COURSE TITLE BLACKBOARD SITE	**MGT6073 - Strategic Nonprofit Management** Fall 2011 – CRN 2042 Course Location: 100% ONLINE in Blackboard
INSTRUCTOR	Gerald (Jerry) Lindman. J.D., Senior Lecturer and Director of the Center for Nonprofit Management, Graduate College of Management Telephone: (248) 204-3095 E-mail: glindman@ltu.edu Instructor Availability: - Online: Live online office hours in Blackboard Wimba as scheduled - On-Campus: Room 308/ Advising Hours: Monday 1-3pm, Wednesday 11am – 2pm. - By phone conference; please schedule email to glindman@ltu.edu
SCHEDULE	September 7, 2011 – December 17, 2011 See www.ltu.edu/registrars_office/calendar_final_exam.index.asp for LTU academic calendar information. This Course is 100% online; there are no in-person course sessions. Course learning materials are divided into 13 modules all contained in Modules section of Blackboard. Each module represents one week of course work and is divided into 'Theory' and 'Practice' sections. Theory contains all reading materials for the module while Practice section contains all activities and assignments for the module. Students are required to complete the reading material under Theory section prior to attempting assignments under Practice section. Most weekly assignments are due by Saturday by 11:59 PM of the week assigned unless otherwise noted. The following are some important dates: September 6 ……….Last day to register without a late fee September 7............ Classes begin; Add/Drop Period begins; late registı **September 19……….Last day to drop with tuition credit** September 20……….Withdrawal period begins; late transaction fee September 30……….Last day to register for all Fall classes November 16………..Last day to withdraw December 17………..End of Fall 2011 term Review complete Academic Calendar www.ltu.edu/registrars_office/calendar_final_exam.index.asp for LTU academic calendar information.
LEVEL/ HOURS PREREQUISITE	Graduate course with non-credit seminar option No prerequisites

REQUIRED TEXT (See Blackboard for additional resources)	Herman, Robert D., The Jossey-Bass Handbook of Nonprofit Leadership and Management, 2nd edition, 2005; ISBN: 0787969958 Note: There are various supplemental readings and articles required and listed under the 'Theory' section of each module in Blackboard. Available for online purchase through LTU Bookstore at: http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489
ADDITIONAL RESOURCES	Additional information and resources for LTU Online student located at: http://www.ltu.edu/ltuonline/
TECHNICAL SUPPORT	Technical support for using Blackboard is provided by the Helpdesk. Visit www.ltu.edu/ehelp or 248.204.2330 or helpdesk@ltu.edu

COURSE SCHEDULE FOR COLLEGE OF MANAGEMENT (GRAD) SEMESTER COURSES

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday.

Dates	Modules	Topics/Readings/Assignments	Assignments Due
Prior to First Week of course	Module 0	**Pre-course Preparation and Assignments** Complete and submit prior the following: 1. Review this Syllabus thoroughly especially the Modules and weekly assignments. 2. Logon to the course Blackboard website and get introduced to this course by reviewing materials posted under Modules. 3. Post your response under Discussion Group entitled "Introduce Myself" 4. Assigned Readings: - Read Preface and Chapter 1 of Text. - Assigned Reading: *The Nonprofit Sector's Leadership Deficit* (Executive Summary), 2005, Thomas J. Tierney - Assigned Reading: *Not-for-profit management: The gift that keeps on giving*, McKinsey & Co, 2001, 5. From Blackboard, download, complete & submit the *Student Nonprofit Background and Interest Questionnaire*.	Two Assignments; both due by Sept 6: 1. *Student Nonprofit Background and Interest Questionnaire* 2. Discussion Forum: *Introduce Yourself*
Week of Sept 6	Module 1	**Module/Week 1- Nonprofit Sector and Social Enterprise** Learning objectives for the first module are: 1. Orienting students to the course, course objectives and syllabus including performance measures, 2. Introducing students to the features and uses of Blackboard & web-conferencing tool, Wimba. 3. Introduction to the Nonprofit Sector and Social Enterprise. 4. Define and distinguish the US and global economy by three distinct sectors; nonprofit, business and government. 5. Define and use terms 'civil society organization' and 'social entrepreneur'.	DUE: Sept 10, 11:59pm Two assignments: one discussion, one written.

