GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE: April 9, 2012

1. ACADEMIC UNIT: School of Community Resources and Development

2. COURSE PROPOSED: NLM 430 Managing Nonprofit Organizations 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON:
   Name: Kathleen Andereck
   Phone: 6-1056
   Mail Code: 4020   E-Mail: kandereck@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE: A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   Literacy and Critical Inquiry—L ☑
   Mathematical Studies—MA ☐ CS ☐
   Humanities, Fine Arts and Design—HU ☐
   Social and Behavioral Sciences—SB ☐
   Natural Sciences—SQ ☐ SG ☐

   Awareness Areas
   Global Awareness—G ☐
   Historical Awareness—H ☐
   Cultural Diversity in the United States—C ☐

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: ☑ No ☐ Yes; Please identify courses: ____________________________

Is this an multisession course?: ☑ No ☐ Yes; Is it governed by a common syllabus? __________

Kathleen Andereck
Chair/Director (Print or Type) ____________________________

Date: 4/8/12

Chair/Director (Signature) ________________

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.
Proposer: Please complete the following section and attach appropriate documentation.

## ASU - [L] CRITERIA

### TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE—AS EVIDENCED BY THE FOLLOWING CRITERIA:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
<td><strong>CRITERION 1</strong>: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <em>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.</em></td>
</tr>
</tbody>
</table>

1. Please describe the assignments that are considered in the computation of course grades—and indicate the proportion of the final grade that is determined by each assignment.

2. **Also:**
   - **Please circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-1".

| □ | □ | **CRITERION 2**: The composition tasks involve the gathering, interpretation, and evaluation of evidence |

1. Please describe the way(s) in which this criterion is addressed in the course design

2. **Also:**
   - **Please circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-2".

| □ | □ | **CRITERION 3**: The syllabus should include a minimum of two substantial writing or speaking tasks, other than in-class essay exams |

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

2. **Also:**
   - **Please circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-3".
### ASU - [L] CRITERIA

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <em>Intervention at earlier stages in the writing process is especially welcomed</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Syllabus Senior project</td>
</tr>
</tbody>
</table>

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

2. **Also:**

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria 1 -- 50% of grade is from writing</td>
<td>- The course requires two case response papers. Each student is required to write a one page analysis of a case presented in class. - A substantial senior project. The project requires students to apply knowledge from their entire degree program into a written document describing creation of nonprofit organization or program. Drafts are reviewed throughout the semester. - The quizzes and exams include several essay questions.</td>
<td>Case responses -- 9%  Senior project -- 27%  Quizzes -- 9%  Exams -- 36%</td>
</tr>
<tr>
<td>Criteria 2 -- Composition tasks involve gathering, interpretation and evaluation of evidence</td>
<td>As part of their senior project, students gather information from a variety of sources including their text, agencies, materials and references supplied by the instructor, and other information students must find on their own. They then use this information to create a nonprofit organization or program. Students also evaluate other student's drafts of their project. For the case analysis papers, a case is presented in class and students must respond to the information presented using concepts they have learned in class.</td>
<td>Senior project assignment  Case analysis project</td>
</tr>
<tr>
<td>Criteria 3 -- A minimum of two substantial writing tasks other than essay exams</td>
<td>In addition to the quizzes and exams, students must complete two case analysis papers and the senior project.</td>
<td>Syllabus  Senior project</td>
</tr>
<tr>
<td>Criteria 4 -- Tasks arranged so students get timely feedback</td>
<td>Drafts of the senior project are turned in several times during the semester. At those times the course instructor and other students all</td>
<td>Syllabus  Senior project</td>
</tr>
</tbody>
</table>
provide feedback to improve the final product.
Other than the exams and quizzes, the course requires an individual Leadership Activity that is primarily a speaking task, and a substantial group project that requires both speaking and writing.
The assignments are attached.
The quizzes and cases are given periodically throughout the semester with feedback promptly provided.
Arizona State University
School of Community Resources and Development
American Humanics Program

NLM 430 - Managing Nonprofit Organizations
Spring 2012 #13413

Instructor: Stephanie La Loggia, MA, CNP
Office Hours: M 12:00 – 2:00 and by appointment
E-mail: stephanie.laloggia@asu.edu
Office: UCENT 520F

Time/Location: T/TH, 1:30 to 2:45pm UCENT, Room 282

Catalog Description: Analyzes administrative structures, decision making, and program delivery within nonprofit organizations.

