SWK 508.06W & 508.7W: Social Work Supervision & Administration

COURSE SYLLABUS

Web-based

INSTRUCTOR INFORMATION

Instructor: **Leon Theodore, LMSW**

Office Location: **Virtual**

Office Hours: **By appt.**

Office Phone: **NA**

University Email Address: **Leon.Theodore@tamuc.edu**

Preferred Form of Communication: **Email**

Communication Response Time: **Within 2 business days**

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to TELUS Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available for guidance and support whenever needed.

QR Code TELUS

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Kettner, P. M. (2013). *Excellence in human service organization management (2 ed.).* Pearson.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Software Required:

- D2L (in MyLeo)
- Microsoft Office

Access at: Student Instructions to Sign Up Free for Microsoft Office

Optional Texts and/or Materials:

All MSW students must purchase the following study materials to **prepare for the Graduate Comprehensive Exam** they will take in their final semester. You must pass the exam to receive your degree. It is never too early to begin studying for the exam.

Comprehensive Study Guide (Masters, Clinical, Adv. Generalist) Version 9.0. Social Work Examination Services.
To purchase access: https://swes.net/all-products/#:~:text=Masters%2C%20Clinical%2C%20Adv.%20Generalist

Course Description

This practice course provides students with theories and skills needed for direct supervision of direct practice essential workers along with middle and upper management skills in human service organizations. The course addresses relevant theories and models of supervision and administration as well as critical skills needed to perform the functions of supervision and administration.

Prerequisites: Students must have completed all MSW foundation curriculum requirements, been admitted to the MSW program, and be in good standing in the MSW program.

Relationship to Other Courses

STUDENT LEARNING OUTCOMES

The 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. Listed below are the competencies and associated knowledge, skills, values, and cognitive and affective processes that comprise the expected outcomes for this course.

	Activity/Assessment	Dimension
Competency 1: Students will demonstrate ethical and professional behavior.		
Make ethical decisions by applying the standard of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of	Grant Writing Project and Program Development Project	Values Cognitive/Affective Processes

	Activity/Assessment	Dimension
ethics as appropriate to both rural and urban contexts and at the intersection of the two.		
Use technology ethically and appropriately to facilitate advanced practice outcomes in urban and rural settings.	Grant Writing and Program Development Project	Knowledge Skills
Actively participate in professional social work organizations/associations aimed at practice within urban and rural communities.	Grant Writing and Program Development Project	Cognitive/Affective Processes
Competency 2: Students will engage in diversity and difference in practice.		
Apply and communicate the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels within urban and rural settings.	Personal Supervisory Style Assignment	Knowledge Skills Values
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies across urban and rural settings and at the complex intersection of these two.	Personal Supervisory Style Assignment	Skills Values
Provide leadership in program development, administration, and evaluation; clinical and organizational supervision; research development and utilization; and policy creation, reform, and implementation to impact outcomes for those in both urban and rural environments and the intersection of both.	Personal Supervisory Style Assignment	Knowledge, Skills Values Cognitive/affective Processes
Competency 9: Evaluates Practice with Individuals, Families, Groups, Organizations, and Communities		
Select and use appropriate methods to evaluate outcomes, whether primarily in a rural or urban environment or at the intersection of the two.	Grant Writing and Program Development Project	Knowledge, Skills Values Cognitive/affective Processes
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary	Grant Writing and Program Development Project	Knowledge, Skills

	Activity/Assessment	Dimension
theoretical frameworks in evaluating outcomes for clients in urban and rural settings and the intersection of both.		Values Cognitive/affective Processes
Critically analyze, appraise, and evaluate intervention and program processes and outcomes in both urban and rural environments and the intersection of both.	Grant Writing and Program Development Project	Knowledge, Skills Values Cognitive/affective Processes
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels across the landscape of rural/urban and at the intersection of the two environments.	Grant Writing and Program Development Project	Knowledge, Skills Values Cognitive/affective Processes

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this course, you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, you will need the knowledge and skills to use Microsoft Word, PowerPoint, and Outlook Email. If you have any issues with using the various systems or software, you must contact support services and notify the Instructor of the technical issue.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L. It will consist of live class sessions, pre-recorded lectures, group engagement activities, and various assignments, including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities, and workshops may provide instruction during this course.

