



Syllabus
HPM 959.965 Strategic Planning for Public and Non-
Profit Organizations
Spring 2019
2 Credits | Online

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Course Overview

Course Description	This course introduces the principles, methods and concepts of strategic planning as it relates to public and non-profit organizations.
Prerequisites	None
Instructor(s)	Susan C. Helm-Murtagh, MM, DrPH Assistant Professor Health Policy and Management Phone: 919-302-1361 (M) Email: susan.helm-murtagh@unc.edu
Course Website	https://sakai.unc.edu/welcome/ . Use your ONYEN and password.
Class Days, Times, Location	In addition to the two on-campus class sessions held in January and May 2019, this class will meet on most Wednesday evenings for 90 minutes. See the Course Schedule for specific dates and times.
Office Hours	There are no set office hours for this course. Students may request an appointment by email. Virtual office hours may be conducted via phone.
Course Texts	Bryson, John M. <i>Strategic Planning for Public and Non-Profit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement</i> . 5 th ed. Hoboken, NJ: Wiley, 2017. ISBN-13: 978-1119071600 ISBN-10: 1119071607
Course Format	The course format will include a weekly synchronous online lecture in class. The lecture will be supplemented with small group discussions, in-class exercises, case studies, and examples from the strategic planning literature. The course will conclude with the development of a strategic plan by each student.

Course Policies and Resources

Recognizing, Valuing and Encouraging Inclusion and Diversity in the Classroom

We share the School's [commitment to diversity](#). We are committed to ensuring that the School is a diverse, inclusive, civil and welcoming community. Diversity and inclusion are central to our mission — to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. Diversity and inclusion are assets that contribute to our strength, excellence and individual and institutional success. We welcome, value and learn from individual differences and perspectives. These include but are not limited to: cultural and racial/ethnic background; country of origin; gender; age; socioeconomic status; physical and learning abilities; physical appearance; religion; political perspective; sexual identity and veteran status. Diversity, inclusiveness and civility are core values we hold, as well as characteristics of the School that we intend to strengthen.

We are committed to expanding diversity and inclusiveness across the School—among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty and staff members perceive the School's environment as welcoming, valuing all individuals and supporting their development.” In this class, we practice these commitments in the following ways:

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of *all* students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

As a student in the class, you are also expected to understand and uphold the following UNC policies:

- **Diversity and Inclusion at the Gillings School of Global Public Health:** <http://sph.unc.edu/resource-pages/diversity/>
- **UNC Non-Discrimination Policies:** <http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf>
- **Prohibited Discrimination, Harassment, and Related Misconduct at UNC:** <https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct>

Accessibility

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a

temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), <https://ars.unc.edu/>; phone 919-962-8300; email ars@unc.edu. Students must document/register their need for accommodations with ARS before accommodations can be implemented.

UNC Honor Code

As a student at UNC-Chapel Hill, you are bound by the university's [Honor Code](#), through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. To ensure effective functioning of the [Honor System](#) at UNC, students are expected to:

- a. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
- b. Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
- c. **Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.**
- d. Report any instance in which reasonable grounds exist to believe that a fellow student has violated the Honor Code.

Instructors are required to report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions can include receiving a zero for the assignment, failing the course and/or suspension from the university. If you have any questions about [your rights and responsibilities](#), please consult the Office of Student Conduct at <https://studentconduct.unc.edu/>, or consult these other resources:

- Honor system [module](#).
- UNC library's [plagiarism tutorial](#).
- UNC Writing Center [handout on plagiarism](#).

