

**BSW Self-Study Progress Report to the Council
on Social Work Education**

**Interim Report
July 2003**

University of West Florida Social Work Program Interim Report

We were asked to address three concerns: 1) how program objectives are linked to outcome measures and how data collected are linked to program planning and design; 2) how we create a learning context and educational program in which understanding of and respect for diversity is created; and, 3) how we provide the rationale for our liberal arts perspective. The response follows.

Outcomes Measurements, Program Objectives, Feedback Loop

Our program has five goals. Goal 1 is: to provide an educational program which prepares entry level generalist social work practitioners to work with systems of various sizes including individuals, families, groups, organizations, institutions, and communities. Goal 2 is: to prepare students for lifelong learning and graduate education. Goal 3 is: to sustain the relevance, currency, and quality of the educational program. Goal 4 is: to serve the social work education needs of the region. Goal 5 is: to develop and maintain external funding sources to supplement our resources.

Goal 1 addresses expected outcomes for our curriculum. Our Goals and Objectives Table, which was submitted as additional information (pg.4 of the BSW Self Study Revisions, March 2002 see Attachment 3), illustrates: our curriculum objectives to accomplish Goal 1, the course objectives which relate to the curriculum objectives, and the BEAP measurements for those outcomes. This illustrates one way in which we use outcome measure to evaluate program objectives. Through BEAP, we get feedback in from student responses to BEAP that indicates their felt accomplishment of curriculum objectives as well as their scores on the scenario section. An internal measure is that students must earn a C or higher in any SOW course. This means that graduates will have demonstrated average or above competence in the course objects linked to curriculum objectives. Another external measure comes from agency field instructor evaluations, based on curriculum outcomes, of student performance in field practice. The third external measure comes from employer evaluations of our graduates. The survey used in the past was a 5- point Likert scale based on the curriculum outcomes. In Fall of 2003, we will begin to use the employer survey which is part of the BEAP package.

As stated in the reaffirmation report, our change to BEAP from ACAT was recent, 1990 and 1991. We will continue to administer these biannually, rather than annually, at the beginning of Fall 2003 term. We have and will continue to use reports from AASWB on our graduates' pass rates on licensure examinations.

Goals 2 through 5 relate to expected outcomes in the areas of enhancing the students' academic life and creating an environment to instill habits of life long learning. These are measured in our annual reports to the University, currently in the format of UPIC (Attachment 5) which illustrates how our goals and outcomes fit into the University mission, goals, outcomes. We also report to our Professional Advisory Board on these goals and objectives.

The above goals and measurements are used as the basis for our annual curriculum review held in August or September in the format of a retreat involving faculty, staff, and student representatives. Faculty and staff subsequently meet with the Professional Advisory Board in September or October to review findings and proposed changes and to field ideas and suggestions from the PAB members. Changes to the curriculum are then submitted to the University's internal Curriculum Change Request Committee. course content, assigned text, learning objective changes are made without University committee review. Non-curricular changes are also handled internally.

Several examples of the above process were cited in the self study including the addition of a comparative religion course, the Interviewing and Recording Course (Writing for Social Work), and the heavy curricular emphasis on diversity. The recently reported results of our first two biannual BEAP reports indicated that our lowest scores (low 60's) were in the area of client self determination. At our Fall 2003 retreat, we will be discussing how to better prepare students in the area of client self determination. As a result of our internal review of Goals 2-5, we will also be discussing our need and commitment to engage in CEU productivity as our demonstration of commitment to fostering life long learning and serving the educational needs of our region.

Learning Context to Create Understanding and Respect for Diversity

This was an area that our site visitors reported as a strength in our exit interview with faculty and administration. They cited several student statements that supported infusion of diversity issues in every class as well as in some of our student enhancement activities. The following are some examples of how we believe we create an atmosphere of respect for and understanding of diversity.

The majority of the population we serve is white and Christian, with a large number of Fundamentalist Christians. In addition to infusing diversity content across all courses (see table 6.5 from the self study) we teach a required course, Practice with Culturally Diverse Populations. This course was cited as a strength by the site visitors. To address diversity in belief about religion, the Philosophy and Religion Department has suggested five options from their offerings which provide content on diversity. Our majors are required to choose one of these. Another new addition to our core is Social Justice, Action, and Policy. This course heavily addresses policy and social action activism on behalf of oppressed and disenfranchised groups. Projects in this class and Strategies for Community Change are based on community based involvement with the affected populations.

