

Department of Social Work and Sociology

SWK 6365

Administration and Management Summer Semester 2022



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Office: Health and Human Services Building, Office 318P

Office Hours: MW: 09:00 - 12:00, TR: 09:00 - 11:00

Class Location, Day(s), and Time: Asynchronous Online, Collaborate Rec.: M 18:00 to 20:50

Course Information

Course Description

This advanced practice course provides students with theories and skills needed for administration of direct service staff and management skills across a variety of human service settings with an emphasis on managing competing and limited resources. Course content addresses relevant theories and models of supervision and administration. Key skills are identified which will enable students to effectively manage and create resources, develop and impact organizational policies, and serve as effective administrators and supervisors.

Prerequisites: Formal admission to the program, completed all M.S.W. foundation curriculum requirements, and be in good standing in the M.S.W. program.

Course Credits

3 credit hours

Prerequisite and Co-requisite Courses

None

Prerequisite Skills

Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Department of Social Work and Sociology.

Program Outcomes

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand

strategies, designed to eliminate oppressive structural barriers to ensure social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how

their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Student Learning Outcomes

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:	Mapping to Program Outcomes
Competency 1: Demonstrate Ethical and Professional Behavior	Application Papers Interview Presentation Comprehensive Exam	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
Competency 2: Engage Diversity and Difference in Practice	Application Papers Interview Presentation Comprehensive Exam	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:	Mapping to Program Outcomes
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Application Papers Interview Presentation Comprehensive Exam	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
Competency 5: Engage in Policy Practice	Application Papers Interview Presentation Comprehensive Exam	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Application Papers Interview Presentation Comprehensive Exam	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Application Papers Interview Presentation Comprehensive Exam	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Application Papers Interview Presentation Comprehensive Exam	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Application Papers Interview Presentation Comprehensive Exam	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Course Delivery

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at [ASU's Blackboard Learning Management System](#).

Required Texts and Materials

Weinbach, R. & Taylor, L. (2015). *The Social Worker as Manager: A Practical Guide to Success* (7th ed.). Pearson. ISBN: 978-0-205-95791-0

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 978-1-4338-3216-1

NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (7th ed.).

Recommended Texts and Materials

Studer, Q. (2003). *Hardwiring excellence: Purpose, worthwhile work, making a difference*. Fire Starter Publishing. ISBN: 978-0-9749986-0-2

Studer, Q. (2020). *The busy leader's handbook: How to lead people and place that thrive*. Hoboken, NJ: Wiley. ISBN: 978-1-119-57664-8

Technology Requirements

You will need access to Blackboard, Angelo State University's learning platform. Access to examinations will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor. Use of another electronic device is prohibited.

If you have any technical problems associated with the test (i.e. webcam problems, lock down browser problems) you should contact the IT Department. The IT Service Department is open M-F from 08:00 to 17:00 and the number is (325) 942-2911. If you call any time after 17:00 or on the weekend, most likely you will not be able to get assistance until the following weekday, so please plan accordingly.

To participate in one of ASU's distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Topic Outline

Course Overview

Human Services Management in Perspective

What Makes Human Services Management Different

Historical Origins of Current Management Practices

Major Management Activities

Other Management Responsibilities

Becoming a Successful Manager

Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday; working hours are defined as Monday through Friday (with the exception of university approved holidays) between 08:00 and 17:00. Weekend and/or holiday messages may not be returned until the next work day.

Written communication via email: All e-mail will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Collaborate, E-Mail, etc.

Grading

Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Percent/Points of Total Grade
Application Papers (3)	45%
Interview Presentation	25%
Comprehensive Exam	30%
Total	100%

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

A = 90.00-100 points

B = 80.00-89.99 points

C = 70.00-79.99 points

D = 60.00-69.99 points

F = 0-59.99 points (Grades are not rounded up)

Teaching Strategies

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions

Application Papers (45%)

Students will write three (3) application papers, following APA style, related to the application of specific administration and management skills from the course.