Student Responsibilities and Tips for Success in the Course

As a student in this course, you are responsible for engaging in active learning and reaching out to the Instructor if problems or challenges interfere with optimal learning. Communication is vital when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
2. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings prior to engagement with the Instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as a receiver of knowledge and skills.

5. Actively participate in engagement activities, including live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible. Completing assignments ahead of the due date so you are prepared to submit on the due date.
7. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the university, department, and Instructor's official method of communication.
9. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with personal and professional attributes.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100% of total points
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

Evaluation for the course grade is according to the following formula:

Assessments	Value
Personal Supervisory Style Profile	35%
Grant Writing and Program Development: Group Project	50%
Interactive Application Activities / Discussions	15%
TOTAL	**100%**

Assessments

Personal Supervisory Style Profile (Appendix A)
Students are to apply knowledge of human behavior and the social environment when interviewing an individual, specifically a social work supervisor and to complete a Leadership Style profile on the supervisor. The profile outline includes values that are demonstrated in the personal style, personal range, and personal adaptability of the supervisor. This assignment will help the student to understand and provide knowledge in leadership, program development, administration, and evaluation. It allows for cognitive processes through theory integration (applying relevant social work theories to practices of supervision) and self-awareness, where the student assess how the supervisor may influence their supervisory style. Effective communication in this assignment provides affective processes (building rapport and responding with understanding and support).
The student is expected to develop clinical and organizational supervision skills. This project will facilitate an in-depth exploration of skills in administration, planning, and organizing of

supervisors who work with of individuals, families, groups, organizations, and communities. To start - the student will compare the supervisor's style that he or she interviewed with the student's own leadership style, including style, range, and adaptability. Be prepared to discuss the results of your profile in class—three to five pages in length.

Grant Writing and Program Development: Group Project (Appendix B)
In groups of two or three students, write a formal grant proposal and submit that request to a public or private (rural/urban) granting agency using the format/components in handouts given to you by the instructor. This is an actual grant, and the proposal is to address real health or human service needs to focus specifically on either an urban, rural or community that intersects between rural and urban environments. It may include cognitive processes (research and informational gathering), 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. Through an affective process, it is expected that the students develop a genuine commitment to the project, where the grant writing will be persuasive to the funders, whereas the funds will be granted. To start - If you need to know of an agency that would appreciate your help, check with your instructor. 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. Having the ability to communicate the project's rationale strengthens the argument for funding.

Students are to demonstrate their knowledge or learned skills by providing the instructor with a summary of the grant proposal project a minimum of two weeks in advance of the due date. The instructor will also set aside part of a class session to meet with each group, review their progress, and consult with students regarding the progress being made. 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. This project will illustrate the cognitive and affective processes needed when writing proposals and grants to evaluate the needs of individuals, families, groups, organizations, and community practices. The presentations will consist of a 15-minute summary of the proposal and five minutes of questions.

Interactive Application Activities – Group Activity (Appendix C)

There will be three interactive activities related to proposals and grant writing. Each group will report their findings. The findings will be uploaded to D2L - Each student will upload their group's summary to D2L. A statement (two-paragraph summary) of three group activities/discussions.

1) One favored Leadership Style
2) Tips to writing a Successful Proposal
3) Tips to writing a Successful Grant

Due Date Policy

Late work will have an automatic 15-point deduction. All work must be completed by the last day of class.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements:

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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

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. Other support options can be found here:
https://community.brightspace.com/support/s/contactsupport

Interaction with Instructor Statement

If you have any questions or are having difficulties with the course material, please contact your Instructor via email. The Instructor will respond to email queries within two business days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may require the Instructor to modify it during the semester. Any changes made to the syllabus will be announced

in advance.

University Specific Procedures

Ethical Behavior

The School of Social Work expects all students to conduct themselves in an ethical, professional manner in the classroom and field settings consistent with the NASW Code of Ethics.

