THE UNIVERSITY OF TEXAS AT AUSTIN
STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number:	SW 381T	**Instructor:**	Heather Jones, LMSW
Unique Number:	61830	**Email:**	heather.jones1@austin.utexas.edu
Semester:	Fall 2023	**Office Hours**	Email for appointment
Meeting Time:	Mondays, 5:30pm – 8:30pm SSW 2.112		

Dynamics of Organizations and Communities

I. STANDARDIZED COURSE DESCRIPTION

This course examines the reciprocal relationship between human behavior and the social environment at the mezzo and macro levels to prepare students to work in programs, organizations, and communities. Special emphasis is given to the development of assessment skills and intervention methods that are relevant to empowerment, capacity-building and social change within organizations and communities. Drawing on a variety of frameworks, including, but not limited to, feminist theory, ecological systems theory, critical race theory, the strengths-based perspective, social construction theory, and other theories with an anti-oppressive and antiracist focus, students will identify and critique power structures within policies, procedures and organizational culture that create inequitable access to social services and disparate opportunities for communities marginalized by the dominant culture. Students will apply this knowledge and an antiracism lens to understand how power and oppression impact populations and interventions at multiple levels. Understanding the intersectionality of racialization, ethnic origin, class, gender identity and expression, culture, sexual orientation, religion, age, physical and mental abilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status is an integral part of this course. Students will also practice cultural humility by centering community voices throughout assessment, planning, intervention, and evaluation. The complex tensions between dismantling systems of oppression while working within those systems as agents of change will also be discussed.

II.   STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Explore communities and organizations as a context for social work practice to meet individual needs, build community capacity, and promote social, racial, economic, and environmental justice.

2. Demonstrate knowledge, skills, critical examination, and self-reflection in engaging with value dilemmas and ethical issues confronting social work professionals and their implications for social work practice with organizations and communities.

3. Assess the influence of values and norms, priorities, and competing interests on the social structure of communities and the delivery of human services.

4. Analyze the reciprocal impacts of organizational and community dynamics on client populations and relate those impacts to the participation of clients in organizational and community governance, human service provision, and policy formulation.

5. Gain understanding of the existence of community agency and learning to center on the community's knowledge and determination of its own capacity-building and power.

6. Evaluate strategies for initiating change in organizations and communities, such as planning models, coalition building, community development, direct action, and advocacy at the mezzo and macro levels.

7. Demonstrate knowledge of how bias, power, and privilege as well as personal values and personal experiences may influence assessment, planning, intervention, and evaluation at multiple levels.

8. Compare various evidence-based interventions and emerging approaches for working with organizations and communities.

9. Make use of knowledge and skills in strengths-based approaches to build capacity with client systems, exploring and building on existing individual and community assets.

10. Increase knowledge of internal workings of public and private organizations across the lifecycle.

11. Examine systemic and institutional racism in organizations and institutions in communities, including racial and ethnic representation in the different branches of agencies, analyzing structural elements such as boards, bylaws, and hiring practices of organizations that reinforce white supremacy culture.

EPAS Competencies
The Steve Hicks School of Social Work (SHS)has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the SHS engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Behavior 6a: Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies
Behavior 6b: Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Behavior 7b: Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Behavior 8a: Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals;
Behavior 8b: Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Behavior 9a: Select and use culturally responsive methods for evaluation of outcomes
Behavior 9b: Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

III.   TEACHING METHODS

This course uses various teaching methods which includes lectures, class discussions, and guest speakers. Furthermore, assignments are provided to help foster deep reflection and facilitate open and engaging class discussion. These assignments will include readings, videos, brief case studies, reflective writing pieces, community analysis, and small group work and presentations. Parallel processing is noted as class and small group dynamics are built around the same positive community and organizational dynamics forming the foundational purpose of this course.

IV.   REQUIRED TEXT AND MATERIALS

The primary text for this course will be the [Community Tool Box](https://ctb.ku.edu/en/table-of-contents) (https://ctb.ku.edu/en/table-of-contents) developed by the Work Group for Community Health and Development at the University of Kansas. This work group is part of the World Health Organization Collaborating Centre for Community Health and Development. The Community Tool Box is available for free online.

