



UNIVERSITY OF CENTRAL FLORIDA

Master of Nonprofit Management Curriculum Guide FY 2023-2024

SCHOOL OF PUBLIC ADMINISTRATION • AUGUST, 2024 • COLLEGE OF COMMUNITY INNOVATION & EDUCATION

Master of Nonprofit Management Curriculum Guide Academic Year 2023-2024

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.

Angela White-Jones, Ph.D.
Associate Lecturer
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

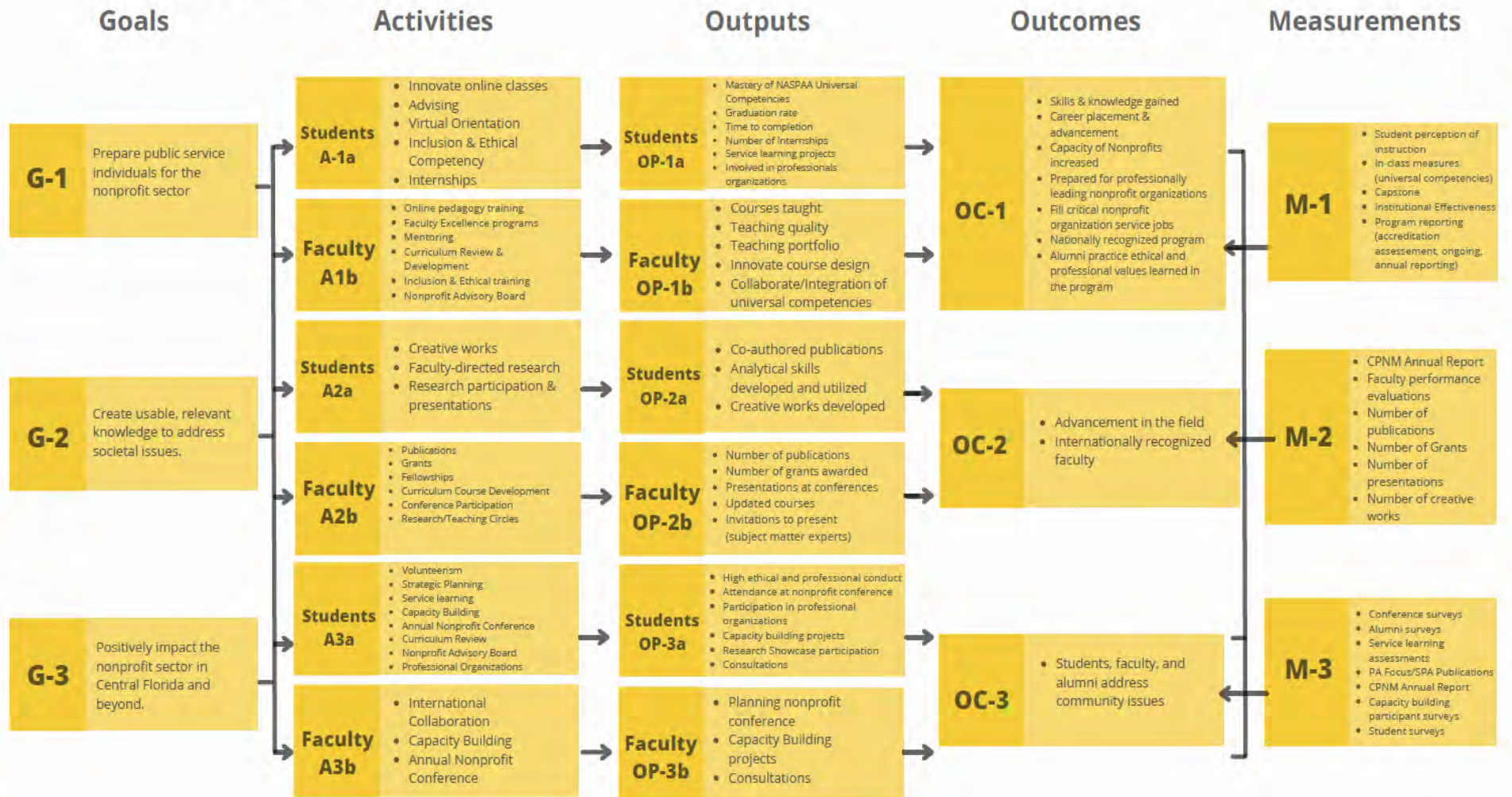
• **The ability to participate in and contribute to the policy process while functioning in the nonprofit sector.**

- 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.

