THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK

SW 547 – Advanced Organizational Theory & Practice
(3 credit hours)
Fall, 2016

Instructor: Ann M. Callahan, PhD, LCSW
Email: dranncallahan@gmail.com
Section/CRN: 001/51177
Phone/Text: (865) 383-7006
Class Times: R 9:05 – 12:05
Office Hours: By appointment
Class Room: TBA

Prerequisite(s): 510, 512, 513, 519, 522, 537, 538 and 539

Code of Conduct
It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The Honor Statement
An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (Hilltopics).

University Civility Statement
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/

Disability Services
If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and
the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Course Description
This course will serve as an introduction to social service/nonprofit organizations through the lens of social, economic and environmental justice. The content provided will afford the student the knowledge/skill needed for entrance into management positions in human service/nonprofit/governmental/quasi-governmental organizations. Topics addressed will include multi-organization initiatives such as partnerships, community coalitions and alliances, theories in economic development such as how economic factors affect the social sector with particular attention to entrepreneurship/venture philanthropy, and collective impact. The course will consider aspects of governmental relations, operational best practices including practical skills such as running meetings, employee development, advanced strategic planning and futuring, understanding and incorporating accreditation standards, organizational culture and ethical practice in organizations. Topics such as nonprofit governance and accountability, human resource development, supervision, compensation strategies, management theories and employment law will also be addressed.

Course Rationale
Organizational practice draws heavily from behavioral and social sciences, most importantly from our understanding of human behavior within a social environment. It studies the interrelation between an individual and an organization on the levels of individual (concerned with personal growth), interpersonal (concerned with social competences), group (concerned with group dynamics) and organization (concerned with organizational structures and culture).

In general, if we agree that the strong leaders in an effective collaborative environment are the key for successful implementation of a strategy, than studying an individual is really how deep we have to go to understand what is going on in an organization. We can know everything about the environment, we mapped the internal resources and competitive position, we may even have a winning strategy, but if we do not have the right managers and leaders to execute on the strategy, we will fail. Freedman stated that “true genius is required to implement strategy” (2003, p. 26) and that the discipline and skill required for strategy implementation is as rare as that needed to formulate strategy“ (ibid.). This course is important in pulling together a rounded understanding of organizational theory and how it is put into practice from a social work, strength based perspective.

Course Competencies
By the completion of this course, the students are expected to be able to demonstrate:
1. Knowledge and awareness of multi-organization initiatives—partnerships, community coalitions and alliances. OL 8.1 (Content: Participation in coalitions, how to ally with other organizations on projects and advocacy efforts, partnering on grant applications)

2. An awareness of theories in economic development such as how economic factors affect the social sector, with particular attention given to entrepreneurship/venture philanthropy and collective impact. OL 3.1, 3.2 (Content: Social enterprise, on the job training, market factors affecting NPO, re-investment strategies, development of innovative marketing concepts)

3. Enumerate methods of working through and in bureaucratic systems including but not limited to governmental relations at the local, state and federal levels. OL 3.2 (Content: Define, analyze bureaucracy, distinguish between characteristics of governmental and private bureaucracy, intra-agency advocacy efforts, theories of bureaucracy)

4. The ability to utilize practical skills of operational best practices such as running meetings, employee development, understanding and incorporating external accreditation standards and other regulatory standards. OL 7.1, 8.1 (Content: Examine various accrediting bodies, staff evaluation methods, define and give examples of regulatory bodies, effective use of meetings)

5. An understanding of nonprofit governance and accountability and principal of subsidiarity, grounded in the concept of servant leadership. OL 6.1 (Content: Board structure best practice, development of boards of directors/advisory boards, committee structures and support, legal requirements)

6. A working knowledge of human resource development and employee/staff supervision, which includes an understanding of selected management theories, employment law. OL 5.1, 7.1, 8.1 (Content: Basics of FMLA, FLSA methods of staff training, organizational lines of communication, job design to maximize employee performance, staff motivation and reward strategies based on motivation theories, compensation and financial incentives, employee selection and retention practices, job analysis, descriptions, and specifications, performance appraisal, corrective action strategies, job appraisal, and employee termination)

7. The understanding and skills related to conflict resolution within organizations, work groups and other groups such as cross-functional teams. OL 8.1 (Content: Mediation, conflict management, power and the informal organization)

