



**BUS 305 Management of Non-Profit Organizations
(3 credit hours)
Winter 2014**

Class Schedule

Time: Tuesdays & Thursdays, 1:00 – 2:15 p.m.
Location: Room A2141

Instructor Information

Instructor: Professor Randy Poon, MBA, PhD

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Email: RPoon@ambrose.edu

Office: Room #2055

Office hours:

- Wednesday and Fridays 12:30 – 3:00 p.m.
- By appointment

Course Description & Objectives

There are an estimated 165,000 nonprofits and charitable organizations in Canada. Nonprofits are an important part of our society, operate in many diverse areas of our economy, and are important for the initiation and implementation of many government programs and services. It has been recognized that one of the biggest issues facing the nonprofit sector today is the quality of management. Nonprofits are faced with a multitude of challenges and the leaders of today's nonprofits must be prepared to face a complex environment that is rapidly changing on many fronts.

This course is designed to provide current and future nonprofit managers and leaders with an overview of a range of nonprofit management concerns and practices. Course projects and discussions expand students' management skills, analytical tools, and knowledge. Students take the perspectives of nonprofit managers, volunteers, board members, policy makers, donors, and clients. This course is built on the assumption that students learn more if they are actively engaged with the material. Exercises and discussions allow students to test knowledge, formulate ideas and strategies, respond to management dilemmas, and get immediate feedback from classmates and the instructor.

Course Objectives

Upon successful completion of this course, students can expect to have:

- General understanding of nonprofit organizations in the Canadian context
- Knowledge of nonprofit leadership and management
- Hands-on experience in analyzing management dilemmas and proposing responses
- Overview of social innovation and entrepreneurship

Textbook and Readings

Murray, V. (2009). The management of non-profit and charitable organizations in Canada (2nd ed.). Markham, ON: LexisNexis.

Broadbent, A. and Omidvar, R. (2011). Five good ideas: Practical strategies for non-profit success. Toronto, ON: Coach House Press.

Additional assigned readings (TBD)

Course Requirements & Evaluation

Course grading and evaluation will be conducted according to the following:

Group Case Study	15%
• The grade will be based 65% on report; 35% on presentation	
Individual Case Study	45%
• Case study briefing notes (eight briefing notes worth 3% each for a total of 24%)	
• Final editing and compilation (6%)	
• Analysis (10%)	
• Presentation (5%)	
Midterm Quiz	10%
Final Exam (comprehensive)	25%
Class Participation/Attendance	5%

Note: To pass the course, students must achieve an overall grade of at least 50% and must earn a combined passing grade on the non-group work elements of the course. All assignments are due in Moodle by the time indicated in the Weekly Reading and Assignment Schedule. Late assignments will lose 15% per day late. Assignments will not be accepted more than 3 days late.

Group Case Study:

There will be a group case study that will introduce and highlight the case study method, and in so doing, bring further depth to the lecture and reading material.

The case study will involve a written report and a concise 8-minute, in-class presentation. The written report should be between 7-8 pages, 12-point font, 1½ line spacing, 1-inch margins, plus a bibliography or works cited page, and demonstrate critical thinking and professionalism. That is, they should be thoughtful, clear, and free of grammatical mistakes. When citing your external sources, please use the APA or MLA writing styles.

The in-class presentation should summarize your analysis and recommendations for that project. There is no need to cover all the elements included in your written report. When making presentations, groups should also allow an additional few minutes to field questions, comments, or debate from the class. The presentation should be informative and interesting; try to make your presentation a learning experience for the class.

Individual Case Study:

To gain a more hands-on perspective of the lecture and reading material, students will incrementally create their own case study by contacting a charity or non-profit organization of their own choice (e.g., social service, cultural, or Christian ministry). Using key chapters from the Murray and Broadbent textbooks, students will prepare eight 2-page briefing notes addressing a different area of focus (see list below). For each briefing note, you must clearly indicate your source of information, whether it is your observations and analysis, or discussion with organizational personnel, data collected from the organization or any other sources. When citing your external sources, please use the APA or MLA writing styles. As noted earlier, each of these briefing notes is worth 3% for a total of 24%.