Master of Nonprofit Management Logic Model



UNIVERSITY OF
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Master of Nonprofit Management Major Assignments to Measure Core Competencies

Service Learning Projects in Bold

	Lead and Manage	Policy Process	Think Critically Analyze & Synthesize	Public Service	Communication & Diversity
PAD 5145 Volunteer Management	<i>Volunteer Management Case Study</i>			<i>Volunteer Management Case Study</i>	<i>Volunteer Management Case Study</i>
PAD 5146 Resource Development		<i>Policy Process Paper</i>		<i>Fundraising Plan</i>	
PAD 5850 Grants & Contracts			Grant Proposal		Grant Proposal
PAD 6142 Nonprofit Organizations		<i>Policy Advocacy Plan (within Nonprofit Project Portfolio)</i>	<i>Nonprofit Project Portfolio</i>		<i>Nonprofit Project Portfolio</i>
PAD 6208 Financial Management			<i>Financial Analysis</i> <i>Budget Analysis</i>		
PAD 6237 Ethics & Governance	Governance Case Study			Governance Case Study	
PAD 6417 Human Resource Management			Human Resources Training Program		Diversity Discussion and Reflection Assignment
PAD 6335 Strategic Planning	Strategic Plan		Strategic Plan		Strategic Plan
PAD 6327 Program Evaluation			Program Evaluation Plan		Program Evaluation Plan
PAD 6149 Nonprofit Administration	<i>Leadership Case Study</i> <i>e-Portfolio</i>	<i>e-Portfolio</i>	<i>e-Portfolio</i>	<i>e-Portfolio</i>	<i>e-Portfolio</i>

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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**

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*

Course Designed To Be Taken: *Early in Program*

Textbooks: *No textbook required. A list of required readings and recommended articles 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 0 – Introduction and Getting Started
- Module 1 – Definition of volunteering
- Module 2 – Volunteer Motivation
- Module 3 – Benefits of volunteering
- Module 4 – Managing a volunteer program
- Module 5 – Current Issues in volunteering
- Module 6 – “Optional” Essay Assignment
- Module 7 – Volunteer Program Case Study

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 volunteer management 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.

Volunteer Case Study Report Assessment Rubric	Potential Points	Earned Points
<p>History and Context 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>Universal Competency – Articulate Public Service Perspective</p>	2	
<p>Structure 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> <p>Universal Competency – Communicate Effectively</p>	3	

Universal Competency – Lead and Manage		
An Overview of the Current Volunteer Management Programs 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 an overview of the volunteer program and policies and discuss how organizational leadership supports the program.	4	
Universal Competency – Lead and Manage & Communicate Productively		
Recruitment, Screening, Training, Job Assignment, Retention and Recognition Describe volunteer management practices in terms of each area using the collected data. Provide detailed analysis of the volunteer management policies and practices	4	
Universal Competency – Lead and Manage		
The Role of Volunteer Administrator 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.	4	
Universal Competency – Lead and Manage		
Diagnosis of the Problems Assess the effectiveness and efficiency of the program and diagnose current/potential problems. Make sure the diagnosis is supported by the literature.	4	
Universal Competency – Lead and Manage		
Suggestions for Improvement Summary of analysis and recommendations. This section should include a discussion and a list of recommendations.	3	
Universal Competency – Lead and Manage & Communicate Productively		
Appendices 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> .	0	
Writing Quality 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 25 points may be deducted for poorly written paper.	-3	
Universal Competency – Communicate Productively		
Individual Assessment / Assessment by Group Members 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.	-5	
Total Points	24	

Core Course Competency Commitment (4C) Form

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

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*

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.

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

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

Core Course Competency Commitment (4C) Form

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

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*

Course Designed To Be Taken: *Early in Program*

Textbooks:

- Tori O'Neal-McElrath, 2019. *Winning Grants Step by Step*, 5th 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.