8. Demonstrate an understanding of advanced strategic planning and futuring involving organizational sustainability and succession planning. OL 6.1, 7.1 (Content: Mission, vision, goals, strategies, objectives, contingency planning)

9. Knowledge of the ability to practice ethically and to implement the NASW Code of Ethics into an organizational culture. OL 1.1, 1.3 (Content: Distinguish between legality and ethical concepts, ethical decision making within organizations, ethical leadership)

10. Identify organizational issues related to fostering and managing organizational diversity. OL 2.1 (Content: Working against racism, sex discrimination, sexual harassment, homophobia, ageism, and ableism and ways to counteract them as well as be able to describe elements of a culturally competent organization, which includes valuing a diverse workforce, types of diversity, recruitment)

**Required Texts**
Recommended Texts

Additional readings will be assigned, most of which are available full text in open-access and/or the UTK Library’s electronic journal databases. Additional resources are available for you to download/access via Blackboard (BB). If you have difficulty with library searches for references, you can start by exploring the social work research guide at http://libguides.utk.edu/socialwork or contact the social work librarian, Mr. Steven Milewski assistance at smilewsk@utk.edu.

Other Helpful Resources
UTK Blackboard (BB) website: https://bblearn.utk.edu/ (This is where all course materials are located including discussions and Dropbox for assignments.)

Evaluation

<table>
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<tr>
<th>Assignments</th>
<th>Points</th>
<th>Weight</th>
<th>Competencies</th>
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<tbody>
<tr>
<td>1. Participatory Leadership</td>
<td>200 pts.</td>
<td>20%</td>
<td>1, 4, 5-10</td>
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<tr>
<td>2. Progress Reports</td>
<td>200 pts.</td>
<td>20%</td>
<td>1-10</td>
</tr>
<tr>
<td>3. Macro Practice Paper/Presentation</td>
<td>200 pts.</td>
<td>20%</td>
<td>1-10</td>
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<tr>
<td>4. Case Study Essay Exams</td>
<td>400 pts.</td>
<td>40%</td>
<td>2, 3, 5, 6, 9</td>
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<td>Total Possible:</td>
<td>1000 pts.</td>
<td>100%</td>
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*Note: There is a 10-point reduction in assignment grade per day, up to three days, than a 0 will be given.*

Grading Scale

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<thead>
<tr>
<th>Letter Grade</th>
<th>Point Range</th>
<th>Standard</th>
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<tbody>
<tr>
<td>B+</td>
<td>90 – 94</td>
<td>Very Good – Student consistently meets and occasionally exceeds normal expectations for the course.</td>
</tr>
<tr>
<td>B</td>
<td>85 – 89</td>
<td>Good – Student consistently meets normal expectations for the course.</td>
</tr>
<tr>
<td>C+</td>
<td>80 – 84</td>
<td>Average – There is unevenness in grasping course</td>
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content. Student is inconsistent in meeting the normal expectations for the course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>C</td>
<td>70 – 79</td>
<td>Poor - There is a lack of understanding of course content. Student does not meet course expectations.</td>
</tr>
<tr>
<td>F</td>
<td>69 or below</td>
<td>Very Poor – There is a lack of attendance or incomplete or unacceptable assignments. Course expectations are not met.</td>
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*Note: Specific criteria will be provided in this syllabus and in class to help clarify how this grading scale will be applied for each assignment.*

**Required Technology**

Students will need a computer and access to the Internet while taking this course. Students will need access to the Mozilla Firefox or Google Chrome Internet browser, and Adobe Flash Player to be able to access the videos and web pages that are required viewing for this course. If you do not have a personal computer that will support this technology, such computers are accessible through the UTK campus computer labs on your campus. Also local libraries have public computers that should allow you to meet the course requirements.

**Blackboard**

Blackboard (BB) is the learning management system we will be using for this class. When you enrolled in SW 547 your name was automatically registered in the BB course shell. You may use your username and password to log onto the site. You can access BB at [https://bblearn.utk.edu/](https://bblearn.utk.edu/). In general, all assignments are to be submitted through BB unless otherwise requested by the instructor. Please do make sure that your assignment has loaded properly before you shut down BB.