Purpose: The goal of this course is for each participant to learn how to lead with passion and manage with knowledge and skill. NLM 430 is a learning community. Learn all you can from the instructor, guest speakers, and from each other. Your grade is the least important thing you will take away from this course.

Objectives:

1. Leadership – To learn and explore the principles of effective nonprofit leadership, including leadership for impact, collaboration, and innovation.

2. Management – To learn and practice best management principles, including effective direction of human resource, board governance, marketing, risk management, and finances.

3. Knowledge and Skills Application - To apply and practice knowledge and skills acquired from this and other courses towards a semester-long applied project.

This course is the senior-level, upper division, capstone class for American Humanics/Nonprofit Leadership Alliance (CNP) and NLM. As such, all students are expected to be active, engaged participants in their learning and the learning of others. The course is built on a lecture-discussion format. Class and small group discussions will often focus on specific readings; therefore, it is essential that you keep up with the readings.

Please see the course schedule posted on Blackboard for class topics, reading assignments, and the dates for quizzes and exams.
**Grading:**

Grading will be based upon the accumulation of points for assignments. These points are compiled with the following percentages given for each grade:

- 99 – 100 % A+
- 94 – 98 % A
- 90 – 93 % A-
- 87 – 89 % B+
- 84 – 86 % B
- 80 – 83 % B-
- 77 – 79 % C+
- 70 – 76 % C
- 60 – 69 % D
- < 60 E

**Points:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50</td>
</tr>
<tr>
<td>Case Response Papers</td>
<td>50</td>
</tr>
<tr>
<td>Senior Applied Project</td>
<td>150</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
</tbody>
</table>

**Course Assignments:**

1. **Attendance and Participation (100 points)** – You are expected to come to each class prepared and ready to participate. This portion of your grade will be based on attendance, timeliness, and active participation, including your understanding, analysis and discussion of the readings and lectures. Classes will often have worksheets that students will be required to complete during class and turn in for that day’s participation points.

2. **Case response papers (50 points)** – There will be two one-page case response papers due, containing your written analysis and ideas in response to a case presented in class. Each case response paper is worth 25 points.

3. **Quizzes (25 points each)** – There will be two quizzes; dates are noted on the course schedule.

4. **Senior Applied Project (150 points)** – For this project, you will design a nonprofit organization (or program) and create plans for its program delivery, marketing, staffing, risk management, and finances. You may complete the project alone or with one student collaborator. Specific criteria will be posted on Blackboard and discussed in class. There are two draft due dates where you will turn in part of your project for feedback; please see the course schedule for these dates.

5. **Midterm Exam (100 points)**

6. **Final Exam (100 points)** – This exam covers material learned from the midterm to the end of the course.
Required Texts:


Additional required articles will be posted on Blackboard under “Reading Links.”

Optional Text:
1. Students must meet all course prerequisites listed in the ASU general catalog. Students not possessing these prerequisites will be withdrawn from the course.

2. Withdrawal ([http://students.asu.edu/withdrawal](http://students.asu.edu/withdrawal))

Course Withdrawal
During the first ten weeks of the fall and spring semesters, you may withdraw from any course with a grade of "W." Courses with alternate begin and end dates (such as summer or winter sessions) may have an adjusted withdrawal schedule. Withdrawals may be initiated by signing in using your ASURITE ID or in person at any registration site.

Courses from which you withdraw will remain on your transcript with a grade of "W." Please consult the refund schedule to determine whether you will or will not be eligible for any refund after withdrawing.

