



**UCF**

School of Public Administration

# **NONPROFIT MANAGEMENT CURRICULUM GUIDE**

**Master of Nonprofit Management  
Curriculum Guide  
Academic Year 2017-2018**

**Introduction**

The curriculum guide for the Master of Nonprofit Management (MNM) program was developed to communicate our goals for the program along with our competency-based program to students and the community at large. This guide contains the Mission and Values of the MNM program, the MNM Logic Model, the MNM Curriculum Map, and Core Course Competency Commitment (4C) Forms for each required course in the program. These tools were developed by the MNM Curriculum Committee to articulate how curriculum achieves the program goals.

**Mission and Values**

This mission of the MNM program was developed by the Curriculum Committee and the Nonprofit Advisory Board representing our faculty members, staff, librarians, alumni, students, and community partners. The mission states that:

*The Master of Nonprofit Management program prepares students for professional public service leadership in the nonprofit sector through a competency-based curriculum set on a foundation of ethical principles, community engagement, and scholarship that creates usable, relevant knowledge to address complex societal issues in Central Florida and beyond.*

The mission and values of the program are the basis for our development of the logic model for the program, our definitions of the NASPAA Universal Competencies, and ultimately our curriculum. We are a professional program that prepares our students to be leaders in public service by functioning in the nonprofit sector.

**Competencies**

Our graduate program is based on the NASPAA Universal Competencies that have been adapted to the nonprofit sector: the ability to lead and manage in a dynamic, mission driven nonprofit sector; the ability to participate in and contribute to the policy process; the ability to analyze , synthesize, think critically, solve problems, and make decisions; the ability to articulate and apply a public service perspective; and the ability to communicate and interact productively with a diverse and changing workforce and citizenry. Our definitions of these five universal competencies are drawn from the Nonprofit Academic Centers Council (NACC) Curricular Guidelines for graduate nonprofit management programs, the Nonprofit Leadership Alliance Competencies, and the experience of our faculty and advisory board members.

**MNM Logic Model**

The basis for the logic model for the MNM program was developed by the MNM Curriculum Committee, which is comprised of faculty members teaching in the program, advisory board members, alumni, students, and our librarians. The model then identifies our goals, activities, outputs, assessments, and outcomes. Our goals for the program are:

- **To prepare public service professionals for the nonprofit sector;**

- **To create usable knowledge to address societal issues;**
- **To positively impact the nonprofit sector in Central Florida and beyond.**

## **Curriculum Map**

To achieve our goal of preparing professionals to serve the public through the nonprofit sector we have designed our curriculum to facilitate student mastery of the NASPAA Universal Competencies. We achieve this through key standardized assignments that are designed to produce mastery of one or more of the competencies. Many of these assignments are service learning assignments, where students apply what they learn in the classroom to a real organization. These service learning assignments are designed to positively impact the nonprofit sector by producing a usable tool to improve the professional operations of the organizations. Students are encouraged to conduct service learning assignments with the organizations they are affiliated with either as a volunteer or an employee.

The curriculum map indicates the major projects in each core, required course and identifies the universal competencies that are to be mastered in that assignment. These projects and assignments are then to be referenced by students when they complete the required portfolio in the capstone course, PAD 6149 Nonprofit Administration. Our MNM Curriculum Map is a guide for students regarding where and how the NASPAA Universal Competencies are to be mastered. The required portfolio project in the capstone course requires that students reflect on their mastery of the competencies and provide evidence from their work in the program that demonstrates that mastery.

## **Core Course Competency Commitment (4C) Forms**

The MNM Curriculum Guide also provides for each core or required course details of the assignments or projects that are designed to help them achieve mastery of the universal competencies. Full-time faculty members teaching in the program are responsible for one or more core courses, designing standardized the major projects that are always required in the course. This standardization of the major projects helps the program ensure consistency of learning and mastery of the competencies. These forms are reviewed annually and revised by the Curriculum Committee based on faculty feedback and student performance.

## **Conclusion**

We hope that this MNM Curriculum Guide will be helpful to students and to the nonprofit community to gain a clearer understanding of how the Master of Nonprofit Management program at the University of Central Florida achieves its goal of preparing public service professionals to work in the nonprofit sector. In addition, our focus on service learning and community engagement are tools that help us positively impact the nonprofit sector in Central Florida and beyond and to create and utilize relevant knowledge to address societal issues.

Mary Ann Feldheim, Ph.D.  
Associate Professor  
Director Master of Nonprofit Management Program

***MASTER OF NONPROFIT MANAGEMENT  
VISION, MISSION STATEMENT AND PUBLIC SERVICE VALUES***

***Vision***

The University of Central Florida's Master of Nonprofit Management program is an international leader in graduate nonprofit management education and research, providing the highest quality graduate public service education for careers in the nonprofit sector. In partnership with the community, the program positively impacts the nonprofit sector through a contemporary curriculum, innovative instruction, and scholarly and applied research.

***Mission Statement***

The Master of Nonprofit Management program prepares students for professional public service leadership in the nonprofit sector through a competency-based curriculum set on a foundation of ethical principles, community engagement, and scholarship that creates usable, relevant knowledge to address complex societal issues in Central Florida and beyond.

***Public Service Values***

The Master of Nonprofit Management program is dedicated to advancing public service values and civic leadership in the nonprofit sector, demonstrated by adhering to ethical principles of behavior and by acting in a professional manner.

**Ethical Principles**

We advocate the following ethical principles of conduct as the foundation of public service:

- Integrity – to serve in a honest, transparent manner while honoring promises;
- Benevolence – to promote the public good, avoid doing harm, and respect the worth of each individual;
- Fairness – to act in a way that is just and equitable to all, while avoiding undue

burden on the most vulnerable in our society; and

- Social Justice – to identify and address the unfair burdens experienced by groups of individuals through intentional and unintentional policies, laws, and societal projects and practices.

## **Professional Principles**

We advocate the following professional principles to advance public service as a profession:

- Commitment – to pursue a passion for the public interest with accountability and transparency;
- Competence – to utilize the most current knowledge, skills, and abilities to serve the public interest with efficiency and objectivity;
- Scholarship – to cherish and honor learning that enriches the human experience;
- Stewardship – to accept responsibility for decisions and actions regarding the protection of organizational and public resources;
- Diversity and Inclusiveness – to respect and value all perspectives and experiences, creating an environment that is open to all; and
- Leadership – to inspire others to advance the public interest while actively promoting democratic participation and collaboration.

## *Master of Nonprofit Management Competencies*

The Master of Nonprofit Management competencies are aligned with the NASPAA universal competencies and a new stand-alone competency was added to address the role of nonprofit organization in the policy process. Students at the completion of the program will demonstrate the following:

• **The ability to lead and manage in a dynamic, mission driven, nonprofit sector and achieve the vision and mission** through the following:

- Apply and model the skills of leadership and professionalism within multiple networks of stakeholders.
- Resolve conflicts and promote consensus among diverse stakeholders.
- Develop effective boards to ensure successful board-executive relationship, succession planning and board renewal.
- Foster the role of board members, staff, and volunteers as agents of and for social change at the organizational and societal levels.
- Recruit, motivate, and retain employees and volunteers as part of strategic human resources management.
- Anticipate emerging trends, challenges and opportunities to inform strategic thinking and action to achieve long-term goals.

• **The ability to analyze, synthesize, think critically, solve problems, and make decisions for the purpose of strengthening nonprofit organizations, the nonprofit sector, and society at large** through the following:

- Develop expertise in nonprofit management (strategic planning and thinking, budgeting and accounting, resource development and management, board governance, risk management, legal compliance, human resource management and current trends in technology utilization).
- Apply social science research methods and analyses to evaluate performance and effectiveness at both organizational and programmatic levels.
- Utilize evidence-based decision-making models to measure organizational outcomes and demonstrate institutional effectiveness and community impact.
- Maintain current knowledge of best practices, legal requirements, and literature in the field.
- Articulate the history and development of philanthropy, volunteerism, voluntary action, social movement, and the nonprofit sector.

• **The ability to communicate and interact productively with a diverse and changing workforce and citizenry** through the following:

- Effectively demonstrate the use of various communication tools, skills, and strategies tailored to the audience (e.g. written reports, electronic and social media).

- Apply marketing theories and strategies to the development of financial and nonfinancial sources of support (e.g. fundraising, social marketing, branding, entrepreneurial ventures, public relations and crisis communication).
- Demonstrate cultural competency and inclusiveness for effective communication within diverse organizational and community settings.

• **The ability to articulate and apply a public service perspective emphasizing the role of civil society in democratic governance** through the following:

- Demonstrate commitment and professionalism in serving the public by adhering to the MNM program ethical principles of:

Integrity /Benevolence/ Fairness /Social Justice

- Demonstrate commitment and professionalism in serving the public by adhering to the MNM program professional principles of:

Commitment/Competence /Scholarship/Stewardship /Diversity and Inclusiveness /Leadership

• **The ability to participate in and contribute to the policy process while functioning in the nonprofit sector.**

- Advocating for change to address pressing societal issues
- Engaging citizen in the policy process
- Fostering civic engagement and volunteerism in our communities
- Influencing the public policy process in local, national and international contexts to advance the public good.

GOALS	ACTIVITIES		OUTPUTS		ASSESSMENTS	OUTCOMES
	STUDENTS	FACULTY	STUDENTS	FACULTY		
<p><b>Prepare public service professionals for the nonprofit sector</b></p>	<ul style="list-style-type: none"> <li>Innovate online classes</li> <li>Service learning</li> <li>Mentoring and professional development</li> <li>Advising</li> <li>Virtual orientation</li> <li>Engagement with professional associations</li> <li>Library assignment</li> <li>Cultural/diversity competency</li> <li>Assistantships/internships</li> </ul>	<ul style="list-style-type: none"> <li>Online pedagogy training</li> <li>Faculty development conference</li> <li>Teaching circles</li> <li>Mentoring</li> <li>Faculty excellence</li> <li>Curriculum review and development</li> <li>Program governance</li> <li>Nonprofit advisory board</li> <li>Cultural/diversity competency training</li> </ul>	<ul style="list-style-type: none"> <li>Mastery of NASPAA universal competencies</li> <li>Courses taken</li> <li>Skills and knowledge gained</li> <li>Career placement and advancement</li> <li>Graduation rate</li> <li>Time to completion</li> <li>Involved in professional organizations</li> <li>Conduct themselves professionally</li> </ul>	<ul style="list-style-type: none"> <li>Courses taught</li> <li>Teaching quality</li> <li>Teaching portfolio</li> <li>Innovate course design</li> <li>Course leader</li> <li>Collaboration/Integration on universal competencies</li> </ul>	<ul style="list-style-type: none"> <li>Student Perceptions of Instruction</li> <li>In-class measures (universal competencies)</li> <li>Capstone</li> <li>Institutional Effectiveness</li> <li>Program reporting (accreditation assessment ongoing, annual reporting)</li> </ul>	<p><b>SHORT-TERM</b></p> <ul style="list-style-type: none"> <li>Prepared/professional leading nonprofit organizations</li> <li>Workforce</li> <li>Fill critical nonprofit organization service jobs</li> <li>Nationally recognized program</li> <li>Alumni practice ethical and professional values learned in the program</li> </ul>
<p><b>Create usable, relevant knowledge to address societal issues</b></p>	<ul style="list-style-type: none"> <li>Research assistantships</li> <li>Research participation and presentations</li> <li>Faculty-directed research</li> </ul>	<ul style="list-style-type: none"> <li>Publications</li> <li>Grants</li> <li>Fellowships</li> <li>Curriculum course development</li> <li>Conference participation</li> <li>Research circles</li> </ul>	<ul style="list-style-type: none"> <li>Co-authored publications</li> <li>Analytical skills</li> <li>Student hired</li> <li>Research discernment and utilization</li> </ul>	<ul style="list-style-type: none"> <li>Number of publications</li> <li>Quality of publications</li> <li>Number of grants awarded</li> <li>Presentations at conferences</li> <li>Updated courses</li> <li>Invited to present (experts)</li> </ul>	<ul style="list-style-type: none"> <li>Faculty performance evaluations</li> <li>Conference reviews</li> <li>CPNM annual report</li> <li>Faculty annual report</li> <li>Number of publications</li> <li>Number of grants</li> </ul>	<p><b>LONG-TERM AND PROFESSIONAL</b></p> <ul style="list-style-type: none"> <li>Advancement in the field</li> <li>Advancement of the field's top 10 programs</li> <li>Internationally recognized faculty</li> <li>Capacity of nonprofits increased</li> </ul>
<p><b>Positively impact the the nonprofit sector in Central Florida and beyond</b></p>	<ul style="list-style-type: none"> <li>Annual conference</li> <li>Volunteerism</li> <li>Service learning</li> <li>Capacity building</li> <li>Internships</li> <li>Public Service Career Showcase</li> <li>Strategic planning</li> <li>Curriculum review</li> <li>Nonprofit advisory board</li> <li>Professional organizations (YNPN, AFP, CFL ASPA)</li> </ul>	<ul style="list-style-type: none"> <li>International collaboration</li> <li>Capacity building</li> <li>Annual nonprofit conference</li> <li>VISTA program</li> <li>Advisor to AFP collegiate chapter</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at the nonprofit conference</li> <li>Number of internships</li> <li>Participation in professional organizations</li> <li>Capacity building projects</li> <li>Career showcase participation</li> <li>Consultations</li> <li>Service learning projects</li> </ul>	<ul style="list-style-type: none"> <li>Planning nonprofit conference</li> <li>Capacity building grants</li> <li>VISTA program</li> </ul>	<ul style="list-style-type: none"> <li>Conference surveys</li> <li>Employer feedback and alumni survey</li> <li>Service learning assessments</li> <li>PA Focus/Access</li> <li>CPNM annual report</li> <li>Capacity building participant surveys</li> <li>Number of grants addressing community needs</li> </ul>	<ul style="list-style-type: none"> <li>Students, faculty and alumni address community issues</li> </ul>