The ethnic composition of our professional advisory board is 40% African American (60% Caucasian) which is over representative of the composition of the region. We have one member who is openly gay, one member who has a physical disability, and one member with a learning disability. Although our faculty is predominately Caucasian, four are bilingual (one Spanish and one Chinese) on board. Three faculty members have

had extensive living abroad experiences which are reflected in their teaching and research. We attempt to bring more diversity to the front of the classroom through the use of African American adjuncts including two Professional Advisory Board members. An openly gay man consistently teaches Interviewing and Recording and guest lectures in other courses. He, too, is a Professional Advisory Board member. We use case examples and videotapes that address specific populations, and we use guest speakers from a wide variety of agencies serving diverse populations.

Field Placements listed on page 48 of the self study included agencies targeted for specific populations including homeless persons, persons with physical, mental, or developmental disabilities, persons with HIV/AIDS, immigration services, Native American tribal services, low income African American communities, services for elderly. We have many field instructors who are African American, one who is HIV/AIDS positive and others who are Asian, Native American, and Hispanic. We also have field instructors who have disabilities.

Through our office area, we attempt to create an atmosphere that reflects diversity. We do this through our decorations which reflect Native Americans, African Americans, Japanese and Chinese, Eskimos, Hispanics, etc. When we had our own conference room we had a “diversity wall” covered with art and crafts from many cultures. Our front office is staffed by an office manager, program assistant, and student OPS worker who are African American. Our Office Manager has had extensive experience with persons with disabilities through her prior position with the university’s Disabled Student Services, and she is the most popular person with students in the Division. Two faculty members received awards from the office of Disabled Student Services for their integration of students with disabilities in the program’s activities. One faculty member was the founding advisor for the campus student organization, SWAN, Students with Alternative Needs.

As reported in the self study under the area of enhancement activities, we have two annual projects which provide our students exposure to diversity. One is the annual Japan/U.S. Social Welfare Symposium through which students from our program and students from Japanese schools of social welfare meet to discuss social service program in each country and to share cultural activities. The symposium was held in Pensacola 4 years and in Tokyo 2 years. Students who travel to Tokyo are fully funded through the University’s Japan Center and SGA. We also take our students to the annual Alabama/Mississippi Social Work Conference. During this time student social work club members meet to exchange ideas. Our students have been exposed to students from historically Black Colleges and to major research, institutions which serve traditional 18-22 year old, parent-funded students. Since the conferences are held at or near educational institutions, they have been exposed to the community settings as well. These trips are funded through SGA and the Social Work Foundation.

Course assignments also consistently expose students to persons from diverse backgrounds. The Interviewing and Recording class gets students involved with elderly clients in nursing homes. The Practice with Culturally Diverse Populations class pairs

our students with foreign exchange students for the semester. They have specific activities they must engage in and report on. Our Student Social Work Organization and H.O.M.E. have ongoing engagements with diverse community populations. SSWO will be working on housing and social activity projects with chronically and severely mentally ill clients for 2003-2004. H.O.M.E. works with homeless or poorly housed clients. H.O.M.E. is currently establishing an office with Pensacola's newly instituted Center for Social Justice.

Rational for Liberal Arts Requirements

As explained in the self study, much of the general studies curriculum is formulated at the University level, but within the framework, we can specify courses appropriate to our major. Each major has its own specialized general studies degree plan. This is true for native University students and for Florida community college transfer students. In addition, each discipline in the Florida SUS has to agree on the same liberal arts prerequisite courses. These were selected by mutual agreement of the Florida Deans and Directors of social work programs. Our (liberal arts) courses were selected to either provide the theoretical and skills foundation for our core curriculum or to supplement our core curriculum.

Economics, Government, General Psychology, General Sociology, and a course in human biology were selected as the foundations for practice, HBSE, and Policy courses. Statistics was selected as a foundation for research. Computer application skills are a foundation for most core classes, but especially necessary for completing research assignments, tracking legislative, and field instruction report and record keeping. The religion course is a supplement to our imbedded diversity content and is essential to effective assessment planning, and implementation in practice and to understanding policy formation and policy practice. Abnormal Psychology is a supplement to our practice classes, again an essential component for effective assessment, planning and implementation.

See Table 1.1 (Attachment 1) from the self study document and Tables 6.1 (Attachment 4) for the Social Work General Studies degree plan and 6.3 (Attachment 2) for the Curriculum Flow Chart which indicates prerequisites as well as complementary liberal arts requirements.

