ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE June 25, 2012

1. ACADEMIC UNIT: School of Community Resources and Development

2. COURSE PROPOSED: NLM (prefix) 430 (number) Managing Nonprofit Organizations (title) 3 (semester hours)

3. CONTACT PERSON: Name: Kathleen Andereck Phone: 6-1056

   Mail Code: 4020 E-Mail: kandereck@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965–0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. **(Please submit one designation per proposal)**

Core Areas	Awareness Areas
Literacy and Critical Inquiry–L ☒	Global Awareness–G ☐
Mathematical Studies–MA ☐ CS ☐	Historical Awareness–H ☐
Humanities, Fine Arts and Design–HU ☐	Cultural Diversity in the United States–C ☐
Social and Behavioral Sciences–SB ☐	
Natural Sciences–SQ ☐ SG ☐	

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. ***In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.***

CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses: _____

Is this a multisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus? _____

Kathleen Andereck
Chair/Director (Print or Type)

Chair/Director (Signature)

Date: 6/25/12

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08

Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA

TO QUALIFY FOR **[L]** DESIGNATION,THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--**AS EVIDENCED BY THE FOLLOWING CRITERIA:**

YES	NO		Identify Documentation Submitted
☒	☐	**CRITERION 1:** At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. *Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report*	Syllabus Senior project

1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.
2. **Also:**

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-1".**

C-1

YES	NO		
☒	☐	**CRITERION 2:** The composition tasks involve the gathering, interpretation, and evaluation of evidence	Syllabus Senior project

1. Please describe the way(s) in which this criterion is addressed in the course design
2. **Also:**

Please **circle, underline,** or **otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-2".**

C-2

YES	NO		
☒	☐	**CRITERION 3:** The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Syllabus Senior project

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements
2. **Also:**

Please **circle, underline,** or **otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-3".**

C-3

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
☒	☐	**CRITERION 4:** These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. *Intervention at earlier stages in the writing process is especially welcomed*	Syllabus Senior project

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. **Also:**

Please **circle, underline,** or **otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information **"C-4".**

C-4

Course Prefix	Number	Title	Designation
NLM	430	Managing Nonprofit Organizations	L

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Criteria 1 -- 50% of grade is from writing	-The course requires two case respnse papers. Each student is required to write a one page analysis of a case presented in class. The assignements are in-depth written responses. -A substantial senior project. The project requires students to apply knowledge from their entire degree program into a written document describing creation of nonprofit organzation or program. Drafts are revewed throughout the semester. -The quizzes and exams include several essay questions.	Case responses -- 9% Senior project -- 27% Quizzes -- 9% Exams--36%
Criteria 2 -- Compsition tasks involve gathering, interpretation and evaluation of evidence	As part of their senior project, students gather information from a variety of sources including their text, agencies, materials and references supplied by the instructor, and other information students must find on their own. They then use this information to create a nonprofit organization or program. Students also evaluate other student's drafts of their project. For the case analysis papers, a case is presented in class and students must respond to the information presented using concepts they have learned in class.	Senior project assignment Case analysis project
Criteria 3 -- A minimum of two substantial writing tasks other than essay exams	In addition to the quizzes and exams, students must complete two case analysis papers and the senior project.	Syllabus Senior project
Criteria 4 -- Tasks arranged so students get timely feedback	Drafts of the senior project are turned in several times during the semester. At those times the course instuctor and other students all	Syllabus Senior project

	provide feedback to improve the final product. Other than the exams and quizzes, the course requires an individual Leadership Activity that is primarily a speaking task, and a substatial group project that requires both speaking and writing. The assignments are attached. The quizzes and cases are given periodically throughout the semester with feedback promptly provided.	

