

# COUNCIL ON GRADUATE STUDIES

## Meeting Agenda

March 11, 2025

### 1. Minutes

- a. Approval of the February 25, 2025 meeting minutes

### 2. Communication

- a. **EA-CLAS-25-27 BIO 5204** Ecotoxicology & Biological Monitoring of Pollution (Revise Course Description)
- b. **EA-CLAS-25-28 PSY 6890A** Course Prerequisite Revisions
- c. **EA-COE-25-29 SPE 5003, SPE 5004, SPE 5005, SPE 5007** (Course Title Changes)

### 3. Items to be Added to the Agenda \*

- a. **25-27** MS School Psychology Program Revision Remove PSY 5040 Psychotherapy, Replace with PSY 5024 Academic Assessment & Intervention in School Psychology Program
- b. **25-28 KSR 4902** Chronic Diseases/Conditions and Effects on Exercise Testing & Prescription (New Course)
- c. **25-35 HSL 4859** Administration & Leadership in Human Services (Course Revision)

### 4. Items to be Acted Upon

- a. None

### 5. Items Pending

- a. None

### 6. Other

- a. None

### 7. Committee Reports

- a. Graduate Student Advisory Council (GSAC): No report
- b. Booth Collaborative Advisory Committee
- c. Textbook Rental Advisory

### 8. Dean's Report

- a. Update on Certification Officer Interview Process

\* The agenda item numbering is not sequential as several items were submitted and assigned agenda item numbers (25-29 through 25-34). However, these submissions were returned for corrections, and the requested revisions were not received before the agenda deadline. When submitted, the corrected revisions will retain the numbers they were initially assigned.

## Council on Graduate Studies Minutes February 25, 2025

The hybrid meeting of the Council on Graduate Studies was held February 25, 2025 in 3108 Blair Hall at 2:00 pm.

**Members Present:** Dr. Alexis Jones Dr. Elizabeth Gill, Dr. Nichole Hugo, Dr. Maranda Schaljo, Dr. Chris Laingen, Dr. Chandra Chahyadi, Dr. Wesley Allan, Ms. Ryleigh Poe

**Members Absent:** None

**Staff Present:** Ms. Myra Taylor, Ms. Lana Beasley

**Guests Present:** Dr. Katherine O'Rourke, Graduate Coordinator, Aging Studies & Human Services

### 1. Minutes

The minutes of the February 11, 2025 meeting were reviewed. Hearing no changes or objections, the minutes stand as written.

### 2. Communication

- a. **EA-LCBT-25-24** Add MIS 4850 Systems Security to shared credit courses in the MS Technology Accelerated Program (Fall 2025)
- b. **EA-LCBT-25-25** MS in Sustainability Course Additions/Deletions (Fall 2025)
- c. February 12, 2025 CHHS Curriculum Committee meeting minutes

Motion to accept communication items made by Dr. Gill, seconded by Dr. Schaljo. Motion carried by acclamation.

### 3. Items to be Added to the Agenda:

- a. None

### 4. Items to be Acted Upon:

a. **25-20 HSL 5450** Program Administration & Strategic Planning in Human Services (Course Revision)  
Motion to approve made by Ms. Poe, seconded by Dr. Laingen. Motion carried by roll call vote (8-0-0)

b. **25-21 HSL 5460** Current Issues, Trends, and Policies in Human Services (Course Revision)  
Motion to approve made by Dr. Gill, seconded by Ms. Poe. Motion carried by roll call vote (8-0-0)

c. **25-22 HSL 5846** Development, Funding & Grant Writing in Human Services (Course Revision)  
Motion to approve made by Dr. Schaljo, seconded by Dr. Laingen. Motion carried by roll call vote (8-0-0)

d. **25-23 HSL 5850** Advanced Human Development & Theories  
Motion to approve made by Dr. Gill, seconded by Dr. Schaljo. Motion carried by roll call vote (8-0-0)

e. **25-24 MS in Human Services Program Revision**  
Motion to approve made by Dr. Laingen, seconded by Dr. Gill. Motion carried by roll call vote (8-0-0)

f. **25-25 MS in Aging Studies & Aging Studies LTC Admin Program Revision**  
Motion to approve made by Dr. Schaljo, seconded by Dr. Gill. Motion carried by roll call vote (8-0-0)

g. **25-26 Elimination of the PSM Degree in Geographic Information Sciences**  
Motion to approve made by Dr. Laingen, seconded by Dr. Chahyadi. Motion carried by roll call vote (8-0-0)

5. **Items Pending:** None

6. **Other:** None

7. **Committee Reports**

- a. **Graduate Student Advisory Council (GSAC):** GSAC hosted a representative from the Student Life Office who spoke on ways to exhibit professionalism in the workforce.
- b. **Booth Collaborative Advisory Committee (BCAC):** No report submitted.
- c. **Textbook Rental Advisory:** Dr. Schaljo stated a meeting has been tentatively proposed for March.

