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PSCI 466.80: Nonprof Admin/PubSERV

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PSCI 466: Nonprofit Administration and Public Service
Syllabus: Fall 2012
The University of Montana

Location: Davidson Honors College, Room 119
Time: Thursdays, 3:40p.m. – 6:00 p.m.
Instructor: Fran M. Albrecht M.Ed.
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Phone: (406) 239-4582
Office Hours: Thursdays, 6:00-6:30 in room 119. If this time does not work for you, please email to schedule an appointment.

Course Description

Political Science 466, Introduction to Nonprofit Administration and Public Service, is a core course in the national Nonprofit Leadership Alliance certification program and The University of Montana undergraduate Minor in Nonprofit Administration.

The focus of Political Science 466 is the development and day-to-day management and leadership of nonprofit organizations. Specific concepts covered include the following:

1. *Introduction to the purpose and scope of the nonprofit sector in the U.S.*
   We will investigate the size and activities of the nonprofit sector. We will set the context for nonprofit administration through exploring the impacts of the nonprofit sector on society and thinking about the unique challenges and opportunities nonprofits encounter in achieving their aims.

2. *Overview of management theory and practice for sustaining effective non-profit organizations*
   Unlike private sector organizations concerned primarily with making profit, nonprofit organizations are focused on achieving a specific public service mission while also sustaining the mission with financially prudent strategies. Successful nonprofit organizations require substantial capability in key areas: articulating and implementing core ideology and strategy, developing strong boards of directors, recruiting and motivating talented staff and volunteers, creating plans to focus resources on relevant goals and innovative programs, winning the support of diverse stakeholders, raising funds and wisely managing fiscal and human resources.

Requirements and Grading

Grades will be determined by a point system totaling 200 possible points for undergraduate students and 250 possible points for graduate students (percentages below are for undergraduate students).

- **Class participation (90 points/45% of grade):** Class attendance and participation is important, especially given the fact class only meets fifteen times over the course of the semester.

  o *Attendance (30 points)*: Each student will be granted one free absence, if necessary. <u>**All**</u> other absences will result in a deduction of five points from the class participation grade. Tardiness and departing class early will factor in the class participation grade. Please notify the instructor in advance of anticipated absences, late arrivals or early departures.

  o *Participation (60 points)*: Participation includes reading the course materials as assigned, participating in an online discussion about the readings, and participating in class discussions, as outlined below:

    ▪ <u>Course materials</u>: There are no textbooks for this course. The readings are posted in the syllabus and on Moodle. Other readings may be assigned throughout the course. The instructor reserves the right to change syllabus content and required readings at any time.

    ▪ <u>Online discussion (42 points)</u>: Questions for each week's readings (beginning with readings assigned for September 6 and ending on December 6) are posted on Moodle. Students will post answers to the questions on Moodle prior to each class. Each posting will be graded on the student's ability to refer to his or her experience volunteering with a nonprofit (see service learning below) and the course materials in a thoughtful manner. Postings are worth a maximum of 3 points each.

    ▪ <u>Class participation (18 points)</u>: The course takes the approach of a "learning community." Having common information about specific concepts through weekly reading assignments will give us a base from which to rise to a higher level of understanding through discussion. Sharing your insights, assumptions and thinking

about what you have read (as well as actively listening to others) will help to create a rewarding learning environment for all.

- **Service learning (50 points total/25% of grade):** Service learning at The University of Montana is a method of teaching and learning in which students, faculty and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community, as identified through collaboration with community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community. At its best, service learning enhances and deepens students' understanding of an academic discipline by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.

  In order to gain hands-on knowledge of the nonprofit sector, students will perform 20 hours of service learning / volunteering with a local nonprofit with a minimum budget of $25,000 and at least one staff member. The timeline assumes students will perform an average of 3 hours a week of service between September 20 and November 15.

  o *Service learning agreement (5 points)*: Due September 20 _in class_.

  o *Service learning proof of completion form (5 points)*: Due November 15 _in class_.

  o *Service learning reflection paper (40 points)*: Due November 15 _by email_ to fran.albrecht@mso.umt.edu_.

  o *Graduate student requirement (50 points)*: Each graduate student will apply his or her coursework (service learning, reading course materials, participating in the online discussion board and class discussion, and attending and participating in class) to develop a product that will benefit the nonprofit for which the student has performed service.

    ▪ Project proposal (5 points): Due October 18 _by email_ to fran.albrecht@mso.umt.edu.

    ▪ Project (45 points): Due December 6 _by email(or in class, if email is not possible)_ to fran.albrecht@mso.umt.edu.

- **Quiz (10 points/5% of grade):** On one class day between October 4th and November 8th, students will take a quiz. The quiz will consist of a case study and subsequent questions. The quiz ensures students engage with course materials in a way that encourages a thorough approach to typical problems presented in the nonprofit world. The quiz also serves as preparation for the final exam. A sample case study can be found at the end of this syllabus.