Instructor Expectations

- Email** The instructor will typically respond to email within 24 hours or less. If you receive an out of office reply when emailing, it may take longer to receive a reply. The instructor will provide advance notice, if possible, when she will be out of the office.
- Discussion Board** The instructor will be an active reader and will occasionally post throughout the semester. The group discussion boards will be moderated by the group members unless an issue is brought to the instructor's attention by a fellow group member.
- Feedback** All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback is meant to be constructive and help the student continue to build upon their skills. The types of feedback you may receive are descriptive feedback, evaluative feedback, and motivational feedback. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in other areas.
- Grading** Assignments, projects and discussion board postings will be graded no more than two weeks after the due date. Assignments that build on the next assignment will be graded within one week of the final due date. Early submissions will not be graded before the final due date.
- Syllabus Changes** The instructor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

Student Expectations

- Appropriate Use of Course Resources:** The materials used in this class, including, but not limited to, syllabus, exams, quizzes, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor 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 includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.
- Assignments** Submit all assignments through Sakai or assignment links located in the

weekly modules, syllabus link, or assignments link (if made available by your instructor). Emailing assignments is not acceptable unless prior arrangements have been made. If you are having issues submitting assignments, try a different web browser first. If switching browsers does not work, email the instructor for guidance.

**Attendance/
Participation**

Your attendance and active participation are an integral part of your learning experience in this course. If you are unavoidably absent, please notify the course instructor.

Communication

You are expected to follow common courtesy in all communication to include email, discussion boards, and face-to-face. All electronic communications sent should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as a professional.

Contributions

You are expected to offer individual contributions in class and on individual assignments, and collaborate with fellow students on assignments for which students may work together, such as group assignments.

**Discussion
Board**

You are expected to participate in the course Group Discussion Board. Peer replies should be thoughtful, reflective, and respectful while prompting further discussion using content knowledge, critical thinking skills, questioning, and relevant information of the topic.

- View the 15 Rules of Netiquette for the online discussion board at <http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>

Email

All email correspondence between student/instructor and peer/peer will be conducted in a professional manner following email etiquette.

- View the following link for more information on email etiquette: <http://metropolitanorganizing.com/etiquette-professional-organizing-services/essential-email-etiquette-tips/>

Late Work

If you are unable to complete an assignment by the due date, you must notify the instructor at least one week before the assignment is due. Points may be deducted from your assignment if timely advance notification is not received.

Readings

Readings for a particular class should be completed before the class session and before completing associated activities.

**Technical
support**

The UNC Information Technology Services (ITS) department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-

HELP (919-962-4357), or by email at help@unc.edu, or by visiting their website at <http://help.unc.edu>, or by UNC Live Chat at <http://its.unc.edu/itrc/chat>.

Competencies, Learning Objectives, and Assessment

Map

Competencies taught in this course, learning objectives mapped to these competencies, and assignments that assess attainment of these competencies.

Competency	Learning Objectives	Assessment Assignment
DPH07. Create a strategic plan	L1. Build understanding of the fundamental principles, concepts and analytic techniques of strategic planning. L2. Develop a view of strategic planning as a systematic, continuous decision based process. L3. Develop an understanding of the importance of external forces on any organization and its strategic direction.	Students will develop a strategic plan.
DPH12. Propose human, fiscal, and other resources to achieve a strategic goal	L1. Build understanding of the fundamental principles, concepts and analytic techniques of strategic planning.	Students will develop a strategic plan.
DPH13. Cultivate new resources and revenue streams to achieve a strategic goal	L1. Build understanding of the fundamental principles, concepts and analytic techniques of strategic planning.	Students will develop a strategic plan.

Course Assignments and Assessments

This course will include graded assignments.

Assignments	Due	Points
Strategic Plan: Subject Matter Write-Up	Jan 08	2
Strategic Plan: Mandates and Mission	Jan 21	3
Strategic Plan: External Assessment	Feb 04	10
Strategic Plan: Internal Assessment	Feb 04	10
Strategic Plan: Issue-Specific Strategies	Feb 11	10
Strategic Plan: Goals, objectives, performance indicators and outcomes	Feb 11	10
Strategic Plan: Budget Projection	Mar 04	10
Strategic Plan: Implementation Plan	Mar 16	10
Strategic Plan: Monitoring and Evaluation Plan	Mar 16	10
Strategic Plan: Executive Summary and Final Plan	Apr 30	5
Presentation of Strategic Plan	Mar 27- Apr 24	10
Class Participation	N/A	10
TOTAL		100

Grading Scale

Final course grades will be determined using the following [UNC Graduate School grading scale](#). The relative weight of each course component is shown in the table above.

