



**TEXAS A&M**  
**UNIVERSITY**  
**COMMERCE**

**School of Social Work**

**SWK 508: Social Work Supervision and Administration**  
**Tuesday 6:00 p.m. to 9:00 p.m.—Mesquite Campus**  
**Saturday 12:00pm-3:00pm**  
**Fall – 2012**  
**Web-enhanced Course**

<b>Instructor:</b>	<b>Dr. Traci Perry</b>
<b>Office:</b>	<b>Henderson 323E</b>
<b>Office Hours:</b>	<b>Tuesday 11:00am-4:00pm and Thursday 10:00am-3:00pm-Commerce campus; by appointment-Mesquite campus</b>
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**COURSE DESCRIPTION:**

This practice course provides students with theories and skills needed for direct supervision of line workers, and middle and upper management skills in human service organizations. The course addresses relevant theories and models of supervision and administration as well as key skills needed to perform the functions of supervision and administration in complex organizations. Special attention is given to empowerment theories and the importance of resource development in underserved areas.

**Course Purpose:**

In many cases, advanced generalist practice graduates become administrators at some point in their career. Some are already working in that capacity. Social service agencies often look for people who can fulfill multiple functions, including the ability to provide leadership. One of the job requirements in such agencies may involve supervising line level employees or serving as an administrator in a small, non-profit organization, while at the same time providing direct services to clients.

## **GOAL & COMPETENCIES:**

**1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions. Graduates will be able to demonstrate the following competencies:**

C 1.1 Apply critical and independent analysis of practice situations and effectively communicate their judgments, reasoning and decision-making processes (2.1.3)

C 1.2 Apply and contribute to evidence-based and best practice approaches to continuously assess and improve the efficacy and effectiveness of practice (2.1.6)

C 1.3 Differentially apply theories and frameworks of HBSE and critique interactions between and among biological, psychological, social, spiritual and cultural systems and their reciprocal relationships with HBSE. (2.1.7)

C 1.4 Demonstrate autonomy in dynamic practice activities that involve (2.1.10):

C. 1.4 (a) Effective relationship-building interactions at all levels of systems f focused on enhancing client choice, motivation, and hopefulness in the change process

C. 1.4 (b) Use of a variety of multi-dimensional evidence-based assessment tools and intervention approaches

C. 1.4 (c) Effective intervention with complex problems and multi-level systems that provides amelioration as well as prevention strategies

C. 1.4 (d) Response to the evaluative feedback process for interventions implemented with client systems

**2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change. Graduates will be able to reflect the following competencies:**

C. 2.1 Promote effective social policies to improve quality of service delivery systems and enhance well-being of individuals, families, groups, organizations, and communities (2.1.8)

C. 2.2 Apply social work ethical principles to resolve dilemmas and create positive change among individuals, families, groups, organizations & communities (2.1.2)

C. 2.3 Demonstrate the ability to build strengths based on mutual engagement with diverse populations (2.1.4)

C. 2.4 Develop strategies to address discrimination, reduce disparities, and promote social and economic justice for all populations (2.1.5)

**3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life. Graduates will be able to reflect the following competencies:**

C. 3.1 Exemplify and model professional social work standards and strive to enhance their professional growth and development (2.1.1)

C 3.2 Use leadership skills indicative of an advanced generalist practitioner to proactively respond amidst changing contexts (2.1.9)

C 3.3 Apply innovative solutions to emerging social and organizational dynamics. (\*\* New AGP Objective)

C 3.4 Effectively intervene with individuals, families and groups, and provide administrative leadership and direction in organizations and communities as advanced generalist practitioners. (\*\* New AGP Objective)

**COURSE OBJECTIVES:**

- Objective 1. Students will learn the knowledge and skills needed to provide leadership in social work organizations
- Objective 2. Students will learn how to write a grant/funding proposal for consideration by a governmental or private funding source that targets rural or urban settings
- Objective 3. Students will learn to understand the use of self in supervision including the nature and exercise of power and authority, management of time and stress, and the effects of cultural, racial, economic ability and gender diversity in the supervisory process
- Objective 4. Students will learn how to apply critical thinking skills to administrative practice

**STUDENT LEARNING OUTCOMES:**

Course Goals include a) the knowledge the student will acquire as a result of completing the course, and b) the abilities the student will develop as a result of completing the course include the following:

Upon completion of this course, the student will:

1. Be able to enumerate and describe various theories of supervision.
2. Be able to enumerate, describe, and critically analyze various theories of administration of human service organizations.
3. Demonstrate skills of direct supervision of human service practitioners and other staff.
4. Demonstrate skills in resource development, program planning, development and operation
5. Be knowledgeable of and able to demonstrate skills in program evaluation and assessment.
6. Demonstrate decision-making, which reflects the internalization of the goals, values and ethics of social work

7. Master basic competencies in written communication, oral communication, and critical thinking at a professional level
8. Identify issues of diverse populations that require additional knowledge to ensure competency in administrative social work practice

### **Learning Modalities**

- Lecture
- Discussion
- In-class collaboration
- Written papers and projects
- Student presentations

### **Assumptions**

- Students understand the value of the course and are committed to creating the best possible learning opportunity for themselves and their peers.
- Graduate students are different from college students, in that they are more self-directed, responsible and autonomous.
- Three hours of lecture is boring. Class sessions should engage students and provide the opportunity to apply concepts and practice skills.
- Because most class session time will be used for application and practice, students are responsible for reading assigned materials outside of class.

### **RELATIONSHIP TO OTHER COURSES:**

This course supports the program relating to agency-based practice. Students are introduced to theories and methods of social work supervision of first line workers as well as more general program administration activities related to executive direction and policy practice. The course complements foundation content relating to organizational theory, and practice with organizations. The course addresses unique aspects of supervision and administration in rural and urbanizing regions. Program development and linking resources are stressed. The course draws from advanced theory about organizations and work groups derived from SWK 507.

### **TEXTS:**

Kettner, P. M. (2002). *Achieving excellence in the management of human service organizations*. Boston, MA: Allyn and Bacon.

### **CLASS ATTENDANCE AND PARTICIPATION:**

Class attendance and participation are mandatory. Additionally, logging in and completing assignments online on eCollege on a weekly basis is mandatory. **On weeks that students attend**

**class online via eCollege, students must log in and complete assignments in a timely manner in order to be considered in attendance.** Student class attendance is essential to achieving the course goals. Roll will be taken at the beginning of each face-to-face class. **In addition, your logging in to eCollege to complete assignments during online classes allows me to take roll electronically. Not logging in to eCollege for the appropriate weeks and completing assignments online during the appropriate time constitutes an absence in this course.** It is your responsibility to notify the instructor if you arrive late when we meet face-to-face; however, students who miss more than half of class will not be given credit for attendance. **Students will be allowed 2 absences for any reason. A third absence will result in one letter grade drop from the final average. Anyone who misses 4 or more classes (either online or face-to-face) will automatically be given a failing grade. Excused and unexcused absences present the same problems to your success in this class.**

Class participation has three components: (1) appropriate verbal and non-verbal interactions with classmates, (2) attentiveness, and (3) active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given verbal feedback if problems are evident.

#### **POLICY ON DUE DATES:**

**No late assignments will be accepted. Assignments must be turned in by the due dates indicated on the course schedule.** All papers, journal critiques, etc. must be submitted to the Dropbox. The Turnitin feature has been turned on for papers submitted in the Dropbox. **Papers that are submitted by email directly to the professor will not be accepted. They must be in the Dropbox. No exceptions.** Additionally, PDF research journal articles must be uploaded in DocSharing when they are due. Journal critiques that are uploaded in DocSharing, but not in the Dropbox when they are due will not be graded. Please follow the instructions on how to submit assignments for this course. Instructions for submission are located in the assignment section of this syllabus. **If you have difficulty or need help submitting assignments, please call the eCollege helpdesk for assistance.**

#### **POLICY ON PLAGIARISM AND CHEATING:**

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literary composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper

referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In™) to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

### **ACCEPTABLE CLASSROOM BEHAVIOR:**

“Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student’s Guide Book, 2011, p. 35).

### **CODE OF CONDUCT FOR SOCIAL WORK STUDENTS:**

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the *NASW Code of Ethics* to guide social workers’ conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department’s Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

### **STUDENTS WITH DISABILITIES:**

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University’s commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).