- **Final exam (50 points/25% of grade):** The final exam will be conducted during finals week. The exam will consist of 2 case studies, similar to the quiz case study of equal weight.

UM Academic Policies & Procedures

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by The University. All students need to be familiar with the Student Conduct Code which is available for your review at http://life.umt.edu/vpsa/documents/StudentConductCode1.pdf

Other academic policies may be found at http://www.umt.edu/catalog/acad/acadpolicy/default.html

Plagiarism Warning

Plagiarism is the representing of another's work as one's own. It is a particularly intolerable offense in the academic community and is strictly forbidden. Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion. (See Student Conduct Code section of the student catalog.)

Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means borrowed wording and ideas. Acknowledgment of whatever is not one's own original work is the proper and honest use of sources. In this class, you must use quotes for any group of five or more words taken from another source. For borrowed ideas, you must provide a source after every sentence, or, if the whole paragraph holds an idea from another source, you must provide a source at the end of the paragraph.

Asking another person to edit the structure or mechanics of a work product is acceptable. Allowing another person to significantly revise, using their own words and ideas, your work product is not acceptable.

Students with Disabilities

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). I will work with you and DSS to provide an appropriate accommodation if you have a disability that may adversely affect your academic performance.If you think you may have a disability that could adversely affect your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154.

Confidentiality Agreement

PSCI 466 is a course at The University of Montana in Nonprofit Administration and Public Service. The purpose of the course is to support the development of the nonprofit sector and its current and future leaders by educating and training students to become fluent in the skills needed for day-to-day management and leadership of nonprofit organizations. In pursuit of this goal, the course provides an introduction to the purpose and scope of the nonprofit sector in the U.S., and gives an overview of management theory and practice for sustaining effective nonprofit organizations.

As an important component of the course, students engage in service learning with nonprofits in the community. Service learning provides an opportunity for students to connect what they learn in the classroom with the needs of the community through hands-on experience. Students learn from the community organizations they serve, and the community benefits from the service and knowledge students bring to their service organizations. Service learning reinforces students' education, connecting them with local nonprofit organizations and their broader communities in ways that build civic awareness while providing beneficial services to the community.

During their service, students may come in contact with information that is of a sensitive nature for the nonprofits they serve. To preserve confidentiality of sensitive information while still allowing the sharing of ideas and promoting dialog that supports student reflection, we ask students to abide by the following guidelines:
- Students will not refer to their nonprofits by name in hard copy and electronic writing assignments or discussion arenas;
- Students will not refer to their nonprofits by name in class;
- Students will not refer to their nonprofits by name to classmates; and
- Students will not discuss sensitive or private information learned through their service outside of class.

In addition, the course instructor, Fran Albrecht, is bound by personal ethics, the legal Code of Ethics, and by The University of Montana's Conflict of Interest and Financial Disclosure Policy and Form to hold all information derived from teaching confidential, and to not use such information for personal or professional gain. The instructor will keep all information included in student work and class discussions confidential, and will not disclose or use such information in any way other than for academic purposes. The instructor makes this guarantee to allow nonprofit organizations to make an informed decision about whether they would like to allow students to volunteer with the organization and analyze the organization forcourse work.

By signing below, you certify that you have read, understand, and agree to the foregoing Confidentiality Agreement.

_____   _____
Student Signature   Instructor Signature

_____
Nonprofit Representative Signature

NONPROFIT ADMINISTRATION: COURSE SCHEDULE

AUG. 30   PURPOSE AND SCOPE OF THE NONPROFIT SECTOR IN THE U.S.
Week 1

CLASS ACTIVITIES
- Introductions
- Course overview, syllabus review, grading
- Service learning 101 – Robin Gustafson, past student
- What is a nonprofit? The basics behind tax-exempt status
- Commitment to public service in the United States
- Nonprofit alliances and collaboration
- Should I start a non-profit?

SEPT. 6   KEY COMPONENTS OF A HIGHLY FUNCTIONING NONPROFIT
Week 2

READING
- Browse the MNA website's "Principles and Practices" section, found at http://www.mtnonprofit.org/PPNE_Overview.aspx
- Read "Six Components of Organizational Capacity," found at http://www.fieldstonealliance.org/client/articles/Article-Components_Org_Capacity.cfm
- Read through "Frequently Asked Questions about the Nonprofit Sector," found at http://www.nonprofitmaine.org/all_about_nonprofits.asp

CLASS ACTIVITIES
Introduction: Andrea Vernon, Ph.D., Director of the Office for Civic Engagement – Service Learning, Minor in Nonprofit Administration, Nonprofit Leadership Alliance Certification