H	92 and above	High Pass: Clearly excellent graduate work
P	75 - 91	Pass: Entirely satisfactory graduate work
L	60 – 74	Low Pass: Inadequate graduate work
F	Less than 60	Fail

Assignment Descriptions

Descriptions of the assignments follow.

1. Strategic Plan (80%)

This is the culminating exercise for the course. The plan does not need to be a plan for your entire organization; rather, it can be for a new program, service or product line -- or you can work on a company or program that you would like to start.

2. Strategic Plan Presentation (10%)

During the last four class sessions, students will each present their work in progress. This is a way for students get input from their classmates and the instructors, and to sharpen their thinking on the final written product.

3. Class Participation (10%)

Students are expected to be active participants in class, to further and demonstrate their comprehension and application of the materials and content. In addition, sharing their perspectives, insights, questions and challenges enhances the learning experience for the entire cohort.

Course-at-a-Glance

The instructor reserves the right to make changes to the syllabus, including assignment due dates. These changes will be announced as early as possible.

Session	Topics	Assignment(s) Due
January 2 11a-2p EST MHRC 3005	<ul style="list-style-type: none"> • Introduction • Course Overview • Expectations 	1. Read syllabus
January 9 5:30-7:00p EST Adobe Classroom	<ul style="list-style-type: none"> • The Criticality of Strategic Planning • The Strategic Planning Cycle 	<ol style="list-style-type: none"> 1. Read Bryson, Chapters 1 and 2 2. Brief write-up of strategic plan subject (due Jan 08)
January 16 5:30-7:00p EST Adobe Classroom	<ul style="list-style-type: none"> • Initiating the Planning Process • Clarifying Organizational Mandates and Mission 	1. Read Bryson, Chapters 3 and 4
January 23 5:30-7:00p EST Adobe Classroom	<ul style="list-style-type: none"> • Assessing the Environment • Identifying Strategic Issues 	<ol style="list-style-type: none"> 1. Read Bryson, Chapters 5 and 6 2. Mandates and Mission (due Jan 21)
February 6 5:30-7:00p EST Adobe Classroom	Formulating Plans to Address and Manage Strategic Issues	<ol style="list-style-type: none"> 1. Read Bryson, Chapter 7 2. External Assessment (due Feb 04) 3. Internal Assessment (due Feb 04)
February 13 5:30-7:00p EST Adobe Classroom	<ul style="list-style-type: none"> • Establishing Budget Projections • Developing Implementation Plans 	<ol style="list-style-type: none"> 1. Read Bryson, Chapters 8 and 9 2. Readings on Sakai 3. Issue-Specific Strategies (due Feb 11) 4. Goals, objectives, performance indicators and outcomes (due Feb 11)
February 20 5:30-7:00p EST Adobe Classroom	Re-Assessing and Revising Plans	<ol style="list-style-type: none"> 1. Read Bryson, Chapter 10 2. Budget (due Feb 18)
March 6 5:30-7:00p EST Adobe Classroom	Identifying Leadership Roles in Strategic Plan Implementation	<ol style="list-style-type: none"> 1. Read Bryson, Chapter 11 2. Implementation Plan (due Mar 04) 3. Monitoring and Evaluation Plan (due Mar 04)
March 20 5:30-7:00p EST Adobe Classroom	<ul style="list-style-type: none"> • Initiating the Plan 	<ol style="list-style-type: none"> 1. Read Bryson, Chapter 12 2. Student Presentations (as assigned)
March 27 5:30-7:00p EST Adobe Classroom	<ul style="list-style-type: none"> • Executive Summary and Final Plan 	Student Presentations (as assigned)
April 10 5:30-7:00p EST Adobe Classroom	Student Presentations (as assigned)	Student Presentations (as assigned)

