HSML 4000 Finance for Nonprofits 3 Cr. Hours	
Department of Counseling and Human Services	**School of Education and Human Services**

Instructor Name:	*Constance Lacy, Ph.D.; LCSW; HS-BCP*
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Office Hours:	Mon 1:00 to 3:00PM: Thurs 1:00 to 4:00PM;
Virtual Office Hours:	*Wednesdays 2pm to 4pm*
Classroom Location:	**Bldg. 2, Room 306**
Class Meeting Days & Times:	**Thursday, 4:00PM to 6:50PM**

Course Catalog Description:	Fiscal responsibility in community benefit organizations covers three BROAD areas: 1) Financial management and budgeting, 2) Financial statements and procedures, and 3) Financial development and fundraising. This course provides a framework for making fundamental financial decisions in community benefit (nonprofit) organizations. It is designed to build on existing foundations to improve understanding of the elements, processes, and dynamics of developing fundraising activities and relevant financial decision making. Students will learn basic skills in fundraising activities, understanding how accountability of funds guide fundraising efforts, analyzing financial information, reporting requirements, cash management and operating and capital budgeting.

Prerequisites:	Students must complete HSML 3000 before taking this course.
Co-requisites:	**None**
Required Text:	Meyers, R. S. (2004). *Financial Management for Community benefit (nonprofit) Human Service Organizations,*2nd edition, Springfield: Charles C. Thomas, Publisher Meyers, R.S. & Fulghum, F.H. (2007). STUDENT WORKBOOK: *Cases, Readings, and Exercises in Financial Management for Community benefit (nonprofit) Human Service Organizations.* Available on Blackboard Learn Weikart, L.A., Chen, G. g., Sermier, E. (2012). *Budgeting and financial management for nonprofit organizations: Using money to drive mission success.* Los Angeles, CA: Sage Of publications, Inc. Weinstein, S. (2009). *The complete guide to fundraising management* (3rd ed.). Hoboken, New Jersey: John Wiley & Sons, Inc.
Recommended Text and References:	Schwartz, B.M., Landrum, R.E., & Gurung, R. A.R. (2012). *An easy guide to APA style.* Thousand Oaks, CA: Sage Publications. **Additional readings will be assigned by instructor. Most will be available on Blackboard or in the student workbook. Other readings may also be assigned or distributed.**

NOTE: Students' grades will be reduced one letter grade, if not in possession of these required texts.

Access to Learning Resources:	UNT Dallas Library:
	     phone: (972) 780-3625;
	     web: http://www.unt.edu/unt-dallas/library.htm
	UNT Dallas Bookstore:
	     phone: (972) 780-3652;
	     e-mail: 1012mgr@fheg.follett.com

Course Goals or Overview:
The purpose of this course is to provide you with the critical knowledge needed to apply theories, principles, and skills associated with financial decision making in the Nonprofit Human Services Sector. By the end of this course you will be able to : • *List and explain the functions of financial management in the nonprofit sector.* • *Analyze the viability of an organization's need for contributed funding and correlate with donors' gift history.*

	• *Explain the link between a nonprofit's mission and the resources needed to fulfill the mission.* • *List the functions of a budget and explain the budgeting process.* • *Conduct ratio analysis to determine the financial condition of a nonprofit.* The readings, activities, and assessments will help you: • Conceptualize the foundation and core background of nonprofit organizations' fiduciary responsibilities; • Demonstrate the ability to work effectively and grow, while performing Service Learning in the nonprofit organization; • Become familiar with the financial terms, concepts, required forms and procedures to be used in the nonprofit human service agency. • Communicate the acquisition, distribution, and reporting of agency resources within a systems framework.

Learning Objectives/Outcomes: At the end of this course, the student will be able to:	
1	Break (nonprofit) finance into fundamental parts, and determine how various sources of revenue in the community-- philanthropy and fundraising benefit (nonprofit) organizations. (NLA 3a)
2	Explain the relationship between and among philanthropic gifts, grants, earned income, and government funding, and how they influence fulfillment of an organization's mission.(NLA 3b, d)
3	Carry out the procedure of financial planning and budgeting in a given situation. (NLA 3e)
4	Use financial accountability measures in relation to discussing an organization's fiscal operations.(NLA 6b)
5	To identify the major financial reporting documents required for fiscal accountability. (NLA 3a, e)
6.	Strengthen skills in writing and oral communication through service reflections, summaries, and final presentations.(NLA 1a,bc; 3f, 14f)

*This is an extremely fast paced course. Organization, focus, persistence and the incorporation of time management skills are critical to your successful completion of this course. Reviewing and looking ahead to the upcoming assignments and work is an important step to take in order to remain in sync with the work you are required to complete for this course.