ATTACHMENT 1

Table 1.1
Preparing for Beginning Generalist Practice: Required courses in other disciplines

Micro practice	Mezzo practice	Macro practice
biology or anatomy & physiology psychology abnormal psychology religion computer application	sociology religion computer applications	sociology economics government religion computer applications

Table 6.3
SOCIAL WORK CURRICULUM FLOWCHART
SEQUENCE OF PROGRAM COURSES

<u>Term 1</u>	<u>SOW3350</u> Interviewing & Recording	<u>SOW3203</u> Introduction to Social Work Prereqs: Economics & American Government	<u>SOW3103</u> Human Behavior in the Social Environment Prereqs: Biology or Anatomy; Intro to Sociology & Intro to Psychology	<u>SOW3620</u> Practice w/ Culturally Diverse Populations or <u>CGS2570</u> if needed
<u>Term 2</u>	<u>SOW3313</u> Individuals & Families	<u>SOW3503</u> Introduction to Generalist Practice (120 hr practicum in local agency)	<u>SOW4403</u> Research Prereq: SOW3350	<u>SOW3113</u> Human Behavior in Organizations & Communities
<u>Term 3</u>	<u>SOW3322</u> Work with Groups	<u>SOW4332</u> Strategies for Community Change Prereq: SOW4403 Prereq or Coreq: SOW3322	<u>SOW4232</u> Policy Analysis Prereq: SOW4403	<u>CLP3144</u> Abnormal Psychology or PPE4003 Theories of Personality
<u>Term 4</u>	<u>SOW4233</u> Social Justice, Action & Policies Prereqs: SOW4232 & SOW4332	<u>RELXXXX</u> REL2000 REL3156 REL3158 REL4441 PHI3700 or PHI4051	<u>SOWXXXX</u> Field of practice Elective SOW3650, 4111, 4242 4610, 4643, 4647, 4682, 4700, SOW4XXXX	<u>SOW3620</u> Practice w/ Culturally Diverse Populations or Elective
<u>Term 5</u>	<u>SOW4522</u> Senior Seminar (classroom setting) Prereqs: see Field Instruction Manual	<u>SOW4510</u> Field Instruction (400 hr practicum in local agency) Prereqs: see Field Instruction Manual		

Night Schedule	FALL TERM Interviewing & Recording HBSE Research HBOC Strategies for Community Change Policy & Analysis	SPRING TERM Pract. Cult. Diversity Populations Introduction to Social Work Introduction to Generalist Practice Individuals & Families Senior Seminar Case Management	SUMMER TERM Working with Groups Social, Justice, Action & Policies SOW Electives
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Goals and Objectives

Program goals and objectives are revisited each year at a retreat that includes faculty, student representatives, and adjunct professors who are able to attend. Although the goals have not changed since 1994, our annual objectives change to reflect changes in technology, regional needs, and professional needs and to reflect feedback from our several evaluative processes. The Goals and the 2001 – 2002 Objectives follow.

Goal 1 **to provide an educational program which prepares entry level generalist social work practitioners to work with systems of various sizes including individuals, families, groups, organizations, institutions, and communities**

- **to provide theory and practice skills necessary to work with client systems of various sizes and type**

SOW4332 Strategies	Objective 2, 3, 4, 5 & 6
SOW4233 Justice	Objective 3 & 6
SOW4232 Policy	Objective 3, 4 & 7
SOW3620 Diversity	Objective 5 & 6
SOW3350 Writing	Objective 1, 2, 3, 4, 5, & 6
SOW3503 Gen. Practice	Objective 2, 3, 4, 6, 7, 8 & 9
SOW4522 Sen. Seminar	Objective 1, 5
SOW4510 Field	Objective 4
SOW3313 Ind/Families	Objective 4, 5, 6, 10 & 11
SOW4403 Research	Objective 6
SOW3103 HBSE	Objective 1, 2, 3, 4, & 6
SOW3322 Groups	Objective 6 & 8
SOW3113 HBOC	Objective 6 & 7
SOW3203 Intro to Soc	Objective 3, 4, 5, 6, 8 & 9

BEAP D15, D16
- **to teach students to apply knowledge of bio-psycho-social variables that affect individual development and behavior, and to use theoretical frameworks to understand the interactions among individuals and between individuals and social system such as families, groups, organizations, and communities**