April 24 5:30-7:00p EST Adobe Classroom	Student Presentations (as assigned)	Student Presentations (as assigned)
TBD Chapel Hill	Course Wrap-Up	

Course Schedule

The instructor reserves to right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

January 2: Introduction, Course Overview and Expectations

Session 1	
Topics	Introduction, Course Overview and Expectations
Competency Addressed	DPH07. Create a strategic plan
Learning Objective(s)	L1. Build understanding of the fundamental principles, concepts and analytic techniques of strategic planning. L2. Develop a view of strategic planning as a systematic, continuous decision based process. L3. Develop an understanding of the importance of external forces on any organization and its strategic direction.
Required Readings	Syllabus
Assignments/Deadlines	Read syllabus

January 9: Criticality of Strategic Planning and the Strategic Planning Cycle

Session 2	
Topics	<ul style="list-style-type: none"> • The Criticality of Strategic Planning • The Strategic Planning Cycle
Competency Addressed	DPH07. Create a strategic plan
Learning Objective(s)	L1. Build understanding of the fundamental principles, concepts and analytic techniques of strategic planning. L2. Develop a view of strategic planning as a systematic, continuous decision based process. L3. Develop an understanding of the importance of external forces on any organization and its strategic direction.
Required Readings	Bryson, Chapters 1 and 2
Assignments/Deadlines	Brief write-up of strategic plan subject (due Jan 08)

January 16: Initiating the Planning Process, Clarifying Organizational Mandates and Mission

Session 3	
Topics	<ul style="list-style-type: none"> • Initiating the Planning Process • Clarifying Organizational Mandates and Mission
Competency Addressed	DPH07. Create a strategic plan
Learning Objective(s)	<p>L1. Build understanding of the fundamental principles, concepts and analytic techniques of strategic planning.</p> <p>L2. Develop a view of strategic planning as a systematic, continuous decision based process.</p> <p>L3. Develop an understanding of the importance of external forces on any organization and its strategic direction.</p>
Required Readings	Bryson, Chapters 3 and 4
Assignments/Deadlines	None

January 23: Assessing the Environment, Identifying Strategic Issues

Session 4	
Topics	<ul style="list-style-type: none"> • Assessing the Environment • Identifying Strategic Issues
Competency Addressed	DPH07. Create a strategic plan
Learning Objective(s)	<p>L1. Build understanding of the fundamental principles, concepts and analytic techniques of strategic planning.</p> <p>L2. Develop a view of strategic planning as a systematic, continuous decision based process.</p> <p>L3. Develop an understanding of the importance of external forces on any organization and its strategic direction.</p>
Required Readings	Bryson, Chapters 5 and 6
Assignments/Deadlines	Mandates and Mission (due Jan 21)

February 6: Formulating Plans to Address and Manage Strategic Issues

Session 5	
Topic	Formulating Plans to Address and Manage Strategic Issues
Competency	DPH07. Create a strategic plan

Addressed	DPH12. Propose human, fiscal, and other resources to achieve a strategic goal
Learning Objective(s)	L1. Build understanding of the fundamental principles, concepts and analytic techniques of strategic planning. L2. Develop a view of strategic planning as a systematic, continuous decision based process. L3. Develop an understanding of the importance of external forces on any organization and its strategic direction.
Required Readings	Bryson, Chapter 7
Assignments/Deadlines	1. External Assessment (due Feb 04) 2. Internal Assessment (due Feb 04)