HSML Program Core Competencies

The competencies listed below are the standards that will guide your overall academic experience in this class. As you work on your assignments consider which skill sets you are developing within the specified competency. Each class in the HSML program builds up on these competencies, so that at the end of your academic journey you are well prepared to complete your capstone portfolio. The core competencies addressed in this course include:

1. Communication Skills:
    a. Explain the role of community outreach and community development activities in building public awareness of the mission and messages of nonprofit organizations
    b. Demonstrate effective verbal and nonverbal skills by explaining the tools of budgeting and financial management used to help a nonprofit fulfill its mission.
    c. Describe nonprofit strategies and relate them to models of nonprofit organization and funding.
2. Fundraising Principles:
    a. Discuss the importance of developing fundraising activities that support the mission of the organization
    b. Discuss the various form and methods of fundraising, including major gifts, planned giving, in-kind support, annual funds, grants and special events
    c. Explain the variety of techniques and skills used to raise funds from a variety of sources
    d. Discuss reason why individuals, corporations, foundations, and government agencies give to nonprofit organizations
    e. Discuss the aspects of managing the fundraising process
    f. Demonstrate the ability to write an organizational case statement and grant proposal

3. Financial Management:
    • Explain procedures for developing a program budget.
4. Gen. Non-Profit Mgt.:
    • Show how decision-making techniques for problem solving; ethical behavior & understand its importance in the work place
5. Community benefit (nonprofit) Risk Mgt.:
    • Demonstrate an ability to identify personal and professional precautions to minimize personal and organizational liability and vulnerability
6. Future of the Nonprofit Sector

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course:

Grading Matrix:

Instrument	Lesson Approaches	Value (Percentage)	Total Points
Major Assignments – Case Studies (3 @ 50pts each)	**Application**	25%	150
Discussion Board Assignments (3 @ 20pts each)		20%	60
SL Project Pt. 1 Description	**Skill Development**	30%	50
SL Project Pt. 2 Evaluation			50
SL Project Pt. 3 Reflection			50
SL Project Pt. 4 Presentation		10%	50
Final Service Learning Project Reflection Paper			100
All SL Paperwork (Initial Forms@ 10pts; Final forms at 10pts	**Reflection**	5%	20
SL Time Activity Logs – Completed and Signed (2 @ 10 pts each)			20
Activities, Quizzes and Exercise (8 at 10pts)	**Theory/Concepts**	10%	80
Total:		**100%**	**630**

Grade Determination:

Letter Grade	Percentage of total
A	100-90
B	89-80
C	79-70
D	69-60
F	59 & below

Major Course Projects & Points	**Points**

Late Work Policy

Assignments for the week are due by **Sunday evening at 11pm**. **All assignments will be deducted by 10 points per day, after first 24 hours.** Assignments will not be accepted after the 5th day, unless written acceptable documentation is provided. Assignments may not be accepted at the instructor's discretion

