

8-2001

Graduate Programs in Nonprofit Administration: A Review of the Roots of Program Variability

Rebecca Murphy Marton
University of San Francisco

Follow this and additional works at: <https://repository.usfca.edu/thes>

Recommended Citation

Marton, Rebecca Murphy, "Graduate Programs in Nonprofit Administration: A Review of the Roots of Program Variability" (2001).
Master's Theses. 1129.
<https://repository.usfca.edu/thes/1129>

This Thesis is brought to you for free and open access by the Theses, Dissertations, Capstones and Projects at USF Scholarship: a digital repository @ Gleeson Library | Geschke Center. It has been accepted for inclusion in Master's Theses by an authorized administrator of USF Scholarship: a digital repository @ Gleeson Library | Geschke Center. For more information, please contact repository@usfca.edu.

The author of this thesis has agreed to make available
to the University community and the public a copy of this thesis project.

Unauthorized reproduction of any portion of this thesis is prohibited.

The quality of this reproduction is
contingent upon the quality of the original copy submitted.



University of San Francisco
Gleeson Library/Geschke Center
2130 Fulton Street
San Francisco, CA 94117-1080 USA

Graduate Programs in Nonprofit Administration:
A Review of the Roots of Program Variability

A THESIS SUBMITTED

By

Rebecca Murphy Marton

In Partial Fulfillment of the Requirements

for the Degree of

Master of

Nonprofit Administration

The University of San Francisco

LD
4881
S16583
M284

Graduate Programs in Nonprofit Administration:
A Review of the Roots of Program Variability

This Thesis written by

Rebecca Murphy Marton

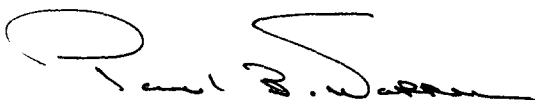
This Thesis written under the guidelines of the Faculty Advisory Committee and approved by all its members, has been accepted in partial fulfillment of the requirements for the degree of:

Master of Nonprofit Administration

at the

The University of San Francisco


Research Committee:



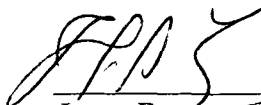
Paul B. Warren, Ph. D., Chairperson



Kathleen Fletcher, M. P. A., Second Reader

 10 August 2001

Michael Cortés, Ph. D., Program Director Date



Larry Brewster, Ph. D., Dean

8/10/2001
Date

TABLE OF CONTENTS

Abstract.....	iv
Vita Auctoris.....	vi
Acknowledgements.....	vii
List of Tables.....	viii
List of Figures.....	ix
List of Appendices.....	x
Chapter One: Introduction.....	1
Chapter Two: Review of the Related Literature.....	9
Chapter Three Methodology.....	26
Chapter Four: Results.....	37
Chapter Five: Summary and Conclusions.....	50
References.....	64
Appendices.....	70

ABSTRACT

Nonprofit management (NPM) education is a relatively new and dynamic academic field with the first programs established in the early 1980s. These programs have developed and multiplied with very little research in the field providing guidance in designing curricula or focusing on what skills are needed to manage a nonprofit organization.

Because degrees in nonprofit management (NPM) are granted by a variety of different schools, this paper attempted to assess the variability in curricular design that might occur as a result of this variability. The hypothesis tested was that the school of origin for a NPM program determines the content of the curricula. It was hypothesized that a NPM program housed in a school of public administration would have more policy courses while an NPM program in a school of business would have more quantitative and management courses. Furthermore, free-standing, or interdisciplinary NPM programs would have a mix of policy, management, quantitative, and general nonprofit courses.

An internet-based search strategy was used to identify curricular content for existing programs. A panel of outside experts was surveyed to define course classification. Descriptive and inferential statistics were used to determine the factors influencing the content of the curricula in nonprofit management education programs. A cross-sectional analysis comparing the types of courses required to obtain a graduate degree was utilized to determine the effect of program affiliation with the different schools or academic disciplines in colleges or universities.