Dates	Modules	Topics/Readings/Assignments	Assignments Due
		Assigned Readings: 1) Read Chapters 2 & 4 of Text 2) Assigned Reading: Page 7-9 of the publication, *Global Civil Society - An Overview, Johns Hopkins Comparative Nonprofit Sector Project* (2005). STUDENT NOTE: Pages 7-9 the Johns Hopkins reading contains a definition of a key term for this course, 'Civil Society Organization'. 3) Read *What is a "Social Entrepreneur"?* located at: http://www.skollfoundation.org/aboutsocialentrepreneurship/whatis.asp 4) Get introduced to the new LC3 social enterprise organization by reviewing this webpage. This newly created L3C organization is a hybrid business structure combining the business advantages of the limited liability company (LLC) with a social mission. The L3C occupies a niche between the for-profit and charitable sectors. Located at: http://www.michiganfoundations.org/s_cmf/sec.asp?CID=6766&DID=14917	
Week of Sept 12	Module 2	**Module/Week 2 - Legal Perspective of US Charitable Nonprofit Organizations** This Module is dedicated to understanding the legal framework of a U.S charitable nonprofit, the regulatory role of the U.S. Internal Revenue Service (IRS) and how they are created. Assigned Readings: • Chapter 3 of Text • Assigned Reading: Creating a Nonprofit in Michigan • Review the IRS StayExempt Website at http://www.stayexempt.org/VirtualWorkshop.aspx	DUE: Sept 17, 11:59pm Two Assignments: 1. IRS Stay Exempt Training Online Video Sessions. 2. Reflective Assignment #1
Week of Sept 19	Module 3	**Module/Week 3: Team Project Organization & International Civil Society** This Module focuses on two topics; organizing for the Team Project and getting introduced to the global nonprofit/NGO/civil society sector. Read the Team Project Assignment description in this Syllabus or under Module 2 in Blackboard (Bd). It contains all information for about this Team Project which is due in the final week of this course. Activities include thorough review of the Team Project assignment, assignment of teams and completion of the Team Issue Summary due at the end of this week.	DUE: Sept 24, 11:59pm. Two Assignments: 1. Team Issue Summary, Saturday, 11:59pm in Blackboard.

Dates	Modules	Topics/Readings/Assignments	Assignments Due
		International Civil Society In this module you will to define and use the term "civil society organization" to identify nonprofits and NGO's in all countries of the world that have similar management attributes and are mission-focused. Learning to apply the definition of 'civil society organization' also teaches us how to distinguish social, mission-focused organizations from business and government directed organizations. Assigned Readings: - Chapter 5, The Internationalization of the Nonprofit Sector - Assigned Reading: <u>Global Civil Society - An Overview</u>, Salamon, L., Sokolowski, S.W. and List, Regina., Johns Hopkins University, 2003	2.Discussion Board Assignment for International Civil Society, Saturday 11:59pm
Week of Sept 26	Module 4	**Module/ Week 4 - Boards, Executives & Governance** In this Module we will learn to define and describe the legal responsibilities of the nonprofit board and executive and understand and apply best practice behaviors of each. Assigned Readings: - Text, Part Two, Introduction to Key Leadership Issues (page 130) - Chapter 6: Board Leadership and Development - Chapter 7: Executive Leadership - Assigned Reading: Directors & Officers Liability Loss Prevention for Non-for-Profit Organizations (2006), Bailey, Dan, Arter & Hadden, Chubb Group of Insurance Companies.	DUE: Oct. 1, 11:59pm Case study assignment, Who Speaks for Us?
Week of Oct. 3	Module 5	**Module/Week 5: Strategic Planning & Evaluation** This Module introduces the principles of strategic planning, outcome assessment and program evaluation and their application in effective nonprofit management. Assigned Readings: - Chapter 8, The Strategy Change Cycle: An Effective Strategic Planning Approach for Nonprofit Organizations - Chapter 16, Outcome Assessment and Program Evaluation	DUE: Oct. 8; 11:59 pm Written Assignment
Week of Oct. 10	Module 6	**Module/Week 6: Fund Development & Social Enterprise** This week we learn to identify and distinguish traditional fundraising methods used by nonprofit	*Guest Lecturer: Dino M. Hernandez.*

Dates	Modules	Topics/Readings/Assignments	Assignments Due
		organizations and define the three primary sources of revenues that support charitable nonprofit in the United States. We will learn how to use a gift range chart in planning and describe how a nonprofit generates 'earned income' through social enterprises and social ventures. There is a special guest this week. Assigned Readings: • Chapter 17, Designing and Managing the Fundraising Program • Chapter 18, Enterprise Strategies for Generating Revenue • Assigned Readings: Overview of Nonprofit Fundraising Sources and Approaches (2002), McNamara, Carter PhD located at URL: http://www.managementhelp.org/fndrsng/np_raise/fndraise.htm#anchor272695 **Read only** the following sections of this Overview: Basic Guidelines for Fundraising and Typical Funding Sources and Advantages-Disadvantages of Each. Guest Lecturer*: Dino M. Hernandez* *Assistant Vice President for Advancement/Executive Director of the Proud Heritage Bold Future Campaign Lawrence Technological University, Office of University Advancement*	A professional fundraiser will lead our class this week He will conduct an online interactive presentation on the topic in Bd Wimba and answer questions in a weeklong discussion forum. All students must be prepared to participate in discussions and live Wimba session and demonstrate learning on the topic.
Week of Oct. 17	Module 7	**Module/Week 7: Issue Spotting the Greenhill Case Study** This week you will read the case study which is the focus of the Nonprofit Consultant Report due at the end of this course. The weekly assignment calls for you to immerse yourself into the Greenhill Community Center Case Study and identify and briefly describe the management issues you see. The story told in the Greenhill Community Center Case Study is based a real-life situation and presents management issues which are commonly faced in the nonprofit organizations.	DUE: Oct 22, 11:59pm. Two Assignments: 1. Written: Issue Spotting Assignment; 2. Discussion: Reflective Assign #2
Week of Oct. 24	Module 8	**Module/Week 8 - Topics in Financial Management** This week we will overview key topics in financial management and learn to define, describe and apply internal controls, the annual audit and risk management planning. Assigned Readings:	DUE: Oct. 29, 11:59pm. Assignment