Guest Speaker: Jon Lange, CEO, Missoula Family YMCA

SEPT. 13   MISSION, VISION, VALUES, AND THE STRATEGIC PLAN:
Week 3   **THE HEART OF THE NONPROFIT ORGANIZATION**

READING
- Pallotta, Do You Have a Mission Statement, or are you on a Mission?
- Wolf, Understanding Nonprofit Organizations

CLASS ACTIVITIES
- Discussion on the importance of planning and linking planning to the mission, vision and values of a nonprofit organization

- Brief overview of strategic planning: purpose, scope, development, implementation, monitoring
- Guest speaker

SEPT. 20   EFFECTIVE LEADERSHIP: CREATING BOARDS THAT GOVERN
Week 4

Due: Service learning agreement

READING
- Czarnecki,You're a Non Profit Director, What Now?
- Masaoka and Allison, Why Boards Don't Govern
- Rikki and Glaskiewicz, Nonprofit Boards: Crucibles of Expertise or Symbols of Local Identities?
- BoardSource, How Can We Promote Diversity While Avoiding Tokenism?
- Masaoka, Proposed Diversity Issues
- Gottlieb, Board Diversity: A Bigger Issue than You Think
- Harrison and Murray, The Best and Worst of Board Chairs

CLASS ACTIVITIES
- Class discussion of developing and working with nonprofit boards
- Overview of governance
- Detailed examples of governance in action
- Guest panel: local board members

OCT. 4   EFFECTIVE LEADERSHIP: FISCAL MANAGEMENT
Week 6

Bring an IRS Form 990 for a nonprofit of your choosing to class

READING
- Philanthropy Journal, "Financial Oversight: Making it Real," found athttp://www.philanthropyjournal.org/resources/special-reports/finance-accounting/financial-oversight-making-it-real
- MNA, "Principle: Financial Management," found at http://www.mtnonprofit.org/content.aspx?id=2339
- Authenticity Consulting, Fiduciary Responsibilities of a Nonprofit Board

CLASS ACTIVITIES
- Discussion and skill building for financial management, reading financial statements and budgeting
- Form 990 and audits: an overview

- Guest speakers

OCT. 11   EFFECTIVE LEADERSHIP: PAID AND UNPAID STAFF
Week 7

READING: LEADERSHIP
- Crutchfield and Grant, Inspire Evangelists
- Crutchfield and Grant, Share Leadership
- The Bridgespan Group, The Nonprofit Sector's Leadership Deficit: White Paper
- Management Assistance Group, Advancing Your Cause Through the People You Manage
- Seeking Diversity found at http://ww2.gazette.net/stories/08202010/businew173121_32536.php
- Collins, Good to Great
- Dresner, "Getting the Right People on the Bus," found at http://content.opportunityknocks.org/2007/10/10/101007-getting-the-right-people-on-the-bus/
- Cornelius, Corvington, and Ruesga, Ready to Lead? Next Generation Leaders Speak Out

CLASS ACTIVITIES
- Discussion of leadership philosophies and styles for the nonprofit leader
- Exploration of individual assessment of leadership styles
- Staff and volunteers: similarities and differences
- Succession planning
- Guest speaker: Susan Hay Cramer, CEO, United Way of Missoula County

OCT. 18   **RISK MANAGEMENT: OVERVIEW**
Week 8

   DUE: Graduate student project proposal

   READING
   - Imagine Canada & Knowledge Development Canada Volunteerism Initiative, Developing a Risk Management Strategy: Five Steps to Risk Management in Nonprofit and Charitable Organizations
   - Ho, Five Internal Controls for the Very Small Nonprofit

   CLASS ACTIVITIES
   - Overview of risk management
   - Small group discussion
     o Risks related to nonprofit Boards and governance
     o Risks related to fiscal management
     o Risks related to staff and volunteers
   - Class discussion of overall risk and crisis management
   - Volunteer and staff management scenarios and problem solving
   - Role play
   - Guest speakers

OCT. 25   **PROGRAM DEVELOPMENT AND EVALUATION**
Week 9

   READING
   - McNamara, Overview of Non-Profit Program Planning
   - Bradach, Stone, and Tierney, Four Questions for Charities to Answer as they Seek to Thrive in Hard Times

   CLASS ACTIVITIES
   - Discussion of program planning, logic models, evaluation and outcomes measurement
   - Small group discussions
   - Guest speaker

NOV. 1   **WINNING SUPPORT OF STAKEHOLDERS: MARKETING AND**
Week 10   **PUBLIC RELATIONS**

   READING
   - Wolf, Marketing
   - Network for Good and Sea Change Strategies, Homer Simpson for Nonprofits
   - Lagasse, How to bridge the divide between fundraising and marketing efforts

CLASS ACTIVITIES
- Class discussion of stakeholders and community relations, and communication strategies
- Guest speaker: how effective marketing positions the nonprofit for greater success

