

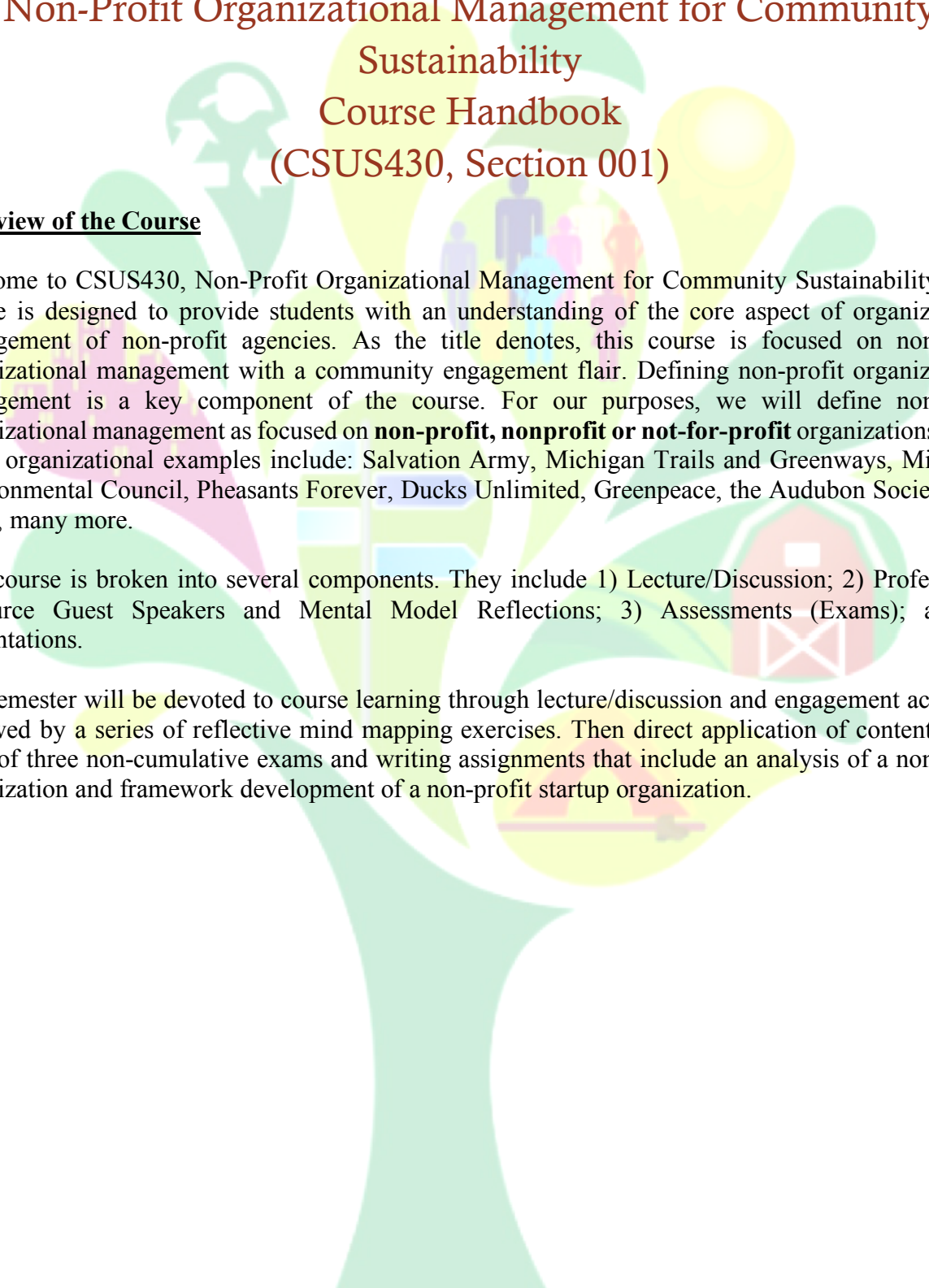


Non-Profit Organizational Management for Community Sustainability Course Handbook (CSUS430, Section 001)

M.W. Everett

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Non-Profit Organizational Management for Community Sustainability

Course Handbook

(CSUS430, Section 001)

Overview of the Course

Welcome to CSUS430, Non-Profit 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 agencies. As the title denotes, this course is focused on non-profit organizational management with a community engagement flair. Defining non-profit organizational management is a key component of the course. For our purposes, we will define non-profit organizational management as focused on **non-profit, nonprofit or not-for-profit** organizations. Non-profit organizational examples include: Salvation Army, Michigan Trails and Greenways, Michigan Environmental Council, Pheasants Forever, Ducks Unlimited, Greenpeace, the Audubon Society, and many, many more.