Dates	Modules	Topics/Readings/Assignments	Assignments Due
		• Chapter 19, Financial Accounting and Financial Management (pgs. 466-501) • Chapter 21, Risk Management. • "Internal Controls: Safety Tools That Should Make Cents for Every Nonprofit", Herman, Melanie, Nonprofit Risk Management Center for Nonprofit Management (see Blackboard, Module 8) • "Controlling the Audit Process" (1999), Renteria, Hilda S CPA (READ ONLY Pages 1-12) (see Blackboard, Module 8)	
Week of Oct 31	Module 9	**Module/Week 9: Midterm Exam** The only assignment this week is the online Midterm Exam. Exam instructions and the exam itself are contained in Blackboard under Module 9. The exam covers course content addressed to-date in this course. It is an open book, open note exam however it is required that you complete it without consultation. The Midterm contains two parts; Part I- True/False-Multiple Choice, Part II – Short Answer. Please note that once you start a Part, you must continue to complete it as you cannot re-enter. I am available via email if you have problems taking the exam. ***The exact days/times for availability of the Midterm Exam will be posted by professor**	DUE: Midterm Exam. The exact days/times for availability of the Midterm Exam will be posted by professor.
Week of Nov. 7	Module 10	**Module/Week 10 - Marketing, Social Marketing and Public Relations** In this Module, we learn strategies for applying traditional marketing and public relations principles to the advancement of a mission-focused, nonprofit organization Assigned Readings: • Chapter 12 of text • Assigned Readings: Social Norms and Social Marketing • Assigned Reading: How Marketing Can Reduce Worldwide Poverty	DUE: Nov 12, 11:59pm 1. Weekly assignment 2. Reflective Assign #3
Week of Nov. 14	Module 11	**Module/Week 11 – Managing Employees & Volunteers** In this Module we learn the best practices in the management of nonprofit employees and volunteers. Assigned Readings: • Chapter 22: Recruiting and Retaining Volunteers • Chapter 23: Recruitment and Retention in Nonprofit Organizations	Due: Nov. 19, 11:59 pm. One assignment in Discussion Forum

Dates	Modules	Topics/Readings/Assignments	Assignments Due
Week of Nov. 21	Module 12	**Module/Week 12 – Advocacy & Lobbying by 501c3 Nonprofits** This week we learn about the important and unique management activity of public policy advocacy and lobbying and how it helps to achieve mission. We learn how to define fundamental legal parameters and apply the strategies needed to effectively change public laws and funding on behalf of a mission-focused organization. Assigned Reading: Read Chapter 10 and assigned reading under Module 10.	DUE: Nov. 26, 11:59pm: Two assignments; one discussion, one written
Week of Nov. 28	Module 13	**Module/ Week 13 - Team Presentations** This week is dedicated to the online Team Presentations. They will be conducted by the Teams in Blackboard Wimba according to a schedule arranged with professor. Students must participate (including asking questions) in each presentation. See description in this syllabus and Module 3 for complete instructions for the Team Presentation.	DUE: Online Team Presentations
Week of Dec. 5	Final Week	**Final Course Deliverables and Due Dates** Due: Thursday, Dec.8 by 11:59pm in Bb - Reflective Learning Assignment, Final Report. Due: Thursday, Dec.8 by 11:59pm in Bb - Extra Credit Assignment on volunteering (see syllabus & Module on Extra Credit Assignment on Volunteering). Due: Saturday, Dec. 10 by 11:59pm in Bb- Nonprofit Consultant Report (see syllabus & Module/Week 8).	

STUDENT EVALUATION

The course has graded activities and assignments totaling 100 points. Letter grades are awarded based on the total number of points achieved. Points are deducted for late assignments.

