



Organizational Management for Community Sustainability Course Handbook (CSUS330, Section 001)

M.W. Everett

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Organizational Management for Community Sustainability

Course Handbook

(CSUS330, Section 001)

Overview of the Course

Welcome to CSUS330, Organizational Management for Community Sustainability! This course is designed to provide students with an understanding of the core aspect of organizational management of non-profit and governmental agencies. As the title denotes, this course is focused on organizational management with a community engagement flair. Defining organizational management is a key component of the course. For our purposes, we will define organizational management as focused on non-profit and governmental organizations. Non-profit organizational examples include: Salvation Army, Michigan Trails and Greenways, Michigan Public Schools, Michigan Environmental Council, Pheasants Forever, Ducks Unlimited, Greenpeace, the Audubon Society, and many, many more. Examples of governmental agencies include: Michigan Department of Agriculture and Rural Development, Michigan Department of Environmental Quality, Michigan Department of Natural Resources, Environmental Protection Agency, U.S. Forest Services, U.S. Parks Service, and yes, the Internal Revenue Service!

This course is broken into several components. They include 1) Lecture/Discussion; 2) Professional Resource Guest Speakers and Reflections; 3) Assessments (Exams); 4) Presentations; and iterative writing assignments (Analysis of an organization and development of a non-profit startup organization).

The semester will be devoted to course learning through lecture/discussion and engagement activities followed by a series of reflective mind mapping exercises. Then direct application of content in the form of three non-cumulative exams and writing assignments that include an analysis of a non-profit organization and framework development of a non-profit startup organization.

A timeline of the important dates includes:

September 13 – Exam I
October 2 – OMA Draft Due
October 11 – Exam II
October 16 – Final OMA Due
November 20 – NPS Draft Due
November 13 – Fundraising Event
November 15 to December 4 – NPS Video Presentations and Questions
November 29 – NPS Final Due
December 13 (12:45 to 2:45 pm) – Exam III

Spring 2018
Tuesday/Thursday, 12:40 to 2:00 p.m.
306 Natural Resources Building

INSTRUCTOR:

Dr. Michael W. Everett
Department of Community Sustainability
Michigan State University
480 Wilson Road
140 Natural Resources Building
Telephone: 517-432-0292
Email: everettm@msu.edu

OFFICE HOURS:

Tuesday, 11:00 AM to 12:30 PM (140 Natural Resources)
Or by appointment

COURSE DESCRIPTION:

Sustainable management and operation of public and non-profit organizations. Legal foundations, policy, management responsibilities, ethical decision-making and management functions.

COURSE GOALS:

Students will be able to:

1. Define fundamental principles, procedures, and responsibilities of managing governmental and non-governmental organizations;
2. Define and apply strategic management;
3. Determine and apply approaches to key organizational communication and marketing concepts;
4. Define basic principles and procedures of citizen leadership and volunteer management;
5. Determine appropriate legal foundations of non-profit and government organizations, legislative processes and organizational policy; and
6. Determine best practices for defining fiscal policy and financial accountability.

COURSE TEXTBOOK:

Ahmed, S. (2013). *Effective non-profit management: Context, concepts, and competencies*. Boca Raton, FL: CRC Press.

CSUS330 COURSE LEARNING OUTCOMES:

Students who complete this course will be able to:

1. Define the key components of a non-profit and governmental organization;
2. Describe why mission statements are important to an organization;
3. Explain key linkages between non-profits, governmental and for-profit organizations;
4. Define and describe that appropriate legal foundations for organizations;
5. Identify key organizational behaviors that frame successful organizations;
6. Apply a SWOT analysis in the context of an organizational problem type;
7. Apply concepts of risk and risk management to organizational problem types;
8. Explain how and why leadership is important to organizational management;
9. Compare and contrast volunteer and non-profit leadership;
10. Identify the key constructs associated with volunteer management;
11. Compare and contrast various resource acquisition methods for non-profit organizations;
12. Develop a marketing strategy for a non-profit organization;
13. Explain why accountability and ethics are important to a non-profit organization; and
14. Identify key components of non-profit organizational IT.