Online/Hybrid Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

COURSE SCHEDULE OF READING ASSIGNMENTS, LECTURES

COURSE SCHEDULE			
Class Session & DATE		CATEGORIES	ACTITIVY
Week 1 8/27		PREPARATION: DISCUSSION B ASSIGNMENT: DUE:	**READ:** Course Syllabus, Bb Learn, Blooms, HSML Core Competencies Discuss: Components of Service Learning Project Introduction using Animoto Sign Syllabus Agreement Release of Liability Form Signed
Week 2 9/3	**MODULE 1** **OVERVIEW**	TITLE: PREPARATION: IN-CLASS: EXERCISE:	**Social Context of HS Funding & Your Organization & the Nonprofit World** **5 Major Fundraising Principles:** READ: Mayers , CH 1; Weinstein, CH 1&2 TBA BLOG: Case 1.1 Community House
Week 3 ONLINE 9/10		TITLE: PREPARATION: ASSIGNMENT: QUIZ: DUE:	**Financial management process and Managing The Resource Development Function** Mayers, CH2, Weinstein CH3, Weikart CH 1 Weikart, A1.2–Proposing Improvements To A Nonprofit's Accountability Standards Matching Quiz ALL INITIAL SERVICE LEARNING DOCUMENTS DUE • AGENCY AGREEMENT, LEARNING AGREEMENT, AND CONFIMATION LETTERS ARE DUE
Week 4 9/17	**MODULE 2** **RESOURCE ACQUISITION AND DEVELOPMENT**	TITLE: PREPARATION: DISCUSSION B: IN-CLASS EXERCISE: ASSIGNMENT:	**The Role Of Planning And Budgeting** READ: Mayers, CH 3; Weikart CH1 Weikart, A1.1Linking Mission to Money, DQ 3-7 Mayers, Cases 3-1: The Metro County Mental Health Association Mayers, Cases 3-2: Resource Allocation of MHA **SL Project, Part 1 – DESCRIPTION**
Week 5 ONLINE 9/24		TITLE: PREPARATION: EXERCISE:	**Budgeting** READ: Mayers, CH4; Weikart CH2 BLOG: Weikart DQ 1-4
Week 6 10/1		TITLE: PREPARATION: DISCUSSION B: IN-CLASS: DUE:	**Budgeting as Part of the Planning Process** READ: Weikart CH2 Sojourner Truth Case Study Assignment 2.1, Assignment 2-2 Budget for the after School Girls' Program TIME ACTIVITY LOG #1
Week 7 ONLINE 10/8		TITLE: ASSIGNMENT: due:	**Marketing & Fundraising & Case for Support & Fundraising Materials, Event Fundraisers** See Course Module for this week's assignments **SL Project Part 2 – EVALUATION**-using Mayers Exercise 5-1
Week 8 10/15		TITLE: PREPARATION: ASSIGNMENT:	**Contracting, Service Feed & 3rd Party Payments, Planned Giving & Capital & Endowment Campaigns** READ: Mayers, CH5; Weinstein CH 4 See Course Module for this week's assignments
Week 9		TITLE:	**Internal Control**

ONLINE 10/22		PREPARATION:	READ: Mayers, CH8; Weikart CH14
		ASSIGNMENT:	See Course Module for this week's assignments
Week 10 10/29	**MODULE 3**	TITLE:	**Basics of Accounting**
		PREPARATION:	READ: Mayers, CH`10-11; Weikart CH5
	RESOURCE	ASSIGNMENT:	See Course Module for this week's assignments
Week 11 ONLINE 11/5	**DISTRIBUTION AND CONTROL**	TITLE:	**Basics of Accounting**
		PREPARATION:	READ: Mayers, C12; Weikart CH6
		ASSIGNMENT:	See Course Module for this week's assignments
			SL Project Part 3 - REFLECTION
		DUE:	TIME ACTIVITY LOG #2
Week 12 11/12		TITLE:	**Financial Statement Analysis**
		PREPARATION:	READ: Mayers, CH7; Weikart CH 13
		ASSIGNMENT:	See Course Module for this week's assignments
Week 13 ONLINE 11/19		TITLE:	**Adapting to Turbulent Times**
		PREPARATION:	READ: Weikart CH15
		ASSIGNMENT:	See Course Module for this week's assignments
Week 14 ONLINE 11/26		TITLE:	**THANKSGIVING**
			Prepare all of your Final Assignments
		ASSIGNMENT:	
Week 15 12/3		TITLE:	**SL Project Part 4 - Service Learning Presentations**
			Submit PowerPoint Presentations (SL Part 4)
		EXERCISE:	Submit Final Service Learning Paperwork
		ASSIGNMENT	
Week 16 12/10		TITLE:	**SL Project Part 4 - Service Learning Presentations**
		EXERCISE:	Submit PowerPoint Presentations
		ASSIGNMENT:	Submit **Final Reflection Paper**

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Students with Disabilities

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Building 2, room 204.

