Educational Policies Committee Program Proposal, College of Humanities and Social Sciences, March 9, 2007

Utah State University

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AGENDA

MEETING OF THE
UTAH STATE BOARD OF REGENTS
TO BE HELD AT
REGENTS OFFICES, SALT LAKE CITY, UTAH

March 9, 2007

Utah State Board of Regents
Office of the Commissioner of Higher Education
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284
February 28, 2007

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Utah State University – Master of Social Work Degree Effective January 2008 – Action Item

Issue

Utah State University requests approval to offer a Master of Social Work (MSW) Degree effective January of 2008. This program was approved by the Institutional Board of Trustees in May 2006.

Background

The purpose of the program is to prepare Social Workers for advanced practice in a diverse society and to equip students with the knowledge and skills essential to promoting social welfare in institutions such as education, health, employment, housing, and criminal justice. The program’s guiding educational philosophy is based on two broad traditions: (1) advanced generalist Social Work practice, and (2) the Land-grant University heritage. The Social Work program provides a learning environment for those who seek to acquire knowledge and skill in order to bring about meaningful social change in individuals, groups, communities, and society.

The Social Work program at Utah State University, in conjunction with USU’s distance education program, is developing a Master of Social Work program that is proposed to begin in January of 2008. The MSW will be offered at the Logan campus and at three distance sites: Tooele, Ogden and Brigham City. There will be two MSW variants: a 60 credit hour two-year full-time program, and a 60 credit hour part-time program that will require three years to complete. Also, the program will be accessible to rural areas such as Tremonton, southeastern Idaho, and Wendover. In the future, once it is more established, the MSW program will be offered in other rural areas such Uintah Basin, Price, Blanding, and Richfield. The USU proposed program would cover the rural areas through a combination of technology and onsite teaching. The program is expected to pay for itself through part-time student tuition and fees. Market data support the need for the graduate program.

Utah State University is well prepared to add the MSW Degree to its graduate programs. The proposed program is built upon an existing Bachelor of Social Work program. All Social Work faculty will teach in both the undergraduate and graduate programs. The University possesses the faculty, staff, library, and other resources to support the program.

The University of Utah also offers an MSW program. However, it serves primarily full-time students in Salt Lake City and a small distance education program in Southern Utah.
Policy Issues

USHE institutions were supportive of the program and raised no objections.

Commissioner’s Recommendation

The Commissioner recommends that the Regents approve Utah State University’s request to offer a Master of Social Work Degree effective January 2008.

___________________________
Richard E. Kendell, Commissioner

REK/PCS
Attachment
Academic, Applied Technology, and Student Services Committee

Action Item

Request to Offer a Master of Social Work Degree Effective January 2008

Utah State University

Prepared for
Richard E. Kendell
by
Phyllis C. Safman

February 28, 2007
SECTION I: The Request

Utah State University requests approval to offer a Master of Social Work (MSW) degree effective January of 2008. This program was approved by the Institutional Board of Trustees on May 26, 2006.

SECTION II: Program Description

Complete Program Description

The Social Work program at Utah State University, in conjunction with its distance education program, is developing a Master of Social Work Degree that is proposed to begin in the Fall of 2008. The MSW will be offered at the Logan campus and at three distance sites: Tooele, Ogden and Brigham City. There will be two MSW variants: a 60 credit hour two-year full-time program, and a 60 credit hour part-time program that will require three years to complete. The two variations of the MSW program (Appendices A and B) will serve different pools of students: the traditional (full-time) student willing to devote two years of full-time study to a master’s degree, and the non-traditional student who prefers to complete the MSW at a part-time pace, either because that individual does not wish to stop working completely and/or because that individual cannot travel to the Logan campus to participate in the full-time program.

The full-time program will be offered at the Logan campus. The part-time program will be offered initially at the Tooele, Ogden, and Brigham City centers. Sites located in the northern part of the state were chosen because of logistical concerns (faculty and student travel and the need to integrate new faculty into the program and Department). Although much of this part of the state is considered urban, the program will be accessible to rural areas (Tremonton, southeastern Idaho, Wendover). In the future, once it is more established, the MSW program will be offered in other, more rural, parts of the state (Uintah Basin, Price, Blanding, Richfield). USU officials anticipate that it will always be necessary to draw students from an urban population base to keep the program financially viable. Serving urban students does not preclude serving rural students; rather, the needs of both types of students can be met.

Students will proceed through each variant of the program as a cohort. The traditional program will admit 45 students who will begin classes in the Fall and graduate at the conclusion of the Spring semester of the second year. The part-time program will admit 40 students. This cohort of 40 students will graduate after three years of continuous part-time study. Admissions to the part-time program will be divided roughly evenly among the three centers (Tooele = 14, Ogden = 14, Brigham City = 12). Although full-time and part-time students will complete the same curriculum, the two programs will operate independently; part-time and full-time students will typically not take courses together.

The Council on Social Work Education (CSWE), the body responsible for accrediting Social Work programs in the U.S., has established standards for MSW programs. The curriculum developed for the proposed MSW program is consistent with these standards. In developing the curriculum, accredited MSW programs throughout the country that are similar to the proposed program in size and context were examined. After careful review, USU officials determined that the MSW program at the University of Wyoming (UW) was the appropriate model upon which to build a program. Like UW’s MSW
program, USU’s proposed program will incorporate several course delivery methods, including face-to-face, satellite, and online (Web-CT). The majority of the courses, however, will be taught through face-to-face instruction.

In addition to coursework, students will complete two field practica experiences that will require 900 hours of supervised work. Students will be placed in certified MSW-supervised placements in the Cache Valley area, Box Elder, Weber, Davis, Tooele, and Salt Lake counties. When the program is offered in other areas of the state, students will be placed in MSW-supervised placements within those areas.

An advanced research course that provides students an opportunity to conduct a small-scale research project under the instructor’s supervision will be included. A typical project is usually accomplished in conjunction with the field placement experience.

**Purpose of Degree**

The purpose of the program is to prepare Social Workers for advanced practice in a diverse society and to equip students with the knowledge and skills essential to promoting social welfare in institutions, such as education, health, employment, housing, and criminal justice. The program is committed to enhance the quality of life in Utah, the nation, and the world through service learning, leadership development, research, and extension; it is reflective of the fundamental need to adjust social institutions to the democratic and egalitarian ideals of both the University and the Social Work profession. The Social Work program at Utah State University recognizes the historic importance of social welfare in balancing the country’s economic and social structure. The program is committed to the resolution of contemporary human social problems, such as poverty, racism, discrimination, exploitation and economic injustice.