This study found 74 graduate-level programs offering a degree or a concentration in nonprofit administration. In those programs, neither a standard curriculum nor a standard title for the degree was found. In other words, there appears to be no standard approach to the NPM curriculum. This study also found that an NPM program's school or departmental affiliation within an educational institution affects the curricular content of that program. The difference in curricular content of management courses between schools or departments of business and interdisciplinary/miscellaneous schools or departments approaches statistical significance at the $p = .05$ level. However, NPM programs in schools or departments of business do not have more quantitative courses, as was hypothesized.

It was also hypothesized that NPM programs in multidisciplinary schools or departments have a balance of course types. This study found that the range of the percentage of courses was narrower in multidisciplinary schools or departments than all school types except for public affairs, although the differences are not statistically significant.

VITA AUCTORIS

Name	Rebecca Murphy Marton
Date of Birth:	March 10, 1945
High School:	C. F. Brewer High School Fort Worth, Texas
Graduated:	1963
Baccalaureate Degree	Bachelor of Arts Degree
College:	University of Texas at Arlington Arlington, Texas
Graduated	1975

ACKNOWLEDGEMENTS

A task of this magnitude cannot be accomplished alone. To all who have provided advice, encouragement, and sympathetic ears, please accept my heartfelt appreciation. Trudi Feinstein's unwavering faith and cheer, Adrienne Blum's gentle nudges, and Carol Silverman's patient advice were invaluable. As for my husband and partner, Keith, I would not and could not have done it without him.

LIST OF TABLES

Table 4.1	Percentage of Graduate-Level, Nonprofit Management Programs By School or Departmental Affiliations
Table 4.2	Percentage Distribution Degree Titles Offered by Nonprofit Management Programs
Table 4.3	Percentage Distribution of Concentrations Offered in Nonprofit Management Programs
Table 4.4.	Frequency of Degree Granted by School or Department
Table 4.5	Classified Courses as Percentage of Sample
Table 4.6	Percentage of Course Types by School or Departmental Affiliation
Table 4.7	Analysis of Variance among Management Courses by Schools or Departments
Table 4.8	Analysis of Variance among Policy Courses by Schools or Departments
Table 4.9	Analysis of Variance among Nonprofit Courses by Schools or Departments
Table 4.10	Analysis of Variance among Quantitative Courses by Schools or Departments
Table 5.1	Percentage of Nonprofit Programs By School or Department Type: A Comparison of Current Study Results with Previous Research
Table 5.2.	Percentage Distribution of Degree Titles: A Comparison of Current Study Results with Previous Research
Table 5.3	Percentage Distribution of Course Types: A Comparison of Current Study Results with Previous Research
Table 5.4	Percentage Distribution of Recommended Courses by School or Department

LIST OF FIGURES

Figure 4.1 Comparison of Content of Curricula by Schools or Departments

LIST OF APPENDICES

Appendix A.....	Panel Evaluation Form
Appendix B.....	U. S. Nonprofit Management Programs by School or Department Type
Appendix C.....	Expert Panel
Appendix D.....	Letter of Instruction to Expert Panel
Appendix E.....	School or Departmental Affiliation Types
Appendix F.....	Categorized Course Names
Appendix G.....	Nonprofit Courses

CHAPTER I: INTRODUCTION

Background

The nonprofit sector, which has played a role in American life since this nation's beginning, has expanded rapidly in the last half of the 20th century, from fewer than 50,000 organizations in 1950 to 1.14 million in 1996 (Independent Sector, 1998). Several factors have contributed to this increase. One was the growth in government spending for various programs like Medicare and Medicaid, educational grant programs, programs supporting housing, job training programs, and other welfare areas. Another was the rebirth of advocacy movements, with civil rights serving as the model. Yet another was immigration reform legislation of 1965 allowing a new wave of immigrants that in turn spurred the growth of immigrant self-help organizations. Finally, there was the growth of the economy as a whole.