Students will then edit and compile all eight briefing notes to write a cohesive, unified case study of the organization. This should be a stand alone, 16-18 page case study that does not provide any assessment of the organization. The final case study (i.e., the edited compilation of the eight segments) is worth 6%.

Following this, students will conduct an analysis of the organization using the case study method demonstrated through the group case study. This final analysis will result in a separate, 6-7 page report worth 10%.

Students will present a brief summary of their analysis to the class through an 8-minute presentation. The presentation is worth 5%.

Case Study Briefing Notes:

1. Organizational Profile/Scenario
2. Organizational Overview and History
3. Board Governance
4. Organizational Leadership and Strategic Planning
5. Managing Staff and Volunteers
6. Resource Development
7. Communications and Community Relations
8. Financial Management, Assessment, and Reporting

Modified Case Study Method Analysis (adapted from the case study method outline posted in Moodle, see outline for more details):

- Key Issues (.5 pages)
- Sector Analysis (.5 - 1 page)
- SWOT Analysis (2 pages)
- Alternatives (2 pages)
- Recommendation (1 page)
- Conclusion (.5 pages)

Note: you will be using a modified case study method for the individual case study. Because you are also creating and writing the case study, there is no need to re-do sections like the overview and organizational analysis. I am also not requiring the stakeholder analysis or implementation sections.

Grading Rubric – Briefing Notes

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (0 - 1.25 - 2.5 pts.)
Accuracy and Clarity of Factual Information (35%)	The content of the briefing note accurately reflects what is taking place within the organization. All statements are attributed to appropriate individuals who are well positioned to offer their perspective or to recent print or web-based materials originating from the organization. The information is clearly and factually represented rather than offering opinion or assessment.	The content mostly reflects what is taking place within the organization. Most statements are attributed to the appropriate individual or to recent print or web-based documents. The information is largely clear and mostly represents facts rather than opinion or assessment.	The content somewhat reflects what is taking place within the organization. Some statements are attributed to the appropriate individual or to recent print or web-based documents. The information is somewhat clear but represents a mixture of fact and opinion/assessment.	The content generally does not reflect what is taking place within the organization. Statements are not attributed to the appropriate individual or to recent print or web-based documents. The information is somewhat vague and represents a more opinion and assessment rather than fact.

Contextual Link to Theory and/or Literature (35%)	The content links back to theory and/or literature covered in the course. The content specifically and thoroughly addresses the intended focus for the particular briefing note.	The content mostly links back to theory and/or literature covered in the course. The content generally addresses the intended focus for the particular briefing note.	The content occasionally links back to theory and/or literature covered in the course. The content somewhat addresses the intended focus for the particular briefing note.	The content does not link back to theory and/or literature covered in the course. The content does not address the intended focus for the particular briefing note.
Structure and Organization (15%)	Structure of the briefing note is very clear and easy to follow. Transitions maintain an overall flow throughout the note. Conclusion is logical and flows from the rest of the argument.	Structure is mostly clear and easy to follow. Transitions largely maintain the flow throughout the briefing note. Conclusion is logical, and for the most part, flows from the rest of the argument.	Structure of the briefing note is not easy to follow. Transitions need much improvement. Conclusion is missing, or if provided, does not flow from the rest of the argument.	Organization and structure detract from the message of the briefing note. Points are disjointed and lack transition of thoughts. Ideas are not organized around a central idea.
Mechanics (15%)	Briefing note demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style (i.e., APA or MLA). Language is clear and precise. All arguments are properly cited.	Briefing note displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability of the work. Most arguments are properly cited.	Briefing note shows that mechanics are an area of concern. Note contains a moderate number of grammatical, punctuation, spelling, and writing style errors. Some arguments are properly cited.	Briefing note lacks basic control over mechanics and contains excessive proof-reading errors. Arguments are not properly cited.