8. **Dean's Report**

No report

Motion to adjourn the meeting made by Dr. Schaljo, seconded by Dr. Allan. Meeting adjourned at 2:20 p.m.



## MEMORANDUM

Michael W. Cornebise, Ph.D.  
Associate Dean

Phone: 217.581.2922  
Email: mwcornebise@eiu.edu

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To: Alexis Jones, Chair, CGS  
Date: Feb 21, 2025  
RE: Executive Action taken by the CLAS Curriculum Committee

The following request was approved by executive action at the CLAS Curriculum Committee meeting on Feb 19, 2025. I ask that similar action be taken at the Council on Graduate Studies.

### **Request:**

Change the title, modify the description and prerequisites, and change credit format for BIO 5204 (Ecotoxicology and Biological Monitoring of Pollution).

### **Rationale for change:**

The current title is excessively long and cumbersome. The current course description is short and does not adequately capture the breadth of material. In addition, the credit format is better suited as lecture-only as many of the laboratory techniques can be discussed and demonstrated better in class than they can be recreated in a laboratory setting, which requires polluted samples and the use of potentially dangerous toxins.

**Effective Year/Term:** Spring 2026

### **Current Catalog Description:**

**BIO 5204 – Ecotoxicology and Biological Monitoring of Pollution. (1-4-3)**

Characterization of pollutants and their qualitative and quantitative effects on biota. Includes laboratory investigation of biological and ecotoxicological effects of pollution.

**Prerequisites & Notes:** 12 semester hours in the biological sciences and one year of college chemistry. Credits: 3.

### **Requested Catalog Description:**

BIO 5204 – ~~Ecotoxicology and Biological Monitoring of Pollution~~ Ecotoxicology. (3-0-3)  
~~(1-4-3) Characterization of pollutants and their qualitative and quantitative effects on biota. Includes laboratory investigation of biological and ecotoxicological effects of pollution.~~ Ecotoxicology is the toxicity of individual or multiple pollutants at the

organismal, species, population, community, and ecosystem levels. This course will cover the broad conceptual framework and experimental approaches for studying ecotoxicology in the modern world. **Prerequisites & Notes:** ~~12 semester hours in the biological sciences and one year of college chemistry.~~ Permission of instructor. Credits:

3.



## MEMORANDUM

Michael W. Cornebise, Ph.D.  
Associate Dean

Phone: 217.581.2922  
Email: mwcornebise@eiu.edu

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To: Alexis Jones, Chair, CGS  
Date: Feb 21, 2025  
RE: Executive Action taken by the CLAS Curriculum Committee

The following request was approved by executive action at the CLAS Curriculum Committee meeting on Feb 19, 2025. I ask that similar action be taken at the Council on Graduate Studies.

**Request:** Add PSY 5021 and 5024 to the list of prerequisites for PSY 6890A.

**Rationale:** PSY 5021 – Social, Emotional, & Behavioral Assessment is an appropriate prerequisite because students need to achieve classroom-based proficiency in administering and interpreting social-emotional assessments prior to using these skills with children in practice (i.e., practicum). PSY 5024 – Academic Assessment and Intervention is also appropriate because students need to achieve classroom-based proficiency prior to using these assessment skills with children in practice (i.e., practicum).

