

**North Park University
School of Business & Nonprofit Management**

8-19-2012

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| Course: SBNM5710 | Fall 2012 – Quad A |
| <u>Principles of Nonprofit Management</u> | Online |

Instructor: Pier C. Rogers, Ph.D. Office hours: Axelson Center – 5049 N. Spaulding, 2nd floor – By appointment.

Office Phone: 773-244-5748 Online hours: Tuesday morning 9-10:30am (CST); Friday morning 9-11am (CST) -by appt.

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Required Texts & Readings:

A. Renz, D and Associates (2010). *The Jossey-Bass Handbook of Nonprofit Leadership and Management, 3rd ed.*, San Francisco: Jossey-Bass.

B. Siegel, J.B. (2006). *A Desktop Guide for Nonprofit Directors, Officers, and Advisors, Hoboken, N.J.: John Wiley & Sons, Inc.*

C. Selected Online Sources:

1. Description of Present-Law Rules Relating to Tax Treatment of Charitable Organizations by Joint Committee on Taxation (11/8/2001), on-line at <http://www.house.gov/jct/x-77-01.pdf>

2. Form 990 Redesign for Tax Year 2008 (filed in 2009), on-line at <http://www.irs.gov/charities/article/0.,id=176613,00.html> and <http://www.irs.gov/charities/index.html> and <http://www2.guidestar.org/rxg/help/faqs/form-990/index.aspx>
3. “Nonprofit Organizations’ Use of the Internet” by Richard Waters (2007), available via Brandel at <http://web.ebscohost.com/ehost/viewarticle?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5Ie42eqLsq6shd%2ff7Ebj3u2L8ra0R7KIsEiur55KuKuwUrKsnmjLnPKK3%2bTxeeHq54fs3%2bJVq6mvSq6nsFCyraSE3%2bTIVePkpHzgs%2bCM5pzyeeWzv2ak1%2bxVsKy2UbaosVCk3O2K69fyVeTr6oTy2%2faM&hid=8>
4. Roeger, Katie, Blackwood, Amy, and Pettijohn, Sarah. (2011). “The Nonprofit Sector in Brief: Public Charities, Giving and Volunteering, 2011.” <http://www.urban.org/publications/412434.html>
5. Materials posted on Moodle. Pay close attention to each week’s readings that are posted in Moodle. They are not all shown in the syllabus.

Additional Readings (Supplemental resources – Not posted – You may search for them yourself):

1. **The Nonprofit Sector in a Changing World.** Eisenberg, Pablo. In *Nonprofit and Voluntary Sector Quarterly*, Vol. 29, Iss. 2. pp. 325-330. 2000. Sage Publications.
2. **Evaluating Capacity-Building Efforts for Nonprofit Organizations.** Connolly, Paul; York, Peter. In *OD Practitioner*, Vol. 34, Iss. 4. pp. 33-39. 2002. Organization Development Network.
3. **Standards for Charitable Accountability.** pp. 1-3. 2003. BBB Wise Giving Alliance, <http://www.bbb.org/us/Charity-Standards/>
4. **Volunteer Management Capacity in America's Charities and Congregations: A Briefing Report.** pp. 1-24. Published February, 2004. Urban Institute Press, <http://www.urban.org/publications/410963.html>
5. “Getting the Numbers Right”. Jon Pratt, In *Nonprofit Sector Quarterly*, Spring 2007, pp. 9-15.

Introductory Comments:

Nonprofit organizations are ubiquitous. Many people are born in a nonprofit hospital, attend a nonprofit university, send their children to a nonprofit day-care center, worship at a nonprofit religious institution, watch the performances of nonprofit symphonies and dance companies, visit their parents in a nonprofit nursing home, and face the end of their life in a nonprofit hospice. Some need the services of nonprofit job-training organizations, soup kitchens, family counseling, and housing assistance agencies. People hope that nonprofit health-research associations will find cures and treatments for the ails they study, that nonprofit think tanks and advocacy groups will foster a better society, and that international nongovernmental organizations will promote the spread of human rights and economic development. We fear that some nonprofits will divide us into warring factions, that tax breaks will be wasted on largely unaccountable and antidemocratic organizations, or that the wrong side will win the advocacy wars. What factors define this diverse collection of organizations and causes? Richard Steinberg & Walter Powell, 2006

Nonprofit organizations continue to be different, even as they change and evolve due to the changing funding and institutional environments they face. They are unlike both businesses and government in certain fundamental ways while similar in other ways. Nonprofit organizations, like businesses, rely on voluntary exchanges to obtain revenues and other resources. In business, customers supply the resources for the service they receive. Unlike business, nonprofit organizations...typically depend, at least to some extent, on one group, donors or government, for the resources necessary to provide a different group, the clients or beneficiaries, with services. Indeed, one reason nonprofit organizations exist is that the services they offer would not be provided otherwise. This is the justification for the tax and other public policy preferences nonprofit organizations receive – they provide public goods that would otherwise not be provided, either by business or by government.