<b>GRADING:</b>	<b>POSSIBLE POINTS</b>
Group Grant Application Proposal-Part A	25
Group Grant Application Proposal-Part B	50
Group Grant Application Proposal-Part C	50
Grant Oral Presentation- Part D	25
Online Research Journal Article Summary and Critique	60
Online Student Led Discussions	140
Online Final Examination	100
Group Grant Project Participation Grade	25
Class Participation	25
<b>Total Points</b>	<b>500</b>

<b>Points</b>	<b>Grade</b>
450-500	A
400-449	B
350-399	C
300-349	D
<300	F

### **CLASS ATTENDANCE AND PARTICIPATION**

Attendance at all class meetings is required either face-to-face or online. In case of necessary absences, students need to notify the instructor *before* class by e-mail. If assignments are due on the date of the absence, it is the *student's responsibility* to make sure that the assignment is sent to the instructor on or before the due date. Students are also responsible for material covered in class during an absence and should make appropriate arrangements with a classmate to obtain notes from the material covered in class during their absence. Roll will be taken each class period. **Students who have more than TWO absences will have their grade lowered by one letter grade.**

Active participation in class lectures, discussions, and exercises are welcome and necessary. Students are expected to come to class prepared to discuss assigned readings and material presented in lectures. During online classes one or two individuals will be asked to lead a discussion based on the reading for that week. Discussion of the readings should include the following:

1. Key ideas discussed in the paper.
2. Why these ideas are important and any points in the reading?
3. Which ideas do you disagree with?
4. How can the useful ideas discussed in the paper be translated into actual practice?

The student may bring in a related topic from the media or other source during the semester, but the topic must be relevant and the student must be prepared to discuss it with the class. Speakers are welcome and if you know someone who can address one of the class topics, talk to the instructor.

## **UNIVERSITY HONOR CODE**

“All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment” (Student’s Guide Book, 1996-97, pp. 64-70). See also: Social Work Department Policies and Procedures, NASW Code of Ethics, and your MSW student handbook.

Plagiarism is the “Act of appropriating the literary composition of another, or parts of passages of his [or her] writings, or the ideas or language of the same, and passing them off as the product of one’s own mind.” (Black’s Law Dictionary, Abridged Fifth Edition, 1983). When a student gives proper credit to the source, it is not plagiarism.

Some examples of cheating include copying answers from another’s test or assignment, using notes during an exam, giving or receiving help on assignments, and submitting work already submitted for a previous class for credit in another class. If a student suspects cheating is occurring during an exam, the student must immediately notify the instructor, so that the instructor can evaluate the situation while it is occurring.

Law, University policy, and ethical standards all require that students refrain from plagiarism or cheating in any form. Social workers must be honest, trustworthy, and therefore social work students must avoid any behavior that is dishonest, or impairs the trust of others.

Instances of suspected plagiarism and/or cheating will be thoroughly evaluated. Students found in violation of this policy will be subject to disciplinary action by the Department and University. Violation of the above guidelines will result in a failing grade and possibly dismissal from the program.

### **CELL PHONES/PAGERS:**

Please turn your cell phone and/or pager off during class.

### **STUDENTS WITH DISABILITIES**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gee Library room 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
**[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)**

The Department of Social Work does not discriminate with regard to race, color, national origin, sex, age, religion, disability or status as a veteran, sexual orientation, gender identity, familial status or political affiliation in administration of its educational programs, admissions or employment practices.

### **COURSE OUTLINE:**

### **OVERVIEW OF ASSIGNMENTS:**



Please Note:

This is a web-enhanced course that is both 50% face-to-face and 50% online. We will use the eCollege website portal 50% of the time for this course. The course schedule provides dates for the online courses.

**When you are experiencing technical difficulty with submitting assignments or with using the other features on the eCollege website portal, you must call the eCollege helpdesk for assistance. You must get a ticket number from the eCollege helpdesk representative.**

**I will not accept any assignments by email.** All assignments must be submitted to the Dropbox by the due date with the exception of the PDF for the research journal article that pertains only to the assignment below which must be submitted to DocSharing by the due date (please read the instructions below regarding the submission process for the research journal article assignment).

**1. Online (eCollege) research journal article summary and critique- 60 points (Objectives 1, 3, and 4)- (6 articles total)**

**Instructions:**

You will locate research journal articles (preferably social work) about evidenced-based supervision and administration strategies, tools and techniques used in human service organizations that are used and are effective for addressing problems in the human service organizational environment.

