

The George Washington University
Trachtenberg School of Public Policy and Public Administration
PPPA 6031 - GOVERNING AND MANAGING NONPROFIT
ORGANIZATIONS
(Spring, 2024)

REVISED FEBRUARY 1, 2024

GENERAL COURSE INFORMATION

PPPA 6031.10
Governing and Managing Nonprofit Organizations
CRN 97767
Thursdays, 6:10 – 8:00 pm

PROFESSOR INFORMATION

Michael J. Worth
Professor of Nonprofit Management
Office: 805 21st Street, NW, #601-S, Washington, DC 20052
E-mail: mjworth@gwu.edu

Office hours: Spring, 2024 office hours will be announced by the professor. Students are encouraged to make an appointment for an in-person meeting or meeting on Zoom. Email is the best way to contact the professor for a prompt reply.

COURSE DESCRIPTION

This course provides a comprehensive overview of principles related to the governance and management of nonprofit organizations. Topics considered include the historical, legal, and social foundations of the nonprofit sector; developing organizational strategy and capacity; managing staff, boards, and volunteers; financial management; fundraising, marketing, communications, and advocacy; collaboration, partnerships, and mergers; accountability and performance management; earned income strategies; social entrepreneurship and innovation; and policy issues affecting the nonprofit sector. The emphasis is on nonprofit organizations in the United States. There is no course prerequisite.

INTENDED AUDIENCE

This course is appropriate for students planning or considering careers in the nonprofit sector as well as individuals employed in nonprofit organizations who seek to expand their knowledge in order to advance to more senior management roles. It is a required course for MPA and MPP students concentrating in nonprofit management and for students enrolled in the Graduate Certificate in Nonprofit Management program. It is also appropriate as an elective for other students who desire an understanding of the field.

LEARNING OUTCOMES

Students completing the course will be able to: 1) Describe the unique characteristics and values of the nonprofit sector; 2) Identify organizational opportunities and problems and propose strategic approaches; 3) Recognize the major challenges in governing and managing nonprofit organizations and identify models and tools that may be applicable in various situations; 4) Explain various approaches to measuring the performance of nonprofit organizations; 5) Explain basic principles of financial management; 6) Identify alternative strategies for revenue generation; and 7) Analyze the key policy issues affecting the nonprofit sector.

15% of course grade: class participation

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Students are expected to attend class sessions and participate in discussions. Attendance will be taken in each class session. Attendance policies follow those of the Trachtenberg School of Public Policy and Public Administration.

15% of course grade: group case study

Working in groups, students will prepare a brief presentation on a nonprofit organization. See **Attachment I** to this syllabus for further explanation. This case study will account for 15 percent of the course grade. The professor will assign a grade to each group and that grade will then be incorporated in the individual course grade of each group member.

40% of course grade: two brief papers (20% each)

Twice during the semester, the professor will assign questions related to a case. The written assignment will require students to compare, contrast, and analyze concepts and issues related to the case, drawing on readings and class discussion. Answers are to be written at home. The paper may not exceed five (5) pages, double-spaced. Each brief paper counts for 20% of the course grade. The paper should be submitted via email. A Word document is preferred. The cases must be purchased from the Harvard Business School site for \$4.25 each (see detailed instruction under Required Reading, below).

30% of course grade: course paper or project

Students will complete a substantial paper or a project, on a topic of their choosing that is related to the course. The paper or project may take several forms, as explained in **Attachment II** to this syllabus. Students are strongly encouraged to identify the topic of their paper or project as early in the semester as possible. Formal approval of the topic is not required, but students are encouraged to discuss their ideas with the professor to make sure that it is appropriate.

Students should be prepared to give a brief summary of their work in class beginning in the next-to-final class session, even though the paper need not be completed by that time. Depending on class size, these presentations may be deferred to the final session. The presentations need not include slides or other materials. The completed paper/project must be submitted via email by the date specified later in this syllabus.

