Syllabus for
BUS 482: Non-Profit Leadership
Fall 2011

PROFESSOR   Dr. Veronica Guerrero
                            Ed.D Pepperdine University
                            M.B.A. San Jose State University
                            B.S. Cal Poly, San Luis Obispo

CLASSROOM   Humanities 114

MEETING TIME   Tues. and Thurs. 10 – 11:50 a.m.

OFFICE HOURS   Tuesdays 2-3pm

CONTACT INFORMATION   E-mail: vguerrer@clunet.edu
                            Phone: campus ext. 3704

REQUIRED TEXT   Introduction to Leadership
                            Peter Northouse
                            ISBN 978-1-4129-8952-7

                            Other texts TBD

COURSE DESCRIPTION

This course will provide an introduction to principles and practices of leadership with a focus on the challenges facing management in nonprofit organizations. The elements of the course include a survey of important issues facing the nonprofit sector and best practices with a focus on personal leadership development and implementation. Topics will include governance, strategic planning, volunteer retention, organizational leadership, strategic partnerships and fundraising. Study includes incorporation of experiential service learning opportunities to enhance development of core leadership skills and models. The assessments of student learning to be used in this course are outlined below.

STUDENT LEARNING OBJECTIVES AND OUTCOMES

By the end of the semester, students are to achieve competence in interpersonal and teamwork skills, field specific knowledge and experience in Management & Leadership in Non-profit organizations, and oral communication and listening skills.

1. **Interpersonal & Teamwork Skills, Principled Leadership**

   Students will:
   - Demonstrate interpersonal skills (oral and written communication, active listening)and sensitivity to diverse opinions
   - Work successfully in a team environment, applying skills of collaboration, negotiation, and group decision-making

Assignments:
- Organizational Portfolio
- Discussion Board
- Book Review

2. **Field Specific Knowledge and Experience**

Students will:
- Demonstrate comprehension of field-specific content
- Analyze issues, problems, and/or questions based on disciplinary knowledge and experience, which may include real world or laboratory situations
- Integrate knowledge and/or experience

Assignments:
- Organizational Portfolio
- Discussion Board
- Book Review
- Journal/Blog

3. **Oral Communication and Listening Skills**

Students will:
- Communicate publicly in a clear, engaging and confident manner
- Effectively create, organize, and support ideas for a particular audience
- Critically evaluate content and delivery of oral communication

Assignments:
- Final Portfolio Presentation
- Book Review
- Discussion Board

4. **Understanding of Cultural & Global Diversity**

Students will:
- Demonstrate sensitivity to issues resulting from cultural differences

Assignments:
- Organizational Portfolio
- Discussion Board

SUMMARY OF ASSESSMENTS

Assignment	Points
Non-Profit Organizational Portfolio	300
Discussion Board	100
Leadership Journal/ Service Learning Blog	100
Book Review & Experience	100
Total:	**600**

GRADING DESCRIPTIONS

Professor will evaluate student performance on the following grading standards:

A = Outstanding or exceptional work. Mastery of course concepts, tools, and techniques, plus a solid understanding of implications, applications, or interrelationships for the course. Ability to apply and express that understanding with meaningful language – oral and/or written.

B = Very good work. Solid understanding of course concepts, tools and techniques, plus a knowledge of/or awareness of implications, applications, or interrelationships, as may be appropriate for the course. Capability to converse effectively in the terminology of the course.

C = Good or satisfactory work. Knowledge of course fundamentals. Basic understanding or awareness of finer points of course and disciplines. Meets normal expectation of course output criteria.

D = Poor work. Barely grasps the essentials of the course with little or no understanding of the finer course output goals.

F = Unacceptable work. Unable to communicate an understanding of the basic concepts, tools or techniques of the course. A failure to measure up to the basic course output goals.

GRADING TABLE

"A" range: 91-100%

"B" range: 81-90%

"C" range: 71-80%

"D" range: 61-70%

"F" range: 60% and below

COURSE POLICIES

Course Evaluations:

All course evaluations are now conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is: http://courseval.callutheran.edu

Disability Statement:

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Accessibility Resource Coordinator for the facilitation and verification of need. The Accessibility Resource Coordinator is located in the Center for Academic and Accessibility Resources (CAAR) Office in Pearson Library, and can be contacted by calling 805.493.3878 or emailing wperkins@callutheran.edu.