**Master of Nonprofit Management Major Assignments to Measure Core Competencies**

*Service Learning Courses in Bold*

	<b>Lead and Manage</b>	<b>Policy Process</b>	<b>Think Critically Analyze &amp; Synthesize</b>	<b>Public Service</b>	<b>Communication &amp; Diversity</b>
<b>PAD 5145 Volunteer Management</b>	<b>Volunteer Management Case Study</b>			<b>Volunteer Management Case Study</b>	<b>Volunteer Management Case Study</b>
<b>PAD 5146 Resource Development</b>		<i>Policy Process Paper</i>		<i>Fundraising Plan</i>	
<b>PAD 5850 Grants &amp; Contracts</b>			<b>Grant Proposal</b>		<b>Grant Proposal</b>
<b>PAD 6142 Nonprofit Organizations</b>		<i>Policy Advocacy Plan</i>	<i>Nonprofit Project Portfolio</i>		<i>Nonprofit Project Portfolio</i>
<b>PAD 6208 Financial Management</b>			<i>Financial Analysis</i> <i>Budget Analysis</i>		
<b>PAD 6237 Ethics &amp; Governance</b>	<b>Ethics Audit Case Study</b>			<i>Create Personal Code of Ethics</i>	
<b>PAD 6417 Human Resource Management</b>			<b>Nonprofit Human Resource Case Study</b>		<i>Diversity and Inclusiveness Training Plan</i>
<b>PAD 6335 Strategic Planning</b>	<b>Strategic Plan</b>		<b>Strategic Plan</b>		<b>Strategic Plan</b>
<b>PAD 6327 Program Evaluation</b>			<b>Program Evaluation Plan</b>		<b>Program Evaluation Plan</b>
<b>PAD 6149 Nonprofit Administration</b>	<i>Leadership Case Study</i>				
	<i>Portfolio</i>	<i>Portfolio</i>	<i>Portfolio</i>	<i>Portfolio</i>	<i>Portfolio</i>



**University of Central Florida**  
**School of Public Administration**  
*Master of Nonprofit Management Program*  
Core Course Competency Commitment (4C) Form

**Course Name and Number:** *PAD 5145 – Volunteerism in Nonprofit Management*

**Designated Lead Faculty Member:** *Mary Ann Feldheim, Associate Professor*

**Course Designed To Be Taken:** *Early in Program*

**Textbooks:** *No text is required, however an extensive list of required readings and recommended articles is provided in the course.*

***Universal Competencies Mastered in Course:***

The course covers a wide range of critical volunteer management issues. While students can acquire all the universal competencies for volunteer management, the following three competencies are mastered in the course.

1. Ability to lead and manage in a mission driven nonprofit sector.
2. Ability to communicate and interact productively with a diverse and changing workforce and citizenry.
3. Ability to articulate and apply a public service perspective.

**Course Objectives Aligned with Universal Competencies:** At the completion of this course students will be able to:

***Lead and manage a volunteer program in a mission driven nonprofit organization by:***

- Utilizing and appreciating the role of volunteers in carrying out the work and fulfilling the mission of nonprofit organizations.
- Being responsive and innovative while accomplishing the organization's mission in a complex, changing, environment.
- Examining the recent research literature on volunteerism and volunteer management to identify best practices.
- Developing expertise in volunteer management:
  - Identifying techniques to enhance volunteer motivation;
  - Developing a basic plan for establishing a volunteer program;
  - Identifying administrative techniques to manage a volunteer program;
  - Evaluating techniques for volunteer recruitment, retention, and management;
  - Designing a volunteer orientation, training, and development program;
  - Developing a risk management plan with specific techniques and processes.
- Evaluating and modeling “best” practices related to volunteer management.

*Communicate and interact productively with a diverse and changing workforce and citizenry by:*

- Assessing the motivation and values of organizational volunteers and assign duties to align with those motivations and values;
- Assessing the cultural and religious traditions of each volunteer to assure a fitting volunteer assignment;
- Incorporating various communication tools, skills and strategies in the management of volunteer programs:
  - Conduct a literature review
  - Develop a literature review report
  - Conduct and write a volunteer management case study

*Articulate and apply a public service perspective by:*

- Articulate and apply the values of honesty, stewardship, service, civic engagement, and social justice in all interactions in the nonprofit sector.
- Review and discuss the application of the Council for Certification in Volunteer Administration (CCVA) Code of Ethics to volunteer management.
- Respect the role of various religious traditions in shaping philanthropy and voluntary behavior.
- Identify the values that support volunteerism in America.
- Explore the role of volunteerism throughout American history and today
- Demonstrate commitment and professionalism in serving the public acting as a role model.

**Modules and Topics Covered:**

- Module 1 – Introduction
- Module 2 – Volunteerism in America
- Module 3 – Volunteer Motivation and Values as the Public Service Ethos
- Module 4 – Volunteers and the Organization: Context and Structure
- Module 5 – Volunteer Administration: Role of the Volunteer Coordinator
- Module 6 – Volunteer Recruitment, Retention, and Management
- Module 7 – Implementation – Methods and Sustainability
- Module 8 – Risk Management and Volunteers
- Module 9 – Putting it All Together – Volunteer Management Case Study
- Module 10- Reflection and Critique

**Measurement of Competencies – Volunteer Management Program Case Study Assignment**

**Purpose**

The purpose of this assignment is to critique a volunteer management program based on best practices identified through the literature review research, and to develop/ recommend tools/strategies to strengthen the program. Modules four, five, six, seven and eight provide the information and content of the case study analysis. Students will post their individual work (even

if you are working with a partner – the discussion postings are individually graded) for each module on the appropriate discussion board for peer review and instructor feedback. (The instructor will assign small groups for this analytical discussion.) The end product is designed to assist the organization the student is working with to improve their volunteer management program. Students are expected to develop policies, job descriptions, forms, training manuals, or other tools that will enhance the organization's volunteer management program. The final report should be a finished product that can be used by the organization that is the subject of the analysis. Each agency will receive a copy of the report that you develop.

### **Requirements**

The case study is the service learning project for this course. The literature review assignment, previously completed in the course, provides the initial framework for each section of the case study. A minimum of 20 articles from your literature review are required for this paper. There is no set length for the case study; however, the study must thoroughly cover each aspect included in the course modules and in the assessment rubric. Each section must have a heading/subheading in the paper. The report must be prepared following APA guidelines. Sample reports are found on the course homepage. Each paper should include examples of policies, job descriptions, and other tools to help improve the volunteer program being assessed. In addition, graphics and/or diagrams should be used as appropriate. The literature provides benchmarks related to each topic area in volunteer management allowing you to assess your case organization. This project may be done independently or in small groups of two students. If completed by a group, the final assignment will be given a group grade; however, each of the module discussions will be graded individually. Students in groups will be required to provide feedback to the instructor on group member participation and points will be assigned based on assessment of your partner.

The organization selected may be a nonprofit organization, or a city or county unit, but must be with the consent and cooperation of the entity formalized through the completion of a Case Study Agreement form. Ideally students will conduct the case study with organizations they have an affiliation with either through employment or volunteering. The Case Study Agreement form is found on the course homepage and must be sent electronically to the instructor by the date indicated in the calendar. Please also post organization contact information on the Service Learning Database link found in Module 2.

### **Submission Process**

The final report should be a finished product that can be used by the agency or organization that is the subject of the analysis.

- Submit a copy of the final report within the course. (This version will be graded).
- E-mail a PDF version of the report to your agency mentor and copy your instructor.
- Your grade will not be posted until the instructor receives an email from your agency mentor confirming receipt of the study along with their assessment of the final product. The email should be sent to your instructor
- Your instructor will send an e- thank you note to the agency for their work with you.

**Assessment Guide for Rubric Below**

**Outstanding Work**

**100% Points**

Provided information above the required level for this part of the assignment and presented it in a compelling and very professional manner demonstrating high level of mastery of the competency

**Above Average Work**

**90% Points**

Provided information above the required level for this part of the assignment demonstrating mastery of the competency

**Average Work**

**80% Points**

Provided the required level of information for this part of the paper demonstrating

**Below Average Work**

**70% Points**

Provided information below the required level for this part of the paper not demonstrating mastery of the competency

**Unacceptable Work**

**60% Points**

Did not provide the required information or presented it in an unacceptable manner failing to demonstrate mastery of the competency.

**Not Completed**

**0 Points**

This part of the assignment was not completed failing to demonstrate mastery of the competency.

<b>Volunteer Case Study Report Assessment Rubric</b>	<b>Potential Points</b>	<b>Earned Points</b>
<p><b>Executive Summary</b> No longer than 2 pages long and provides the purpose of the report, the methods of data collection, key findings and recommendations.</p> <p style="text-align: center;"><b>Universal Competency – Communicate Productively</b></p>	<b>2</b>	
<p><b>Introduction</b> Provides purpose of the report, method of data collection, and layout of the report.</p> <p style="text-align: center;"><b>Universal Competency – Communicate Productively</b></p>	<b>1</b>	
<p><b>History and Context</b> A history of the organization providing the mission, vision, and values. Then describe the volunteer program; briefly discuss the current context including strengths, weaknesses, opportunities and threats faced by the organization and the volunteer program.</p> <p style="text-align: center;"><b>Universal Competency – Articulate Public Service Perspective</b></p>	<b>1</b>	
<p><b>Structure</b> Describe the current organizational structure including number of employees, volunteers and annual volunteer hours. Who are the volunteers (e.g., demographics and motives) and how are they used in the organization? Conduct an analysis of the structure and operation of the organization and the volunteer program with recommendations and examples of policies, procedures or products. <i>Organization chart identifying the volunteer program is required.</i></p>	<b>2</b>	

<b>Universal Competency – Lead and Manage</b>		
<b>Recruitment and Selection Based on Motivation and Values</b> Describe the stated values of the organization and the processes in place to assess the motivation of potential volunteers and their cultural and religious backgrounds to provide culturally sensitive volunteer opportunities. Provide analysis of the volunteer recruitment and selection processes with recommendations and examples of policies, procedures or products along with cultural competency policies and or training.	<b>3</b>	
<b>Universal Competency – Lead and Manage &amp; Communicate Productively</b>		
<b>Volunteer Training, Assessment, and Feedback</b> Describe processes in place and available data. Provide analysis of the volunteer training processes with recommendations and examples of policies, procedures or products.	<b>3</b>	
<b>Universal Competency – Lead and Manage</b>		
<b>Volunteer Retention</b> Describe processes in place and available data (annual turnover, etc.). Provide analysis of the volunteer retention processes with recommendations for improvement and examples of policies, procedures or products.	<b>3</b>	
<b>Universal Competency – Lead and Manage</b>		
<b>Risk Management</b> Describe the processes in place and available data including the risk management plan, involvement of staff and volunteers, role of board members, review of plan and opportunity to report issues related to risk or potential risk. Provide analysis of the risk management program related to the volunteer program with recommendations for improvement and a sample plan.	<b>3</b>	
<b>Universal Competency – Lead and Manage</b>		
<b>Conclusion</b> Summary of analysis and recommendations. This section should include a discussion and a bulleted list of recommendations.	<b>2</b>	
<b>Universal Competency – Communicate Productively</b>		
<b>Appendices</b> Students are expected to develop policies, job descriptions, forms, training manuals, or other tools that will enhance the organization’s volunteer management program. These documents should be included in the appendices <u>and described in the report</u> . Points will not be given for this! However, up to <b>25 points</b> may be deducted if necessary policies, forms, etc. are not developed.	<b>0</b>	
<b>Writing Quality</b> The quality of writing reflects graduate level work demonstrating clarity of ideas and an integration of concepts. The use of subheadings and transitional sentences between subsections is required. APA formatting is correctly used, and the reference list is correctly compiled with the required number of references. Points will not be given for this! However, up to <b>25 points</b> may be deducted for poorly written paper.	<b>0</b>	
<b>Universal Competency – Communicate Productively</b>		
<b>Individual Assessment / Assessment by Group Members</b> Group members are required to assess the performance of fellow group members, if this assessment is not completed the individual will have 5 points deducted.	<b>5</b>	
<b>Total Points</b>	<b>25</b>	

**University of Central Florida**  
**School of Public Administration**  
*Master of Nonprofit Management Program*  
Core Course Competency Commitment (4C) Form

**Course Name and Number:** *PAD 5146 – Nonprofit Resource Development*

**Designated Lead Faculty Member:** *Suzette Myser, Assistant Professor*

**Course Designed To Be Taken:** Early in Program

**Textbooks:**

- Grace, Kay Sprinkel (2005). *Beyond Fundraising: New strategies for nonprofit innovation and investment*. Hoboken, NJ: John Wiley & Sons. ISBN-10:1118573552;
- Eber-Davis, K. (2014). *7 Nonprofit Income Streams: Open the Floodgates to Sustainability!* Rancho Santa Margarita, CA: Charity Channel Press. ISBN 978-1-938077-65-4;
- Materials in online modules

**Universal Competencies Covered and Mastered in Course:**

1. Ability to participate in and contribute to the policy process.
2. Ability to articulate and apply a public service perspective

**Course Objectives Aligned with Mastery of Universal Competencies:** At the completion of this course students will be able to:

**Participate in and contribute to the policy process by:**

- Discussing the stages of the policy process;
- Analyzing the methods advocacy available to nonprofit organizations;
- Evaluating the benefits and drawbacks of each method of advocacy;
- Assessing the methods of advocacy that can increase resources directly and indirectly;
- Identifying the fundraising challenges for nonprofits participating in the policy process.

**Articulate and apply a public service perspective by:**

- Assessing the current fundraising efforts of the organization;
- Developing a plan for stewardship of donated resources;
- Evaluating and providing a plan to improve stewardship over time;
- Implementing MNM ethical principles and AFP code of ethics in resource development.



## Modules and Topics Covered:

- *Module 1* Introduction
- *Module 2* The State of Philanthropy
- *Module 3* Stewardship
- *Module 4* The Ethics of Fundraising
- *Module 5* Donors Part I – Identifying Donors
- *Module 6* Donors Part II – Motivation and Engagement
- *Module 7* Donors Part III - Motivation and Engagement
- *Module 8* Fundraising Part I
- *Module 9* Fundraising Part II
- *Module 10* Fundraising Part III
- *Module 11* Policy Analysis
- *Module 12* Communication & Marketing
- *Module 13* Volunteer Management

## Measurements of Competencies

### Participate in and contribute to the policy process – Policy Process Paper

First students will read about the laws regulating nonprofit lobbying and political advocacy. Then they “write a 500-750 word essay describing the policy process and the analyzing the methods of political advocacy that a nonprofit organization can undertake. What are the benefits and drawbacks of each method? Which methods can directly help increase resources? Which methods can indirectly help increase resources?” Essay is worth 10 points.

