

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course #: SW 393T18	Unique #: 61690
Semester: Fall 2018	Instructor: Ahmed Whitt, PhD, MSW
Meeting Day/Time: Monday, 5:30-8:30pm	Contact: ahmedwhitt@utexas.edu
Class Location: SW 2.118	Office Hours: Tues. 12-1pm or by App.

Nonprofit Management in Human Services

I. Standardized Course Description

This course emphasizes achievement of human service goals and objectives through management control processes such as programming, budgeting, accounting, fiscal and programmatic data systems, and evaluation. Knowledge and skills in strategic planning are emphasized as well for the on-going assessment of an organization's internal and external environment, organizational strengths, threats, and opportunities, and system integrity with organizational mission as well as social work values and ethics. Course materials and assignments provide the basis for evaluating these processes as students prepare for field education in a variety of community agencies.

II. Standardized Course Objectives

By the end of the course students will be able to:

1. Analyze the contributions of internal management control processes, including planning, programming, budgeting, fiscal management, information systems, and evaluation, in the effective pursuit of human service organization goals and objectives;
2. Conduct an internal management audit/operations analysis of a human service organization utilizing appropriate qualitative and quantitative statistical techniques;
3. Create functional and program budgets;
4. Apply strategic planning principles for on-going assessment of an organization's internal and external environment, threats and opportunities, and system integrity with organizational mission and social work values and ethics;
5. Critique strategic planning, budgeting, fiscal, and programmatic management systems of a human service organization while demonstrating knowledge of values and ethical issues in social work practice;
6. Understand the role of diversity in organizational management and develop skills to evaluate strategies and practices to overcome barriers to professional advancement and successful performance due to age, race, gender, social class, culture, religion, sexual orientation, and physical or mental ability.

III. Teaching Methods

The primary methods of instruction are interactive case studies (students are expected to lead discussions, ask questions and make comments), class discussions, group/class exercises, and reading assignments. Students are encouraged to meet individually with the instructor to review their progress in the course and to ask questions regarding the course content and the social work profession. The instructor is available to meet by appointment and is responsive to emails. Please

note that the instructor will communicate frequently about the course via Canvas announcements and/or Canvas mail.

IV. Required Text and Material

Required:

Crutchfield, L. R., McLeod Grant, H. (2008) *Forces for Good: The Six Practices of High-Impact Nonprofits*. San Francisco: John Wiley & Sons.

<http://www.utxa.ebib.com.ezproxy.lib.utexas.edu/patron/FullRecord.aspx?p=319318&echo=1&userid=sRyo2dLf0AQ%3d&tstamp=1378867022&id=42CB1E38943B414442E30EA87EA6694836FDB9D0>

Worth, M.J. (2013). *Nonprofit Management: Principles and Practice*. 3rd edition.

Thousand Oaks, CA: Sage. [http://www.amazon.com/Nonprofit-Management-Principles-](http://www.amazon.com/Nonprofit-Management-Principles-Michael-Worth/dp/1452243093/ref=sr_1_2?ie=UTF8&qid=1376871532&sr=8-2&keywords=Nonprofit+Management%3A+Principles+and+Practice.+2nd+edition#reader_1452243093)

Michael- Worth/dp/1452243093/ref=sr_1_2?ie=UTF8&qid=1376871532&sr=8-

2&keywords=Nonprofit+Management%3A+Principles+and+Practice.+2nd+edition#reader_1452243093

Additional article readings, podcasts and Ted Talks will be assigned throughout the semester.

V. Course Requirements

Individual Assignment - Readings Reflection Crutchfield *Forces for Good* (10 Pts.)