The program’s guiding educational philosophy is based on two broad traditions: (1) advanced generalist Social Work practice, and (2) the Land-grant University heritage. The Social Work program provides a learning environment for those who seek to acquire knowledge and skill in order to bring about meaningful social change in individuals, groups, communities, and society. The program provides grounding in the foundation skills, knowledge, and values of Social Work, such as critical thinking, clarification of personal values, awareness of diversity, professional use of self, and communication and interpersonal relationship skills as well as advanced training in the skills and knowledge required for practice with individuals and families.

In fulfilling its mission, the proposed Social Work program seeks to accomplish the following goals:

- Deliver foundation courses that incorporate a liberal arts perspective and promote knowledge development, critical thinking, and the development of communication skills.
- Deliver advanced courses that prepare students for practice with individuals, families, groups, and communities, and to engage in practice in ways that reflect respect for all people regardless of race, nationality, color, ethnicity, class, sex, gender, sexual orientation, or religion.
- Infuse content throughout the curricula that engenders attitudes consistent with the values of the Social Work profession: social justice, dignity and worth of persons, service, integrity, competence, and the importance of human relationships.
• Prepare Social Workers who possess the desire and ability to improve and prevent deleterious systemic conditions such as poverty, oppression, racism, ageism, and sexism, which serve as barriers to the well-being of individuals, families, groups, and communities, through formulating and influencing social policy and social service delivery systems.

• Prepare Social Workers to be capable of consuming Social Work and social and behavioral science research, applying research to practice, and evaluating practice processes and impacts.

• Provide and support activities that promote ongoing student, faculty, and practitioner professional development, interprofessional and interdisciplinary collaboration, and reciprocal relationships among Social Work professionals, groups, organizations, and communities.

Institutional Readiness

Utah State University is well prepared to add the MSW Degree to its graduate programs. The University possesses the faculty, staff, library, and other resources to support the program. These resources are described in this document.

Faculty

The Council on Social Work Education (CSWE) has established standards that pertain to the qualifications of faculty assigned to MSW programs. All faculty members must hold an MSW from a CSWE-accredited program and at least 50 percent of the faculty must hold a doctoral degree in Social Work or a related discipline (sociology, psychology). The current full-time Social Work faculty exceeds this standard; all hold MSW Degrees as well as doctorates. Review of their condensed CVs (Appendix C) indicates that one holds the rank of lecturer, two hold the rank of associate professor, and one is a full professor (a search is in process for an additional faculty position). Each is a highly experienced and qualified Social Work educator. Current part-time faculty members meet the CSWE standard; all have an MSW Degree.

Six additional full-time faculty members will be hired to support the proposed MSW program raising the total number of full-time faculty to ten. All faculty members (current and newly hired) will teach in the part-time and full-time MSW programs and in the existing BSW program. Of the six additional full-time faculty members who will be hired, three will be at the assistant professor level and three at the lecturer level. All of these individuals will have the MSW degree and three of the six will also have doctorates or their equivalent. Moreover, although CSWE does not require faculty to hold a professional license, at least four of the ten faculty members will be licensed. Consequently, all faculty members will be qualified to prepare and teach the courses offered in the existing BSW program and the new MSW program. New course preparation will be included in all program faculty role statements. CSWE provides resources, such as exemplary syllabi, to assist faculty in designing courses consistent with accreditation standards.

In an effort to ensure that faculty and student travel is minimized and that part-time students have access to faculty, two of the new full-time faculty members will be based at the Tooele center, one will be placed in Brigham City and the other three will be based at the Logan campus. All faculty, regardless of their location,
will be tenured within and/or supervised (in the case of lecturers) by the academic department (Sociology, Social Work, and Anthropology).

The current Director of the Social Work program, Dr. Terry Peak (associate professor), will continue to direct the entire Social Work program. One of the new hires, an assistant professor, will coordinate the MSW program (many smaller Social Work programs utilize faculty holding the rank of assistant professor in administrative capacities). This person will need to demonstrate administrative experience in Social Work education in order to qualify for the position.

The current Practicum Director, Dr. Diane Calloway-Graham (associate professor), will oversee all practicum placements. Two faculty members will serve as assistant practicum directors and will assist the practicum director in supervising BSW and MSW placements. It will be the responsibility of the practicum director and assistant practicum directors to orchestrate the overall learning experience of the practicum students and act as facilitator between students and field work agency. The director and assistant directors, acting as advisors, will assist students in planning for the practicum including identification of learning needs, long-term practicum goals and educational experiences designed to meet those needs and goals. They will ensure that students integrate theoretical knowledge and Social Work values and skills in their practice settings. The practicum director also acts as mediator in resolving problems between student and the practicum Instructor or other agency personnel. The director and assistant directors work closely with the agency field Instructors who are responsible for providing direct and ongoing professional Social Work supervision within their organizations. Collectively, the practicum director, assistant practicum directors, and field instructors work to ensure that the internship experiences fulfill academic requirements and meet program and CSWE expectations.

Staff

Staff support will be provided by a new part-time staff member and existing departmental and distance education staff.

Library and Information Resources

Library Facilities. The USU library's collections and services give ample support to the program in Social Work. The Merrill-Cazier Library, opened in 2005, is a state-of-the-art facility with several unique technological features, such as: ubiquitous wireless computing; an automated storage system (called “The Barn”) with a capacity for over 1.5 million volumes; an information commons with 150 computer stations from which students and faculty are able to use a wide variety of productivity software, including word processing and statistical analysis; and group study rooms with computing and projection equipment. The Merrill-Cazier Library has over 305,000 square feet of usable space, with seating capacity for over 2,000. The library provides extensive service hours during the day and is accessible throughout the year (except during designated University closings). The library is a member of several consortia, including the Utah Academic Library Consortium (UALC), comprised of 24 academic libraries throughout Utah and Nevada, the Bibliographical Center for Research (BCR), and the Greater Western Library Alliance (GWLA).
Services. The library offers a full range of library services. The Interlibrary Services (ILS) office can quickly borrow virtually any material not held at USU from other libraries. ILS uses the ILLiad software to manage interlibrary requests. Users can request materials online and have electronic copies delivered right to their desktop. The turnaround time for journal articles averages 3.5 days. The Course Reserve Department hosts reserve materials in print and electronic format for USU instructors. Reference and Instruction Services offers research consultation from a traditional reference desk, but also via telephone, email, and live synchronous chat. The library has automated classrooms from which to offer library instruction. A subject librarian assigned to the department is available to provide classroom instruction and one-on-one consultation with students and faculty. The subject librarian, in consultation with faculty, also selects new books and other materials to add to the library collection. All reference librarians hold a masters’ degree in library science from an accredited institution.