GRADING STANDARDS See Attachment III

COURSE POLICIES See Attachment III

TIME COMMITMENT See Attachment III

REQUIRED READING

Books:

Crutchfield, Leslie R. and Heather McLeod Grant, Forces for Good (Revised and Updated). San Francisco: Jossey-Bass, 2012. [ISBN 978-1-118-11880-1] [*Note: Electronic version is available without charge through Gelman Library.*]

Worth, Michael J., Nonprofit Management: Principles and Practice (sixth edition). Thousand Oaks, CA: Sage/CQ Press, 2021. [ISBN 9781544379982]

Blackboard and Web:

Additional required and recommended readings are available on Blackboard or the Web. The professor may assign a modest amount of additional reading, for example, a recently-published article, as the semester progresses.

Cases (brief paper assignments):

Two case studies, to be read in connection with the brief paper assignments, must be obtained from the Harvard Business School. Students will need to register at the Harvard website and pay Harvard directly for the download fee of \$4.25 for each case (total \$8.50). The URL for the Harvard site is <https://hbsp.harvard.edu/import/1115595>. This will bring you to a site for this course, where you can register and purchase access to the two cases. If you have any difficulty downloading the cases, please contact Harvard Business Publishing Tech Help line at (800) 810-8858, which is open 24/7.

RECOMMENDED READING

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Recommended reading is suggested for students who may wish to know more about a particular topic. It is optional.

RECOMMENDED WEBSITES

External links are provided on Blackboard to some websites that are good general sources of information on nonprofit management and related topics. Students may find some of these sites helpful in identifying paper topics and resources. Unless specifically assigned as required reading, viewing of these sites is optional.

COURSE OUTLINE, READING, CLASS SESSIONS

SESSION 1

JANUARY 18, 2024

COURSE INTRODUCTION AND OVERVIEW

Required reading: No reading is required in advance of the first session.

Class session plan:

- 1) Introductions by students and professor
- 2) Professor's pathetic attempts at opening humor
- 3) Professor's overview of course

SESSION 2

JANUARY 25, 2024

OVERVIEW OF THE NONPROFIT SECTOR

Required reading: BOOK: Worth, Chapters 1-3, including *Chan-Zuckerberg* case; Worth, Appendix Case 3: *The Y*. **BLACKBOARD:** Starr, 2012, The Eight Word Mission Statement

Recommended reading: BOOK: Worth, Chapter 17 (International) *NOTE:* Those with an interest in international organizations may wish to read this chapter. While the focus of this course is on management of nonprofits in the U.S., most topics have relevance in the international environment. Students are also encouraged to pursue that perspective in class discussions and in their final papers, as their interests may dictate. **BLACKBOARD:** (1) Witesman, 2016, An Institutional Theory of the Nonprofit; (2) Battilana et. al., 2012, In Search of the Hybrid Ideal

Class session plan:

- 1) Lecture/discussion
- 2) Discussion of cases from reading: Case 2.1: The *Chan-Zuckerberg Initiative*; Appendix Case 3: *The Y*.

SESSION 3

FEBRUARY 1, 2024

NONPROFIT GOVERNING BOARDS

Required reading: BOOK: Worth, Chapter 4 including Case 4.1, *Sweet Briar College* and Case 4.2, *Hershey Trust*; **BLACKBOARD:** (1) Brennan and Forbes, 2019, "The Governance Gap" [Also on Web at https://koyapartners.com/wp-content/uploads/2018/12/KOYA_GovernanceGap_FINAL.pdf]

Recommended reading: BLACKBOARD: (1) Walsh et al., 2014, Boosting Nonprofit Board Performance **WEB:** Leading With Intent, 2021(<https://leadingwithintent.org/>)

Class session plan:

- 1) Lecture/discussion
- 2) Discussion of *Sweet Briar* and *Hershey Trust* cases

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3) **First group meeting** on mini-case study (about 10-15 minutes). Identify 2-3 organizations in which the group may be interested and provide names to the professor, to assure no duplication among groups. During the next week, do some preliminary research to see if information is readily available on these organizations, in other words, to determine if there is enough information to make them a focus of your case study. See Attachment I to this syllabus for details on the assignment.