While the focus of much of the content is on community health, the tools and skills covered in the book are easily translatable to other kinds of community issues. All assigned readings

and other course materials are available in the class Canvas page, which is organized into modules for each class session. Additional readings and materials may be assigned as we progress through the semester. These readings will also be available on-line in the course modules. If additional readings are assigned, the class will be notified the week before so that students will have adequate time to read it before class.

Text for Book Reflection:
brown, adrienne maree (2017). *Emergent Strategy: Shaping Change, Changing Worlds*. Chico, CA: AK Press.

The assigned readings for this course represent the minimum required reading for this course. There is a vast body of literature available on organizations and communities. An extensive bibliography is provided at the end of the syllabus. You might peruse the bibliography to see if there are titles you find interesting and would like to investigate.

V. COURSE REQUIREMENTS

ASSIGNMENT #1: Personal Community Map – 15 Points (*5% of final course grade)*

Students will reflect on the definition of "community" in order to create a map of all of the communities they belong to in their personal and professional lives. Full assignment will be posted in Canvas on 8/21.

ASSIGNMENT #2: Common Assignment targeting EPAS Competencies

150 Points (*50% of final course grade)*

The goal of this assignment is to give students an opportunity to demonstrate an understanding and mastery of the CSWE Competencies taught throughout the semester via readings, lecture, and assignments.

The common assignment will be composed of two parts:

- Group Presentation
- Individual Reflection

As part of an assigned group, students will select a community or organization (i.e. city, county, school district, zip code, for/not-for profit organization) and a topic (i.e. gun violence, social determinants of health, anti-discriminatory practices/policies, housing insecurity) to explore as a community or organizational case study through the EPAS competencies listed in the course syllabus. These competencies guide students as they *Engage*, *Assess*, *Intervene*, and *Evaluate Practice* with individuals, families, groups, organizations and communities.

The results of the community or organizational case exploration will be presented in the form of a 'Needs Assessment' that will provide contextual information on the

community/organization, the identified problem, proposed solution(s), and tools to track for evaluation.

NOTE – Sources of data collected on a community and topic may be pulled from but not limited to:

- Actual interviews (i.e. Meeting with community or organizational members/leaders)
- Simulated interviews (i.e. Hypothetical townhall meetings, focus groups)
- Publicly available data (i.e. Census Data, County Health Records, filed 990 tax records)
- Hypothetical data (i.e. Agency turnover rates, Strategic plans)

Group Presentation (30 Points) – Grades will be shared by group members and will reflect how well the group describes and presents efforts to *Engage, Assess, Intervene,* and *Evaluate Practice* with Individuals, Families, Groups, Organizations, and Communities.

Individual Reflection (120 Points) – Students will provide a written reflection that allows them to briefly describe their work within each of the *Competency Behaviors* found across the four EPAS competencies. Responses for each outcome measure will be graded on a score ranging from Advanced Competencies to Insufficient Progress. A minimum of 'Competent' score is required to achieve full credit for each Outcome measure graded as 'Advanced Competency' will provide the option of extra credit.

ASSIGNMENT #3: Book Reflection – 60 Points (*20% of final course grade)*

Students are to read selections from the book *Emergent Strategy* by adrienne maree brown and prepare a 5- to 6-page paper, exclusive of the cover page and the reference page. The paper should be *double-spaced* and use *Times Roman 12-point font*. The due date for this assignment is **October 30th**.

Students are to respond to the following questions:
- Discuss five ways that adrienne maree brown addresses and offers antidotes to principles in Okun's "White Supremacy Characteristics – Still Here" (30 points)
- What parts of Emergent Strategy do you struggle with or experience as impractical in social work practice? (10 pts)
- As you read this book, which Emergent Strategy element in nature inspires your own vision for how you want to show up on the micro, mezzo, or macro level in your practice as a social worker? (10pts)
- As you reflect on this work, list five songs or other works of art that fuel and inspire you as your creative soundtrack/artscape (10 pts)

ASSIGNMENT #4: Class Participation - 75 Points (*25% of final course grade*) - Lectures, readings, and assignments make up a portion of the learning experience.