Robert Herman, 2005

Course Description: This is a course about the nonprofit sector, about the unique socio-political philosophy that has led to its development, and about its current status and dimensions. This course will provide an introduction to some of the special management and leadership issues facing nonprofit organizations. Because of the unique status of nonprofits organizations, leadership is perhaps the most critical of all the nonprofit topics; who leads and how leadership, decision making, and other executive functions are exercised is of paramount importance in the nonprofit sector.

Student Learning Objectives:

Through participation in this course, students will increase their specific knowledge in the following areas: nonprofit management literature; history and philosophy of the sector; scope and size of the sector – on international, national, and local levels; laws and standards applicable to nonprofit organizations; standards of ethical behavior and public expectations of accountability; nonprofit management methods and practices; effective board and staff relations; basic strategic planning tools and practices; advocacy and media management principles; and resources for further investigation of nonprofit management.

Course Objectives:

This is a course about the nonprofit sector, about the unique socio-political philosophy that has led to its development and about its current status and dimensions. This course will also provide an introduction to some of the special management and leadership issues facing nonprofit organizations. Because of the unique status of nonprofit organizations, leadership is perhaps the most critical of all the nonprofit topics: who leads and how leadership, decision making and other executive functions are exercised are of paramount importance in the nonprofit sector.

Individual Development and Education Assessment:

The University is moving to a standard student assessment instrument based on the IDEA Center's recommended approach. This approach requests that the instructor identify three key overriding objectives of the class. "Rather than emphasizing teaching style or personality, the IDEA system focuses on student learning and the methods used to facilitate it. Notes the IDEA Center (2009) when discussing its rating system. At the conclusion of class you will be asked to evaluate the class on the basis of the IDEA goals.

The three IDEA goals are:

1. Apply course material to improve thinking, problem solving, and decisions.
2. Find and use resources for answering questions or solving problems.
3. Analyze and critically evaluate ideas, arguments, and points of view.

Course Teaching and Learning Methods: Because this course is being taught in an intensive format, it is very important for students to keep up with readings, assignments and online discussions. Questions will be posted by the instructor on the course site on a weekly basis to stimulate the discussion. Responses need not only be directed to the instructor but should be in response to the thoughts and ideas of other students as well.

Some assignments may be posted online for class member review and comments. The course instructor expects that each student will provide constructive and timely feedback to other class members on assignments as required.

Computer Requirements: In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit <http://www.northpark.edu/cs/support/minreq.aspx> for information on computer requirements and <https://www.northpark.edu/cs/support/config.aspx> for network access.

Student responsibilities:

1. Full participation is required for this class. You cannot successfully complete this course without completing the weekly readings and assignments. This is a graduate-level course and all students are fully expected to actively participate on a weekly basis while this course is underway.
2. Some assignments will be posted on-line for others to see. You will be asked to comment and provide feedback to one another on your work.
3. Although I strongly suggest that all issues, questions, and problems be dealt with online, you can feel free to call or e-mail me regarding these issues at any time, noting the office hours I am available. You can also schedule a specific appointment.
4. Use proper “netiquette” (see *A Guide to Netiquette in Course Information folder on Moodle*).
5. I normally advise participants to plan on spending 10-12 hours a week on course responsibilities (i.e. readings, assignments, online discussions).
6. Since all assignments are in writing, I advise you to check for errors (grammar, typos, etc.) before submitting. Those elements are included when grading your work.

Class Attendance Policy:

We will explore a considerable amount of material in a short period. Since this is an online class, it is imperative that you regularly participate in each of the seven weekly discussion boards, complete the assignments by their designated due dates, and submit the assignments when due. The University has a policy that students may miss only one week of participation in an online class (i.e., not participating in the discussion board and submitting assignments for that week). ***If more than one week’s participation is missed it is the University policy to request that you drop the class.*** If you continue with the class with more than one week’s absence, you will run the risk of earning an F for the class. A student who misses 3 weeks will automatically fail the course, unless the student drops the

course before the 7th week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University policy outlined in the University catalog (www.northpark.edu).

