td>50.7%</td>
</tr>
<tr>
<td>MSW-AVS</td>
<td>18</td>
<td>8</td>
<td>44.4%</td>
</tr>
<tr>
<td>2005</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSW-Reg</td>
<td>97</td>
<td>24</td>
<td>24.7%</td>
</tr>
<tr>
<td>MSW-AVS</td>
<td>35</td>
<td>10</td>
<td>28.6%</td>
</tr>
</tbody>
</table>

Revised: 4/6/05