



FALL 2022 COURSE SYLLABUS

COURSE INFORMATION SOCW 612 Advanced Administrative Practice: Program Development (3)
Section A – Meets online on Zoom, 4:00-6:10pm (**NOTE:** different groups meet at different times. Please check eClass for final group assignments!)
Section B – **Meets in person on** alternative Sundays in DH 2220, 1:30-3:30pm

PREREQUISITE(S)/ COREQUISITE (S): Acceptance into Advanced Standing or completion of Foundation curriculum

INSTRUCTOR(S) **Name:** Laura Racovita, PhD, MSW
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Office Hours: Posted. By appointment. E-mail anytime. *E-mail is the best method to reach me.* To schedule an appointment, you can go to: <https://calendly.com/racovita>, and choose the type of appointment that best fits your need
Office Phone: 423.236.2638 **Please note that **the best way to connect with your professor is via email!***
E-mail: racovita@southern.edu

ONLINE LEARNING

The eClass URL is <http://eclass.e.southern.edu>. For technical support, contact the eClass Help Desk at 423.236.2086 or by e-mail at eclasshelp@southern.edu. Students should use *Google Chrome* as their browser to access eClass with the greatest ease (<https://www.google.com/intl/en/chrome/browser/>).

REQUIRED TEXTS

Readings and materials relevant to creating the portfolio are made available in e-Class and Perusall. To register with Perusall, use the link from e-Class.

OPTIONAL READINGS:

Bronson, D.E. & Davis, T.S. (2012). *Finding and evaluating evidence: Systematic reviews and evidence based practice*. Oxford University Press: New York, NY

Fraser, M.W., Richman, J.M., Galinsky, M.J. & Day, S.H. (2009). *Intervention research: Developing social programs*. Oxford University Press: New York, NY

Galvan, J.E.L. (2009). *Writing literature reviews: A guide for students of social and behavioral sciences* (5th Ed.). Pyrkzak Publishing: Glendale, CA

Orcher, L.T. (2007). *Conducting a survey: Techniques for a term project*. Pyrkzak Publishing: Glendale, CA

COURSE DESCRIPTION

In this course, students develop the necessary skills to work with organizations and/or communities. They acquire knowledge in multi-level analysis and assessment, evidence-based program development, implementation, and evaluation, as well as in grant writing and in program marketing strategies. (Fall)

SOCIAL WORK CORE VALUES AND BIBLICAL FOUNDATION:

Social Work Core Values (NASW, IFSW)	Biblical Foundation
Service Social justice The importance of human relationships The dignity and worth of the person Integrity Competency Human rights	Matthew 25:31-45; Luke 10:25-37 Jeremiah 22:3; Micah 6:7-9; Isaiah 58:6 Matthew 5: 23-24; Matthew 22:37-39; Mark 12:31 Isaiah 49:14-16; Matthew 10:31; Romans 12:9-13; Romans 15:7 1 Chronicles 29:17; 1 Timothy 3:9 Proverbs 3:5 Matthew 7:7; Matthew 25:13-30; 2 Timothy 2:15; 2 Corinthians 3:5 Genesis 1:27; Proverbs 22:2; Proverbs 31:8-9; Exodus 22:21; Leviticus 19:33-34; Galatians 3:28; James 2:1-4;

LEARNING OUTCOMES AND COURSE COMPETENCIES:

Competency	Practice Behaviors/Course Outcomes
Competency 1 - Demonstrate ethical and professional behavior	1D demonstrate professional oral and written communication skills
Competency 2 - Engage diversity and difference in practice	2A develop and implement strategies that strive to eradicate discrimination in any form;

Competency	Practice Behaviors/Course Outcomes
Competency 3 - Advance human rights and social, economic, and environmental justice	3B design and implement social action strategies;
Competency 4 - Engage in practice-informed research and research-informed practice	4A engage in a review of contemporary best practices;
Competency 6 - Engage with individuals, families, groups, organizations, and communities	6A examine evidence-based practices to prepare for professional engagement across systems;
Competency 7 - Assess with individuals, families, groups, organizations, and communities	7B design and implement organizational and/or community assessments;
Competency 8 - Intervene with individuals, families, groups, organizations, and communities	8A integrate macro level evidence-based strategies with organizations and/or communities;
Competency 9 - Evaluate individuals, families, groups, organizations, and communities	9A select evidence-based evaluation strategies according to their efficacy with specific client systems.