Assessment Rubric - Maximum 10 points total

- 10 points: Complies with all instructions; all topics are addressed; essay is a well written and provides a thoughtful, critical analysis; complies with APA format.
- 8 points: Complies with most of the instructions; 4 of 5 topics are addressed: essay is well written and provides a thoughtful, critical analysis; complies with APA format.
- 6 points: Complies with some of the instructions; 3 of 5 topics are addressed: essay has a few errors and attempts to be thoughtful and critical; mostly complies with APA format.
- 4 points: Complies with some of the instructions; 2 of 5 topics are addressed: essay has a few errors and attempts to be thoughtful and critical; mostly complies with APA format.
- 2 points: Complies with some of the instructions; 1 of 5 topics is addressed: essay has many errors and does not attempt a critical analysis; does not comply with APA format.
- 0 points: Does not comply with instructions; 0 of 5 topics are addressed: essay has many errors and does not attempt a critical analysis; does not comply with APA format.

## Articulate and apply a public service perspective - Fundraising Plan

The final project in the course requires the student to produce a fundraising plan for the charitable organization of their choice. The plan should be written in order to be read and implemented by a senior member of the management team. It is, therefore, a practical document that should utilize the theory learned during the course to inform the analysis you undertake. It should be a comprehensive plan of at least one year.

For the purposes of the assignment, students need not reference materials in the body of the plan (unless they pull directly from a source). However, they will reference authors used in the accompanying narratives.

The following headings will be useful in guiding the structure of the assignment:

1. Cover Page (Include title, time period addressed in the plan, author, name of organization and, if appropriate, any confidentiality restrictions)
2. Executive Summary (one-page overview of the main proposals in the fundraising plan)
3. Table of Contents (detail of key sections and sub-sections)
4. Fundraising Audit (include details gleaned from the 990 and other information gathered with the purpose to determine the capacity of the organization to raise dollars).
5. SWOT Analysis
6. Summary of Key Issues
7. Assumptions (if any)
8. Fundraising Objectives
9. Fundraising Strategies
10. Tactics
11. Budget (you can make some guesses here)
12. Schedule with Timeline of Key Activities
13. Responsibilities (who does what)
14. Evaluation Strategies
15. Appendices (if needed, for example, to show a sample donor profile, a sample gift chart or donor pyramid, or other document relevant to the plan)
16. Narrative Discussion of Ethics and Stewardship (as it relates to this plan)
17. Narrative Overview of the Process and the Project (two-page overview describing how the plan progressed, what you learned, what sources did you use, what sources of data did you wish you had, financial data gathered from GuideStar or annual reports, what you might do differently in the real world, what you wish you knew before you started, what you learned in the process, etc.)

*Assessment Guide for Rubric Below*

**Outstanding Work**

**100% Points**

Provided information above the required level for this part of the assignment and presented it in a compelling and very professional manner demonstrating high level of mastery of the competency

*Above Average Work*

*90% Points*

Provided information above the required level for this part of the assignment demonstrating mastery of the competency

*Average Work*

*80% Points*

Provided the required level of information for this part of the paper demonstrating

*Below Average Work*

*70% Points*

Provided information below the required level for this part of the paper not demonstrating mastery of the competency

*Unacceptable Work*

*60% Points*

Did not provide the required information or presented it in an unacceptable manner failing to demonstrate mastery of the competency.

**Not Completed**

**0 Points**

This part of the assignment was not completed failing to demonstrate mastery of the competency.

<b>Fundraising Plan Assessment Rubric</b>	<b>Ratings</b> <b>This area will be used by the assessor to leave comments related to this criteria</b>	<b>Possible Points</b>
Describes donor populations, including demographics, appropriate for this nonprofit.		<b>5.0 pts.</b>
Identifies motivating factors for donors based on the literature.		<b>5.0 pts.</b>
Coordinates fundraising strategies with donor populations.		<b>5.0 pts.</b>
Integrates the organizational mission and compelling case for support in narrative form.		<b>3.0 pts.</b>
Offers specific strategies for engaging donors, specific to their unique needs and interests.		<b>5.0 pts.</b>
Demonstrates specific methods for ensuring appropriate donor stewardship and attention to		<b>5.0 pts.</b>

ethics.		
Describes the current financial situation of the organization based on a review of the recent 990s.		<b>3.0 pts.</b>
Uses accurate spelling, grammar and APA Style. Shows close attention to clean, typo-free scholarly writing.		<b>5.0 pts.</b>
References appropriate course materials and external sources in an accurate reference list.		<b>5.0 pts.</b>
Provides a narrative overview of how you developed this process and explains how the learner made key decisions.		<b>10.0 pts.</b>
Demonstrates the ability to write at a graduate level.		<b>4.0 pts.</b>
<b>Total Points</b>		<b>55.0</b>

**University of Central Florida**  
**School of Public Administration**  
*Master of Nonprofit Management Program*  
Core Course Competency Commitment (4C) Form

**Course Name and Number:** *PAD 5850 – Grant Writing and Contract Management*

**Designated Lead Faculty Member:** *Angela White-Jones, Lecturer*

**Course Designed To Be Taken:** *Early in Program*

**Textbooks:**

- Tori O'Neal-McElrath, 2013. *Winning Grants Step by Step*, 4th Edition. San Francisco, CA: Jossey-Bass. ISBN: 978-1-118-37834-2
- Hall, Jeremy L., 2010. *Grant Management: Funding for Public and Nonprofit Programs*. Sudbury, MA: Jones and Bartlett Publishers. 978-0-7637-5527-0

***Universal Competencies Covered and Mastered in Course:***

1. Ability to analyze, synthesize, think critically, solve problems, and make decisions for the purpose of strengthening nonprofit organizations, the nonprofit sector, and society at large;
2. Ability to communicate and interact productively with a diverse and changing workforce and citizenry.

**Course Objectives Aligned with Universal Competencies:** At the completion of this course students will be able to:

**Analyze, synthesize, think critically, solve problems, and make decisions for the purpose of strengthening nonprofit organizations, the nonprofit sector, and society at large by:**

- Discussing the types of grant opportunities available to nonprofit and government agencies;
- Identifying an organizational program that has potential for outside funding assistance and securing the service learning agreement;
- Analyzing potential foundation, corporate, and government funding sources for the agency;
- Integrate the funding needs of the agency with the available sources available making the decision with the agency on the grant to seek;
- Thinking critically to develop a grant proposal that aligns the mission of the organization they are writing the grant proposal for with the funders requirements;
- Developing the proposed budget based on data analysis from the organization;
- Developing a completed grant proposal ready for submission by the organization to the identified funding source.

*The ability to communicate and interact productively with a diverse and changing workforce and citizenry by:*

- Describing effectively and in a compelling manner the problem to be addressed;
- Aligning the mission of the organization with addressing this problem;
- Communicating in the written proposal the strengths of the organization to address the problem;
- Following exactly the instructions in the grant proposal, so that the proposal will be reviewed and considered for funding;
- Writing a grant proposal that provides the funder with compelling reasons to fund the program.

### **Modules and Topics Covered:**

- Module 1 – Introduction
- Module 2 – Organizational Background Component
- Module 3 – Developing the Proposal Ideas
- Module 4 – Identifying Grant Funders
- Module 5 – Developing the Problem Statement
- Module 6 – Developing Measurable Program Goals and Objectives
- Module 7 – Implementation – Methods and Sustainability
- Module 8 – Developing the Proposed Budget
- Module 9 – Proposal Summary
- Module 10- Critique Review Completed

### **Measurement of Competencies - Grant Proposal Assignment**

Each student is to write a full proposal (see above, Course Requirements) which must contain all of the components of a fully developed project. It will be completed according to the *general* format that includes all components covered in this course, and turned in for grading as if it were being submitted to the funding agency. It is intended that students will receive final input from the instructor, revise the final product and submit the proposal along with the guidelines for submission, to the partnering community agency. The agency may then elect to submit the proposal to the funder for consideration.

### **Formatting**

Each paper/proposal is to utilize APA formatting. In the School of Public Administration we require APA style. However different journals always have their own style formatting, which a potential author must learn and utilize. Please refer to the APA style guide for formatting.

### **References and Citations**

Within the body of your work you must cite your source each time you use the work of another. You must also provide a reference list of any sources cited within your work. See the Reference and Source Protocols for more information on how to cite and reference sources you use in your work.

**Proposal Outline**

- Proposal Summary
- Table of Contents
- Introduction
- Problem Statement
- Objectives
- Methods
- Line Item Budget
- Budget Narrative (Including Future Funding)
- Evaluation Plan
- Reference List

*Assessment Guide for Rubric Below*

**Outstanding Work                      100% Points**  
 Provided information above the required level for this part of the assignment and presented it in a compelling and very professional manner demonstrating high level of mastery of the competency

**Above Average Work                      90% Points**  
 Provided information above the required level for this part of the assignment demonstrating mastery of the competency

**Average Work                              80% Points**  
 Provided the required level of information for this part of the paper demonstrating

**Below Average Work                      70% Points**  
 Provided information below the required level for this part of the paper not demonstrating mastery of the competency

**Unacceptable Work                      60% Points**  
 Did not provide the required information or presented it in an unacceptable manner failing to demonstrate mastery of the competency.

**Not Completed                              0 Points**  
 This part of the assignment was not completed failing to demonstrate mastery of the competency.

<b>Grant Proposal Assessment Rubric</b>	<b>Potential Points</b>	<b>Earned Points</b>	<b>Comments</b>
<p><i>Summary Statement</i>            Succinctly provided a description of each section of the proposal identifying key points for the reader.  <b>Universal Competency – Communicate Productively</b></p>	<b>3</b>		
<p><i>Introduction</i>            Here you introduce the topic of the grant proposal and tell the reader what is covered in the paper using the subheadings to describe the key points covered.  <b>Universal Competency – Communicate Productively</b></p>	<b>3</b>		

<p><b>Problem Statement</b></p> <p>Describe effectively and in a compelling manner the problem to be addressed. Align the mission of the organization with addressing this problem.</p> <p><b>Universal Competency – Communicate Productively</b></p>	<b>3</b>		
<p><b>Objectives</b></p> <p>Critically determine the objectives of the program seeking funding based on the mission, strengths, and weaknesses of the program.</p> <p><b>Universal Competency – Think Critically</b></p>	<b>3</b>		
<p><b>Methods</b></p> <p>Analyze the methods of program delivery based on the abilities of the program seeking funding based identifying the methods of delivery that align with their mission and organizational strengths.</p> <p><b>Universal Competency – Think Critically</b></p>	<b>3</b>		
<p><b>Line Item Budget</b></p> <p>Developing the proposed budget based on data analysis from the organization.</p> <p><b>Universal Competency – Think Critically</b></p>	<b>3</b>		
<p><b>Budget Narrative</b></p> <p>Clearly describe the budget identifying how all funds will be utilized and monitored for the grant. Include sources for future funding to maintain the program beyond the grant.</p> <p><b>Universal Competency – Communicate Productively</b></p>	<b>3</b>		
<p><b>Evaluation Plan</b></p> <p>Based on the analysis of the methods of program develop evaluation measures that are both outcome and summative measures. Provide details of the measures, the method of tracking, and the standards of success.</p> <p><b>Universal Competency – Think Critically</b></p>	<b>3</b>		
<p><b>Writing Quality</b></p> <p>The quality of writing reflects graduate level work demonstrating clarity of ideas and an integration of concepts. The use of subheadings and transitional sentences between subsections is required. APA formatting is correctly used, and the reference list is correctly compiled with the required number of references. Points will not be given for this! However, up to <b>20 points</b> may be deducted for poorly written proposal.</p> <p><b>Universal Competency – Communicate Productively</b></p>	<b>0</b>		
<p><b>Total Points</b></p>	<b>24</b>		



# University of Central Florida

## School of Public Administration

### *Master of Nonprofit Management Program*

#### Core Course Competency Commitment (4Cs) Form

**Course:** PAD 6142 – *Introduction to Nonprofit Organizations*

**Designated Lead Faculty Member:** *Hui Li, Assistant Professor*

**Course Designed To Be Taken:** *Early in Program*

#### **Textbooks:**

- Drucker, P.F. (2006). *Managing the Nonprofit Organization*. HarperBusiness. ISBN: 0060851147
- Laidler-Kylander, N. & Stenzel, J.S. (2014). *The Brand IDEA*. San Francisco, CA: Jossey-Bass. ISBN: 978-1-118-55583-5
- Wolf, T. (2012). *Managing a Nonprofit Organization*. New York: Free Press. ISBN:978-1-4516-0846-5

#### **Universal Competencies Mastered in Course:**

The course covers a wide range of critical management issues in nonprofit organizations. While students can acquire all the universal competencies for nonprofit management, the following two competencies are highlighted in the course.

1. Ability to participate in and contribute to the policy process.
2. Ability to analyze, synthesize, think critically, solve problems, and make decisions for the purpose of strengthening nonprofit organizations, the nonprofit sector, and society at large.

#### **Course Objectives Aligned With Universal Competencies**

At the completion of this course students will be able to:

##### *Participate in and contribute to the policy process by:*

- Identifying and discussing the policy process at the local, state, and federal levels;
- Analyzing the various policy advocacy strategies/tactics and discussing the pros and cons of engaging in policy advocacy;
- Preparing a policy advocacy plan for the organization being studied;

*Analyze, synthesize, think critically, solve problems, and make decisions for the purpose of strengthening nonprofit organizations, the nonprofit sector, and society at large by:*

- Identifying key concepts and theories that explain the nature of the nonprofit sector, thus appreciating the distinctiveness of nonprofits as public service organizations;
- Analyzing and developing expertise in various aspects of nonprofit management, including stakeholder engagement, goal setting, personnel management, resource development, volunteer management, policy advocacy, etc.
- Discussing and thinking critically about the key functions of the nonprofit sector, including service delivery, civic engagement, and policy advocacy;
- Applying theoretical skills to an actual nonprofit organization and developing an appreciation of the key themes in nonprofit management.