MICHIGAN STATE UNIVERSITY LEARNING GOALS
CSUS330 – Organizational Management for Community Sustainability

Analytical Thinking: You will learn to critically analyze complex information and problems through courses and experiences at MSU and by applying what you learn both in and out of class.

Cultural Understanding: You will learn to deepen your understanding of global and cultural diversity by interacting with others in and outside our diverse campus community and reflecting on your own culture and that of others.

Effective Citizenship: You will learn to be an effective citizen by engaging in opportunities for involvement both inside and outside the classroom.

Effective Communication: Spartans communicate to diverse audiences using speech, writing, debate, art, music, and other media. You will learn how to communicate effectively through your interactions with peers, faculty, staff, and community members at MSU, your coursework, and your reflection on how you've changed as you progress toward graduation.

Integrated Reasoning: You will learn to make decisions through integrated reasoning by observing the example set by your fellow Spartans—faculty, professional staff, your peers and student leaders, and our 500,000 Spartan alumni— who are advancing knowledge and transforming lives in innumerable ways. MSU provides you with the space and support to make decisions learn from them and use them to inform your values.

DEPARTMENT OF COMMUNITY SUSTAINABILITY COMPETENCIES
CSUS330 – Organizational Management for Community Sustainability

Critical Thinking: Students will interpret, analyze and evaluate information generated by observation, experience, reflection, reasoning, and communication as a guide to formulate and defend responses to complex sustainability problems.

Systems Thinking: Students will demonstrate their knowledge of the interconnectedness of human and natural systems with the ability to anticipate and explain changes in complex systems.

Community: Students will demonstrate knowledge of the various interpretations of community as it relates to the study and practice of sustainability.

Civic engagement: Students will develop the knowledge, skills, values, and motivation to participate in civic life.

Initiative and Practical Skills: Students will demonstrate initiative, including the ability to self-direct and solve problems individually and as participants in larger group efforts.

Ethics: Students will evaluate and analyze diverse ethical positions on practical sustainability challenges.

CLASS SCHEDULE¹

Week 1 –

1 – August 30 – Introducing the Class, Student Career/Personal Goals, and NPs

Week 2 –

2 – September 4 – Non-Profit and Government and Linkages (Chapter 1 and 2)

3 – September 6 – Legal Foundations and Mission of NPs (Chapter 3)

Week 3 –

4 – September 11 – Legal Foundations and Mission of Government (*Joe Wald, GLFB*)

5 – September 13 – **Exam I (LILLY)**

Week 4 –

6 – September 18 – Principles of Organizational Behavior

7 – September 20 – Risk Management

Week 5 –

8 – September 25 – Trends, Capacity, and Potential I (TCP)

9 – September 27 – Principles of Leadership

Week 6 –

10 – October 2 – Volunteer Leadership (Chapter 5) (*OMA Draft Due*)

11 – October 4 – Non-Profit Leadership a Case Study

Week 7 –

12 – October 9 – Non-Profit Leadership (*Stephanie Onderchanin, NWI, OMA Draft Returned*)

13 – October 11 – **Exam II (LILLY)**

Week 8 –

14 – October 16 – NP and Government Resource Acquisition (Chapter 6) (*OMA Final Due*)

15 – October 18 – Fundraising in a Non-Profit

Week 10 –

16 – October 23 – Marketing in Non-Profit and Government (Chapter 8)

17 – October 25 – Marketing in Gov't (*Jennifer Holton, MDARD*)

Week 11 –

18 – October 30 – Accountability and Ethics in NP (Chapter 10)

19 – November 1 – Non-Profit Orgs and IT (Chapter 7)