SESSION 4

FEBRUARY 8, 2024

NONPROFIT EXECUTIVE LEADERSHIP

Required reading: BOOK: Worth, Chapter 5; **BLACKBOARD:** (1) *Leading a New Era at the National Geographic Society* (case); (2) *A Change in Leadership at Habitat for Humanity* (**Note:** There are Nat Geo and Habitat cases in the textbook. The two cases on Blackboard are revised and updated versions, **read those.**)

Recommended reading: BLACKBOARD: (1) Herman, 2016, Executive Leadership; (2) Daring to Lead, Brief #3, 2011; (3) Silverman and Taliento, 2006, What Business Executives Should Know About Nonprofits; (4) Tebbe et al., 2017, Executive Succession

Class session plan:

- 1) Lecture/discussion
- 2) Discussion of *Nat Geo* and *Habitat* cases
- 4) Overview of Hull House case questions

FIRST BRIEF PAPER ASSIGNED: HULL HOUSE

Case available from <https://hbsp.harvard.edu/import/1115595>. This will bring you to a site for this course, where you can register and purchase access to the case. If you have any difficulty downloading the case, please contact Harvard Business Publishing Tech Help line at (800) 810-8858, which (unlike the professor) is available 24/7. Students will need to register and pay a \$4.25 fee to access the case. The professor will assign questions in this class session, to which students will respond with written answers. **NOTE:** Hull House also is discussed in Case 12.1 in the textbook. Students may read the textbook case but also should read the longer HBS case, on which the questions for the paper will be based.

SESSION 5

FEBRUARY 15, 2024

ACCOUNTABILITY AND PERFORMANCE

Required reading/viewing: BOOK: Worth, Chapter 6, 7*,8*

***NOTE:** *Worth, Chapters 7 and 8* are related to class session 6, but it is suggested that students get started reading them this week to allow time for reading the entire Crutchfield and Grant book, which is also assigned for session 6.

Recommended reading:

WEB: Morino, Leap of Reason; Hunter, Working Hard-and Working Well

(Both books are available for free download at <https://leapofreason.org/get-the-books/leap-of-reason/>);

BLACKBOARD: (1) Kim, et al., 2019, Challenges in the use of performance data in management: Results of a national survey of human service nonprofit organizations; (2) Mook et al., 2015, Turning SROI On Its Head; (3) Challenge of Assessing Policy and Advocacy Activities (California Endowment) [While this is recommended, not required, reading, students with an interest in advocacy organizations will find it of particular interest.]

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Class session plan:

- 1) Discussion of *Hull House* case
- 2) Lecture/discussion
- 3) Viewing and discussion of Dan Pallotta video: “The Way We Think About Charity Is Dead Wrong” (Dan Pallotta) (<https://www.youtube.com/watch?v=bfAzi6D5FpM>)
- 4) **Second group meeting** (10-15 minutes) on mini case study. Finalize selection of organization and inform the professor. Assign roles to group members.

FIRST BRIEF PAPER DUE

SESSION 6

FEBRUARY 22, 2024

BUILDING HIGH-PERFORMANCE NONPROFIT ORGANIZATIONS

Required reading: BOOKS: (1) Crutchfield and Grant, chapters 1-12 (13 optional); (2) Worth, chapters 7, 8 (including Case 8.1: *N Street Village and Miriam’s House*)

Recommended reading/viewing: BLACKBOARD: Brest, P. 2012, A Decade of Outcome Oriented Philanthropy; **YOUTUBE:** Interview with Schroder Stribling, CEO, N Street Village (<https://www.youtube.com/watch?v=m41KWivkGVg>) (Link also is available on Blackboard.)

Class session plan:

- 1) Lecture/discussion
- 2) Discussion of Crutchfield and Grant
- 3) Discussion of *N Street Village/Miriam’s House* case

SECOND BRIEF PAPER ASSIGNED: KaBOOM! CASE (Part A Main Case #517025)

Case available from <https://hbsp.harvard.edu/import/1115595> . This will bring you to a site for this course, where you can register and purchase access to the case. If you have any difficulty downloading the cases, please contact Harvard Business Publishing Tech Help line at (800) 810-8858, which (unlike the professor!) is open 24/7. Students will need to register and pay a \$4.25 fee to access the case. The professor will assign questions in this class session, to which students will respond with written answers.

NOTE: There are various versions of the KaBOOM! case on the Harvard site. We are reading Part A, updated 2/26/2019, product #517025. The link above will bring you to the course pack for this course, which includes that case.