**General Expectations**

Assignments are designed to help you gain experience and knowledge that will increase your competence as a professional social worker. As such, students are expected to complete all assignments for class; participate in class discussions; and demonstrate respect for the beliefs and experiences of others throughout the course. The writing of papers is expected to be organized, fully conceptualized, succinct in explanation, and grammatically correct. Students who have difficulty with writing skills should consult the Writing Center. For Writing Center assistance, go to [https://writingcenter.utk.edu/for-students/](https://writingcenter.utk.edu/for-students/).

The formatting of papers is to be based on the American Psychological Association (APA) Publication Manual. All written work is expected to be typed using 12-point font, double spaced, and printed on white paper with 1” margins on all sides. You are expected to submit papers free of grammatical and spelling errors, and to use citations when appropriate. You should strive to write with clarity, and support your ideas and assertions with sound, informed reasoning. The ability to explain your ideas is absolutely essential for sound social work practice. Please use spell check, grammar check and proof reading work is expected prior to the submission of any assignments.

All assignments are due on the stated due date. No late work will be accepted. Each assignment will specify the submission format in which the assignment is expected (electronic or hard copy). As available, a rubric will be provided to students and used by
the instructor to grade assignments. **Attendance is required for all exams.** A make-up exam will be considered in the event of extreme, documented emergencies and only if the student informs the instructor no later than 24 hours after the exam is administered. Failure to follow this policy will result in a zero for that exam. A make-up exam covering all materials from the semester may be given during final exam week to replace one missed exam for an excused absence. All electronic devices must be turned off during exams.

The instructor will strive to be responsive to student needs, clear in expectations, and fair in grading. As such, the syllabus may be adapted by the instructor to better support student learning. Students will be notified verbally and/or in writing of any changes. Student feedback is always welcomed!

**Instructor Contact**
Please contact me at dranncallahan@gmail.com with questions or concerns rather than sending me an email via Blackboard (BB). I will respond to emails within 24 hours, and usually in less than 24 hours. In instances where a call or meeting may be required, we can set this up via email. You can also call/text me by using my Google number (865) 383-7006. If you call, an automated voice will ask you to state your name before passing your call through to my cell phone.

If your questions are about general course information, please post your questions on BB in “Ask Dr. Callahan” Discussion Board. This might include questions about assignments, examinations, due dates, class meeting dates/times, etc. Sharing your questions in the online environment will allow other students to gain the benefit of your inquiry. You will need to subscribe to this discussion board to get notices when there is a posting. For information about your personal academic performance, please contact Dr. Callahan via email to further discuss.

**Assignment Descriptions**
1) **Participatory Leadership – 200 pts.**
Leadership is important for social work students and professionals, thus participatory leadership is central to this class. Our focus on leadership is intended for students to further develop their role as leadership in social work practice. This requires students to be present and actively participate in task groups (usually called committees or councils in an agency) to complete a series of exercises. The product of this work will be a Group Project (see #3). More specifically, you will be assigned to a group to work on ten exercises worth up to 20 points each. Although some class time will be afforded for group work, each team will need to coordinate their schedules to meet at a minimum of five times over the course of the semester to complete group work. For each meeting a person on the team will be identified to create the agenda, run the meeting, and turn in the meeting minutes. Out of class meeting dates are to be established ahead of time with who is running the meeting and who is taking minutes (everyone should have a turn at each). Using a structured communication tool (i.e., BB, Google+, Facebook, email, etc.) may help the group engage in virtual collaboration. How a student conducts him or herself within the group will be based on class performance, student self-assessment, weekly progress reports (see #2), and peer review (see #3). Please review “Course Schedule” for more information about this process, which will be discussed further in class. Note: Success in these activities requires that you complete your assigned readings and attend class. **(20% of final grade)**
2) **Progress Reports – 200 pts.**

Every week, a team member will be asked to assume a critical role in completing group work and present a report on team progress. You will have ten progress reports due worth up to 20 points each. On the week you are a group facilitator, please submit the meeting agenda and minutes. Be prepared to present an overview of group work during class. On the week you are a group participant, please describe your experience as a group member and give examples of how you supported the group process. Include a product of your group’s work that you participated in. This could be, for example, a draft of your force field analysis or program budget. Your report must be submitted to the instructor by 11:55 pm on the due date via BB. (EO 1-5, 6) *(20% of final grade)*

