

HDCF 455-01 Fall 2007
Administration of Human Service Programs

Instructor:	Dr. Sandy Osborne	Office Hours:	Wed 8:30-11:30 am Thursday 11:00-12:00 am and by appointment
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Catalog Description:

Knowledge and skills necessary for establishing and administering various human service programs including early childhood, youth, family and agency settings. Students will design a program including facility and equipment, staff supervision, budget, community relations, and evaluation.

Prerequisite: HDCF 271, senior standing, graduation form on file

Texts:

Burger, W. R., & Youkeles, M. (2008). *Human services in contemporary America*. Belmont, CA: Brooks/Cole.
 Karsh, E., & Fox, A.S. (2006). *The only grant-writing book you'll ever need*. New York, NY: Carroll and Graf

Goals:

HDCF 455 is designed to be a course that students complete as a capstone experience during their senior year. Students will acquire basic knowledge and skills essential for the administration of various types of human service programs. Specifically, students will:

- Review human services in historical perspective
- Recognize commonalities and differences in various human service programs
- Review basic structural and organizational philosophies, policies, regulations and management techniques of various programs
- Develop a basic understanding of administrative responsibilities including: assessing need, program and environmental planning, budgeting and fiscal management, public relations and communication, personnel development and supervision
- Acquire information on state and national organizations, professionalism, and advocacy
- Acquire the skills and knowledge necessary to become an astute consumer and/or employee of human services programs
- Gain experience writing sections of a grant proposal

Requirements/Evaluation:

A. Grant application

During the semester each student will design (in pairs or as an individual) a human service program based on a certain population of need. Components of the project will be turned in individually (see numbered assignments) and then as a whole at the end of the semester. The total project will be a grant application and include:

1. a rationale, philosophy (theoretical perspective), goals and objectives with assessment measures
2. program plans including daily plan, staffing schedule, and job descriptions as well as enrollment or eligibility criteria
3. a design of the facility with floor plan , an equipment list and a description of location
4. a part-year start-up budget and a one-year annual budget with narratives
5. description of sources of income (public and private funds),
6. a brochure for the proposed program
7. cover letter to a potential funding source
8. contact list and reference list

The basic components will be organized into grant proposal format for the final project evaluation and presentation. There must be at least eight staff members in your program. You must complete eight community contacts (face-to-face) to gather information about your population and possible program. You must use APA format throughout your writing.

B. Two brief in-class exams are planned to monitor comprehension of reading of the text and lecture material.

C. Class attendance, participation and quizzes

Assignments	Due Date	Points
1. <i>Overview of project proposal</i>	October 2	50
2. <i>Job descriptions, staffing schedule, daily plan</i>	October 16	30
3. <i>Potential income description, eligibility criteria</i>	October 25	15
4. <i>Facility Design</i>	November 1	30
5. <i>Budgets</i>	November 13	50
6. <i>Brochure</i>	November 27	15
7. <i>Final Grant Proposal</i>	Nov 29, December 4, 6, or 13	65
8. <i>Presentation of grant</i>	Nov 29, December 4, 6, or 13	25
9. <i>Tests</i>	October 4 November 20	70
10. <i>Class attendance, participation, and quizzes</i>	Ongoing	50
Total points possible		400

Grading Information:

Students will be evaluated on the organization and presentation of all project components, complexity and theoretical integration is noted. Clarity of writing is of prime consideration; correct spelling and proper grammar are essential, and will be carefully reviewed. All assignments must be typed. Assignments are not accepted after the date or time due. A grade of zero will occur for late assignments. Students missing class as part of a university function, i.e., Varsity Sport, should turn in assignments prior to absence.

Information on granting of incompletes is found in the MSU 2006-2008 Graduate and Undergraduate Bulletin and on line. The I Grade Eligibility procedures described will be utilized by the course instructor.

Students with disabilities

If you have a documented disability for which you are or may be requesting an accommodation(s) please contact me within the first week of class so that I may plan accordingly.

E Mail Policy

I expect that you check your university e mail account once a day. Additional readings and assignments may be sent to you as well as information about changes in the syllabus or instructor absence.

Student Academic and Conduct Guidelines:**Instructor Conduct****140.00 INSTRUCTION RESPONSIBILITIES.**

Instructors should be prompt in meeting their scheduled classes, be available for appointments with students at designated times, be well prepared for classes, and be fair and prompt in grading class assignments and tests. The scheduled final examination period must be used for final examinations in the class or other instruction.

MSU Student Conduct Guidelines**610.00 CONDUCT EXPECTATIONS**

Montana State University expects all students to conduct themselves as honest, responsible and law-abiding members of the academic community and to respect the rights of other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities. Student conduct that disrupts, invades or violates the personal and property rights of others is prohibited and may be subject to disciplinary action.

310.00 ACADEMIC EXPECTATIONS.

Students should:

- A. be prompt and regular in attending classes,
- B. be well prepared for classes,
- C. submit required assignments in a timely manner,

- D. take exams when scheduled,
- E. act in a respectful manner toward other students and the instructor and in a way that does not detract from the learning experience; and
- F. make and keep appointments when necessary to meet with the instructor.

