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One College Park
Decatur, IL 62521
Phone: 217-875-7211 ext. 6209

Phone: 217-419-2740 (cell; preferred)

Email: jmelton@northpark.edu (preferred); julieynmeltongmail.com

Availability:
Emails and phone calls returned within 24 hours
Skype or Facetime available if needed; please contact me directly to arrange.

In case of emergencies or last minute changes to the schedule, I will contact you through the "Announcements" forum. This forum will also automatically send you an email to inform you of the changes.

Please note: I’ll be active on the discussion forums at least 2-3 times per week and recommend that students choose to be active at least three days per week as well. Many weeks, I’ll be on the discussion board more frequently as the flow of the course guides natural discussion.

The course ‘week’ ends on Thursday, which means Week 1 is a short week! Please begin course reading as soon as possible.

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 nonprofit organizations, leadership is perhaps the most critical of all the topics; who leads and how leadership, decision making, and other executive functions are exercised are of paramount importance in the nonprofit sector.

Introductory Comments:
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 Materials:

Note: If texts are not available in the book store, please check your local library, iSHARE or Chegg online book rental. Please confirm the correct edition.

REQUIRED

Textbook(s):


Additional Resources:

[B] Online resources provided via Canvas; most supplemental reading is required

Essential IDEA Objectives:

North Park University uses the IDEA course rating system to measure student progress towards learning objectives and to measure student satisfaction with their overall learning experience. These course evaluations are administered at the end of the term. The results of these evaluations are very important to us and we use them for ongoing efforts to improve the quality of our online courses.

1. Gain factual knowledge (terminology, classifications, methods, trends). (Course Objective #1, #2, #9)
2. Learn & Comprehend fundamental principles, generalizations, or theories. (Course Objective #3, #4, #7, #8, #10)
3. Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. (Course Objective #5, #6, #7, #8, #10)

Specific Course Objectives:

This course analyzes major aspects of federal and state law affecting nonprofit organizations and explores the dynamics of interdependence between nonprofit organizations, government, and the public policy process. In addition to the above general IDEA objectives, students who complete this course will increase their knowledge in the following areas specific to this course:

1. Nonprofit literature, history and philosophy of the sector (IDEA Objective #1)
2. International and local scopes and size of the sector (IDEA Objectives #1)
3. Laws and standards applicable to nonprofit organizational (IDEA Objective #2)
4. Standards of ethical behavior and public inspections of accountability (IDEA Objective #2)
5. Nonprofit management methods and practices (IDEA Objective #3)
6. Effective board and staff relations (IDEA Objective #3)
7. Basic strategic planning tools and practices (IDEA Objectives #2, #3)
8. Advocacy and media management principles (IDEA Objectives #2, #3)
9. Resources of further investigation of nonprofit management (IDEA Objective #1)
10. Analyze various forms of information and synthesize selected data sets to gain broad understanding of various components and uniqueness of the sector (IDEA Objective #2, #3)
**Course Methodology:**
Weekly teaching and learning will be based on assigned readings, participation in the forum, written assignments, and supplemental activities. Questions will be posted by the course facilitator on the course site on a weekly basis to stimulate the discussion. Responses need not be directed to the course facilitator but can and should be in response to the thoughts and ideas of other students as well. Through completion of weekly assignments, students will finish the course with a learning portfolio of assignments for the selected nonprofit. Finally, students will complete a final assignment to demonstrate concepts learned in class.

**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/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements](http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements) for information on computer requirements.

