



School of Social Work

SWK 508.51E: SOCIAL WORK SUPERVISION AND ADMINISTRATION

CHEC Campus

Room 114

Thursdays, 1:00 - 4:00pm

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes

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NOTE: Emails will be answered within 24 hours following your initial post during weekdays. Emails received on Fridays after 5:00pm will be answered the following Monday. **Voice messages** left in my office phone will not be accessed every day; please email.

Overview of Course

COURSE DESCRIPTION:

This practice course provides students with theories and skills needed for direct supervision of line workers, 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 rural 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. In both rural and urban 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.

COURSE OBJECTIVES:

1. Students will learn the knowledge and skills needed to provide leadership in social work organizations.
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.
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.
4. Students will learn how to apply critical thinking skills to administrative practice.

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.

PROGRAM GOALS:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions.
2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change.
3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life.

CORE COMPETENCIES:

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students achieve programmatic goals listed above through demonstration of the following competencies for Advanced Generalist Practice (AGP).

Competency AGP 2.1.1 Exemplify professional social work behavior and standards

Competency AGP 2.1.2 Apply social work ethical principles to resolve dilemmas and create positive change

Competency AGP 2.1.3 Critically analyze practice solutions and Communicate judgments and reasoning through decision-making processes

Competency AGP 2.1.4 Demonstrate the ability to build strengths based on mutual engagement with diverse populations

Competency AGP 2.1.5 Demonstrate commitment to strategies that address discrimination, reduce disparities, and promote social and economic justice

Competency AGP 2.1.6 Contribute to evidence-based best practice approaches to assess and improve effectiveness

Competency AGP 2.1.7 Differentially apply theories and frameworks of HBSE

Competency AGP 2.1.8 Promote social policies to improve service delivery systems

Competency AGP 2.1.9 Use leadership skills to respond, influence, and shape changing contexts

Competency AGP 2.1.10 Demonstrate autonomy in dynamic practice situations that involve:

2.1.10.1 Relationship-building at all levels of systems

2.1.10.2 Evidence-based assessment tools and intervention approaches

2.1.10.3 Effective intervention with complex problems and prevention strategies

2.1.10.4 Response to the feedback process from interventions

Competency AGP 2.1.11 Develop leadership skills as advanced generalist practitioners to enhance organizations and communities

Competency AGP 2.1.12 Demonstrate innovative problem-solving in social and organizational systems

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise competency at the Advanced Generalist Practice (AGP) level. While content and activities of each course in the MSW curriculum covertly or overtly addresses each of the nine competencies, identified within each course is a set of specific practice behaviors representing observable components of one or more competencies. Course content and assessment reflect the bolded competencies and the following practice behaviors:

AGP 2.1.1c Adheres to professional roles and boundaries

AGP 2.1.2b Strategically uses supervision and consultation to address ethical dilemmas in practice

AGP 2.1.3a Applies professional judgment and reasoning

AGP 2.1.8b Identifies impact of policies from various systems on clients and advocates on behalf of client systems

Course Structure

Texts and Associated Materials

Required Text:

Kettner, P. M. (2013). Excellence in human service organization management. Boston, MA: Pearson.

Additional reading will be available in Brightspace.

Overview of Class Organization: Team-based Learning

Much of what students learn in the classroom is affected by two sources: the level of effort contributed by the individual, and the learning community that is created through the shared ownership and contributions of the collective whole. This means that we come prepared to join in the classroom learning experience by having our readings and other work completed. We also take responsibility for completing assignments in a competent and timely manner. However, much more than this, it also means that we each take a shared responsibility for the growth and professional development of each of the individuals in our learning community.

Grounded on this perspective, this class is conducted with several pillars of the Team-Based Learning (TBL) approach. In team-based learning, students are assigned strategically to a permanent team, which participate in in-class discussions and application activities throughout the semester (team meetings are not required outside of class time). TBL also encourages a mid-term and end of term course assessments as well as a self-examination and peer assessments.

Teams of 5-6 members are formed strategically considering students' assets and liabilities in relation to the course content. The number of student assigned to a team in this course will depend on the total of students registered. The team activities are designed to foster critical thinking and instructional engagement. The permanent team strategy creates a sense belongingness and connectedness within team peers. It also

offers the opportunity to learn together by learning about and from each other throughout the semester.

To guarantee an effective learning community each team member will assess their peers and complete a self-examination on their performance at mid-term up to date. Each team will also assess the development of the course at this time. The same assessment process will be repeated at the end of the semester. Further details on team-based learning will be shared the first day of class.

Course Assignments

1. Personal Supervisory Style Profile Paper (Objective 3)

Students are to interview a social work supervisor and complete a Leadership Style profile on the supervisor. The profile outline includes personal style, personal range, and personal adaptability. The student will then compare the supervisor's style that he or she interviewed with the student's own leadership style including style, range and personal adaptability. Be prepared to discuss the results of your profile in class. Length of paper: **800 - 1000 word count**

2. Administrative Research Paper (Objectives 3 and 4)

Students are to select an administrative issue and submit a fully-referenced **research paper**. The topic must be discussed in advance with the instructor to assure it is relevant to the curriculum in this course. It must address some aspect of populations at risk, social justice, or diversity. Some examples of topics follow:

- Leadership: Nature or nurture? Can people be trained/educated in the abilities required to be an effective leader or are those qualities innate?
- Burnout, fact or fiction? How is it that some people (e.g., Gandhi, Martin Luther King, and Mother Teresa) never complained of burnout when they experienced many of the conditions such as poor pay, stress and physical environments those are typically associated with burnout?