The purpose of the reading reflection assignment is expose students to management and leadership practices of “*high impact nonprofits*” and encourage reflection and critical analysis. Reflection papers are based on chapters assigned in class

Chapter 2 *Advocate and Serve*

Chapter 3 *Make Markets Work*

Chapter 5 *Nurture Nonprofit Networks*

Chapter 6 *Master the Art of Adaptation*

Chapter 7 *Shared Leadership*

Chapter 10 *Thriving in Tumultuous Times*

1. Summarize the major ideas, concepts, or issues that intrigued you; that made you realize you lacked certain knowledge or skills; or that was very significant for you.
2. Describe how the above influenced how you felt about what you read, heard, discussed or experienced.
3. Reflect on your feelings and how these affected how you experienced or interpreted that information
4. Note whether these experiences and reflections influenced your assessment of the concepts from the readings, lecture or discussions and in the way it changed.
5. List how you might use these insights to improve your effectiveness in addressing similar issues or situations.

Small Group Assignment - High Impact Nonprofit Analysis and Brief Presentation (20 Pts.)

In this project, Pairs will choose one of the 12 High Impact nonprofits highlighted in the Crutchfield *Forces for Good* Text Book (Appendix E). The Analysis will include description of board of directors, agency vision, mission, strategy, structure and staffing, programs/services and budget. Analysis will also address the organization's strategy for advocacy to government, work with business, collaboration, and engagement. Students will be expected to do a brief presentation of their Analysis.

In-Class Participation & Leadership (30 Pts.)

- Attendance, In-class Participation, Punctuality (10 points)
- Leading one in-class podcast discussion (10 points)
- Leading one Case Study Group Exercise (10 points)

Nonprofit Concept and Comprehensive Plan Proposal (40 Pts.) and Presentation (10 Pts.)

Individuals will develop an idea for a nonprofit organization and submit a comprehensive proposal for developing the nonprofit. This assignment (nonprofit proposal) is divided in 6 parts. In addition to peer feedback, students will receive extensive feedback and technical assistance from professor and other experts in the field. Students will present their ideas/proposal throughout the semester. Towards the latter part of the semester, each person will be required to present their final nonprofit proposal (PowerPoint). Final presentations will be no more than 20 minutes including up to 5 minutes for questions and answers. Students will demonstrate that they integrated the readings, followed the assignment guidance, and analyzed the group process to include lessons learned. Below is a high-level outline of the proposal's key elements - project specifics and grading rubric will be provided.

Part I: 2- Page Proposal of Nonprofit (8pts)

Part II: Industry Analysis and Environmental Scan (8pts)

Part III: Strategy and Structure (8pts)

Part IV: Implementation Plan (8pts)

Part V: Key Success Factors (8pts)

Part VI: Comprehensive Plan & Presentation (10pts)

VI. Grades

94.0 and Above A

90.0 to 93.999 A-

87.0 to 89.999 B+

84.0 to 86.999 B

80.0 to 83.999 B-

77.0 to 79.999 C+

74.0 to 76.999 C

70.0 to 73.999 C-

67.0 to 69.999 D+

64.0 to 66.999 D

60.0 to 63.999 D-

Below 60.0 F

VII. Class Policies

1. Students are expected to attend class sessions and participate in an interactive framework between students and professor. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions. Failure to regularly attend classes and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade. Students are to notify the professor if they are going to be absent. Students are responsible for any material missed due to absences.
2. Except in the case of extreme emergencies, and then only with the permission of the professor, late assignments will not be accepted without penalty. Students are expected to email all required assignments on the agreed upon due date to the professor. Assignments turned in after the 5:30p.m. deadline will be considered late. If accepted, late assignments will be assessed point penalties each day the assignment is late. If the due date is a problem, the student should see the professor and negotiate another due date WELL in advance. Note that the professor will send a reply email when the paper is received; if you do not get a reply within 24 hours, contact the professor immediately. Email is great, but not ALWAYS reliable!
3. Student feedback is welcome. Students are also encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire.
4. If students are concerned about their class performance, the professor is more than willing to work with students to help them find ways to improve their course grades prior to the end of the semester. Final grades assigned in the course are not negotiable.
5. Grading of all written assignments will take into account the quality of the writing, as well as the content. The American Psychological Association (APA) 6th edition format must be used to format citations and references. Written material should be carefully proof read and errors (punctuation, typographical, spelling) corrected. Good writing requires an iterative process for quality to improve. It is strongly encouraged that you to read your paper several times and, if possible, have someone else proofread it. Graduate writing assistance is available.