Grading Rubric – Written Reports

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (0 - 1.25 - 2.5 pts.)
Purpose and Content (30%)	The written document has a well-developed and supported thesis. The assignment demonstrates excellent development of subsequent ideas and	The written document has a workable thesis. Arguments are mostly supported. The assignment contains adequate	The written document has some elements of a thesis but it is largely undeveloped or unclear.	The written document is lacking in elements required with many gaps in the information

	focuses on relevant details. Clearly explained examples support the claims and topic is thoroughly researched.	evidence to support its claims, and would benefit from more research and development of relevant points.	Arguments are somewhat supported. The arguments are somewhat developed but lack sufficient evidence or contain irrelevant details.	presented. Arguments are not supported. The assignment needs more details on every level (main ideas, specific ideas, and examples).
Critical Thinking (30%)	Goes above and beyond identifying the most obvious issues and arguments and raises intriguing issues that are well supported. Challenges existing assumptions. Thoughtfully and thoroughly analyzes and evaluates alternative (beyond the major) points of view	Raises all the key issues and identifies relevant arguments (largely the most obvious ones) and their pros and cons. Offers thorough analyses and evaluations of the major points of view.	Raises some of the key issues and Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations of alternative points of view.	Does not address the key issues and does not identify counter-arguments. Ignores or superficially evaluates alternative points of view.
Structure and Organization (20%)	Structure of the assignment is very clear and easy to follow. Transitions maintain an overall flow throughout the assignment. Conclusion is logical and flows from the rest of the argument.	Structure is mostly clear and easy to follow. Transitions largely maintain the flow throughout the assignment. Conclusion is logical, and for the most part, flows from the rest of the assignment.	Structure of the assignment is not easy to follow. Transitions need much improvement. Conclusion is missing, or if provided, does not flow from the rest of the assignment.	Organization and structure detract from the message of the assignment. Points are disjointed and lack transition of thoughts. Ideas are not organized around a central idea.
Mechanics (20%)	Paper demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style (i.e., APA or MLA). Language is clear and precise. All arguments are properly cited.	Paper displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability of the work. Most arguments are properly cited.	Paper shows that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, spelling, and writing style errors. Some arguments are properly cited.	Paper lacks basic control over mechanics and contains excessive proof-reading errors. Arguments are not properly cited.

Grading Rubric – Group Presentations

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (0 - 1.25 - 2.5 pts.)
Communication and Delivery (25%)	Oral presentation delivered with clear, confident, well-paced voice(s) so that all audience members can hear presentation. Awareness of audience demonstrated through physical presence and eye contact (seldom referring to notes). Generate(s) significant enthusiasm about topic. Presenters show significant interest in topic.	Oral presentation delivered with clear, mostly confident voice(s) so that most audience members can hear presentation. Awareness of audience partially demonstrated through physical presence and eye contact (frequently referring to notes). Generates some interest about topic. Presenters largely show interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members have some difficulty hearing. Sense of audience wavers (e.g. presentation largely read from notes with little eye contact). Generates little interest about topic. Presenters show some interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members at back of class have difficulty hearing. Unfocused sense of audience (e.g. looks only at notes or away from audience). Generates little or no interest about topic. Presenters lack interest in topic.
Creativity and Graphics (25%)	Presentation is made insightfully, creatively or skillfully. Innovatively or expertly prepared graphics used throughout the entire presentation. They also explain and reinforce the text and presentation.	A good attempt is made to provide insight or creativity to the presentation. Graphics largely used throughout presentation and relate to the text and presentation.	Little attempt to provide insight or creativity to the presentation. Graphics seldom used. They seldom support the text and presentation.	Little attempt to provide insight or creativity. Graphics not used or do support text and presentation.
Structure, Organization, and Mechanics (25%)	Information presented in a very logical, interesting sequence which audience can follow. Conclusion flows from the rest of the presentation. Presentation has no misspellings, grammatical errors, or formatting errors.	Information presented in a mostly logical sequence which audience can mostly follow. Conclusion largely flows from the rest of the presentation. Presentation has no more than three misspellings, grammatical errors, or formatting errors.	Structure of the presentation is not easy to follow. Conclusion is missing, or if provided, does not flow from the rest of the presentation. Presentation has between four to five misspellings, grammatical errors, or formatting errors.	Lack of structure detracts from message of presentation. Points are disjointed and lack transition of thoughts. Presentation has more than six misspellings, grammatical errors, or formatting errors.