It is your responsibility to initiate a withdrawal if unable to attend a course. Failure to withdraw will result in a grade of "E" being assigned for the course. At the discretion of the instructor, students who do not attend class during the first week of a semester may be administratively dropped from the course.

Note: Withdrawing from a class or from all of your classes is a serious decision, and should be viewed as a last resort.

Complete Withdrawal
You may request a complete withdrawal from the university through the semester transaction deadline, which is typically during the end of the semester. Undergraduate students are required to request a complete withdrawal in person.

Complete withdrawals should be viewed as a last resort as there may be serious academic and financial consequences in processing a complete withdrawal. Because making a complete withdrawal from the university is a difficult decision, the university has many resources in place to help. You are encouraged to consult with your academic advisor to explore alternatives.

Special Circumstances
Medical withdrawals are available for students needing to withdraw due to medical reasons. This policy covers both physical and mental health difficulties. Medical withdrawals must be requested in person from the dean's representative (medical designee) of the college of the student's major, and submitted with appropriate documentation for review.

Compassionate withdrawals are available for students needing to withdraw due to significant personal reasons not related to the student's health. Examples are caring for a seriously ill child or spouse, or death in the student's immediate family. Compassionate withdrawals must be requested in person from the dean's representative (compassionate designee) of the college of the student's major, and submitted with appropriate documentation for review.

Instructor-initiated withdrawals are made when an instructor withdraws a student from a course with a grade of "W" or "E" in cases of disruptive behavior.

Military withdrawals are available for students activated for military action. Military activated students will receive some regulatory relief in the recalculation of financial aid and the calculation of tuition and fee charges. Students requesting a military withdrawal should contact the Veterans Services Office at the Tempe campus at 480.965.7723 or at the West campus at 602.543.8820.
3. The faculty in the School of Community Resources and Development assume that academic honesty will serve as the cornerstone of the academic experience. Academic dishonesty will not be tolerated. This includes, but is not limited to, cheating, plagiarism, or deception on an exam, paper, or class assignment. Plagiarism is defined as "intentionally or knowingly representing the words and/or ideas of another as one's own in any academic exercise" (Board of Regents Code of Conduct and Academic Dishonesty). Cheating and plagiarism may result in disciplinary action including, but not limited to, a failing grade on the assignment, a failing grade in the class, or suspension/expulsion from the university. Please note the following links to ASU policies. Students are responsible for reviewing and complying with all ASU policies:

   Academic Integrity Policy
   http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

   Student Code of Conduct
   http://www.abor.asu.edu/1_the_regents/policymanual/chap5

   Computer, Internet and Electronic Communications Policy
   http://www.asu.edu/aad/manuals/acd/acd125.html

4. The instructor of a course has full authority to decide whether or not class attendance is required. During the second week of classes (Fall or Spring), the instructor can drop a student for non-attendance. It is the student's responsibility to contact the instructor before the end of the first week of classes if absences during that period cannot be avoided.

5. Class Attendance and Participation - Students are expected to attend class regularly and participate in all class discussion. Excessive absences will result in lower course grades. If absences are excessive, but medically excused, a student will receive an "I" or "W," depending on the circumstances. Tardiness constitutes an absence.

6. Students are asked to show common courtesy to others in order to encourage a positive learning environment for all. Cell phones, pagers, and other electronic devices are to be turned off throughout the duration of the course. There is to be no eating or drinking in the classroom.