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

subheadings to describe the key points covered. Universal Competency – Communicate Productively			
Problem Statement Describe effectively and in a compelling manner the problem to be addressed. Align the mission of the organization with addressing this problem. Universal Competency – Communicate Productively	3		
Objectives Critically determine the objectives of the program seeking funding based on the mission, strengths, and weaknesses of the program. Universal Competency – Think Critically	3		
Methods 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. Universal Competency – Think Critically	3		
Line Item Budget Developing the proposed budget based on data analysis from the organization. Universal Competency – Think Critically	3		
Budget Narrative 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. Universal Competency – Communicate Productively	3		
Evaluation Plan 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. Universal Competency – Think Critically	3		
Writing Quality 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 20 points may be deducted for poorly written proposal. Universal Competency – Communicate Productively	0		
Total Points	24		

Core Course Competency Commitment (4C) Form

Course Name and Number: ***PAD 6142 – Introduction to Nonprofit Organizations***

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*

Course Designed To Be Taken: *Early in Program*

Textbooks:

- Herman, R. (2016). *The Jossey-Bass Handbook of Nonprofit Leadership and Management*. Third Edition... San Francisco: Jossey-Bass Publishers. ISBN 9781118852965
- Wolf, T. (2012). *Managing a Nonprofit Organization in the Twenty-First Century*. New York: Simon & Schuster. ISBN 9781451608465

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* Historical perspective
- *Module 3* Nonprofit Organizational Governance
- *Module 4* Strategic Planning
- *Module 5* Financial Management
- *Module 6* Fundraising/Resource Development
- *Module 7* Nonprofit Administration
- *Module 8* Human Resource Management
- *Module 9* Community Outreach/marketing Strategies
- *Module 10* Evaluation

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

Criteria	Points
1. Overall writing 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%
2. Professional presentation Correct spelling/no typos; well presented; other instructions followed.	10%
3. Strength of Position Presented (Analytical level) 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%
4. Positions and Recommendations - Reflect critical theories and policy considerations in the nonprofit sector - Applies insights to a practical discussion of management and/or policy making.	20%
5. References - References are used and cited appropriately (APA formatting); at least one citations from the week's readings and one external citation are used.	5%

Advocacy Plan Assessment Rubric

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

<ul style="list-style-type: none"> • What are the possible approaches/strategies for policy advocacy? • Design an advocacy plan based on your assessment of the need to engage in advocacy. 			
Universal Competency – Participate in Policy Process			
Total Points	5		

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

Criteria	Points
1. Overall writing 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%
2. Professional presentation Correct spelling/no typos; well presented; other instructions followed.	10%
3. Strength of Position Presented (Analytical level) 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%
4. Positions and Recommendations Reflect critical theories and policy considerations in nonprofit sectors Applies insights to a practical discussion of management and/or policy making.	20%
5. References - References are used and cited appropriately (APA formatting); at least two citations from the week's readings and one external citation are used.	5%

Advocacy Plan Assessment Rubric

Criteria	Possible Points
Assessment Assessing policy advocacy for the nonprofit organization and making the decision to advocate or to not advocate. <ul style="list-style-type: none"> • Identify the policy issues that impact your organization • Identify the level of government where decisions are made • What are staff members not allowed to do in terms of advocacy or political activity? Universal Competency – Participate in Policy Process	4
Advocacy Plan Assess the pros and cons of advocating for policies that impact your mission <ul style="list-style-type: none"> • Clarify decision to engage in advocacy or to not engage in advocacy • How does advocacy align with the organization's mission? • What are the possible approaches/strategies for policy advocacy? • What are the potential benefits or challenges? • Design an advocacy plan based on your assessment of the need to engage in advocacy. Universal Competency – Participate in Policy Process	6
Total Point	10

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.

Topic Reports

This project is to be done as a group, and the students will choose the topic they would like research and research the topic from the course texts and from outside sources, such as the nonprofit literature, individuals in the field of nonprofit management who were interviewed, governmental or other web sites, and other appropriate sources. The final report is graded as a group, and it is possible for the group to earn a maximum of 20 points for the final report.

Topic Areas (Please see course calendar for due dates):

- Nonprofit Organizational Governance
- Strategic Planning
- Nonprofit Financial Management
- Resource Development
- Nonprofit Administration
- Human Resource Management
- Community Outreach/Marketing Strategies
- Evaluation

Assessment Guide for Rubric

Criteria	Potential Points	Earned Points	Comments
Required Sections			
<ul style="list-style-type: none"> A Table of Contents 	1		
<ul style="list-style-type: none"> Introduction 	2		
<ul style="list-style-type: none"> Cover the specifics identified for the specific topic area (see below) 	5		
<ul style="list-style-type: none"> Describe the additional Important Concepts from the Literature (not listed in the topic areas found below) 	5		
<ul style="list-style-type: none"> Conclusion 	2		
Logic, Flow, and Understanding of Material: The quality of writing reflects graduate level work demonstrating clarity of ideas and integration of concepts. The use of subheadings and transitional sentences between subsections is required. A minimum of 15 references are required for the paper.	3		
Grammar, Spelling, APA	2		
Individual Points <ul style="list-style-type: none"> Each student on the committee must evaluate the performance of the other committee members giving up to 5 points for performance using the grading rubric provided by the instructor. Students who do not evaluate other students will have 5 points deducted from their points for this assignment. 	5		
Total Points			25