3) **Macro Practice Paper/Presentation – 200 pts.**

Groups will be formed to prepare and present a paper based on the application of theories to explain how organizational practice and/or policies impact the delivery of social services. Groups will first identify a social problem (e.g., child abuse, homelessness, substance abuse) and then engage in activities throughout the semester to create a new program to address this social problem. The new program is to be delivered under the auspices of an existing social service organization, here called a "host organization". The paper must be in APA format, 12-15 pages long (not including cover sheet and reference page), and have at least 5 professional references (not including your class materials). You are also required to have 5 examples of your group work referenced in the content of your paper and included in an Appendix at the end of your paper. The presentation should be approximately 30 minutes long, including time to answer questions. The project will be graded based on group work, content of the group paper, and presentation style. The project is worth up to 200 points with 100 possible points for the group paper, 50 possible points for the presentation, and 50 possible points for group participation. Please see the materials on BB for more details, including the peer rating system that will be used to help determine your group participation grade. The paper and presentation slides must be submitted to the instructor by 11:55 pm on the due date via BB. A hard copy of your slides should be provided to your classmates for your presentation. (EO 1-7) *(20% of final grade)*

The paper/presentation should be framed in relation to the following:

1. Describe the social problem, including what is known about the significance of the social problem from research and relevance to the social work profession, and how your host organization seeks to address the social problem
2. Discuss the relevant theoretical perspective(s) based on completing the Organizational Assessment using the framework provided by O’Connor and Netting (2009) of your host organization [see Appendix A]
3. Review the host organization’s mission, goals and objectives; employees; delivery of services; and clients by describing the following:
   a. Organizational structure and culture (e.g. open/closed, formal/informal, top down or bottom up, boards, positions held by minorities)
   b. Policies and the implementation of those polices (e.g. cultural compliant)
   c. Leadership and management philosophy (e.g. distribution of power, lines of authority, ethics, accountability)
   d. Internal and external communications (technology, advertising)
   e. Evaluation and performance management (e.g. environment, employee to client ratio and representation, human resource management, achievement of desired outcomes)
f. Financial management

g. Program efficacy and cost effectiveness

4. Describe an issue or problem that your host organization is facing, has faced, or may face in the future that exemplifies at least one of the seven management moralities described by Klikauer (2012)

5. Explain how your host organization has impacted the social problem of concern

6. Provide a description of your proposed program and why this program is needed (and wanted) to help the host organization better address the social problem (e.g., include examples of your group work with documents in the Appendix)

7. Present an implementation plan with a budget estimate and timeline to explain how your program will be operate within the host organization and larger community (e.g., include examples of your group work with documents in the Appendix)

8. Present a plan for evaluating program outcomes (e.g., include examples of your group work with documents in the Appendix)

4) Case Study Essay Exams - 400 pts.
Throughout the semester, you will be asked to apply your understanding of course content by completing four case study essay exams during class. Each exam is worth up to 100 points each. Credit for each essay exam will be awarded based on the criteria outlined in this syllabus under “General Expectations.” (EO 1-5, 6) (40% of final grade)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Materials to Review</th>
<th>Assignments Due</th>
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</table>
| **Aug 18** | **Topics:** Course Overview/Needs Assessment (part 1)  
**Review:** O’Conner and Netting (O&N) (for 1st half of the semester) and Klikauer (for 2nd half of the semester)  
Knowledge Solutions, The Five Whys Technique, [http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1200&context=intl](http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1200&context=intl)  
CTB, Windshield and Walking Surveys, [http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/windshield-walking-surveys/main](http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/windshield-walking-surveys/main) | **Class Activity:** Team Meeting 1 – Review meeting agenda. Select a scribe to record meeting minutes. Make introductions, identify shared interests, and set a tentative schedule for at least five meetings outside of class. For each meeting, identify a team member to create the agenda, facilitate the meeting, and take meeting minutes (someone may help the facilitator take minutes). Identify a social problem to address for your group project (this is just a preliminary topic to get started)  
Complete The Five Whys Technique to explore what you think might be root causes of the social problem you are exploring  
Discuss what you might need to do to complete a Windshield and/or Walking Survey |
| **Aug 25** | **Topics:** Introduction to Multiparadigmatic Practice/Needs Assessment (part 2)  
**Review:** O&N, Ch. 1-2  
South Central Comprehensive Center, Sample Needs Statement, [http://www.sc3ta.org/knowledgebases/Successful_Grants/4_2_3_0/resources/sample-needs-statement-571.html?node=4_2_3_0](http://www.sc3ta.org/knowledgebases/Successful_Grants/4_2_3_0/resources/sample-needs-statement-571.html?node=4_2_3_0) | **Assignment Due:** Submit Progress Report 1 by Aug 24 @ 11:55 pm via Blackboard (BB)  
**Class Activity:** Discuss what you might need to create a Community Report Card  
Develop a draft Needs Statement (at this point you should be clear about the social problem your group project will address) |
| **Sep 1** | **Topics:** Structure and Control/Strategic Planning (part 1)  
**Review:** O&N, Ch. 3-4  
**Class Activity:** Discuss the key components of a Strategic Plan  
Differentiate between a concept map, mind map, and/or argument map  
Use a mapping technique to brainstorm on how a new program under the auspices of another social service organization may
## Week Four