Critique of Other Group's Presentation/ Subject Knowledge (25%)	Group members provide thoughtful analysis, evaluation, and feedback of analysis and recommendations regarding other groups' presentations. Presenter(s) demonstrate(s) full knowledge (more than required) by answering all class questions with explanations and elaboration.	Group members provide some analysis, evaluation, and feedback of analysis and recommendations. Presenter(s) is/are at ease with expected answers to all questions, but fail(s) to elaborate.	Group members provide insubstantial analysis, evaluation, and feedback of analysis and recommendations. Presenter(s) is/are uncomfortable with information and is/are able to answer only rudimentary questions.	Group members provide no analysis, evaluation, or feedback of analysis and recommendations . Presenter(s) do/does not have grasp of information; presenter(s) cannot answer questions about subject.
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Grading Rubric – Individual Presentations

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (0 - 1.25 - 2.5 pts.)
Communication and Delivery (35%)	Oral presentation delivered with clear, confident, well-paced voice(s) so that all audience members can hear presentation. Awareness of audience demonstrated through physical presence and eye contact (seldom referring to notes). Generate(s) significant enthusiasm about topic. Presenters show significant interest in topic.	Oral presentation delivered with clear, mostly confident voice(s) so that most audience members can hear presentation. Awareness of audience partially demonstrated through physical presence and eye contact (frequently referring to notes). Generates some interest about topic. Presenters largely show interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members have some difficulty hearing. Sense of audience wavers (e.g. presentation largely read from notes with little eye contact). Generates little interest about topic. Presenters show some interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members at back of class have difficulty hearing. Unfocused sense of audience (e.g. looks only at notes or away from audience). Generates little or no interest about topic. Presenters lack interest in topic.

Creativity and Graphics (35%)	Presentation is made insightfully, creatively or skillfully. Innovatively or expertly prepared graphics used throughout the entire presentation. They also explain and reinforce the text and presentation.	A good attempt is made to provide insight or creativity to the presentation. Graphics largely used throughout presentation and relate to the text and presentation.	Little attempt to provide insight or creativity to the presentation. Graphics seldom used. They seldom support the text and presentation.	Little attempt to provide insight or creativity. Graphics not used or do support text and presentation.
Structure, Organization, and Mechanics (30%)	Information presented in a very logical, interesting sequence which audience can follow. Conclusion flows from the rest of the presentation. Presentation has no misspellings, grammatical errors, or formatting errors.	Information presented in a mostly logical sequence which audience can mostly follow. Conclusion largely flows from the rest of the presentation. Presentation has no more than three misspellings, grammatical errors, or formatting errors.	Structure of the presentation is not easy to follow. Conclusion is missing, or if provided, does not flow from the rest of the presentation. Presentation has between four to five misspellings, grammatical errors, or formatting errors.	Lack of structure detracts from message of presentation. Points are disjointed and lack transition of thoughts. Presentation has more than six misspellings, grammatical errors, or formatting errors.

Group Work Evaluations:

All group members are expected to make significant contributions to their group's effort (see "Group Work in the Business Program"). To help ensure that grades accurately reflect the student's level of contribution, each student must submit a group evaluation form (available on the Moodle site) by 11:59 p.m. of the day of the group presentation that will assess the relative contribution of each group member for each business case assignment. These evaluations will be taken into account when assigning individual grades for the group projects.

Based on this self and peer evaluation, when an individual student receives an average evaluation score lower than the average group evaluation score, the professor has the discretion to adjust grades for group work (both the written and presentation components).

Clearly, the goal is not to callously adjust downward fellow student's grades. The purpose of the group work is to encourage involvement by all team members. How team dynamics unfold will vary by group. Some team members may be gifted in the area of delivering presentations; others more gifted conducting analysis and research. Regardless of one's gifting, the emphasis is to creatively bring together the group members' unique gifts and abilities to fashion together a new whole. As noted, the grade adjustment is at the discretion of the professor.