During the weeks when you attend class online (via eCollege), you will locate articles in the peer-reviewed, scholarly, academic research journals (see the course schedule for due dates). The journals can be found in the Texas A&M University library. You can click on the link to the library from your eCollege web portal. You will write a summary of the article that you read and provide a critique of the article that you read.

**You must submit your journal article critique in the Dropbox in an MS Word document preferably 97-2003 version and you must upload the actual article in DocSharing to share with your classmates by no later than Monday at 11:59pm. No Exceptions. I will not accept article critiques or journal articles that are emailed directly to me. I will not grade it. I will not accept journal article critiques uploaded in DocSharing. They must be uploaded in the Dropbox. You should use APA format to provide a reference for the article.**

If you have problems with submitting items, you must contact eCollege helpdesk for assistance.

**Due Dates: See course schedule for specific due dates**

**2. Online (eCollege) student-led group discussions on Textbook Chapters- 140 points (10 points per weekly discussion per chapter online) (Objectives 1, 3 and 4)**

**The student group discussion facilitators must post the initial question (s) by no later than Thursday at 11:59pm of the week the chapter is due (questions can not be taken from the back of the chapter or copied from another student). You will create your own questions (s) specific**

to the chapter for students to discuss. Students in the course will have until Monday at 11:59pm to answer and respond to the questions. No Exceptions. If you have problems with using the group discussion features on eCollege, please call the eCollege helpdesk.

**Instructions:**

This is a discussion so you must respond to the actual question posed by your student facilitator and then respond to 1 other student (2 responses total). In order to receive the full points, you must provide 2 responses as indicated in the instructions. Responses must be substantive and must include references to chapters/pages in the Kettner textbook.

**[Due Dates: See course schedule for specific due dates](#)**

**Grant Writing and Program Development: Group Project (Objective 2)**

**In groups of two or three students:**

Write a formal grant proposal and submit that request to a public or private granting agency using the format/components in handouts given to you by the instructor. **See Grant components document.**

This is an actual grant and the proposal is to address a real health or human service needs of your identified agency. It may include a request for personnel, equipment, supplies, purchased services or other resources. **The beneficiary is to be an existing agency or other organization, e.g., your field agency, your place of employment, or some other social service organization you feel would benefit if new resources were made available to them (create boilerplate for current or future funding opportunities).**

**Components of a Grant Proposal**

<b>Sections</b>	<b>Information Included in the Section</b>
<b>1. Abstract and Budget Summary</b>	A. one page introduction to project B. summary of budget expectations
<b>2. Introduction</b>	A. background information of the submitting agency, including agency experiences, accomplishments and support B. establish program and financial credibility
<b>3. Problem/Need Statement</b>	A. data to identify and clarify problem/need B. reasons why your agency proposal should be funded
<b>4. Objectives</b>	A. stated in relation to problem/need B. stated in performance terms, are specific, time oriented and measurable
<b>5. Methods</b>	A. product or outcome oriented B. specific plan of action (methodology) C. identifiable "outcomes"
<b>6. Evaluation</b>	A. process oriented and/or product oriented B. external review and/or internal review C. Include method and type of evaluation
<b>7. Budget</b>	A. should reflect actual projected expenses

	<ul style="list-style-type: none"> <li>B. presented in a line item format</li> <li>C. identification of any matching funds and/or local contributions</li> <li>E. reflect limits set by external funding source</li> </ul>
<b>8. Summary</b>	<ul style="list-style-type: none"> <li>A. one page in length</li> <li>B. identification of submitting agency</li> <li>C. states submitting agency credibility</li> <li>D. restates problem/need</li> <li>E. gives project objectives and activities</li> <li>F. gives actual project costs</li> </ul>
<b>9. Appendix</b>	<ul style="list-style-type: none"> <li>A. letters of support</li> <li>B. personnel vitae/resume of principal investigator (PI)</li> <li>C. program brochure</li> <li>D. all related reports, data, and documents</li> <li>E. job descriptions</li> </ul>

### **3. Part A: 25 points- Sections 1 and 2**

Provide instructor with a brief cover summary of the grant proposal project. Please provide a typed summary with headings 1-2 pages to summarize project. See handout on common components of a grant proposal for headings and instructions on the summary/introduction for clarification. Further instructions will be provided in class.