SESSION 7

FEBRUARY 29, 2024

MANAGING STAFF AND SERVICE VOLUNTEERS

Required reading/viewing: BOOK: Worth, Chapter 9; **BLACKBOARD:** (1) *Volunteers in Parks* (case); (2) Independent Sector, “Why Diversity, Equity, and Inclusion Matter” (Also at <https://independentsector.org/resource/why-diversity-equity-and-inclusion-matter/>)

Recommended reading: BLACKBOARD: Nesbit et al., 2017, The Limits and Possibilities of Volunteering

Class session plan:

- 1) Lecture/discussion
- 2) Discussion of *Volunteers in Parks* case
- 3) Viewing and discussion of Leah George video, “How generation stereotypes hold us back at work” (<https://www.youtube.com/watch?v=dKNu5ZnWhb4>)
- 3) Discussion of *KaBOOM!* case
- 2) **Third group meeting** on mini-case study. Discuss findings and finalize assignments for group’s presentation for Session 10.

SECOND BRIEF PAPER DUE

SESSION 8

MARCH 7, 2024

GUEST SPEAKER – CHRISTY RESPRESS, CEO, PATHWAYS TO HOUSING

Reading: Worth, Case 11.2 *Housing First*

MARCH 14, 2024 – NO CLASS – SPRING BREAK

SESSION 9

MARCH 21, 2024

FINANCIAL MANAGEMENT

Required reading: BOOK: Worth, Chapter 12, including Case 12.2, *Newseum*; **BLACKBOARD:** (1) Foster (2009) Ten Nonprofit Funding Models (Ok to do just a quick read to get the general idea.) (2) *Roca* (case study)

Recommended reading: WEB: Peruse the most recent Form 990 of Food and Friends available on the website (<https://foodandfriends.org/about-us/annual-reports-financials/>) (Students do not need to read line-by-line. Just become familiar with the major sections and format.)

Class session plan:

- 1) Lecture/discussion
- 2) Discussion of *Newseum* and *Roca* cases
- 3) **Fourth group meeting**, if needed. Finalize plans for presentations.

SESSION 10

MARCH 28, 2024

MINI CASE STUDY GROUP PRESENTATIONS

Each group will present its findings. The length of the presentation will be determined by the number of groups, which is related to overall class size. Usually, presentations run 20 minutes plus some discussion.

SESSION 11

APRIL 4, 2024

GUEST SPEAKER: Lisa LaFontaine, CEO, Humane Rescue Alliance

Reading: BLACKBOARD: Humane Rescue Alliance case study

SESSION 12

APRIL 11, 2024

EXTERNAL RELATIONS (MARKETING, FUNDRAISING, ADVOCACY, LOBBYING)

Required reading: BOOK: Worth, Chapters 10, 11, 13, 15; Worth, Case 11.2: *Housing First*; Appendix Case 4: *Girls Scouts*

Recommended reading: WEB: Lobbying Guidelines for Public Charities (Independent Sector)

<https://independentsector.org/resource/lobbying-guidelines-for-public-charities/>

Class session plan:

- 1) Lecture/discussion
- 2) Discussion of *Girl Scouts* and *Housing First* cases

SESSION 13

APRIL 18, 2024

SOCIAL ENTERPRISE, SOCIAL ENTREPRENEURSHIP, AND SOCIAL INNOVATION

Required reading/viewing: BOOK: Worth, Chapters 14, 16 **BLACKBOARD:** (1) Ganz et al., 2018, Social Enterprise Is Not Social Change

Recommended reading: BLACKBOARD: Mayer et al., 2020, “Milton Friedman’s Doctrine”

Class session plan:

- 1) Lecture/discussion
- 2) Begin discussion of student final paper topics

SESSION 14**APRIL 25, 2023****DISCUSSION OF STUDENT FINAL PAPERS/PROJECTS**

Students will make brief presentations about their final papers. Students should be prepared to give a brief overview of their plans for the final paper. The paper need not be completed for this presentation. Students may use notes for this brief presentation but are not expected to prepare slides or other materials.

