

**Arkansas Tech University  
PS 4143 Nonprofit Governance**

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Course/Sec #: PS 4143, TC1

CRN: 21293

Instructor: Colton C. Strawser, MS, CFRE, CNP – Visiting Lecturer in Professional Studies

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Office Hours: E-mail for an appointment

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**Important Course Dates:**

Course Begins – January 14th

Last Day for 100% refund of tuition/fees – January 18th

Last Day for 80% refund of tuition – January 29th

Spring Break – March 18th – 25th

Last Day to withdraw with a “W” – April 19th

Finals – May 1st – May 7th

Course Ends – May 7th (Final Project Due - May 5th)

\*The attendance date is the date that official attendance will be reported to the Registrar’s Office. *Attendance is measured as: physical attendance, submission of an assignment, OR completion of Blackboard Attendance Accounting module.* Students must attend the course before its unique attendance date (not due date). There are no exceptions. Students not completing this requirement will be submitted to the Registrar’s Office as “Did Not Attend” and will, subsequently, be dropped from the course.

**Blackboard Technical:** Blackboard will be used in this course to facilitate student participation, communication, and collaboration.

Blackboard Help Desk – RPL 150

479-968-0646 or 1-866-400-8022

Blackboard System: [bbsystem@atu.edu](mailto:bbsystem@atu.edu)

E-learning: <http://etech.atu.edu/student.html>

**Course Description**

This course examines the theoretical, philosophical, practical and ethical perspectives related to the effective management and leadership of nonprofit organizations in the twenty-first century. Upon completion of the course, the student will possess an understanding of 1) the historical development of the nonprofit sector, 2) the multiple rationales for the existence of the nonprofit

sector, 3) the distinctive characteristics of nonprofit organizations, 4) the structures, processes and complexities of organizational governance shared by volunteer board members and professional staff, 5) the dynamic environment of the contemporary nonprofit organization, and 6) the current issues of importance to nonprofit decision makers.

### **Required Course Text**

Congress, E. P., Luks, A., & Petit, F. (2017). *Nonprofit management: A social justice approach*. New York, NY: Springer Publishing Company. (Available digitally through the library with the chapters embedded into the course)

Crutchfield, L. (2018). *How change happens: Why some social movements succeed while others don't*. Hoboken, NJ: John Wiley & Sons, Inc.

### **Supplemental Readings and Websites**

Additional readings will be assigned from provided material or Internet resources posted in Blackboard as necessary.

### **Justification/Rationale for the Course**

The PS 4143 course is an advanced course in the Bachelor of Professional Studies degree at Arkansas Tech University. This course allows the student to explore the nonprofit sector and its role in American society. The course utilizes learning outcomes developed by the Nonprofit Academic Centers Council.

### **Course Objectives**

As a result of actively participating in this course, students will have the opportunity to understand the following:

- Role of nonprofit organizations and the future of philanthropy.
- Effectiveness and viability of a nonprofit organization.
- Legal aspects of a nonprofit organization.
- Methods and complexity of nonprofit development.
- The symbiotic relationship between the leadership, volunteers, governing board and the community with regards to the nonprofit organization.
- The diversity of the nonprofit community in the United States.
- Role of nonprofit boards and executives in providing leadership at the organizational, community and societal levels
- Role of boards and executives of some nonprofits as agent(s) of and for social change and social justice at both the organizational and societal levels
- Role of strategic management and organizational planning, including an understanding of ways to identify, assess and formulate appropriate strategies
- Relationship between and among philanthropic gifts and grants, earned income, and government funding and how these influence fulfillment of an organization's mission within the context of stewardship and ethical practices

- Fundraising and resource development process including, in part, commonly-used fundraising strategies, such as annual appeals, special events, non-cash contributions, major gifts, capital campaigns and planned giving
- Dimensions of individual and organizational diversity within the nonprofit sector and their implications for effective human resource management
- Marketing principles and techniques and their application in philanthropic and nonprofit settings, including the dynamics and principles of marketing the “mission” in a nonprofit context
- Methods that managers use to evaluate performance and social impact at both organizational and programmatic levels
- Methods and modes of assessment and evaluation to develop a nonprofit’s culture that embraces continuous improvement strategies

### **How Course Meets General Education Objectives**

The general education curriculum at Arkansas Tech University is designed to provide a foundation for knowledge common to educated people and to develop the capacity for individuals to expand that knowledge over his or her lifetime. The University has identified a set of comprehensive goals that will allow students to accomplish these general education objectives. This course addresses the following specific Arkansas Tech University general education goals:

- Communicate effectively
- Think critically
- Develop ethical perspectives
- Apply scientific and quantitative reasoning.