Assignments	Points	Due Date
Team Presentation	20	Week of Nov. 28
Nonprofit Consultant Report	25	Sat. Dec. 10
Midterm Exam	15	*See* Module #9
Course participation/Online Discussions/Assignments	20	Weekly
Reflective Learning Assignment	20	Throughout course; Final due Dec. 8
Total Points	100	-------------------------
Extra Credit: Volunteering Assignment	**Up to 2**	Dec. 8

Class Points	Letter Grade
96 and above	A
90 – 95	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-

Note: Grades lower than a "B" fall below the LTU graduate standard

IMPORTANT NOTES FOR STUDENTS

Blackboard Learning Environment – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, streaming videos, narrated PowerPoint mini-lectures, podcasts, written lecture notes, chapter quizzes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

Student/Instructor Conversations – Students keep in touch with the instructor via e-mail messages, telephone conference calls, and IM conversations.

Self-Assessments – Pre- and post- self-assessment tools will help students measure their entering skills and progress during the course.

Required Reading – Textbook chapters and assigned readings are identified in this Syllabus and in Blackboard under the 'Theory' section of Modules. They should be read according to the schedule outlined in the syllabus.

Publisher Web Site – A publisher web site at http://www.nnn.com/nnn includes instructional materials, PowerPoint slides, case studies, application exercises, and practice quizzes. You should make use of as many of these resources as you need to be successful.

Assignments – For all assignments, see 'Course Schedule' in this Syllabus and The 'Practice' section of each Modules in Blackboard. There are in-depth descriptions of Assignments later in this Syllabus and in Blackboard Modules. Readings, discussion forum participation, and written assignments must be completed according to the class schedule. It is important to contact the instructor as needed to discuss personal needs regarding course requirements and assignments. It is essential that all students actively contribute to the course objectives through their experiences and working knowledge. All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software. If you need to submit an assignment via email, contact the instructor in advance. Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus.

Email Account- Each student has a LTU email account. If you wish to use a different email address for this course, please **change your email address in Blackboard under "Blackboard Tools", then "Personal Information"** and send an email to me so I can store your address in my email directory.

Student Evaluations. At midterm and at the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I encourage you to participate in the evaluation process.

Faculty Responsibility. It is important for you as students to know what to expect from me as your instructor:

- I will be available to you via e-mail and phone, and will promptly reply to your messages.
- I will be available to you for face-to-face appointments as requested.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
- I will return all assignments to you promptly, and will include individualized comments and suggestions with each assignment.
- I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.
- If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.

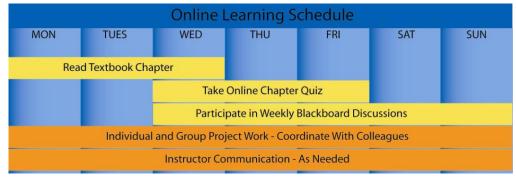## PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS

A three-credit course generally requires <u>at least</u> nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 14-week semester (the Summer semester is compressed into 10 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 6 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through online quizzes. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment. This means that you should plan to spend <u>at least</u>:
    - 8-9 hours preparing your case study review;
    - 24-40 hours working with your group on the three parts of your semester-long project;
    - 8-9 hours working on the various components of your reflective consolidation (final exam).

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic can be used to guide you in planning your weekly course work to remain on schedule:

Online Learning Schedule

MON	TUES	WED	THU	FRI	SAT	SUN
Read Textbook Chapter						
		Take Online Chapter Quiz				
		Participate in Weekly Blackboard Discussions				
Individual and Group Project Work - Coordinate With Colleagues						
Instructor Communication - As Needed						

ASSIGNMENT DETAILS

On the following pages, the major course assignments and evaluation criteria are detailed. **Please review these requirements carefully**. This material is also contained in the Modules section of Blackboard. If there is any discrepancy, this syllabus controls. See the section Academic Resources / Assessment Guidelines for information about assessment of written and oral presentations. Please note all assignments are submitted using the Blackboard "Assignments" or "SafeAssign" function. Some assignments are also posted to the Blackboard Discussion Forum for student comments**. Final assignments SHOULD NOT be emailed to professor** unless Blackboard is unavailable however students are required to submit assignments in Blackboard when next possible

ASSIGNMENT FOR MODULE 0
Student Nonprofit Background and Interest Questionnaire

PLEASE COMPLETE AND SUBMIT IN BLACKBOARD
DUE DATE: Module 0/ Week 1 in Blackboard

Objective: Identify and reflect on your current relationships and understanding of nonprofits and social causes.

Instructions: Please answer the questions below as best you can and submit under Assignments.

NAME: STUDENT ID#

QUESTIONS:

(1) How often do you donate money to social, charitable or religious organizations or causes?
    Check One
        ☑ Never
        ☑ Few Times
        ☐ Only When There is a Special Need
        ☐ Regularly

(2) How often do you volunteer at a nonprofit, government program, religious organization (e.g. church, mosque, temple, or synagogue)?
    Check One
        ☐ Never
        ☐ Few Times
        ☐ Only When There is a Special Need
        ☐ Regularly

(3) Have you, or someone you have known, been employed at a nonprofit or religious organization (e.g. church, mosque, temple or synagogue)?
    Check One: ☐ Yes   ☐ No

(4) Is it important for you to be employed at an organization which is promotes volunteering or charitable giving by management and employees?
    Check One: ☐ Yes   ☐ No

(5) Is it important for you to be employed at an organization which promotes corporate social responsibility and sustainable products?