Throughout this course, other administrative issues will be raised. One of those

might be appropriate for a scholarly research paper. If you have an innovative idea for this paper, discuss it with the Instructor. The instructor will provide a guideline and rubric for the paper. **Paper length: 1500 -1800 word count. Note: *Students may submit a draft of the paper in hardcopy for feedback on or before date stated in course outline.***

3. Grant Writing and Program Development- Team Project (Objectives 2 and 4)

Each teams will write a formal grant proposal to a public or private granting institution using the format/components of the grant guides and **offer a 20-minute class presentation**. This is an actual grant proposal and can be considered to formally submit it through an existing community organization/agency to respond to real health or human service needs of the population they serve in Northeast Texas. Teams are to provide the instructor the grant application selected and the name of the organization or agency beneficiary before beginning to write the grant proposal.

The proposal may include a request for personnel, equipment, supplies, purchased services, and/or other resources for an existing organization/agency or propose a new project for the community. The beneficiary is to be an existing agency or organization, e.g., your field agency or some other social service organization you feel would benefit if additional resources were made available to them. If you do not know of an agency that would appreciate your help, check with your instructor. The length of most grant applications are 10 pages. However, you will complete the required information from the granting institution in their standardized format for submission, which dictates the length of the grant proposal. The instructor will set aside class time throughout the semester for teams to work on the proposal, and to meet with each team to review their progress, and respond to any questions or concerns on the project.

Teams will **present their proposals in class** based on the rubric provided by the instructor. Students will be graded on their individual contribution, professionalism projected and quality of the information delivered. All team members will need to attend on the day scheduled to present. Individual team members who do not

participate in the presentation will not receive the corresponding points.

4. In-class Team Application Activities (Objectives 1, 3 and 4)

Participate actively in three in-class application activities. These activities provide important application exercises related to the content of the week's class content.

5. Peer Assessments

Complete a Peer Assessment form for each team member at the end of the semester. You can receive up to 15 points based on the average of all the evaluations received from team peers. If you do not submit the assessments on your peers, you will not receive the corresponding points. The assessment form is available in Brightspace for your review. You will also complete an assessment form as your self-examination of your performance in the team; however, this assessment will not be averaged to the peer assessment points.

Assignments	Due Date	Value (Points)
Personal Supervisory Style Profile Paper	September 23	30
Research Paper	November 4	100
Grant Proposal	November 18	100
Grant Proposal Presentation	December 6	50
In-class Team Application Activities (3 activities x 10 points each= 30 points)	See Course Outline	30
Peer Assessment	December 6	15
Final Exam	December 13	100
Extra Credit (in-class midterm and end of term course assessments)	See Course Outline	(10)
TOTAL		425

*** Post assignments and complete the final exam in Brightspace no later than 11:59pm of the due date.**

Grading Scale

90-100% of points - A
80-89% of points - B
70-79% of points - C
60-69% of points - D
Below 60% - F

Student Rights and Responsibilities

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

Student Rights

As set forth in Texas A&M University System Policy 13.02

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule in conflict will be allowed to prevail.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

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) 886-5853

Fax 9903) 468-8148

StudentDisabilityServices@tamuc.edu

Students Responsibilities

Class Attendance and Participation Policy

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
- Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.
- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

<u>Weekly</u> (class meets 1X week)	<u>Up to 2</u> absences: No Penalty	<u>3 absences: 1</u> letter grade drop	<u>4 absences: Class grade of "F"</u>	
<i>Bi-Weekly</i> (class meets 2X week)	<i>Up to 3</i> absences: No Penalty	<i>4 absences: 1</i> Letter grade drop	<i>5 absences: 1</i> Letter grade drop	<i>6 absences:</i> Class grade of "F"
<i>Summer 10- week</i>	<i>Up to 1</i> absence: No Penalty	<i>2 Absences: 1</i> Letter grade drop	<i>3 absences: Class grade of "F"</i>	

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the

instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

Final Evaluation and Grade Depends on both Classroom attendance and Participation

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics*.

University Code of Conduct located in the *Student Guide Book*

at <http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is

essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

Approved statement for inclusion in university publications (i.e. Syllabi, Faculty Handbook, Undergraduate and Graduate Catalog, Student Guidebook ...)

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Plagiarism and Academic Dishonesty

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. *Conduct that violates generally accepted standards of academic honesty is academic dishonesty.*

The School of Social Work follows University Procedure 13.99.99.R0.10 Graduate Student Academic Dishonesty (available

at <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>)

Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

A student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering the program (Graduate School Catalog p 36)

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest

Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.