¹ Topics or dates may change due to availability of resources

Week 12 –

20 – November 6 – International Non-Profits and Nongovernmental Organizations (Chapter 9)
21 – November 8 – No Class Prep Day for Fundraising Activity (**NP Startup Draft Due**) (**LILLY**)

Week 13 –

22 – November 13 – Non-Profit Fundraising Activity (15-minutes for each group, 4 groups)
23 – November 15 – Non-Profit Startup (NPS) Presentations 1

Week 14 –

24 – November 20 – NPS Video Presentations 2 (**NP Startup Draft Returned**)
25 – November 22 – Thanksgiving Break

Week 15 –

26 – November 27 – NPS Video Presentations 3
27 – November 29 – NPS Video Presentations 4 (**NP Startup Final Due**)

Week 16 –

28 – December 4 – NPS Video Presentations 5
29 – December 6 – Course Summary

Week 17 – Finals Week

30 – December 13 (12:45 to 2:45 pm) – **Exam III**

Assignment Format

Assignments will be turned in electronically via D2L. Exams will be taken in person at the schedule times listed. There will be no exam makeups unless prior approval has been given by the instructor.

More than one application (e.g. a Web browser, Microsoft Word, Excel, etc.) may be needed for a given assignment. You may want to bring an electronic device with you to class to assist in research for specific in-class activities.

Written papers must adhere to APA format, doubles-spaced, and Times New Roman or Arial (12 font). A running header must include the title of the document. Do **NOT** put your name(s) on your paper. D2L will provide identification of the document.

1. Guest Speaker Reflective Mental Model (M²). Each student will develop a M² for each guest speaker/lecture. The M² map will highlight the key points made by the speaker and how those highlights relate back to that individual. Utilize the following link to assist you with the Mental Model process. Watch the following YouTube video to better understand how to use mental modeler: https://www.youtube.com/watch?v=v1A_ZGO6fWk. You can upload a screenshot of just the mental model. Mental Models are worth **100 points** (4 speakers @ 25

points per Mental Model). See Appendix A for grading criteria. (**Cultural Understanding, Effective Communication/Systems Thinking, Community**)

2. Organizational Management Analysis (OMA). This assignment is an analysis of a non-profit or governmental organization of your choosing (OMA) and involves iterative writing (per the Tier II writing requirement) where you complete a **draft**, it is **reviewed**, and then you submit a **final version** of the document. This assignment allows you the opportunity to apply your knowledge of organizational management of non-profit and governmental entities to an organization where you would either like to work or one for which you have an affinity for the organizational mission. Choose an organization wisely so you will be able to gain the requisite information based on their website, interviews with organization representative, etc. Use appropriate sub-headings to aid the reader and to make your communication clear and concise. The sub-headings of the assignment are: **Introduction; Organization Overview; Legal Foundation, Trends, Capacity, Potential, and Risk; Conclusion and Recommendations**
*Name the OMA document FirstnameLastnameOMA.**. The OMA document is worth **200 points** (100 points **draft**, 100 points **final**). The components of the OMA will be graded in the same fashion; however, the iterative writing will be graded according to either the **Draft** or **Final** (**8 to 10 pages, E.g., the final will be graded more difficult than the draft**). See Appendices B and C for grading criteria. (**Analytical Thinking, Integrated Reasoning/Critical Thinking, Systems Thinking**)

3. Non-Profit Startup (NPS) Handbook. This paper includes conducting and applying knowledge from class to develop startup non-profit organization and involves iterative writing (per the Tier II writing requirement) where you complete a **draft**, it is **reviewed**, and then you submit a **final version** of the document. Your NPS must be formatted to this course Handbooks specifications (e.g., title page, Table of Contents, Overview of the NPS (Mission, Vision, and Marketing Material), appropriate components of the NPS as defined by the IRS, and appropriate appendices for additional information *Name the NPS document FirstnameLastnameNPS.**). The NPS Handbook document is worth **350 points** (150 points **draft**, 200 points **final**) (**likely 15+ pages**). See Appendices D and E for grading criteria. (**Analytical Thinking, Integrated Reasoning/Critical Thinking, Systems Thinking**)