    Check One: ☐ Yes   ☐ No

(6) What type of nonprofit organization do you volunteer or donate money to?
(Check all that apply)

- ☐ Advocacy and political groups
- ☐ Lobbying groups
- ☐ Professional associations
- ☐ Scientific and research organizations
- ☐ Educational organizations
- ☐ Art, historical, cultural organizations

- ☐ Direct social service agencies
- ☐ Foundations
- ☐ Health organizations
- ☐ Religious organizations
- ☐ Labor organizations
- ☐ Environmental organizations
- ☐ Social change organizations
- ☐ Others:

(7) What specific causes or populations do you volunteer or donate to?
(Check all that apply)

- ☐ Health disability issues
- ☐ Children and families
- ☐ Disease such as AIDS, cancer, diabetes, Alzheimer's
- ☐ Homelessness
- ☐ Literacy
- ☐ Economic development
- ☐ Senior citizens

- ☐ Immigrants/refugees
- ☐ Political reform
- ☐ Endangered species
- ☐ Water & air quality
- ☐ Prison reform
- ☐ Consumer's rights
- ☐ Civil and human rights
- ☐ Others:

(8) If you could be employed by a nonprofit organization, what type of job would you like to have? (Check all that apply)

- ☐ Program Management
- ☐ Marketing or PR
- ☐ Development/Fundraising
- ☐ Human Resources
- ☐ Volunteer Management
- ☐ Information Technology
- ☐ Financial Management
- ☐ Public Policy Advocacy & Lobbying
- ☐ Research & Analysis
- ☐ Program Evaluation
- ☐ Community Organizing
- ☐ Social Work
- ☐ Education
- ☐ Counseling
- ☐ Other:

(9) The following are common job skills and characteristics important to nonprofit organizations; identify which are your strengths.
(Check all that apply)
- ☐ Organizational management
- ☐ Writing – PR/Marketing
- ☐ Public and community relations
- ☐ Counseling
- ☐ Training
- ☐ Research and analysis
- ☐ Fundraising
- ☐ Grantwriting
- ☐ Program planning
- ☐ Business planning
- ☐ Technology, data and computer
- ☐ Teamwork
- ☐ Creativity
- ☐ Marketing
- ☐ Flexibility
- ☐ Adaptability
- ☐ Language skills (Please List):
- ☐ Specific subject knowledge (Please List):
- ☐ Others (Please List)   _____

(10) Which of the following are common types of professional fundraising?
(Check all that apply)
- ☐ Major Gifts   ☐ Grants   ☐ All the Above
- ☐ Planned Giving   ☐ Annual Fund

(11) Which of the following marketing activities are applicable to nonprofit sector?
(Check all that apply)
- ☐ Advertising
- ☐ Communications
- ☐ Public relations
- ☐ Branding
- ☐ Target marketing
- ☐ All the above

(12) Which of the following activities are NOT the responsibilities of the board of directors of a nonprofit?
(Check all that apply)
- ☐ Strategic planning
- ☐ Business planning
- ☐ Hiring staff
- ☐ Hiring the CEO
- ☐ Adopting a budget
- ☐ Annual audit

Thank you for completing this Questionnaire. Please submit it under Module 0 in Blackboard.

ASSIGNMENT
Team Project, A Researched Presentation
(This assignment represents 20% of your total grade.)

DELIVERABLES & DUE DATES:
Note: See Module 3 for Team Formation Activities .
1. Team Issue Summary: Due in Module 3 by 11:59pm in Blackboard Assignment.
2. Team Presentations: Due in Module 13 in Blackboard Wimba.
3. Team Member Evaluations: Due Module 13 in Blackboard Assignments.

Each team will complete an online presentation supported by research and credible sources in best practices of nonprofit management using primarily the course text and assigned readings. This Team presentation will be delivered online in Bb-Wimba. The topic of the presentation is selected by the Team and must be closely related to MGT6073 course material. Above are the three deliverables with respective due dates for this team assignment.

Teams of two or three are selected by Professor Lindman. The team convenes itself during Week 3 of this course and begins collaborative work to identify a strategic management challenge facing charitable nonprofit organizations which will be the topic of the team presentation. The issue selected and the research presented should build on topics covered in-class or elsewhere in the course text. Professor Lindman welcomes inquiries regarding what issue or topic to select.

Once the topic is chosen by the Team, and approved by Professor Lindman, it should be thoroughly researched and analyzed supported primarily using the best practices standards of nonprofit management covered in the course text and assigned readings.