Arizona State University
School of Community Resources and Development
American Humanics Program

NLM 430 - Managing Nonprofit Organizations
Spring 2012 #13413

Instructor: Stephanie La Loggia, MA, CNP
Office Hours: M 12:00 – 2:00 and by appointment
E-mail: stephanie.laloggia@asu.edu
Office: UCENT 520F

Time/Location: T/TH, 1:30 to 2:45pm UCENT, Room 282

Catalog Description:
Analyzes administrative structures, decision making, and program delivery within nonprofit organizations.

Purpose:
The goal of this course is for each participant to learn how to lead with passion and manage with knowledge and skill. NLM 430 is a learning community. Learn all you can from the instructor, guest speakers, and from each other. Your grade is the least important thing you will take away from this course.

Objectives:

1. Leadership – To learn and explore the principles of effective nonprofit leadership, including leadership for impact, collaboration, and innovation.

2. Management – To learn and practice best management principles, including effective direction of human resource, board governance, marketing, risk management, and finances.

3. Knowledge and Skills Application - To apply and practice knowledge and skills acquired from this and other courses towards a semester-long applied project.

This course is the senior-level, upper division, capstone class for American Humanics/Nonprofit Leadership Alliance (CNP) and NLM. As such, all students are expected to be active, engaged participants in their learning and the learning of others. The course is built on a lecture-discussion format. Class and small group discussions will often focus on specific readings; therefore, it is *essential* that you keep up with the readings.

Please see the course schedule posted on Blackboard for class topics, reading assignments, and the dates for quizzes and exams.

Grading:

Grading will be based upon the accumulation of points for assignments. These points are compiled with the following percentages given for each grade:

99 – 100 % A+
94 – 98 % A
90 – 93 % A-
87 – 89 % B+
84 – 86 % B
80 – 83 % B-
77 – 79 % C+
70 – 76 % C
60 – 69 % D
< 60 E

C-1

Points:

Attendance/Participation	100
Quizzes	50
Case Response Papers	50
Senior Applied Project	150
Midterm Exam	100
Final Exam	100

Course Assignments:

1. Attendance and Participation (100 points) – You are expected to come to each class prepared and ready to participate. This portion of your grade will be based on attendance, timeliness, and active participation, including your understanding, analysis and discussion of the readings and lectures. Classes will often have worksheets that students will be required to complete during class and turn in for that day's participation points.

2. Case response papers (50 points) – There will be two one-page case response papers due, containing your written analysis and ideas in response to a case presented in class. *These papers must deal in-depth with the case.* Each case response paper is worth 25 points. C-2; C-3

3. Quizzes (25 points each)– There will be two quizzes; dates are noted on the course schedule.

4. Senior Applied Project (150 points) – For this project, you will design a nonprofit organization (or program) and create plans for its program delivery, marketing, staffing, risk management, and finances. *This project should be a comprehensive, substantial reflection of your accumulated knowledge of nonprofit management.* You may complete the project alone or with one student collaborator. Specific criteria will be posted on Blackboard and discussed in class. There are two draft due dates where you will turn in part of your project for feedback; please see the course schedule for these dates. C-2; C-3

5. Midterm Exam (100 points)

6. Final Exam (100 points) – This exam covers material learned from the midterm to the end of the course.

Required Texts:

Nonprofit Management 101: *A Complete and Practical Guide for Leaders and Professionals* (2006). Rodriguez Heyman, D., Ed. Jossey-Bass, San Francisco, CA.

Additional required articles will be posted on Blackboard under "Reading Links."

Optional Text:
Good to Great and the Social Sectors, (2005). Collins, J. HarperCollins, New York.

SCHOOL OF COMMUNITY RESOURCES AND DEVELOPMENT
STUDENT POLICIES AND PROCEDURES

1. Students must meet all course prerequisites listed in the ASU general catalog. Students not possessing these prerequisites will be withdrawn from the course.

2. Withdrawal (http://students.asu.edu/withdrawal)

Course Withdrawal
During the first ten weeks of the fall and spring semesters, you may withdraw from any course with a grade of "W." Courses with alternate begin and end dates (such as summer or winter sessions) may have an adjusted withdrawal schedule. Withdrawals may be initiated by signing in using your ASURITE ID or in person at any registration site.