University Code of Conduct

Texas A&M University-Commerce has established standards of conduct to create and foster an environment that facilitates student learning and development. Students and university student groups are expected to conduct themselves in a manner that demonstrates respect for the rights and property of others and is consistent with the educational goals and mission of the university. This Code of Student Conduct ("Code") focuses on personal responsibility and accountability for students' actions and the impact those actions may have on the greater community. To access student academic and behavioral expectations for students refer to the Student Guidebook.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage (or copy/paste the following URL in your web browser: http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx)

If a student believes the final grade is unfairly impacted by attendance requirements, an appeal can be made. This appeal process is explained in "Student Appeal of Instructor Evaluation" - Procedure 13.99.99.R0.05.

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty, see the following procedures:

Graduate Student Academic Dishonesty 13.99.99.R0.10
Graduate Student Academic Dishonesty Form

Undergraduate Student Academic Dishonesty 13.99.99.R0.03
Undergraduate Academic Dishonesty Form

University Rules on Research

Students involved in conducting research and/or scholarly activities at Texas A&M University-Commerce must also adhere to standards set forth in University Procedure 15.99.03.R1 Ethics in Research, Scholarship, and Creative Work.

AI Use Policy

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that can generate text or suggest replacements for text beyond individual words, as determined by the course instructor.

Any use of such software must be documented. Undocumented use constitutes academic dishonesty (plagiarism).

Individual instructors may disallow the use of such software entirely for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided, the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. [Draft 2, May 25, 2023]
Graduate Student Academic Dishonesty 13.99.99.R0.10
Undergraduate Student Academic Dishonesty 13.99.99.R0.03

Students with Disabilities-- ADA Statement

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
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: StudentDisabilityServices@tamuc.edu
Website: Office of Student Disability Resources and Services

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

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 the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web URL:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

School of Social Work & Council on Social Work Education-Specific Policies

Course Engagement

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.

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes, and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with the Instructor, peers, and outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities may include but are not limited to, participation in live, synchronous virtual classes, attending a Face-to-Face course when appropriate, interacting with peers in posted discussions, and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement of the time set during a semester by the Instructor.

Instructors are experts in each course content area and set the standards for students to meet to successfully complete the course.

Student Conduct

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

Department Code of Conduct

The Academic and Professional Issues Committee (API) hearing is the formal path of due process for a student in regard to the concern being expressed. A student will be referred to the School of Social Work's API by faculty, field instructors, or faculty field liaisons when a concern

arises regarding academic and student conduct and/or professional preparation. When “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 that program” as demonstrated through ethical and/or legal violations; aberrant disregard for School of Social Work Code of Conduct or other concerns as determined by the Academic and Professional Issues Committee.

Graduate Students have the right to appeal to the Graduate Dean according to University Procedure 13.99.99.R0.39.
Undergraduate Students have the right to appeal to the Dean of the College of Education and Human Services according to University Procedure 13.99.99.R0.41.

APPENDIX A
Grading Rubric
Personal Supervisory Style Profile Paper
(100 points)

Description:
To integrate the knowledge acquired about social work supervision during the course, you will interview a supervisor in the human service arena. Write a paper reflecting on your interview and a plan for development along your career path. This assignment will lead you to analyze models of practice in social work supervision critically.

General Instructions:
Each student will submit a reflection paper based on an in-depth (or series of) interview(s) with a supervisor. Students may select a current or former field instructor, on-the-job social work supervisor, co-worker in a supervisor role, fellow student, or acquaintance in a social work supervision position. Family members are not acceptable.

Students will develop the interview questions based on the course content regarding supervision and leadership. Use the outline and rubric below to develop the interview questions, write and submit the 800-1000 word-count paper.