WEEK 15

Submission and review of final paper. *Deadline for submission will be announced by the professor.*

**ATTACHMENT I
CASE STUDY PROJECT**

The class will be divided into groups, the number and size depending on overall class enrollment. Each group will prepare a brief case study of a nonprofit. Each case study will involve materials and sources discussed below and will result in a class presentation of about 20 minutes, the exact length to be determined depending on the number of groups. The case may be developed using publicly-available materials. The group is not expected to do original research, for example, interviews. The questions to be addressed and possible sources of information include:

- 1) Briefly, what is the mission and program of this organization? [website, annual report]
- 2) What is its geographic scope? [website]
- 3) What is its overall staffing structure and composition? Does the organization say anything about volunteers? [website]
- 4) What are the sources of its funding—government, fees, memberships, gifts? [website, annual report, Form 990]
- 5) What are its primary sources of gift revenue—individuals, corporations foundations? [website, annual report, annual report on philanthropy, if available]
- 6) Does the organization report on its effectiveness/impact? How and what does it say? [annual report, website]
- 7) Does the organization provide a summary of its strategic plan or offer any other type of summary of its future directions and goals? [annual report, website]
- 8) Have there been any major development (news stories) regarding events at this organization? Any controversies? [online search]
- 9) What might you recommend to this organization in terms of strategies for increasing its impact and effectiveness (if any)?
- 10) Anything else that the group finds notable or interesting about this organization?

The presentations are meant to be brief. Most groups develop a PowerPoint for their presentations.

This case-study will account for 15 percent of the course grade. The professor will assign a grade to the entire group and that grade will then be incorporated in the individual course grade of each student.

ATTACHMENT II: SUGGESTIONS FOR COURSE PAPER OR PROJECT

Below are some suggestions of approaches to the course paper/project. These are suggestions, but the professor is open to various approaches that students may propose. Final papers should include citations and references; students may use any style with which they are comfortable, so long as it is consistently applied.

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(1) A case study of a nonprofit organization. Writing a case study requires identifying strategic issues faced by the organization and analyzing its efforts to address those issues, not merely providing a summary of the organization's programs. In many instances, a case study may be written entirely from published materials. Others require conducting interviews with the organization's leaders. There is no prescribed length for a case study, but most are about 15-18 pages, including references but not including attachments. [Note: This type of final paper cannot be based on any organization covered in case studies assigned for reading in the course or those that are the subject of the case study group project.]

(2) A critical survey of the literature on a subject related to the course. The paper should reflect the student's critical thinking rather than just summarize the material, for example, identifying themes and issues in the literature and analyzing various approaches. Assigned readings may stimulate thinking about paper topics. Reading the *Chronicle of Philanthropy* is also a good way to identify topics that are of current interest in the nonprofit sector. The professor will discuss possible paper topics in class, but students should select topics of particular interest to them. A paper of this type is usually about 15-18 pages in length, including references.

(3) An analysis of an ethical or policy issue related to the course. The paper should analyze both sides of the issue and take a position, supported with reasoned arguments and data. For example, there are significant issues related to tax policy, standards for nonprofit accountability, proposals for legislation increasing the regulation of nonprofits, and many others. This type of paper is usually about 15-18 pages in length, including references.

(4) Other projects related to the course. The professor is open to creative projects that are of sufficient magnitude and relevance to the course, for example, developing a strategic or fundraising plan, conducting a capacity assessment, or evaluating a program. The project needs to be substantive, not just a volunteer experience (e.g., tutoring students in an after-school program). The project should involve applying knowledge gained through readings and discussions in this course. Students should discuss project ideas with the professor in advance of beginning work.

Students who are employed at a nonprofit may do a case study or project related to that organization, but only if it represents work outside of their normal job responsibilities and is over and above what they are required to do in their jobs. In other words, you cannot submit a work product from your employment to meet the requirements of this course. Students may voluntarily choose to work together with up to two other students as a team to complete a significant project or case study. This requires the professor's prior approval, which will be given only for projects that represent a very substantial body of work, worthy of the efforts of multiple individuals. Projects need to result in a tangible product that the professor can evaluate. For example, if a student were to develop a plan or manual or conduct a study or assessment for a nonprofit organization, the professor would expect to see the written plan or report. In addition, the student must submit a memorandum reflecting on the project. This memorandum should describe how the project was conducted – what meetings were held at the nonprofit, what documents and materials were used, etc. It should also summarize what was learned through the experience. If the project has been undertaken by a team, the memorandum should describe the role played by each team member.

ATTACHMENT III - ADDITIONAL INFORMATION

(The following policies are an integral part of this course syllabus.)