Please refer to the ASU General Catalog (http://www.asu.edu/catalog) for additional information and the schedule of classes for withdrawal date deadlines.
CONTENTS

Foreword
Ami Dar, Idealist.org/Action Without Borders xv

About the Book
Darian Rodriguez Heyman xix

Acknowledgments
Darian Rodriguez Heyman xxvii

PART ONE
The Big Picture—What the Field Is All About and Where You Fit In 1
Darian Rodriguez Heyman

Chapter 1 The Role of Nonprofits in American Life
Robert Glavin, MNA, Robert Glavin, Inc. and University of San Francisco 5

Chapter 2 Welcome to the Movement
Paul Hawken, Author 21

Chapter 3 On Leadership in the Nonprofit Sector
Emmett D. Carson, PhD, Silicon Valley Community Foundation 29

Chapter 4 Taking Charge of Your Nonprofit Sector Career
Kim Hendler, iMentor, and Shelly Cryer, Consultant 41
PART TWO

Managing Organizations and People

Darian Rodriguez Heyman

Chapter 5 Strategy and Planning: Turning a Dream into Reality
Jeanne Bell, MNA, CompassPoint Nonprofit Services

Chapter 6 Strategic Restructuring: Collaboration, Alliances, and Mergers
David La Piana and Bob Harington, La Piana Consulting

Chapter 7 Risk Management and Insurance
Pamela Davis, Nonprofits Insurance Alliance Group

James Weinberg and Cassie Scarano, Commongood Careers

Chapter 9 The Importance of Diversity
Michael Watson, Girl Scouts of the USA

Chapter 10 Bridging the Generation Gap
Peter Brinckerhoff, Corporate Alternatives, Inc., and Vincent Hyman, Vincent Hyman Editorial Services

PART THREE

Nonprofit Law and Finance

Darian Rodriguez Heyman

Chapter 11 Nonprofit Law
Bruce Hopkins and Virginia Gross, Polsinelli Shughart

Chapter 12 Nonprofit Advocacy and Lobbying
Nayantara Mehta, Alliance for Justice, Nancy Chen, Neighborhood Legal Services of Los Angeles, and Marcia Avner and Jeannie Fox, Minnesota Council of Nonprofits

Chapter 13 Nonprofit Financial Management
David Greco, Nonprofit Finance Fund
PART FOUR

Nonprofit Technology and IT

Darian Rodriguez Heyman

Chapter 14 The Technology Foundation: Hardware and Software
Holly Ross, NTEN: The Nonprofit Technology Network

Chapter 15 A Cooperative Approach to Web Design
Elliot Harmon, TechSoup Global

Chapter 16 Online Community Building: How to Wire a Network
to Support Your Nonprofit’s Mission
Jon Warnow and Joe Solomon, 350.org

Chapter 17 Constituent Relationship Management
Steve Wright, Grameen Foundation

PART FIVE

Fundraising

Darian Rodriguez Heyman

Chapter 18 Fundraising: Knowing When to Do What
Andrea McManus, CFRE, The Development Group
and The Association of Fundraising Professionals

Chapter 19 Individual Donor and Major Gift Strategies: The
83% Solution to Fundraising
Kay Sprinkel Grace, CFRE, Transforming Philanthropy, LLC

Chapter 20 How to Seek a Grant
Tori O’Neal-McElrath, Center for Community Change

Chapter 21 Online Fundraising
Katya Andresen and Rebecca Ruby Higman, Network for
Good

Chapter 22 Online Peer-to-Peer Fundraising
Nicci Noble, CFRE, Noble Services, and Sean Sullivan,
Center for Environmental Health
Chapter 23 Cause-Related Marketing
Jay Aldous, Social Capital Partnerships

Chapter 24 Social Enterprise 101: An Overview of the Basic Principles
Rick Aubry, PhD, New Foundry Ventures and Stanford University Graduate School of Business

PART SIX

Marketing and Communications
Darian Rodriguez Heyman

Chapter 25 Nonprofit Marketing
Jennie Winton and Zach Hochstadt, Mission Minded

Chapter 26 Using Web 2.0 Tools to Tell Your Organization's Story: Blogs, Flickr, and YouTube
Beth Kanter, Zoetica

Chapter 27 Crafting an Effective Newsletter Strategy
Kivi Leroux Miller, NonprofitMarketingGuide.com

Chapter 28 Painless and Effective Event Planning: Let's Get This Party Started!
Marika Holmgren, Organic Events