Instructor responsibilities:

1. Design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.
2. Provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts.
3. Provide opportunities for group work that will include discussion as well as hands-on exercises.
4. Provide updated information on relevant resources for the various topics of interest.
5. Read and critically assess students' assignments and provide feedback.
6. Respond to all student e-mails and phone calls in a timely fashion.

Points for various tasks and assignments:

Week 1 individual profile 10
Individual forum participation 70 (10 pts x 7 weeks)
990 assignment (individual paper) 50
Case study (group paper) 30; Case study PPT (group) 10
Website communications critique (individual paper) 40
Group Financial SWOT and STEP analysis (group paper) 80
Group team member assessment 10
Final paper (individual) 100
Total Points = 400

Summary of Tasks & Assignments Indicating How You May Earn 400 Points

1. Discussion Board/Class Participation: You are expected to contribute to the learning in class. This means entering into a healthy dialogue about the readings, discussions, lecture comments, and events relating to content for the week. Simply saying, "I agree" is not considered a substantive contribution. When advancing your ideas, you must explain your comments and support your positions. The quality of comments and analysis are more important than the quantity! Five (5) points are allocated for the responses to the

questions and 5 points for your reaction/dialogue with your classmates and instructor. 70 points total (10 points per week for 7 weeks) based on offering ideas and responding to the thoughts of the instructor, guests and classmates. Due weekly

2. Self Introduction: Individually post the following on Moodle: A digital photo of yourself, a current resume, a brief biographical sketch of you that includes at least two interesting things about you and your experience with nonprofit organizations (i.e., work, volunteer, etc.) This information facilitates our developing a sense of community in the online class. Your photo, then, is quite important. (Don't worry, this isn't about any sort of beauty contest!) This complete assignment is worth 10 points. Due 9-1-2012 [See Moodle for Rubric]
3. Form 990 Analysis: Individually, you will review, identify and analyze an assigned Form 990 of a nonprofit organization. You will write a paper reflecting your analysis. This assignment is worth 50 points. Due 9-9-2012 [See Moodle for Rubric]
4. Case Study: Group Application of one of the Four Frames: In groups, you will analyze a case study using one of Bolman & Deal's four frames and present your findings in a paper (30 points) with a PowerPoint presentation (10 points) to summarize. This assignment is worth 40 points total and each member in the team will earn the awarded team points. Due 9-23-2012 [See Moodle for Rubric]
5. Website Analysis: Individually, you will select a nonprofit organization of your choice and analyze its website communications. This assignment is worth 50 points. Due 9-30-2012 [See Moodle for Rubric]
6. Financial SWOT Analysis and PESTLE (Expanded STEP) : In groups, you will analyze an assigned nonprofit organization's financial statements, develop a financial SWOT analysis and answer specific questions in a bullet point format to explain your group's findings. (This portion of the assignment is worth 50 points.) Your groups will also develop a PESTLE analysis on the same organization. These findings will likewise be presented in a bullet-point format. The PESTLE section of your group's paper is worth 30 points. Each member in the team will earn the awarded team points. Due 10-7-2012 [See Moodle for Rubric]
7. Group Member Assessment: After working with your group for the two assignments, you will evaluate the other members of your team using an assessment instrument provided by the instructor. This assignment is worth up to 10 points depending on the evaluation of your contributions by your teammates. Due 10-14-2012 [See Moodle – Week 7 for assessment instrument.]
8. Final Paper (Consultant Assignment): Individually, you will select a nonprofit organization of your choice, analyze a number of its aspects (see McKinsey grid; and Siegel Ch. 13 for resources) and write a paper on your findings. This assignment is worth 100 points. Due 10-14-2012 [See Moodle for Rubric]

Paper Requirements

1. All papers must be submitted in Microsoft Word or a format readable by MS Word. The University has loaded Microsoft Office 2007 on the instructor's computer and other software (i.e., Corel Word Perfect, Apple, etc.) may not be readable. If the course instructor cannot open your file s/he cannot evaluate it.

2. The School of Business and Nonprofit Management requires all graduate papers use the APA Publishing Guidelines, latest edition. If you are unfamiliar with these Guidelines, I encourage you to use the summary provided in the Course Information section of Moodle or obtain a copy of the Guidelines from the bookstore or library. Papers not using the APA Publishing Guidelines or using them incorrectly will not be awarded full points. Additional information on using APA is posted on Moodle on the Course Information section.