***List Each Module and Topics Covered:***

- *Module 1* Introduction
- *Module 2* Nonprofits: Roles and responsibilities
- *Module 3* Branding
- *Module 4* Stakeholder Engagement
- *Module 5* Mission and Vision
- *Module 6* Goal Setting
- *Module 7* Personnel Management
- *Module 8* Board Governance
- *Module 9* Financial Management
- *Module 10* Fundraising
- *Module 11* Volunteer Management
- *Module 12* Social Media and Marketing
- *Module 13* Policy Advocacy
- *Module 14* Portfolio Development

**Measurements of Competencies**

***Ability to participate in and contribute to the policy process - Policy Advocacy Plan***

Many nonprofit organizations engage in advocacy activities. Some work openly, even collaboratively, with decision makers, while others aim at shaping the climate around policy making, such as disseminating policy information, writing reports, and engaging in politically disruptive activities. Certain nonprofits do not advocate at all. As a nonprofit leader, is your organization going to participate in policy advocacy? If yes, what advocacy strategies/approaches are you going to use? How would you reconcile the advocacy activities with your nonprofit's core function? What are the potential benefits or challenges? If no, please explain your rationale. Be specific.

**Assessment Guide for Rubric**

<b>Criteria</b>	<b>Points</b>
<p><b>1. Overall writing</b> The writing is fluid; sentences/paragraphs are well structured; proper grammar; shows command of graduate level vocabulary and understanding of concepts; polished, not drafty.</p>	25%
<p><b>2. Professional presentation</b> Correct spelling/no typos; well presented; other instructions followed.</p>	10%
<p><b>3. Strength of Position Presented (Analytical level)</b> Uses material from class to develop and support ideas; demonstrates meaningful efforts to integrate materials; has a logical flow that presents and develops a clear, unified position/argument; argument is consistent and based on critical thinking.</p>	40%
<p><b>4. Positions and Recommendations</b> - Reflect critical theories and policy considerations in the nonprofit sector - Applies insights to a practical discussion of management and/or policy making.</p>	20%
<p><b>5. References</b> - References are used and cited appropriately (APA formatting); at least one citations from the week's readings and one external citation are used.</p>	5%

### Advocacy Plan Assessment Rubric

<b>Criteria</b>	<b>Possible Points</b>	<b>Points</b>	<b>Comments</b>
<p><b>Assessment</b> Assessing policy advocacy for the nonprofit organization and making the decision to advocate or to not advocate.</p> <ul style="list-style-type: none"> <li>• Identify the policy issues that impact your organization</li> <li>• Identify the level of government where decisions are made</li> </ul>	2		
<p><b>Universal Competency – Participate in Policy Process</b></p>			
<p><b>Advocacy Plan</b> Assess the pros and cons of advocating for policies that impact your mission</p> <ul style="list-style-type: none"> <li>• Clarify decision to engage in advocacy or to not engage in advocacy</li> <li>• How does advocacy align with the organization's mission?</li> <li>• What are the possible approaches/strategies for policy advocacy?</li> <li>• Design an advocacy plan based on your assessment of the need to engage in advocacy.</li> </ul>	3		
<p><b>Universal Competency – Participate in Policy Process</b></p>			

<b>Total Points</b>	<b>5</b>		
---------------------	----------	--	--

## Measurements of Competencies

*Ability to analyze, synthesize, think critically, solve problems and make decisions for the purpose of strengthening nonprofit organizations, the nonprofit sector, and society at large - Nonprofit Project Portfolio*

Throughout the semester, students will be working in a **team of three** on a simulation to create a nonprofit organization. As a group, they will create the purpose, then think about how to staff, fund, market, and grow their nonprofit. At the end of the semester, each group will turn in a **group project portfolio** that includes all the components created throughout the semester.

### Components of the Nonprofit Portfolio Project

- Nonprofit Organization Idea
- Stakeholder Engagement Plan
- Mission and Vision Statement
- Organizational Goals
- Organizational Chart
- Board Composition Plan
- Financial Management Plan
- Fundraising Plan
- Volunteer Management Plan
- Social Media and Marketing Plan
- Policy Advocacy Plan
- Final Portfolio

### Nonprofit Organization Idea

Throughout the semester, you will work toward developing your own nonprofit. For this first assignment, think about the kind of nonprofit you want to create. What is your passion? Maybe, say, you like food and cooking. One way to turn that into a nonprofit is to develop cooking classes at schools throughout the year. Another way is starting a lunch delivery system on the weekends to local children in need. What about writing a kid-friendly cookbook and updating it every year as a fundraiser for local schools?

Here are some questions to consider as you delve into this assignment (borrowed and adapted from Dr. Kelly Campbell Rawlings at USC Price School): What would be your goal or the focus/mission of your organization? With this in mind, you will next need to conduct some research to determine whether or not this kind of organization already exists – are there other organizations out there addressing these issues or working towards the same or similar goals? If there are already organizations in existence doing the kind of work you had in mind, focus your assignment on what you can do to extend and support the work being done. If you are certain that you are not unnecessarily duplicating effort and that forming a new organization would be the most effective way to proceed, then write up your idea focusing on the anticipated goals on your organization, the target community you plan to serve, and some potential impacts your organization can have in the community. Use your course materials to guide your thinking and **be creative!**

As detailed above, give me research and justification for why this nonprofit would benefit a local community you identify. This will make your proposal much stronger.

### **Stakeholder Engagement Plan**

You will have to work with a lot of people to make your nonprofit as successful as possible. For this part of your portfolio, think about at least five (5) critical stakeholder groups you will need to engage as you continue to grow. Think about each group, who these people are, where you can find them, why you need them, how you plan to reach them, and how you plan to communicate with them. For example, you might need the mayor to support your nonprofit. Why is the mayor important? How will you reach her? What will you speak to her about during your meeting? Detail such items for each of the five stakeholder groups. You can write this in narrative form or use detailed bullets.

### **Nonprofit Mission Statement and Vision**

When creating your organization, you noted why it is important to you and the community. Now, you have to distill that down into a mission and vision. These are much easier for potential investors and volunteers to understand. Use the guidelines I have posted online to see the differences between a mission and vision.

### **Organizational Goals**

You cannot achieve success if you do not have a good road map. For this part of your portfolio, set out at least six (6) goals you hope to achieve, three in the short term and three in the long term. Remember your goals should be simple and specific. A bad goal is: Make money. A better goal is: Raise \$1000 in the first quarter of operation. The latter is one you can set specific actions toward later in the portfolio

### **Organizational Chart with Job Descriptions**

As someone in the early stages of setting up a nonprofit, your organizational chart will likely be small. It could be you as the CEO, someone as vice president, and an assistant. I leave this to you, but I recommend keeping it simple for this assignment. As your nonprofit grows, so will your organizational chart. For this assignment, detail the roles and responsibilities of each position you choose, as well as to whom each person reports. You will, if you are CEO, have to report to the Board and stakeholders so be sure that is reflected in your organizational chart. I recommend using the text box tool on your Word software to make the chart. That will likely be the easiest option.

### **Board Composition Plan**

Think of your board as content-area expert advisers. For this portion of the portfolio, list at least five (5) people you would want to include on the board. You do not need specific names but rather think about particular experts you would want to serve. Also be sure to designate someone president and vice president. As an example, you might need a local banker to help with the financial management plan, a communications expert to help with marketing, an educator if your nonprofit focuses on education, etc. Think about how you will find these people and detail that as well.

### **Financial Management Plan**

Keeping good records is important for your organization. For this portion of the portfolio, I recommend detailing: who you will have to manage finances, how (Excel, Quickbooks, etc.), and

the process for developing and sharing quarterly reporters with stakeholders (email, mail, website, etc.).

### **Fundraising Plan**

You need some capital support to get your nonprofit off the ground. For purposes of this assignment, I recommend focusing first on the short term (in other parts of the portfolio, you can return to fundraising for longer term goals). Think about potential investors in your organization and detail at least three (3) potential ways you will go about raising funds. So you will list here some potential donors (family, friends, local businesses, etc.) AND ways you plan to court them for funds (formal business plan pitch, informal ask, etc.). You will make a different pitch to family members than you would to a local business, so keep that in mind as you detail this early stage fundraising plan. Think about going beyond writing “I will have dinner with my mom and dad and ask them for money.” That strategy could work, but they will need more from you!

### **Volunteer Management Plan**

Volunteers will be critical to the success of your organization. Given that your organization is new, think about where you need volunteers most at this early phase (logistics management, financial management, etc.). Perhaps in the next part of your plan, you can think about growing your organization and where volunteers can help with that (community events, fundraising, etc.). It would make sense, then, to divide your Volunteer Management Plan into two sections at least: short-term and long-term volunteer goals. You can think about, say, starting with a small group then set a goal of 50 volunteers in five years. This is just an example, so think about what will work best for your organization. Also mention places where you can recruit potential volunteers (local schools, family and friends, etc.). If you would like, you can refer me to the Social Media Plan you will develop later for more on volunteer recruitment – do not forget to include this in that plan if you decide you want to “recruit” people via social media!

### **Social Media and Marketing Plan**

Many nonprofit organizations are turning toward social media to get out their messages and reach potential donors. You also need effective strategies (social media is one strategy) to get the word out about your organization and all the good you are doing and plan to do. For this part of your portfolio, you will detail how you plan to roll out a social media and marketing plan. For the social media portion, you may think about using Facebook and Twitter to share the existence of your organization and gain followers, and then perhaps you venture into Instagram to share photos of your work throughout the community. You may also think about using those tools to reach donors. Also think about who will run the sites, what content you will post, how often, etc. For the marketing portion, think about how to use various marketing strategies to help your organization launch and grow. Perhaps you start with social media and print business cards from a website or local vendor. Then, you can describe how you will work with local schools, businesses, the city government, etc. to grow your organization. Perhaps in the long-term you can think about hiring a professional firm to do your marketing. Also again, think about who will help you (perhaps you refer back to the volunteer plan here, indicating you will recruit volunteers to, say, pass out fliers at events about your organization).

### **Policy Advocacy Plan**

Many nonprofit organizations engage in advocacy activities. Some work openly, even collaboratively, with decision makers, while others aim at shaping the climate around policy making, such as disseminating policy information, writing reports, and engaging in politically

disruptive activities. Certain nonprofits do not advocate at all. As a nonprofit leader, is your organization going to participate in policy advocacy? If yes, what advocacy strategies/approaches are you going to use? How would you reconcile the advocacy activities with your nonprofit's core function? What are the potential benefits or challenges? If no, please explain your rationale. Be specific.

### **Portfolio Development**

Your final portfolio is a combination of all the pieces you have created throughout the semester. This will be a digital portfolio of course, so you can design it in any way you see fit. To be clear, I am not expecting any of you to be professional graphic designers (awesome if you are!). What I am looking for is a professional portfolio that shows me you went beyond copying and pasting Word documents together. Even if you create a PDF, make sure there is a nice title page, page numbers, a table of contents, etc. This goes for every portfolio no matter how you design it. Make sure it is a format myself and your peers can access easily.

### **Final Portfolio Presentation**

Now that you have developed your own nonprofit, it is time to show it to your stakeholders. You can make slides, a Prezi, or simply speak. Keep your presentation to a maximum of 10 minutes, minimum of 7 minutes. What I do NOT want is you sitting there, looking at the camera, and reading your portfolio. Make a presentation, not a recitation. Our Webcourses platform has a video feature built in, so this should be relatively easy to execute. I want to SEE YOU in the video!

### **Assessment Guide for Rubric**

<b>Criteria</b>	<b>Points</b>
<b>1. Overall writing</b> The writing is fluid; sentences/paragraphs are well structured; proper grammar; shows command of graduate level vocabulary and understanding of concepts; polished, not drafty.	25%
<b>2. Professional presentation</b> Correct spelling/no typos; well presented; other instructions followed.	10%
<b>3. Strength of Position Presented (Analytical level)</b> Uses material from class to develop and support ideas; demonstrates meaningful efforts to integrate materials; has a logical flow that presents and develops a clear, unified position/argument; argument is consistent and based on critical thinking.	40%
<b>4. Positions and Recommendations</b> - Reflect critical theories and policy considerations in nonprofit sectors - Applies insights to a practical discussion of management and/or policy making.	20%
<b>5. References</b> - References are used and cited appropriately (APA formatting); at least two citations from the week's readings and one external citation are used.	5%

### **Nonprofit Project Portfolio Assessment Rubric**

<b>Criteria</b>	<b>Possible Points</b>	<b>Comments</b>	<b>Points earned</b>
-----------------	------------------------	-----------------	----------------------

<p><b>Nonprofit Idea</b> Write up your idea focusing on the anticipated goals for your organization, the target community you plan to serve, and some potential impacts your organization can have in the community.</p>	5		
<p><b>Universal Competency – Think Critically</b> <b>Stakeholder Engagement Plan</b> Think about at least five (5) critical stakeholder groups you will need to engage as you continue to grow. Think about each group, who these people are, where you can find them, why you need them, how you plan to reach them, and how you plan to communicate with them. You can write this in narrative form or use detailed bullets.</p>	5		
<p><b>Universal Competency – Think Critically</b> <b>Nonprofit Mission Statement and Vision</b> Take your proposal and distill that down into a mission and vision. Use the guidelines posted online in the course.</p>	5		
<p><b>Universal Competency – Communicate Productively</b> <b>Organizational Goals</b> You cannot achieve success if you do not have a good road map. For this part of your portfolio, set out at least six (6) goals you hope to achieve, three in the short term and three in the long term. Remember your goals should be simple and specific.</p>	5		
<p><b>Universal Competency – Think Critically</b> <b>Organizational Chart with Job Descriptions</b> Keep the chart simple for this assignment and detail the roles and responsibilities of each position you choose, as well as to whom each person reports.</p>	5		
<p><b>Universal Competency – Think Critically</b> <b>Board Composition Plan</b> For this portion of the portfolio, list at least five (5) people you would want to include on the board. You do not need specific names but rather think about particular experts you would want to serve. Also be sure to designate someone president and vice president.</p>	5		