SOW3620 Diversity	Objective 1, 2, 3, 5, 6 & 7
SOW3350 Writing	Objective 1, 2 & 5
SOW3503 Gen. Practice	Objective 1, 4, 6, 7 & 8
SOW4522 Sen. Seminar	Objective 5, 6 & 7
SOW3313 Ind/Families	Objective 4
SOW3103 HBSE	Objective 2
SOW3322 Groups	Objective 2
SOW3113 HBOC	Objective 4, 14
SOW3203 Intro to Soc	Objective 1, 8 & 9

BEAP D7, D8, D9, D10, D11, D12
- **to provide students an understanding of the history of the social work profession, the history of social policy, and the current structure and issues of the social services system**

SOW3620 Diversity	Objective 4
SOW3350 Writing	Objective 3
SOW3503 Gen. Practice	Objective 2, 6 & 7
SOW4510 Field	Objective 1 & 7
SOW4403 Research	Objective 2
SOW4332 Strategies	Objective 1 & 4
SOW4233 Justice	Objective 1, 4 & 6
SOW4232 Policy	Objective 6 & 9
SOW3113 HBOC	Objective 2 & 3
SOW3203 Intro to Soc	Objective 2, 7 & 8

BEAP D4, D5, D6

- **to develop students who have a commitment and the skills to evaluate research studies, to apply valid findings to practice, and to evaluate their own practice and programs through the use of supervision as appropriate**

SOW3620 Diversity	Objective 6
SOW3350 Writing	Objective 4 & 5
SOW3503 Gen. Practice	Objective 9
SOW4522 Sen. Seminar	Objective 4
SOW3313 Ind/Families	Objective 7
SOW3322 Groups	Objective 7
SOW4403 Research	Objective 1 & 6
SOW4332 Strategies	Objective 3, 5 & 6
SOW4233 Justice	Objective 6
SOW4232 Policy	Objective 5 & 8
SOW3113 HBOC	Objective 15
SOW3203 Intro to Soc	Objective 4 & 5

BEAP D20, D21

- **to develop critical thinking skills in students**

SOW3620 Diversity	Objective 1 & 4
SOW3350 Writing	Objective 4 & 6
SOW3503 Gen. Practice	Objective 3, 6 & 7
SOW4522 Sen. Seminar	Objective 3, 4, 5 & 10
SOW4510 Field	Objective 3, 7 & 8
SOW3313 Ind/Families	Objective 7, 8 & 9
SOW3103 HBSE	Objective 6
SOW3322 Groups	Objective 3
SOW4403 Research	Objective 5
SOW4332 Strategies	Objective 3, 4, 5 & 6
SOW4233 Justice	Objective 1, 2, 3, 4, 5 & 6
SOW4232 Policy	Objective 3, 11 & 12
SOW3113 HBOC	Objective 15 & 21
SOW3203 Intro to Soc	Objective 1, 6, 8 & 9

BEAP D20, D21

- **to provide students with content and experience necessary to practice effectively with diverse populations and to respect the value of diversity**

SOW3620 Diversity	Objective 1, 2, 3, 4, 5, 6 & 7
SOW3350 Writing	Objective 1
SOW3503 Gen. Practice	Objective 3, 4 5 & 8
SOW4522 Sen. Seminar	Objective 5 & 6
SOW4510 Field	Objective 4, 5 & 6
SOW3313 Ind/Families	Objective 4, 5, 10 & 11
SOW3103 HBSE	Objective 4, 6, 7 & 8
SOW3322 Groups	Objective 8 & 9
SOW4403 Research	Objective 2
SOW4332 Strategies	Objective 2, 4, 5 & 6
SOW4233 Justice	Objective 1, 4, 5 & 6
SOW4232 Policy	Objective 1, 7 & 9
SOW3113 HBOC	Objective 12
SOW3203 Intro to Soc	Objective 1, 6, 8 & 9

BEAP D1, D13, D26, D30

- **to teach the use of differential communication skills with a variety of client populations, colleagues, and members of the community**

SOW3620 Diversity	Objective 1, 3, 6 & 7
SOW3350 Writing	Objective 1
SOW3503 Gen. Practice	Objective 4, 5 & 8
SOW4522 Sen. Seminar	Objective 5 & 11
SOW4510 Field	Objective 4, 5 & 6
SOW3313 Ind/Families	Objective 4, 10 & 11
SOW3103 HBSE	Objective 4