### **Methodology**

The objectives will be achieved through textbook readings, supplemental readings, online discussions boards, individual assignments, case study, and final project. Students are required to post on the discussion board as assigned and provide feedback to peers based on the week’s assignment to create an interactive dialogue.

### **Technology Competencies**

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those competencies include: word processing (MS Office), PowerPoint (2007 version or ability to see later version of PowerPoint), online research, email, Blackboard, discussion board postings and list-serve knowledge.

### **Class Assignments**

Class assignments will be posted every Friday by 8 a.m. CST unless noted otherwise. Class assignments can be located on Blackboard under the “Content” tab within the specific module folder.

## **Assessments**

### *Discussion Boards*

Most weeks there will be one topic for discussion. Discussion board posts regarding the assigned reading will be required from each student, as well as providing feedback to a post of at least two peers to create a dynamic, intellectual exchange. To receive the maximum points each week, you should post an initial response to each topic no later than Wednesday at 11:59 pm. Respond to at least two classmates in each topic no later than Sunday at 11:59 pm. You are welcome to post more than the required minimum should you feel inclined, although be conscious not to post so excessively that you discourage others from participating. A full rubric for discussion posts is available in Blackboard.

As a guideline:

The initial response, approximately 250 words, should be rich with information you have learned through your readings/research to share with the class. This is your time to demonstrate your learning and knowledge gained on the subject. Provide your analysis of what you found interesting and demonstrate critical thinking skills. If you cite the readings or any other resources, please ensure that you use proper APA in-text citations.

A response to another student, approximately 100-150 words, requires using research and facts to back up your comments to either support, dispute, or enhance the information presented to add to the knowledge that you are responding to. This is to assess your critical thinking skills in formulating your responses. Just posting “I agree/disagree with your comment” or “I think the same” to someone else’s thoughts is not an adequate response. All posts need to demonstrate learning and analysis of information shared.

All discussion board posts will be due by 11:59 p.m. CST on the due date specified on the “Course Schedule” section of the syllabus. A rubric is available for all discussion board posts that clearly outlines the expectations of the forum.

### *Assignments*

In conjunction with the reading assignments, students must complete the identified assignments for each module as assigned in Blackboard. The materials and background information for each exercise will be located in the Content section on Blackboard, if required. Examples of assignments include video reviews, brief papers, case study responses, and short essays. All assignments must be submitted through Blackboard in order to receive credit.

Please do *not* exceed page or word limits – more is not always more. Reference pages are not included in page lengths. All papers should be double-spaced, Times New Roman or Calibri font, with 1” margins on all sides. All assignments must be submitted in Microsoft Word to allow the instructor to provide comments. Assignments submitted as PDFs or as text within the submission feature may not be graded and can be considered late if students have to reupload documents past the deadline.

### *Final Project*

The final project for this course is the selection and assessment of a social movement, either past or present. Students will provide a final report and final presentation.

### **E-mail/Discussion Board Decorum**

This is an online course; therefore, a majority of our conversations will take place through Messages within Blackboard and the assignment discussion boards. Please use common sense (no slang, use correct grammar, etc.) when sending messages and posting to discussion boards. This is an upper division level course and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful. I will deduct points for poor grammar, lack of punctuation and spelling.