### Sep 8

**Topics:** Consciousness Raising for Change/Strategic Planning (part 2)

**Review:** O&N, Ch. 5-6


**Assignment Due:** Submit Progress Report 3 by Sep 7 @ 11:55pm via BB.

**CASE STUDY ESSAY EXAM 1**

**Class Activity:**

Create a draft Action Plan to detail how a new program may address your target social problem (consider how this may unfold in your host organizations as well as on the community level)

Create a logic model to further clarify your Action Plan for a new program to address your target social problem


## Week Five

### Sep 15

**Topics:** Connection and Collaboration/Organizational Structure

**Review:** O&N, Ch. 7-8


**Assignment Due:** Submit Progress Report 4 by Sep 14 @ 11:55pm via BB.

**Class Activity:**

Complete a Strengths, Weaknesses, Opportunities, and Threats assessment to better understand what might influence the effectiveness of your program (these may be similar to those associated with your host organization)

## Week Six

### Sep 22

**Topics:** Individual Empowerment/Organizational Communication

**Review:** O&N, Ch. 9-10


**Assignment Due:** Submit Progress Report 5 by Sep 21 @ 11:55pm via BB.

**Class Activity:**

Develop a Plan for Communication to raise awareness of the need for and/or long-term benefits of your program for the community (target audience may include host organization and/or larger community members)
### Week Seven

**Oct 6**
- **FALL BREAK**

### Week Eight

**Oct 13**
- **Topics:** Multiparadigmatic Practice/Introduction to Professional Ethics/Program Promotion
- **Review:** O&N, Ch. 11
- **Assignment Due:** Submit Progress Report 6 by Oct 12 @ 11:55pm via BB.
- **CASE STUDY ESSAY EXAM 2**
- **Class Activity:**
  - Develop a Plan for Communication to raise awareness of the need for and/or long-term benefits of your program (target audience may include host organization and/or larger community members)
  - Identify what kinds of information you might include in a brochure to raise awareness of the need for and/or long-term benefits of your program
  - Write a public service announcement to raise awareness of the need for and/or long-term benefits of your program

### Week Nine

**Oct 20**
- **Topics:** Introduction to Management Moralsities/Professional Ethics and Cultural Competence
- **Review:** Klikauer, Ch. 1-3
- **Assignment Due:** Submit Draft of Paper by Oct 19 @ 11:55pm via BB.
- **Class Activity:**
  - Discuss how the NASW Code of Ethics applies to program management and specifically to the process of implementing your program (which may include ethical issues in your host organization and/or community)
  - Define your vision and goals for cultural competence and conduct a cultural audit of your program, host organization, and/or community (#1 and 2 in CTB, Engaging Cultural Competence)

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Cialdini (2012), Science of Persuasion on YouTube, https://www.youtube.com/watch?v=cFdCzN7RYbw


CTB, Communications to Promote Interest (Table of Contents - only a few are referenced in class), http://ctb.ku.edu/en/table-of-contents/participation/promoting-interest/promotions/main


CTB, Cultural Competence in Multicultural World (Table of Contents - only a couple are referenced in class), http://ctb.ku.edu/en/table-of-contents/culture/cultural-competence