6. Additional Class Policies Affecting Course Grade

Late Assignment Policies: Except in the case of extreme emergencies, and then only with the permission of the professor, late assignments will not be accepted without penalty. Students are expected to submit hardcopies of all required assignments on the specified due date at the beginning of class. Electronic versions of assignments will be allowed only under special circumstances if a student cannot be present in class. Students will lose 5 points for each day that an assignment is late. If the due date is a problem, then the student must contact the professor and negotiate another due date at least 48 hours PRIOR to the date specified in the course syllabus.

Computer and Other Electronic Device Use Policy: Students are expected to use laptops and handheld computers in class for class-related purposes only. To engage in other types of computer use and/or electronics use (e.g., accepting or making phone calls, texting, surfing the net, etc.) is unprofessional and disruptive to the course. Thus, students who violate this policy may be asked to leave the classroom.

VIII. University and School Notices and Policies

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers. Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the Steve Hicks School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin Steve Hicks School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

CAMPUS CARRY. Information on The University's policy on concealed firearms (Campus Carry) may be found here: <https://campuscarry.utexas.edu/>

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, The University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, agency-based field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.

If you require assistance to evacuate, inform the professor in writing during the first week of class. In the event of an evacuation, follow the professor’s instructions.

Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. Course Schedule (Subject to Change)

<u>Date</u>	<u>Day</u>	<u>Content</u>	<u>Readings/Assignment</u>
10-Sep	M	Introductions / State of the Sector	Worth: Chapters 1 & 2 National Center for Charitable Statistics: http://nccs.urban.org/statistics/quickfacts.cfm
17-Sep	M	Structure of Nonprofits	Worth: Chapters 3 http://www.ssireview.org/articles/entry/creating_high_impact_nonprofits/
24-Sep	M	High Performers: <i>Forces for Good</i>	Crutchfield (Full) Chapter Presentations
1-Oct	M	Performance Management	Worth: Chapter 6 HBR Ideacast Podcasts Stanford Social Innovation Podcast
8-Oct	M	Strategic Planning	Worth: Chapter 7 How I Built This Podcasts
15-Oct	M	Human Management	Worth: Chapter 9 ManagerTools Podcasts High Impact Nonprofit Presentations
22-Oct	M	Governance	Worth: Chapters 4 & 5 Lecovich, Esther. (2004). "Responsibilities and Roles of Boards in Nonprofit Organizations." Nonprofit Management and Leadership, 15(1), 5-24. Brown, William A. (2007). "Board Development Practices and Competent Board Members. Implications for Performance." Nonprofit Management & Leadership, 17(3), 301-317.
29-Oct	M	Financial Planning	Worth: Chapter 12 http://www.mott.org/grantsandguidelines/ForGrantees/accounting/indirectvsdirec Returns on Investment Podcasts
5-Nov	M	Fundraising/ Development Planning	Worth: Chapter 13 Kylander, Nathalie & Stone, Christopher. (Spring 2012). The Role of Brand in the Nonprofit Sector. Stanford Social Innovation Review. We Study Billionaires Podcast(s)
12-Nov	M	Nonprofits and the Public Sector	Worth: Chapter 15 Returns on Investment Podcasts
26-Nov	M	Marketing & Public Relations	Worth: Chapter 10
3-Dec	M		Final Presentations
10-Dec	M		Final Presentations

X. Bibliography

Crutchfield, L. R., McLeod Grant, H. (2008) *Forces for Good: The Six Practices of High-Impact Nonprofits*. San Francisco: John Wiley & Sons.

Worth, M.J. (2013). *Nonprofit Management: Principles and Practice*. 3rd edition. Thousand Oaks, CA: Sage.