Books. The book collection at USU contains over 630,000 volumes and includes over 31,000 titles in social sciences and sociology. Of these, over 5,300 are in the “HV” Library of Congress classification (materials dealing with Social Work and public welfare). A budget of $18,000 is allocated annually to purchase books for the Department of Sociology, Social Work and Anthropology.

Databases. The library provides access to over 250 bibliographic, text, and reference databases. These include multidisciplinary databases such as Academic Search Premier, JSTOR, Web of Science, Dissertation Abstracts, and subject-specific databases like Gender Watch, Ethnic News Watch, Sociological Abstracts, Medline, PsycINFO, Social Sciences Abstracts, and Ebsco’s Psychology and Behavioral Sciences Collection.

Journals. The library maintains an extensive list of subscriptions to newspapers, popular magazines, scholarly journals, government periodicals, and trade publications in print and electronic format. The total periodical budget for the 2006 fiscal year was in excess of $2,400,000. Approximately $42,000 was allocated for journals in Social Work, sociology, and anthropology, which sustain over 140 subscriptions. All bound volumes of journals are housed in “The Barn,” the automated storage facility. Library users can request any journal volume through the library online catalog. Requests are retrieved from storage and available at a service counter in less than 5 minutes (unlike the remote storage at many universities, which often require a wait of 24 hours or more).

Admission Requirements

The proposed program’s admission requirements will be consistent with standards established by the Council on Social Work Education and USU’s Graduate School. Admissions requirements will include:

- A 4-year undergraduate degree from an accredited university or college.
- Three letters of reference that address the applicant’s potential for success in the proposed graduate degree program. If the applicant has been enrolled in school during the last five years, at least two of the letters must come from persons who are familiar with, and can make authoritative assessments of, the applicant’s recent academic progress and success.
- A minimum undergraduate GPA of 3.0. In cases where the GPA is low, the GRE will be required.
International applicants from non-English-speaking countries must demonstrate competency in the English language. A minimum score of 550: Paper based test, 213: Computer based test, or 79: Internet based test on the Test of English as a Foreign Language (TOEFL) taken within the past two years satisfies this requirement.

Completion of an undergraduate Social Work degree or a degree in a related discipline. Any familiarity with related coursework will be a plus.

Student Advisement

All faculty members will be responsible for advising graduate students. MSW students will be assigned a faculty advisor/mentor upon admission. Students will meet with their faculty advisor at least once each semester to discuss the student’s academic plan, practicum experience, and career goals. Field instructors will evaluate students twice during each semester of the practicum experience. The practicum director and assistant practicum directors will use these evaluations to assess student competencies. Also, students will have the opportunity to evaluate their field instructors and the practicum faculty. Evaluations will be used to assess the adequacy of supervision from the student perspective.

Justification for the Number of Credits

The Council on Social Work Education requires MSW programs to include specific content in their curricula. Consequently, all accredited MSW programs are quite similar with respect to core courses offered and credit hours required for graduation. The proposed 60 credit hour program is similar to other accredited MSW programs. Twenty-one practicum credits are included in this total.

External Review and Accreditation

The Council on Social Work Education (CSWE) has established accreditation standards for MSW programs and provides initial accreditation and ongoing program oversight. As part of the accreditation standards, CSWE requires Social Work programs to systematically monitor and evaluate student progress and program performance and outcomes. An appropriate monitoring and evaluation plan will be developed in consultation with the CSWE accreditation specialist who will be assigned to this program after the initial accreditation process is completed. The BSW program recently completed its CSWE reaffirmation review (which occurs every eight years); no flaws were found in its current assessment processes.

All Social Work programs must successfully complete a candidacy period in order to receive full accreditation. Candidacy can be expected in the Spring of 2008, which will allow students to be admitted in the Fall of 2008, and full accreditation status is expected in 2011. Per existing CSWE policy, all students admitted to the program during the candidacy period will be considered to have graduated from an accredited program.

Projected Enrollment
As mentioned above, the proposed program expects to enroll a cohort of 45 full-time students every two years and a cohort of 40 part-time students every three years.

**Expansion of Existing Program**

The addition of the MSW program will enhance the existing BSW program by increasing the breadth of faculty expertise and increasing the number of elective courses available to BSW students and other students within the Department of Sociology, Social Work, and Anthropology.

**SECTION III: Need**

**Program Need**

Professional Social Workers are in great demand and that demand is only expected to increase as the “Baby Boomer” generation moves into retirement. The MSW Degree is particularly desirable because of its utility to human service organizations and the career opportunities it affords individuals who possess it.

**Labor Market Demand**

National and regional studies indicate strong growth in demand in the foreseeable future for Social Workers who have earned a master's degree from an accredited program. The U.S. Department of Labor (DOL, 2006) estimates that nationwide demand for MSW-level Social Workers will grow 18 to 26 percent in the next decade. Job prospects are expected to be particularly high in rural areas and in the gerontology, substance abuse, school, and private practice arenas. The job outlook in Utah reflects these national projections. The Utah Department of Human Resources predicts positive job growth for Social Workers overall as well as the following areas of specialization: mental health/substance abuse, medical and public health, child, family and school, social and community service managers, and probation officers and correctional treatment specialists (Utah Department of Workforce Services, 2004). The DOL also suggests that the master's degree in Social Work, which is the traditional terminal degree for the profession, rather than the BSW, will become the standard educational requirement for many of these jobs. A master’s degree in Social Work is already preferred in most health and mental health settings, and is required for the Licensed Clinical Social Work (LCSW), the professional license required for independent clinical Social Work practice.

Job growth is expected to be fueled by several factors including retirement, voluntary turnover, and increasing recognition of the value Social Workers add to organizations. A relatively large percentage of the professional Social Work workforce will reach retirement age in the next decade; a recent study conducted by the National Association of Social Workers (NASW) places this number at 30 percent. The authors of this study suggest that the profession needs to take steps now to prepare for this significant workforce
challenge. One of the suggested steps is to increase the number of students graduating from Social Work programs (NASW, 2005).