All papers must be submitted through Moodle and the assignment link for the week assigned. Papers must be submitted on or before the deadline. **Late papers** will be accepted with a penalty of 10 percent for each day it is late (e.g., a paper earning 40 points but is turned in two days late would earn 32 points). If a paper is more than one week late (7 days), it will not earn any points.

Weekly Schedule, Readings and Assignments

| Session/ Date | Focus/Topics | Learning Objectives | Readings* | Discussion Board** | Assignments*** |
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| <i>General policies on due dates – apply to all weeks</i> | | | <i>Aim to complete early in the week so you can participate fully in the discussion boards.</i> | <i>The week's discussion board is open from Sunday through Saturday. Post responses to the week's questions in the first three days and responses to your classmates' postings throughout the week. The discussion board closes at 11:59 p.m. on Saturday.</i> | <i>Various. Generally due by midnight on Sunday of the beginning of the new week.</i> |

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| <p>Week 1</p> <p>Aug. 27-Sept.2, 2012</p> | <p>Overview of Nonprofit Sector</p> <ul style="list-style-type: none"> • Introductions • Roles and functions of nonprofits • Size, impact and trends in the nonprofit sector • Types, forms and language used to describe voluntary action • Relationships and dynamics among and between sectors | <p>You will . . .</p> <ul style="list-style-type: none"> • Understand class requirements, basic course structure; and learn about each other (through your intro postings) • Explain the size, scope and significance of the international, national and local nonprofit sectors | <p>Complete by class:</p> <p>[A] Salamon (Ch. 3)</p> <p>[B] Siegel – Chs. 1, 2</p> <p>[C] [4] Roeger, Blackwood & Pettijohn, “The Nonprofit Sector in Brief – 2011”</p> | <p>Check Discussion Board section on Moodle for questions to explore</p> <p>Responses to questions due by midnight on 8-29-2012 for full credit</p> <p>Responses to classmates due by midnight on 9-1-2012</p> | <p>Post your resume, narrative biography with two “interesting facts,” and photo to help the instructor and classmates learn more about you. (10 points possible) (See Intro rubric)</p> <p><u>Due by midnight 9-1-2012</u></p> |
| <p>Week 2</p> <p>Sept.3-9, 2012</p> | <p>Historical Context & Legal Framework of Nonprofit</p> | <p>You will . . .</p> <ul style="list-style-type: none"> • Understand the history and theories of the sector, its traditions as | <p>Complete by class:</p> <p>[A] Hall (Ch. 1)</p> <p>[A] Hopkins & Gross (Ch. 2)</p> | <p>Responses to questions due by midnight on Sept.5,2012 for full credit</p> <p>Check Discussion Board section on</p> | <p><u>Individual</u>: Review the assigned Form 990 (and attachments) to identify any “Red Flags” that were violated and formulate an opinion of how “accurately”</p> |

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| | <p>Organizations</p> <ul style="list-style-type: none"> • History and development of the U.S. nonprofit sector and organizations • Theoretical explanations of the emergence of the sector • Evolution of the tax treatment of nonprofit organizations • Incorporation and filing process • Legal rights, obligations and regulatory bodies and oversight • Form 990 (Informational tax return) and tax implications | <p>well as how it effects its ongoing development</p> <ul style="list-style-type: none"> • Gain knowledge of the legal framework of US nonprofit organizations • Analyze data from Form 990 and synthesize into presentable and understandable information | <p>[B] Siegel: Ch.6 “Federal Tax Exemption” (Required);</p> <p>[B] Siegel: Ch. 7 “Tax Aspects of Charitable Giving” (Optional)</p> <p>[C] Form 990 information</p> <p>[C] Dzamba, “Special Report”</p> <p>[C] Handout - sample 990 (with attachments)</p> <p>[C] Additional readings: Moodle</p> | <p>Moodle for questions to explore</p> <p>Responses to classmates due by midnight on 9-8-2012</p> | <p>the information represents the operations of the particular nonprofit organization.</p> <p>Write up a summary and include your personal assessment regarding the information contained in the Form 990 (50 points possible) (See rubric for questions) <u>Due by midnight 9-9-2012</u></p> |
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| <p>Week 3 Sept. 10-16, 2012</p> | <p>Board Governance & Volunteerism</p> <ul style="list-style-type: none"> • Board governance • By-laws, conflicts of interest, and fiduciary responsibilities • Volunteerism | <p>You will . . .</p> <ul style="list-style-type: none"> • Understand the legal aspects of board governance, bylaws, conflicts of interest, and fiduciary responsibilities • Understand the history of volunteerism and background about U.S. volunteerism | <p>Completed by class:</p> <p>[A] Renz (Ch. 5)</p> <p>[A] Brudney (Ch. 26)</p> <p>[B] Siegel – Ch. 3 + Case: Louisiana College; Ch. 4 – “Legal Duties & Obligations”</p> | <p>Responses to questions due by midnight on 9-12-2012 for full credit</p> <p>Check Discussion Board section on Moodle for questions to explore</p> <p>Responses to classmates due by midnight on 9-15-2012</p> | <p>No additional assignment due. (I suggest that you work on other upcoming projects due in subsequent weeks.)</p> |
| <p>Week 4 Sept. 17-23, 2012</p> | <p>Executive Leadership and Ethics</p> <ul style="list-style-type: none"> • Role of executives in building effective and sustainable organizations | <p>You will . . .</p> <ul style="list-style-type: none"> • Understand theories of leadership, skills, and practices in building effective and sustainable organizations | <p>Completed by class:</p> <p>[A] Herman (Ch. 6)</p> <p>[A] Jeavons (Ch. 7)</p> <p>[C] Bolman & Deal’s</p> | <p>Responses to questions due by midnight on 9-19-2012 for full credit</p> <p>Check Discussion Board section on Moodle for questions to explore</p> | <p><u>Group</u>: The class will be divided into 4 groups. Each group will be assigned one of Bolman & Deal’s four frames: structural, human resource, political and symbolic to apply it to the leadership challenges presented in the Golensky case study,</p> |