**Effective Year/Term:** Fall 2025

**Requested Change:**

PSY 6890A: Advanced Practicum – Assessment and Intervention. (Arr.-Arr.-3) (Credit/No Credit) Supervised experience in the assessment of and intervention with school-age children. Provides for integration and application of previous course work. **Prerequisites &**

**Notes:** PSY 5890, 5020, **5021, and** ~~5022~~, **and 5024**, and enrollment in the School Psychology program. Credits: 3



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**Per Dr. More: EFFECTIVE SU2025**

To: Dean Laretta Henderson, College of Education  
Interim Dean Robert Chestnut, Graduate School

From: Cori More, Chair,

Date: February 11, 2025

RE: Special Education Course Title Changes

Please consider the following course title changes for the SPE MAT approved courses as an Executive Action

- SPE 5003 Culturally Responsive Family and Professional Partnerships in Special Education (3 s.h.)
- SPE 5004 Assessment and Curricular Programming for Learners with Exceptional Learning Needs (3 s.h.)
- SPE 5005 Instructional Strategies and Methods for Teaching Literacy and Numeracy to Students with Diverse Learning Needs (3 s.h.)
- SPE 5007 Transition Programming for Learners with Moderate-Intensive Learning Needs (3 s.h.)

Rationale: While we were preparing our program to present to ISBE, we reviewed the course content and felt these titles better aligned with the content as well as the ISBE state teacher licensure standards. Changing the titles of the courses improves communication of the course content for current and prospective students as well as instructors and program reviewers.

Approved:

Special Education Curriculum Committee

\_\_11-19-2024\_\_  
Date

Department of Special Education Chair

\_\_11-19-2024\_\_  
Date

College Curriculum Committee

03/03/2025  
Date

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Council on Graduate Studies

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Date

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Council on Teacher Education

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Date



**TO: Barbara Bonneken, Dean, College of Liberal Arts and Sciences**

**FROM: John Mace, Chair (prepared by Margaret Floress, School Psychology Program Director)**

**DATE: January 31, 2025**

**Summary of Requested Changes:**

To remove PSY 5040: Psychotherapy from the school psychology graduate program curricula to accommodate a new class PSY 5024: Academic Assessment and Intervention (this course was approved by CGS on Jan 28, 2025). Our students currently take 77 credits and adding an additional course is not feasible.

**Effective Year/Term:** Summer 2025

**Proposed Catalog Copy:**

**School Psychology (Master of Science)**

**Degree Requirements for the Master of Science in School Psychology:** Degree requirements include those outlined for the Master of Science degree by the Graduate School see “Requirements for the Master’s Degree”). The Master of Science in School Psychology requires a minimum of 35 semester hours at the graduate level.

- PSY 5170 - Theories of Learning. Credits: 3
- PSY 5300 - Advanced Child Development. Credits: 3
- PSY 5500 - Child Psychopathology. Credits: 3
- PSY 5030 - Ethics, Law, Diversity, and Professional Practice of School Psychology Credits: 3
- PSY 5020 - Advanced Measurement Principles. Credits: 3
- PSY 5021 - Social, Emotional, and Behavioral Assessment Credits: 3
- PSY 5022 - Individual Intellectual Assessment. Credits: 4
- PSY 5710 - Research Design and Statistical Analysis I. Credits: 4
- PSY 5711 - Research Design and Statistical Analysis II. Credits: 3
- ~~PSY 5040 - Psychotherapy. Credits: 3~~
- PSY 5024 - Academic Assessment and Intervention. Credits: 3
- PSY 5890 - Field Study or Practicum. Credits: 1 to 12

**Date approved by the department or school: 1/31/25**

**Date approved by the college curriculum committee: 2/19/25**

**Date approved by CGS:**

Eastern Illinois University  
New/Revised Course Proposal Format  
(Approved by CAA on 9/30/21 and CGS on 11/16/21)

25-042

Effective: Fall 2025

**Banner/Catalog Information (Coversheet)**

1.  New Course or  Revision of Existing Course
2. Course prefix and number:     KSR 4902
3. Short title:     Chronic Diseases/Cond & Exercise
4. Long title:     Chronic Diseases/Conditions and Effects on Exercise Testing and Prescription
5. Hours per week:   2   Class   0   Lab   2   Credit
6. Terms:  Fall  Spring  Summer  On demand
7. Initial term:  Fall  Spring  Summer Year:   2025
8. **Catalog course description:** This course will introduce the student to the exercise testing and exercise prescription guidelines and recommendations for individuals with various chronic diseases and other health conditions, such as musculoskeletal, immunologic, neuromuscular, cancer, and chronic kidney disease.