Core Course Competency Commitment (4C) Form

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

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*

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

Textbooks: No materials required

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* Nonprofit Financial Management
- *Module 2* Planning for Budgeting
- *Module 3* Budgeting Concepts

- *Module 4* Understanding Costs
- *Module 5* Budgetary Process and Operating Budgets
- *Module 6* Budgetary Process and Capital Budgets
- *Module 7* Long-term Financing
- *Module 8* Managing Short-Term Resources and Obligations
- *Module 9* Accountability and Control
- *Module 10* Financial Statement
- *Module 11* Developing a Financial Report
- *Module 12* Financial Statement Analysis
- *Module 13* Financial Condition Analysis
- *Module 14* Contemporary Nonprofit Finance Issues

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.

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.

Budget Assignment Assessment Rubric

Criteria	Ratings				Points
Identification of present elements	Correct identification of elements present and not present with few minor mistakes 20 pts.	One major mistake (e.g., missing revenues and expenditures) or multiple minor mistakes (e.g., unclear presentation) 15 points	Multiple major mistakes 10 points	Did not attempt 0 pts.	4 pts.
Writing quality	Strong writing, concise, follows form of budget, free grammatical and spelling errors, compliance with APA style 5 pts.		Little to no compliance with criteria 0.0 pts.		3 pts.
Total points					25 pts.

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 5 pts.	One major mistake (e.g., not discussing nonprofit) or multiple minor mistakes (e.g., unclear presentation) 2.5 pts	Little to no conformance to the criteria 0 pts.		5 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 10 pts.	One major mistake (e.g., not discussing financial position) or multiple minor mistakes (e.g., unclear presentation) 5 pts			10 pts
Financial Condition Analysis	Skillful identification of appropriate ratios, accurate calculation and reporting of at least 4 relevant ratios to describe financial condition 10 pts.	One major mistake (e.g., not calculating ratios or comparing trends/to peer) or multiple minor mistakes (e.g., unclear presentation) 5 pts	Multiple major mistakes. 0pts		10 pts.
	Strong writing, concise, follows form of financial		Little to no		4pts

Writing and stylistic quality	analysis reports, free grammatical and spelling errors, compliance with APA style 4.0 pts.	compliance with the criteria 0.0 pts.	
990 Forms	Submitted 990 forms for organization 1pt	Did not submit 990s forms 0pts	1pt
Total Points			25 pts.

Core Course Competency Commitment (4C) Form

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

University of Central Florida
School of Public Administration

Master of Nonprofit Management Program

Core Course Competency Commitment (4Cs) Form

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

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

Textbook:

- Boardsource. (2010). *The Handbook of Nonprofit Governance*. San Francisco, CA: Jossey-bass.

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 the public service ethic (*advancing the public interest*) and the role of the nonprofit sector (*civil society*) in democratic governance through advocacy.
- Identify and apply the ethical values of integrity, benevolence, fairness, and social justice in interactions in the nonprofit sector.
- Demonstrate the professional principles of commitment, competence, scholarship, stewardship, leadership, and an appreciation of diversity and inclusiveness in professional interactions.
- 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 a governance case study 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 0 Introductions and Getting Started
- Module 1 Nonprofit Governance and Boards Sector
- Module 2 Ethics and Legal Compliance
- Module 3 Accountability and Transparency
- Module 4 Governance and Performance
- Module 5 Current Issues in Nonprofit Governance
- Module 6 “Optional” Essay Assignment
- Module 7 Governance Case Study

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 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.