**Schedule of Weekly Assignments:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Reading &amp; Assignment(s)</th>
</tr>
</thead>
</table>
| 1    | Monday, July 2 – Thurs, July 5 | Introductions & Overview of the Nonprofit Sector | Learning Objectives:  
- Understand class requirements, basic class structure, and learn something about each student in class and the instructor.  
- Understand the size, scope, and significance of the international, national and local nonprofit sectors. |
|      |                      |                                             | Reading:  
- [A] Never (Chapter 3)  
- [A] Ebrahim (Chapter 4)  
- [B] Other links & readings posted online  
- Week 1 PPT  
Assignments:  
- Individual Introduction – See Canvas for instructions  
- Syllabus Quiz – due Monday @ 11:59PM CST  
- Large Group Discussion - Initial posts due Monday @ 9PM CST. Responses must be started by Tuesday at 11:59PM CST. Discussion ends Thursday at 11:59PM CST.  
- No Assignment Due |
| 2    | Friday, July 6 – Thurs, July 12 | Historical Context & Legal Framework of Nonprofit Organizations | Reading:  
- [A] Hall (Chapter 1)  
- [A] Hopkins & Gross (Chapter 2)  
- [B] Other links & readings posted online  
- Handout – Sample 990 (w/ attachments)  
- Week 2 PPT  
Assignments:  
- Large Group Discussion - Initial posts due Monday @ 9PM CST. Responses must be started by Tuesday at 11:59PM CST. Discussion ends Thursday at 11:59PM CST.  
- 990 Assessment (individual) due on Thursday @11:59PM CST. See assignment details below and in Canvas. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Reading</th>
<th>Assignment(s)</th>
</tr>
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<tbody>
<tr>
<td>3</td>
<td>Friday, July 13 – Thurs, July 19</td>
<td>Volunteerism &amp; Board Governance</td>
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<td><strong>Learning Objectives:</strong>&lt;br&gt;• Understand the legal aspects of board governance, bylaws, conflicts of interest, and fiduciary responsibilities.&lt;br&gt;• Understand the history of volunteerism and background about US volunteerism.</td>
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<td></td>
<td><strong>Reading</strong>&lt;br&gt;• [A] Brudney (Chapter 26)&lt;br&gt;• [A] Renz (Chapter 5)&lt;br&gt;• [B] Other links &amp; readings posted online&lt;br&gt;• Week 3 PPT</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td><strong>Assignments</strong>&lt;br&gt;• Large Group Discussion - Initial posts due <strong>Monday @ 9PM CST</strong>. Responses must be started by <strong>Tuesday at 11:59PM CST</strong>. Discussion ends <strong>Thursday at 11:59PM CST</strong>.&lt;br&gt;• No Assignment Due</td>
</tr>
<tr>
<td>4</td>
<td>Friday, July 20 – Thurs, July 26</td>
<td>Executive Leadership &amp; Ethics</td>
<td></td>
<td><strong>Learning Objectives:</strong>&lt;br&gt;• Understand theories of leadership, skills, and practices in building effective and sustainable organizations.&lt;br&gt;• Understand the role of nonprofit executives as agents of and for social change, social justice, and ethical practices.</td>
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<tr>
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<td></td>
<td></td>
<td><strong>Reading</strong>&lt;br&gt;• [A] Herman (Chapter 6)&lt;br&gt;• [A] Jeavons (Chapter 7)&lt;br&gt;• [A] Nash (Chapter 11)&lt;br&gt;• [A] Helm (Chapter 12)&lt;br&gt;• [B] Other links &amp; readings posted online&lt;br&gt;• Bolman &amp; Deal’s 4 Frame Model&lt;br&gt;• Golensky, Case Study&lt;br&gt;• Week 4 PPT</td>
</tr>
<tr>
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<td></td>
<td></td>
<td><strong>Assignments</strong>&lt;br&gt;• Large Group Discussion - Initial posts due <strong>Monday @ 9PM CST</strong>. Responses must be started by <strong>Tuesday at 11:59PM CST</strong>. Discussion ends <strong>Thursday at 11:59PM CST</strong>.&lt;br&gt;• Case Study (group) due on <strong>Thursday @11:59PM CST</strong>. See assignment details below and in Canvas.</td>
</tr>
<tr>
<td>5</td>
<td>Friday, July 27 – Thurs, Aug 2</td>
<td>Advocacy, Marketing Communications &amp; Media Relations</td>
<td></td>
<td><strong>Learning Objectives:</strong>&lt;br&gt;• Understand the theoretical and historical significance of lobbying and advocacy, and the legal structure governing public policy process.&lt;br&gt;• Understand marketing communication and media relations and analyze particular communication aspect.</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td><strong>Reading</strong>&lt;br&gt;• [A] Gainer (Chapter 13)&lt;br&gt;• [A] Avner (Chapter14)&lt;br&gt;• [B] Other links &amp; readings posted online&lt;br&gt;• Week 5 PPT</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Assignments</strong>&lt;br&gt;• Large Group Discussion - Initial posts due <strong>Monday @ 9PM CST</strong>. Responses must be started by <strong>Tuesday at 11:59PM CST</strong>. Discussion ends <strong>Thursday at 11:59PM CST</strong>.&lt;br&gt;• Website Critique (individual) due on <strong>Thursday @11:59PM CST</strong>. See assignment details below and in Canvas.</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topics</td>
<td>Reading &amp; Assignment(s)</td>
<td></td>
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</table>
| 6    | Friday, Aug 3 – Thurs, Aug 9 | Financial Issues | **Learning Objectives:**  
- Understand the practical steps of raising philanthropic gifts and seeking grants as distinctive dimensions of the nonprofit sector.  
- Review and analyze the various types of income pursued by nonprofit organizations, and the role and function of financial literacy and stewardship in effective oversight of resources.  
**Reading**  
- [A] Bell & Ellis (Chapter 17)  
- [A] Nathan & Tempel (Chapter 18)  
- [A] Young & Soh (Chapter 19)  
- [A] Bowman (Chapter 21)  
- [B] Other links & readings posted online  
- Week 6 PPT  
**Assignments**  
- Large Group Discussion - Initial posts due Monday @ 9PM CST. Responses must be started by Tuesday at 11:59PM CST. Discussion ends Thursday at 11:59PM CST.  
- Financial SWOT (individual) due on Thursday @11:59PM CST. See assignment details below and in Canvas. |
| 7    | Friday, Aug 10 – Sat, Aug 18 | Strategic Planning & Management | **Learning Objective:**  
- Understand 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.  
**Reading**  
- [A] Brown (Chapter 8)  
- [A] Bryson (Chapters 9)  
- [A] Renz & Herman (Chapter 10)  
- [A] Austin & Seitanidi (Chapter 15)  
- [B] Other links & readings posted online  
- McKinsey Capacity Report  
- Week 7 PPT  
**Assignments**  
- Large Group Discussion - Initial posts due Monday @ 9PM CST. Responses must be started by Tuesday at 11:59PM CST. Discussion ends Thursday at 11:59PM CST.  
- Final Hallmarks Paper (group) due on Saturday, August 18 @11:59PM CST (NOTE: this is a Saturday deadline). See assignment details below and in Canvas. |