COURSE DIVERSITY ELEMENTS

Age, gender, gender identity, race, sex, sexual orientation, religion, class, disability, ethnicity, culture, immigration status, color, political ideology.

COURSE DIFFERENCE ELEMENTS

Socio-economic status, poverty, oppression, marginalization, alienation, privilege, power, acclaim

STUDENT’S COMMITMENT LEVEL FOR SUCCESS:

In order to be successful in this course, it is helpful to understand the level of commitment that is expected of graduate students from the School of Social Work. Each credit hour represents a weekly expectation of one “in-class” hour and a minimum of two additional coursework hours. Because this is a 3 credit course, you can anticipate that in addition to the class time, you will spend a minimum of 6 hours completing the required coursework each week (i.e. face-to-face week = 3 hours of class + 6 hours coursework; online week = 3 hours of online work + 6 hours coursework). **Organize your time wisely!!!**

LEARNING ACTIVITIES:

Class Participation, Professionalism & Attendance: See School of Social Work attendance policy. Points are awarded for participation in F2F meetings and in the online environment. Polite and professional communication is expected, with correct written content, free of mistakes, shorthand, or “txt” language.

In-Group Activities: Every module students will participate in a variety of in-group learning activities – ranging from discussions to written exercises. Both quality and quantity of learning activity participation will be assessed.

Group Participation: Each group is expected to meet as often as agreed upon in order to deliver the highest quality assignments. Group meetings can be completed in person, or in a virtual environment. However, each group member must be present during the meeting (must not be engaged in other activities such as driving, etc.).

Group Meeting Minutes: Each group is expected to meet once a week, except the weeks when meeting with the professor. The meeting minutes for each meeting should be uploaded in *eClass/Moodle* at 2:00pm on the Sunday before the end of the module. The group minutes should include information regarding group planning, facilitation and evaluation of group work. A ‘Meeting Minutes Template’ can be found in *eClass/Moodle*.

Online discussions: This is an interactive class requiring active learning techniques. In order to maximize your learning, online participation is required. Students will have online class discussions, based on selected topics that will be graded. Both quality and quantity of participation will be evaluated. The discussion will help reinforce the materials covered in class and out of class reading. All posts should reflect college level writing skills and also reflect the student’s preparation time. Guidelines for online posts can be found on eClass.

Discussion Posts: There are seven (7) graded discussion questions for this class. Please follow guidelines provided in eClass.

Readings: In each module there is a link to the readings assigned for that module in Perusall. In order to successfully complete this course, you should complete all readings as assigned, and **make at least 3 comments each module on the readings/videos** (in Perusall). The material assigned each module must be read prior to class. In each module there is a chapter or more to read in addition to other materials as noted in the schedule. These materials may be articles or websites. All efforts are made that a .pdf version of the articles is posted in Moodle. If they are not posted, use the library databases available through McKee Library or the internet to find the articles.

Group-Based Assignments: There will be several major group projects that will be completed throughout this semester including a needs assessment, project/program proposal, and class presentation. Details for each section of the assignment are posted in e-Class.

Self & Peer Evaluation: students are expected to evaluate their participation and contribution to the group to which they are assigned/have chosen. Students are expected to evaluate their teammates (group members). The link to the self-evaluation will be provided in e-Class at the end of the semester.

Course Evaluation: Completing the course evaluations is part of being a professional. Please remember to complete your evaluations in a timely manner. The instructor is open to constructive feedback, to know what worked and what did not, and your opinion on how things can be improved. Your feedback is taken seriously and is used to continuously improve the course, instructional methods, and the program. Comments such as "I didn't like anything" or "It was a waste of time" are not considered constructive feedback, and cannot be taken under consideration for improvement. Please be thoughtful and professional.