### **Grading Summary**

The grade for the course will be based on the following points:

Attendance Module*	3 pts.
Module 1 – Nonprofit Management: A Social Justice Approach	60 pts.
Module 2 – History of the Nonprofit Sector	75 pts.
Module 3 – Nonprofit Management & Leadership	50 pts.
Module 4 – Board Governance	50 pts.
Module 5 – Law, Governance, and Ethics	50 pts.
Module 6 – Program Design	75 pts.
Module 7 – Program Evaluation	65 pts.
Module 8 – Midterm Exam	100 pts.
Module 9 – Staff & Volunteer Management	50 pts.
Module 10 – Fundraising & Philanthropy	75 pts.
Module 11 – Marketing & Communications	75 pts.
Module 12 – How Change Happens, Part 1	25 pts.
Module 13 – How Change Happens, Part 2	25 pts.
Module 14 – Final Project, Part 1	50 pts.
Module 15 – Final Project, Part 2 & Course Completion	105 pts.
Course Reflections	70 pts.
	<i>Total 1,000 pts.**</i>

\*Points not included in the final grade

\*\* There are opportunities to earn up to 25 points of extra credit throughout the course

### **Grading Scale**

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
< 60%	F

### **Grading of Assignments**

Discussion board input and participation will be evaluated weekly and grades posted within seven days of the closing date of the assignment. Other assignments will be graded and returned within 10 days of the deadline. Every effort will be made to provide you with effective and timely feedback in this course. Rubrics are available for most assignments; therefore, student expectations for assignments are very clear.

## Netiquette

Netiquette (net + etiquette) is the code of proper conduct applied to virtual online spaces. This system is dictated by common sense rules (manners) and social conventions.

- Before posting your question on a discussion board, check if anyone has asked it already and received a reply.
- Stay on topic. Don't post irrelevant links, comments, thoughts or pictures.
- Don't type in ALL CAPS! If you do, it will look like you are screaming.
- Don't write anything that sounds angry or sarcastic even as a joke, because without hearing your tone of voice, your peers might not realize you're joking.
- Always remember to say "please" and "thank you" when soliciting help from your classmates.
- Respect the opinion of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate's argument. If you reply to a question from a classmate, make sure your answer is accurate!
- If you ask questions, many people respond. Summarize all answers and post that summary to benefit your whole class.
- Be brief. If you write a long dissertation in response to a simple question, it's unlikely that anyone will spend the time to read through it all.
- Don't badmouth others or call them stupid. You may disagree with their ideas but don't mock the person.
- If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you are referring.
- Before asking a question, check the class FAQs or search the Internet to see if the answer is obvious or easy to find.
- Check the most recent comments before you reply to an older comment.
- Be forgiving. If your classmate makes a mistake, don't badger him or her for it. Just let it go.
- Run a spelling and grammar check before posting anything to the discussion board.

Source: [Educational Technology and Mobile Learning](#)

## APA Formatting and Reference Guidelines

It is considered plagiarism - academic fraud - to represent someone else's thoughts and words as your own. Therefore, students must be careful to give credit to authors by citing all resources. As standard practice, students at Arkansas Tech University are expected to cite all resource references using only APA formatting and reference guidelines. Note that MLA and other reference styles will not be accepted by the instructor. The instructor recommends the use of The APA Publication Manual, Sixth Edition (ISBN 10: 1-4338-0561-8), utilizing the writing centers resources, or visiting the [Purdue OWL](#) resource. Please note that Wiki's, such as Wikipedia, are not acceptable sources for this class.

## Course Writing Suggestions

This course requires ACADEMIC WRITING, not reflective writing.

- Do not use first-person pronouns ("I," "me," "my," "we," "us," etc.). You can use first-person pronouns in reflection assignments and discussion boards.
- Avoid addressing readers as "you."
- Avoid the use of contractions. (e.g. can't, isn't, don't – instead cannot, is not, do not)
- Avoid colloquialism and slang expressions (e.g. guys, stuff, kind of, big deal, etc.)
- Avoid nonstandard diction/slang (ain't, anyways, alot)
- Avoid abbreviated versions of words. (e.g. photo vs. photograph, phone vs. telephone)
- Avoid the overuse of short and simple sentences.
- Use facts to back up your opinions. Avoid making the essay a narrative about yourself or your experience on an issue, instead use readings and other resources to back up your claims.
- Keep the verb tenses consistent within your sentences/paragraphs.
- Remember to always edit your work and pay close attention to the writing prompt. If you avoid the question then you lose the points.

## ATU Online Writing Center

Arkansas Tech University offers an Online Writing Lab for students to receive additional support on writing. Below are the instructions on how to enroll in the ATU Online Writing Center.

- Log into Blackboard.
- Look at the top left of the screen & click Courses.
- Enter Writing Lab & click Go.
- Drag your cursor over ORG-ENGL-WRITING-LAB to highlight it. Click on the v icon.
- Click Enroll.
- Enter bb9-enroll in Access Code.
- Click Submit in lower right corner
- You're done!