Employee turnover is an organizational epidemic within the social services. Early national figures of voluntary turnover rates range from 30 to 60 percent (Jayaratne & Chess, 1983). More recently, Geurts and Atherton (1998) found that turnover rates exceeded 60 percent among human service workers. A report released by the Anne E. Casey Foundation in 2003 suggests that things have not improved since Atherton's report was published; rather, the Casey report suggests that the situation is now critical. Moreover, a report published by the Government Accounting Office in 2003 found critically high turnover rates within human service agencies. Research has shown that individuals who possess Social Work degrees, particularly the MSW, report feeling better prepared for their work; research also shows that, compared to employees with non-social work backgrounds, MSW holders stay in their jobs longer (Barth et al., 2007; Government Accountability Office, 2003; Institute for the Advancement of Social Work Research, 2005; Landsman, 2001; Albers et al., 1993; Booz-Allen & Hamilton, 1987; Dhooer et al., 1990).

Finally, because professional Social Workers possess the specialized skills and knowledge required for practice in today's human service environment, and because they are a relatively inexpensive delivery system as compared with other helping professions, public and private companies and agencies are increasingly recognizing the value these individuals add to organizations and are hiring larger numbers of MSW graduates. In health care, for example, accrediting bodies such as Joint Commission on Hospital Accreditation requires health care organizations to have professional Social Workers on staff because of the unique knowledge and skills they bring to the health care team. In the child welfare field, the Federal government is encouraging agencies to hire professional Social Workers as part of its effort to reduce worker turnover and improve outcomes for abused and neglected children. In fact, USU's Social Work program, in conjunction with the College of Social Work at the University of Utah, is already training Social Workers for child welfare practice at the undergraduate level through a U.S. Children's Bureau Child Welfare Training Grant. Adding an MSW program to the existing BSW program will allow competition for the larger pool of Federal funds set aside for training MSW-level Social Workers for child welfare practice. There is an urgent need for MSW-level Social Workers in Utah's public child welfare system (DCFS) which is especially acute in rural areas of the state. The proposed MSW program, which will graduate many students who already live in rural areas, will help meet this need.

**Student Demand**

Student demand for access to MSW training is demonstrated, in part, by the number of respondents (211) to the needs assessment survey conducted during the Summer of 2004. Of the 211 individuals who completed the needs assessment survey, three-fourths indicated that they were “somewhat” or “very likely” to apply to the proposed program. The majority of survey respondents are well qualified to apply to the proposed program in terms of grade point average and undergraduate major. One-third of the respondents held undergraduate degrees in Social Work. A follow-up survey was conducted in the Spring of 2006, the results of which continue to demonstrate a high level of interest in the program.
Since the initial needs assessment, the Social Work program has received a steady number of phone calls and e-mail inquiries about the program. There is a current list of over 350 individuals who are interested in applying to the MSW program if it is approved. Moreover, the strong and consistent demand for the BSW program (40-50 Social Work majors graduate from USU each year, at least half of whom would choose graduate Social Work education if it were available at USU), coupled with the backlog of BSW students who have already graduated from USU and stayed in the local area, imply that there might be a steady stream of MSW applicants. In addition, given that calls and e-mails are regularly received from individuals in neighboring states, it seems apparent that students can be drawn from southeastern Idaho, eastern Nevada, and western Wyoming.

**Similar Programs/Collaboration with and Impact on other USHE Institutions**

The University of Utah (U of U) is the only public university in the state that currently offers the MSW Degree. The U of U's College of Social Work admits 120 MSW students per year, less than half of the more than 300 applications it receives each year. Moreover, its MSW program is geared toward the traditional full-time student living in the Salt Lake City area. With the exception of a small outreach program offered only to employees of the Division of Child and Family Services and the Division of Juvenile Justice Services in southern Utah, a part-time MSW program is not available. The only other institution of higher education in the state that offers the MSW is BYU. Its program admits fewer than 40 students per year; many of these students are not residents of Utah and they leave the state after graduating. As mentioned above, the 2004 needs assessment indicates a healthy demand for the proposed program. USU has worked closely with administration and faculty at the U of U throughout the MSW development process. A U of U faculty member conducted the 2004 needs assessment and continues to serve as a consultant on the MSW project. A Letter of Support for USU's proposed MSW program from Dr. Jannah Mather, Dean of the University of Utah, College of Social Work, can be found in Appendix D.

**Benefits**

USU expects to benefit from this program in several ways. First, the program will attract new students to the University. Second, the program will strengthen the existing BSW program through the addition of six new faculty. Third, the University will benefit in terms of public relations by offering the program to students living in communities that sorely need professional MSW-level Social Workers but lack accessibility to the state’s existing MSW programs. In addition, the MSW program will help ameliorate any enrollment shortfalls at USU. As previously mentioned, potential graduate students can be drawn from surrounding states. Increasing graduate enrollments, some from other states, has the advantage of producing more tuition and fees and higher state reimbursement.

**Consistency with Institutional Mission**

The proposed MSW program fits well with the Board of Regents’ mission statement for USU which is “to discover, create, and transmit knowledge through education and training programs
at the undergraduate, graduate, and professional levels…. High priority is given to nationally recognized research and professional programs which make scholarly and creative contributions to the various disciplines and which support masters’ and doctoral programs of excellence.” The primary purpose of the proposed MSW Degree will be to prepare professional Social Workers for advanced generalist practice with a particular emphasis on direct practice with individuals and families. Consistent with USU’s land-grant mission, the MSW program will help address the needs of individuals and families and public and private human service agencies throughout Utah.

SECTION IV: Program and Student Assessment

Program Assessment and Expected Standards of Performance

The Council on Social Work Education requires Social Work programs to systematically monitor and evaluate student progress and program performance and outcomes. A monitoring and evaluation plan for the MSW program will be finalized in collaboration with the CSWE accreditation specialist who will be assigned to this program after the initial accreditation process is completed. The assessment plan described below is the one that is currently in place.

There are two fundamental goals that guide the Social Work program. They are:

1. To prepare students for employment as generalist Social Workers through education in a professional foundation curriculum and liberal arts education coursework.