Team Issue Summary
- A short Issue Summary is due in Blackboard from each Team by the Saturday of this week:
- It should be no more than two pages in length.
- Format: It should identify team members, preliminary title of report and presentation, the issue you have chosen and reasoning, problem statement or thesis, an action plan identifying how each team member will contribute to research and preparation of the team presentation according to the respective due dates.

Requirements for the Team Presentation:
1. Use PowerPoint to be loaded and presented in Blackboard Wimba
2. Use the Note feature for each slide in PowerPoint which references the credible sources researched and used in making your presentation. Use APA style for each citation.
3. Last slide should contain a listing of all sources cited in your presentation. Use APA style.
4. Presentation should be approximately 20-25 minutes in length plus Q &A
5. Citations used primarily from course text and assigned readings.

ASSIGNMENT:
Nonprofit Consultant Written Report
(This assignment represents 25% of your total grade.)

DUE DATE: by Saturday, December 10, 11:59pm in Blackboard

INSTRUCTIONS:
1. Read the Case entitled Greenhill Community Center (Part A and B) found in Blackboard Course Documents.
2. Prepare a written researched report analyzing the management challenges facing Greenhill.
3. Recommend strategic solutions to the board of directors as to how to proceed.
4. Analysis and solutions should be primarily based upon material covered in this course.
5. The Report should be written as follows:
    - Follow APA format which specifically cites chapters from our text.
    - 12-15 pages in length
    - Use Microsoft WORD, double spaced, 12 pt font
    - Cite a minimum of five sources (Please note that our text should be the primary source used and each chapter can be cited as an independent source.)
    - Include a cover page with title

OVERVIEW OF THE GREENHILL CASE:
This Case is entitled "Greenhill Community Center". This case tells the story of dilemmas and escalating crises facing the new executive director of a small, multipurpose nonprofit organization. Greenhill Community Center was in transition between its original founder and a new executive director named Leslie. Leslie has a very different style, professional background and approach to management.

For this assignment, your role is that of a consultant, hired by the board, who is an expert in helping nonprofit executives, boards and staff work better together using the latest in best practices of board and executive management strategies.

Reflective Learning Assignment
(20% of grade)
Three Discussion Forum posts (See Modules 2, 7 & 11) and a final Reflection Paper due
Thursday, December 8 at 11:59p (Module 14)

This assignment uses a reflective learning approach, a well documented method to promote learning. For purposes of this course, reflection refers to "a process of searching for connections between new information and past experiences, knowledge or feelings". For more information about the research underlying reflection as a learning tool, read Reflection - A Reflection - A Prerequisite for Developing the "CEO" of the Brain, Journal of Management Education, 2009: 33; 3 located in Bd under Course Documents.

Instructions for this Assignment
  a) Read thoroughly the *Rubric for Assessing Student Reflection* contained in this Syllabus (and posted in Blackboard under Course Information).
  b) In weeks/module 2, 7 and 11, respond to three discussion forums entitled 'Reflective Assignment'.
  c) In Module 14, there is a final written (not Discussion Forum) Reflection Report due.

Part I: Reflective Responses (100-150 words each)
B y Wednesday at 11:59pm in Weeks/Modules 2, 7 and 11 do the following:
  - Under 'Practice' sections, there will be a statement posted for you to read and reflect on. Post your response in the designated Discussion Forum. This statement will be related to the recent course material.
By Saturday at 11:59pm respond to at least one student's Reflective Post (30-50 words). Try to build on what that student reported about the course learning or experience.

Part II: Final Reflection Report (approximately 1000 words)
In final week of this course, prepare and submit a Final Reflective Report which:
  a. Demonstrates you have reviewed all your past weekly reflection posts and comments provided by peers.
  b. Consider how, in total, the course material and experience has connected with past professional or volunteer experiences and outline a blueprint guide for your self-development in the nonprofit sector from here on. Consider the following:
      i. How does this course align with your personal/professional values?
      ii. What course topics did you find align best with your professional strengths?
      iii. What course topics interested you most?
      iv. How might you put topics to work in future to accomplish personal or professional goals?
  c. The requirements for the final written report are:
      i. Wordcount range: 900-1000.
      ii. In writing this Reflection Paper, demonstrate specific course concepts that inspire your thinking and reflection.
      iii. Use APA style to cite as least two specific areas of our text which inspire your thinking and reflection.

Rubric for Assessing Student Reflection

Score	Criteria
100% - 90%	Assignment demonstrates a thoughtful, in-depth reflection on what has been learned; Contains specific personal reflection on the course material including the text, lectures, in class and online discussions, assigned readings and student presentations; Clearly articulates how the learning has impacted the student's intellectual, personal, professional and ethical development; Insights on how the student has incorporated learning from personal/professional experiences, other courses/students/faculty is evident.
89% - 80%	Assignment displays a thoughtful reflection on what has been learned; Contains some personal reflection on the course material including the text, lectures, in class and online discussions, assigned readings and student presentations; Articulates how the learning has impacted the student's intellectual, personal, professional and ethical development; Some insights on how the student has incorporated learning from personal/professional experiences, other courses, students/faculty are evident.
79% - 70%	Assignment shows partial reflection on what has been learned; Contains limited personal reflection on the course material including the text, lectures, in class and online discussions, research articles, outside readings, and student presentations; How the learning has impacted the student's intellectual, personal, professional and ethical development is unclear; Insights on how the student has incorporated learning from personal/professional experiences, other courses/students/faculty are lacking.