**9. Course attributes: N/A**

General education component: \_\_\_\_\_

 Cultural diversity  Honors  Writing centered  Writing intensive  Writing active Department Capstone as Senior Seminar**10. Instructional delivery****Type of Course:** Lecture  Lab  Lecture/lab combined  Independent study/research Internship  Performance  Practicum/clinical  Other, specify: \_\_\_\_\_**Mode(s) of Delivery:** Face to Face  Online Synchronous  Online Asynchronous  Study Abroad Hybrid, specify approximate amount of on-line and face-to-face instruction \_\_\_\_\_**11. Course(s) to be deleted from the catalog once this course is approved:     KSR 4900K****12. Equivalent course(s):     KSR 4900K**a. Are students allowed to take equivalent course(s) for credit?  Yes  No

13. Prerequisite(s): N/A

a. Can prerequisite be taken concurrently?  Yes  No

b. Minimum grade required for the prerequisite course(s)?

c. Use Banner coding to enforce prerequisite course(s)?  Yes  No

d. Who may waive prerequisite(s)?

No one  Chair  Instructor  Advisor  Other (specify)

14. Co-requisite(s): N/A

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: Exercise Science, Exercise Science: Pre-Athletic Training Option, Exercise Science: Pre-Occupational Therapy Option and Exercise Science: Pre-Physical Therapy Option majors; Aging Studies Minor; M.S. in Aging Studies

b. Degrees, colleges, majors, levels, classes which may not take the course: All others

16. Repeat status:  May not be repeated  May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: 2

18. Grading methods:  Standard  CR/NC  Audit  ABC/NC

19. Special grading provisions:

Grade for course will not count in a student's grade point average.

Grade for course will not count in hours toward graduation.

Grade for course will be removed from GPA if student already has credit for or is registered in: \_\_\_\_\_

Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: KSR 4900K

20. Additional costs to students:

Supplemental Materials or Software None

Course Fee  No  Yes, Explain if yes \_\_\_\_\_

21. Community college transfer:

A community college course may be judged equivalent.

A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

### **Rationale, Justifications, and Assurances (Part I)**

1. \_\_\_ Course is required for the major(s) of \_\_\_\_\_  
\_\_\_ Course is required for the minor(s) of \_\_\_\_\_  
\_\_\_ Course is required for the certificate program(s) of \_\_\_\_\_  
 Course is used as an elective
2. **Rationale for proposal:** This course has been taught as a special topics course. Enrollment in this class has been consistent. Changing it to a standard elective will ensure it is available for students to take on a regular basis. The course also includes more rigor than a 1 credit-hour course, so the 2 credit-hour designation will better reflect the expectations of the course.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: KSR 4900K is a special topics course that has been taught in our department. This proposal was written to change the course from a special topics course to a standard elective.

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: This course is designed to expand upon a student's knowledge of chronic health conditions. The programs to which it is restricted will provide the foundational information students will need to be successful.

Writing active, intensive, centered: N/A

Capstone as Senior Seminar: N/A

4. **General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: This class may be offered online to make it more accessible to students.

Instruction: The University learning management system will be utilized for content delivery, assignments, discussions, quizzes, and exams. Written assignments will be

submitted to the antiplagiarism software to ensure originality. Faculty assigned to teach the course will have completed OCDi training, or an equivalent.

Integrity: Several mechanisms within the learning management system will be utilized to ensure the integrity of the course, such as timed quizzes and exams with randomized questions and the use of anti-plagiarism software to ensure originality. Student and instructor interaction will allow the instructor to become familiar with each student's level of understanding, writing style, and phraseology to determine if a similar style exists within the written assignments.

Interaction: The learning management system will be utilized to facilitate interaction between students and between students and the instructor. The instructor will hold regular office hours via Zoom and will be available via email.

## **Model Syllabus (Part II)**

Please include the following information:

1. Course number and title: KSR 4902 - Chronic Diseases/Conditions and Effects on Exercise Testing and Prescription

2. Catalog description

This course will introduce the student to the exercise testing and exercise prescription guidelines and recommendations for individuals with various chronic diseases and other health conditions, such as musculoskeletal, immunologic, neuromuscular, cancer, and chronic kidney disease.