**Grading:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Class Participation (Discussion Forum)</td>
<td>70 (10/week)</td>
<td>15%</td>
</tr>
<tr>
<td>Individual Introduction</td>
<td>5</td>
<td>1%</td>
</tr>
<tr>
<td>Syllabus Quiz</td>
<td>5</td>
<td>1%</td>
</tr>
<tr>
<td>Weekly Assignments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2: 990 Assessment (Individual)</td>
<td>55</td>
<td>11%</td>
</tr>
<tr>
<td>Week 4: Case Study (Group)</td>
<td>45</td>
<td>9%</td>
</tr>
<tr>
<td>Week 5: Website Critique (Individual)</td>
<td>55</td>
<td>11%</td>
</tr>
<tr>
<td>Week 6: Financial SWOT (Individual)</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Week 7: Final Hallmarks Paper (Group)</td>
<td>205</td>
<td>42%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>490</td>
<td>100%</td>
</tr>
</tbody>
</table>
Grade Mapping:

<table>
<thead>
<tr>
<th>Numeric Grade</th>
<th>Letter Grade</th>
<th>Numeric Grade</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (95-100%)</td>
<td>A- (90-94%)</td>
<td>B (83-86%)</td>
<td>B- (80-82%)</td>
</tr>
<tr>
<td>A- (90-94%)</td>
<td>B+ (87-89%)</td>
<td>C+ (77-79%)</td>
<td>C (70-76%)</td>
</tr>
<tr>
<td>B+ (87-89%)</td>
<td>C (70-76%)</td>
<td>F (&lt;70%)</td>
<td></td>
</tr>
</tbody>
</table>

Assignment Grading Policies:

Please review assignment specifications and the rubric carefully prior to the start of class and before beginning each assignment. All assignments are due on Canvas (not email) at the end of each week (Thursday) by 11:59PM CST. **Assignments turned in after 11:59PM CST will be considered late.**

Late assignments will drop by 5 points each week, unless special arrangements are made. Assignments will not receive any points if turned in after the final week, unless approved in advance. Please feel free to reach out to me with questions regarding your assignment grade.

Criteria for grading written assignments:

- **A/A-** Well-written with no errors (spelling, sentence fragments, unclear sentences, etc.). Excellent analysis and well-supported conclusions. Demonstrates complex understanding of topic and familiarity with supporting sources (readings, class presentations). Fully and clearly responsive to question(s) asked.