NOV. 8   **WINNING SUPPORT OF STAKEHOLDERS: ENCOURAGING**
Week 11   **PHILANTHROPY THROUGH STRATEGIC FUND DEVELOPMENT**

READING
- Fund Development Plan Outline
- Zimmerman Lehman, Capital Campaigns: Ten Steps to Success

CLASS ACTIVITIES
- Define philanthropy: how does it differ from fundraising
- Overview of fund development planning
- Panel and roundtables: A year in the life of a fund development professional

NOV. 15   **WINNING SUPPORT OF STAKEHOLDERS: MAKING THE CASE**
Week 12

     DUE: Service Learning Hours Completion Form
     DUE: Service Learning Reflection Paper

READING
- The Foundation Center, Foundation Fundamentals
- The Foundation Center, Highlights of Foundation Giving Trends
- Davis, Writing a Successful Grant Proposal
- Goodman, Telling Stories

CLASS ACTIVITIES
- General overview on making a case for the nonprofit or its programs
- Vehicles by which making a case is accomplished, including case statements, cases for support, pamphlets, brochures, events and other speaking opportunities, board member ambassadorship, elevators speeches, and grants
- Panel and roundtables: vehicles nonprofits use to make the case

NOV.22   **WINNING SUPPORT OF STAKEHOLDERS: LOBBYING AND**
Week 13   **ADVOCACY**

READING
- Salamon and Geller, Communique #9: Nonprofit Advocacy and Lobbying
- Berry, A Needless Silence: American Nonprofits and the Right to Lobby
- Alliance for Justice, Ballot Measures and Public Charities: Yes, You Can Influence That Vote

CLASS ACTIVITIES
- Discussion of restrictions on lobbying and advocacy within non-profits
- Guest speaker

NOV. 29   RISK MANAGEMENT: A CASE STUDY
Week 14

READING
- Holland and Ruben, Nonprofit Organizing in 140 Characters or Less
- Association of Fundraising Professionals, The Online Fundraiser's Checklist: 6 Lists to Get Your Nonprofit On Track
- Nonprofit Technology Network, Common Knowledge, and The Port, Nonprofit Social Network Benchmark Report
- CBS News, Questions over Greg Mortinson's Stories. Watch the segment or read the transcript found athttp://www.cbsnews.com/stories/2011/04/15/60minutes/main20054397.shtml
- Cohen, Self-Styled "Jewish Indiana Jones" Charged with Stealing from His Nonprofit found at http://www.nonprofitquarterly.org/policysocial-context/19641-jewish-indiana-jones-and-the-temple-of-fraud-charity-adventurer-exposed.html

CLASS ACTIVITIES
- Discussion
- Guest speaker

DEC. 6   THE FUTURE OF THE NONPROFIT SECTOR: WHAT LIES AHEAD?
Week 15

DUE: Graduate student project
Please come to class with one or more ideas about how you see the nonprofit sector developing over the next decade.

READING
- Crutchfield and Grant, Putting It into Practice

CLASS ACTIVITIES
- Discussion of where the nonprofit sector is heading; predictions
- Final exam review

DEC. 15, 3:20-5:20   FINAL EXAM
Week 16

The following is an example of a case study similar to what you will find on the quiz and final exam. Feel free to review this example, and practice crafting the type of answer you might give on a test. When responding to a case study question, think of your answer as an opportunity to demonstrate all that you have learned in the class about the topic. Identify which facts given in the question are important, and apply the knowledge you have to those facts.

Case Study: Lobbying

ABC Nonprofit incorporated over twenty-five years ago as a 501(c)3 organization with a mission to "help families provide high quality childcare." To achieve its mission, ABC provides training for childcare providers and provides stipends to families who cannot afford childcare (especially single-parent families). ABC has been extremely successful in achieving its mission on a local level; evaluations show ABC routinely achieves its programmatic goals. ABC has an annual budget of $1,000,000.

Recently, ABC began to notice a schism between its mission and state and federal funding opportunities. State and federal funding has increasingly been designated to K-12 education, with very little funding left over for organizations that train childcare providers and provide stipends to needy families for childcare. As a result, ABC and other nonprofits like it throughout the state and country have seen dramatic decreases in state and federal funding.

ABC has done an excellent job of diversifying its funding base, and does not rely heavily on state or federal dollars to achieve its programmatic goals. However, ABC's management staff and Board believe that, because of its success, ABC is uniquely positioned to shift the state and federal government's emphasis toward funding for organizations that support quality and affordable childcare.

You have just been hired as ABC's first ever lobbyist. Your task is to coordinate advocacy and lobbying efforts on this issue at a state and federal level. What state and federal laws will you be concerned about, and how will you work within them to do your job? What vehicles will you use for your lobbying and advocacy efforts? What are your limitations as to spending on lobbying activities? Will you engage in direct lobbying or grassroots lobbying? What are the differences?