**Part A Due Date: October 1, 2012 11:59pm in the Dropbox of eCollege-I will meet with each group to get an update on progress and provide feedback at this time.**

### **4. Part B: 50 points- Sections 3, 4, and 5**

Provide instructor with problem need/statement, objectives and methods sections of your grant. **See handout on common components of a grant proposal for headings and instructions on the summary/introduction. Further instructions will be provided in class.**

**Part B of the Grant Proposal Due: October 29, 2012,**

### **5. Part C: 50 points- Final Grant Proposal should be submitted with all sections (including sections 6,7,8 and 9)**

All sections of the grant due (including the evaluation, budget and budget narrative, summary of the grant proposal and appendix) **See handout on common components of a grant proposal for headings and instructions on the summary/introduction. Further instructions will be provided in class.**

## Final Grant Proposal

The length of most grant applications is **10 pages**; however some granting agencies have a standardized format for submission, which may dictate the length of the grant proposal. The proposal should be bound and include a title, page, table of contents and appendix.

## Part C Final Grant Proposal with Appendix Due: November 12, 2012 in the Dropbox.

### **6. Part D: 25 points- Grant Presentations**

#### Presentations

Each team will give a 20-minute presentation to the class, using members of the class as their “grant review committee,” such as those used by most grant-making or public agencies. The presentations will consist of a **15-minute summary** of the proposal and **five minutes** for questions. **You will be accountable for staying within the 20-minute time frame**

## Grant Presentations are due during the weeks for students who are assigned to weeks 11 and 14.

**Expectations for Graduate Research Papers- You should follow this format when submitting your papers for the Grant Proposal.**

- Make sure your papers are original, typed (**no hand written papers will be accepted**)
- Double spaced with fresh writing, clear thinking, and lucid arguments. In other words, let your paper be an accurate reflection of you.
- Minimum of 10 pages in length (not including the reference page),
- Fully referenced
- American Psychological Association (APA) Handbook (see Bibliography for reference information). Copies of the APA manual can be purchased at the bookstore or borrowed from the library.
- The paper must reflect scholarly research using academic journals and books (a minimum of five such sources must be cited in the body of the paper).
- Citations from your course texts, the internet, popular magazines or handouts given to you by the instructor are acceptable but should be used sparingly and do not reflect scholarly research. References must be included at the end of the paper.
- Please note that this is a graduate level course and the expectations are considerably higher than those at an undergraduate level. Research papers are not intended to be creative writing exercises or op-ed pieces. While your opinions are important and will be sought throughout the course, for purposes of this work it is more important to demonstrate your ability to do research at the library, to critically analyze various positions, comparing and contrasting their strengths and

weaknesses, and then to allow the facts presented to persuade the reader as to his/her own conclusions.

**7. Multiple-choice final exam: 100 points on eCollege**

**Due Date: December 11, 2012 at 11:59pm, No Exceptions**

**8. Group project participation: 25 points**

**Instructions:**

Each student group participant will have the opportunity to grade the individuals within their group. You will be provided with a grading rubric and each person in the group will assign each group member points based on the grading rubric. All points for the individual will be averaged to determine the individual’s group participation score. Each individual will be graded on how well they participated in the group process and on how much effort was contributed to the group’s grant-writing proposal project.

**9. Class participation: 25 points**

**Instructions:**

Class participation includes participating in class lectures (i.e. making thoughtful comments and asking questions, that contribute to the learning of your peers in the classroom and participating in group activities and group discussions). Additionally, class participation includes interaction with your peers online.