<p><b>Financial Management Plan</b> For this portion of the portfolio detail who you will have to manage finances, how (Excel, Quickbooks, etc.), and the process for developing and sharing quarterly reporters with stakeholders (email, mail, website, etc.).</p> <p><b>Universal Competency – Think Critically</b></p>	5		
<p><b>Fundraising Plan</b> For purposes of this assignment focus first on the short term. Think about potential investors in your organization and detail at least three (3) potential ways you will go about raising funds.</p> <p><b>Universal Competency – Think Critically</b></p>	5		
<p><b>Volunteer Management Plan</b> Volunteers will be critical to the success of your organization. Divide your Volunteer Management Plan into two sections at least: short-term and long-term volunteer goals.</p> <p><b>Universal Competency – Think Critically</b></p>	5		
<p><b>Policy Advocacy Plan</b> As a nonprofit leader, is your organization going to participate in policy advocacy? If yes, what advocacy strategies/approaches are you going to use? How would you reconcile the advocacy activities with your nonprofit’s core function? What are the potential benefits or challenges? If no, please explain your rationale. Be specific.</p> <p><b>Universal Competency – Participate in Policy Process</b></p>	5		
<p><b>Social Media and Marketing Plan</b> For this part of your portfolio, you will detail how you plan to roll out a social media and marketing plan. For the social media portion, you may think about using Facebook, Twitter or Instagram to share the existence of your organization and gain followers and donors. Identify who will run the sites, what content you will post, how often, etc. For the marketing portion, identify various marketing strategies to help your organization launch and grow.</p> <p><b>Universal Competencies Think Critically &amp; Communicate Productively</b></p>	5		
<p><b>Portfolio Development</b> Your final portfolio is a combination of all the</p>	20		

pieces you have created throughout the semester. This will be a digital portfolio so you can design it in any way you see fit. However, I am looking for a professional portfolio that shows you went beyond copying and pasting Word documents together. Be sure there is a title page, page numbers, a table of contents, etc. In addition, the quality of writing must reflect graduate level work demonstrating clarity of ideas and an integration of concepts.			
<b>Universal Competency – Communicate Productively</b>			
<b>Portfolio Presentation</b> Present your nonprofit to your key stakeholders. Make a pitch.			
<b>Universal Competency – Communicate Productively</b>	<b>10</b>		
<b>Total Points</b>	<b>85</b>		

**University of Central Florida  
School of Public Administration**

*Master of Nonprofit Management Program*  
Core Course Competency Commitment (4Cs) Form

**Course Name and Number:** *PAD 6208 – Nonprofit Financial Management*

**Designated Lead Faculty Member:** *Suzette Myser, Assistant Professor*

**Course Designed To Be Taken:** *(Mid Program)*

**Textbooks:**

- Dropkin, M., Halpin, J., & La Touche, B. (2007). *The budget-building book for nonprofits: A step-by-step guide for managers and boards* (2nd ed). San Francisco: Jossey-Bass. (ISBN: 978-0-7879-9603-1), including CD.
  
- Weikart, L. A., Chen, G.C., & Sermier, E. (2013). *Budgeting & financial management for nonprofit organizations*. Thousand Oaks, CA: CQ Press. (ISBN: 978-1-60871-693-7).

**Universal Competencies Covered and Mastered in Course:**

1. Ability to analyze, synthesize, think critically, solve problems, and make decisions for the purpose of strengthening nonprofit organizations, the nonprofit sector, and society at large.

**Course Objectives Aligned With Universal Competencies**

At the completion of this course students will be able to:

*Analyze, synthesize, think critically, solve problems, and make decisions for the purpose of strengthening nonprofit organizations, the nonprofit sector, and society at large by:*

- Articulating and describing nonprofit funding, budgeting policies and procedures;
- Analyzing, developing and presenting a budget calendar, a budget request and an estimate income and expenses;
- Applying the money-saving techniques to management;
- Avoiding ethical dilemmas including the use of a conflict of interest policy.

**Modules and Topics Covered:**

- *Module 1* Introduction
- *Module 2* Aspects
- *Module 3* Revenues
- *Module 4* Cost
- *Module 5* Budget
- *Module 6* TMV
- *Module 7* C&I
- *Module 8* Statements

- *Module 9* Analysis
- *Module 10* M&C
- *Module 11* Financial Report Assignment

**Measurement of Competency: Budget Assignment**

Each student is required to complete a budget assignment that tests the ability to analyze an existing nonprofit budget document, which will be provided by the instructor.

**Budget Assignment Assessment Rubric**

Criteria	Ratings				Points
Identification of present elements	Correct identification of elements present and not present 4.0 pts.	More correct ID's than incorrect 3.5pts	More incorrect ID's than correct 3.0 pts.	Did not attempt 0.0 pts.	4.0 pts.
Review of element effectiveness	Excellent review 4.0 pts.	Average review 3.5 pts.	Below average review 3.0 pts.	Did not attempt 0.0 pts.	4.0 pts.
Description of suggested improvements	Excellent suggestions and descriptions 4.0 pts.	Average suggestions and descriptions 3.5 pts.	Below average suggestions and descriptions 3.0 pts.	Did not attempt 0.0 pts.	4.0 pts.
Writing quality	Strong writing, concise, follows form of financial analysis reports, free grammatical and spelling errors, compliance with APA style 3.0 pts.	Mostly compliant with criteria 2.7 pts.	Partially compliant with criteria 2.4 pts.	Little to no compliance with criteria 0.0 pts.	3.0 pts.
<b>Total points</b>					<b>15.0 pts.</b>

**Measurement of Competency - Final Report Assignment**

The final report assignment requires a student to collect the “990” financial report forms of a nonprofit of your choosing for the last three consecutive years. Students may gather

supplemental information from budget documents and other sources as well to enhance the product.

**Final Report Assignment Assessment Rubric:**

Criteria	Ratings						Points
Organization Overview	Excellent discussion of client demographics, impact of economic trends, organizational information, financial policies and other factors that provide context for organizational finances 4.0 pts.		Mostly compliant with the criteria 3.5 pts.	Partial conformance to the criteria 3.0 pts.	Little to no conformance to the criteria 0.0 pts.		4.0 pts.
Financial Statement Review	Effective examination and analysis of auditor’s opinion, balance sheet, activity statement, cash flow statement, statement of functional expenses and accompanying notes 6.0 pts.	Deficiencies in 1 of these criteria 5.25 pts.	Deficiencies in 2 of these criteria 5.0 pts.	Deficiencies in 3 of these criteria 4.5 pts.	Deficiencies in 4-5 of these criteria 4.0 pts.	Deficiencies in all criteria 0.0 pts.	6.0 pts.
Financial Condition Analysis	Skillful identification of appropriate ratios, accurate calculation and reporting of at least 4 relevant ratios to describe financial condition 6.0 pts.	Accurate calculation and reporting of 4 relevant ratios to describe financial position 5.25 pts.	Accurate calculation and reporting of 3 relevant ratios to describe financial position 5.0 pts.	Accurate calculation and reporting of 2 relevant ratios to describe financial position 4.5 pts.	Accurate calculation and reporting of 1 relevant ratios to describe financial position 4.0 pts.	Unable to accurately calculate and/or report any relevant ratios to describe financial position 0.0pts	6.0 pts.
Writing and stylistic quality	Strong writing, concise, follows form of financial analysis reports, free grammatical and spelling errors, compliance with APA style 4.0 pts.		Mostly compliant with criteria 3.5 pts.	Partial compliant with criteria 3.0 pts.	Little to no compliance with the criteria 0.0 pts.		4.0pts
<b>Total Points</b>							<b>20.0 pts.</b>

## **School of Public Administration**

### *Master of Nonprofit Management Program*

#### Core Course Competency Commitment (4Cs) Form

**Course:** PAD 6237 – *Ethics and Governance in Nonprofit Organizations*

**Designated Lead Faculty Member:** *Mary Ann Feldheim, Associate Professor*

**Course Designed To Be Taken:** *(Early in Program)*

#### **Textbooks:**

- Boardsource. (2010). *The Handbook of Nonprofit Governance*. San Francisco, CA: Jossey-bass.
- Cooper, T.L. & Menzel, D.C. (2013). *Achieving Ethical Competence for Public Service*. Armonk, NY: M.E. Sharpe.

#### **Universal Competencies Mastered in Course:**

The course covers a wide range of critical volunteer management issues. While students can acquire all the universal competencies for volunteer management, the following two competencies are mastered in the course.

4. Ability to lead and manage in a dynamic mission driven nonprofit sector.
5. Ability to articulate and apply a public service perspective emphasizing the role of civil society in democratic governance.

#### **Course Objectives Aligned With Universal Competencies**

At the completion of this course students will be able to:

*Articulate and apply a public service perspective emphasizing the role of civil society in democratic governance by:*

- Articulate and apply the values of honesty, stewardship, service, civic engagement, and social justice in interactions in the nonprofit sector;
- Explain codes of conduct/ethics and other strategies for creating a culture of ethical accountability for professionals and volunteers in philanthropic, nonprofit organizations, particularly related to fundraising;
- Synthesize the foundations of ethical thought into a coherent whole that prepares you for the ethical decision making process;
- Apply the steps in the ethical decision making process to a case study presented in the course.

*Lead and manage in a dynamic, mission driven nonprofit sector by:*

- Articulate and apply key concept in ethical board governance to policy development
- Integrate ethical board governance into a fundraising plan for an organization

- Conduct an ethics audit for an organization commending good policies and practices and making recommendations for improvement when needed.
- Develop strategies based on the literature for creating ethical and effective nonprofit governance and executive leadership within philanthropic organizations.

**List Each Module and Topics Covered:**

- *Module 1*      *Introductions and Getting Started*
- *Module 2*      The Public Service Ethic and the Nonprofit Sector
- *Module 3*      Foundations of Ethical Thought
- *Module 4*      Professional Codes of Ethics
- *Module 5*      Ethical Decision Making
- *Module 6*      Governance and Ethical Leadership
- *Module 7*      Accountability and Governance
- *Module 8*      Philanthropy, Fundraising and Leadership
- *Module 9*      *Personal Code of Ethics and Reflection*

**Measurements of Competencies**

**Articulate and apply a public service perspective emphasizing the role of civil society in democratic governance - Personal Code of Ethics Instructions**

This assignment is worth 10 points and is designed to have you create your personal interpretation of a code of ethics that will guide you in your public service career in the nonprofit sector. You may use components from each of the codes of ethics we discussed, including the ASPA Code of Ethics, the CCVA Code of Ethics, the AFP Code of Ethics, and the MNM Program ethical and professional values. Included in your code are the following components: your vision of public service in the nonprofit sector; your professional / personal mission statement; a hierarchical listing of your ethical values with your personal definitions; a hierarchical listing of your professional values with your personal definitions; and a discussion on how you plan on implementing your personal code of ethics in your career and your life.

**Assessment Rubric and Outline of Code of Ethics**

<b>Assessment</b>	<b>Possible Points</b>	<b>Points Earned</b>	<b>Feedback</b>
<i>Full Points – Answer Thoughtful and Thorough</i>			
<i>¾ Points – Answer Thoughtful – Not Thorough</i>			
<i>½ Points – Answer Superficial</i>			
<i>¼ Points – Answer Provided Limited Coverage</i>			

<i>0 Points – Not Answered</i>			
<b>Public Service Vision for Nonprofit Sector</b> Define your public service vision for the sector aligning it with the public sector readings and the codes of ethics covered in the course. Discuss professionalization of the sector as a way to advance the public good.  <b>Universal Competency – Public Service Perspective</b>	<b>4</b>		
<b>Personal Mission Statement</b> <ul style="list-style-type: none"> <li>• <i>What type of person are you?</i></li> <li>• <i>What do you hope to achieve with your life?</i></li> <li>• <i>What ethical behaviors will allow you to achieve your mission?</i></li> <li>• <i>How will you lead and manage in the nonprofit sector?</i></li> </ul> <b>Universal Competencies – Lead and Manage &amp; Public Service Perspective</b>	<b>2</b>		
<b>Hierarchy of Ethical Values</b> <ul style="list-style-type: none"> <li>• Identify Your Top Ethical Value</li> <li>• Provide Rationale Why It is Your Top</li> <li>• Identify in Remaining Ethical Values</li> <li>• Define What Each Value Means to You</li> </ul> <b>Universal Competency – Public Service Perspective</b>	<b>1</b>		
<b>Hierarchy of Professional Values</b> <ul style="list-style-type: none"> <li>• Identify Your Top Professional Value</li> <li>• Provide Rationale Why It is Your Top</li> <li>• Identify in Remaining Professional Values</li> <li>• Define What Each Value Means to You</li> </ul> <b>Universal Competencies – Lead and Manage &amp; Public Service Perspective</b>	<b>1</b>		
<b>Discuss Plan to Implement Your Code</b> <ul style="list-style-type: none"> <li>• Discuss How Do You Envision Your Code of Ethics Being Used to Lead in the Nonprofit Sector</li> <li>• What Will You Do Differently?</li> <li>• What Will You Continue to Do?</li> </ul> <b>Universal Competencies – Lead and Manage &amp; Public Service Perspective</b>	<b>2</b>		
<b>Total Points</b>	<b>10</b>		

***Lead and manage in a dynamic, mission driven nonprofit sector - Case Study – Ethics Audit Assignment***

The Case Study or Ethics Audit paper assignment will examine a specific nonprofit organization to study of ethics and governance a nonprofit organization through interviews with the executive



director and one board members and an examination of key documents. Any nonprofit organization that regularly submits an IRS 990 may be used. The task of the assignment is to a nonprofit organization to understand the application of ethical practice and the common tools for external accountability.

The paper should include:

- Brief history of the organization, its mission and key programs (from the organization’s website and other documents).
- **Key data** from the last 3 years of the organization’s 990s, watchdog organizations (Guidestar, CharityWatch, Charity Navigator and the BBB Wise Giving Alliance).
- **Key findings** from your interviews with executive director and board member (be sure to provide the names/positions and interview dates in the presentation). Important questions to cover include:
  1. *What are the critical ethical issues for the organization and nonprofits in general?*
  2. *What does their organization do to avoid these issues?*
  3. *What tools do they use: organizational values, code of ethics or conduct, conflict of interest policy, board agreement/contract (provide these as illustrations in your presentation).*
  4. *If they don’t have these tools/documents, why not? Have they considered developing them?*
  5. *If they do have, when were they developed? Why? By whom? How often are they reviewed? What is staff involvement?*
  6. *Any follow up questions regarding your review of the 990s or watchdog ratings (e.g., interesting, confusing or questionable data.)*
- **Copies of the documents** (organizational values, code of ethics or conduct, conflict of interest policy, board agreement/contract) and **discuss** their role for your case organization.
- **Analysis and Conclusions:** Using the academic (at least 10 references) and practice-based literature, analyze the nonprofit organization’s ethical frame and accountability practice and draw conclusions/offer recommendations for strengthening the organizations culture and decision making related to ethics and accountability. What are the interesting and/or concerning issues discovered from your examination? What did you learn about the “investigative” tools (IRS 990, Guidestar, Charity Navigator, Wise Giving Alliance, CharityWatch) available for your analysis? What recommendations do you have for nonprofit leaders create and nurture a culture of ethics and accountability?