Content Outline:

Introduction
Interviewee' approach and experiences

- Appointment to the supervision position/role
- Administrative, educational, and supportive tasks
- Leadership
- Inclusion and Equity in the workplace
- Ethical issues or dilemmas in supervision

Analysis of the interviewee's approach and experience
Preferred perspective(s) and approach(es) as a leader and social work supervisor
Conclusion

Student: _____ Grade: _____

Criteria	Points Earned
Wrote a strong introduction (10 pts.) • Specified the general theme of the paper (3 pts.) • Explained the paper's purpose, including the means (i.e., f2f, zoom, email) and day the interview was carried out (2 pts.) • Included a thesis statement (3 pts.) • Presented an overview of the content addressed (2 pts.)	
Included the following content (35 pts.) • Introduced and described your interviewee (you can use pseudonyms for the interviewee and the institution where they work) (# of years in the SW profession; # of years supervising; # and type of supervisees (SW students, SWs, clinical SW candidates, others); type of institution; population served; and any other relevant information) (3 pts.) • Described the interviewee's supervision experiences and leadership approach(es) (cites are essential) (6 pts.) • Analyzed the interviewee's experiences, including equity and inclusion endeavors based on perspectives/approaches/ models of supervision and leadership (cites are essential) (10 pts.) • Presented and supported your perspective and approach to leadership and social work supervision (cites are essential) (8 pts.) • Reflected on potential ethical dilemmas applying the values, principles, and standards particularly to supervision, administration, and cultural competency citing the NASW Code of Ethics (8 pts.)	

Wrote a strong conclusion (10 pts.)
• Reinstated the thesis statement (2 pts.)
• Summarized what you learned from:
  • the interviewee
  • your leadership style and supervision skills to be an effective SW supervisor (5 pts.)
• Included a general development plan in social work supervision (3 pts.)	

Credited course instructional material, at least two more sources of information, and the interviewee (25 pts.)
• Cited relevant and reliable sources (academic/peered-reviewed journal articles (less than 10 years old) and official statistical data *(Note: stats only if needed).* (4 pts.)
• Cited the sources correctly *(Note: different structures of citing (parenthetical and narrative citations) are expected in graduate school)* (3 pts.)
• Formatted the references according to the APA Manual (7th ed.) *(Note: interview content is only cited; not included in the reference list)* (3 pts.)
• Included as appendices to the assignment: (15 pts.)
  • Interview Questions
  • Transcript, recording, or email sent by interviewee with responses *(Note: if needed, upload as a separate file in the corresponding assignment field)*	

Followed APA 7th ed. style and format (10 pts.)	

Criteria	Points Earned
• Cover page (1 pts.) • Line spacing/margins/font theme/font size (2 pts.) • Headings and sub-headings (3 pts.) • Page numbers (1 pts.) • References page (1 pts.) • Appendices (1 pts.) • Saved document in Word format (not in PDF) and uploaded the paper on D2L as ***Last Name __First Name_ Personal Supervisory Style Profile Paper*** (1 pts.)	
Wrote clear and concise using correct grammar, spelling, acronyms, punctuations, and academic tone (10 pts.) • Used proper sentence structure and length with correct punctuation, especially commas and apostrophes • Used good paragraphs with thesis sentences; appropriate paragraph length • Created a sense of understanding (thoughtful transitions, interconnection, and flow of ideas) • Avoided colloquial expressions • Avoided bias language • Stayed within the range of **800-1000 word count** (do not include the cover or reference pages in the word count)	

APPENDIX B

Grading Rubric
Grant Writing and Program Development:
Group Project Grant Proposal

(100 points)

Description:

This grant writing assessment is a service grant in response to an actual request for proposal (RFP). Each team (2-3 students) will write a formal grant proposal to a granting institution using the format/components of the grant guides. **Students will submit the written grant proposal to the potential beneficiary institution for future submission.** This assignment will be assessed using a generic to evaluate service grants (See Rubric on the following page). The instructor will be available throughout the semester for teams to consult, review their progress, and respond to any project-related questions or concerns.

Instructions:

Each team (determined by students) will identify an existing institution, e.g., your field agency or other social service organization, that can benefit from this **service-learning experience**. Teams will identify and complete an RFP that aligns with the institution's future project. Teams are to provide the instructor with the grant application selected and the name of the organization or agency beneficiary before writing the grant proposal.

Students will complete the RFP based on the established format provided by the granting institution. The length of most grant applications is 10 pages; however, each funding agency establishes the length of the grant proposal. The rubric might be different from the required information in the RFP. If so, make sure to submit all required content in the rubric, although it might not be requisite in the RFP. The assignment grade will be based on all the criteria below.