<u>EXTRA CREDIT</u> ASSIGNMENT: Volunteering at a Nonprofit
(Earn up to 2 extra credit points)

DUE DATE: Thursday, December 8 (Module 14)
This is an opportunity for <u>extra credit</u> for MGT6073. It is <u>not required</u> and you can still earn an A without completing this assignment. Successful completion of this extra opportunity can earn students up to 2 points toward your total grade. The following is a description of this extra credit assignment. See Blackboard for all information on how to submit this extra credit assignment.

INSTRUCTIONS: If you volunteer for 3 hours or more at a charitable nonprofit organization in your community during this semester, and provide me the information listed below by the due date and you can earn extra credit points toward your total grade. This is extra credit and you do not have to complete this to receive an A in this course.

To receive maximum extra credit points do the following by the due date you must volunteer at least 3 hours at a charitable nonprofit organization of your choice during this semester and submit a written report in the format outlined below by the due date.

INSTRUCTIONS:
If you volunteer for 3 hours or more at a charitable 501c3 nonprofit organization during this semester, and provide me the information listed below by the due date (see above), you can earn up to 2 extra credit points toward your total grade. To receive maximum extra credit points, you must do the following by the due date:

1) Volunteer at least 3 hours at a charitable 501c3 nonprofit organization. It can be for a religious organization or house of worship. It can be for volunteering that you are already scheduled for but it has to have happened during this semester.
2) Submit as an Assignment in Blackboard the following information (approximately 600-800 words):
a. Name of Nonprofit
b. Address
c. Phone
d. Name of Supervisor who will verify your volunteering
e. Supervisor's phone & email address
f. State the mission statement (and vision statement, if there is one) of the nonprofit.
g. Describe your volunteer activity and its connection to achieving the mission of the charitable organization.
h. Describe a volunteer recruitment strategy used by the nonprofit; provide your comments on effectiveness of their volunteer recruitment process and their overall use of volunteers. Provide any modifications or improvements you might suggest that might help to increase volunteering or improve the impact of volunteers.

Online Participation Components and Requirements Rubric

In-Class & On-Line Participation Rubric

The following rubric or guidelines will be employed when grading in on-line or BlackBoard participation points.

On-line Participation Points

Students will be graded for their on-line participation using BlackBoard. Students will be asked to respond not only to those posts by the instructor but to their peer posts as well. This will be completed during the on-line weeks where the student is to post on a regular basis. Specifically:

- Each student is expected to respond to instructor postings according to the instructions.
- Each student may start discussion treads concerning pertinent nonprofit management issues to earn points. Credible sources used to support comments should primarily come from course text and assigned readings.
- Each student is required to lead and facilitate his or her own postings. The student is also required to respond to posts from their peers on a regular basis.
- Postings submitted the <u>final two weeks of class</u> will <u>not</u> be counted.

Quality of posts - when grading a student's posts, the instructor will use the following as a guideline. High quality posts receive the maximum number of points.

Posting Quality Rating	Examples
High	• Original thoughts not already contained in the threaded discussion • Supported with citations and ideas from the course text and assigned readings – please use APA style for your references • Agreement/Disagreement with other postings and including a strong reason why
Fair	• Some original thoughts/some repeat of what has already been listed in the threaded discussion. • Supported with some citations and ideas from the course text and assigned readings • APA style is attempted but incorrect
Poor	• Doesn't demonstrate original thinking • Doesn't attempt to cite any source • Doesn't use APA style

Written Assignments Rubric

A Paper (Exemplary):
1. Complies fully with the assignment. Information clearly and effectively supports a central purpose or thesis and displays a thoughtful, in-depth analysis of a sufficiently limited topic. The reader gains insights.
2. Is directed towards and meets the needs of a defined audience (is persuasive or argumentative).
3. Begins, flows, and ends effectively. The introduction, body and conclusion of the paper are sound.
4. Provides compelling supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.
5. Is well-organized and unified with ideas and sentences that relate to the main topic. The ideas are arranged logically to support the thesis.
6. Uses appropriate, direct language: the writing is compelling; the sentences are well-phrased and varied in length and structure. Paragraphs are well-structured, use of headings is excellent, and the paper shows strong organization.
7. Supports major themes with credible sources primarily drawn from the course text and assigned readings.
8. Correctly acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.).
9. Is free of errors in grammar, punctuation, word choice, spelling, and format.
10. Shows originality and creativity in realizing 1-6.