February 13: Establishing Budget Projections, Developing Implementation Plans

Session 6	
Topics	<ul style="list-style-type: none"> Establishing Budget Projections Developing Implementation Plans
Competency Addressed	DPH07. Create a strategic plan DPH12. Propose human, fiscal, and other resources to achieve a strategic goal DPH13. Cultivate new resources and revenue streams to achieve a strategic goal
Learning Objective(s)	L1. Build understanding of the fundamental principles, concepts and analytic techniques of strategic planning. L2. Develop a view of strategic planning as a systematic, continuous decision based process. L3. Develop an understanding of the importance of external forces on any organization and its strategic direction.
Required Readings	<ul style="list-style-type: none"> Bryson, Chapters 8 and 9 Readings on Sakai
Assignments/Deadlines	1. Issue-Specific Strategies (due Feb 11) 2. Goals, objectives, performance indicators and outcomes (due Feb 11)

February 20: Re-Assessing and Revising Plans

Session 7	
Topic	Re-Assessing and Revising Plans
Competency	DPH07. Create a strategic plan

Addressed	DPH12. Propose human, fiscal, and other resources to achieve a strategic goal DPH13. Cultivate new resources and revenue streams to achieve a strategic goal
Learning Objective(s)	L1. Build understanding of the fundamental principles, concepts and analytic techniques of strategic planning. L2. Develop a view of strategic planning as a systematic, continuous decision based process. L3. Develop an understanding of the importance of external forces on any organization and its strategic direction.
Required Readings	Bryson, Chapter 10
Assignments/Deadlines	1. Budget (due Feb 18)

March 6: Identifying Leadership Roles in Strategic Plan Implementation

Session 8	
Topic	Identifying Leadership Roles in Strategic Plan Implementation
Competency Addressed	DPH12. Propose human, fiscal, and other resources to achieve a strategic goal DPH13. Cultivate new resources and revenue streams to achieve a strategic goal
Learning Objective(s)	L1. Build understanding of the fundamental principles, concepts and analytic techniques of strategic planning. L2. Develop a view of strategic planning as a systematic, continuous decision based process. L3. Develop an understanding of the importance of external forces on any organization and its strategic direction.
Required Readings	Bryson, Chapter 11
Assignments/Deadlines	1. Implementation Plan (due Mar 04) 2. Monitoring and Evaluation Plan (due Mar 04)

March 20: Initiating the Plan, Student Presentations

Session 9	
Topics	<ul style="list-style-type: none"> • Initiating the Plan • Student Presentations
Competency Addressed	DPH07. Create a strategic plan DPH12. Propose human, fiscal, and other resources to achieve a strategic goal

	DPH13. Cultivate new resources and revenue streams to achieve a strategic goal
Learning Objective(s)	L1. Build understanding of the fundamental principles, concepts and analytic techniques of strategic planning. L2. Develop a view of strategic planning as a systematic, continuous decision based process. L3. Develop an understanding of the importance of external forces on any organization and its strategic direction.
Required Readings	Bryson, Chapter 12
Assignments/Deadlines	Student Presentations (as assigned)

March 27: Executive Summary and Final Plan, Student Presentations

Session 10	
Topic	Executive Summary and Final Plan
Competency Addressed	DPH07. Create a strategic plan DPH12. Propose human, fiscal, and other resources to achieve a strategic goal DPH13. Cultivate new resources and revenue streams to achieve a strategic goal
Learning Objective(s)	L1. Build understanding of the fundamental principles, concepts and analytic techniques of strategic planning. L2. Develop a view of strategic planning as a systematic, continuous decision based process. L3. Develop an understanding of the importance of external forces on any organization and its strategic direction.
Required Readings	None
Assignments/Deadlines	Student Presentations (as assigned)

April 10: Student Presentations

Session 11	
Topics	Student Presentations
Competency Addressed	DPH07. Create a strategic plan DPH12. Propose human, fiscal, and other resources to achieve a strategic goal DPH13. Cultivate new resources and revenue streams to achieve a strategic goal

