

Curriculum & Instruction 509E 001
Special Problems in Curriculum and Instruction

Organizational Systems for
Non-formal Youth Development

Course Syllabus

North Carolina State University
Autumn Semester, 2005
Thursday, 3:10 – 6:00 p.m.
Call No. ECI 509E 001

Professor:

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Course Description

This course is designed to prepare current and future youth development professional educators to better lead and manage community-based youth development organizational systems. Specific foci include: fundamentals of management and leadership; institutional and organizational structures; administrative and strategic planning; working with volunteer advisory groups; marketing and program delivery systems; information management systems; and, human resource, financial, facilities, and risk management systems.

Course Objectives

This course is designed to:

- (1) familiarize current and future professional educators with contemporary concepts of management and leadership as applied to community-based youth development programs;
- (2) increase current and future educators' understanding of the effective and efficient day-to-day management and administration of community-based youth development programs; and
- (3) encourage current and future educators to develop scholarly skills and abilities with regards to accessing, utilizing, and communicating their knowledge, attitudes, skills, and aspirations concerning organizational systems in community-based youth development programs and organizations.

Course Text

The required course text is: Wilbur, Robert H. (Ed.). (2000). The Complete Guide to Nonprofit Management. New York: John Wiley & Sons, Inc. (ISBN 0-471-38062-8).

A Course-Pak including contemporary literature and research articles will supplement the course text. (NOTE: Will be available following the first week of class.)

Learning Experiences and Course Requirements

1. Each student is expected to attend all classes. Please notify Dr. Safrit *in advance* if you expect to miss class, as well as the reason for your expected absence (an e-mail or voice mail message to Dr. Safrit before 12:00 noon on class day is sufficient.)
2. Each student is expected to utilize the course text and references identified, as supplemented by class handouts and other assigned readings.
3. Each student will develop their Personal Philosophy of Youth Development Leadership to be submitted in written form (at a minimum.) The Philosophy (2 pages maximum; see attached outline) is due before the end of the final regular class meeting on Thursday, December 1st.

4. Each student will select one contemporary community-based youth development program for an in-depth Course Project, **either**: (1) an Organizational Systems Leadership and Management Analysis; or (2) an Organizational Systems Innovation. Whichever choice, the Project will be presented in both written and verbal formats. The written Project report (20 pages maximum; see attached outline) is due before the end of the regular class meeting on Thursday, November 17th.

The Project will also be presented to the entire class during a 30-minute class presentation, including a detailed outline and appropriate references. The selected program/Project should be: (1) of personal/professional interest to the student, (2) researchable and analytical (using (2) published literature); and, (3) agreed upon mutually by the student and Dr. Safrit.

Criteria for Evaluating Student Performance

Individual Participation	20%
Personal Philosophy of Youth Development Leadership	20%
Course Project: Written Report	40%
Course Project: Student Presentation	<u>20%</u>
TOTAL	100%

Grading Scale Utilized

100 – 98 = A+	97 – 93 = A	92 - 90 = A-	89 – 87 = B+	86 – 83 = B
82 - 80 = B-	79 - 77 = C+	76 – 73 = C	72 – 70 = C-	69 - 67 = D+
66 – 63 = D	62 – 60 = D-	≤ 59 = F		

(NOTE: The professor does not award incompletes without an authorized University excuse. All requirements must be completed before the last class meeting)

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Course Schedule

Date	Topic & Readings
Aug. 18	Introductions and Course Overview; Fundamentals of Community-based Youth Programs; The Concept of Organizational Systems (Smith et al., Foreword, Preface; Course Pak: Eccles & Gootman, 2002; USDA CSREES 4-H, 2004)
Aug. 25	NO CLASS (student work day for Course Pak readings)
Sept. 1	Program Governance: Guest Lecturer: Dr. Harriett Edwards, Extension Assistant Professor & Specialist, 4-H Youth Development: Working with Advisory Groups, Committees and Boards (Smith et al., Chapters 2, 9; Course Pak: Merrill, 1999; Safrit, 2002) (NOTE: Dr. Safrit presenting at the European Extension Conference in Ezir, Turkey)
Sept. 8	The Concepts of Management and Leadership (Course Pak: Kreitner, 2002; Safrit et al., 1996; Safrit & Merrill, 2001)
Sept. 15	Administrative and Strategic Planning (Smith et al., Chapter 1; Course Pak: Safrit, 1997)
Sept. 22	Program Development, Delivery, and Accountability Systems (Smith et al., Chapters 6, 7; Course Pak: Safrit & Merrill, 1998)
Sept. 29	Marketing Systems and Public Relations (Smith et al., Chapters 3, 8)
Oct. 6	NO CLASS (Fall Break)
Oct. 13	Volunteer Resource Systems (Smith et al., Chapter 13; Course Pak: Safrit, 1998; Safrit & Merrill, 1998; Safrit & Lopez, 2001; Safrit & Schmiesing, 2004; Safrit, Schmiesing, Gliem, & Gliem, 2005)
Oct. 20	Financial and Information Management Systems (Smith et al., Chapters 5, 11, 12)
Oct. 27	Risk and Facilities Management Systems (Smith et al., Chapter 14; Course Pak: Schmiesing, 1999; Schmiesing & King, 2001)
Nov. 3	NO CLASS (Student Work Day)