Chapter 29 Public Relations for Nonprofits: Getting Ink for Your Cause
David Fenton and Lisa Chen, Fenton

PART SEVEN

Boards and Volunteers
Darian Rodriguez Heyman

Chapter 30 Board Governance
Vernetta Walker and Emily Heard, BoardSource

Chapter 31 Getting Your Board to Fundraise
Bob Zimmerman, Zimmerman Lehman

Chapter 32 Volunteer Recruitment
Greg Baldwin, VolunteerMatch
CONTENTS

Chapter 33 Volunteer Engagement and Management
Michelle Nunn, HandsOn Network

Closing Thoughts
Darian Rodriguez Heyman

Afterword
Lynne Twist, Soul of Money Institute and
The Pachamama Alliance

Book Partners

About the Editor
Endnotes
Name Index
Subject Index
NLM 430   Managing Nonprofit Organizations
Senior Project Guidelines

The objective of the senior project is for students to apply the knowledge and concepts learned from NLM 430, the NLM curriculum and extra-curricular experiences by creating a nonprofit organization or program and developing detailed plans for its success.  

Projects must demonstrate:

- An integration of concepts and knowledge from NLM courses.
- Application of best practices in nonprofit management and leadership.
- Independent research/planning and creative thinking and originality.

Projects must include all of the following elements:

1. Description of your organization or program, including mission, vision, and core values (if you like core values)
2. Environmental scan and/or Market research
3. Marketing plan
4. Financial plan and preliminary budget

Plus any two of the following elements:

1. Risk management plan
2. Staffing/volunteer plan, including organizational chart and two job descriptions
3. Media plan (including social media), including press release and/or other media materials
4. Strategic plan or strategic initiatives
5. Board development plan

These are purposively broad guidelines; there is much latitude for your creativity, and the content of these projects will vary considerably. Much of this project is self-paced. However, there are some deadlines for plan drafts, those will be noted on the NLM 430 Course Schedule. We will be devoting some time in class to “project workshops” – a forum for students to provide feedback to each other on projects. The dates for workshops are tentative and will depend on class time availability. Also there will be resources you can utilize for the projects posted on Blackboard and discussed during class.

Projects must be clearly organized, professionally presented, and well-written. This project must be your own original work. You must clearly cite and attribute any material that is not yours. Projects should be a minimum of ten pages, not included bulleted or listed information, graphs, or charts.

Final projects are due April 24th and late projects will receive ten points off for each day late, unless arrangements are made for an incomplete.

Team projects (two students) must be 15 pages and must include three of the optional elements. Team projects should be collaborative and demonstrate excellent application of concepts; they will be held to a higher standard for grading.

The grading criteria is as follows:
<table>
<thead>
<tr>
<th>Grading Criteria:</th>
<th>Expectations:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Components</strong> (75 points)</td>
<td>Project includes all required components.</td>
</tr>
<tr>
<td></td>
<td>Plans are detailed and complete.</td>
</tr>
<tr>
<td></td>
<td>Project shows excellent application of concepts and knowledge from the NLM</td>
</tr>
<tr>
<td></td>
<td>curriculum.</td>
</tr>
<tr>
<td></td>
<td>Project demonstrates individual creativity and originality.</td>
</tr>
<tr>
<td><strong>Writing and Presentation</strong> (50 points)</td>
<td>Project is professionally presented and assembled.</td>
</tr>
<tr>
<td></td>
<td>Project is well organized and clearly written.</td>
</tr>
<tr>
<td></td>
<td>Project is grammatically correct and free from spelling errors.</td>
</tr>
<tr>
<td></td>
<td>All non-original material and writing is clearly attributed and cited.</td>
</tr>
<tr>
<td><strong>Timeliness and Participation</strong> (25 points)</td>
<td>Draft plans were handed in on time</td>
</tr>
<tr>
<td></td>
<td>Student participated actively in project workshops.</td>
</tr>
</tbody>
</table>