Learning Objective(s)	L1. Build understanding of the fundamental principles, concepts and analytic techniques of strategic planning. L2. Develop a view of strategic planning as a systematic, continuous decision based process. L3. Develop an understanding of the importance of external forces on any organization and its strategic direction.
Required Readings	None
Assignments/Deadlines	Student Presentations (as assigned)

April 24: Student Presentations

Session 12	Student Presentations
Topics	
Competency Addressed	DPH07. Create a strategic plan DPH12. Propose human, fiscal, and other resources to achieve a strategic goal DPH13. Cultivate new resources and revenue streams to achieve a strategic goal
Learning Objective(s)	L1. Build understanding of the fundamental principles, concepts and analytic techniques of strategic planning. L2. Develop a view of strategic planning as a systematic, continuous decision based process. L3. Develop an understanding of the importance of external forces on any organization and its strategic direction.
Required Readings	None
Assignments/Deadlines	Student Presentations (as assigned)

Appendix: Rubrics

Assignment Rubric: Class Participation (10%)

Criteria	Fully Met	Partially Met	Not met
Quality of Discussion (5 points)	<p>(6 points)</p> <p>All comments reflected scholarly deliberation and synthesis of material from the readings</p> <p>Comments are related to the discussion topic and prompts further discussion amongst peers.</p>	<p>(3 points)</p> <p>At least half of comments reflected scholarly deliberation and synthesis of material from the readings</p> <p>Comments are somewhat related to the discussion topic and/or partially prompts further discussion amongst peers.</p>	<p>(0-1 point)</p> <p>Less than half of the comments reflected scholarly deliberation and synthesis of material from the readings</p> <p>Comments are not related to the discussion topic and/or do not prompt further discussion amongst peers.</p>
Contribution to the Learning Community (5 points)	<p>(4 points)</p> <p>Attempts to motivate the group discussion; presents creative approaches to the topic.</p> <p>1. Validating - Validates the contributions of others and explains why their contributions resonate</p> <p>2. Resourceful - Shares or creates resources that contribute to the discussions</p> <p>3. Inquiring - Offers feedback, asks questions, provides reflection or commentary</p> <p>4. Community Expander - Leads a section of community to a new and deeper discourse.</p>	<p>(2-3 points)</p> <p>Attempts to motivate the group discussion but does not always succeed; sometimes presents creative approaches to the topic.</p> <p>1. Validating – Partially validates the contributions of others and explains why their contributions resonate</p> <p>2. Resourceful – Does not always share or create resources that contribute to the discussions</p> <p>3. Inquiring – Does not always offer feedback, ask questions, provide reflection or commentary</p> <p>4. Community Expander –Partially leads a section of community to a new and deeper discourse.</p>	<p>(0-1 point)</p> <p>Does not attempt to motivate the group discussion; does not present creative approaches to the topic.</p> <p>1. Validating – Does not validate the contributions of others nor explain why their contributions resonate</p> <p>2. Resourceful – Does not share or create resources that contribute to the discussions</p> <p>3. Inquiring – Does not offer feedback, ask questions, provide reflection or commentary</p> <p>4. Community Expander – Does not lead a section of community to a new and deeper discourse.</p>

Assignment Rubric: Strategic Plan (80%)