Application Paper 1. Change is commonplace in health and human service organizations. You are the new Chief Executive Officer in a public behavioral health organization that is undergoing significant change after 25 years of doing business the same way. There is no strategic plan, and the staff are entrenched in the old culture of the organization. How would you lead the change effort and implement necessary changes starting from the mission to service delivery options that include adult mental health services, child and adolescent services, and crisis services? Do not consider financial resources a barrier to change. Properly cite and reference your work. With the above in mind, please include answers to the following in your proposal.

1. What is the new mission, vision, and values of the organization (no more than once sentence)?
2. Outline a strategic plan leading the organization into the next three years that includes a minimum of six goals, each with at least two objectives. Each objective should have at least two strategies to accomplish the objective.
3. What model of change would you use (Studer’s model, etc.; you will need to research organizational change models for this item).
4. How will you achieve staff buy in on the changes you propose?
5. What would your administration look like in an organizational chart?

Application Paper 2. Assume that all the organizations described below are large; they have too many staff members for the Director to directly manage in an effective manner without some

form of reorganization to divide the organization into manageable work units. What form of reorganization might work best? Why? Think about the number of staff a social work manager can directly supervise in an effective manner.

1. A full-service organization for people who are homeless whose staff members engage in a variety of activities to help clients of all ages and both genders to become independent and able to care for themselves.
2. An agency whose mission is to serve the people defined as “frail elderly” throughout the county by offering a variety of health services in their homes.
3. An organization whose mission is to reduce fatal traffic accidents by educating drivers to the dangers of texting while driving, driving while under the influence of alcohol or other drugs, and other unsafe practices.
4. A rehabilitation center serving people who have suffered a traumatic brain injury and their families.
5. An organization whose mission is to help people with developmental disabilities that operates several group homes, provides sheltered workshop services, and so forth.

Application 3. Select four of the following events that might occur in health or human service organizations and discuss what you think would be the best method or methods for a manager to address them?

1. You are the Chief Executive Officer of the organization. You realize that the organization is in a budget shortfall and there are too many nonproductive staff members. The organization has 2,500 staff positions currently on record, and you only have the budget for 2,300 staff positions. You have 150 vacancies and with 2,350 employed persons in your organization at present. How would you lead the organization in a reduction-in-force (RIF) while maintaining a positive and productive work environment?
2. Your administrative assistant tells you that a staff member has asked to order five green notebooks of a specific brand “to help me keep my correspondence better organized.” The administrative assistant wants to know if the notebooks should be purchased for the staff person at a cost of \$15.00 each (the contracted Staples rate). She tells you that her daughter attends the same school as the staff member’s son. The notebooks are exactly the ones described in a notice sent to all parents announcing that they are required for purchase by all students.
3. You are the Director of an after-school youth activity center for adolescent boys. You observe that a newly hired, young, and inexperienced M.S.W. level social worker has been presenting for work in revealing and inappropriate clothing, and has been flirtatious with several of the adolescent clients. None of the other staff members dress or act this way.
4. A client called to complain about a phone call that she received; a call from her social worker’s husband. He was offering to give her a free estimate on vinyl siding for her home. After making some inquiries, you learn that the social worker, who you supervise, has provided her husband with a list of the names and phone numbers of several of her clients whose home she has visited.

5. In reviewing recent records, you notice that one of the social workers that you supervise (you are the TSBSWE Board Approved Supervisor of record for this social worker and the work place supervisor as well) has been documenting and billing for clients seen; however, pictures on social media are discovered, and the social worker was pictured at his child's school event.