Academic Integrity: Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this cod Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be

handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at
http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf
for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.
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Attendance and Participation Policy:
The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent. **Due to this short 5 week course, attendance requirements are stringent. After the second undocumented/unexcused absence, students' grade will be decreased by one full letter grade.**

- Disruptive behavior, such as chronic tardiness, newspaper reading, or carrying on the side conversations is not tolerated.
- Use of cell phones in the classroom is prohibited and will result in points being deducted from the overall grade for each occurrence. Pagers must be set to the vibrate option or turned off.
- Review the earlier statements concerning late or missed assignments.
- Review the earlier statements on acceptable computer use in the classroom.
- Incompletes (I) can be given only if a student is "unable to complete their academic responsibilities" for medical (disease or injury) or legal reasons (jury duty, military service) or other "extraordinary" reasons documented in writing on letterhead with a verifiable signature.

Online Attendance and Participation:
- The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

- Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to http://www.untdallas.edu/registrar for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Online "Netiquette:
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer

to the Student Code of Student Rights Responsibilities and Conduct at http://www.untdallas.edu/osa/policies. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

<u>**Check the UNT calendar for Drop dates!**</u>

<u>Online Expectations</u>
The following ground rules will help your work in this course to go much more smoothly. Please carefully review these expectations and follow them.
1. Academic integrity will be appraised according to the student academic behavior Standards outlined at UNT Dallas.
2. Don't turn in late assignments.
3. Keep up with the reading. Please keep up with the reading. Students who keep up with The reading tends to do much better in this kind of class than those who do not.
4. Work with others. You are required to make every effort to work effectively and promptly with others. Fair criticism of your failure to work effectively with others will significantly Affect the assessment of your participation and collaboration.
5. However, you are personally responsible for your own work.

<u>Reading Assignments</u>
All assigned material must be read prior to each class meeting. The text is selected to provoke and challenge you. A portion of each class period will be used to discuss and critically assess the content in the readings. You are encouraged to openly discuss opinions, feelings, and reactions to course topics. You should consider the applicability of these readings to other issues and policies affecting practice in helping professions. Your participation in this process will ensure that learning is successful in your preparation as a professional. **Quizzes and Exams will be based on reading assignments/lectures/discussions/video and or audio presentations.**

APA Formatting-See APA Guide Below.
Students are expected to use APA format & style in all writing assignments. This includes proper citation of sources and reference listing. The REQUIRED APA handbook is a great guidance tool. There are also various online sources that are available to students. One such online tool is the Citation Machine, which allows you to input requested sources of information and then place the source in its proper APA format. Go to: http://citationmachine.net/. All essays/papers must include APA Title (cover) page. See attachment at the end of the syllabus.

<u>Confidentiality Agreement</u>
It is expected that those in this course will go through a process of growth and development. As such, it is essential that we support one another in this process of better understanding others and ourselves. Our views are sure to differ, but hopefully we can learn to listen attentively to others. The class is to be viewed as a safe, supportive environment in which we can individually and collectively voice our opinions and thoughts. Due to the sensitive nature of the discussions that may take place, you may demonstrate a range of reactions, opinions, or emotions. To protect confidentiality, you are advised not to discuss comments made by specific individuals outside of the classroom. However, you may choose to discuss areas of concern in private with the instructor.

Instructor's Expectations:
A. Instructor's Response time: While I will do my best to respond to your emails within 3 business days (M-F), my schedule can be restrictive at times. Therefore, I will certainly make every effort to respond before the next scheduled class meeting date.

B. Emails: Please note that emails will NOT be responded to on the weekends or on a holiday.

C. Notifications: Any changes to the course schedule will be posted on Blackboard Announcements. I will notify students if I am going out of town, experiencing a family emergency, or for any reason I cannot respond to inquiries within the timeframe indicated above.

D. Grading: While I will do my best to have your assignments grading in a timely manner, that will not always be possible. I may take up to 3 weeks to grade any assignments and will post grades within the Grade Center of the course shell.

Student Expectations
- <u>Use of Blackboard Learn:</u> All assignments assigned to Blackboard must be submitted no later than seven days of its due date. Any assignments assigned to Blackboard will not be accepted via instructors' email or hand delivered. (No exceptions). All assignments will be deducted by 3 points per day, after first 24 hours.
- <u>Use of Cell Phones & other Electronic Gadgets in the Classroom</u>: Use of cell phones or texting, etc., is not permitted in this classroom. You will be warned one time. Violations will affect your participation grade.
- <u>Food & Drink in the Classroom:</u> Refreshments will be permitted, unless this becomes bothersome, distractive or unsanitary.
- <u>Use of Laptops</u>: Laptops are allowed as long as students use the instrument for the sole purpose of coursework pertaining to this course. Students will be asked to shut down their computer, if this policy is violated. Student cannot use laptop in this class afterwards.