EVALUATION

The final grade will be based on the following:

Attendance in meetings (includes make-up work in case of not feeling well enough to participate during established times!), participation in online activities	30%
<ul style="list-style-type: none">• Includes: Meeting minutes (14 x 10 pts. each)• Discussion postings (7 x 10 pts. each)• Peer evaluation• Course evaluation	
*Final Program Proposal (includes all of the following):	70%
<ul style="list-style-type: none">• A1: Topic selection• A2: Literature review• A3: Needs assessment plan• A4: Needs assessment research proposal• Completed IRB Form A	

- A5: Stakeholder and SWOT analyses
- A6: Logic model
- A7: Evaluation plan (Final Paper)
- Group presentation

Total course % 100%

GRADING SCALE: *Final grades will be based on a percentage of the total possible points.*

100 – 94: A	76 – 74: C
93 – 90: A-	73 – 70: C-
89 – 87: B+	69 – 67: D+
86 – 84: B	66 – 64: D
83 – 80: B-	63 – 60: D-
79 – 77: C+	59 and below: F

SOUTHERN ADVENTIST UNIVERSITY DISABILITY STATEMENT:

In keeping with university policy, any student with a disability who needs academic accommodations should call Disability Support Services at 423-236-2574 or visit Lynn Wood Hall, room 137, to arrange a confidential appointment with the Disability Services Coordinator (DSC) before or during the first week of classes. (Students who request accommodations after the third week of the semester might not complete the process in time to receive accommodations for that semester.) Legally, no retroactive accommodations can be provided. For more details, visit the Disability Support Services website at www.southern.edu/disability_support. Accommodations for disabilities are available only as recommended by Disability Support Services. Students whose accommodations are approved will be provided confidential letters which students should review and discuss with their professors in relation to particular course requirements.

SCHOOL OF SOCIAL WORK POLICIES:

Southern Adventist University and the MSW program faculty have developed a set of policies to ensure effective communication and enhance understanding of academic benchmarks for our students. These policies are also designed to encourage and deepen professionalism, an essential competency for excellence in social work practice.

A. General Course Policies

All students enrolled in the MSW Program in the School of Social Work are expected to demonstrate the following professional and academic behaviors:

- Students are expected to complete all online assignments in a timely manner and arrive prepared for class discussion;
- Students are expected to actively participate in e-class and class discussions and cohort projects. Those who disrupt the class (talk/whispering, clowning, etc.) or over-participate (monopolize or dominate) in discussions on a regular basis should expect to be penalized in the same manner as those who under-participate;
- Students are expected to assess personal and educational needs and interact with the professor as necessary. Do not wait until late in the semester to ask for assistance!
- Students are expected to adhere to the *NASW Code of Ethics* in all aspects of course work and participation.

B. "Participation" (formerly Attendance):

Southern's MSW program holds a measured balance of online and face-to-face (F2F) in person or virtual interactions that comprise "class time." The program's F2F class sessions are taught through an intensive, skill-based approach. Because of this engagement model of instruction, students must participate/attend each F2F sessions scheduled; however, **please do not come to school if you are not feeling well!** Success in the graduate program depends on consistent presence and engagement with the course content, classmates, and the instructor. This includes consistent participation. To maximize student success in the MSW program, this Attendance/Participation Policy has been developed by the School of Social Work faculty, modified to meet CDC recommendations, as well as accommodate for online learners.

1. The MSW program provides the schedule for F2F classes several months in advance of classes.
2. Students are expected to regularly attend all their course related meetings. However, **please stay at home if you feel unwell**. If you are unwell, please **notify your professor immediately**, if possible within 24 hours– there is no penalty for this! You are NOT required to present a medical excuse at this time (this may change throughout the semester as COVID-19 related issue change).
3. Students may only sign in for themselves, whether online or in-person. Signing in for another students is considered an ethical violation that may lead to dismissal from the program.
4. Students **are responsible for completing the missed work**, including work assigned in lieu of face to face meeting times.
5. Missing more than 30 minutes of a meeting (in person or virtual) is considered an absence under this policy. Three times of being late or leaving early (each less than 30 minutes) also accrues to one absence. Please refer to item above #3 & 4 for exceptions.
6. There are two types of absences: emergency/excused and unexcused. An absence is considered “excused” under very limited emergency circumstances, which include documented death in the immediate family, or documented illness of self or a dependent child. All other absences are considered unexcused.
7. For all absences, either emergency/excused or unexcused, students need to alert the professor to the situation preferably in advance of class.
8. If a student has an unexcused absence which is indicated **by a lack of communication** with the instructor, the point total towards the final grade for the course will be reduced by 5%.
9. A student who receives an F (unexcused) as a final grade for the course, and will be required to repeat the course, is financially responsible for the course charges the next time it is offered.
10. If a student falls behind with the class requirements then he/she will receive an Incomplete/Incomplete in Progress for the class is at the discretion of the professor on a case-by-case basis.
- 11. Communication with your instructor is key to your success in the course.**