2. To prepare students for advanced education as well as responsible citizenship in the areas of service and research.

These goals are consistent with the purposes of the Social Work profession and Social Work education as identified in the standards set out by the Council on Social Work Education (CSWE) (see table below). The standards state that students demonstrate the capacity to meet foundation objectives as well as any objectives and goals unique to the program. These goals show commitment to generalist Social Work practice, the values and ethics of the profession, and a view of Social Work practice that incorporates a variety of professional roles, responsibilities and tasks.
### Consistency of Social Work Program Goals with Purposes of Social Work Education

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<th>Social Work Program Goals</th>
<th>Standards of Social Work Education</th>
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<tr>
<td>To prepare students for employment as generalist social workers through education in a professional foundation curriculum and liberal arts education coursework.</td>
<td>To prepare competent and effective social work professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems.</td>
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<tr>
<td>To prepare for the profession of social work based on the values of service, social and economic justice, dignity and worth of the person, importance of human relationships, and integrity and competence in practice.</td>
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<tr>
<td>To prepare students for advanced education as well as responsible citizenship in the areas of service and research.</td>
<td>To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.</td>
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<tr>
<td>To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.</td>
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<tr>
<td>To formulate and implement social policies, services and programs that meet basic human needs and support the development of human capacities.</td>
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<tr>
<td>To pursue policies, services and resources through advocacy and social or political actions that promote social and economic justice.</td>
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<tr>
<td>To provide leadership in the development of service delivery systems.</td>
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In fulfilling its MSW mission, the Social Work program will accomplish these additional goals:

- Deliver foundation courses that incorporate a liberal arts perspective and promote knowledge development, critical thinking, and the development of communication skills.
- Deliver advanced courses that prepare students for practice with individuals, families, groups, and communities, and to engage in practice in ways that reflect respect for all people regardless of race, nationality, color, ethnicity, class, sex, gender, sexual orientation, or religion.
- Infuse content throughout the curricula that engenders attitudes consistent with the values of the Social Work profession: social justice, dignity and worth of persons, service, integrity, competence, and the importance of human relationships.
- Prepare Social Workers who possess the desire and ability to improve and prevent deleterious systemic conditions such as poverty, oppression, racism, ageism, and sexism, which serve as barriers to the well-being of individuals, families, groups, and communities, through formulating and influencing social policy and social service delivery systems.
- Prepare Social Workers capable of consuming Social Work and social and behavioral science research, applying research to practice, and evaluating practice processes and impacts.
- Provide and support activities that promote ongoing student, faculty, and practitioner professional development, interprofessional and interdisciplinary collaboration, and reciprocal relationships among social work professionals, groups, organizations, and communities.

The Social Work objectives are consistent with the standards set out by CSWE. These program objectives link the mission to goals and will be reflected in continuous assessment at the master's level as they are at the bachelor's level. The objectives specify outcomes, which are the knowledge and skills students should be able to demonstrate at completion of their education. The MSW students will be expected to:

1. Apply critical thinking skills within context of professional Social Work practice.
2. Understand the value base of the profession and its ethical standards and principles, and behave accordingly
3. Promote student understanding, affirmation, and respect for people from diverse backgrounds: age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and 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 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 lifespan and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and understand mechanisms of influence when responding to social policies.
9. Evaluate research studies and understand their applicability to generalist Social Work practice.
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.

The table below is a model of the assessment plan that will be in place for the master's program.

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<tr>
<th>OBJECTIVE</th>
<th>COMPETENCY OUTCOME</th>
<th>COURSE</th>
<th>ASSESSMENT TOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply critical thinking skills in professional social work practice</td>
<td>Demonstration of skill in class performance, on assignments and exams; evaluation of skill in practice settings; responses in focus groups and surveys.</td>
<td>All courses</td>
<td>Mastery exam, Class Performance, Evaluations and Assignments, Practicum Evaluations, focus groups &amp; surveys</td>
</tr>
<tr>
<td>2. Understand social work value base, ethical standards, principles; behave accordingly</td>
<td>Demonstration of understanding in class performance, on assignments and exams; evaluation in practice settings; responses in focus groups and surveys.</td>
<td>All courses</td>
<td>Mastery exam, Class Performance, Evaluations and Assignments, Practicum Evaluations, focus groups &amp; surveys</td>
</tr>
<tr>
<td>3. Understand, affirm, respect for people from diverse backgrounds</td>
<td>Demonstration of understanding, affirmation &amp; respect; performance in class, on assignments and exams; evaluation in practice settings; responses in focus groups and surveys.</td>
<td>All courses</td>
<td>Mastery exam, Class Performance, Evaluations and Assignments, Practicum Evaluations, focus groups &amp; surveys</td>
</tr>
<tr>
<td>4. Understand oppression &amp; discrimination and strategies of advocacy &amp; social change that advance social &amp; economic justice</td>
<td>Demonstration of understanding in class performance, on assignments, and exams; evaluation in practice settings; responses in focus groups and surveys.</td>
<td>All courses</td>
<td>Mastery exam, Class Performance, Evaluations and Assignments, Practicum Evaluations, focus groups &amp; surveys</td>
</tr>
<tr>
<td>5. History of profession and its contemporary structures and issues</td>
<td>Demonstration of knowledge of history and impact on contemporary issues in class performance, on assignments and exams; evaluation in practice settings; responses in focus groups and surveys.</td>
<td>Intro, diversity, policy</td>
<td>Mastery exam, Class Performance, Evaluations and Assignments, Practicum Evaluations, focus groups &amp; surveys</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>6. Knowledge &amp; skills of generalist social work practice with systems of all sizes</td>
<td>Demonstration of knowledge &amp; skills in class performance, on assignments and exams; evaluation in practice settings; responses in focus groups and surveys.</td>
<td>HBSE, practice classes and practicum</td>
<td>Mastery exam, Class Performance, Evaluations and Assignments, Practicum Evaluations, focus groups &amp; surveys</td>
</tr>
<tr>
<td>7. Use theoretical frameworks supported by empirical evidence to understand development and behavior across the lifespan and with systems of all sizes</td>
<td>Demonstration of value of theory supported by empirical evidence in class performance, on assignments and exams; evaluation in practice settings; responses in focus groups and surveys.</td>
<td>HBSE, practice classes and practicum</td>
<td>Mastery exam, Class Performance, Evaluations and Assignments, Practicum Evaluations, focus groups &amp; surveys</td>
</tr>
<tr>
<td>8. Analyze, formulate and understand mechanisms of influence in social policies</td>
<td>Demonstration of understanding of mechanisms of social policy in class performance, on assignments and exams; evaluation in practice settings; responses in focus groups and surveys.</td>
<td>Intro, policy, practicum</td>
<td>Mastery exam, Class Performance, Evaluations and Assignments, Practicum Evaluations, focus groups &amp; surveys</td>
</tr>
<tr>
<td>9. Evaluate research studies in relation to generalist social work practice</td>
<td>Demonstration of benefit of research to social work practice in class performance, on assignments and exams; evaluation in practice settings; responses in focus groups and surveys.</td>
<td>HBSE, practice classes, and practicum</td>
<td>Mastery exam, Class Performance, Evaluations and Assignments, Practicum Evaluations, focus groups &amp; surveys</td>
</tr>
<tr>
<td>10. Use communication skills differentially across client pops, colleagues, and communities</td>
<td>Demonstrate knowledge of differential communication skills in class performance, on assignments and exams; evaluation in practice settings; responses in focus groups and surveys.</td>
<td>Practice classes, practicum, intro, diversity</td>
<td>Mastery exam, Class Performance, Evaluations and Assignments, Practicum Evaluations, focus groups &amp; surveys</td>
</tr>
<tr>
<td>11. Use supervision and consultation appropriate to social work practice</td>
<td>Demonstrate knowledge of how to use supervision appropriately in class performance, on assignments and exams; evaluation in practice settings; responses in focus groups and surveys.</td>
<td>Practice classes and practicum</td>
<td>Mastery exam, Class Performance, Evaluations and Assignments, Practicum Evaluations, focus groups &amp; surveys</td>
</tr>
<tr>
<td>12. Function within structure of organizations and service delivery systems</td>
<td>Demonstrate knowledge of how to function in systems of all sizes in class performance, on assignments and exams; evaluation in practice settings; responses in focus groups and surveys.</td>
<td>Practice classes and practicum</td>
<td>Mastery exam, Class Performance, Evaluations and Assignments, Practicum Evaluations, focus groups &amp; surveys</td>
</tr>
</tbody>
</table>
In addition, field instructors will evaluate students twice during each semester of the practicum experience. The practicum director and assistant practicum directors will use these evaluations to assess student competencies. Students will have the opportunity to evaluate their field instructors and the practicum faculty; these evaluations will be used to assess the adequacy of supervision from the student perspective.