4. Fundraising Activity. For this activity, the class will be split into 4 groups of 7 to 8 students. Your task is to utilize 15-minutes of the class and conduct a fundraising activity based on an example organization that you select. Groups will provide a context (e.g., organization that you are raising funds for) and present to the rest of the class how you would conduct a fundraising activity based on the needs of the group. Utilize examples from prior fundraising examples to assist you in the process. Note that this will be a group grade. **100 points**. See Appendix F for grading criteria. (**Effective Citizenship/Civic Engagement**)

5. Non-Profit Startup (NPS) Video Presentation and Questions. Students will create a 3 to 5-minute video or 6 to 8-minute presentation using up to 10 slides, summarize the components of your non-profit startup with the most interesting, and salient points in an informative and

engaging presentation (See grading criteria – Appendix E). Expect questions from colleagues and the instructor. *Name the NPS Presentation FirstnameLastnameNPSPreso.** and upload it to the appropriate D2L file folder. The presentation is worth **100 points**. See Appendix G for grading criteria. Note that students who do not complete the video are not eligible for the 6 videographic quality points. **(Effective Communication/Initiative and Practical Skills)**

6(A, B, C). Exams. There will be three exams during the semester. The last final exam will be at the scheduled final exam time and location listed by the Registrar’s Office. Each of the exams will include a mixture of multiple choice, matching, and true/false questions. No one will be excused from taking exams at the time scheduled without prior permission of the instructor. **(3 @ 50 Points = 150 Points)**. **(Analytical Thinking, Cultural Understanding, Integrated Reasoning/Critical Thinking, Initiative and Practical Skills, Ethics)**

Student Evaluation

| <u>Assignments²</u> | <u>Points</u> | <u>Due Date</u> |
|--------------------------------|---------------|---------------------------|
| 1. Guest Speaker MM Maps | 100 | Post Speaker Day |
| 2. OMA Document draft | 100 | October 2 |
| 2. OMA Document final | 100 | October 16 |
| 3. NPS Handbook draft | 150 | November 8 |
| 3. NPS Handbook final | 200 | November 29 |
| 4. Fundraising Activity | 100 | November 13 |
| 5. NPS Video Presentation | 100 | November 15 to December 4 |
| 6A. Exam I | 50 | September 13 |
| 6B. Exam II | 50 | October 11 |
| 6C. Exam III | 50 | December 13 |
| Total | 1000 | |

Grading Scale

| <u>Grade</u> | <u>Points</u> |
|--------------|---------------|
| 4.0 | 1000 – 920 |
| 3.5 | 919 – 860 |
| 3.0 | 859 – 820 |
| 2.5 | 819 – 750 |
| 2.0 | 749 – 700 |
| 1.5 | 699 – 650 |
| 1.0 | 649 – 600 |
| 0 | < 600 |

Important Dates

| | |
|------------------|--|
| September 24 | Last Day to Drop w/ Refund (8:00 PM) |
| October 17 | Last Day to Drop w/ No Grade (8:00 PM) |
| November 22 - 23 | Thanksgiving Break |
| December 13 | Final (Exam III) |

² Late assignments will **NOT** be accepted (Dropboxes will close at midnight on due dates)

Academic Misconduct

Article 2.III.B.2 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Department of Community Sustainability adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in **CSUS330**. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also <http://www.msu.edu/unit/ombud/dishonestyFAQ.html>). **There will be no warnings – the maximum sanction allowed under University policy will occur on the first offense.** Turnitin.com will be used for all written assignments.

Limits to confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the [MSU Police Department](#)) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the [MSU Counseling Center](#).