GRADING STANDARDS

Letter grades will be provided for all written assignments, as follows:

A Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, sophisticated, and well written.

A- Very Good: Very strong work for a graduate student. Shows signs of creativity and a strong understanding of issues, is thorough and well-reasoned.

B+ Good: Sound work for a graduate student; well-reasoned and thorough, without serious shortcomings. This grade indicates the student has fully accomplished the basic course objectives.

B Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.

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[Note: Any lower grade signifies significant skill deficiencies, inadequate engagement/effort in the class (e.g., missed assignments), and/or other issues.]

A letter grade will be assigned for class participation. A student who attends all class sessions (in-person or virtual if permitted) can anticipate a grade no lower than A- for this component of the course grade. Students who are absent from classes without communication with the professor, and a valid reason, may receive a lower grade. In order to earn an A for class participation, the student must have been noticeably active in class discussions.

COURSE POLICIES

This course follows established policies of the University and Columbian College, including the policy on class attendance (<http://registrar.gwu.edu/university-policies#attendance>), the policy on religious holidays (<http://registrar.gwu.edu/university-policies#attendance>), and the policy on disabilities (<http://registrar.gwu.edu/university-policies#attendance>). Students with disabilities are encouraged to seek assistance from Disability Support Services (<http://www.gwired.gwu.edu/dss>). The University's Mental Health Services provide assistance and referral to address students' personal, social, career, and study skills problems (see counselingcenter.gwu.edu). Any case of dishonesty will be referred to the Academic Integrity Council following the processes provided online. The Code states: "Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information." For the remainder of the Code, see <http://www.gwu.edu/~ntegrity.code/html>.

Written assignments are due on the day indicated in this syllabus. The grade for the paper will be lowered by one-half grade (e.g., A becomes A-) for every day that the paper is late, unless the professor has granted an extension. Extensions may be granted only under certain circumstances, consistent with the above policies. The professor reserves the right not to accept work that is very late and to assign a failing grade to such work.

Civility in the Classroom: Higher education works best when it becomes a vigorous and lively marketplace of ideas in which all points of view are heard. Free expression in the classroom is an integral part of this process. At the same time, higher education demands that all of us approach the enterprise with empathy and respect for others, irrespective of their ideology, political views, or identity.

The George Washington University (GW) and its faculty are committed to creating a safe and open learning environment for all students. If you or someone you know has experienced sexual harassment, including sexual assault, dating or domestic violence, and stalking, please know that help and support are available. GW strongly encourages all members of the community to take action, seek support, and report incidents of sexual harassment to the Title IX Office. You may contact the Title IX Office at 202-994-7434 or at titleix@gwu.edu or learn more by visiting titleix.gwu.edu. Please be aware that faculty members are required to disclose information about suspected or alleged sexual harassment or other potential violations of the Title IX Sexual Harassment and Related Conduct Policy to the Title IX Office. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Community members are not required to respond to this outreach. If you, or another student you know, wishes to speak to a confidential resource who does not have this reporting responsibility, please contact Counseling and Psychological Services through the Colonial Health Center 24/7 at 202-994-5300, or the Office Of Advocacy and Support at 202-994-0443 or at oas@gwu.edu.

SAFETY AND SECURITY

- Monitor [GW Alerts](#) and [Campus Advisories](#) to [Stay Informed](#) before and during an emergency event or situation
- In an emergency: call GWPD/EMERG 202-994-6111 or 911
- For situation-specific actions: refer to GW's [Emergency Response Handbook](#) and [Emergency Operations Plan](#)
- In the event of an armed Intruder: Run. Hide. Fight.

USE OF ELECTRONIC COURSE MATERIALS AND CLASS RECORDINGS

Students are encouraged to use electronic course materials, including recorded class sessions, if any, for private personal use in connection with their academic program of study. Electronic course materials and recorded class sessions, if any, should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Please contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions.

TIME COMMITMENT

This is a three-credit graduate course. The semester is 15 weeks. Instruction, including class sessions, will require 2 hours per week for 14 weeks. Required reading and preparation of papers outside of class is expected to require, on average, 6.0 hours per week during the first 14 weeks and 8 hours during week 15. The total student time commitment is estimated to be 120 hours (8.0 hours per week for 15 weeks).