C. Late Assignment Policy

The MSW program at Southern is a competency-based and evidence-based academic program. As such, students in the MSW program are required to complete and/or remediate any unsatisfactory work until they meet or exceed program standards for all of the required competencies, as defined by their respective practice behaviors. In this learning environment, students are expected to complete all required assignments *prior* to advancing to their next coursework. This policy delineates the MSW program’s standards and processes associated with the late submission of course assignments.

General:

1. Due dates/times for assignments and exams are clearly marked in the course schedule found in the syllabus and/or eClass.
2. Exemptions from the penalties for late assignments will be granted on a case by case basis (please check Attendance Policy).
3. Assignments submitted after the designated due date will be considered late and will receive 10% off the achieved score for each day the work is late, up to seven days (70%).
4. Assignments will not be accepted later than one week after the due date.

D. Policy on Academic Honesty and Integrity

The School of Social Work is dedicated to scholastic integrity. Students are expected to maintain high professional, ethical, and Christian levels of academic honesty. This policy was developed to define the academic honesty standards that apply to MSW coursework.

1. All coursework should reflect the student's own original work and cited appropriately; all other sources should be cited appropriately.
2. It is the student's responsibility to learn the proper procedures for acknowledging quoted wording, information, or ideas. Please note that "not knowing" is not an acceptable justification for work that is identified as plagiarized.
3. For all coursework, students are required to use the most recent American Psychological Association (APA) guide to formatting citing and referencing works cited.
4. Students must submit all papers to Turn-it-in for an online check of their writing. If the Turn- it-in report notes a similarity index of 30% or more, the student will need to do an immediate rework of the paper.

POLICY PROCEDURES

1. When a student engages in academic dishonesty or fails to meet appropriate citation guidelines, a meeting is called between the professor(s) and the student to discuss the incident. This meeting may result in:
 - a. Redoing the assignment
 - b. Failing the assignment without opportunity to make up points
 - c. Failing the course
2. If the incident is not resolved in the student/teacher(s) meeting, the issue will go to the MSW Leadership Team for a determination.
3. If there is a second infraction, the MSW Leadership Team will automatically review the incident and respond. In addition to

- the possible consequences listed above, the MSW Leadership Team may consider dismissing the student from the program.
4. The student has the right to appeal the decision of the MSW Leadership Team using the process outlined in the Academic Grievance section of the university's graduate catalog.

Disclaimer:

This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.

Turnitin:

Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted.

E. Electronic Media Policy

The School of Social Work is committed to educationally sound uses of technology in the classroom and to preventing technology from becoming disruptive to the learning environment.

To assist in achieving these goals, the MSW program has developed the Electronic Media Policy.

1. Professors have the authority to decide their media policy for each class. This means that the professor has the authority to allow or disallow the use of cell phones, laptop computers, iPads, iPods, etc. during class time.
 - a. For this particular class, the following are some activities NOT ALLOWED during face-to-face in person or virtual meetings; however exceptions may be granted based on prior communication with the instructor:
 - Answering a phone call
 - Texting
 - Surfing the web unrelated to class work or social media
 - Watching movies or YouTube videos unrelated to class work
 - Picture-taking during class
 - Recording devices, unless pre-approved by professor, and if approved, under NO circumstance are recordings—visual or verbal—to be posted on a public website.
 - b. If during class, a phone rings, a student is sending or receiving text messages, or a laptop is on, the professor may request that the activity to cease. In this situation, the professor also reserves the right to request students to surrender the device for the duration of the class period.
 - c. Disrespect for this common courtesy may result in professionalism grade reduction.