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|----------------------|--------------------------|
| SOW3322 Groups | Objective 4 & 6 |
| SOW4403 Research | Objective 2 |
| SOW4332 Strategies | Objective 2, 3, 4, 5 & 6 |
| SOW4233 Justice | Objective 6 |
| SOW4232 Policy | Objective 3 |
| SOW3203 Intro to Soc | Objective 4, 8 & 9 |
- BEAP D22**
- to teach the forms and mechanisms of oppression and discrimination and strategies of change that promote social and economic justice**

SOW3620 Diversity	Objective 4, 5 & 6
SOW3503 Gen. Practice	Objective 4 & 5
SOW4522 Sen. Seminar	Objective 5 & 6
SOW4510 Field	Objective 5
SOW3313 Ind/Families	Objective 4
SOW3103 HBSE	Objective 7
SOW3322 Groups	Objective 8 & 9
SOW4403 Research	Objective 2
SOW4332 Strategies	Objective 1, 4 & 5
SOW4233 Justice	Objective 1, 2, 3, 4, 5 & 6
SOW4232 Policy	Objective 1,3 & 8
SOW3113 HBOC	Objective 8, 13, 22 & 25
SOW3203 Intro to Soc	Objective 1, 3 & 8

BEAP D2, D3, D35
 - to teach students the skills and engender in them a commitment to follow social policy development and to analyze the impact of social policies on clients, workers, and agencies**

SOW3503 Gen. Practice	Objective 2, 4 & 6
SOW4522 Sen. Seminar	Objective 8
SOW4510 Field	Objective 7
SOW4403 Research	Objective 3
SOW4332 Strategies	Objective 1 & 4
SOW4233 Justice	Objective 1, 2, 3, 4, 5 & 6
SOW4232 Policy	Objective 2, 3, 4, 5, 6, 7, 8, 9, 10 & 11
SOW3113 HBOC	Objective 16 & 20
SOW3203 Intro to Soc	Objective 1, 4, 7 & 8

BEAP D17
 - to provide content on the forms, structures, cultures, and behaviors of the institutions and organizations in which they will practice and to provide skills and ethical commitment to function within their structure**

SOW3620 Diversity	Objective 2, 4, 5 & 6
SOW3350 Writing	Objective 2 & 3
SOW3503 Gen. Practice	Objective 2, 3,4, 6, 7 & 9
SOW4522 Sen. Seminar	Objective 8
SOW4510 Field	Objective 1
SOW3313 Ind/Families	Objective 7
SOW4403 Research	Objective 2
SOW4332 Strategies	Objective 2, 3, 4 & 5
SOW4233 Justice	Objective 2, 3, 4 & 5
SOW4232 Policy	Objective 12
SOW3113 HBOC	Objective 7, 14 & 16
SOW3203 Intro to Soc	Objective 1, 2, 3, 4, 5, 6, 7 & 8

BEAP D24, D32
 - To provide multiple opportunities for students to demonstrate the professional use of self and their ability to demonstrate professional values and ethics**

SOW3620 Diversity	Objective 1, 2, 3, 5, 6 & 7
SOW3350 Writing	Objective 1, 3 & 5
SOW3503 Gen. Practice	Objective 1,2, 3, 4,5, 7, 8 & 9

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| SOW4522 Sen. Seminar | Objective 1, 9 & 11 |
| SOW4510 Field | Objective 9 |
| SOW3313 Ind/Families | Objective 8 & 9 |
| SOW3103 HBSE | Objective 6 |
| SOW3322 Groups | Objective 2 |
| SOW4403 Research | Objective 6 |
| SOW4332 Strategies | Objective 2 & 3 |
| SOW4233 Justice | Objective 2 & 5 |
| SOW4232 Policy | Objective 11 |
| SOW3113 HBOC | Objective 17, 18, 19 & 25 |
| SOW3203 Intro to Soc | Objective 4 & 6 |
| BEAP D14, D26, D27, D28, D30, D31, D32, D33, D34, D35 | |
- **to teach institutional and organizational change agent approaches through use of the chain of command**

SOW3620 Diversity	Objective 3, 4, 5 & 6
SOW3503 Gen. Practice	Objective 2, 3, 4, 5, 6 & 9
SOW4522 Sen. Seminar	Objective 3 & 4
SOW4510 Field	Objective 1
SOW4403 Research	Objective 6
SOW4332 Strategies	Objective 2
SOW4233 Justice	Objective 4 & 5
SOW4232 Policy	Objective 3
SOW3113 HBOC	Objective 8, 9, 16, 23 & 24
SOW3203 Intro to Soc	Objective 3, 4 & 5
BEAP D18, D24, D25	