One indication of the nonprofit sector's importance in the United States is the contribution it makes to the nation's economy. In 1996, the nonprofit sector was responsible for just over 6.8 percent of the United States' gross national product with revenues of \$621.4 billion. The nonprofit sector employed 10.2 million of the full- and part-time workers in the United States. The number of full-time volunteers as a proportion of total employment for the nonprofit sector was 36 percent. By contrast the proportion of full-time volunteers in government was 9 percent, and in the for-profit sector the proportion was negligible. Of the \$3.75 trillion actual earnings in the United States in 1994, volunteer workers contributed 4.3 percent, or \$167 billion. The nonprofit sector's portion of total work earnings was 7.8 percent, or \$308 billion. The for-profit

sector's share of total earnings was nearly 75 percent with 0.2 percent coming from volunteer labor. The government sector's portion of total earnings was 16.5 percent with 1.1 percent coming from volunteer labor (Hodgkinson & Weitzman, 1996).

The nonprofit sector, also called the third, private, charitable, or independent sector, is often thought of as being composed of charitable organizations feeding the hungry, caring for the ill, and providing for the needy. However, the nonprofit sector, composed of organizations that have a tax-exempt status granted by the Internal Revenue Service, encompasses a much broader range of activities. Federal tax laws allow for several types of tax-exempt organizations, falling into two general categories: public-serving and member-serving. Public-serving organizations include foundations, churches, service providers, and political action agencies. Member-serving organizations include social clubs, business associations, labor unions, political parties, and member cooperatives (Salamon, 1992). The major difference between these two types of nonprofit organizations is that contributions to public-serving organizations are tax deductible as charitable donations while contributions to member-serving organizations are not.

In the United States, the funding of many programs in healthcare, education, human services, and scientific research comes from the federal government, which then depends upon nonfederal governmental entities to deliver the services (Powell, 1987). This relationship has been called "third-party government" (Salamon, 1981). The advent of the federal government's role as a developer and funder of social services began with the Social Security Act of 1935 and grew steadily through other New Deal programs, the Great Society programs of the 1960s, and the New Federalism programs of the 1970s.

Particularly in the 1960s, and 1970s, “the federal government assumed the role of grants provider to many thousands of voluntary associations” (Van Til, 1988).

Changes in the share of total earnings from work by paid employees over the period of 1977 to 1987 illustrate the effect of government’s contracting with the nonprofit sector to deliver services. The share of total earnings increased from 3.9 percent to 4.3 percent in the nonprofit sector, while in the government sector it declined from 17.0 percent to 15.5 percent. Share of earnings in the for-profit sector remained steady at about 75.0 percent (Hodgkinson & Weitzman, 1991).

In the 1980s, changes in public policy, including a greater emphasis on defense spending, the growth of the federal deficit, and a move away from social spending, had an effect upon nonprofit organizations. More private organizations were delivering basic services and shaping public opinion while becoming more dependent upon government grants (Hall, 1998). Those funding nonprofit organizations began to demand greater accountability and efficiency from nonprofit managers. Many critics believed that nonprofit organizations would be improved if nonprofit managers were taught businesslike ways (David, 1986).

More recently, several factors challenge the nonprofit sector. The shifting of responsibility away from the federal government continues, along with a reduction in tax-based revenues to fight social problems. The most recent example of this trend was the passing of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, also called the Welfare Reform Act. Competition is coming from the for-profit sector in the form of hospitals, HMOs, prisons, and schools, traditionally the arena for nonprofit

organizations. These challenges are forcing nonprofit organizations to quantify and establish the success of their efforts in terms that are meaningful in the marketplace. The increase in competition from the for-profit sector is blurring the distinction between non- and for-profit activities, requiring nonprofit organizations to successfully defend the value that their services add to society (Smith, 1996). These challenges call for knowledgeable and effective administrators and managers in nonprofit organizations.

Statement of the Issue

The purpose of the present study is to investigate the characteristics of graduate-level programs in universities and colleges that purport to prepare students to function effectively as managers and administrators in the nonprofit sector. More specifically, the issue the present study investigates is the relationship between the school or department sponsoring graduate level programs in nonprofit management and the content of the curriculum of the program sponsored.

Despite the growth of the nonprofit sector in terms of its size, importance, and influence, and the increased scrutiny by those who fund nonprofit organizations, there is no agreement about the frame of reference necessary to prepare current and future managers and administrators to respond to these challenges.