2. When their use is allowed, students must not abuse the use of cell phones in class.
 - a. Generally, cell phones should be turned off, or placed on silent mode during face-to-face meetings. For rare exceptions (emergency, parent with sick child, or similar types of situations), the phone should be put on vibrate mode. In this case, the student must inform the professor in advance, of the possibility to excuse him/herself to take an important call.
 - b. Students must NOT engage in text messaging in the classroom, unless so directed as part of a course exercise.
 - c. Students who create disturbance with ringing cell phones or text messaging will be warned if the behavior continues.
3. Any audio or video taping during class must have the permission of the professor. In cases where permission is given to record, the information recorded is for the sole use of educational purpose for that specific class therefore prohibited from being distributed, published or posted to any public website and/or social media outlets. No technology activities are allowed that violate laws, such as those related to intellectual property rights or copyrights, invasions of privacy, or sexual harassment. Examples of this may include using a camera phone to videotape, or taking inappropriate photos without the subject's permission.

F. Incomplete Grade Policy

The Incomplete Grade Policy applies to a situation in which a student has not been able to complete a major course assignment because of extenuating and compelling circumstances. A grade of incomplete (I), under this policy, may be granted to a student only if it can be demonstrated that it would be unfair to hold the student to the normal time limits of the course. This policy does not apply to situations normally covered under the Late Assignment Policy or the Remediation Policy.

1. It is the policy of the School of Social Work to consider granting the grade of incomplete (I) on a case-by-case basis. Emergency and/or extenuating circumstances are the usual basis for consideration.
2. Students receiving an I will be required to submit an Incomplete Contract to the professor no later than the last F2F class of the semester. Time allowed for the completion for the Incomplete Contract should not exceed more than a month after the last day of the semester in which the course was taken. Additional time to satisfy the requirements of the Incomplete Contract will be considered on a case-by-case basis.

POLICY PROCEDURES

1. To receive a grade of "I," a student must complete a Plan for an Incomplete or Remediation form. This form must be approved by the course professor and MSW Leadership Team, and signed by the MSW Program Director and the School of

Social Work Dean.

POLICY FORMS

1. Plan for Incomplete or Remediation form

G. Remediation and Extension Policy

The MSW program at SAU is a competency-based learning program. As such, students in our MSW program are encouraged to remediate as needed to meet the required competencies. Issues of importance in the extension policy are outlined as follows:

COURSE/COMPETENCY REMEDIATION

MSW students who advocate/petition for additional remediation opportunity to master challenging competencies and practice behaviors will be allowed to extend their study until that same class time the next year.

Extended study can be arranged by providing a written request with details of the remediation plan prior to the last day of class. Any extended course will be given a grade of In Process (IP) with no additional tuition costs to the student.

The student will be given opportunity to master remediation content during a second time attending class and/or addressing challenging components as per the previously arranged written plan with the instructor. All course expectations must be met. Any remediation work must be completed before advancing to next semester classes.

H. Progression-Retention Policy

Students are required to maintain both academic and non-academic standards to remain in the MSW program. First, the university's academic standards for retention must be met and sustained. However, even if a student's academic performance is satisfactory, it may become necessary, due to unsatisfactory professional performance, to advise a student to reconsider his/her goodness-of-fit to the field of social work. Failure to do so may result in termination from the MSW program.

1. Students in the MSW program are responsible for taking full ownership of meeting all academic and non-academic retention requirements.
2. University academic standards for retention must be met and sustained, as follows:
 - a. Students must maintain a minimum cumulative grade point average of 3.0, earning a grade below B- in no more than two courses.
 - b. Courses with an earned grade of C- or below will not be counted for credit toward the master's degree.
3. The MSW Leadership Team will evaluate students' grades and GPA at the end of each semester. If a student's academic performance does not meet the university's standards, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether extenuating circumstances are present.

- Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.
4. A student may be asked to withdraw from the MSW program for any of the following non-academic reasons:
 - a. Academic honesty breaches
 - b. Failing the field practicum
 - c. Failing to abide by professional values and ethics, as outlined by the NASW Code of Ethics.
 5. When there is evidence that a student is not meeting the professionalism standards outlined in program policy, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether the student may be retained in the program. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.