## Library Services

Distance students have access to a variety of online services through the Ross Pendergraft Library & Technology Center. A variety of resources including access to databases and journals can be found on the library website - <http://libguides.atu.edu/research>. University librarians can assist you with your research and can be reached through text, telephone, e-mail, and live chat - <http://libguides.atu.edu/research/help/askus>. In addition, Google Scholar is a helpful tool for finding high-quality sources for your papers - <https://scholar.google.com/>.

## Make-Up Policy/Late Work

The nonprofit sector runs on tight deadlines. If you miss a deadline you can lose important funding for your program. In an effort to mirror the risks of the “real world”, I will not accept late work unless there is an unavoidable or extenuating circumstance. I will consider each instance individually and try to work with you the best I can. It is the instructor’s decision whether to award half-credit for late assignments. There is no making up on exams or discussion forums.

## **University Course Policies**

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### **Academic Dishonesty**

University policy will be followed with regards to academic dishonesty (e.g., cheating, plagiarism, etc.) At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic “F” for the test/assignment in question and possibly an “F” for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic “F” for the course. Claiming ignorance of what constitutes academic dishonesty is not an adequate defense. Should you have any questions regarding this issue, please feel free to contact me.

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### **Excessive Unexcused Absences/Missed Assignments**

If, at any time during the semester, you miss two full modules, your instructor may refer you to the Tech Early Warning Program. If you miss a third full module, you will be dropped from the course by your instructor with a “FE” grade for excessive absences or non-performance unless there are extenuating circumstances.

If by the midpoint of the course you have not earned a minimum of 40% of the available points possible, you will be dropped from the course by your instructor with a “FE” grade for excessive absences or non-performance.

It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

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### **Withdrawing from a Course**

Campus policy outlines the dates for dropping a course with a “W”. If you have a failing score and do not drop before the stated deadline, you will receive an “F” on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a “W” rather than remaining in the course and receiving an “F”. Tech has a very lenient withdrawal policy which eliminates the deadlines for receiving a “WP” (withdrawn with passing) or “WF” (withdrawn with failing) and has extended the period for withdrawing with just a “W” until almost the end of the semester.

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### **Emergency or Extended Absence**

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

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### **Student with Special Needs**

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

#### Contact Information:

University Testing and Disability Services

Arkansas Tech University

Bryan Hall, Room 103

105 W. O Street

Russellville, AR 72801-2222

Voice Telephone: (479) 968-0302 Fax: (479) 968-0375 TTY Service: (479) 964-3290

Web Site: <http://www.atu.edu/testing/>

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Begins 8:00 a.m.	Bb Module	PS 4143 Nonprofit Governance Module Requirements and Recommended Order of Work	Due 11:59 p.m.
<p style="text-align: center;"><b>Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.</b></p> <p style="text-align: center;"><b>All items in the Course Schedule are presented in the order in which you should work.</b></p> <p style="text-align: center;"><b>Use the Course Schedule as a checklist for each module.</b></p>			
	<b>Pre-Course Reading</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-Course Reading: <i>Basic Principles of Critical Pedagogy</i></li> <li><input type="checkbox"/> Review Syllabus</li> <li><input type="checkbox"/> Review Module Requirements and Recommended Order of Work (This Document)</li> </ul>	1/14
1/11	<b>Module 1 Nonprofit Management: A Social Justice Approach</b>  <b>60 Points</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete the <i>Federal Attendance Module</i></li> <li><input type="checkbox"/> Discussion Forum: <i>Welcome to the Course (25 points)</i></li> <li><input type="checkbox"/> Read: <i>Nonprofit Management: A Social Justice Approach</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter 1, Overview (pp. 1-14)</li> <li><input type="checkbox"/> Chapter 2, Advocacy (pp. 15-22)</li> </ul> </li> <li><input type="checkbox"/> Read: <i>Diversity and Social Justice: A Glossary of Working Definitions</i></li> <li><input type="checkbox"/> Watch: <i>The Urgency for Intersectionality</i></li> <li><input type="checkbox"/> Read: <i>White Privilege: Unpacking the Invisible Knapsack</i></li> <li><input type="checkbox"/> Reading Response: <i>Social Justice, Intersectionality, and Privilege (25 points)</i></li> <li><input type="checkbox"/> Submit <i>Course Agreement Form (5 points)</i></li> <li><input type="checkbox"/> Submit <i>Course Expectations Questionnaire (5 points)</i></li> </ul>	1/20
1/21	<b>Module 2 History of the Nonprofit Sector</b>  <b>75 Points</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read: <i>A Historical Overview of Philanthropy, Voluntary Associations, and Nonprofit Organizations in the United States</i></li> <li><input type="checkbox"/> Read: <i>The History of Philanthropy in the United States: 1620 to 2010</i></li> <li><input type="checkbox"/> Read <i>Civil Society: Definitions and Descriptions</i></li> <li><input type="checkbox"/> Reading Response: <i>Civil Society: Definitions and Descriptions (25 Points)</i></li> <li><input type="checkbox"/> Watch: <i>Social Justice: Is It Still Relevant in the 21<sup>st</sup> Century?</i> (TED Talk)</li> <li><input type="checkbox"/> Discussion Forum: <i>Social Justice in the 21<sup>st</sup> Century (25 points)</i></li> <li><input type="checkbox"/> Skill Based Assignment: <i>Adding to the History of the Nonprofit Sector (25 points)</i></li> </ul>	1/27

