

Eastern Illinois University  
**NEW/REVISED COURSE PROPOSAL FORMAT**  
(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

**Please check one:** ☐ New course ☒ Revised course

**PART I: CATALOG DESCRIPTION**

**1. Course prefix and number, such as ART 1000:**

FCS 5450

**2. Title (may not exceed 30 characters, including spaces):** Administration and  
Supervision in FCS

**3. Long title, if any (may not exceed 100 characters, including spaces):** Administration and Supervision in FCS

**4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3

**5. Term(s) to be offered:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand

**6. Initial term of offering:** ☐ Fall ☐ Spring ☒ Summer **Year:** 2014

**7. Course description:** This course will examine management theories, best practices, current trends and issues, ethical issues, communication, public policy, and the hiring process for managing/supervising non-profit social service agencies in order to help students become effective supervisors in the workplace.

**8. Registration restrictions:**

**a. Equivalent Courses**

- **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).

While there are a number of courses that focus on supervision and administration (including REC 4700: Employee and volunteer management in recreation; REC 4830: Administration of leisure services; OPD 4835: Supervision in organizations; and HIS 5010: Leadership in museums and administration of historical organizations) currently offered, none focus exclusively on supervision and administration in non-profit human service organizations and other types of family service agencies. This course will be geared specifically for students that will be working in the family service sector.

- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☐ No

**b. Prerequisite(s)**

- **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. N/a
- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). **N/a** ☐ Yes ☐ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

**c. Who can waive the prerequisite(s)?**

☒ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)

**d. Co-requisites** (course(s) which **MUST** be taken concurrently with this one):

**e. Repeat status:** ☒ Course may not be repeated.

☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

**f. Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: Any student enrolled in the MS in FCS, MS in Dietetics, or the MA in Gerontology graduate programs

**g. Degree, college, major(s), level, or class** to be excluded from the course, if any: Any student that is not accepted and enrolled in the MS in FCS, MS in Dietetics, or the MA in Gerontology graduate programs

**9. Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] N/a

**10. Grading methods** (check all that apply): ☒ Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

**Please check any special grading provision that applies to this course:**

☐ The grade for this course will not count in a student’s grade point average.

☐ The credit for this course will not count in hours towards graduation.

**If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:**

☐ The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in \_\_\_\_\_ (insert course prefix and number).

☐ Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in \_\_\_\_\_ (insert course prefix and number).

**11. Instructional delivery method:** (Check all that apply.)

☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research  
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad  
☒ Internet ☐ hybrid ☐ other (Please specify)

## PART II: ASSURANCE OF STUDENT LEARNING

### List the student learning objectives of this course:

Upon completion of this course, students should be better able to:

1. Identify the basic nature of administration and supervision.
2. Define the role of the administrator/supervisor as a manager, including the functions and principles of management, management duties, and problem solving.
3. Review basic management theories.
4. Identify motivational factors and their influence upon behavior.
5. Identify principles of effective leadership.
6. Review the development of ethical concerns and the application in supervision.
7. Identify the attitudes and abilities needed for effective communication.
8. Identify barriers to interpersonal communication.
9. Identify the administrator's/supervisor's role in employee selection, orientation, training, and performance evaluation.
10. Identify basic principles of time management and dealing with stress.
11. Identify issues and concerns of supervisor's in today's work world.
12. Develop one's own philosophy of supervision.

### PROPOSED CHANGES TO THE COURSE OBJECTIVES:

Upon completion of this course, students should be able to:

1. Apply theories of administration and supervision.
2. Analyze the role of the administrator/supervisor as a leader, including the functions and principles of management, management duties, and problem solving.
3. Compare employee/employer motivational factors and their influence upon behavior.
4. Evaluate principles of effective leadership.
5. Analyze ethical concerns related to leadership and supervision.
6. Apply effective interpersonal communication techniques.
7. Articulate one's own philosophy of supervision.

1.

- a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
  - EIU graduates will write and speak effectively.
  - EIU graduates will think critically.
  - EIU graduates will function as responsible citizens.
- b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
  - Depth of content knowledge
  - Effective critical thinking and problem solving
  - Effective oral and written communication
  - Advanced scholarship through research or creative activity

	Midterm exam	Final exam	Application assignments	In-class exercises	Discussion/participation
Depth of content knowledge	X	X	X	X	X
Effective critical thinking and problem solving	X	X	X	X	X

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Effective oral and written communication	X	X	X	X	X
Advanced scholarship through research and/or creative activity			X		

**2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

	Midterm exam	Final exam	Application assignments	In-class exercises	Discussion/participation
Apply theories of administration and supervision.	X	X	X	X	X
Analyze the role of the administrator/supervisor as a leader, including the functions and principles of management, management duties, and problem solving.	X	X	X	X	X
Compare employee/employer motivational factors and their influence upon behavior.	X	X	X	X	X
Evaluate principles of effective leadership.	X	X	X	X	X
Analyze ethical concerns related to leadership and supervision.		X	X	X	X
Apply effective interpersonal communication techniques.	X	X	X	X	X
Articulate one's own philosophy of supervision.	X	X	X	X	X

There are several application assignments for the class – including the development of a job description and interview questions, a critique of an existing performance evaluation form, and developing and solving an ethical workplace dilemma. The students are also required to develop a training module, using research on a topic that they are assigned (related to the course content) and training techniques that they are taught. There are two exams – both are take-home exams that allow students to apply the concepts covered in class and in the reading assignments.