Course and Behavior Standards as defined by the Instructor:

1. Meet Academic expectations as defined in 310.00 and as follows.
2. If you are not able to attend class telephone or e mail the instructor. Voice mail is available 24 hours a day as is e mail. (310.00A)
3. Readings are to be completed prior to each class session (310.00 B)
4. Turn in your assignments the day and time they are due. If you have extenuating circumstances contact instructor about submission of the assignment. (310.00 C)
5. In class quizzes (unannounced) based upon the reading assignment may not be made up. (310.00 D)
6. Students are to be respectful of their fellow students, instructor and guest speakers, Professional standards and ethical conduct are expected including full attention, listening, and courteous communication skills. Students must turn off all pagers, cell phones, CD players, I Pods and other electronic devices. Students are not to disrupt the educational atmosphere of the class by talking inappropriately with their classmates, sleeping during class, or attending class under the influence of any behavior altering substance. (310.00 E)
7. The instructor is available for appointments during office hours and by appointment. If you have questions or concerns regarding the course including content, the syllabus, assignments or wish to discuss the course in any way please make an appointment. (310.00F)

320.00 ASSISTANCE.

Students should seek assistance from the instructor and from the appropriate University support services (e.g., tutors, study skills counseling, career development, etc.), if the need for such services arises.

330.00 EVALUATION.

Students should follow fair and appropriate procedures when evaluating their courses and instructors. Factors such as race, color, religion, sex, national origin, disability, political beliefs or personal relationships may not be considered.

340.00 ACADEMIC HONESTY.

The integrity of the academic process requires that credit be given where credit is due. Accordingly, it is academic misconduct to present the ideas or works of another as one's own work, or to permit another to present one's work without customary and proper acknowledgment of authorship. Students may collaborate with other students only as expressly permitted by the instructor. Students are responsible for the honest completion and representation of their work, the appropriate citation of sources and the respect and recognition of others' academic endeavors.

410.00 ACADEMIC MISCONDUCT.**Collaboration**

University Policy states that, unless otherwise specified, students may not collaborate on graded material. Any exceptions to this policy will be stated explicitly for individual assignments. If you have any questions about the limits of collaboration, you are expected to ask for clarification.

Plagiarism

Paraphrasing or quoting another's work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. If you have any questions about using and citing sources, you are expected to ask for clarification.

Academic Misconduct

Section 420 of the Student Conduct Code describes academic misconduct as including but not limited to plagiarism, cheating, multiple submissions, or facilitating others' misconduct. Possible sanctions for academic misconduct range from an oral reprimand to expulsion from the university.

For additional information regarding your rights and responsibilities as a student, see the Student Conduct Code available at the Dean's Office in the SUB and online at http://www2.montana.edu/policy/student_conduct/cg600.html

Grading Scale:

A	95-100%	4.0
A-	92-94%	3.7
B+	88-91%	3.3
B	84-87%	3.0
B-	80-83%	2.7
C+	77-79%	2.3
C	73-76%	2.0
C-	72-72%	1.7
D+	67-69%	1.3
D	60-66%	1.0
F	Below 60%	0.0

Tentative Course Outline:

Date	Topic	Assignments
T 8/28	Course overview-Introduction	Burger & Youkeles, preface, Glossary pp. 342-351;
R 8/30	Human Services Today, Part I	Ch. 1
T 9/4	Human Service Today, Part 2	Ch. 1
R 9/6	Working in Groups; Skills for the Community Worker	Chapter 5, p. 226-232
T 9/11	Groups in Need	Ch. 2, everyone read pp. 62-70; then select one 'need' from pp. 71-128 to read; Karsh and Fax Lesson #6.

Date	Topic	Assignments
R 9/13	Population/Needs Activity	Identify a population you are interested in and be ready to talk about that group. Appendix 3 of Karsh and Fox
T 9/18	Review Assignment # 1 Project Proposal	Karsh and Fox pgs. 1-2 and Lesson #1 p.3-13; Lesson # 7, Lesson #9
R 9/20	Federal Budget Categories A-H; Review Assignment # 2 Staffing	Karsh & Fox Lesson #11 and #8
T 9/25	Human services in historical perspective	Ch. 3
R 9/27	History continued; Questions on Assignment #1	Ch. 3
T 10/2	Prevention in human services; Obstacles to the development of primary prevention programs	Chapter 8 Assignment #1 due Overview of Project (please submit all assignments in a 3 ring binder, no plastic pages on text).
R 10/4	Test # 1	Test # 1
T 10/9	Physical Environment and Facility Design; Lab Activity	See Floor Plan paragraph on p. 66-67 of Karsh and Fox.
R 10/11	Sources of Income; Review Assignment # 3 Income	Lesson # 2 and # 4
T 10/16	Leaders vs. Managers	Assignment # 2 due (Staffing)
R 10/18	Budget Preparation; Review Assignment # 4 Budget	
T 10/23	Supervision/Personnel Management: Hiring Process, Expectations, Contracts	
R 10/25	Supervision/Personnel Management: Performance Evaluations, Terminations, Conflict Management/Resolution	Assignment #3 due (Income)
T 10/30	Program Evaluation and Sustainability; Review Assignment # 5 Brochure	Lesson # 10 and # 12
R 11/1	Chairpersons and Committee Management	Assignment #4 due (Facility Design)
T 11/6	Preparing for and Planning a Meeting; Agenda Formation	
R 11/8	Fundraising; Preparing for your Presentation; Review Assignment # 8	
T 11/13	Current Controversies and Ethics; Review Assignment # 7 Final Grant Proposal	Assignment #5 due (Budgets) Ch 5 pp. 210-236, Chapter 9 pp.337-345
R 11/15	Working with Board of Directors	Chapter 9
T 11/20	Test # 2	Test # 2

<i>Date</i>	<i>Topic</i>	<i>Assignments</i>
R 11/22	Thanksgiving Holiday	
T 11/27	Working with Volunteers; Community Relations	Assignment #6 due (Brochure)
R 11/29	Presentations	Assignment #7 (and 8) due when you present; attendance required at ALL presentations
T 12/4	Presentations	
R 12/6	Presentations	
Thursday Dec 13 12:00- 1:50pm	Presentations during Final Exam time	