1/28	<b>Module 3 Nonprofit Management &amp; Leadership</b>  <b>50 Points</b>	<input type="checkbox"/> Read: <i>Roles, Responsibilities, and Characteristics of Nonprofit Leadership</i> <input type="checkbox"/> Read: <i>Basic Skills of Nonprofit Leadership</i> <input type="checkbox"/> Watch: Simon Sinek TED Talk <input type="checkbox"/> Discussion Forum: <i>Simon Sinek TED Talk (25 points)</i> <input type="checkbox"/> Submit <i>Philanthropic Autobiography (25 points)</i>	2/3
2/4	<b>Module 4 Board Governance</b>  <b>50 Points</b>	<input type="checkbox"/> Read: <i>Nonprofit Management: A Social Justice Approach</i> ○ Chapter 10, Governance and Board Development (pp. 161-180) <input type="checkbox"/> Read: <i>Ten Basic Responsibilities of Nonprofit Boards</i> <input type="checkbox"/> Discussion Forum: <i>Responsibilities of Nonprofit Boards (25 Points)</i> <input type="checkbox"/> Read: <i>Leading with Intent: 2017 National Index of Nonprofit Board Practices</i> <input type="checkbox"/> Reading Response: <i>Leading with Intent (25 Points)</i>	2/10
2/11	<b>Module 5 Law, Governance, and Ethics</b>  <b>50 Points</b>  <i>Extra Credit Opportunity!</i>	<input type="checkbox"/> Read: <i>Nonprofit Management: A Social Justice Approach</i> ○ Chapter 5, Law, Governance, and Ethics (pp. 49-72) <input type="checkbox"/> Read: <i>Issues in Nonprofit Ethics</i> <input type="checkbox"/> Read: <i>Nonprofit Law Blog</i> <input type="checkbox"/> Discussion Forum: <i>Nonprofit Law Blog (25 Points)</i> <input type="checkbox"/> Read: <i>Ethics Case Study: The Beneficent Bigot</i> <input type="checkbox"/> Reading Response: <i>Ethics Case Study (25 Points)</i>  <i>Extra Credit</i> <input type="checkbox"/> Play: <i>Sweatshop Simulation</i> <input type="checkbox"/> Critical Reflection: <i>Sweat Simulation (10 Extra Credit Points)</i>	2/17
2/18	<b>Module 6 Program Design</b>  <b>75 Points</b>	<input type="checkbox"/> Read: <i>Nonprofit Management: A Social Justice Approach</i> ○ Chapter 9, Program and Grant Development: A Social Justice Approach (pp. 133-160) <input type="checkbox"/> Watch: <i>Igniting the Social Justice Generation (TED Talk)</i> <input type="checkbox"/> Discussion Forum: <i>Igniting the Social Justice Generation (25 Points)</i> <input type="checkbox"/> Read: <i>Role of Nonprofit Leaders in Evaluation and the Use of Logic Models</i> <input type="checkbox"/> Skill Based Assignment: <i>Needs Assessment, Program Design, and Logic          Models (50 Points)</i>	2/24