 - **to teach students to use supervision appropriate to generalist practice**

SOW3620 Diversity	Objective 5 & 6
SOW3350 Writing	Objective 2, 3, & 5
SOW3503 Gen. Practice	Objective 2, 4, 6, 7, 8 & 9
SOW4510 Field	Objective 2, 3 & 8
SOW3203 Intro to Soc	Objective 4 & 5
BEAP D23	

 - **to incorporate social work values and ethics content in each required course of the curriculum**

SOW3620 Diversity	Objective 1 & 6
SOW3350 Writing	Objective 3
SOW3503 Gen. Practice	Objective 1, 3, 5, 7, 8 & 9
SOW4522 Sen. Seminar	Objective 1 & 10
SOW3313 Ind/Families	Objective 1, 2 & 3
SOW3103 HBSE	Objective 6
SOW3322 Groups	Objective 3
SOW4403 Research	Objective 2
SOW4332 Strategies	Objective 2 & 3
SOW4233 Justice	Objective 2 & 5
SOW4232 Policy	Objective 11
SOW3113 HBOC	Objective 17, 18 & 19
SOW3203 Intro to Soc	Objective 4 & 6
BEAP D26, D27, D28, D29, D30, D31, D32, D33, D34, D35	

 - **to base the social work curriculum on a liberal arts base that reflects the nature of the community as well as the foundation needs of the curriculum**

SOW3620 Diversity	Objective 4 & 5
SOW3350 Writing	Objective 2, 4 & 6
SOW3503 Gen. Practice	Objective 1 & 7
SOW4522 Sen. Seminar	Objective 3 & 4
SOW4403 Research	Objective 3
SOW4332 Strategies	Objective 1 & 4

SOW4233 Justice
SOW4232 Policy

Objective 1, 2, 3, 4, 5 & 6
Objective 1, 3 & 7

Focus group of seniors and employer surveys.

- **to provide a curriculum that is organized horizontally and vertically to provide coherence and progression**

Implementation Model for evaluation of Goal 1:

- 1) review curriculum and syllabi at annual division retreat;
- 2) obtain annual AASWB reports on licensure examination pass rates of graduates;
- 3) biannually administer the BEAP: 1st semester junior entrance survey and values inventory, graduating senior exit survey and values inventory, alumni survey, employer survey;
- 4) Conduct biannual graduate focus groups to review program;
- 5) Solicit feedback from Professional Advisory Board at meetings in Fall, Spring, and Summer.

Goal 2 to prepare students for lifelong learning and graduate education

- to sponsor and produce the Annual Japan/U.S. Social Welfare Symposium
- to encourage participation and attendance at NASW meetings and local workshops SOW3503 and SOW4522 use of field time to attend
- to encourage and support student scholarship through participation in: Alabama/Mississippi Social Work Education Conference, the Association of Baccalaureate Social Work Program Directors conference, the Irish Award, and panel presentations at the Japan/U.S. Social Welfare Symposium
- to cosponsor workshops and C.E.U activities with local service providers and encourage student attendance and participation

Goal 3 to sustain the relevance, currency, and quality of the educational program

- to develop technology enhancement components in courses
- to arrange and encourage training of faculty in the use of technology
- to offer C.E.U. workshops and training for agency field instructors
- to provide faculty development opportunities
- to encourage the faculty to take advantage of college and university sponsored faculty development activities

Goal 4 to serve the social work education needs of the region

- to cosponsor and provide C.E.U. opportunities in the community
- to analyze the need for distance learning opportunities in the region served
- to analyze the need for graduate social work education in the region served through surveys

Goal 5 to develop and maintain external funding sources to supplement our resources

- to market certificate programs in Aging Studies, Domestic Violence, and Substance Abuse through Continuing Education
- to renew the field unit contract with District I Department of Children & Families
- to pursue IV E funding through collaborative effort of DC & F and the Florida Association of Deans and Directors
- to pursue a Hartford Foundation grant
- to involve students in the Alumni Phon-a-thon

Implementation Model for evaluation of Goals 2-5

Annual progress report to Dean, Professional Advisory Board, and other constituents