SECTION V: Finance

Budget

The budget (see Table below), which is based on $350 per credit hour flat tuition (including program fees), covers the costs of instruction, travel and operating expenses (rather than student fees based on a University/distance education agreement) and is based on enrollment projections of 40 part-time students and 45 full-time students. The initial 5-year budget for the proposed MSW program includes non-recurring costs associated with hiring a consultant who will assist faculty with program development and accreditation activities. The Department and distance education will provide office space, computers and other necessary items for faculty based off campus. The budget includes start-up money for computers and office equipment as well as funds to support faculty travel.

Budgets

USU distance education will provide all financial support for the program; no existing program budgets will be impacted. Distance education will finance the program initially through budgeted funds of the four participating centers: Logan, Tooele, Brigham City, and Ogden. By the time the first full-time and part-time cohorts graduate, the proposed program will be self-supporting through student tuition and fees. The budget is not dependent on enrollment growth as the number of students admitted to the program is expected to remain static. Tuition is also expected to remain static.

Distance education will collect the tuition/fees and will use these funds to pay faculty. All remaining funds will be appropriated to the academic department to use in administering the program (the department head and Social Work program director will decide how to allocate the funds). Distance education will expect the Department to provide the courses and help in maintaining student numbers. A Memo of Understanding (MOU) will specifically outline the responsibilities of distance education and program; the MOU will be revisited at least annually.
## Proposed MSW Program Budget

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Five Year Total</th>
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<tr>
<td><strong>Tuition And Fees</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total Part Time year 1</td>
<td>175,500</td>
<td>221,130</td>
<td>227,448</td>
<td>227,448</td>
<td>851,526</td>
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<tr>
<td>Total Logan Full Time</td>
<td>447,525</td>
<td>447,525</td>
<td>447,525</td>
<td>447,525</td>
<td>1,790,100</td>
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<tr>
<td><strong>Total Revenue</strong></td>
<td></td>
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<td>2,641,626</td>
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<tr>
<td>Salaries</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Director 12 month</td>
<td>75,000</td>
<td>75,000</td>
<td>76,875</td>
<td>78,797</td>
<td>80,767</td>
<td>386,439</td>
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<tr>
<td>Assistant Professor 9 month</td>
<td>55,000</td>
<td>56,375</td>
<td>57,784</td>
<td>59,229</td>
<td>228,388</td>
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<tr>
<td>Lecturer 12 month</td>
<td>50,000</td>
<td>51,250</td>
<td>52,531</td>
<td>53,845</td>
<td>207,626</td>
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<tr>
<td>Program Director (Logan)</td>
<td>50,000</td>
<td>51,250</td>
<td>52,531</td>
<td>53,845</td>
<td>207,626</td>
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<td>Lecturer 9 month</td>
<td>81,000</td>
<td>82,025</td>
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<td>84,125</td>
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<td>Administration</td>
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<td>20,000</td>
<td>20,000</td>
<td>80,000</td>
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<tr>
<td>Staff Assistant</td>
<td>12,000</td>
<td>12,000</td>
<td>12,000</td>
<td>12,000</td>
<td>48,000</td>
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<tr>
<td><strong>Total Salaries</strong></td>
<td>75,000</td>
<td>343,000</td>
<td>349,775</td>
<td>356,719</td>
<td>363,810</td>
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<td><strong>Staff Benefits</strong></td>
<td>32,625</td>
<td>149,205</td>
<td>152,152</td>
<td>155,173</td>
<td>158,257</td>
<td>614,412</td>
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<tr>
<td><strong>Faculty Expenses</strong></td>
<td>8,000</td>
<td>40,000</td>
<td>40,000</td>
<td>40,000</td>
<td>40,000</td>
<td>168,000</td>
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<tr>
<td><strong>Distance Delivery</strong></td>
<td>11,880</td>
<td>14,969</td>
<td>15,396</td>
<td>15,396</td>
<td>57,642</td>
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<tr>
<td><strong>Administrative Fee</strong></td>
<td>57,510</td>
<td>61,722</td>
<td>62,305</td>
<td>62,305</td>
<td>243,842</td>
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<td><strong>Total Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2,605,200</td>
</tr>
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</table>
Appendix A: Program Curriculum

New courses to be added.