Assessment Rubric and Outline of Governance Case Study

Governance Case Study Assessment Rubric	Potential Points	Earned Points	Feedback
Point Determination <i>Full Points – Answer Thoughtful and Thorough, Well Researched</i> <i>4/5 Points – Answer Thoughtful – Not Thorough in Research</i> <i>3/5 Points – Answer Provided Limited Coverage</i> <i>2/5 Points – Answer Limited and Lacking Support, Missing Key Points</i> <i>1/5 Points – Answer Superficial and Not Adequate</i> <i>0 Points – Not Answered</i>			
Brief History <ul style="list-style-type: none"> ○ Mission, Vision, Values ○ Key Programs ○ Organizational Structure ○ Board Structure ○ Community Impact Universal Competency – Lead and Manage	3		
Accountability Data Discuss information on 990s from the last 3 years Discuss ratings by watchdog organizations <ul style="list-style-type: none"> ▪ Guide Star ▪ Charity Watch ▪ Charity Navigator ▪ BBB ▪ Wise Giving Alliance. Universal Competency – Lead and Manage	5		
Policies in Place Discuss each of the following policies that the organization has in	5		

<p>place and how they are utilized. If these policies or others are not in place, then provide the organization with sample policies for them to consider implementing to improve governance and accountability.</p> <ul style="list-style-type: none"> ▪ Organizational values ▪ Codes of ethics or conduct ▪ Conflict of interest policies ▪ Board agreements or contracts ▪ Board orientation or training ▪ Risk management policies ▪ Other governance or accountability related policies <p>Universal Competency – Lead and Manage</p>			
<p>Key Findings</p> <p>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:</p> <p><i>What are the critical ethical issues for the organization and nonprofits in general?</i></p> <p><i>What does their organization do to avoid these issues?</i></p> <p><i>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).</i></p> <p><i>If they don't have these tools/documents, why not? Have they considered developing them?</i></p> <p><i>If they do have, when were they developed? Why? By whom? How often are they reviewed? What is staff involvement?</i></p> <p><i>Any follow up questions regarding your review of the 990s or watchdog ratings (e.g., interesting, confusing or questionable data.)</i></p> <p>d and Manage & Public Service Perspective</p>	5		
<p>Analysis and Conclusions</p> <p>Using the academic (at least 10 references) and practice-based literature, analyze the nonprofit organization's governance frame and accountability practices and offer recommendations for strengthening the organizations culture and decision making related to governance, ethics and accountability.</p> <p>What did you learn about the "investigative" tools (IRS 990, Guide Star, Charity Navigator, Wise Giving Alliance, Charity Watch) available for your analysis?</p> <p>What recommendations do you have for the organization's leaders to strengthen and/or enhance their culture of ethical accountability?</p> <p>Lead and Manage & Public Service Perspective</p>	5		
<p>Logic, Flow, Design, Understanding of Material, Format (Grammar, Spelling, APA Style)</p> <ul style="list-style-type: none"> • Points will be deducted for poor grammar, poor spelling, and not following APA format. • The follow are required: <ul style="list-style-type: none"> ✓ Cover Page ✓ Headings/subheadings 	3		

<ul style="list-style-type: none"> ✓ Reference List ✓ Appendices with Sample Policies Universal Competency – Communicating Productively			
Total Points	26		

Core Course Competency Commitment (4C) Form

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

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*

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 Discussion and Reflection 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 Discussion & Reflection Assignment 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
Analysis Student submits a Word document that shows quality research for the question, “What is diversity and inclusiveness in nonprofit organizations?” <ul style="list-style-type: none"> Student clearly define the terms “diversity” and “inclusiveness” and identify the steps for incorporating these terms into an organization’s Universal Competency – Communicate Productively	20		
Design Student submits a Word document this includes an outline of their training program in a Word document <ul style="list-style-type: none"> Student identifies learning objectives and shows how training meets these 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 Universal Competency – Communicate Productively	20		
Development Using their outline, students will use this step to flesh out their training program, this includes: <ul style="list-style-type: none"> Participant workbooks PowerPoint slides 	20		

<ul style="list-style-type: none"> Games, Practice Activities, Role-Playing Exercises, Video Scripts, etc. Universal Competency – Communicate Productively			
Implementation Students clearly identifies the steps for implementing their training program. This includes: <ul style="list-style-type: none"> What type of training it will be: Face-to-Face Seminar, workshop? Or online training? How they will invite attendees and track their completion? Whether or not their training be mandatory or voluntary? How their training program will be? (Expected Time to Completion) How large will your class sizes be? Universal Competency – Communicate Productively	20		
Evaluation Student clearly explains how they plan to evaluate the effectiveness of the course <ul style="list-style-type: none"> What types of measurement instruments will be used? How will they identify if the training objectives were met? Universal Competency – Communicate Productively	20		
Writing Quality 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 100 points may be deducted for poorly written paper. Universal Competency – Communicate Productively	0		
Total Points	100		

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 Resources Training Program - 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

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.	