- **B/B-** Moderately well-written with few errors. Good analysis and well-supported conclusions. Demonstrates correct understanding of topic and familiarity with most supporting sources (readings, class presentations).

- **C/C-** Content may show either less than correct familiarity with the topic or bulk of supporting sources, is not fully responsive to the question(s) asked, or is poorly written (major mistakes made).

- **D/D-** Any combination below the levels described above.

Student Responsibilities:

Overall... Learn.

- Help each other learn.
- Reach out to fellow students and instructor for support when needed.

1. Participate in all class activities – readings, forum, small group work, and written coursework. Full participation is required. Student will not successfully complete this course without completing the weekly readings and assignments.

2. Engage in active and informed class discussion through the forum. Students are expected to manage the learning process. The extent to which the class is valuable will depend much upon the level of personal involvement in learning. Share coursework as appropriate with other students. You will be asked to comment and provide feedback to one another on your work.

3. Complete the weekly written assignments that relate to the selected nonprofit organization. Through assignments, students will explore aspects of fundraising theory in a practical context.

4. Complete the final exam.
**Instructor Responsibilities:**

Overall...Teach.
Facilitate learning.
Be responsive to students and support learning.

1. Design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.

2. React to student responses and discussion as appropriate in order to clarify important ideas and concepts.

3. Relate relevant resources and updated information for the various topics of interest.

4. Read and critically assess students’ assignments, grade the assignment, and provide timely feedback (generally within 3-4 days).

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**ONLINE DISCUSSIONS**

**WEEKLY ONLINE DISCUSSION FORUM**

There will be 3-5 discussion threads posted within Canvas weekly. You will be expected to respond to each thread with an initial post, as well as respond to a minimum of 3 classmates per discussion thread. In order to develop quality discussion, please provide carefully considered and wholly formed responses that evoke continued dialogue. You are expected to incorporate examples from the readings within your initial posts and responses to enhance your overall discussion.

Postings to the discussion forum will be graded on a weekly basis according to the criteria below. A maximum of 5 points will be awarded for your initial posts and a maximum of 5 points will be awarded for your response posts for a total of 10 possible discussion participation points per week.

**Initial Posting Rubric**

<table>
<thead>
<tr>
<th>5 Points</th>
<th>3-4 Points</th>
<th>1-2 Points</th>
<th>0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion is substantive and relates to key principle(s), point(s) or issue(s) of the assignment.</td>
<td>Reference made to key issue(s) but points are not sufficiently integrated.</td>
<td>Inadequate of no reference to key principle(s); no evidence that student understood the principle(s).</td>
<td>No participation during the scheduled week.</td>
</tr>
<tr>
<td>Example(s) is (are) not integrated effectively into response.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Posted on time.</td>
<td>Posted on time, but during the last 2 days of the discussion.</td>
<td>Not posted by the deadline.</td>
<td>Not posted during the scheduled week.</td>
</tr>
<tr>
<td>Terms used inaccurately; organization present but could be improved, writing is generally adequate but</td>
<td>Writing is poor, terminology inaccurately used and lacks organization.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5710-B12 MELTON 7
<table>
<thead>
<tr>
<th><strong>5 Points</strong></th>
<th><strong>3-4 Points</strong></th>
<th><strong>1-2 Points</strong></th>
<th><strong>-0- Points</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>understandable and concise, organizational is logical.</td>
<td>exhibits some lack of clarity.</td>
<td></td>
<td></td>
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</tbody>
</table>

**Response Posting Rubric**

<table>
<thead>
<tr>
<th><strong>5 Points</strong></th>
<th><strong>3-4 Points</strong></th>
<th><strong>1-2 Points</strong></th>
<th><strong>-0- Points</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Relates to the original posting; reinforces course material or challenges interpretation of material.</td>
<td>Refers to lesson content, but not effectively integrated.</td>
<td>Does not refer to key points with no evidence students understands the key points.</td>
<td>No responses during the scheduled week.</td>
</tr>
<tr>
<td>Responds to the ideas presented in the original post.</td>
<td>Response loosely related to the idea of the original post.</td>
<td>Response does not relate to the original post.</td>
<td></td>
</tr>
<tr>
<td>Response is characterized by the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept</td>
<td>Response is characterized by 1 or 2 of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept</td>
<td>Response is not: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept</td>
<td></td>
</tr>
<tr>
<td>Posted on time.</td>
<td>Posted on time, but during the last 2 days of the discussion.</td>
<td>Not posted by the deadline.</td>
<td>No response posting during the scheduled week.</td>
</tr>
<tr>
<td>Organized, concise, clearly written in understandable language.</td>
<td>Writing is adequate, but may include inconsistencies and inaccuracies.</td>
<td>Writing is poor, unclear and disorganized.</td>
<td></td>
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</tbody>
</table>