Student Evaluation of Teaching Effectiveness Policy:
The Student Evaluation of Teaching Effectiveness is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider this evaluation process to be an important part of your participation in this class.

Exam Policy: (Online exams and the ability to retake is solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

WRITING TIPS

1. CLARITY: The writer Expresses ideas in a natural voice that permits a smooth reading and clear communication of ideas. The writer writes so the ideas can be easily understood and so that the reader does not have to struggle to understand what the writer is saying.

2. FLOW AND LOGIC: Is an introductory paragraph included to grab the writer's attention? The main idea should be clear before the end of the introduction. There should be an obvious sense of the writer's direction at the beginning of the paper, as well as throughout the paper.

3. CRITICAL THINKING: The writer needs to demonstrate the ability to analyze a subject from different perspectives, identify what is at stake in each perspective, and connect conclusions to the paper's central thesis. The writer will avoid presenting supportive examples without making clear the significance of these examples and how each advances the writer's point. Bloom's taxonomy is useful in the application of critical thinking.

4. GRAMMAR: The effective use of language and diction needs to be employed. Suitable verbiage to the subject and the audience is important.

5. MECHANICS & USAGE: Mechanics include standard conventions of spelling, capitalization, punctuation, and paragraph indention. Correct use of verb tense, the apostrophe, subject-verb and noun-pronoun agreement, run-on and fragmented sentences, and misplaced and/or dangling modifiers.

Note: APA format will be applied. Use of proper citations and referencing is required. Please review the attached APA Scoring Rubric.

Classroom Participation Rubric

Criterion	Quality			
Degree to which student integrates course readings into classroom participation	often cites from readings; uses readings to support points; often articulates "fit" of readings with topic at hand **(4 points)**	occasionally cites from readings; sometimes uses readings to support points; occasionally articulates "fit" of readings with topic at hand **(3)**	rarely able to cite from readings; rarely uses readings to support points; rarely articulates "fit" of readings with topic at hand **(2)**	unable to cite from readings; cannot use readings to support points; cannot articulates "fit" of readings with topic at hand **(1)**
Interaction/participation in classroom discussions	always a willing participant, responds frequently to questions; routinely volunteers point of view **(4 points)**	often a willing participant, responds occasionally to questions; occasionally volunteers point of view **(3)**	rarely a willing participant, rarely able to respond to questions; rarely volunteers point of view **(2)**	never a willing participant, never able to respond to questions; never volunteers point of view **(1)**
Interaction/participation in classroom learning activities	always a willing participant; acts appropriately during all role plays; etc., responds frequently to questions; routinely volunteers point of view **(4 points)**	often a willing participant; acts appropriately during role plays; etc., responds occasionally to questions; occasionally volunteers point of view **(3)**	rarely a willing participant, occasionally acts inappropriately during role plays; etc., rarely able to respond to direct questions; rarely volunteers point of view **(2)**	never a willing participant, often acts inappropriately during role plays; etc., never able to respond to direct questions; never volunteers point of view **(1)**
Demonstration of professional attitude and demeanor	always demonstrates commitment through thorough preparation; always arrives on time; often solicits instructors' perspective outside class **(4 points)**	rarely unprepared; rarely arrives late; occasionally solicits instructors' perspective outside class **(3)**	often unprepared; occasionally arrives late; rarely solicits instructors' perspective outside class **(2)**	rarely prepared; often arrives late; never solicits instructors' perspective outside class **(1)**

16 points = a score of **50** for <u>Classroom Participation Grade</u> 15 = 47 14 = 44 13 = 41 12 = 38 11 = 35 10 = 32	9 points = a score of 29 8 = 26 7 = 23 6 = 20 5 = 17 4 = 14

Final Presentation Grading Rubric

Name: _____

Final Presentation Evaluation:

Description: The purpose of this rubric is to provide feedback on your Presentation. The overall goal of your internship is to help you gain an in-depth understanding of the organization and to utilize skills you developed throughout your academic Journey. The presentation is your opportunity to share with you peers an overview of your training.