Courses from which you withdraw will remain on your transcript with a grade of "W." Please consult the refund schedule to determine whether you will or will not be eligible for any refund after withdrawing.

It is your responsibility to initiate a withdrawal if unable to attend a course. Failure to withdraw will result in a grade of "E" being assigned for the course. At the discretion of the instructor, students who do not attend class during the first week of a semester may be administratively dropped from the course.

Note: Withdrawing from a class or from all of your classes is a serious decision, and should be viewed as a last resort.

Complete Withdrawal
You may request a complete withdrawal from the university through the semester transaction deadline, which is typically during the end of the semester. Undergraduate students are required to request a complete withdrawal in person.

Complete withdrawals should be viewed as a last resort as there may be serious academic and financial consequences in processing a complete withdrawal. Because making a complete withdrawal from the university is a difficult decision, the university has many resources in place to help. You are encouraged to consult with your academic advisor to explore alternatives.

Special Circumstances
Medical withdrawals are available for students needing to withdraw due to medical reasons. This policy covers both physical and mental health difficulties. Medical withdrawals must be requested in person from the dean's representative (medical designee) of the college of the student's major, and submitted with appropriate documentation for review.

Compassionate withdrawals are available for students needing to withdraw due to significant personal reasons not related to the student's health. Examples are caring for a seriously ill child or spouse, or death in the student's immediate family. Compassionate withdrawals must be requested in person from the dean's representative (compassionate designee) of the college of the student's major, and submitted with appropriate documentation for review.

Instructor-initiated withdrawals are made when an instructor withdraws a student from a course with a grade of "W" or "E" in cases of disruptive behavior.

Military withdrawals are available for students activated for military action. Military activated students will receive some regulatory relief in the recalculation of financial aid and the calculation of tuition and fee charges. Students requesting a military withdrawal should contact the Veterans Services Office at the Tempe campus at 480.965.7723 or at the West campus at 602.543.8820.

3. The faculty in the School of Community Resources and Development assume that academic honesty will serve as the cornerstone of the academic experience. Academic dishonesty will not be tolerated. This includes, but is not limited to, cheating, plagiarism, or deception on an exam, paper, or class assignment. Plagiarism is defined as "intentionally or knowingly representing the words and/or ideas of another as one's own in any academic exercise" (Board of Regents Code of Conduct and Academic Dishonesty). Cheating and plagiarism may result in disciplinary action including, but not limited to, a failing grade on the assignment, a failing grade in the class, or suspension/expulsion from the university. Please note the following links to ASU policies. Students are responsible for reviewing and complying with all ASU policies:

   Academic Integrity Policy
   http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

   Student Code of Conduct
   http://www.abor.asu.edu/1_the_regents/policymanual/chap5

   Computer, Internet and Electronic Communications Policy
   http://www.asu.edu/aad/manuals/acd/acd125.html

4. The instructor of a course has full authority to decide whether or not class attendance is required. During the second week of classes (Fall or Spring), the instructor can drop a student for non-attendance. It is the student's responsibility to contact the instructor before the end of the first week of classes if absences during that period cannot be avoided.

5. Class Attendance and Participation - Students are expected to attend class regularly and participate in all class discussion. Excessive absences will result in lower course grades. If absences are excessive, but medically excused, a student will receive an "I" or "W," depending on the circumstances. Tardiness constitutes an absence.

6. Students are asked to show common courtesy to others in order to encourage a positive learning environment for all. Cell phones, pagers, and other electronic devices are to be turned off throughout the duration of the course. There is to be no eating or drinking in the classroom.

Please refer to the ASU General Catalog (http://www.asu.edu/catalog) for additional information and the schedule of classes for withdrawal date deadlines.