This course is broken into several components. They include 1) Lecture/Discussion; 2) Professional Resource Guest Speakers and Mental Model Reflections; 3) Assessments (Exams); and 4) Presentations.

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.

**Non-Profit Organizational Management for Community Sustainability
CSUS 430**

Fall 2019

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

INSTRUCTOR:

Dr. Michael W. Everett
Department of Community Sustainability
Michigan State University
480 Wilson Road, RM 140 NR
Telephone O: 517-432-0292, C: 517-581-5888
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 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 non-profit 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 organizations, legislative processes and organizational policy;
6. Determine best practices for funding, fiscal policy and financial accountability; and
7. Compare and contrast organizational management theories.

COURSE TEXTBOOK:

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

ADDITIONAL RESOURCE:

Pynes, J. E. (2013). *Human Resources Management for Public and Nonprofit Organizations: A Strategic Approach*. San Francisco, CA: John Wiley & Sons, Inc.

CSUS430 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 the organizational importance of mission statements and write one;
3. Explain key linkages between non-profits, governmental and for-profit organizations;
4. Define and describe that appropriate legal foundations for non-profit organizations;
5. Identify key organizational behaviors that frame successful non-profit 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;
14. Identify key components of non-profit organizational IT; and
15. Compare and Contrast various theoretical models of organizational management.

MICHIGAN STATE UNIVERSITY LEARNING GOALS
CSUS430 – Non-Profit 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
CSUS430 – Non-Profit 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 (8/29) – Introducing the Class, Student Career/Personal Goals, and Scope of Non-Profits

Week 2

2 (9/3) – Non-Profit Linkages with Government and Business (Chapters 1 and 2)

3 (9/5) – Legal Foundations and Mission of Non-Profits (Chapter 3)

Week 3

4 (9/10) – Legal Foundations and Mission of Non-Profits (*Joe Wald, GLFB*)

5 (9/12) – Exam I

Week 4

6 (9/17) – Principles of Organizational Behavior

7 (9/19) – Risk Management

Week 5

8 (9/24) – Trends, Capacity, and Potential of Non-Profits Principles of Leadership

9 (9/26) – Volunteerism: Leadership, Participation and Evaluation (Chapter 5) (*Amy Trotter, MUCC*)

Week 6

10 (10/1) – Exam II

11 (10/3) – Financial Review of a Non-Profit and the 990 (Chapter 6)

Week 7

12 (10/8) – Non-Profit Resource Acquisition (Chapter 6)

13 (10/10) – Non-Profit Leadership a Case Study (*Rebecca Hagerman, Nature Conservancy*)

Week 8

14 (10/15) – Fundraising in a Non-Profit

15 (10/17) – Exam III

Week 10 –

16 (10/22) – Fundraising Activity in Non-Profits (Group Presentations)

17 (10/24) – Fundraising Activity in Non-Profits (Group Presentations)

Week 11 –

18 (10/29) – Marketing and Promotion in Non-Profits (Chapter 8)

19 (11/1) – Marketing and Communications in Organizations (*Pamela Riley Miklavcic, Davies*)

¹ Topics or dates may change due to availability of resources

Week 12 –

20 (11/5) – **Exam IV**

21 (11/7) – International Non-Profits and Nongovernmental Organizations (Chapter 9)

Week 13 –

22 (11/12) – Non-Profit Organizations and IT (Chapter 7)

23 (11/14) – Accountability and Ethics in NP (Chapter 10)

Week 14 –

24 (11/19) – Ethical Considerations in Non-Profit Organizations (*Dan McMaster, Shiawassee Co.*)

25 (11/21) – **Exam V**

Week 15 –

26 (11/26) – NPS Video Presentations

27 (11/28) – No Class (Thanksgiving Break)

Week 16 –

28 (12/3) – NPS Video Presentations

29 (12/5) – Sustainability in Non-Profit Organizations

Week 17 –

30 (12/12) – Final Exam Day (12:45 to 2:45 pm)

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.