**ASSIGNMENT SPECIFICATIONS**

**Overview:**

You **MUST** read through the rubrics below and within Canvas **BEFORE** you start your assignment. This will shape how you compose your assignments and how much emphasis should be placed on what topics.

The rubric clearly outlines what is expected for each assignment and where points will be awarded and if points will be taken off for lack of grammar, spelling, etc. and APA formatting and citations.

**Note on page limits:** Page limits for papers are the maximum number allowed but do not include cover page, abstract, and references pages. **Points will be deducted for papers that exceed page limits.**
WEEKLY ASSIGNMENTS

ASSIGNMENT WEEK #2: 990 Assessment (Individual)
Points: 55
Due: Thursday, July 12, 2018 by 11:59PM CST

Information on the 990 Informational Tax Return is the basis for IRS scrutiny in meeting its responsibility to allow exemption from income tax. Therefore, careful preparation of the form is very important. Complete and individual assessment of the Form 990 by following these guidelines; rubric is included for each element. Use correct grammar and proofread for typos. USE APA FORMAT.

- Page 1: How does the Form 990 reflect the IRS’s intent to enhance transparency of tax-exempt organizations’ financial affairs and governance practices and procedures? (12.5 points)
- Page 2: Are there any “troubling” aspects on the Form 990 for Nonprofit Organizations (“troubling” can be interpreted from an organization’s or personal perspective)? (12.5 points)
- Pages 3-4: What is (are) the biggest impact(s) of the Form 990 [personal, organizational, community-wide, sector-wide, industry-specific]? (25 points)
- Assignment length: 4 pages, not including reference, abstract, or cover pages (2 points)
- APA format used (3 points)

ASSIGNMENT WEEK #4: Case Study (Group)
Points: 45
Due: Thursday, July 26, 2018 by 11:59PM CST

Read Golensky’s Case Study Conflicting Agendas. You will be divided into groups and assigned one of the 4 Frames: structural, human resources, political, or symbolic. In online team discussion of leadership challenges faced in the study, prepare an analysis and evaluation of the current composition of the organization. Submit a team constructed paper by following these guidelines; rubric is included for each element. Use correct grammar and proofread for typos. USE APA FORMAT

- Pages 1/2: Is there a good mix of leadership qualities, knowledge and skills? What additional membership characteristics are needed? (10 points)
- Pages 2/3: Evaluate the appropriateness of how this board and management function. Are there any ethical issues that came to light? If so, highlight and explain. Do the board and management have a good decision-making process? Why or why not? (10 points)
- Pages 3/4: Provide at least one recommendation (from the perspective of your assigned Frame [structural, human resources, political, or symbolic]) for this organization regarding leadership and governance and justify your recommendation. (20 points)
- Assignment length: 4 pages, not including reference, abstract, or cover pages (2 points)
- APA format used (3 points)
ASSIGNMENT WEEK #5: Website Critique (Individual)
Points: 55
Due: Thursday, August 2, 2018 by 11:59PM CST

Read and fully review the website of a NPO of your choice and conduct an individual critique. Prepare an analysis and evaluation of the current website composition of the organization following these guidelines; rubric is included for each element. Use correct grammar and proofread for typos. USE APA FORMAT

- Page 1: How does the organization communicate its mission, purpose and vision? (10 points)
- Page 2: Evaluate the appropriateness of the organization’s communication style. Are you satisfied with what is being communicated and how it’s being communicated? Why or why not? (10 points)
- Page 3: Compare and contrast the organization’s overall communication format with the readings. (15 points)
- Page 4: Provide at least one recommendation for this organization regarding overall communication and justify your recommendation. (15 points)
- Assignment length: 4 pages, not including reference, abstract, or cover pages (2 points)
- APA format used (3 points)

ASSIGNMENT WEEK #6: Financial SWOT (Individual)
Points: 50
Due: Thursday, August 9, 2018 by 11:59PM CST

Read and fully review the financial statements of the sample nonprofit organization and conduct a financial critique of your findings regarding the inflow and outflow of financial resources (income & expenses) and your findings regarding the organization’s overall budget. Prepare an individual analysis and evaluation of the information by using a traditional SWOT technique. This is not in APA format. You are to use robust bullet points for each factor (strengths, weaknesses, opportunities, threats).