Experiential learning through class engagement and participation will make up an equally great portion of the learning experience. In order to achieve these learning objectives it is important that students attend class on-time, are engaged, and present free of distraction (email, texting, etc). During class, students will often work together in dyads or small groups and will participate in restorative community-building circles.

Summary of assignments and associated due dates

Assignment	Due Date	% of Final Grade
Personal Community Map	8/28	5%
Emergent Strategy reflection essay	10/30	20%
Common Assignment - Group Presentation & Individual Reflection	11/27 & 12/4	50%
Participation in classroom dialogue & group activities	Ongoing	25%
Total		100%

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

Readings and Preparatory Assignments: Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professor. Students are also expected to complete readings and preparatory assignments prior to class. Failure to demonstrate through discussions in class, online, and through assignments that one has comprehended the readings will be considered when assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class. Professor reserves the right to conduct quizzes should there be a pattern of students not demonstrating that they have completed the readings and are not prepared to engage in thoughtful discussion.

Electronic Devices: All communication devices should be turned off or placed on silent mode and put away during class. Grades will be negatively impacted by student's failure to comply with this policy.

Class Attendance Policy: Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Attendance is defined as students' attentive physical presence in class for the entire class. Establishing a pattern of late arrivals and early departures will negatively affect your grade. A pattern is considered three or more late arrivals and early departures during the semester. Late arrivals and early departures are defined as a student arriving 10 minutes after class starting or prior to class ending. <u>Missing more than two classes may result in loss of a letter grade</u>. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency.

Class attendance will be taken at the *beginning* of the class on a *random basis* throughout the semester. It is the students' responsibility to ensure that they have signed the attendance sheet. Students who attend <u>at least 90% of classes</u> will receive 2 "bonus points" to be added to the student's point total for the course.

Assignment Deadlines and Late Submissions: Assignments are due no later than 11:59 PM on the assigned due date. Assignments submitted past the deadline will result in a deduction of 5 points per day. Assignments that are 3 days past due will require a meeting with the Professor before being accepted.

Writing Style: Certain assignments will require students to follow APA 7th Edition guidelines regarding professional writing (cover page, running head, in-paper references, bibliography). Students are encouraged to access UT resources through the University Writing Center to review papers: http://uwc.utexas.edu/.

Students can use Purdue University online resources to help guide APA formatting: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

CANVAS: All assignments, relevant instructions, grades and announcements will be posted through a shared class CANVAS page. Students will be expected to maintain their UT provided emails in order to continue to receive timely communications regarding class or assignments.

Online Etiquette and Professionalism: If we have portions of classes online, all University Policies including but not limited to those regarding conduct, civility, and professional communication still remain in effect with regards to remote/online instruction courses. As a professional courtesy to fellow peers, students will be expected to focus in class and refrain from texting, browsing other sites, or answering emails while in class. All information shared

in class is expected to be held in confidence.

Course Modification: To ensure achievement of course objectives, the professor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications be made, students will be notified in class and modifications will be posted to Canvas. Students should check their email frequently. Note that some of the links to documents and videos on the Internet may change. Documents, new links or alternate options will be provided

VIII. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: https://protect.utexas.edu/

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.

ACCESSIBLE/COMPLIANT STATEMENT: If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: http://diversity.utexas.edu/disability/. If you are already registered with D&A, please touch base with your instructor to discuss your Accommodation Letter as early as possible in the semester so your approved accommodations can be implemented.

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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 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 School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: http://deanofstudents.utexas.edu/conduct.

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.

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.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Office for Inclusion and Equity. The University does not maintain a list of religious holy days.

TITLE IX DISCLOSURE. Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the Title IX Office any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX-related incident, please remember that I will be required to report this information.

Faculty, staff, graduate assistants, teaching assistants, and graduate research assistants are mandatory reporters under federal Title IX regulations and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: supportandresources@austin.utexas.edu. Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

CAMPUS CARRY POLICY. The University's policy on campus carry may be found here: https://campuscarry.utexas.edu.