**3. Explain how the instructor will determine students' grades for the course:**

Discussion and participation in class; in-class exercises	10%
Application assignments	50%
Midterm exam	20%
Final exam	20%

- 4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**
  - b. Describe how the integrity of student work will be assured:**
  - c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

- a.) Students will be required to find articles online relevant to course content and to summarize the main points. Each week they will then be required to participate in discussions with other class members about the topic, using their article summaries as a guide, in order to build relationships with their classmates. The course will cover fourteen modules and within each module different topics will be covered and students will be required to locate articles on the topic and create summaries of the main points, view PowerPoint slides (with audio and video selections), and participate in a discussion regarding the topic under consideration. Each student's individual article summaries will be shared with the remainder of the class in the discussion format. Additionally, case scenarios will be presented to the students and they will be required to work on them in small groups (2-3) and post their findings online for the rest of the class to comment on. Specific criteria will be provided for each assignment (APA format, minimal length and timeline for response, quality and depth of reflection on content and analysis of materials). Participation in discussion will be monitored by the instructor. Students will be divided into groups (for case scenario assignments) and each group will also be responsible for providing discussion postings for the class. Exams will be administered to test the students' knowledge. Exams will consist of a take-home, open-note format.
- b.) The instructor will correspond with each student and the student groups on a regular basis. Each posting on the discussion board and the assignment boxes reflect the student's name and will be monitored carefully. Turnitin plagiarism software will be used to help ensure original and authentic written work for the article summaries.
- c.) Each student will be interacting directly with the instructor and one another via d2l. Discussion boards, email or assignment boxes will be used for direct communication. Weekly lectures will be made available on Powerpoint for each student to read. Students will also have the opportunity to correspond through telephone and/or in person if they so desire. Students will work both individually and in groups in order to enhance communication and develop relationships with one another.

- 5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**

- a. course objectives;**
  - b. projects that require application and analysis of the course content; and**
  - c. separate methods of evaluation for undergraduate and graduate students.**
- N/a

- 6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix \*.)**

N/a

### **PART III: OUTLINE OF THE COURSE**

**Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.**

Week One (2.5 hours)

Introduction to course

Defining supervision & management

Week Two (2.5 hours)

Management theories applied to FCS organizations

Week Three (2.5 hours)

Management theories applied to FCS organizations

Week Four (2.5 hours)

Employee recruitment, selection, & placement in FCS organizations

Week Five (2.5 hours)

Orientation and training in FCS organizations

Week Six (2.5 hours)

Employee retention, morale, & motivation in FCS organizations

Week Seven (2.5 hours)

Midterm exam

Week Eight (2.5 hours)

Performance evaluation in FCS organizations

Week Nine (2.5 hours)

Communication process in FCS organizations

Week Ten (2.5 hours)

Stress & time management in FCS organizations

Week Eleven (2.5 hours)

Decision making & ethics in FCS organizations

Week Twelve (2.5 hours)

Workplace expectations in FCS organizations

Week Thirteen (2.5 hours)

Current workplace issues & trends in FCS organizations

Week Fourteen (2.5 hours)

Putting it all together

Week Fifteen (2.5 hours)

Final exam

## **PART IV: PURPOSE AND NEED**

### **1. Explain the department's rationale for developing and proposing the course.**

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
- b. If the course or some sections of the course may be technology delivered, explain why.**

This course used to be a required core course for all the MS in FCS graduate students until fall 2010 when a statistics class was added to the core curriculum. At that point in time, the graduate faculty members in FCS were attempting to cut down on the number of core courses so that students would be permitted more elective courses. After three years, the faculty noticed that the number of students taking the FCS 5450 course has remained high, in spite of it being an elective course for most. In addition, the feedback from the exit surveys for the program indicate that students think it is one of the most important courses that they have taken as it prepares them for a management position and discusses the practicality of workplace issues. Graduate faculty members discussed this and, given today's competitive career market and previously mentioned factors, unanimously decided to reinstate FCS 5450 as a core course. The MS in FCS graduate faculty met during the fall, 2012 semester and the unanimous vote to include FCS 5450 back into the core curriculum occurred.

### **2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

This course is limited to MS in FCS, MS in Dietetics, and MA in Gerontology candidates. There are no prerequisites or co-requisites.

### **3. If the course is similar to an existing course or courses, justify its development and offering.**

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

This course is not similar to and does not take the place of an existing course.

**4. Impact on Program(s):**

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.
- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

**If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.**

This course will be required for all MS in FCS candidates and an elective for the MS in Dietetics, and MA in Gerontology candidates.

**PART V: IMPLEMENTATION**

**1. Faculty member(s) to whom the course may be assigned:**

**If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.**

Lisa Moyer, Kathleen O'Rourke, Lisa Brooks, and Other Qualified FCS Graduate Faculty as Approved by the FCS Chair and/or Assistant Chair

**2. Additional costs to students:**

**Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)**  
N/a

**3. Text and supplementary materials to be used (Include publication dates):**

There are several articles assigned to the students to read each semester and made available to the students via d2l. The articles change from semester to semester as the content can become outdated quickly.

**PART VI: COMMUNITY COLLEGE TRANSFER**

**If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.**

**PART VII: APPROVALS**

**Date approved by the department or school: November 12, 2013**

**Date approved by the college curriculum committee: February 17, 2014**



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

**Date approved by CAA:            CGS:**

\*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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