Accommodations

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("RISA") form. Please present this form to Dr. Everett at the start of the semester and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

Bereavement:

Students seeking a grief absence should be directed to the Grief Absence Request Form found on the RO home page (<https://reg.msu.edu/>) under 'Student Services – Grief Absence Request Form' OR to StuInfo (<https://stuinfo.msu.edu/>) under 'Academics - Enrollment Information and Services – Grief Absence Request Form.' Per policy, graduate students who should see their major professor and notify course instructors are directed to do so when they access the form.

Drops and Adds

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is **September 24**. The last day to drop this course with no refund and no grade reported is **October 17**. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Commercialized Lecture Notes

Commercialization of lecture notes and university-provided course materials is not permitted in this course.

Attendance

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. This course follows the General University Attendance Policy. If you miss a class due to a Special Consideration Absence as defined by University Policy, your class participation grade for those excused absences days will be the average of your earned participation grades.

Internet

Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site

Disruptive Behavior

Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching

and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

Campus Emergencies

In the event of an emergency arising within the class, the Professor will notify you of what actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation, "shelter-in-place," and "secure-in-place" guidelines posted in each facility and to act in a safe manner. You are allowed to maintain cellular devices in a silent mode during this course, in order to receive emergency SMS text, phone or email messages distributed by the university. When anyone receives such a notification or observes an emergency situation, they should immediately bring it to the attention of the Professor in a way that causes the least disruption. If an evacuation is ordered, please ensure that you do it in a safe manner and facilitate those around you that may not otherwise be able to safely leave. When these orders are given, you do have the right as a member of this community to follow that order. Also, if a shelter-in-place or secure-in-place is ordered, please seek areas of refuge that are safe depending on the emergency encountered and provide assistance if it is advisable to do so.

E-Learning Policies

Information technologies such as D2L and email are widely used in this class. As a result, there are some additional policies that need to be understood.

- Students should visit the course's D2L site on a regular basis.
- Students should check their email frequently (all class email is sent to the student's official MSU email account).
- All assignments submitted electronically, either on disk or via email, should be free of any viruses and/or worms. Any infected file or media that is submitted will receive a zero (0) for that assignment.
- This course recognizes the students' right to privacy and adheres to the Family Educational Rights and Privacy Act (FERPA).
- Students need to review the university policy "Acceptable Use of Computing Systems, Software, and the University Digital Network" at <http://lct.msu.edu/guidelines-policies/aup/>.
- Excessive emails make an unreasonable time demands on both sender and recipient. Please ensure you have a legitimate need before you write.
- **Dr. Everett** will answer email about:
 - Questions arising from difficulty in understanding course content.
 - Requests for feedback about graded assignments.

- Private issues appropriate for discussion within the teacher-student relationship.
- **Dr. Everett** will NOT answer email which:
 - Poses questions answered in the course information sections of the course D2L site
 - Poses questions answered in the course syllabus.
 - Lacks a subject line clearly stating the purpose of the email and the course number (**CSUS330**).
 - Raises an inappropriate subject.
- **Dr. Everett** will make every effort to answer email received on a given day no later than close of work on the next workday.
- The Web site tech.msu.edu provides a number of information technology resources for students.
- You are responsible for the operation of any personally owned computers you use on or off campus. A malfunctioning computer system is NOT a valid excuse for submitting late work.
- Students are expected to have a high degree of self-motivation and self-direction in this class and develop the needed technology skills to excel in this class and in life.