- *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you

do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT
Brightspace Support
Need Help?
Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

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Course Outline and Schedule

Weeks	Topics, Readings and Class Activities	Major Assignments	Due Dates*
1 8/30	<p>Introduction and Course Overview: discussion of syllabus; review of major assignments and grading policy; description of class structure and dynamic</p> <p>Required reading:</p> <ul style="list-style-type: none"> • Syllabus <p>Activities:</p> <ul style="list-style-type: none"> • Meet Peers and Instructor • Course Overview • Students' Expectations • Complete Self ID Form • Assign teams • Decide on Team Name and Agreements 		
MANAGEMENT THEORIES & ADOPTING A MANAGEMENT PHILOSOPHY			
2 9/6	<p>Topics: Differences between Administration, Management, Supervision and Clinical Supervision & Management Theories</p> <p>Required readings:</p> <ul style="list-style-type: none"> • Kettner, Chapter 1 • Dolgoff, Chapter 6: Perspectives on Excellence in Management Theories and Developing a Theory for the Management of Human Service Organizations <p>In-class Activities:</p> <ul style="list-style-type: none"> • Short Lecture and Discussion • In-class Team Activity 1- Leadership Style • Inform interviewee selected for Supervisory Style Paper 		
ORGANIZATION STRUCTURE			
3 9/13	<p>Topics: Understanding the Organization from a Systems Perspective & Using Structure to Facilitate and Support Achievement of the Agency's Mission</p> <p>Required readings:</p> <ul style="list-style-type: none"> • Kettner, Chapters 2 and 3 <p>In-class Activities:</p> <ul style="list-style-type: none"> • Short Lecture and Discussion • Select Research Paper Theme • Teamwork on Grant Proposal 		
4	Topics: Grant-writing and Sources of Funding	Supervisory	September 23

Weeks	Topics, Readings and Class Activities	Major Assignments	Due Dates*
9/20	Required readings: <ul style="list-style-type: none"> • Handouts In-class Activities: <ul style="list-style-type: none"> • Short Lecture and Discussion • Teamwork on Grant Proposal 	Style Paper	
5 9/27	Topics: Job Analysis and Job Design Required reading: <ul style="list-style-type: none"> • Kettner, Chapter 4 In-class Activities: <ul style="list-style-type: none"> • Short Lecture and Discussion • Teamwork on Grant Proposal 		
MANAGING HUMAN RESOURCES			
6 10/4	Topics: Human Resources Planning, Recruitment, Selection, Hiring, and Retaining Required readings: <ul style="list-style-type: none"> • Kettner, Chapters 5 and 6 In-class Activities: <ul style="list-style-type: none"> • Short Lecture and Discussion • In-class Team Activity 2: Role Play on Interviewing Candidates • Mid-term Course Assessment (extra credit) 		
7 10/11	Topics: Maximizing Employee Potential and Excellence through Training and Development & Motivation and Rewards Systems Required readings: <ul style="list-style-type: none"> • Kettner, Chapter 7 and 8 Online Activity: <ul style="list-style-type: none"> • Participate in Discussion Forum <p>Note: Use time this week to work on your Research Paper</p> <p>NO CLASS MEETING: TX- NASW Annual Conference, Arlington (10/11-13)</p>	Submit hardcopy of Research Paper draft on parts 1 and 2 (voluntary; not required)	October 11
8 10/18	Topics: Supervision, Performance Appraisal and Termination Required reading: <ul style="list-style-type: none"> • Kettner, Chapter 9 In-class Activities: <ul style="list-style-type: none"> • Short Lecture and Discussion • In-class Team Activity 3- Role Play on Supervision Skills • Teamwork on Grant Proposal 		

Weeks	Topics, Readings and Class Activities	Major Assignments	Due Dates*
ORGANIZATIONAL RESOURCE MANAGEMENT			
9 10/25	Topics: Budget, Revenues and Resource Allocation Required reading: <ul style="list-style-type: none"> • Kettner, Chapter 11 In-class Activities: <ul style="list-style-type: none"> • Short Lecture and Discussion • Teamwork on Grant Proposal 		
10 11/1	Topics: Data and Information Required reading: <ul style="list-style-type: none"> • Kettner, Chapter 10 In-class Activities: <ul style="list-style-type: none"> • Short Lecture and Discussion • Teamwork on Grant Proposal 	Research Paper	November 4
MONITORING & EVALUATION			
11 11/8	Topics: Monitoring and Evaluating Organizational Effectiveness Required reading: <ul style="list-style-type: none"> • Kettner, Chapter 12 In-class Activities: <ul style="list-style-type: none"> • Short Lecture and Discussion • Teamwork on Grant Proposal CSWE Annual Conference, Florida (11/8-10)		
12 11/15	In-class Activity: <ul style="list-style-type: none"> • Teamwork on Grant Proposal 	Grant Proposal	November 18
13 11/22	THANKSGIVING RECESS		
14 11/29	In-class Activities: <ul style="list-style-type: none"> • Final Exam Review • End of Term Course Assessment (extra credit) • Work on Grant Proposal Presentations 		
15 12/6	In-class Activities: <ul style="list-style-type: none"> • Grant Proposal Team Presentations • Complete Peer Assessments 		
16 12/13	NO CLASS MEETING Final Exam- Online		