3. Learning objectives.

Successful completion of this course will enable the student to

1. Describe various chronic diseases or conditions and the physiology of the disease process. (CT 2-4) (GLG – 1)
2. Explain the impact of various chronic diseases or conditions on exercise testing and tolerance. (CT 2-4, WCR 1,3-4) (GLG – 1)
3. Determine appropriate exercise recommendations for those with various chronic diseases or conditions. (CT 2-4, WCR 1, 3-4) (GLG – 1, 2)
4. Deliberate the special considerations for exercise for various chronic diseases or conditions. (CT 1-4, WCR 1-7) (GLG – 1,2)

4. Course materials.

Various readings, articles, and videos are posted and/or linked on the Learning Management System.

5. Weekly outline of content.

Weeks 1-4: Musculoskeletal Diseases and Conditions  
Weeks 5-8: Immunologic Diseases and Conditions  
Weeks 9-12: Neuromuscular Diseases and Conditions  
Weeks 13-15: Cancer and Chronic Kidney Disease  
Week 16: Final Exam

6. Assignments and evaluation, including weights for final course grade.

Assignments                      40% (Course learning objectives 3.1-3.4)

\*Graduate students will have an additional case study to analyze and evaluate.

Quizzes/Exams                60% (Course learning objectives 3.1-3.4)

7. Grading scale.

A = 90–100% of total points  
B = 80-89.9%  
C = 70-79.9%  
D = 60-69.9%  
F = ≤59.9%

**Date approved by the department or school: 12/03/2024**

**Date approved by the college curriculum committee: 02/12/2025**

**Date approved by the Honors Council (*if this is an honors***

***course*): Date approved by CAA: 2/27/2025**

**CGS:**





HSL 4854 – Leadership in Family Life Education will be deleted

**12. Equivalent course(s):**

none

a. Are students allowed to take equivalent course(s) for credit?  Yes  No

**13. Prerequisite(s): A grade of C or better in ENG 1002G and PUBH 2800/HSL 2800**

a. Can prerequisite be taken concurrently?  Yes  No

b. Minimum grade required for the prerequisite course(s)? C

c. Use Banner coding to enforce prerequisite course(s)?  Yes  No

d. Who may waive prerequisite(s)?

No one  Chair  Instructor  Advisor  Other (specify)

**14. Co-requisite(s):**

none

**15. Enrollment restrictions**

a. Degrees, colleges, majors, levels, classes which may take the course:

This course is restricted to Human Services majors or minors, including interdisciplinary programs or minors that include this course, and graduate students in the M.S. in Aging Studies or M.S. in Human Services programs.

Degrees, colleges, majors, levels, classes which may not take the course:

Restricted to Human Services majors/minors as noted above.

16. Repeat status:  May not be repeated  May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: 3

18. Grading methods:  Standard  CR/NC  Audit  ABC/NC

19. Special grading provisions: None.

Grade for course will not count in a student's grade point average.

Grade for course will not count in hours toward graduation.

Grade for course will be removed from GPA if student already has credit for or is registered in: \_\_\_\_\_

Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

20. Additional costs to students:

Supplemental Materials or Software \_\_\_ none  
required\_\_\_\_\_

Course Fee \_\_X\_ No \_\_\_ Yes, Explain if yes\_

**21. Community college transfer:**

\_\_\_ A community college course may be judged equivalent.

x A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

**Rationale, Justifications, and Assurances (Part I)**

1. \_\_\_ Course is required for the major(s) of  
\_\_\_ Course is required for the minor(s) of  
\_\_\_ Course is required for the certificate program(s) of \_\_\_\_\_  
X Course is used as an elective for other majors

**2. Rationale for proposal:**

Content from two courses was combined due to overlapping curriculum, and the resulting course was revised to incorporate material from both. The other course will be removed from the curriculum. Additionally, the revised course fills gaps in program planning and evaluation for human services undergraduate students and aligns well with senior seminar requirements. By replacing the University Senior Seminar graduation requirement, students can select an elective that better aligns with their intended field of practice.

**3. Justifications for (answer N/A if not applicable)**

Similarity to other courses: N/A

Prerequisites: To succeed in the course, students should have basic writing skills (ENG 1002G) and research skills (HSL 2800) or be classified as a graduate student.

Co-requisites: N/A

Enrollment restrictions: This course is restricted to Human Services majors or minors, including interdisciplinary programs or minors that include this course, and graduate students in the M.S. in Aging Studies or M.S. in Human Services programs. The content is specific to the field of human services.