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| | <ul style="list-style-type: none"> Ethical issues, organizational development and behaviors and application to NPOs Standards and code of conduct appropriate to professionals in the sector Accountability and “managing the mission” Overview of 4 Frame model (Bolman & Deal) | <ul style="list-style-type: none"> Understand the role of nonprofit executives as agents of and for social change and social justice | <p>4 Frame model (See Moodle)</p> <p>[B] Siegel: Ch. 11 – “Avoiding Operational Liabilities” (Required)</p> <p>[C] Golensky, case study</p> <p>Optional:</p> <p>[A] Ebrahim (Ch.4)</p> <p>[A] Watson & Abzug (Ch.24)</p> <p>B] Siegel: (Ch. 12) – “Risk Shifting, Indemnification, and Insurance” (Optional)</p> | <p>Responses to classmates due by midnight on 9-22-2012</p> | <p>“Conflicting Agendas for the Future of a Youth Agency”</p> <p>The group will prepare a paper (30 pts) and a PowerPoint presentation (10 pts) to present their analysis. (40 points total) (See rubric)</p> <p><u>Due by midnight 9-23-2012</u></p> |
| <p>Week 5 Sept.24- Sept. 30,</p> | <p>Advocacy, Marketing Communication & Media</p> | <p>You will . . .</p> <ul style="list-style-type: none"> Understand the theoretical and | <p>Completed by class:</p> | <p>Responses to questions due by midnight on 9-26-2012 for full credit</p> | <p><u>Individual assignment:</u> Read and fully review the Webpage of your NPO of choice and conduct a critique: prepare an</p> |

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| 2012 | <p>Relations</p> <ul style="list-style-type: none"> • Roles of nonprofit organizations in the public policy process • Key public policies • Marketing “mission” in a nonprofit context • How communication and marketing intersect within a nonprofit context | <p>historical significance of lobbying and advocacy, legal structure governing public policy process, marketing communication, and media relations</p> | <p>[A] Gainer (Ch. 11)</p> <p>[A] Bonk (Ch. 12)</p> <p>[A] Avner (Ch.13)</p> <p>[C] Waters online article</p> | <p>Check Discussion Board section on Moodle for questions to explore</p> <p>Responses to classmates due by midnight on 9-29-2012</p> | <p>analysis and evaluation of the current webpage communications for the organization. (50 points) (See rubric) <u>Due by midnight 9-30-2012</u></p> |
| <p>Week 6</p> <p>Oct.1-7, 2012</p> | <p>Financial Issues</p> <ul style="list-style-type: none"> • Philanthropic gifts • Writing grant proposals | <p>You will . . .</p> <ul style="list-style-type: none"> • Understand the practical steps of raising philanthropic gifts and | <p>Complete by class:</p> <p>[A] Bell (Ch. 17)</p> <p>[A] Young (Ch. 18); Young (Ch.22)</p> | <p>Responses to questions due by midnight on 10-3-2012 for full credit</p> <p>Check Discussion Board section on</p> | <p><u>Group assignment:</u> Read and fully review the financial statements of the assigned nonprofit organization and conduct a financial critique of your findings regarding the inflow and outflow of</p> |