Minor differences in individual evaluation scores will likely not result in any adjustments to individual grades.

Note: Failure to submit the group work evaluation form may result in a student not receiving a grade for the case study.

Grading Rubric – Group Work

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (0 - 1.25 - 2.5 pts.)
Workload and Meeting Deadlines (50%)	Always shares tasks equally with group members; consistently does work when asked; works hard consistently. Always completes assigned tasks on time.	Does almost as much as others; mostly does work when asked; mostly asks for help. Mostly completes assigned tasks on time; late input does not affect project quality.	Does considerably less than others; occasionally does work when asked; occasionally asks for help. Occasionally completes assigned tasks on time; late input somewhat affects project quality.	Does very little; seldom works when asked; seldom asks for help. Seldom completes assigned tasks on time; late input impacts project quality.
Contribution Quality (35%) <i>Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous research, analyzes relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's/class' perspective.</i>	Input (such as discussion at group meetings, research and analysis, writing, and presentation preparation) is always of high quality.	Input is mostly of high quality.	Input is occasionally of high quality.	Input is seldom of high quality.

Respecting (15%)	Always interacts with, encourages, listens to, and supports ideas of others.	Mostly interacts with, encourages, listens to, and supports ideas of others.	Occasionally interacts with, encourages, listens to, and supports ideas of others.	Seldom interacts with, encourages, listens to, and supports ideas of others.
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Class Participation/Attendance:

A key component of your grade is participation during class time. Students are expected to attend all classes, having prepared for class by reading the assigned text chapters ahead of time, completing exercises (if assigned) in advance of in-class discussions, and then actively participate in these discussions. The skills needed to participate effectively in class and present your ideas are essentially the same skills required to participate effectively in the marketplace (either non-profit or for-profit). The ability and willingness to speak up in front of others is an important skill for students to develop. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let the professor know so that this can be taken into account, as repeated absences from class will negatively impact a student's individual participation grade.

Grading Rubric – Class Participation/Attendance

Rubric Criteria (weight)	Excelling (4.5 - 4.75 - 5 pts.)	Accomplished (3.75 - 4 - 4.25 pts.)	Developing (3 - 3.25 - 3.5 pts.)	Beginning (1.5 - 2 - 2.5 pts.)
Attendance (50%) (excludes certain excused absences such as Ambrose athletic teams out-of-town games but does not include practices)	Misses no more than one class (5 pts.); misses two classes (4.5 pts.)	Misses three classes (4 pts.)	Misses four classes (3 pts.)	Misses five classes (1.5 pts.); misses greater than five classes (0 pts.)
Group Discussions and Contribution Quality (50%) <i>Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses</i>	Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality.	Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of	Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality.

<i>relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's/class' perspective.</i>			high quality.	
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Grading

The available letters for course grades are as follows:

<i>% Grade</i>	<i>Letter Grade</i>	<i>Description</i>
95% to 100%	A+	
90% to 94%	A	Excellent
85% to 89%	A-	
80% to 84%	B+	
76% to 79%	B	Good
72% to 75%	B-	
68% to 71%	C+	
64% to 67%	C	Satisfactory
60% to 63%	C-	
55% to 59%	D+	
50% to 54%	D	Minimal Pass
0% to 49%	F	Failure

To pass the course, students must achieve an overall grade of at least 50% and as noted earlier, must earn a combined passing grade on the non-group work elements of the course. Failure to submit an assignment on the assigned date without legitimate reason (i.e. evidenced illness) or prior approval of the instructor may result in a failed grade for the course. In the case of legitimate or approved absence, and at the instructor's discretion, the assigned date may be rescheduled to a later date, or if this is not practically possible, the marks may be reallocated to other components of the course grade.

Examinations:

Final examinations are held during a scheduled time period at the end of the semester for regular semester classes and are scheduled by the Registrar. The final exam for this course is currently scheduled to be Thursday, April 17, 2014. Please note that the exam schedule is subject to change without notice.