Human Resources Training Program Assessment Rubric

Criteria	Possible Points	Points Earned	Comments
Introduction <i>Student introduces the organization and clearly identifies the purpose of the paper and what will be addressed in the paper.</i>	5		
Universal Competency – Communicate Productively			
Position Management, Compensation and Benefits <i>Did the student fully address each of the following:</i> <ol style="list-style-type: none"> 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 	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>Universal Competency – Think Critically</p>			
<p>Recruitment and Selection</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>	20		
<p>Universal Competency – Think Critically</p>			
<p>Training and Development</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>	20		
<p>Universal Competency – Think Critically</p>			
<p>Performance Management</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>	20		
<p>Universal Competency – Think Critically</p>			
<p>Conclusion</p> <p><i>Student clearly summarizes the findings and recommendations found in the paper.</i></p>	5		
<p>Universal Competency – Communicate Productively</p>			

<p>Writing Quality</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 20 points may be deducted for poorly written proposal.</p> <p>Universal Competency – Communicate Productively</p>	10		
Total Points	100		

Core Course Competency Commitment (4C) Form

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

University of Central Florida

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

Course Designed To Be Taken: Mid-Program 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).

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* Initial Products and Groups
- *Module 3* Organizational History
- *Module 4* SWOT/TOWS
- *Module 5* Issue Management Development
- *Module 6* Implementation and Evaluation
- *Module 7* Vision
- *Module 8* Final Strategic Plan
- *Module 9* Contact Hours, Peer-reviews, Reflection
- *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
 - Stakeholders
 - Environmental Assessment
- 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, near perfect. All corrections from semester draft segments have been implemented.

Above Average Work 90% 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

Average Work 80% Points

Provided the required level of information for this part of the paper demonstrating basic understanding of the concepts and presentation ability.

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 0% 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.

Strategic Plan Rubric	Potential Points	Earned Points	Comments
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Initial Assessment Apply and analyze strategic planning and management principles producing draft strategic plan elements of the sections below: <ul style="list-style-type: none"> Organizational History Mandates – Formal and Informal Mission Statement Organizational Values Environmental Assessment 	6		
Universal Competency – Analyze and Synthesize Analysis 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. <ul style="list-style-type: none"> SWOT Analysis TOWS Analysis 	10		
Universal Competency- Analyze and Synthesize Vision Synthesize and integrate organizational, peer and faculty feedback to craft the vision for the future of the organization.	3		
Universal Competencies – Analyze and Synthesize & Lead and Manage Strategizing to Achieve the Vision 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. <ul style="list-style-type: none"> Strategic Issues Goals Objectives Strategies Indicators 	10		
Universal Competency- Analyze and Synthesize & Lead and Manage Implementation and Evaluation 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.	6		

<ul style="list-style-type: none"> • Implementation Plan • Evaluation Plan Universal Competency – Analyze and Synthesize & Lead and Manage			
Writing Style and Formatting 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.	10		
Universal Competency – Communicate Productively Log of Contact Hours	5		
Total Points	50		

Core Course Competency Commitment (4C) Form

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

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

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

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 Process Evaluation
- Module 5 – Impact Assessment
- Module 6 – Experimental Methods
- Module 7 – Quasi-experimental Methods
- Module 8 – Case Studies
- Module 9 – Focus Groups
- Module 10- Surveys and Interviews
- Module 11 – Presenting quantitative results
- Module 12 – Presenting qualitative 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
1. Overall writing 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%
2. Professional presentation Correct spelling/no typos; well presented; other instructions followed.	10%
3. Strength of Position Presented (Analytical level) 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%
4. Positions and Recommendations - Reflect critical theories and policy considerations in nonprofit sectors - Applies insights to a practical discussion of management and/or policy making.	20%
5. References - References are used and cited appropriately (APA formatting); at least two citations from the week's readings and one external citation are used.	5%

Assessment Rubric for Program Evaluation Plan

Section	Criteria	Ratings
Program Background	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 Universal Competency – Communicate Productively	5
Evaluation Questions/Measures/Criteria or Indicators of success	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,	7