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| | <ul style="list-style-type: none"> • Issues associated with various types of revenues • Relationship between revenue and mission • Basic accounting principles and concepts for nonprofit organizations • Use of accounting information and analysis • Financial management and planning • SWOT analysis | <p>seeking grants as distinctive dimensions of the nonprofit sector, the various types of income pursued by nonprofit organizations</p> <ul style="list-style-type: none"> • Understand the role and function of financial literacy and stewardship in effective oversight of resources | <p>[A] Fogal (Ch. 19)</p> <p>[C] Handouts posted on Moodle</p> <p>Optional:</p> <p>[A] Helm (Ch.20)</p> <p>[A] Rathgeb Smith (Ch.21)</p> <p>[A] Lockwood Herman (Ch. 23)</p> | <p>Moodle for questions to explore</p> <p>Responses to classmates due by midnight on 10-6-202</p> | <p>financial resources (income & expenses) and your findings regarding the organization's overall budget. Prepare an analysis and evaluation of the information by using a traditional SWOT technique. (50 points for this part)</p> <p>Continue your group's work by conducting a PESTLE (or STEP) analysis (Political, Economic, Social, Technology, Legal, and Environmental). (This section of the paper is worth 30 points) (See rubric for Financial SWOT and STEP analysis questions.) The paper is done by the group and a max of 80 points will be awarded for the group grade.</p> <p><u>Due by midnight on 10-7-2012</u></p> |
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| <p>Week 7 Oct.8-14, 2012</p> | <p>Strategic Planning and Management</p> <ul style="list-style-type: none"> • Understand a set of concepts, procedures and tools designed to assist nonprofit leaders and managers to shape and guide what a nonprofit organization is, does and why it does it. | <p>You will . . .</p> <ul style="list-style-type: none"> • Mission development • PESTEL analysis • Competitive advantage • Mission Accomplishment | <p>Completed by class:</p> <p>[A] Brown (Ch. 8)</p> <p>[A] Bryson (Ch. 9)</p> <p>[A] Yankey & Willen (Ch. 14)</p> <p>[B] Siegel – (Ch. 13) – Evaluating Your Organization (may use as a resource)</p> <p>[C] Handout - McKinsey Capacity report (see Moodle)</p> <p>Optional:</p> <p>[A] Thomas (Ch.15)</p> <p>[A] Murray (Ch. 16)</p> | <p>Responses to questions due by midnight on 10-10-2012 for full credit</p> <p>Check Discussion Board section on Moodle for questions to explore</p> <p>Responses to classmates due by midnight on 10-13-2012</p> | <p>Final paper (Individual)</p> <p>You’ve been hired as a consultant for your chosen NPO and you’ve been asked to write up an assessment of the organization that examines the six topics and issues enumerated in the rubric.</p> <p>Write up your findings on the impact of these topics on your selected nonprofit organization and your view as to which issue deserves the greatest attention (100 points) [See rubric for specific questions, format and resources.]</p> <p><u>Due by midnight 10-14-2012</u></p> |
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*The letter corresponds to the three required groupings of readings (e.g., A = Renz, D. and Associates; B = Siegel, J.; and C = Online & Moodle).

** You are expected to post a substantive contribution to the discussion at least 3-4 times each week. Posting throughout the week is important to promote dialogue. See *Guidelines for Writing Good Discussion Comments* in the Course Information folder on Moodle. Simply saying, “I agree” is not considered a substantive contribution. You must support your position, begin a new topic or add somehow to the discussion when logging on. ***In general, students should make a minimum of two original posts and two responses to other students’ posts during the week.*** The quality of comments is more important than the quantity! (Do check for errors before posting, though.) The postings will relate to the readings and group assignments completed and shared with the students.

***See the Assignment section on Moodle for a detailed description of the assignment and rubric used for its evaluation.

The specific criteria (rubric) will be posted on the assignment section of Moodle so students may determine how their papers are evaluated.

Students with Disabilities:

Students with a disability who believe that they may need accommodations in this class are encouraged to contact the program's office (773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. Further information is on the following website: <http://www.northpark.edu/ada>

Academic Honesty:

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.

3. Deliberately allowing another to copy one's answers or work.
4. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear the expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well.

For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog.

In conclusion, it is our mission to prepare each student for a "life of significance and service." Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.