Rubric
Grant Proposal

Students: _____

Beneficiary Institution: _____

Funding Institution: _____

Type: __ Federal __ State __ County __ Local __ Foundation __ Other

Evaluation Criteria	**Missing 0**	**Developing 1**	**Satisfactory 2**	**Strong 3**
Described the agency or organization submitting the proposal according to the RFP				
Illustrated the needs/problems to be addressed and the target population				
Described the project proposed based on the needs/problem				
Sustained the project with evidence-based practice				
Included an implementation plan (goals, objectives, activities, …)				
Defined expected outcomes for each objective				
Presented a detailed budget and justified expenses (narrative) according to the implementation plan				
Presented how the proposed services, program, or project will be evaluated				
Included a sustainability plan				
Included Appendices: Itemized Budget, Timetable, References, Collaborative Agreement (between Student Team and Beneficiary Institution)				
TOTAL				

Fund this proposal	Consider this proposal	Do not fund this proposal in its current form
A (25-30 pts.)	**B (20-24)**	**C (16-19); D (11-15); F (0-10)**
The proposal aligns with the grant program's goals. The proposal included all the content above. Most elements received a "Strong" rating; any elements with a "Satisfactory" rating can be easily improved.	The proposal aligns with the grant program's goals. The proposal included all the content above. Some elements were rated "Strong," but others were rated "Satisfactory," indicating some areas that need further development. With feedback, the proposers could improve the project plan.	The proposal does not align with the grant program's goals, one or more criteria are missing in the proposal, or several of the elements above were rated as "Developing."

Adapted from: 2019 WSU Program Assessment Grant: Proposal Review Rubric

APPENDIX C

Grading Rubric

Interactive Application Activities – Group Activity

(100 points per Activity)

Three interactive activities related to proposals and grant writing. Each group will report their findings. The findings will be uploaded to D2L. Each student will upload their group's summary to D2L. A statement (two-paragraph summary) of three group discussions.

1. One favored Leadership Style
2. Tips to writing a Successful Proposal
3. Tips to writing a Successful Grant

COURSE OUTLINE /CALENDAR

Weeks	Topics and Materials	Assignment Due Dates
Week 1 **Aug 25**	Intro to the Course: Description, Objectives, Structure, Policies, Assignments & Schedule	
Week 2 **Sept 1**	Topic: Differences between Administration, Management, Supervision, and Clinical Supervision & Management Theories Distribution of Group Assignments for the Grant Writing and Program Development: Group Project	Class Gathering Every other week and last (2) class meetings
Week 3 **Sept 8**	Topic: Understanding the Organization & Using Structure to Facilitate and Support Achievement of the Agency's Mission	
Week 4 **Sept 15**	Topic: Grant-writing and Sources of Funding	Class Gathering Summary of the Grant Proposal Project - DUE
Week 5 **Sept 22**	Topic: Job Analysis and Job Design	Activity 1: Interactive Application Activities Leadership Style
Week 6 **Sept 29**	Topic: Maximizing Employee Potential and Excellence through Training and Development & Motivation and Rewards Systems	Class Gathering Personal Supervisory Style Profile - DUE
Week 7 **Oct 6**	Topics: Supervision, Performance Appraisal, and Termination	
Week 8 **Oct 13**	Topic: Budget, Revenues, and Resource Allocation	Class Gathering Activity 2: Writing a successful proposal
Week 9 **Oct 20**	Topic: Using Data and Information to Achieve Excellence	
Week 10 **Oct 27**	Topic: Monitoring and Evaluating Organizational Effectiveness	Class Gathering Activity 3: Writing a Successful Grant
Week 11 **Nov 3**	Topic: Teamwork on Grant Proposal	Grant Writing and Program Development: Group Project –

		DUE
Week 12 **Nov 10**	Overview of Expected Project	Class Gathering
Week 13 **Nov 17**	Discussions of Agency Grant Proposals	
Week 14 **Nov 24**	THANKSGIVING RECESS November 24-28 NO CLASS	NO CLASS
Week 15 **Dec 1**	Group Presentations of Grant Proposals	Group Presentations of Grant Proposals
Week 16 **Dec 8**	Group Presentations of Grant Proposals	Class Gatherings Group Presentations of Grant Proposals