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CONTENTS

Foreword xv
Ami Dar, Idealist.org/Action Without Borders

About the Book xix
Darian Rodriguez Heyman

Acknowledgments xxvii
Darian Rodriguez Heyman

PART ONE

The Big Picture—What the Field Is All About and Where You Fit In 1
Darian Rodriguez Heyman

Chapter 1 **The Role of Nonprofits in American Life** 5
Robert Glavin, MNA, Robert Glavin, Inc. and University of San Francisco

Chapter 2 **Welcome to the Movement** 21
Paul Hawken, Author

Chapter 3 **On Leadership in the Nonprofit Sector** 29
Emmett D. Carson, PhD, Silicon Valley Community Foundation

Chapter 4 **Taking Charge of Your Nonprofit Sector Career** 41
Kim Hendler, iMentor, and Shelly Cryer, Consultant

PART TWO

Managing Organizations and People 57
Darian Rodriguez Heyman

Chapter 5 **Strategy and Planning: Turning a Dream into Reality** 63
Jeanne Bell, MNA, CompassPoint Nonprofit Services

Chapter 6 **Strategic Restructuring: Collaboration, Alliances, and Mergers** 77
David La Piana and Bob Harington, La Piana Consulting

Chapter 7 **Risk Management and Insurance** 93
Pamela Davis, Nonprofits Insurance Alliance Group

Chapter 8 **Making Human Resources Work for You: Best Practices in Nonprofit Human Capital Management** 107
James Weinberg and Cassie Scarano, Commongood Careers

Chapter 9 **The Importance of Diversity** 127
Michael Watson, Girl Scouts of the USA

Chapter 10 **Bridging the Generation Gap** 149
Peter Brinckerhoff, Corporate Alternatives, Inc., and Vincent Hyman, Vincent Hyman Editorial Services

PART THREE

Nonprofit Law and Finance 161
Darian Rodriguez Heyman

Chapter 11 **Nonprofit Law** 165
Bruce Hopkins and Virginia Gross, Polsinelli Shughart

Chapter 12 **Nonprofit Advocacy and Lobbying** 181
Nayantara Mehta, Alliance for Justice, Nancy Chen, Neighborhood Legal Services of Los Angeles, and Marcia Avner and Jeannie Fox, Minnesota Council of Nonprofits

Chapter 13 **Nonprofit Financial Management** 197
David Greco, Nonprofit Finance Fund

PART FOUR

Nonprofit Technology and IT 217
Darian Rodriguez Heyman

Chapter 14 **The Technology Foundation: Hardware and Software** 221
Holly Ross, NTEN: The Nonprofit Technology Network

Chapter 15 **A Cooperative Approach to Web Design** 239
Elliot Harmon, TechSoup Global

Chapter 16 **Online Community Building: How to Wire a Network to Support Your Nonprofit's Mission** 257
Jon Warnow and Joe Solomon, 350.org

Chapter 17 **Constituent Relationship Management** 273
Steve Wright, Grameen Foundation

PART FIVE

Fundraising 287
Darian Rodriguez Heyman

Chapter 18 **Fundraising: Knowing When to Do What** 291
Andrea McManus, CFRE, The Development Group and The Association of Fundraising Professionals

Chapter 19 **Individual Donor and Major Gift Strategies: The 83% Solution to Fundraising** 309
Kay Sprinkel Grace, CFRE, Transforming Philanthropy, LLC

Chapter 20 **How to Seek a Grant** 325
Tori O'Neal-McElrath, Center for Community Change

Chapter 21 **Online Fundraising** 341
Katya Andresen and Rebecca Ruby Higman, Network for Good

Chapter 22 **Online Peer-to-Peer Fundraising** 357
Nicci Noble, CFRE, Noble Services, and Sean Sullivan, Center for Environmental Health

Chapter 23 Cause-Related Marketing 373
Jay Aldous, Social Capital Partnerships

Chapter 24 Social Enterprise 101: An Overview of the Basic Principles 389
Rick Aubry, PhD, New Foundry Ventures and
Stanford University Graduate School of Business