	<p>etc.) and source (i.e. participants, program staff, agency records, etc.).</p> <p>Universal Competency – Think Critically</p>	
Literature Review	<p>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.</p> <p>2. Literature on the evaluation designs and techniques: any strengths or limitations regarding the soundness of the design approach</p> <p>Universal Competency – Think Critically</p>	5
Evaluation Design & Analytic Techniques	<p>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?</p> <p>Universal Competency – Think Critically</p>	10
Evaluation Implementation Plan	<p>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</p> <p>Universal Competency – Communicate Productively</p>	8
Total		35

Core Course Competency Commitment (4C) Form

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

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

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

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

$\frac{3}{4}$ Points – Answer Thoughtful – Not Thorough

$\frac{1}{2}$ Points – Answer Superficial

$\frac{1}{4}$ Points – Answer Provided Limited Coverage

0 Points – Not Answered

Section	Possible Points
Welcome Section	
1) Provide an overview of the importance of competency-based nonprofit management education. <ol style="list-style-type: none"> Why did you pursue this particular academic path? How has it enhanced your knowledge about the nonprofit sector and nonprofit management and leadership? What do you plan to do next in your career? How do you plan to use your Master of Nonprofit Management degree? 	4
2) Upload a copy of your resume. <ol style="list-style-type: none"> Resume includes relevant work or volunteer experience in the nonprofit sector. Resume is professional in appearance. 	1
COMPETENCY 1: I am able to lead and manage in a dynamic, mission driven nonprofit sector.	
Measurement 1 - STRATEGIC PLAN <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"> Evidence - Upload PAD 6335 Strategic Plan 	1
MEASUREMENT 2 - NONPROFIT ADMINISTRATION <i>I can conduct research and write a well-reasoned, evidence-based (means researched), well-organized (means structured), and substantive (means you have something significant to say from a scholarly viewpoint) paper on a nonprofit related topic.</i> <ul style="list-style-type: none"> Evidence - Upload PAD 6149 Final Paper 	1

REFLECTION - <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>	3
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.	
Measurement 1 - Program Evaluation <i>I can develop a program evaluation plan for a nonprofit organization.</i> <ul style="list-style-type: none"> *Evidence - PAD 6327 Program Evaluation Plan Assignment 	1
Measurement 2 – Nonprofit Project Portfolio <i>I can develop the tools to create a nonprofit organization.</i> <ul style="list-style-type: none"> *Evidence – PAD 6142 – Nonprofit Organizations Portfolio 	1
Measurement 3 – Human Resource Management Case Study <i>I can analyze and provide thoughtful solutions to a human resource management case study.</i> *Evidence – PAD 6417 Human Resource Management Case Study	
REFLECTION - <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>	3
COMPETENCY 3: I have the ability to communicate and interact productively with a diverse and changing workforce and citizenry.	
Measurement 1 – Human Resource Management Diversity and Inclusiveness Training Plan <i>I can develop a diversity and inclusiveness plan for a nonprofit organization.</i> *Evidence PAD 6417 Human Resource Management Diversity and Inclusiveness Training Plan	1

Measurement 2 – Grant Proposal <i>I can write a grant proposal that aligns with the specific requirements of the funder tailoring the proposal to meet those guidelines.</i> <i>*Evidence – PAD 5850 Grant and Contract Management – Grant Proposal</i>	1
REFLECTION - 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.	3
COMPETENCY 4: I have the ability to articulate and apply a public service perspective emphasizing the role of civil society in democratic governance.	
Measurement 1 – Volunteer Management Case Study <i>I can articulate and apply the public service perspective and discuss the importance of aligning values and motivations to managing volunteers.</i> <i>*Evidence – PAD 5145 Volunteer Management Case Study</i>	1
Measurement 2 - Personal Code of Ethics <i>I can articulate the public service perspective as demonstrated by the ASPA Code of Ethics and the AFP Code of Ethics as they apply to the nonprofit sector.</i> <i>* Evidence – PAD 6237 Governance Case Study</i>	1
REFLECTION - 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.	3
COMPETENCY 5: I have the ability to participate in and contribute to the policy process while functioning in the nonprofit sector.	
Measurement 1 – Policy Advocacy Plan <i>I can identify and apply the legal and ethical implications of advocacy in the development of a Policy Advocacy Plan for a nonprofit organization.</i> <i>*Evidence – PAD 6142 Nonprofit Organizations – Policy Advocacy Plan</i>	1
Measure 2 – Policy Process Paper	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>	
<p>REFLECTION -</p> <p>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.</p>	3
TOTAL POSSIBLE POINTS	30