Writing active, intensive, centered: Thirty five percent or more of the course grade will be based on writing, and the final paper will be revised prior to the final submission.

Capstone as Senior Seminar:

Aligned with the senior seminar objectives, this capstone course fulfills the requirements of a senior seminar by:

- Being writing-intensive, with 35% of the grade derived from writing assignments, including at least one assignment that requires revision;
- Incorporating all assessment activities required by the General Education Committee (EWP-eligible paper, oral presentation, and online citizenship survey);
- Including an opportunity for students to reflect on an aspect of citizenship;
- Meeting the standards and expectations of an upper-division capstone course within the general education curriculum; and
- Providing students with opportunities to synthesize, analyze, and refine ideas/concepts while developing oral and written communication skills.

**4. General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

**5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: The Department of Human Services program offers both face-to-face and online degree paths. The flexibility of online coursework fulfills the need for the online degree. A hybrid offering allows for more opportunities to show flexibility for non-traditional students.

Instruction: Hybrid and asynchronous online courses allow for flexibility and access for all students. Other online components (e.g., tutorials, videos, discussions) will be included in the course. Instructors of online courses/sections will have completed OCDi (or appropriate equivalent) training in online teaching.

Integrity: The use of instructional technology available at EIU, including Respondus 4.0, Turnitin, and d2l Brightspace will provide integrity to the course regardless of delivery modality. The use of Artificial Intelligence will be monitored.

Interaction: Weekly modules include active learning activities and discussion posts allow for interaction between students and the course instructor.

**Model Syllabus (Part II)**

Please include the following information:

1. Course number and title:

HSL 4859 – Administration and Leadership in Human Services

2. Course description: An exploration of effective administrative practices, leadership principles, and program development strategies tailored to the human services field. This course is a writing intensive course.
3. Course objectives.

As a result of this experience, students will be able to:

1. Identify the functions of human services management (ULG CT1-3; GLG1,2,5)
2. Plan a needs assessment related to the human services field (ULG CT 1,2; GLG1-5),
3. Develop goals, objectives, measures, and evaluations for a human services programs designed at the individual, family, or community level (ULG CT 4-6; GLG1-5),
4. Demonstrate effective oral and written communication skills by developing strategic program planning documents (ULG WCR 1-4; GLG1-5).
5. Design effective program strategies and interventions on a human services issue or problem targeting a specific population (ULG CT 5,6; GLG1-3), and
6. Develop a fundraising campaign intended to contribute to financing a human services program (ULG QR 1-3; SL 5-7; WCR 1-4, 6, 7; GLG1-5).

4. Course materials:

Hoefer, R., & Watson, L. D. (2024). Essentials of social work management and leadership. A competency-based approach (2<sup>nd</sup> Edition). Cognella. <https://titles.cognella.com/essentials-of-social-work-management-and-leadership-9798823333016>

5. Weekly outline of content:

Week 1: The four-quadrant model and the context of human services management and leadership

Week 2: Values and ethics in administration; administrative and organizational theories

Week 3: Leadership

Week 4: Personal communication

Week 5: Strategic planning

Week 6: Program planning, logic models, and program evaluation

Week 7: Program planning, logic models, and program evaluation

Week 8: Budget and finance

Week 9: Fund development and grant writing

Week 10: Marketing

Week 11: Human resources and supervision

Week 12: Boards

Week 13: Human resources and supervision

Week 14: Persuasion and relationships with community partners

Week 15: Advocacy

Week 16: Final projects due

6. Assignments and evaluation, including weights for final course grade.

Assignments and evaluation, including weights for final course grade: Class participation, small writing assignments, and discussion, including citizenship survey: 30% (ULG1,2,3, 4, 5; GLG1-5)

Needs assessment: 20% (ULG1; GLG1-5)

Fundraising project: 25% (ULG5; GLG1-5)

Program plan: 25% (ULG1-5; GLG1-5)

*\*At least 35% of grade is based on writing due to the writing intensive nature of this course.*

Extra assignment for students completing for graduate credit: Program evaluation plan.  
(ULG 1-5; GLG1-5)

7. Grading scale.

92-100% = A    83-91% = B    74-82% = C    65-73% = D    < 64 F

**Date approved by the department or school: 11/25/24**

**Date approved by the college curriculum committee: 1/22/25**

**Date approved by CAA:**

**CGS:**