PART SIX

Marketing and Communications **405**
Darian Rodriguez Heyman

Chapter 25 Nonprofit Marketing 409
Jennie Winton and Zach Hochstadt, Mission Minded

Chapter 26 Using Web 2.0 Tools to Tell Your Organization's Story:
Blogs, Flickr, and YouTube 429
Beth Kanter, Zoetica

Chapter 27 Crafting an Effective Newsletter Strategy 445
Kivi Leroux Miller, NonprofitMarketingGuide.com

Chapter 28 Painless and Effective Event Planning:
Let's Get This Party Started! 459
Marika Holmgren, Organic Events

Chapter 29 Public Relations for Nonprofits: Getting Ink for Your Cause 479
David Fenton and Lisa Chen, Fenton

PART SEVEN

Boards and Volunteers **495**
Darian Rodriguez Heyman

Chapter 30 Board Governance 501
Vernetta Walker and Emily Heard, BoardSource

Chapter 31 Getting Your Board to Fundraise 519
Bob Zimmerman, Zimmerman Lehman

Chapter 32 Volunteer Recruitment 533
Greg Baldwin, VolunteerMatch

Chapter 33 **Volunteer Engagement and Management** 551
Michelle Nunn, HandsOn Network

Closing Thoughts 569
Darian Rodriguez Heyman

Afterword 573
Lynne Twist, Soul of Money Institute and
The Pachamama Alliance

Book Partners 579

About the Editor 599

Endnotes 601

Name Index 613

Subject Index 619

NLM 430 Managing Nonprofit Organizations
Senior Project Guidelines

The **objective** of the senior project is for students to apply the knowledge and concepts learned from NLM 430, the NLM curriculum and extra-curricular experiences by creating a nonprofit organization or program and developing detailed plans for its success. *This project is a comprehensive, substantial reflection of your accumulated knowledge on nonprofit management.* C-3

Projects must **demonstrate**:

- **An integration of concepts and knowledge from NLM courses.**
- **Application of best practices in nonprofit management and leadership.**
- **Independent research/planning and creative thinking and originality. C-2**

Projects must include **all** of the following elements:

1. Description of your organization or program, including mission, vision, and core values (if you like core values)
2. Environmental scan and/or Market research
3. Marketing plan
4. Financial plan and preliminary budget

Plus any **two** of the following elements:

1. Risk management plan
2. Staffing/volunteer plan, including organizational chart and two job descriptions
3. Media plan (including social media), including press release and/or other media materials
4. Strategic plan or strategic initiatives
5. Board development plan

These are **purposively broad guidelines**; there is much latitude for your creativity, and the content of these projects will vary considerably. Much of this project is self-paced**.** However, there are some deadlines for plan drafts, those will be noted on the NLM 430 Course Schedule. We will be devoting some time in class to "project workshops" – a forum for students to provide feedback to each other on projects. The dates for workshops are tentative and will depend on class time availability. Also there will be resources you can utilize for the projects posted on Blackboard and discussed during class. C-2; C-4

Projects must be clearly organized, professionally presented, and well-written. This project must be your own original work. You must clearly cite and attribute any material that is not yours. Projects should be a minimum of ten pages, not included bulleted or listed information, graphs, or charts. C-2

Final projects are due April 24th and late projects will receive ten points off for each day late, unless arrangements are made for an incomplete.

Team projects (two students) must be 15 pages and must include three of the optional elements. Team projects should be collaborative and demonstrate excellent application of concepts; they will be held to a higher standard for grading.

The grading criteria is as follows:

Grading Criteria:	Expectations:
Project Components (75 points)	Project includes all required components. Plans are detailed and complete. Project shows excellent application of concepts and knowledge from the NLM curriculum. Project demonstrates individual creativity and originality.
Writing and Presentation (50 points)	Project is professionally presented and assembled. Project is well organized and clearly written. Project is grammatically correct and free from spelling errors. All non-original material and writing is clearly attributed and cited.
Timeliness and Participation (25 points)	Draft plans were handed in on time Student participated actively in project workshops.