APPENDIX A – Mental Model Grading Criteria

Mental Model Grading Criteria

| Criteria | Possible | Comments/Score |
|--|--|---|
| <p>Mental Model features that are central to the Guest Speaker</p> <p>Was thoroughly addressed Mostly addressed Some what addressed Briefly addressed Not addressed</p> | <p>15.0 8.5 5.0 0.0</p> | <p>Features central to your Mental Model. Includes at least 15 central features and appropriate associations of the guest speaker as related to the themes of the course. See the following link to get started. https://www.youtube.com/watch?v=v1A_ZGO6fWk</p> |
| <p>Writing and Mechanics</p> <p>Well written conclusion and few to no errors Conclusion lacks direction/some errors Serious weaknesses Exceeding instructor threshold</p> | <p>10.0 7.7 7.5 0.0</p> | <p>Writing and Mechanics of the Mental Model. Appropriate grammar, writing and ease of the reader to understand. 0 errors (10.0), 1-2 errors (12.7), 3-4 errors (7.5), and more than 5 errors (0). An error includes spelling, grammar, inappropriate word usage, misunderstanding guest speaker relating to course content, lack of ability to understand the mental model and structural considerations of the document.</p> |
| <p>Total per Mind Map</p> | <p>25</p> | |

APPENDIX B – Organizational Management Analysis Draft Grading Criteria

CSUS330 – Organizational Management Analysis Draft Grading Criteria

| Criteria | Possible | Comments/Score |
|---|---------------------------|--|
| Introduction of the OMA, Personal and Career Goals Was thoroughly addressed Mostly addressed Some what addressed Briefly addressed Not addressed | 20 17 13 10 0 | Introduction of the OMA. Include appropriate literature that frames the organization (10 APA citations) and problems solved by the organization while interweaving personal and career goals. |
| Organization Selection and Rationale, Mission, Goals Was thoroughly addressed Mostly addressed Some what addressed Briefly addressed Not addressed | 20 17 13 10 0 | Organization Overview of the OMA. Includes rationale for selection, mission and goals of the organization and an analysis of whether the organization is meeting their mission and goals. |
| Legal Foundations Was thoroughly addressed Mostly addressed Some what addressed Briefly addressed Not addressed | 20 17 13 10 0 | Legal Foundations of the OMA. Includes the legal aspects of the organization including the board composition, membership and processes associated with the function of the organization. |
| Trends, Capacity, Potential and Risk Was thoroughly addressed Mostly addressed Some what addressed Briefly addressed Not addressed | 20 17 13 10 0 | Trends, Capacity, Potential, and Risk of the OMA. Includes a SWOT or risk analysis (with SWOT OR risk figure) of the selected organization. Sub-paragraphs should be separated using SWOT acronym or framed around features associated with risk. |
| Conclusion and Recommendations, Writing and Mechanics Well written conclusion and few to no errors Conclusion lacks direction/some errors Superficial conclusion/errors are distracting Serious weaknesses Exceeding instructor threshold | 20 17 13 10 0 | Conclusion and Recommendations of the OMA. Include appropriate concluding statements that bring the paper full circle back in line with the problem to be solved and personal/career goals and provides recommendations for the future of the organization. Writing mechanics including grammar, spelling and APA formatting of the OMA. Document should include 10 appropriate APA citations that frame the OMA. |
| Total | 100 | |