<table>
<tr><td colspan="5" align="center">Levels of Achievement</td></tr>
<tr><td>Criteria</td><td>Masterful</td><td>Accomplished</td><td>Proficient</td><td>Unsatisfactory</td></tr>
<tr>
<td>Opening/Intro duction</td>
<td>5 Points

Immediately capture the interest of the audience. The presenter gave clear and concise introduction of the topic, so that the audience fully understood the purpose of the presentation</td>
<td>3 Points

Presenter gave a clear introduction of the topic. The audience understood the purpose of the presentation for the most part.</td>
<td>2 Points

Presenter did not give a clear introduction of the topic. The audience was confused,</td>
<td>1 Points

Did not communicate this information</td>
</tr>
<tr>
<td>Organization</td>
<td>5 Points

Presentation well organized. The progression of ideas easy to follow. The main ideas clearly distinguished into important sections. The presentation concise? Demonstrated effective planning and preparation according to directions provided.</td>
<td>3 Points

The presenter was organized in the delivery of this presentation most of the time. Information was presented in a logical sequence.</td>
<td>2 Points

The presenter was unorganized in the delivery. The flow was unclear and confusing because the student tended to jump around from topic to topic.</td>
<td>1 Points

The presenter was not organized at all. There did not appear to be any sequence or order to the information</td>
</tr>
<tr>
<td>Content</td>
<td>10 Points

The information was directly relevant to course content with adequate facts and adequate data. The information geared toward the needs and concerns of nonprofit organizations and</td>
<td>8 Points

The information geared toward the needs and concerns of nonprofit organizations and finances. Student made a moderate effort to connect to</td>
<td>6 Points

The information was indirectly relevant to the course content. Little discussion of the nonprofit organization's finances or budget structure</td>
<td>2 Points

The presenter did not provide adequate information about the agency's financial records or make a connection with the course content.</td>
</tr>
</table>

		Levels of Achievement		
Criteria	Masterful	Accomplished	Proficient	Unsatisfactory
	finances. The presentation demonstrate consistent use of credible, relevant sources to develop ideas that are appropriate to the course content	the course content. Some discussion about the program's budget structure.		
Delivery Style	**5 Points** The presentation style effective. The presenters use appropriate. Oral presentation was clear and devoid of "um...", "ah...", and uninformative phrases.(e.g. sorta, kinda, you know, basically, etc.) The presenter used good eye contact.	**3 Points** The presentation was well prepared and adequately delivered. The presenter displayed fairly good eye contact.	**2 Points** The presentation need some improvement in delivery. The presenter displayed inconsistent eye contact. Excessive fidgeting.	**1 Points** Presentation was poorly delivered. The audience struggled to make out what the presenter was trying to say.
Technology/Vis ual Aids	**5 Points** The images were titled, clear, and easy to understand. the images were used appropriately in the presentation. The presenters familiar with use of technology and did they demonstrate a level of confidence.	**3 Points** Some images were titled and relatively easy to understand. Visual aids were helpful. Some slides had too many words. Presenter had minor challenges with the technology	**2 Points** Visual aids contributed little to the presentation. A significant amount of slides had too many words. Presenter struggled with the technology	**1 Points** Visual aids did not improve the explanation. Presenter had significant difficulty with the technology
Grammar/Logi cal Flow	**5 Points** The oral presentation and writing is free of errors. Structure and logical transitions consistent and effective helping to support the central idea. The presenter's ability to answer questions	**3 Points** The oral presentation and writing almost free of errors. Structure and logical transitions consistent and effective helping to support the central idea. The presenter was able to answer questions related to	**2 Points** The oral presentation and writing has significant errors. Structure and logical transitions inconsistent. The presenter's ability to answer questions	**1 Points** Inadequate writing and oral presentation.

Levels of Achievement				
Criteria	Masterful	Accomplished	Proficient	Unsatisfactory
	demonstrated in-depth knowledge of the topic.	presentation providing some clarity.	lacked adequate response.	
Reflection	**15 Points** The Presenter examined the agency or organization on a macro, micro, and personal level and clearly related their internship activities to the course, their professional growth, the relevance to the community, and their professional growth. The students use personal or professional experiences to make a point.	**12 Points** The presenter examined the agency or organization on only two levels. Student gave one personal or professional experience.	**10 Points** The presenter examined the agency or organization on only one level	**5 Points** The presenter did not examine the agency or organization on a macro micro, or personal level

Total:_____/50

Comments:

The instructor reserves the right to deviate from this syllabus as needed at his/her discretion