Academic Honesty:

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonest are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:
- word for word copying without using quotation marks or presenting the work as yours
- using the ideas or work of others without acknowledgement
- not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

Pearson Library:

At Cal Lutheran we won't tell you what to think — we'll teach you how to think. You'll learn how to gather information, analyze and synthesize. Don't worry about the "gathering"... that's the easy part. We have technicians, information specialists, and trainers to help you find the information you need. Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page http://www.callutheran.edu/iss/research/ . Librarians are available to assist you at the Thousand Oaks campus or via Meebo chat on the Library's home page or emailing CLULibrary@callutheran.edu. You may contact the library at (805) 493-3250. If you attend classes at one of CLU's satellite locations, see

http://www.callutheran.edu/iss/research/satellite.php for the full range of services provided.

CLU Writing Center:

Experienced Writing Center tutors help CLU's undergraduate and graduate students with their writing projects: reading free writes to find the best ideas; refining thesis statements; showing students how to structure paragraphs; and using specific exercises to improve sentence syntax. They work with whole classes as well as with individual students on the style guidelines required for papers in the various disciplines.

All enrolled CLU students are invited to make use of our services. For additional information, please visit http://www.callutheran.edu/writing_center/ , call 805-493-3257, book online at GenBook, or stop by the Writing Center (The Darling Collaboration Suite in the library) to schedule an appointment.

Attendance:

Student participation, including attendance, is essential for effective learning. Students are expected to attend each meeting of the class, arrive to class on time and be prepared to discuss course materials and assignments.

Additionally, several in-class assignments will be incorporated into the course. These assignments are not pre-announced and are scheduled randomly throughout the semester. In-class assignment credit will only be given to students in attendance on the day of the assignments. Therefore, it is imperative to attend all class sessions and remain for the entire class period in order to successfully complete the course.

Reading:

The textbooks are a seminal compendium of the leading and time-tested models and concepts of management and leadership. Success in this course depends on the student commitment to the reading. Readings not assigned by the professor will not be covered in the tests. (The texts in full are recommended reading for those students planning to pursue an academic emphasis in Management.)

Changes in Class Meetings:

Any changes in the dates of class meetings will be avoided if at all possible; however, the professor does reserve the right to make such changes if necessary. If changes need to be made, students will certainly be given reasonable notice in advance when possible.

Revisions to Syllabus:

Contents of the syllabus and schedule may be revised at the discretion of the professor any time during the term. A sincere effort will be made to minimize changes, and to advise students as far in advance as possible should such changes become necessary.

In-Class Protocol:

All cell phones and electronic devices must be turned **OFF** prior to the beginning of class. If your cell phone disturbs any part of the class session, you will be asked to leave class and lose any resulting points associated with the session on that day.   The use of laptops is acceptable and encouraged provided usage does not become a distraction during class time.

Blackboard:

Students will be able to find course materials on Blackboard. Every effort will be made to make all information available including updated course schedules, chapter notes, student grades, assignment requirements and course rubrics.

Instruments of Assessment:

Assessment rubrics for the key course assignments will be posted on Blackboard prior to the due date of these assignments whenever possible to help students understand how each of these course assignments will be evaluated.

SCHEDULE OF MEETINGS, TOPICS AND ACTIVITIES

NOTE: Required reading should be completed prior to scheduled class period. We will be covering the material during the scheduled times below and students are expected to have read and to be prepared to discuss the relevant subject matter from the assigned chapter readings.

Date	Required Reading & Test Schedule
Week 1 - Sep 1st	Introductions
Week 2 – Sep 5th and 8th	Chapter 1
Week 3 – Sep 13th and 15th	Chapter 2 Thursday: Nonprofit Organizations Identified
Week 4 – Sep 20th and 22nd	Chapter 3
Week 5 – Sep 27th and 29th	Chapter 4 Tuesday: Book Review Selections Due
Week 6 – Oct 4th and 6th	Chapter 5
Week 7 – Oct 11th and 13th	Chapter 6 Thursday – Part 1 of Portfolio Assignment Due
Week 8 – Oct 18th and 20th	Chapter 7 Leadership Blog Midpoint Grade
Week 9 – Oct 25th and 27th	Chapter 8
Week 10 – Nov 1st and 3rd	Chapter 9 Thursday: Book Reviews
Week 11 – Nov 8th and 10th	Chapter 10 Thursday: Book Reviews
Week 12 – Nov 15th and 17th	Tuesday: Book Reviews Thursday: Final Online Portfolios Due & Chapter 11
Week 13 – Nov 22nd and 24th	Thursday – Thanksgiving Holiday
Week 14 – Nov 29th and Dec 1st	Tuesday – Journal/Blog End Date Thursday – Documented Timesheet Due
Week 15 – Dec 6th and 8th	Final Portfolio Presentations
Week 16 – Week of Dec 12th	Finals per University Schedule