### Ethics Audit Case Study Assessment Rubric

Ethics Audit Case Study Assessment Grading Rubric	Potential Points	Points Earned	Feedback
<b>Point Determination</b>			

<p><i>Full Points – Answer Thoughtful and Thorough</i>  <i>¾ Points – Answer Thoughtful – Not Thorough</i>  <i>½ Points – Answer Superficial</i>  <i>¼ Points – Answer Provided Limited Coverage</i>  <i>0 Points – Not Answered</i></p>			
<p><b>Organization Profile:</b> Brief history of the organization, its mission and key programs</p>	<b>4</b>		
<p><b>Key data</b></p> <ul style="list-style-type: none"> <li>• Organization’s 990s</li> <li>• Watchdog organizations</li> <li>• Interviews with Executive Staff and Board Members</li> </ul> <p><b>Universal Competency – Lead and Manage</b></p>	<b>6</b>		
<p><b>Organization Documents</b></p> <ul style="list-style-type: none"> <li>• <b>Discuss</b> the role of documents (organizational values, code of ethics or conduct, conflict of interest policy, board agreement/contract) for the case organization.</li> <li>• <b>Copies of the documents</b> should be included as attachments; excerpts may be included in the paper.</li> </ul> <p><b>Universal Competency – Lead and Manage</b></p>	<b>6</b>		
<p><b>Analysis and Conclusions:</b></p> <ul style="list-style-type: none"> <li>• Identify and discuss the interesting and/or concerning issues discovered from your examination?</li> <li>• What did you learn about the “investigative” tools available for your analysis?</li> <li>• What recommendations do you have for nonprofit leaders?</li> </ul> <p><b>Universal Competency – Lead and Manage with Public Service Perspective</b></p>	<b>8</b>		
<p><b>Recommendations for Future Research</b></p> <ul style="list-style-type: none"> <li>• What else do we need to know from theory-building and practice-based perspectives?</li> <li>• What suggestions do you have for how (including methods) these questions can be addressed?</li> </ul> <p><b>Universal Competency – Lead and Manage with Public Service Perspective</b></p>	<b>6</b>		
<p><b>Logic, Flow, Design, Understanding of Material, Format (Grammar, Spelling, APA Style)</b></p> <ul style="list-style-type: none"> <li>• Points will not be given for this! However up to <b>30 points</b> may be deducted for poor grammar, poor spelling, and not following APA format.</li> <li>• The follow are required: <ul style="list-style-type: none"> <li>✓ Cover Page</li> <li>✓ Headings/subheadings</li> <li>✓ Reference List</li> </ul> </li> </ul> <p><b>Universal Competency – Communicating</b></p>	<b>0</b>		

<b>Productively</b>			
<b>Total Points</b>	<b>30</b>		

**University of Central Florida**

**School of Public Administration**

*Master of Nonprofit Management Program*

Core Course Competency Commitment (4Cs) Form

**Course Name and Number:** *PAD 6417 – Human Resource Management*

**Designated Lead Faculty Member:** *Daniel Seigler, Lecturer*

**Course Designed To Be Taken:** *(Mid-Program)*

**Textbooks:**

- Akingbola, K. (2015). *Managing Human Resources for Nonprofits*. New York, NY: Taylor & Francis.
- Pynes, J. E. (2013). *Human Resources Management for Public and Nonprofit Organizations*. San Francisco, CA: John Wiley & Sons, Inc.
- Various assigned journal articles through UCF Libraries.
- Materials distributed as PDF files.

***Universal Competencies Mastered in Course:***

The course covers a wide range of critical management issues in human resource management in nonprofit organizations. While students can acquire all the universal competencies for human resource management, the following two competencies are highlighted in the course.

3. Ability to analyze, synthesize, think critically, solve problems, and make decisions for the purpose of strengthening nonprofit organizations, the nonprofit sector, and society at large;
4. The ability to communicate and interact productively with a diverse and changing workforce and citizenry.

**Course Objectives Aligned with Universal Competencies:** At the completion of this course students will be able to:

*Ability to communicate and interact productively with a diverse and changing workforce and citizenry by:*

- Applying the functions of human resources personnel management to interacting with a diverse and changing workforce and citizenry;
- Identifying the principles and strategies of change management as they relate to a diverse nonprofit workforce and volunteer base.
- Describing the federal laws and regulations that govern the nonprofit workplace and the requirements on human resource management;
- Identifying, analyzing, and addressing the challenges of a team working closely together to achieve strategic goals and the objectives of the organization.
- Developing a Diversity and Inclusiveness Training Program for a nonprofit organization.

*Ability to analyze, synthesize, think critically, solve problems, and make decisions for the purpose of strengthening nonprofit organizations, the nonprofit sector, and society at large by:*

- Discussing human resource management in the context of nonprofit administration;

- Analyzing the functions of human resources personnel, including position management, recruitment and selection, compensation and benefits, training and development, performance management, and volunteer management;
- Integrating and synthesizing the Human Resource Management role into nonprofit management;
- Applying the analytical capability relevant to the HRM function, that more clearly facilitates the identification of human resource problems and solutions.

### **Modules and Topics Covered:**

*Module 1 - Course Orientation and Introductions*

*Module 2 - Human Resources Management in the Nonprofit Sector*

*Module 3 - Strategic Human Resources Management*

*Module 4 - Laws that Govern Human Resources in the Public and Nonprofit Workplace*

*Module 5 - HR Management in a Diverse and Changing Workforce Environment*

*Module 6 - Exam 1 and Case Study Proposal*

*Module 7 - Position Management*

*Module 8 - Recruitment and Selection*

*Module 9 - Compensation and Benefits*

*Module 10 - Training and Development*

*Module 11 - Performance Management*

*Module 12 - Labor Relations*

*Module 13 - Volunteer Management*

*Module 14 - Exam 2*

*Module 15 - Case Study Paper Discussion and Submission*

### **Measurements of Competencies**

**The ability to communicate and interact productively with a diverse and changing workforce and citizenry - *Diversity and Inclusiveness Training Program Assignment***

For this assignment, students will use create a Diversity and Inclusiveness Training Program for a nonprofit organization using each step of the ADDIE model. Students will submit a Word document that includes each of the following sections:

- ***Section 1: Analysis***  
For this first section, students will research the question, “What is diversity and inclusiveness in nonprofit organizations?” As part of this research, student should also:
  - Define the terms “diversity” and “inclusiveness”; is there a difference in these terms?
  - Identify the steps for incorporating diversity and inclusiveness into an organization’s culture;
  - Identify laws that pertain to diversity and inclusiveness in nonprofit organizations;
  - Explain why such programs are important to nonprofit organizations.

- ***Section 2: Design***  
For this second section, students will use their research from Section 1 to create an outline of a training program.
  - Students may examine existing training programs to identify key components of diversity and inclusiveness training, but they must develop their own training program;
  - This outline must include training objectives and students must tie their training outline back to each of the objectives;
  - While there is no page limit for this outline, it is an outline;
  - It should be brief and to the point but still include enough substance to show your training plan from beginning to end.
  
- ***Section 3: Development***  
Using their outline, students will create their training materials, this includes:
  - An Instructor and Participant Guide;
  - PowerPoint slides;
  - Games, Practice Activities, Role-Playing Exercises, Video Scripts, etc.
  
- ***Section 4: Implementation***  
For this step, students will explain how they plan to implement the training program
  - Face-to-Face Seminar, workshop? Or online training?
  - How will you invite attendees and track their completion?
  - Will your training be mandatory or voluntary?
  - How long will the training be? One day, two days?
  - How large will your class sizes be?
  
- ***Section 5: Evaluation***  
In this final step, students will explain how they plan to evaluate the effectiveness of the course. This includes
  - Feedback surveys to participants;
  - Any other type of evaluation instrument used to determine the impact/outcome of the training program.

### **Diversity and Inclusiveness Assessment Rubric**

### *Assessment Guide for Rubric Below*

**Outstanding Work**

**100% Points**

Provided information above the required level for this part of the assignment and presented it in a compelling and very professional manner demonstrating high level of mastery of the competency

**Above Average Work**

**90% Points**

Provided information above the required level for this part of the assignment demonstrating mastery of the competency

**Average Work**

**80% Points**

Provided the required level of information for this part of the paper demonstrating

**Below Average Work**

**70% Points**

Provided information below the required level for this part of the paper not demonstrating mastery of the competency

**Unacceptable Work**

**60% Points**

Did not provide the required information or presented it in an unacceptable manner failing to demonstrate mastery of the competency.

**Not Completed**

**0 Points**

This part of the assignment was not completed failing to demonstrate mastery of the competency.

Criteria	Possible Points	Points Earned	Comments
<p><b>Analysis</b> Student submits a Word document that shows quality research for the question, “What is diversity and inclusiveness in nonprofit organizations?”</p> <ul style="list-style-type: none"> <li>• Student clearly define the terms “diversity” and “inclusiveness” and identify the steps for incorporating these terms into an organization’s</li> </ul> <p><b>Universal Competency – Communicate Productively</b></p>	<b>20</b>		
<p><b>Design</b> Student submits a Word document this includes an outline of their training program in a Word document</p> <ul style="list-style-type: none"> <li>• Student identifies learning objectives and shows how training meets these objectives</li> <li>• While there is no page limit for this outline, it is an outline</li> <li>• It should be brief and to the point, but still include enough substance to show your training plan from beginning to end</li> </ul> <p><b>Universal Competency – Communicate Productively</b></p>	<b>20</b>		
<p><b>Development</b> Using their outline, students will use this step to flesh out their training program, this includes:</p> <ul style="list-style-type: none"> <li>• Participant workbooks</li> <li>• PowerPoint slides</li> <li>• Games, Practice Activities, Role-Playing</li> </ul>	<b>20</b>		

Exercises, Video Scripts, etc. <b>Universal Competency – Communicate Productively</b>			
<b>Implementation</b> Students clearly identifies the steps for implementing their training program. This includes: <ul style="list-style-type: none"> <li>• What type of training it will be: Face-to-Face Seminar, workshop? Or online training?</li> <li>• How they will invite attendees and track their completion?</li> <li>• Whether or not their training be mandatory or voluntary?</li> <li>• How their training program will be? (Expected Time to Completion)</li> <li>• How large will your class sizes be?</li> </ul> <b>Universal Competency – Communicate Productively</b>	<b>20</b>		
<b>Evaluation</b> Student clearly explains how they plan to evaluate the effectiveness of the course <ul style="list-style-type: none"> <li>• What types of measurement instruments will be used?</li> <li>• How will they identify if the training objectives were met?</li> </ul> <b>Universal Competency – Communicate Productively</b>	<b>20</b>		
<b>Writing Quality</b> The quality of writing reflects graduate level work demonstrating clarity of ideas and an integration of concepts. The use of subheadings and transitional sentences between subsections is required. APA formatting is correctly used, and the reference list is correctly compiled with the required number of references. Points will not be given for this! However, up to <b>100 points</b> may be deducted for poorly written paper.  <b>Universal Competency – Communicate Productively</b>	<b>0</b>		
<b>Total Points</b>	<b>100</b>		

### Measurements of Competencies

Ability to analyze, synthesize, think critically, solve problems, and make decisions for the purpose of strengthening nonprofit organizations, the nonprofit sector, and society at large - *Nonprofit Human Resource Case Study Paper - Service Learning Project*

For this assignment, students will choose a local nonprofit to study. Through staff interviews and document review, students will analyze and report the following information for their selected organization making recommendations for improvement of the HR functions based on their assessments:

1. *Position management, compensation, and benefits*



- a. List all of the positions of the organization with a description of each position;
  - b. Does the organization have a formal position description for each position?
  - c. How did the organization identify and design each position?
  - d. Are there position descriptions for volunteers? If so, how were they identified and created?
  - e. How did the organization identify the compensation and benefits for this position?
  - f. Are there any labor unions or collective bargaining agreements that influenced the development of these position descriptions?
  - g. Compare and contrast what you learn about the organization with what we discuss in this course.
  - h. Make recommendations on how the organization could improve these functions with template examples if appropriate.
2. *Recruitment and Selection*
- a. What are the recruitment strategies of the organization?
  - b. Describe their selection (hiring) process?
  - c. Are there different procedures for recruiting and selecting volunteers v. paid staff members?
  - d. Are there any labor unions or collective bargaining agreements that influence the recruitment and selection process within the organization?
  - e. Compare and contrast what you learn about the organization with what we discuss in this course.
  - f. Make recommendations on how the organization could improve these functions with template examples if appropriate.
3. *Training and Development*
- a. How does the organization train and develop their employees?
  - b. How does the organization train and develop their volunteers?
  - c. Do they have any type of orientation training?
  - d. Is there a process for developing future leadership within organization?
  - e. Is there any type of succession planning for the organization?
  - f. Are there any labor union or collective bargaining agreements that influence how people are trained and developed within the organization?
  - g. Compare and contrast what you learn about the organization with what we discuss in this course.
4. *Performance Management*
- a. Identify and describe the appraisal/employee evaluation process for the organization.
  - b. What type of evaluation instrument(s) do they use?
  - c. Are there rewards or corrective action plans tied to performance?
  - d. Are there any labor unions or collective bargaining agreements that influence how employees are disciplined or terminated?

- e. Evaluate the quality of the process based on what we discuss in class.
- f. Make recommendations on how the organization could improve these functions with template examples if appropriate.

Papers must address all categories outlined above following APA paper formatting guidelines. A minimum of 10 references are required and all references must follow proper APA citation and reference page rules. A proposal of your case study organization must be submitted for approval by Week 5.