Criteria	Fully Met	Partially Met	Not Met
Content (25 points)	(21-25 Points) All core elements of strategic planning covered in the course were addressed and applied appropriately to the strategic problem.	(10-20 Points) All core elements of strategic planning covered in the course were not addressed or consistently applied appropriately to the strategic problem.	(0-9 Points) All core elements of strategic planning covered in the course were not addressed and were not consistently applied appropriately to the strategic problem.
Subject Knowledge (25 points)	(21-25 Points) The project demonstrated knowledge of the course content by integrating major and minor concepts throughout. The project demonstrated evidence of extensive concept application effort and critical thinking.	(10-20 Points) The project partially demonstrated knowledge of the course content by integrating major and minor concepts throughout. The project partially demonstrated evidence of extensive concept application effort and critical thinking.	(0-9 Points) The project demonstrated very little knowledge of the course content by integrating major and minor concepts throughout. The project demonstrated very little evidence of extensive concept application effort and critical thinking.
Quality of Writing (5 points)	(4-5 points) The project demonstrates proper use of grammar, sentence structure, spelling and punctuation. Points are clearly stated, well researched, and supported.	(2-3 points) The majority of the project demonstrates proper use of grammar, sentence structure, spelling and punctuation. Most points are clearly stated, well researched, and supported.	(0-1 Point) Very little of the project demonstrates proper use of grammar, sentence structure, spelling and punctuation. Few points are clearly stated, well researched, and supported.
Use of Graphics (5 points)	(4-5 points) The project consistently makes appropriate use of charts and graphs to illustrate major and/or complex points.	(2-3 points) The project does not consistently make appropriate use of charts and graphs to illustrate major and/or complex points.	(0-1 Point) The project does not make appropriate use of charts and graphs to illustrate major and/or complex points.
Documentation of Sources, Quality of	(4-5 points) Cites all data obtained from other sources.	(2-3 points) Cites most data obtained from other sources.	(0-1 point) Does not cite sources or cites only some data

Sources (5 points)	Citation style is accurate.	Citation style is accurate.	obtained from other sources. Citation style is either inconsistent or incorrect.
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Assignment Rubric: Strategic Plan Presentation (10%)

Criteria	Fully Met	Partially Met	Not Met
Organization and use of visual effects (3 points)	<p>(3 points)</p> <ul style="list-style-type: none"> • Slides have the required components (person, place time, magnitude and recommendation), and the information is consistently organized. • Oral presentation aligns with the visuals and transition is smooth from one section to another. • Visual aids are well prepared, informative, and are effectively used to enhance the audience's understanding of the materials. 	<p>(2 points)</p> <ul style="list-style-type: none"> • Slides have the required components (person, place time, magnitude and recommendation), and the information is consistently organized. However, the oral presentation does not match or follow the slides well. • Visual aids are well prepared and informative but do not always support the text. 	<p>(0-1 point)</p> <ul style="list-style-type: none"> • There is no sequence of information and/or some of the required main components (person, place time, magnitude and recommendation) are missing. • Slides have the required components (person, place time), but information is inconsistently organized; therefore, it is very difficult to follow the presentation. • Does not include any visual aids (table, graph, pictures) to enhance the audience's understanding of the materials. • The font size is too small and cannot be read.
Slide Content (5 points)	<p>(4-5 points)</p> <ul style="list-style-type: none"> • The title of the presentation and presentation contents are relevant and without errors. • The key portions of the presentation are clear and well defined. • The presentation content is fully 	<p>(2-3 points)</p> <ul style="list-style-type: none"> • The title of the presentation and presentation contents are not completely relevant or contain minor errors. • The key portions of the presentation are present but not well discussed. 	<p>(0-1 point)</p> <ul style="list-style-type: none"> • The title of the presentation and presentation contents either have errors or are not relevant. • At least 30% of the key portions of the presentation are missing and lack clarity.

Criteria	Fully Met	Partially Met	Not Met
	referenced.	<ul style="list-style-type: none"> • The presentation content is not fully referenced. 	<ul style="list-style-type: none"> • The presentation content is not referenced.
Delivery (2 points)	<p>(2 points)</p> <ul style="list-style-type: none"> • Presenter maintains eye contact and uses the notes effectively. • Presentation reflects thorough preparation and coordination among students. • Presentation was within the assigned time limit. 	<p>(1 point)</p> <ul style="list-style-type: none"> • Presenter maintains eye contact and uses the notes most of the time. • Presentation reflects a lack of coordination among the students. 	<p>(0 points)</p> <ul style="list-style-type: none"> • Presenter reads the slides and makes no eye contact with the audience. • Difficult to hear the presenter. • Presentation reflects lack of practice and/or coordination.