**COURSE SCHEDULE:**

DATE	TOPIC	ASSIGNMENT
Developing a Theory and Philosophy of Management		
Week 1  8/27/12-9/2/12  <b>Face to Face</b>	Introduction to the course; Syllabus review Introduction to Grants-Grantwriting 101- In-class lecture	<ul style="list-style-type: none"> <li>▪ Assign work groups for grant paper project</li> <li>▪ Assign discussion leaders for online discussions on eCollege</li> <li>▪ Grant-writing activities in-class</li> </ul>
Week 2  9/3/12-9/9/12  <b>Online</b> (Follow Instructions for assignment)	Perspectives on Excellence in Management Theories and Developing a Theory for the Management of Human Service Organizations <ul style="list-style-type: none"> <li>• Management vs. Administration</li> <li>• Organizational Excellence</li> <li>• Leadership Excellence</li> <li>• Management theory</li> </ul>	Read Kettner, Ch. 1-2 Assignments: <ul style="list-style-type: none"> <li>▪ Student Led Online Discussion-Ch. 1-2</li> <li>▪ Research Journal Summary and Critique</li> <li>▪ Work on Grant Project</li> </ul> <b>Assignments due the following Monday by 11:59pm, No Exceptions</b>

submission)		
<p>Week 3</p> <p>9/10/12- 9/16/12</p> <p><b>Face to Face</b></p>	<p>Understanding the Organization from a Systems Perspective</p> <ul style="list-style-type: none"> <li>▪ Grant-writing and sources of funding ser</li> <li>▪ External environment</li> <li>▪ Internal environment</li> </ul> <p>▪ Personal Supervisory Style Profiles In-Class Exercise and</p> <p>In-class Lecture:</p> <ul style="list-style-type: none"> <li>▪ Grants components</li> <li>▪ Grant writing activities In-Class</li> </ul>	<p>Read Kettner, Ch. 3</p> <p><b>Assignment:</b></p> <p>Work on grant proposal summary</p>
<b>Managing the Organization</b>		
<p>Week 4</p> <p>9/17/12- 9/23/12</p> <p><b>Online</b></p> <p>(Follow Instructions for assignment submission)</p>	<p>Using Structure to Facilitate and Support Achievement of the Agency's Mission</p> <ul style="list-style-type: none"> <li>▪ Organizational Structure</li> <li>▪ Boards</li> <li>▪ Bylaws</li> </ul>	<p>Read Kettner, Chapter 4</p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>▪ Student Led Online Discussion-Ch. 3-4</li> <li>▪ Research Journal Summary and Critique</li> <li>▪ Work on Grant Project</li> </ul> <p><b>Assignments due the following Monday by 11:59pm, No Exceptions</b></p>
<p>Week 5</p> <p>9/24/12- 9/30/12</p> <p><b>Face to Face</b></p>	<p>Components of the grant proposal</p> <ul style="list-style-type: none"> <li>▪ Lecture on grant writing topics in-class</li> <li>▪ Grant writing activities In-Class</li> <li>▪ Creative Administration-In-Class Exercise and Discussion</li> </ul>	<p>Read Kettner, Ch. 5</p> <p><b>Assignment:</b></p> <p>Work on grant proposal summary</p> <p><b>Part A: Brief Summary of the Grant Proposal Due</b></p> <p><b>Assignments due the following Monday by 11:59pm, No Exceptions</b></p>
<p>Week 6</p>	<p>Using Job and Work Design Creatively to Achieve Maximum Employee Performance</p>	<p>Read Kettner, Chapter 6</p> <p><b>Assignments:</b></p>