POLICY PROCEDURES

1. In general, faculty will provide ongoing professional feedback for professionalism breaches, offering students opportunities to make corrective behaviors, prior to termination from the MSW program; however, any professional ethics breach could result in immediate termination from the program.
2. Challenges to program termination decisions will follow the Grievance Policy.

I. Graduation Policy

There are a number of processes that must be addressed prior to an MSW student being cleared for graduation. Students who are preparing to graduate have the responsibility to carry out all of the needed steps in a timely manner so that they do not experience any delay to their degree completion. This Graduation Policy was developed to outline the details of the required steps prior to graduation.

In order to be considered eligible for graduation clearance, students must complete the following requirements:

1. Submission of the online Graduation Contract form (see Policy Procedures section below)
2. Successful completion all MSW coursework requirements in accordance with university academic standards (see the Student Retention Policy or the SAU graduate catalog for details)
3. Successful defense of the MSW portfolio (see the Portfolio Defense Policy for details)

POLICY PROCEDURES

1. Complete and submit the university's Graduation Contract form available online at southern.edu/records.
2. Communicate with the MSW program office in the School of Social Work (msw@southern.edu) to verify graduation eligibility.

COURSE SCHEDULE:

NOTE: ALL assignments are due by 10:00 am on the F2F/class Sunday, unless otherwise noted in E-class!

DATES	LEARNING ACTIVITIES	LEARNING PRODUCTS
<u>MODULE#1</u> August 15 – 21	Planning: choosing a social problem Reading assignments are available in Perusall	DQ#1 Choose group members & Meeting times
<u>MODULE#2</u> August 22 – September 4	Evidence-based practice and the literature review Reading assignments are available in Perusall	DQ#2 Assignment (A)1: Topic Selection
<u>MODULE#3</u> September 5 – 18	What is needs assessment and why we need it? Reading assignments are available in Perusall	DQ#3 A2: Literature review
<u>MODULE#4</u> September 19 – October 2	Needs assessment research proposal Reading assignments are available in Perusall	CITI training due A3: Needs assessment plan IRB Application due
<u>MODULE#5</u> October 3 – 23	Knowing the environment: Stakeholder and SWOT analyses Reading assignments are available in Perusall	DQ#4 A4: Needs assessment research proposal Informed Consent & Survey/Interview Guide due
<u>MODULE#6</u> October 24 – November 6	Program planning: goals and objectives Reading assignments are available in Perusall	DQ#5 A5: Stakeholder and SWOT analyses

<p><u>MODULE#7</u> November 7 – 20</p>	<p>Evaluation plan</p> <p>Reading assignments are available in Perusall</p>	<p>DQ#6</p> <p>A6: Logic model & Evaluation plan</p> <p>Six-Sigma Training Due</p>
<p><u>MODULE#8</u> November 21 – December 4</p>	<p>Sustainability and grant writing basics</p> <p>Reading assignments are available in Perusall</p> <p>Group Presentations</p>	<p>DQ#7</p> <p>Final program proposal due</p> <p>Final group presentation due</p> <p>Peer evaluations due</p> <p>Course evaluation due</p>

Syllabus Policy: ***The professor reserves the right to alter assignments and/or contents of this syllabus. Students will be given appropriate notice of any changes.***

Bibliography

These readings are provided in addition to course readings.

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- Poertner, J., Moore, T. & McDonald, T. (2008). "Managing for Outcomes: The Selection of Sets of Outcome Measures". *Administration in Social Work*, 32 (4): P. 5-22
- Reamer, F. G. (2005). Documentation in social work: Evolving ethical and risk-management standards. *Social Work*, 50(4), 325-334.
- Rohe, W. (2009). From local to global: One hundred years of neighborhood planning. *Journal of the American Planning Association*, 75(2), 209-230.
- Sargeant, A., West, D., & Jay. E. (2007). The relational determinants of nonprofit web site fundraising effectiveness. *Nonprofit Management and Leadership*, 18(2), 141-156.
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- Smith, M. (2005). Diversity and identity in the non-profit sector: Lessons from LGBT organizing in Toronto. *Social Policy & Administration*, 39(5), 463-480.