CTB, Adapting Community Interventions for Different Cultures and Communities,
<table>
<thead>
<tr>
<th>Week Ten</th>
<th>Nov 3</th>
<th>Nov 10</th>
</tr>
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<tbody>
<tr>
<td><strong>Topics:</strong> Stage 1 and 2 Management Morailities/Working with Boards</td>
<td><strong>Topics:</strong> Stage 3 and 4 Management Morailities/Coalition Building</td>
<td><strong>Topics:</strong> Stage 5 and 6 Management Morailities/Program Evaluation</td>
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<tr>
<td><strong>Review:</strong> Klikauer, Ch. 4-5</td>
<td><strong>Review:</strong> Klikauer, Ch. 6-7</td>
<td><strong>Review:</strong> Klikauer, Ch. 8-9</td>
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<td><strong>Assignment Due:</strong> Submit Progress Report 7 by Oct 26 @ 11:55pm via BB. <strong>Class Activity:</strong> Conduct a Force Field Analysis to identify forces that appear to be for/against change associated with your program. Discuss the implications of the host organization's Board of Directors for the success of your program. Describe your program's key stakeholders for preliminary preparations for program evaluation (#2 in CTB, Evaluating the Initiative, <a href="http://ctb.ku.edu/en/evaluating-initiative">http://ctb.ku.edu/en/evaluating-initiative</a>)</td>
<td><strong>Assignment Due:</strong> Submit Progress Report 8 by Nov 2 @ 11:55pm via BB. <strong>CASE STUDY ESSAY EXAM 3</strong></td>
<td><strong>Assignment Due:</strong> Submit Progress Report 9 by Nov 9 @ 11:55pm via BB. <strong>Class Activity:</strong> Develop a plan for program evaluation (#3 in CTB, Evaluating the Initiative, <a href="http://ctb.ku.edu/en/evaluating-initiative">http://ctb.ku.edu/en/evaluating-initiative</a>)</td>
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<td>Week Thirteen</td>
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<tr>
<td>Nov 17</td>
<td><strong>Topics</strong>: Stage 7 Management Morality/Sustaining Fiscal Health</td>
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<td><strong>Review</strong>: Klikauer, Ch. 10-11</td>
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<td>The Foundation Center (2015), Introduction to Proposal Writing on YouTube, <a href="https://www.youtube.com/watch?v=F1NhEhovepA">https://www.youtube.com/watch?v=F1NhEhovepA</a></td>
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<td><strong>Assignment Due</strong>: Submit Progress Report 10 by Nov 16 @ 11:55pm via BB.</td>
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<td><strong>Class Activity</strong>:</td>
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<td></td>
<td>Develop a program budget</td>
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<td>Create a GANTT time line chart to present a detailed list of all activities and projected date of completion in sequential order required for program implementation and evaluation</td>
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<td>Identify a potential grant funder (you can start by looking at <a href="https://www.tgci.com/funding-sources">https://www.tgci.com/funding-sources</a>, <a href="http://www.grants.gov">http://www.grants.gov</a>, and <a href="https://www.grantstation.com/insider.asp">https://www.grantstation.com/insider.asp</a>)</td>
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<th>Week Fourteen</th>
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<tr>
<td>Nov 24</td>
<td><strong>THANKSGIVING HOLIDAY</strong></td>
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<tr>
<th>Week Fifteen</th>
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</thead>
<tbody>
<tr>
<td>Dec 1</td>
<td><strong>Topic</strong>: Group Presentations</td>
</tr>
<tr>
<td></td>
<td><strong>Review</strong>: All Materials</td>
</tr>
<tr>
<td></td>
<td><strong>Assignment Due</strong>: Submit Group Project Presentation (Include Evaluations and five examples of group work in Appendix), by Nov 30 @ 11:55pm via Canvas. E-mail your presentation slides to your classmates and instructor before class.</td>
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<tr>
<td></td>
<td><strong>Group Project Presentations in Class</strong></td>
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<thead>
<tr>
<th>Week Sixteen</th>
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<tbody>
<tr>
<td>Dec 6</td>
<td><strong>FINAL EXAM PERIOD (8:00 am - 10:00 am)</strong></td>
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<td><strong>Review</strong>: <a href="http://registrar.tennessee.edu/academic_calendar/Fall_16_Exam.pdf">http://registrar.tennessee.edu/academic_calendar/Fall_16_Exam.pdf</a></td>
</tr>
<tr>
<td></td>
<td><strong>CASE STUDY ESSAY EXAM 4</strong></td>
</tr>
</tbody>
</table>
End of Syllabus. Please reference the “Course Schedule” for weekly requirements. The instructor reserves the right to adapt the syllabus to better serve student needs. Students will be notified verbally and/or in writing of any changes.