APPENDIX C – Organizational Management Analysis Final Grading Criteria

CSUS330 – Organizational Management Analysis Final Grading Criteria

| Criteria | Possible | Comments/Score |
|---|---------------------------|--|
| Introduction of the OMA, Personal and Career Goals Was thoroughly addressed Mostly addressed Some what addressed Briefly addressed Not addressed | 20 0 0 0 0 | Introduction of the OMA. Include appropriate literature that frames the organization (10 APA citations) and problems solved by the organization while interweaving personal and career goals. |
| Organization Selection and Rationale, Mission, Goals Was thoroughly addressed Mostly addressed Some what addressed Briefly addressed Not addressed | 20 0 0 0 0 | Organization Overview of the OMA. Includes rationale for selection, mission and goals of the organization and an analysis of whether the organization is meeting their mission and goals. |
| Legal Foundations Was thoroughly addressed Mostly addressed Some what addressed Briefly addressed Not addressed | 20 0 0 0 0 | Legal Foundations of the OMA. Includes the legal aspects of the organization including the board composition, membership and processes associated with the function of the organization. |
| Trends, Capacity, Potential and Risk Was thoroughly addressed Mostly addressed Some what addressed Briefly addressed Not addressed | 20 0 0 0 0 | Trends, Capacity, Potential, and Risk of the OMA. Includes a SWOT or risk analysis (with SWOT OR risk figure) of the selected organization. Sub-paragraphs should be separated using SWOT acronym or framed around features associated with risk. |
| Conclusion and Recommendations, Writing and Mechanics Well written conclusion and few to no errors Conclusion lacks direction/some errors Superficial conclusion/errors are distracting Serious weaknesses Exceeding instructor threshold | 20 17 13 10 0 | Conclusion and Recommendations of the OMA. Include appropriate concluding statements that bring the paper full circle back in line with the problem to be solved and personal/career goals and provides recommendations for the future of the organization. Writing mechanics including grammar, spelling and APA formatting of the OMA. Document should include 10 appropriate APA citations that frame the OMA. |
| Total | 100 | |

APPENDIX D – Non-Profit Startup Handbook Draft Grading Criteria

CSUS330 – Non-Profit Startup Draft Grading Criteria

| Criteria | Possible | Comments/Score |
|--|---------------------------|---|
| Overview – Rationale, Definitions and Mission Was thoroughly addressed Mostly addressed Some what addressed Briefly addressed Not addressed | 25 22 19 13 0 | Rationale for the NPS including a review of the literature and need for the NPS (E.g., What is the problem to be solved?). Non-profit name, filing status, organizational mission and purpose. |
| Bylaws – Definitions, Mission and Membership Was thoroughly addressed Mostly addressed Some what addressed Briefly addressed Not addressed | 25 22 19 13 0 | Specific guidelines about membership in the non-profit. Reiteration of the Definitions, Mission and Goals in Bylaw terms. If no, membership is required, what are specific services offered to the public. |
| Bylaws – Board of Directors, Officers, Elections, and Appointments Was thoroughly addressed Mostly addressed Some what addressed Briefly addressed Not addressed | 25 22 19 13 0 | Criteria for appointment or election of Board Members and Officers specific to the organization. If relevant, how appointments occur and rationale for why they are needed. |
| Logistical Features of the Organization Was thoroughly addressed Mostly addressed Some what addressed Briefly addressed Not addressed | 25 22 19 13 0 | Include available resources, sample budget, yearly calendar of the organization, networking/fundraising protocol for the organization, and marketing of the organization. |
| Appendices Was thoroughly addressed Mostly addressed Some what addressed Briefly addressed Not addressed | 25 22 19 13 0 | Documents that are not part of the main body of the Bylaws. E.g., specific forms to be filled out and policies (whistleblower, document retention and destruction, code of conduct, etc.) See example provided. |
| Writing and Mechanics Well written/no errors Lacking in an area/few errors Superficial/some errors Errors are distracting Exceeding instructor threshold | 25 22 19 13 0 | Proper formatting of the document including all relevant components. See the course syllabus for specific components. |
| Total | 150 | |