B Paper (Proficient):
1. Complies in a competent manner with the assignment. Information provides firm support for a central purpose or thesis, and displays evidence of a basic analysis of a sufficiently limited topic. The paper demonstrates overall competency. It shows some originality, creativity, and/or genuine engagement with issues at hand.
2. Is directed towards and meets the needs of a defined audience (is persuasive, argumentative or informational).
3. Begins, flows, and ends effectively. The introduction, body and conclusion of the paper are adequate.
4. Provides adequate supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.
5. Is well-organized and unified with sentences that relate to the main topic. The ideas are arranged logically to support the thesis. Paragraphs are well-structured, use of headings is good, and the paper shows general organization and flow.
6. Is comprised of well-phrased sentences which are varied in length and structure. There are occasional violations in the writing, but they don't present a major distraction or obscure the meaning.
7. Supports major themes with credible sources.
8. Correctly acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.).
9. Contains minimal errors in grammar, punctuation, word choice, spelling, and format.

C Paper (Marginal):
1. Complies adequately with the assignment. Information supports the thesis at times. Analysis is basic or general. The purpose is not always clear. The paper completes (rather than engages in) the assignment.
2. Presents an unclear (either persuasive or argumentative) rhetorical position.
3. Has partial or inadequate introduction and conclusion.
4. Does not provide adequate supporting arguments, evidence, examples and/or details.
5. Is not arranged logically. Ideas fail to make sense and are not expressed clearly. The reader can figure out that the writer probably intends, but may not be motivated to do so.
6. Contains some awkwardly constructed sentences which present an occasional distraction for the reader. Paragraphs are unstructured, headings are missing, and general organization and flow is lacking.
7. Incorrectly or partially acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.). Although occasional references are provided, the writer relies on unsubstantiated statements. The reader is confused about the source of ideas.
8. Contains numerous errors in grammar, punctuation, word choice, spelling, and format, which is distracting to the reader.

Not Graduate Level Paper
1. Does not adequately comply with the assignment. The paper does not successfully identify the thesis. Analysis is vague or not evident.
2. Has no rhetorical position.
3. Has an inadequate introduction and conclusion.
4. Does not provide adequate supporting arguments, evidence, examples and/or details. Paragraphs may "string together" quotations without a context of discussion.
5. Is not arranged logically. Frequently, ideas fail to make sense and are not expressed clearly. The reader cannot identify a line of reasoning.
6. Contains frequent errors in sentence structure, which present a major distraction to the reader. Paragraphs are unstructured, headings are missing, and the paper lacks general organization and flow.
7. Incorrectly or partially acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.). Although occasional references are provided, the writer relies on unsubstantiated statements. The reader is confused about the source of ideas.
8. Contains numerous errors in grammar, punctuation, word choice, spelling, and format, which obscure the meaning of the passage. The reader is confused and stops reading.

Verbal/Oral Online Presentation Rubric

Score	Criteria
High Quality Presentation	Clear, succinct and complete. Concepts described fully and communicated effectively. Strong preparation. Held audience attention. Visually acceptable. Showed ability to persuade audience. Strong organization and flow. Presented in a rational, logical order—used and followed an agenda. Provided appropriate solutions for defined problems. No spelling or grammatical errors. Excellent incorporation of sources and references into presentation. Met time requirements for presentation. Fielded audience questions very effectively. Used presentation technology effectively.
Good Presentation	Mostly clear, succinct and complete. Concepts described and communicated fairly well. Adequate preparation. Held audience attention. Visually acceptable. Showed ability to persuade audience. Good organization and flow. Presented in a rational, logical order—used and followed an agenda. Provided adequate solutions for defined problems. Very few spelling or grammatical errors. Good incorporation of sources and references into presentation. Met time requirements for presentation. Fielded audience questions well. Used presentation technology adequately.
Average Presentation	Information presented not always clear or succinct. Concepts not described fully or communicated effectively. Did not hold audience attention. Weak preparation. Lacked ability to persuade audience. Weak organization and flow. Many spelling or grammatical errors. Sources and references not always used or cited properly in presentation. Did not meet time requirements for presentation. Did not respond effectively to audience questions.
Not Graduate Level Presentation	Information presented not clear or succinct. Concepts not described or communicated effectively. Did not hold audience attention. Weak preparation. Lacked ability to persuade audience. Weak organization and flow. Unacceptable number of spelling or grammatical errors. Sources and references not cited properly or used at all in presentation. Did not meet time requirements for presentation. Did not respond adequately to audience questions.

SYLLABUS ADDENDA

Please see the LTU Online "Current Students" web site http://www.ltu.edu/ltuonline/ for comprehensive information about Lawrence Tech's academic services, library services, student services, and academic integrity standards. The content of this web site is explicitly included in these syllabus requirements.

The LTU Online "Current Students" web site also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the eHelp web site regarding the use of the SafeAssign product.