**Assessment Guide for Rubric Below**

<b>Outstanding Work</b>	<b>100% Points</b>
Provided information above the required level for this part of the assignment and presented it in a compelling and very professional manner demonstrating high level of mastery of the competency	
<b>Above Average Work</b>	<b>90% Points</b>
Provided information above the required level for this part of the assignment demonstrating mastery of the competency	
<b>Average Work</b>	<b>80% Points</b>
Provided the required level of information for this part of the paper demonstrating	
<b>Below Average Work</b>	<b>70% Points</b>
Provided information below the required level for this part of the paper not demonstrating mastery of the competency	
<b>Unacceptable Work</b>	<b>60% Points</b>
Did not provide the required information or presented it in an unacceptable manner failing to demonstrate mastery of the competency.	
<b>Not Completed</b>	<b>0 Points</b>
This part of the assignment was not completed failing to demonstrate mastery of the competency.	

**Case Study Assessment Rubric**

Criteria	Possible Points	Points Earned	Comments
<b>Introduction</b> <i>Student introduces the organization and clearly identifies the purpose of the paper and what will be addressed in the paper.</i>	5		
<b>Universal Competency – Communicate Productively</b> <b>Position Management, Compensation and Benefits</b> <i>Did the student fully address each of the following:</i> <ul style="list-style-type: none"> <li>a. List all of the positions of the organization with a description of each position</li> <li>b. Does the organization have a formal position description for each position?</li> <li>c. How did the organization identify and design each</li> </ul>	20		

<p>position?</p> <p>d. How did the organization identify the compensation and benefits for this position?</p> <p>e. Compare and contrast what you learn about the organization with what we discuss in this course.</p> <p>f. Make recommendations</p> <p><b>Universal Competency – Think Critically</b></p>			
<p><b>Recruitment and Selection</b></p> <p><i>Did the student fully address each of the following:</i></p> <p>a. What are the recruitment strategies of the organization?</p> <p>b. Describe their selection (hiring) process?</p> <p>c. Compare and contrast what you learn about the organization with what we discuss in this course.</p> <p>d. Make recommendations</p> <p><b>Universal Competency – Think Critically</b></p>	20		
<p><b>Training and Development</b></p> <p><i>Did the student fully address each of the following:</i></p> <p>a. How does the organization train and develop their employees?</p> <p>b. Do they have any type of orientation training?</p> <p>c. Is there a process for developing future leadership within organization?</p> <p>d. Is there any type of succession planning for the organization?</p> <p>e. Compare and contrast what you learn about the organization with what we discuss in this course.</p> <p>f. Make Recommendations</p> <p><b>Universal Competency – Think Critically</b></p>	20		
<p><b>Performance Management</b></p> <p><i>Did the student fully address each of the following:</i></p> <p>a. Identify and describe the appraisal/employee evaluation process for the organization.</p> <p>b. What type of evaluation instrument(s) do they use?</p> <p>c. Are there rewards or corrective action plans tied to performance?</p> <p>d. Evaluate the quality of the process based on what we discuss in class.</p> <p>e. Make recommendations</p> <p><b>Universal Competency – Think Critically</b></p>	20		
<p><b>Conclusion</b></p> <p><i>Student clearly summarizes the findings and recommendations found in the paper.</i></p> <p><b>Universal Competency – Communicate Productively</b></p>	5		

<p><b>Writing Quality</b></p> <p>The quality of writing reflects graduate level work demonstrating clarity of ideas and an integration of concepts. The use of subheadings and transitional sentences between subsections is required. APA formatting is correctly used, and the reference list is correctly compiled with the required number of references. Points will not be given for this! However, up to <b>20 points</b> may be deducted for poorly written proposal.</p> <p><b>Universal Competency – Communicate Productively</b></p>	10		
<b>Total Points</b>	<b>100</b>		

## **School of Public Administration**

### *Master of Nonprofit Management Program*

#### Core Course Competency Commitment (4Cs) Form

**Course Name and Number: PAD 6335 – Strategic Planning and Management**

**Designated Lead Faculty Member:** Dr. Gregg Buckingham

**Course Designed To Be Taken: Mid-Program**

#### **Textbooks:**

- Bryson, J.M. (2011). *Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement* | Edition: 4. San Francisco, CA: Jossey-Bass. ISBN 9780470392515 (required text).
- Rath, Tom. (2007). **StrengthsFinder 2.0**. New York: Gallup Press. ISBN 9781595620156 (required text)
- Bryson, J. M., and Alston, F.K. (2011). *Creating Your Strategic Plan*. 3rd ed. San Francisco: Jossey-Bass Publishers. (ISBN: 978-0-470-40535-2) (Recommended text).

#### ***Universal Competencies Mastered in Course:***

2. Analyze, synthesize, think critically, solve problems, and make decisions for the purpose of strengthening nonprofit organizations, the nonprofit sector, and society at large by:
3. Communicate productively with a diverse and changing workforce and citizenry.
4. Lead and manage in a dynamic mission driven nonprofit sector

#### **Course Objectives Aligned With Universal Competencies**

At the completion of this course students will be able to:

**Analyze, synthesize, think critically, solve problems, and make decisions for the purpose of strengthening nonprofit organizations, the nonprofit sector, and society at large by:**

- Applying and analyzing strategic planning and management principles to the nonprofit sector by producing draft strategic plan elements;
- Synthesizing and integrating organizational, peer and faculty feedback from the draft elements into a complete strategic plan.

**Communicate and interact productively with a diverse and changing workforce and citizenry by:**

- Describing effectively the strategic planning process for the organization.
- Aligning the mission of the organization with the goals of the strategic plan.
- Communicating in the written strategic plan the relationship of the analysis to the development of the strategic issues, goals, objectives, and strategies.
- Writing a strategic plan that meets the needs of the organization.

- Clarity and integration of ideas reflects graduate level work.
- Visually present the data in a way that is understandable and appealing.

### Lead and manage in a dynamic mission driven nonprofit sector by:

- Applying the process of strategic thinking in your management practices.
- Developing an implementation plan for the strategic plan that focuses on goal achievement and adaptation.
- Internalizing the steps of the strategic planning process as a professional framework for leadership.

### Modules and Topics Covered:

- *Module 1* Course Orientation
- *Module 2* Introduction to Strategic Management
- *Module 3* Getting Started with Strategic Planning
- *Module 4* Mission, Values
- *Module 5* SWOT Analysis and Strategic Issues Class
- *Module 6* Goals, Objectives, Strategies and indicators
- *Module 7* Implementation & Evaluation
- *Module 8* Vision
- *Module 9* Final Strategic Plan
- *Module 10* Presentations

### Measurements of Competency and Objectives

#### *Service Learning Project – Organizational Strategic Plan*

This service-learning assignment will involve the creation of a strategic plan for a nonprofit organization by addressing a need in our community, support our course objectives, involve a connection between the campus and the world around it, challenge students to be civically engaged, and involve structured student reflection. You will spend a minimum of fifteen hours over the course of the semester on a service-learning activity which will allow you to work with a real world audience and will ensure that the significant time you put into the class project leads to meaningful results creating a strategic plan that will be utilized by the organization.

The strategic plan consists of the following sections:

- Organizational History
- Mandates (*Formal and Informal*)
- Mission
- Values
- Assessment (Strengths, Weaknesses, Opportunities, Threats) - (SWOT)
- Analysis (Threats, Opportunities, Weaknesses, Strengths) (TOWS)
- Vision
- Strategic Issues
- Goals and Objectives
- Strategies for Each Goal with Indicators of Achievement

- Implementation Plan with Assignment of Responsibility
- Evaluation Plan for Ongoing Assessment of Goals and Objectives

***Assessment Guide for Strategic Plan Rubric Below***

***Outstanding Work***

***100% Points***

Provided information above the required level for this part of the assignment and presented it in a compelling and very professional manner demonstrating high level of mastery of the competency

**Above Average Work**

**90% Points**

Provided information above the required level for this part of the assignment demonstrating mastery of the competency

**Average Work**

**80% Points**

Provided the required level of information for this part of the paper demonstrating

**Below Average Work**

**70% Points**

Provided information below the required level for this part of the paper not demonstrating mastery of the competency

**Unacceptable Work**

**60% Points**

Did not provide the required information or presented it in an unacceptable manner failing to demonstrate mastery of the competency.

**Not Completed**

**0 Points**

This part of the assignment was not completed failing to demonstrate mastery of the competency.

<b>Strategic Plan Rubric</b>	<b>Potential Points</b>	<b>Earned Points</b>	<b>Comments</b>
------------------------------	-------------------------	----------------------	-----------------

<p><b>Initial Assessment</b></p> <p>Apply and analyze strategic planning and management principles producing draft strategic plan elements of the sections below:</p> <ul style="list-style-type: none"> <li>• Organizational History</li> <li>• Mandates – Formal and Informal</li> <li>• Mission Statement</li> <li>• Organizational Values</li> </ul> <p><b>Universal Competency – Analyze and Synthesize</b></p>	<b>6</b>		
<p><b>Analysis</b></p> <p>Analyze, synthesize and integrate organizational, peer and faculty feedback to identify the strengths, weaknesses, opportunities, and threats facing the organization. Then create a matrix that identifies survival issues and growth opportunities.</p> <ul style="list-style-type: none"> <li>• SWOT Analysis</li> <li>• TOWS Analysis</li> </ul> <p><b>Universal Competency- Analyze and Synthesize</b></p>	<b>10</b>		
<p><b>Vision</b></p> <p>Synthesize and integrate organizational, peer and faculty feedback to craft the vision for the future of the organization.</p> <p><b>Universal Competencies – Analyze and Synthesize &amp; Lead and Manage</b></p>	<b>3</b>		
<p><b>Strategizing to Achieve the Vision</b></p> <p>Based on the previous assessment the strategic issues are identified, then goals and objectives for each issue are created based on synthesis and integration of feedback and data analysis, resulting in strategies for success along with indicators of success.</p> <ul style="list-style-type: none"> <li>• Strategic Issues</li> <li>• Goals</li> <li>• Objectives</li> <li>• Strategies</li> <li>• Indicators</li> </ul> <p><b>Universal Competency- Analyze and Synthesize &amp; Lead and Manage</b></p>	<b>10</b>		
<p><b>Implementation and Evaluation</b></p> <p>Synthesizing and integrating feedback from key stakeholders an implementation plan is developed assigning responsibility for putting into practice the strategies in the plan. Then based on analysis and integration of feedback and organizational capability an evaluation plan is created to measure achievement of the objectives as measured by the indicators. Key to the evaluation is a schedule of reporting and feedback to organizational decision makers.</p>	<b>6</b>		



<ul style="list-style-type: none"> <li>• Implementation Plan</li> <li>• Evaluation Plan</li> </ul> <p><b>Universal Competency – Analyze and Synthesize &amp; Lead and Manage</b></p>			
<p><b>Writing Style and Formatting</b></p> <p>The quality of writing reflects graduate level work demonstrating clarity of ideas and an integration of concepts. The final plan is visually appealing and presents the information in an understandable manner. All corrections from semester draft segments have been implemented. Each section of the plan is clearly indicated with narrative on how it was derived.</p> <p><b>Universal Competency – Communicate Productively</b></p>	<b>10</b>		
<b>Total Points</b>	<b>45</b>		

**School of Public Administration**  
*Master of Nonprofit Management Program*  
Core Course Competency Commitment (4C) Form

**Course Name and Number:** *PAD 6327 – Public Program Evaluation*

**Designated Lead Faculty Member:** *Hui Li, Assistant Professor*

**Course Designed To Be Taken:** *Late in Program*

**Textbooks:**

- Newcomer, Hatry, & Wholey (eds). 2015. Handbook of Practical Program Evaluation. San Francisco, CA: John Wiley and Sons, 4th edition (required text)
- Statistical Analysis with Excel for Dummies, 3rd Edition (suggested text)

***Universal Competencies Covered and Mastered in Course:***

The course covers a wide range of critical management issues in nonprofit organizations. While students can acquire all the universal competencies for nonprofit management, the following two competencies are highlighted in the course:

1. Analyze, synthesize, think critically, solve problems and make decisions for the purpose of strengthening nonprofit organizations, the nonprofit sector, and society at large.
2. Communicate and interact productively with a diverse and changing workforce and citizenry.

**Course Objectives Aligned with Universal Competencies:** At the completion of this course students will be able to:

**Analyze, synthesize, think critically, solve problems, and make decisions for the purpose of strengthening nonprofit organizations, the nonprofit sector, and society at large by:**

- Discussing the key concepts and issues related to program evaluation;
- Assessing a variety of research designs and related methodological tools useful to evaluate the impact of nonprofit programs;
- Collecting, analyzing, interpreting and communicating information used in evaluation reports;
- Applying the principles of research design to evaluation issues;
- Developing a complete and detailed proposal to evaluate the specific program;
- Critically evaluating research decisions and methods prepared by others.

**Communicate and interact productively with a diverse and changing workforce and citizenry by:**

- Describing effectively and in a compelling manner the key concepts related to program evaluation;
- Developing a program evaluation plan that is tailored to the specific needs of the audience and stakeholders in the specific nonprofit organization.
- Align the mission of the organization with the program evaluation plan.
- Communicating in the written program evaluation plan how to use the program evaluation findings.

### **Modules and Topics Covered:**

- Module 1 – Course Introduction
- Module 2 – Introduction to Program Evaluation
- Module 3 – Logic models and theories of change
- Module 4 – Needs assessment and performance measurement
- Module 5 – Impact Assessment
- Module 6 – Experimental methods
- Module 7 – Quasi-experimental methods
- Module 8 – Case studies
- Module 9 – Focus groups
- Module 10- Surveys
- Module 11 – Interviews
- Module 12 – Presenting quantitative results
- Module 13 – Presenting qualitative results
- Module 14 – Use of evaluation
- Module 15 – Final evaluation proposal

### **Measurement of Competencies - Evaluation Proposal Paper**

Students will work in teams (3 students per team) to locate a specific program from a nonprofit organization and to write a complete and detailed proposal to evaluate the specific program.

Students will work on the five sections throughout the semester. On Week 3, the program background assignment will be due. Each group will work on the assignment and submit one posting to the designated discussion board. That means, one group member submits the assignment on behalf of the whole group. However, students are expected to be active participants in the learning process, so **each of them** needs to read other groups' postings and provide comments on two other groups' work.