<p>10/1/12-10/7/12</p> <p><b>Online</b> (Follow Instructions for assignment submission)</p>	<ul style="list-style-type: none"> <li>• Job and work design</li> <li>• Job responsibilities</li> </ul> <p>Promoting Excellence Through Well-Designed Motivation and Reward Systems</p> <ul style="list-style-type: none"> <li>• Motivational theories</li> <li>• HR Benefits</li> <li>• Enhancing motivation</li> <li>• Burnout</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student Led Online Discussion-Ch. 5-6</li> <li>▪ Research Journal Summary and Critique</li> <li>▪ Work on Grant Project</li> </ul> <p><b>Assignments due the following Monday by 11:59pm, No Exceptions</b></p>
<b>Managing Data, Information, and Finances</b>		
<p>Week 7</p> <p>10/8/12-10/14/12</p> <p><b>Face to Face</b></p>	<p>Using Data and Information to Achieve Excellence and Managing Resources to Support Excellence</p> <ul style="list-style-type: none"> <li>• Data/Information</li> <li>• Budgeting</li> <li>• Revenue sources</li> <li>• Resource allocation</li> </ul> <p>Components of the grant proposal</p> <ul style="list-style-type: none"> <li>▪ Lecture on grant writing topics in-class</li> <li>▪ Grant writing activities In-Class</li> </ul>	<p>Read Kettner, Chapters 7-8</p> <p><b>Assignment:</b> Work on grant proposal summary</p>
<b>Managing Human Resources</b>		
<p>Week 8</p> <p>10/15/12-10/21/12</p> <p><b>Online</b> (Follow Instructions for assignment submission)</p>	<p>Maximizing Organization Performance through Human Resources Planning</p> <ul style="list-style-type: none"> <li>• Selecting, hiring, and retaining staff</li> <li>• Human resource law</li> </ul>	<p>Read Kettner, Chapters 9</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ Student Led Online Discussion-Ch. 7-9</li> <li>▪ Research Journal Summary and Critique</li> <li>▪ Work on Grant Project</li> </ul> <p><b>Assignments due the following Monday by 11:59pm, No Exceptions</b></p>
<p>Week 9</p> <p>10/22/12-10/28/12</p> <p><b>Face to Face</b></p>	<p>Using Job Analysis as a Basis for Ensuring Consistency within the Human Resources System</p> <ul style="list-style-type: none"> <li>• Job analysis</li> <li>• Job description</li> <li>• Job announcements</li> </ul>	<p>Read Kettner, Chapter 10</p> <p><b>Assignment:</b> Work on grant project</p> <p><b>Part B of Grant Proposal is Due in the Dropbox on the following Monday at 11:59pm, No Exceptions</b></p>

<p>Week 10</p> <p>10/29/12-11/4/12</p> <p><b>Online</b></p> <p>(Follow Instructions for assignment submission)</p>	<p>Strengthening the Organization through Excellent Recruitment, Selection, and Hiring Practices</p> <ul style="list-style-type: none"> <li>• Recruitment</li> <li>• Selecting</li> <li>• Interviewing</li> <li>• Hiring</li> </ul> <p>Maximizing Employee Potential through Staff Training and Development</p> <ul style="list-style-type: none"> <li>• Orientation</li> <li>• Training</li> <li>• Career Development</li> </ul>	<p>Read Kettner, Chapter 11-12</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ Student Led Online Discussion-Ch. 10-12</li> <li>▪ Research Journal Summary and Critique</li> <li>▪ Work on Grant Project</li> </ul> <p><b>Assignments due the following Monday by 11:59pm, No Exceptions</b></p>
<p>Week 11</p> <p>11/5/12-11/11/12</p> <p><b>Face to Face</b></p>	<p style="text-align: center;">Grant Presentations</p>	<p>Grant Presentations- In-class</p> <p><b>Assignment:</b></p> <p><b>Part C of Grant Proposal is Due in the Dropbox on the following Monday at 11:59pm, No Exceptions</b></p>
<p>Week 12</p> <p>11/12/12-11/18/12</p> <p><b>Online</b></p> <p>(Follow Instructions for assignment)</p>	<p>Supervision, Performance Appraisal, Rewards, and Termination</p> <ul style="list-style-type: none"> <li>• Functions of supervisor</li> <li>• Ethical Supervision</li> <li>• Corrective hiring</li> <li>• Performance evaluation</li> <li>• Termination</li> </ul> <p>Monitoring and Evaluating Organizational Effectiveness</p> <ul style="list-style-type: none"> <li>• Measuring effectiveness Outcomes versus outputs</li> </ul>	<p>Read Kettner, Chapter 13-14</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>▪ Student Led Online Discussion-Ch. 13-14</li> <li>▪ Research Journal Summary and Critique</li> </ul> <p><b>Assignments due the following Monday by 11:59pm, No Exceptions</b></p>
<p>Week 13</p>	<p style="text-align: center;"><b>Happy Thanksgiving</b></p>	<p style="text-align: center;"><b>Happy Thanksgiving</b></p>



11/19/12- 11/25/12  <b>No Class</b>		
Week 14  11/26/12- 12/2/12  <b>Face to Face</b>	Grant Presentations  Review for Final Exam, Course Wrap Up	Grant Presentations- In-class  Course Wrap Up Class Evaluations
Week 15  12/3/12- 12/11/12  <b>Online</b> (Follow Instructions for assignment submission)	Online via eCollege	<b>Final Exam closes this week on December 11, 2012 at 11:59pm, No Exceptions</b>

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