2/25	<p><b>Module 7 Program Evaluation</b></p> <p><b>65 Points</b></p> <p><i>Extra Credit Opportunity!</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read: <i>Nonprofit Management: A Social Justice Approach</i> <ul style="list-style-type: none"> <li>o Chapter 17, Assessment and Evaluation (pp. 271-286)</li> </ul> </li> <li><input type="checkbox"/> Watch: <i>Melinda Gates TED Talk</i></li> <li><input type="checkbox"/> Discussion Forum: <i>Melinda Gates TED Talk (25 Points)</i></li> <li><input type="checkbox"/> Read: <i>Role of Nonprofit Leaders in Data and Needs Analysis and Assessment</i></li> <li><input type="checkbox"/> Skill Based Assignment: <i>Program Evaluation Plan (40 Points)</i></li> </ul> <p><i>Extra Credit</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ANONYMOUS Midterm Evaluation (5 Extra Credit Points)</li> </ul>	3/3
3/4	<p><b>Module 8 Midterm</b></p> <p><b>100 Points</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Watch: The Art of the Steal (2009) Documentary</li> <li><input type="checkbox"/> Read: 'Art of The Steal': Actual Heist Or Conspiracy Theory?</li> <li><input type="checkbox"/> Review: <i>The Barnes Foundation Website</i></li> <li><input type="checkbox"/> Midterm Exam: <i>Position Paper (100 Points)</i></li> </ul>	3/10
3/11	<p><b>Module 9 Staff &amp; Volunteer Engagement</b></p> <p><b>50 Points</b></p> <p><i>Extra Credit Opportunity!</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read: <i>Nonprofit Management: A Social Justice Approach</i> <ul style="list-style-type: none"> <li>o Chapter 6, Staff Management (pp. 73-94)</li> </ul> </li> <li><input type="checkbox"/> Read: <i>Human Resource Leadership and Management</i></li> <li><input type="checkbox"/> Reading Response: <i>Human Capital in the Nonprofit Sector (25 Points)</i></li> <li><input type="checkbox"/> Watch: <i>The Surprising Solution to Workplace Diversity</i></li> <li><input type="checkbox"/> Visit: Rent-A-Minority Website</li> <li><input type="checkbox"/> Read: <i>Attracting Leadership from Across Diverse Communities</i></li> <li><input type="checkbox"/> Read: <i>Awake to Woke to Work: Building a Race Equity Culture</i></li> <li><input type="checkbox"/> Discussion Forum: <i>Workforce Diversity in the Nonprofit Sector (25 Points)</i></li> </ul> <p><i>Extra Credit</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading Response: <i>Social Justice in the News (10 Extra Credit Points)</i></li> </ul>	3/17
3/18	<b>SPRING BREAK</b>	NO ASSIGNMENTS DUE	3/24
3/25	<p><b>Module 10 Fundraising &amp; Philanthropy</b></p> <p><b>75 Points</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read: <i>Nonprofit Management: A Social Justice Approach</i> <ul style="list-style-type: none"> <li>o Chapter 8, Fundraising for Social Justice: Securing Resources for Just Causes (pp. 119-132)</li> </ul> </li> <li><input type="checkbox"/> Read: <i>Understanding Social Justice Philanthropy</i></li> <li><input type="checkbox"/> Read: <i>Giving USA 2018 Executive Summary</i></li> </ul>	3/31