- Page 1: What is/are the organization’s financial Strengths? (10 points)
- Page 2: What is/are the organization’s financial Weaknesses? (10 points)
- Page 3: What is/are the organization’s financial Opportunities? (10 points)
- Page 4: What is/are the organization’s financial Threats? (10 points)
- Page 5: Provide at least one recommendation for this organization regarding financial issues and presentation of such and justify your recommendation. (10 points)

ASSIGNMENT WEEK #7: Final Hallmarks Paper (Group)
Points: 205
Due: Saturday, August 18, 2018 by 11:59PM CST

Your group has been hired as a consultant for the Axelson Center for Nonprofit Management (part of SBNM, at North Park University). Annually, the Axelson Center awards the Alford-Axelson Award for
Nonprofit Managerial Excellence based on 7 distinct Hallmarks of Nonprofit Managerial ExcellenceSM. These Hallmarks are used to analyze an organization and determine its excellence in management.

Your consultancy task is to write up a well-researched and detailed description of each Hallmark in your assigned Managerial Excellence Hallmark grouping. (The Hallmark groupings will be done for each student.)

**A = Mission & Program/Impact; Strategy & Innovation**  
**B = Human Resources; Accountability & Integrity; Leadership & Governance**  
**C = Financial Strength; Resource Generation**

The purpose of this assignment is for your group to explore the depth of what excellence in nonprofit management means and discuss why this excellence matters. The “lens” through which you will conduct that exploration is the Axelson Center’s Hallmarks. You may actively apply the Hallmarks to an organization as you complete this paper.

A description of each of the seven Hallmarks is found in the Week 7 Assignment Section in Moodle.

- **Pages 1-3:** What are the various definitions that you’ve discovered of your assigned hallmarks grouping? (50 points)
- **Pages 3-10:** What makes for nonprofit managerial excellence (in your assigned grouping)? Why does this excellence matter? (150 points)
- **Assignment length:** 10 pages, not including reference, abstract, or cover pages (2 points)
- **APA format** used (3 points)

**NOTE:** Write 10-page paper using APA format. Page counts do not include title page, abstract, and references. Please use a Level 1 Header for each of the questions within the exam.

### POLICY STATEMENTS

**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 his/her 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.

**Attendance Policy for Graduate Courses**
The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor’s discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent two weeks for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University refund policy outlined in the University Catalog.

**Attendance Policy for Undergraduate Courses**
Attendance and participation are vital. Thus, students are expected to attend every class session, and to arrive on time – tardiness is undesirable and disruptive to your fellow classmates. This course has a strict requirement of documented, advance notification. If you are unable to attend any class session, you are to inform me (preferably by email) prior to that session. You need to provide a reason for your absence. Failure to provide advance notification will result in an unexcused absence. Be advised that poor attendance can affect your grade adversely.

**APA Requirement**
The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the APA Manual is to enhance student learning by:

1) Improving student’s writing skills.
2) Standardizing the required format of all written assignments in all SBNM courses.
3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
4) Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the APA Manual, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. *It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.*

**Students with Disabilities**
Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Student Success Learning Specialist by email at lmebner@northpark.edu or by phone at (773) 244-5737, or stop by the Student Engagement office located on the 1st floor of the Johnson Center. Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: http://www.northpark.edu/Campus-Life-and-Services/Disability-Resources
**Title IX**

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Title IX Coordinator (773-244-6276 or TitleIX@northpark.edu) for information about reporting, campus resources and support services, including confidential counseling services.

As members of the North Park faculty, we are concerned about the well-being and development of our students, and are available to discuss any concerns. Faculty are legally obligated to share information with the University’s Title IX coordinator in certain situations to help ensure that the student’s safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking.

Please refer to North Park’s Safe Community site for reporting, contact information and further details. http://www.northpark.edu/Campus-Life-and-Services/Safe-Community