MSW Course Descriptions- 60-Hour Full & Part-Time Programs

SOWK 6XXX: Principles and Philosophy of Social Work (3)
This course explores the history, traditions, ethics, purpose, philosophy and knowledge base of the social work profession. The course introduces the generalist social work problem-solving approach.

SOWK 6XXX: Human Behavior in the Social Environment I: Individuals and Families (3)
A theoretical examination of human behavior in the social environment, focusing on individuals and families in the context of human life cycle development. Emphasizes issues of human diversity and social and economic justice.

SOWK 6XXX: Social Policy Analysis (3)
Explores the theory, history, structure and impact of social welfare policy on individuals, families, groups, organizations and institutions. Particular attention paid to the analysis and development of policy, programs, and services related to social issues on the national, state, and local levels.

SOWK 6XXX: Human Behavior in the Social Environment II: Groups, Organizations & Communities (3)
A theoretical examination of human behavior in the social environment, focusing on groups, communities, organizations, and institutions. Emphasizes issues of human diversity and social and economic justice.

SOWK 6XXX: Research Methods I (3)
Covers design, implementation and interpretation of research in social work practice settings. Presents methods of program evaluation and practice research at all system levels using both quantitative and qualitative research methodologies.

SOWK 6XXX: Generalist Practice I (3)
Applies social work skills, values, and knowledge to a range of human service settings. Emphasis is on generic methods within a systems and problem-solving framework. Covers assessment and intervention with individuals and families, and treatment groups. Addresses ethics and diversity throughout the course.

SOWK 6XXX: Practicum I (150 clock hours) & Seminar (4)
Provides practical social work experience in a community human service organization. Emphasizes application of social work ethics, values, theory, skills, and practice evaluation to social work with individuals, families, and groups.

SOWK 6XXX: Generalist Practice II (3)
Applies social work skills, values, and knowledge to the assessment and intervention with task groups, organizations, and communities. Emphasizes generic methods within a systems and problem-solving framework. Addresses ethics and diversity throughout the course.
SOWK 6XXX: Practicum II (250 clock hours) & Seminar (5)
Provides practical social work experience in a community human service organization. Emphasizes application of social work ethics, values, theory, skills, and practice evaluation to social work with groups, organizations, communities and institutions.

SOWK 6XXX: Law and Ethics for Professional Social Workers (3)
Students develop knowledge and skills related to handling ethical dilemmas in ways that protect client rights and minimize risks for the social work practitioner. The importance of professional values and ethics is stressed. Models for ethical decision-making are explored and applied. Key laws and court cases that impact practice are reviewed. Special attention is given to the ethical and lawful practice of social work with diverse populations and in the context of administration and supervision.

SOWK 6XXX: Policy and Administration (3)
Covers theories and skills of planning, design, and administration of human service systems within local, state, and national communities.

SOWK 6XXX: Advanced Generalist Practice I (3)
Advanced application of generalist problem-solving theories and skills in working with individuals and families. Issues of ethics, diversity, and evaluation of practice addressed throughout the course.

SOWK 6XXX: Supervised Practicum III (250 clock hours) & Seminar (6)
Provides advanced generalist social work practice experience in a community human service organization. Emphasizes application of social work ethics, values, theory, skills, and practice evaluation to social work with individuals, groups, families, organizations, and communities.

SOWK 6XXX: Advanced Generalist Practice II (3)
Advanced application of generalist problem-solving theories and skills to work with both task and treatment groups. Issues of ethics, diversity, and evaluation of practice addressed throughout the course.

SOWK 6XXX: Supervised Practicum IV (250 clock hours) & Seminar (6)
Provides advanced generalist social work practice experience in a community human service organization. Emphasizes application of social work ethics, values, theory, skills, and practice evaluation to social work with individuals, groups, families, organizations, and communities.

SOWK 6XXX: Advanced Practice with Individuals and Families (3)
Introduces students to 1) the primary mental disorders in children and adults and examines causal theory and prognosis, and 2) theories about family dysfunction. Issues of ethics and diversity are addressed throughout the course.

SOWK 6XXX :Research Methods II (3)
In this course, students will apply their understanding of research methods, theories, social work values, and practice in completing a research project. Students will work closely with the instructor in developing and conducting the project, which will include a final paper of publishable quality.
**Appendix B: Program Schedule**

Two-Year Full Time MSW Program (60 Hours) Overview

<table>
<thead>
<tr>
<th>Fall Semester Year 1</th>
<th>Spring Semester Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals and Families in their Environment</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Generalist Practice I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Research Methods</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Supervised Practicum I (150 clock hours)</td>
<td>4 cr.</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>16 cr.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester Year 2</th>
<th>Spring Semester Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law and Ethics for SW</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Policy and Administration</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Advanced Generalist Practice I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Supervised Practicum III (250 clock hours)</td>
<td>6 cr.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15 cr.</strong></td>
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<tr>
<td>Semester</td>
<td>Course Title</td>
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<tr>
<td>--------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
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<tr>
<td><strong>Fall Semester Year 1</strong></td>
<td>Principles and Philosophy of Social Work</td>
</tr>
<tr>
<td></td>
<td>HBSE I: Individuals and Families</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>Spring Semester Year 1</strong></td>
<td>Social Policy Analysis</td>
</tr>
<tr>
<td></td>
<td>HBSE II: Groups, Organizations, and Communities</td>
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<td><strong>Total</strong></td>
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<tr>
<td><strong>Summer Semester Year 1</strong></td>
<td>Research Methods I</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
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<tr>
<td><strong>Fall Semester Year 2</strong></td>
<td>Generalist Practice I</td>
</tr>
<tr>
<td></td>
<td>Supervised Practicum I (150 clock hours) Web or Distance Seminar</td>
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<td><strong>Total</strong></td>
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<tr>
<td><strong>Spring Semester Year 2</strong></td>
<td>Generalist Practice II</td>
</tr>
<tr>
<td></td>
<td>Supervised Practicum II (250 clock hours) Web or Distance Seminar</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>Summer Semester Year 2</strong></td>
<td>Law and Ethics for SW</td>
</tr>
<tr>
<td></td>
<td>Policy and Administration</td>
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<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>Fall Semester Year 3</strong></td>
<td>Advanced Generalist Practice I</td>
</tr>
<tr>
<td></td>
<td>Supervised Practicum III (250 clock hours) Web or Distance Seminar</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>Spring Semester Year 3</strong></td>
<td>Advanced Generalist Practice II</td>
</tr>
<tr>
<td></td>
<td>Supervised Practicum IV (250 clock hours) Web or Distance Seminar</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>Summer Semester Year 3</strong></td>
<td>Research Methods II</td>
</tr>
<tr>
<td></td>
<td>Advanced Practice with Individuals and Families</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Grand Total= 60 credit hours</strong></td>
</tr>
</tbody>
</table>
Appendix C: Social Work Program Faculty Credentials