		<ul style="list-style-type: none"> <li><input type="checkbox"/> Read: <i>Bank of American U.S. Trust Study of High Net Worth Philanthropy</i></li> <li><input type="checkbox"/> Reading Response: <i>Studies on Philanthropic Impact (25 Points)</i></li> <li><input type="checkbox"/> Read: <i>ALS Association 2015 Annual Report</i></li> <li><input type="checkbox"/> Watch: <i>Nancy Frates TED Talk</i></li> <li><input type="checkbox"/> Watch: <i>ALS Ice Bucket Challenge History Video</i></li> <li><input type="checkbox"/> Reading Response: <i>Ice Bucket Challenge (25 Points)</i></li> <li><input type="checkbox"/> Discussion Forum: <i>Pamela Grow Report (25 Points)</i></li> </ul>	
4/1	<p style="text-align: center;"><b>Module 11</b> <b>Marketing &amp; Communications</b></p> <p style="text-align: center;"><b>75 Points</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read: <i>Nonprofit Marketing with a Purpose</i></li> <li><input type="checkbox"/> Review: <i>Nonprofit Communications Resource Guide</i></li> <li><input type="checkbox"/> Watch: <i>Are Brands Hijacking Social Justice Causes for Profit?</i></li> <li><input type="checkbox"/> Reading Response: <i>Social Justice in Marketing (25 Points)</i></li> <li><input type="checkbox"/> Read: <i>Language Matters</i></li> <li><input type="checkbox"/> Read: <i>A Progressive's Style Guide</i></li> <li><input type="checkbox"/> Watch: <i>The Muslim on the Airplane (TED Talk)</i></li> <li><input type="checkbox"/> Discussion Forum: <i>Language Matters (25 Points)</i></li> <li><input type="checkbox"/> Read: <i>Invisible Children: Advocacy and Accidental Viral Marketing</i></li> <li><input type="checkbox"/> Reading Response: <i>Invisible Children: Advocacy and Accidental Viral Marketing (25 Points)</i></li> </ul>	4/7
4/8	<p style="text-align: center;"><b>Module 12</b> <b>How Change Happens, Part 1</b></p> <p style="text-align: center;"><b>25 Points</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read: <i>How Change Happens: Why Some Social Movements Succeed While Other's Don't:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction (pp. 1-20)</li> <li><input type="checkbox"/> Chapter 1, Turn Grassroots Gold (pp. 21-52)</li> <li><input type="checkbox"/> Chapter 2, Sharpen Your 10/10/10/20 = 50 Vision (pp. 53-76)</li> </ul> </li> <li><input type="checkbox"/> Watch: <i>Change the World, Join a Movement (TED Talk)</i></li> <li><input type="checkbox"/> Discussion Forum: <i>How Change Happens – Social Movements (25 Points)</i></li> <li><input type="checkbox"/> Final Project: <i>Select Social Movement (20/200 Points)</i></li> <li><input type="checkbox"/> Begin Research for Final Project</li> </ul>	4/14
4/15	<p style="text-align: center;"><b>Module 13</b> <b>How Change Happens, Part 2</b></p> <p style="text-align: center;"><b>25 Points</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read: <i>How Change Happens: Why Some Social Movements Succeed While Other's Don't:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter 3, Change Hearts and Policy (pp. 77-102)</li> <li><input type="checkbox"/> Chapter 4, Reckon with Adversarial Allies (pp. 103-118)</li> </ul> </li> <li><input type="checkbox"/> Discussion Forum: <i>How Change Happens – Chapters 3 &amp; 4 (25 Points)</i></li> <li><input type="checkbox"/> Final Project: <i>Annotated Bibliography (50/200 Points)</i></li> </ul>	4/21

		<input type="checkbox"/> Work on Final Project	
4/22	<b>Module 14 Final Project, Part 1</b>  <b>50 Points</b>	<input type="checkbox"/> Read: <i>How Change Happens: Why Some Social Movements Succeed While Other's Don't</i> : <ul style="list-style-type: none"> <li>○ Chapter 5, Break from Business as Usual (pp. 119-142)</li> <li>○ Chapter 6, Be Leaderfull (pp. 143-170)</li> </ul> <input type="checkbox"/> Discussion Forum: <i>Best Practices Inventory (25 Points)</i> <input type="checkbox"/> Final Project: <i>Post Your Class "Presentation" (25/200 Points)</i> <input type="checkbox"/> Work on Final Project	4/28
4/29	<b>Module 15 Final Project, Part 2</b>  <b>Finish The Course!</b>  <b>175 Points</b>	<input type="checkbox"/> Discussion Board: <i>Final Presentations Feedback (25/200 Points)</i> <input type="checkbox"/> Final Project: <i>Final Paper (80/200 Points)</i> <input type="checkbox"/> Final Project: <i>Upload Final Presentation for Grading</i> <input type="checkbox"/> Course Reflection Paper (70 Points) <input type="checkbox"/> Complete Course Evaluation <input type="checkbox"/> CELEBRATE!	5/5