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 and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. 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 https://safety.utexas.edu/behavior-concerns-advice-line. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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

Date	Topic	Assignment(s) Due	Readings
Aug			
21st	First day of class: ● Review course		No readings

Date	Topic	Assignment(s) Due	Readings
	requirements ● Community Agreement ● Intro: Restorative Practices for Community Building ● Opening Restorative Circle: *Building Relationships within the Classroom Community* ● Intro to Common Assignment: ○ Definition of a community ○ Definition of an organization ○ Personal Community Mapping Overview		
28th	<u>Context for practice with organizations and communities</u>: ● Theory in Context – Critical Race Theory, Ecological Theory, Queer Theory, Feminist Theory, Abolitionist Theory, Transformative Justice Theory, and more <u>Understanding communities & power</u>: ● Dynamics of power & power mapping ● Restorative Circle: *Our Communities* ● Identifying community problems <u>Common Assignment</u>: ● Pitching projects & developing working groups	**Personal Community Map Due** (bring assignment to class)	See Module 1 in Canvas
Sept			
4th	**Labor Day Holiday**	<u>**NO CLASS**</u>	
11th	<u>Context for practice with organizations and communities</u>: ● Professional values & ethical standards		See Module 2 in Canvas

Date	Topic	Assignment(s) Due	Readings
	● Understanding systems of privilege/oppression ● Analyzing community problems ("But Why?") ● Identifying and critiquing power structures ● Power mapping <u>Historical Context</u> ● Austin History & Timeline ● Identifying and critiquing power structures in Austin		
18th	<u>Engaging & Organizing within Orgs & Communities</u> ● What do we mean by engagement & organizing? ● Identifying allies ● Interpersonal skills for engagement & organizing ● Strategies for engagement & organizing **Guest Speaker TBD**		See Module 3 in Canvas
25th	<u>Assessing Community & Organizational Resources & Needs</u> ● Strengths-based theory ● Asset Mapping ● Assessing Community & Organizational Needs ● Participatory Action Research ● Gathering Data **Guest Speaker:** Chris Harris, Policy Director at Austin Justice Coalition, on "Data as an Assessment & Organizing Tool"		See Module 4 in Canvas
Oct			
2nd	<u>Intervening with Organizations & Communities</u>		See Module 5 in Canvas

Date	Topic	Assignment(s) Due	Readings
	- Designing Community Interventions - Identifying Barriers & Opposition - Adapting Interventions for Different Cultures - Best Practices - Action plans **Guest Speaker TBD**		
9th	Advocacy & Activism - Definitions: activism, advocacy, & lobbying - Direct vs. indirect advocacy - Strategic analysis - Advocacy at the local level - Advocacy at the state level - Institutional/organizational advocacy **Guest Speaker TBD**		See Module 6 in Canvas
16th	Understanding organizations: - Understanding organizational structures - Nonprofit bylaws - Governance & boards - History of nonprofit industry & white supremacy culture - Diversity, Equity, & Inclusion		See Module 7 in Canvas
23rd	Understanding organizations (contd.) - Vision & Mission Statements - Program development & logic models - Leadership & management - Staff & volunteer roles - Organizational culture & burnout		See Module 8 in Canvas
30th	Understanding organizations:	*Emergent Strategy* **reflection due**	See Module 9 in Canvas

Date	Topic	Assignment(s) Due	Readings
	• Challenges faced by contemporary non-profit agencies • Innovative practices in contemporary nonprofit agencies • Unions & labor organizing **Guest Speakers TBD**		
Nov			
6th	Understanding organizations (Cont'd): • Fundraising & marketing • Grant writing & grant databases • Corporate & business partnerships • Financial Sustainability • Ethics & fundraising		See Module 10 in Canvas
13th	Evaluation: • Developing an evaluation plan • Evaluation Methods • Evaluating Interventions • Removing Barriers, Creating Opportunities, and Improving Services		See Module 11 in Canvas
20th	**Fall Break**	**NO CLASS**	
27th	1st Group presentations	**Common Assignment Group Presentations & Individual Reflections Due**	
Dec			
4th	Last day of class 2nd Group presentations Celebrate our accomplishments Course evaluation	**Common Assignment Group Presentations & Individual Reflections Due**	

X.   BIBLIOGRAPHY

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