APPENDIX E – Non-Profit Startup Handbook Final Grading Criteria

CSUS330 – Non-Profit Startup Final Grading Criteria

| Criteria | Possible | Comments/Score |
|--|--------------------------|---|
| Overview – Rationale, Definitions and Mission Was thoroughly addressed Mostly addressed Some what addressed Briefly addressed Not addressed | 35 20 10 5 0 | Rationale for the NPS including a review of the literature and need for the NPS (E.g., What is the problem to be solved?). Non-profit name, filing status, organizational mission and purpose. |
| Bylaws – Definitions, Mission and Membership Was thoroughly addressed Mostly addressed Some what addressed Briefly addressed Not addressed | 35 20 10 5 0 | Specific guidelines about membership in the non-profit. Reiteration of the Definitions, Mission and Goals in Bylaw terms. If no, membership is required, what are specific services offered to the public. |
| Bylaws – Board of Directors, Officers, Elections, and Appointments Was thoroughly addressed Mostly addressed Some what addressed Briefly addressed Not addressed | 35 20 10 5 0 | Criteria for appointment or election of Board Members and Officers specific to the organization. If relevant, how appointments occur and rationale for why they are needed. |
| Logistical Features of the Organization Was thoroughly addressed Mostly addressed Some what addressed Briefly addressed Not addressed | 35 20 10 5 0 | Include available resources, sample budget, yearly calendar of the organization, networking/fundraising protocol for the organization, and marketing of the organization. |
| Appendices Was thoroughly addressed Mostly addressed Some what addressed Briefly addressed Not addressed | 35 20 10 5 0 | Documents that are not part of the main body of the Bylaws. E.g., specific forms to be filled out and policies (whistleblower, document retention and destruction, code of conduct, etc.) See example provided. |
| Writing and Mechanics Well written/no errors Lacking in an area/few errors Superficial/some errors Errors are distracting Exceeding instructor threshold | 25 10 5 0 0 | Proper formatting of the document including all relevant components. See the course syllabus for specific components. |
| Total | 200 | |

APPENDIX F – Fundraising Event

| <i>Objective/Criteria</i> | <i>Not Acceptable</i> | <i>Passing Grade</i> | <i>Inspiring</i> | <i>Out of</i> |
|---|-----------------------|----------------------|------------------|---------------|
| <i>Utilization of 15-minute timeframe to provide the group with context and application of fundraising to be used in a non-profit organizational setting.</i> | 0 | 15 | 25 | /25 |
| <i>Group spoke clearly, appropriate enthusiasm, and engaged the class (12.5 Points) Preparation of the fundraising event was clear while also providing appropriate materials based on the fundraising event (12.5 Points).</i> | 0 | 15 | 25 | /25 |
| <i>Activities of the fundraising event were consistent with the organizational mission, vision and goals of the contextualized non-profit organization.</i> | 0 | 15 | 25 | /25 |
| <i>Use of technology or other hands-on activities as ways to convey the message about the fundraising activity,</i> | 0 | 15 | 25 | /25 |
| <i>Comments related to the fundraising project:</i> | | | | |
| <i>Total</i> | | | | /100 |

APPENDIX G – Non-Profit Startup Video/Presentation Grading Criteria

| <i>Objective/Criteria</i> | <i>Not Acceptable</i> | <i>Passing Grade</i> | <i>Inspiring</i> | <i>Out of</i> |
|--|-----------------------|----------------------|------------------|---------------|
| <i>Up to 3 to 5-minute video or 6 to 8-minute presentation that has a clear focus, not distracting, and creative</i> | 0 | 14 | 24 | /24 |
| <i>Spoke clearly, appropriate enthusiasm (6 Points), videographic quality (6 Points)* In person questions are answered with knowledge of the organization. Answers were intellectual with thought placed in the organization with respect to the CSUS330 course (12 Points).</i> | 0 | 14 | 24 | /24 |
| <i>*Note that students who do not develop a video are NOT eligible for videographic dialogue points.</i> | | | | |
| <i>Provided a solid conceptual foundation of the organization. NPS aspects include: 1) Overview of the NPS (13 Points); 2) Definition, Mission and Goals (13 Points).</i> | 0 | 16 | 26 | /26 |
| <i>Provided a solid conceptual foundation of the organization. NPS aspects include: 1) rationale for development of the NPS (13 Points); 2) Logistical features of the organization that make it unique (13 Points).</i> | 0 | 16 | 26 | /26 |
| <i>Time should be between 5-8 minutes (video) or 8-10 minutes (presentation) (-10 points under 5 or 8 minutes and -10 points over 8:30 or 10:30)</i> | | | | |
| <i>Total</i> | | | | /100 |