Please note: Students may request revised final exams if they have three exams in one 24-hour period or two exams at the same time. Final exam schedule revision request forms are available at the Registrar's Office and must be handed in by Monday, March 3, 2014. If you do not have your request in by this date, all exams within a 24-hour period will have to be written as scheduled. If you have two exams at the same time, you will be given four hours to write both exams.

Graded final examinations will be available for supervised review at the request of the student. Please contact your instructor.

Please note that final grades will be available on the student portal. Printed grade sheets are no longer mailed out.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Important Notes/Dates:

The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty (drop) – Sunday, January 19, 2014. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date.

Students may change the designation of any class from credit to audit, or drop out of the "audit" up to the "drop" date indicated above. After that date, the original status remains and the student is responsible for related fees. Please note that this is a new policy, that came into effect in the 2010-2011 academic year.

Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. The last day to voluntarily withdraw from a course without academic penalty (withdraw) – Friday, March 21, 2014. A grade of "W" will appear on the student's transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders

will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students are strongly advised to retain this syllabus for their records.

**BUS 305 Management of Nonprofit Organizations
Weekly Reading and Assignment Schedule**

Date	Class Topic/Chapter Title	Text chapters	Individual Case Study (Due in Moodle by 11:59 p.m.)
Jan 9 th	Course Overview		
Jan 14 th	Workshop: Preparing Case Studies (Group and Individual)		
Jan 16 th	Overview of nonprofit organizations	Murray 1	
Jan 21 st	Nonprofit sector in Canada	Murray 2	
Jan 23 rd	Leading nonprofit organizations – Boards and governance – Part 1	Murray 3 Broadbent 7	
Jan 28 th	Leading nonprofit organizations – Boards and governance – Part 2		Briefing Note 1: Organizational Profile/Scenario
Jan 30 th	No Class (Community Day)		Briefing Note 2: Organizational Overview & History
Feb 4 th	Leading nonprofit organizations – Organizational leadership	Murray 4 Broadbent 1	
Feb 6 th	Leading nonprofit organizations – Strategic planning	Murray 8 Broadbent 2	Briefing Note 3: Board Governance
Feb 11 th	Managing nonprofit organizations – Human resources (paid staff and volunteers)	Murray 11 Broadbent 3	Briefing Note 4: Organizational Leadership and Strategic Planning
Feb 13 th	Midterm Quiz		
Feb 18 th	No Class (Mid-Semester Break)		
Feb 20 th	No Class (Mid-Semester Break)		
Feb 24 th	Assignment: Group case study written reports and presentations due in Moodle by 11:59 p.m.		
Feb 25 th	Group Case Study Presentations		
Feb 27 th	Case Study Review		

Mar 4 th	Managing nonprofit organizations – Resource Development	Murray 7 Broadbent 4	Briefing Note 5: Managing Staff and Volunteers
Mar 6 th	Managing nonprofit organizations – Communications – Part 1	Broadbent 5	
Mar 11 th	Managing nonprofit organizations – Communications – Part 2		Briefing Note 6: Resource Development
Mar 13 th	Managing nonprofit organizations – Community relations	Murray 6	
Mar 18 th	Managing nonprofit organizations – Financial management	Murray 10	Briefing Note 7: Communications & Community Relations
Mar 20 th	Managing nonprofit organizations – Assessment and reporting	Murray 9	
Mar 25 th	Social Innovation	Assigned Readings	Briefing Note 8: Financial Mgmt. Assessment, and Reporting
Mar 27 th	Social Entrepreneurship	Assigned Readings	
Apr 1 st	Future of the nonprofit sector in Canada	Assigned Readings	
Apr 2 nd	Assignment: Individual case study (compilation) and analysis report due in Moodle by 11:59 p.m.		
Apr 3 rd	Individual case study presentations – Day one		
Apr 8 th	Individual case study presentations – Day two		
April 10 th	Individual case study presentations – Day three Final exam review		
Apr 17 th	Final Exam (as scheduled by Registrar). Please note that the exam schedule is subject to change without notice		

Note: The dates and order of topics outlined in this schedule may be subject to change at the instructor's discretion throughout the term. Any changes will be communicated in advance.