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** (5 speakers @ 20 points per Mental Model). (**Cultural Understanding, Effective Communication/Systems Thinking, Community**)

2. Fundraising Activity. For this activity, the class will be split into 12 groups of about 6 students. Your task is to utilize 7-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**)

3. Non-Profit Startup (NPS) Video Presentation and Questions. Student groups will create a 5-minute video that summarizes the components of a potential non-profit startup with the most interesting, and salient points in an informative and promotional video. Expect questions from colleagues and the instructor. Upload the video or a YouTube link to the appropriate D2L file folder. The presentation is worth **100 points**. (**Effective Communication/Initiative and Practical Skills**)

4. (I, II, III, IV, and V). Exams. There will be five non-comprehensive exams during the semester. 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. (**5 @ 100 Points = 500 Points**). (**Analytical Thinking, Cultural Understanding, Integrated Reasoning/Critical Thinking, Initiative and Practical Skills, Ethics**)

5. Digital Portfolio (DP). The Digital Portfolio is designed to achieve two objectives. The first is for you to develop a professional document that can be used as a resource at interviews and other networking opportunities (especially NP in nature). Second, you will incorporate components discussed in class as way to complement to your DP. You may use any one of the free website creation tools (e.g., Weebly) to create your website. For assessment purposes, you will upload a link to the D2L Dropbox for this assignment by 12/6 (midnight). See Appendix D below for the required components. (**200 Points**). (**Analytical Thinking, Cultural Understanding, Integrated Reasoning/Critical Thinking, Initiative and Practical Skills, Ethics**)

Student Evaluation

Assignments²

	<u>Points (%)</u>	<u>Due Date</u>
1. Guest Speaker MM Maps	100 (10%)	Post Speaker Day
2. Fundraising Activity	100 (10%)	10/22 or 10/24
3. NPS Video Presentation	100 (10%)	11/26 or 12/3
4I. Exam I	100 (10%)	9/12
4II. Exam II	100 (10%)	10/1
4III. Exam III	100 (10%)	10/17
4IV. Exam IV	100 (10%)	11/5
4V. Exam V	100 (10%)	11/21
5. Digital Portfolio	200 (20%)	12/6
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

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 **CSUS430**. 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 23**. The last day to drop this course with no refund and no grade reported is **October 16**. 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://ict.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 (**CSUS430**).
 - 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>10.0 7.7 5.0 0.0</p>	<p>Features central to your Mental Model. Includes at least 20 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>Synthesized MM concepts and few to no errors Synthesis of MM lacks direction/some errors Serious weaknesses Exceeding instructor threshold</p>	<p>10.0 7.7 5.0 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>20</p>	

APPENDIX B – 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)</i>	0	15	25	/25
<i>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 C – 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>5-minute video presentation that has a clear focus, not distracting, and creative.</i>	0	14	24	/24
<i>Spoken clearly, appropriate enthusiasm (6 Points), video graphic quality (6 Points)</i> <i>In person questions are answered with knowledge of the organization. Answers were intellectual with thought placed in the organization with respect to the CSUS430 course (12 Points).</i>	0	14	24	/24
<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 minutes (video) - (-10 points under 5 minutes and -10 points over 5:30)</i>				
<i>Total</i>				/100

APPENDIX D – Digital Portfolio

<i>Objective/Criteria</i>	<i>Not Acceptable</i>	<i>Passing Grade</i>	<i>Inspiring</i>	<i>Out of</i>
<i>Utilization of appropriate web-based resources to support your digital portfolio. Website is creative and includes an inviting atmosphere for prospective collaborators, employers or colleagues.</i>	0	12	20	/20
<i>Website includes a branding strategy, personal mission, vision and set of career goals (3) based on your current status as a student.</i>	0	24	40	/40
<i>Website includes a sample non-profit artifact that supports your learning in CSUS430 during this past semester.</i>	0	24	40	/40
<i>Website includes an embedded 1 to 2-minute video that highlights either yourself or a sample non-profit that you aspire to be aligned with in the future</i>	0	24	40	/40
<i>Website includes a link to a PDF that is your resume. Resume should be a one page in length and only greater if you have substantial artifacts to support yourself.</i>	0	24	40	/40
<i>Spelling, grammar, and attributes that are conducive to an undergraduate CSUS student.</i>	0	12	20	/20
<i>Comments related to the fundraising project:</i>				
<i>Total</i>				/200