- Nov. 10 Professionalism: Ethics, Scholarship & Advocacy: Guest Lecturers: Dr. Marshall Stewart, Department Head, State 4-H Program Leader & Associate Professor, 4-H Youth Development; & Dr. Harriett Edwards, Extension Assistant Professor & Specialist, 4-H Youth Development NOTE: Dr. Safrit presenting at the Pan Asian Volunteer Conference in Hong Kong, China)
- Nov. 24 NO CLASS (Thanksgiving Holiday)
- Nov. 17 Student Presentations; **All written Organizational Systems Projects due before end of Class**
- Dec. 1 Student Presentations; Looking to the Future of Community-Based Youth Programs; Course Summary and Synthesis; Course/Instructor Evaluations **All Personal Philosophies of Youth Development Leadership due before end of class** (Smith et al., Chapters 10, 15)

Guidelines for Developing an Organizational Systems Project

Each student will select one contemporary community-based youth development program for an in-depth Organizational Systems Project, **either**: (1) an Organizational Systems Leadership and Management Analysis; or (2) an Organizational Systems Leadership and Management Innovation. The Project will be presented in both written and verbal formats.

The written Project (20 pages maximum; see attached outline) is due before the end of the 14th class meeting (i.e., November 17th). The Project will also be presented to the entire class during a 30-minute class presentation, including a detailed outline and appropriate references. The selected community-based youth development program and Project should be: (1) of personal/professional interest to the student, (2) researchable and analytical (using published literature); and, (3) agreed upon mutually by the student and Dr. Safrit.

Again, each student selects **one of the following two options** for both his/her written report and class presentation.

Option I: Organizational Systems Leadership and Management Analysis

Once the program is selected and mutually agreed upon, the student should interview program participants (paid and volunteer) regarding specific management components of the program, as well as an overview of the program's history, mission, structure, funding, staffing, vision, etc. Based upon this field data, and utilizing appropriate published non-profit administration/ management literature, the student should write the actual Analysis organized into the following identified sections:

Introduction to the community-based youth development program

- History
- Mission
- Structure/funding/staffing

- Vision
- Data Collection Methods (How/when data were collected regarding organizational systems, etc.)
- Findings (Results of field data collected regarding organizational systems, etc.)
- Conclusions (Comparison of findings with published literature)
- Implications and Recommendations for the youth development program
- Selected References

The student should utilize APA style (Fifth Edition) in writing the Analysis.

Organizational Systems Leadership and Management Analyses will be evaluated as follows:

Development of the case study	10%
Integration of related literature	10%
Content (presentation of “the big picture”, logical organization of content, findings and conclusions, implications and recommendations)	20%
Grammar, writing style, and use of APA style	<u>10%</u> 50%

Option II: Organizational Systems Leadership and Management Innovation

Once the program is selected and mutually agreed upon, the student should develop an innovative approach to an existing community-based youth development program. The innovation must be based upon an identified need of the program, and integrate contemporary organizational management/ leadership theory and/or best practices to address a specific management/leadership component of the program. Based upon the need, literature/best practice, and utilizing appropriate published management/ leadership literature, the student should write the actual Innovation organized into the following identified sections:

Introduction to the community-based youth development program

- History
- Mission
- Structure/funding/staffing
- Vision

Need assessment methods (how/when data were collected regarding organizational system need, etc.)

Proposed innovation (detailed description of proposed innovation including timeline, budget, etc.)

Conclusions (Comparison of proposed innovation with published literature)

Implications and Recommendations for the youth development program

Selected References

The student should utilize APA style (Fifth Edition) in writing the Innovation Project.

Organizational Systems Innovations will be evaluated as follows:

Development of the case study	10%
Integration of related literature	10%
Content (presentation of “the big picture”, logical organization of content, findings and conclusions,	20%

implications and recommendations)
Grammar, writing style, and use of APA style 10%
50%

Class Presentation

The student's presentation of the Organizational Systems Project should provide the entire class with a holistic overview of the materials covered in the written Project. Students are encouraged to operationalize basic and andragogical concepts of adult education instruction in designing and presenting their presentation. A three-page outline and presentation synopsis handout must be submitted to the instructor prior to the actual presentation, including appropriate reference information (in APA format.) Presentations should be a maximum of 30 minutes (including class discussion) and will be presented during the regular class meetings on the dates identified in the course syllabus.

Presentations will be evaluated as follows:

Content:

- Coverage of Project content 10%

Delivery:

- Organization of presentation 5 %

- Propriety for adult learners 5 %
20%