At the end of the semester, students (in groups) will submit a final evaluation proposal. The proposal will be double-spaced, in Times New Roman, and about 20 pages long (not including pages from any appendix and cover page). The proposal should include the following sections: (A) Introduction, (B) Program Background, (C) Evaluation Questions, Measurements and Criteria, (D) Literature Review, (E) Evaluation Design and Analysis Techniques, (F) Evaluation Implementation Plan (including specific stages and activities, budget, schedule, and utilization

strategies), (G) Conclusion, (H) Reference (if necessary, using the APA style), and (I) Appendix (if applicable).

### Assessment Guide for Rubric

Criteria	Points
<p><b>1. Overall writing</b> The writing is fluid; sentences/paragraphs are well structured; proper grammar; shows command of graduate level vocabulary and understanding of concepts; polished, not drafty.</p>	25%
<p><b>2. Professional presentation</b> Correct spelling/no typos; well presented; other instructions followed.</p>	10%
<p><b>3. Strength of Position Presented (Analytical level)</b> Uses material from class to develop and support ideas; demonstrates meaningful efforts to integrate materials; has a logical flow that presents and develops a clear, unified position/argument; argument is consistent and based on critical thinking.</p>	40%
<p><b>4. Positions and Recommendations</b> - Reflect critical theories and policy considerations in nonprofit sectors - Applies insights to a practical discussion of management and/or policy making.</p>	20%
<p><b>5. References</b> - References are used and cited appropriately (APA formatting); at least two citations from the week's readings and one external citation are used.</p>	5%

### Assessment Rubric for Program Evaluation Plan

Section	Criteria	Ratings
<b>Program Background</b>	<p>Details of what you are evaluating. The organization's mission, goals, purpose of the program or system. Purpose of the evaluation. Description of the program, intervention, system (theory, implementation). Target Population and Stage of Development</p> <p><b>Universal Competency – Communicate Productively</b></p>	<b>5</b>
<b>Evaluation Questions/Measures/Criteria or Indicators of success</b>	<p>List Evaluation Questions/Measures for each question/Criteria or Indicators or success. State the type of evaluation question (i.e. Need, Theory, Process, Outcome, or Cost). Helpful to use a table format that includes data collection method (i.e. survey, interview, focus group, documentation, etc.) and source (i.e. participants, program staff,</p>	<b>7</b>

	agency records, etc.). <b>Universal Competency – Think Critically</b>	
<b>Literature Review</b>	1. Literature on the field or focus of the evaluation: conceptual framework, theory, or history of using this type of intervention or program to address an administrative or community problem.  2. Literature on the evaluation designs and techniques: any strengths or limitations regarding the soundness of the design approach  <b>Universal Competency – Think Critically</b>	<b>5</b>
<b>Evaluation Design &amp; Analytic Techniques</b>	What methods will be used to collect or acquire the data? How will data collection instruments be identified and tested? How will the quality and utility of existing data be determined? How will the data be protected? How and who will interpret the data?  <b>Universal Competency – Think Critically</b>	<b>10</b>
<b>Evaluation Implementation Plan</b>	Provide a timeline for conducting activities related to this evaluation. You may find that some of the tables suggested here fit better in other sections of the plan. Deliverables-Presentations and reports-Communication Strategies-Itemized Budget and Justification  <b>Universal Competency – Communicate Productively</b>	<b>8</b>
<b>Total</b>		<b>35</b>

**School of Public Administration**  
*Master of Nonprofit Management Program*  
Core Course Competency Commitment (4C) Form

**Course Name and Number:** *PAD 6149 – Nonprofit Administration*

**Designated Lead Faculty Member:** *Deborah Carroll, Associate Professor*

**Course Designed To Be Taken:** *Near End of Program – Capstone Course*

**Textbooks:**

- Hudson, Mike. 2005. *Managing at the leading edge: New challenges in managing nonprofit organizations*. San Francisco, CA: Jossey-Bass. (ISBN:978-0-7879-7806-8);
- Worth, Michael J. 2016. *Nonprofit management: Principles and practice*. Thousand Oaks, CA: SAGE (ISBN:9781483375991);
- Rowe, G., & Conway Dato-On., 2013. *Introduction to Non-Profit Management-Text and Cases*. Thousand Oaks, CA: SAGE. (ISBN:9781412999236) (required texts)
- Gottlieb, Hildy. 2009. *The Pollyanna principles: Reinventing ‘nonprofit organizations’ to Create the Future of the World*. Tucson, AR: Renaissance Press. (ISBN:0981892809) (<http://pollyannaprinciples.org/info/reviews>);
- Wolf, Thomas. 1999. *Managing a nonprofit organization in the Twenty- First Century*. New York: Simon & Schuster. (ISBN:0684849909) (recommended texts)

***Universal Competencies Review and Assessment Mastered in Course:***

Lead and manage in a dynamic, mission driven nonprofit sector.

**Course Objectives Aligned with Universal Competencies:** At the completion of this course students will be able to

**Lead and manage in a dynamic, mission driven nonprofit sector by:**

- Analyzing the leadership literature and apply it nonprofit administration;
- Evaluating the role of the nonprofit sector in our society and economy;
- Articulating the importance of the moral and ethical responsibilities of nonprofit administration;
- Analyzing managerial tools, techniques, and strategies for effectively administering nonprofit agencies;
- Developing capacity building and change management strategies for nonprofit organizational effectiveness.
- Demonstrating and assessing their leadership and management abilities by assessing their previous major projects in MNM courses.

**Modules and Topics Covered:**

- Module 1 – Understanding the Nonprofit Sector & Organizations
- Module 2 – Cross-Sector Collaborations: Government, Business, & Nonprofit Relations
- Module 3 – Board of Directors & Nonprofit Governance
- Module 4 – Assembling the Workforce: Human Resources Management
- Module 5 – Marketing: Images of Nonprofit Organizations
- Module 6 – Financial Management & Accountability
- Module 7 – Resources Development & Management
- Module 8 – Strategic Planning & Management
- Module 9 – Managing Nonprofit Performance
- Module 10- Sustainability & Nonprofit Leadership
- Module 11 - Nonprofit Capacity Building & Managing Change
- Module 12 - Nonprofit Effectiveness: Making Matters Better
- Module 13 - Putting It Together: Looking Ahead

### **Measurement of Competencies**

#### **Lead and manage in a dynamic, mission driven nonprofit sector - Leadership Case Study (30 points)**

Nonprofit organization managers and sector leaders must possess specialized knowledge and skills to effectively perform their job duties and ensure the success of their organization. Therefore, students of nonprofit administration are required to become knowledgeable about leadership behaviors and dilemmas that may emerge when nonprofit managers perform their duties. During the semester, students will be provided with a case study to evaluate leadership situations that nonprofit managers face by identifying the problems and providing solutions. The case study will be a 3-5 page single-spaced individual assignment including references. The assignment is worth 30% of the overall course grade.

#### **Assessment Rubric for Leadership Case Study**

- *Full Points – Answer Thoughtful and Thorough*
- *¾ Points – Answer Thoughtful – Not Thorough*
- *½ Points – Answer Superficial*
- *¼ Points – Answer Provided Limited Coverage*
- *0 Points – Not Answered*

### **Measurement of NASPAA Universal Competencies – Capstone Portfolio**

This portfolio is designed to be a capstone of your experience in the Masters in Nonprofit Management. Each section will require you provide evidence that demonstrates your attainment of the competency and to assess your attainment of mastery of the competency.

#### **Primary Objectives of the Portfolio**

- To provide the student with an opportunity to assess and reflect upon his/her graduate education and body of prior experiences.
- To provide evidence that demonstrates the student's attainment of the NASPAA Universal Competencies as they apply to the nonprofit sector.

### **Acceptable form of Evidence**

**1. *Graded assignments from the Capstone or other courses.***

A limited number of assignments can be revised. Original and revised versions of the assignment must be submitted together.

**2. *Materials developed within internships, volunteer, and/or work experiences.***

Any materials prepared by the student may be uploaded. The student may also reflect on experiences if no documentation exists.

### **Point Determination**

*Full Points – Answer Thoughtful and Thorough*

*¾ Points – Answer Thoughtful – Not Thorough*

*½ Points – Answer Superficial*

*¼ Points – Answer Provided Limited Coverage*

*0 Points – Not Answered*



Section	Possible Points
<b>Welcome Section</b>	
1) Provide an overview of the importance of competency-based nonprofit management education. <ol style="list-style-type: none"> <li>a. Why did you pursue this particular academic path?</li> <li>b. How has it enhanced your knowledge about the nonprofit sector and nonprofit management and leadership?</li> <li>c. What do you plan to do next in your career?</li> <li>d. How do you plan to use your Master of Nonprofit Management degree?</li> </ol>	2
2) Upload a copy of your resume. <ol style="list-style-type: none"> <li>a. Resume includes relevant work or volunteer experience in the nonprofit sector.</li> <li>b. Resume is professional in appearance.</li> </ol>	1
<b>COMPETENCY 1: I am able to lead and manage in a dynamic, mission driven nonprofit sector.</b>	
<b>Measurement 1 – Strategic Plan</b>  <i>I can develop a strategic plan that produces consensus among diverse stakeholders, focuses on achieving the mission of the organization through the use of a volunteer board and workforce, and is responsive and innovative in response to a changing environment.</i>  <ul style="list-style-type: none"> <li>• <i>Evidence - Upload PAD 6335 Strategic Plan</i></li> </ul>	1
<b>Measurement 2 – Volunteer Management Case Study</b>  <i>I can apply the volunteer management literature to a real organization’s volunteer management program to assess its strengths and areas of concern, and develop strategies and templates to address the areas of concern.</i>  <ul style="list-style-type: none"> <li>• <i>Evidence – Upload PAD 5145 Volunteer Management Case Study</i></li> </ul>	1
<b>MEASUREMENT 2 – Leadership Case Study</b>	1

<p><i>I can apply the leadership literature to a situation and address the case with a well-reasoned, evidence-based, well-organized, and substantive scholarly viewpoint.</i></p> <ul style="list-style-type: none"> <li><i>Evidence - Upload PAD 6149 Leadership Case Study</i></li> </ul>	
<p>REFLECTION -</p> <p><i>Write 1-2 pages on leadership and management in the nonprofit sector. Reflect on how the assignments used as evidence in this section allowed you to demonstrate (or learn about) leadership and/or management.</i></p>	3
<p>COMPETENCY 2: I have the ability to analyze, synthesize, think critically, solve problems, and make decisions for the purpose of strengthening nonprofit organizations, the nonprofit sector, and society at large.</p>	
<p><b>Measurement 1 - Program Evaluation</b></p> <p><i>I can develop a program evaluation plan for a nonprofit organization.</i></p> <ul style="list-style-type: none"> <li><i>*Evidence - PAD 6327 Program Evaluation Plan Assignment</i></li> </ul>	1
<p><b>Measurement 2 – Nonprofit Project Portfolio</b></p> <p><i>I can develop the tools to create a nonprofit organization.</i></p> <ul style="list-style-type: none"> <li><i>*Evidence – PAD 6142 – Nonprofit Organizations Portfolio</i></li> </ul>	1
<p><b>Measurement 3 – Human Resource Management Case Study</b></p> <p><i>I can analyze and provide thoughtful solutions to a human resource management case study.</i></p> <p><i>*Evidence – PAD 6417 Human Resource Management Case Study</i></p>	1
<p>REFLECTION -</p> <p><i>Write 1-2 pages assessing your ability to think critically, solve problems, and make wise decisions in the nonprofit sector. Reflect on how the assignments used as evidence in this section allowed you to demonstrate (or learn about) this competency.</i></p>	3
<p>COMPETENCY 3: I have the ability to communicate and interact productively with a diverse and changing workforce and citizenry.</p>	
<p><b>Measurement 1 – Human Resource Management Diversity and Inclusiveness</b></p>	1

<p><b>Training Plan</b></p> <p><i>I can develop a diversity and inclusiveness plan for a nonprofit organization.</i></p> <p><i>*Evidence PAD 6417 Human Resource Management Diversity and Inclusiveness Training Plan</i></p>	
<p><b>Measurement 2 – Grant Proposal</b></p> <p><i>I can write a grant proposal that aligns with the specific requirements of the funder tailoring the proposal to meet those guidelines.</i></p> <p><i>*Evidence – PAD 5850 Grant and Contract Management – Grant Proposal</i></p>	1
<p>REFLECTION -</p> <p><i>Write 2-3 pages on communicating and interacting with a diverse and changing workforce in the nonprofit sector. Reflect on how the assignments used as evidence in this section allowed you to demonstrate (or learn about) this topic.</i></p>	3
<p><b>COMPETENCY 4: I have the ability to articulate and apply a public service perspective emphasizing the role of civil society in democratic governance.</b></p>	
<p><b>Measurement 1 – Volunteer Management Case Study</b></p> <p><i>I can articulate and apply the public service perspective and discuss the importance of aligning values and motivations to managing volunteers.</i></p> <p><i>*Evidence – PAD 5145 Volunteer Management Case Study</i></p>	1
<p><b>Measurement 2 - Personal Code of Ethics</b></p> <p><i>I can apply the public service perspective to myself and my role as a leader in the nonprofit sector.</i></p> <p><i>* Evidence – PAD 6237 Ethics and Governance - Personal Code of Ethics Paper</i></p>	1
<p>REFLECTION -</p> <p><i>Write 2-3 pages on the public service perspective in the nonprofit sector. Reflect on how the assignments used as evidence or other assignments allowed you to demonstrate (or learn about) this topic.</i></p>	3
<p><b>COMPETENCY 5: I have the ability to participate in and contribute to the policy process while functioning in the nonprofit sector.</b></p>	
<p><b>Measurement 1 – Policy Advocacy Plan</b></p> <p><i>I can identify and apply the legal and ethical implications of advocacy in the</i></p>	1

<i>development of a Policy Advocacy Plan for a nonprofit organization.</i>	
<i>*Evidence – PAD 6142 Nonprofit Organizations – Policy Advocacy Plan</i>	
<b>Measure 2 – Policy Process Paper</b>	1
<i>I can describe the policy process and analyze the methods of political advocacy.</i>	
<i>*Evidence – PAD 5146 Nonprofit Resource Development - Policy Process Paper</i>	
REFLECTION -	3
<i>Write 2-3 pages on the policy process in the nonprofit sector. Reflect on how the assignments used as evidence in this section allowed you to demonstrate (or learn about) the policy process.</i>	
TOTAL POSSIBLE POINTS	30