M. DIANE CALLOWAY-GRAHAM, M.S.W., PH.D., ASSOCIATE PROFESSOR, PRACTICUM DIRECTOR

EDUCATION:

Ph.D. University of Utah, Graduate School of Social Work (1990)
M.S.W. University of Utah, Graduate School of Social Work (1993)
    Emphasis: Children and Families, Administration & Community Work
B.S. Weber State University, Physical Education with an Emphasis in Social Work (1975)

PROFESSIONAL EXPERIENCE:

Associate Professor, Practicum Director, Department of Sociology, Social Work, and Anthropology,
Utah State University (1996-present)
Clinical Faculty, Social Work Department, Weber State University (1985 – 1990)

PROFESSIONAL LICENSE:

Certified Social Worker. State of Utah, Department of Business Regulation, Occupational and
Professional Licensing. Licensed since June 1983, and current license extends is valid until
September, 2008.

PROFESSIONAL AFFILIATIONS:

NASW, National Association of Social Workers
BPD, Bachelor Program Director’s Association
CSWE, Council on Social Work Education
WSSA, Western Social Science Association

SUSAN E. DAWSON, M.S.S., PH.D., PROFESSOR OF SOCIAL WORK

EDUCATION:

Ph.D. The Graduate School of Social Work and Social Research, Bryn Mawr College, Social
Work/Occupational and Environmental Health (1988)
M.S.S. The Graduate School of Social Work and Social Research, Bryn Mawr College, Social Policy
and Program Development (1983)
B.S. University of Delaware. B.S. in Human Resources/Community and Family Services (1981)
PROFESSIONAL EXPERIENCE:

Professor, Social Work, Utah State University (2001 - present)
Affiliated Faculty Member, Interdisciplinary Certificate Program, Natural Resources and Environmental Policy Department, Utah State University (1995 – present)
Associate Professor w/Tenure, Social Work, Utah State University (1994 - 2001)
Acting Director, Social Work Program, Utah State University (1999-2000)
Program Director, Social Work Program (1996-1997)
Acting Director, Social Work Program, Utah State University (1989-1990)
Visiting Clinical Professor, University of New Mexico School of Medicine (1995-1997)
Assistant Professor, Social Work, Utah State University (1988-1994)

TERRY PEAK, M.S.W., PH.D., ASSOCIATE PROFESSOR, DIRECTOR, SOCIAL WORK PROGRAM

EDUCATION:

M.S.W. School of Social Welfare of the State University of New York (1987)
B.A. History, State University of New York at Buffalo (1972)

PROFESSIONAL EXPERIENCE:

Director, Social Work Program, Utah State University (2003 to present)
Associate Professor, Department of Sociology, Social Work and Anthropology
Utah State University (2000 – present)
Assistant Professor, Department of Sociology, Social Work and Anthropology
Utah State University (1994 – 2000)
Research Associate, Ringel Institute of Gerontology, School of Social Welfare
Richardson Hall, Rockefeller College of Public Affairs & Policy
Director, Caregiver Support Program (HSR&D Grant #IIR 89-058.1)
Stratton VA Medical Center, Albany, New York 12208 (1990 – 1991)
Intern at New York State Department of Social Services, Bureau (1986 – 1987)

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS:

National Association of Social Workers (NASW)
Gerontological Society of America (GSA)
Association for Gerontology Education in Social Work (AGE-SW)
American Society on Aging (ASA)
SHANNON TODD BROWNE, M.S.W, J.D., LECTURER, ASSISTANT PRACTICUM DIRECTOR

EDUCATION:

M.S.W. Columbia University, Graduate School of Social Work (2002)
    Emphasis: Children and Families
J.D. The Ohio State Law School (1996)
B.A. Bowling Green State University, Sociology (1992)

ACADEMIC APPOINTMENT:

Lecturer and Assistant Practicum Director, Social Work Program, Department of Sociology,
Social Work and Anthropology, Utah State University (2005-present)

PROFESSIONAL EXPERIENCE:

Clifford Beers Child Guidance Clinic, New Haven, Connecticut. Crisis Clinician, HIPAA Privacy
Officer, Contract Compliance Officer, Chairperson of Health and Safety Committee, Member of
Leadership Team, CAMPES Program (2001-2005)

The Children's Center, Hamden, Connecticut. Clinical Therapist Intern, New Choices
Program. Worked with adolescents and families in a 16-bed, 45-day residential substance
abuse treatment facility for 12-16 year old involved with the Connecticut Juvenile Justice
System. Provided individual, group, and family therapy to residents, medication management,
consultation with teachers and outside agencies, and intensive discharge planning. (2000-
2001)

Paul, Hastings, Janofsky, and Walker, Los Angeles, California. Attorney, Employment Law
Department (1998-2000)

Honorable Solomon Oliver, Jr. and Honorable Kathleen McDonald O'Malley, United States
District Court, Cleveland, Ohio. Law Clerk (1996-1998)
Appendix D: University of Utah Letter of Support

Letter of Support, Dean Jannah Mather, University of Utah College of Social Work

December 9, 2005

Board of Regents,
Utah System of Higher Education
60 South 400 West
Salt Lake City, UT 84101-1284

To Whom It May Concern:

I am aware of and fully support the efforts underway at Utah State University to develop a Masters of Social Work degree. The faculty at USU has worked collaboratively with the University of Utah College of Social Work from the beginning of this initiative to ensure that our programs are coordinated. I expect that the two programs will continue to work together to ensure that this much needed degree is available to students throughout the state.

Sincerely,

Jannah Mather, Ph.D.
Dean, College of Social Work

cg
References available upon request.