Interview Presentation (25%)

Students will prepare a video presentation involving the skills learned in the course. The video presentation will be a mock interview for a director position at an agency of your choosing. Students are asked to support their presentations using information from scholarly resources (e.g., peer reviewed journal articles, books, creditable internet sources). An outline will be provided to the instructor (including references) via submission link. Please include the following in your video presentation:

1. Introduce yourself and outline your education and work history.
2. Discuss any supervisory experience you have (if none, you can skip this).
3. Discuss your leadership style and how you would (Chapter 4) promote teamwork and build mutual respect.
4. Discuss how you would influence the day-to-day activities of your employees (Chapter 6).
5. How would you organize your staff and the tasks they are responsible for (Chapter 7)?
6. Discuss your plan to recruit and hire a diverse staff that matches the population served, and how you would manage diversity at the agency (Chapter 8).
7. Discuss how you would promote a productive work environment related to individual motivation, supervision, and other factors that affect job performance (Chapter 9).
8. Share your plan to promote professional growth, manage staff problems, manage your budget, and improve technology (Chapters 10-12).
9. Finish by thanking the agency for the opportunity to speak with them and wrap things up in a professional manner.

Comprehensive Exam (30%)

There will be one comprehensive exam covering the material from the entire course. Students are expected to be able to retain and apply the material from the course, and this will be assessed using a comprehensive exam during finals week.

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at joel.carr@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems

with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

The course is set up on weekly modules. The week begins on Sunday and ends on Saturday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Failure to submit your assignments on the assigned date will result in no credit awarded for the assignment. No papers or postings will be accepted after the due date indicated in the syllabus unless the late assignment is due to a university approved absence defined in the graduate catalog. Make-up work will only be allowed for university approved absences.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)¹
- [Angelo State University Catalog](#)²

Student Responsibility and Attendance

For Face-to-Face Sections: This is a face-to-face class. Attendance is expected and required. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 10 study hours per week on average.

For Online Sections: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 10 study hours per week on average. **Note:** There will be weekly collaborate sessions held in this course for you to ask questions and interact in real time with the course instructor and your classmates. These collaborate sessions will be recorded and posted in the course modules for students who need or desire a pure asynchronous experience.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's Statement of Academic Integrity.³

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website⁴ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures⁵ for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)⁶ in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the [ASU Writing Center](#).⁷

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)⁸ for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The

term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Course Schedule

Week/Date	Topic/Assignments/Assessments DUE
Week 1 5/31-6/4	Topic: Course Introduction Read Chapters 1 and 2: Defining and Describing Management; What Makes Human Services Management Different
Week 2 6/5-6/11	Read Chapters 3 and 4: Historical Origins of Current Management Practices; Leading
Week 3 6/12-6/18	Read Chapters 5 and 6: Planning; Influencing Day-to-Day Activities of Others Assignment: Application Paper 1, Due 6/17 at 12 Noon

Week/Date	Topic/Assignments/Assessments DUE
Week 4 6/19-6/25	Read Chapters 7 and 8: Organizing People and Tasks; Fostering and Managing Self Diversity
Week 5 6/26-7/2	Read Chapter 9: Promoting a Productive Work Environment Assignment: Application Paper 2, Due 7/1 at 12 Noon
Week 6 7/3-7/9	Read Chapter 10: Promoting Professional Growth
Week 7 7/10-7/16	Read Chapter 11: Managing Staff Problems
Week 8 7/17-7/23	Read Chapter 12: Financial and Technology Management Assignment: Application Paper 3, Due 7/22 at 12 Noon
Week 9 7/24-7/30	Read Chapter 13: Other Important Management Responsibilities
Week 10 7/31-8/6	Read Chapter 14: Becoming and Remaining A Successful Manager Assignment: Interview Presentation, Due 8/5 at 12 Noon
Week 11 8/7-8/12	Final Exam Week Comprehensive Final Exam: On Blackboard Due 8/8 at 12 Noon

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

The Student Learning Outcome's that are considered "essential" include:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

End of Syllabus

¹ <https://www.angelo.edu/student-handbook/>

² <https://www.angelo.edu/catalogs/>

³ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁴ <https://www.angelo.edu/services/disability-services/>

⁵ <https://angelo.policystat.com/policy/10659448/latest/>

⁶ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁷ https://www.angelo.edu/dept/writing_center/academic_honesty.php

⁸ <https://angelo.policystat.com/policy/10659368/latest>