Approximately 76 colleges and universities offer three or more courses in nonprofit administration. A few of these programs are freestanding; the remaining are included in the course offerings of business schools, schools of public administration, and schools of social work (Wish & Mirabella, 1996). Among those programs that offer a

degree in nonprofit administration, there is no standard curriculum, nor is there a standard title for the degree.

Definitions of Terms and Variables

For the purposes of the present study, the following definitions are used:

A nonprofit program is a program offered by a college or university in the United States, leading to an advanced degree or an advanced degree with a concentration in nonprofit administration (Wish & Mirabella, 1996).

The content of curricula is defined as the types of courses contained in the program. For the present study, there are four general categories of course types. The four general categories are as follows:

Quantitative courses are those that teach facility with numbers and assist in quantifying an organization's effectiveness. These will include financial accounting, reporting and management; managerial and public finance; micro and macro economics; quantitative methods; statistics; managerial data analysis, problem-solving, and decision-making

Management courses are those that deal with theory and practical application in the operations of the organization: legal issues or nonprofit law, human resources, management of professionals; information management; organization theory; organizational behavior; strategic planning; resource development and management.

Policy courses are those which develop an understanding of issues of the internal and external environments: ethics; values; leadership; governance; policy analysis, formulation, and implementation; government/public/nonprofit collaboration; advocacy; political issues; governmental relations.

Nonprofit courses deal with topics specific to the sector such as the history of the nonprofit sector; the history of philanthropy; working with a board of directors; wealth and philanthropy.

Statement of the Research Questions

The central research question informing the present study is, what degree of variance in curriculum characteristics exists in graduate-level programs at universities and colleges that purport to prepare people to function effectively as managers and administrators in the nonprofit sector? To answer this central question, the following research questions will be addressed:

Does the school or departmental affiliation affect the content of the curricula in the nonprofit program?

Do nonprofit programs affiliated with business schools have more quantitative and management courses?

Do nonprofit programs affiliated with schools of public administration/affairs have more courses in policy?

Do nonprofit programs that are freestanding and offer a graduate degree in nonprofit administration/organizations have an equal distribution of quantitative, management and policy courses?

The hypothesis tested for the present study is that there is a direct relationship between the degree-granting focus of the school where the nonprofit management program originates and the content scope of the curriculum. It is hypothesized that a NPM program affiliated with a school of public administration will have more policy courses while an NPM program in a school of business will have more quantitative and management courses. Furthermore, freestanding, or interdisciplinary NPM programs will have an equal distribution of policy, management, quantitative, and general nonprofit courses.

Importance of Study

It is necessary to understand the nature and scope of curricular content in nonprofit management programs before the outcome of these programs can be assessed. As mentioned earlier, little has been written to address questions about the quality and effectiveness of nonprofit management education coursework and degree programs at the master's degree level. Criteria necessary to compare and contrast course content characteristics with program quality assessments have yet to be formulated and published (Preissler, 1996). Researchers have posed many questions regarding nonprofit management education programs, e.g.:

What is the value of affiliating a nonprofit program with a business school as opposed to an independent school or a school of specialization such as social work, public health, or education (Van Loo, 1996)?

What skills and knowledge are taught in most of the university-based programs?

What do practitioners perceive as the most important skills for effectively managing nonprofit organizations?

Which of these competencies are evident in the graduates of these programs?

Are the competencies being taught in nonprofit management programs perceived as important by employers in nonprofit organizations? (Wish & Mirabella, 1996)

The present study will provide a picture of the current state of nonprofit management education. It will assess the degree of consensus among nonprofit management programs regarding core competencies, and will attempt to identify the factors influencing the choice of curricula.

CHAPTER II: REVIEW OF RELATED LITERATURE

The idea of developing university-based programs in nonprofit management education is relatively new; the first such programs date from the mid- to late-1980s. Therefore, the literature base is not sizable and consists largely of essays. While some empirical studies exist, many scholars recognize the dearth of primary research in the field and call for more. Topics to be discussed in this chapter will be divided into five areas: a theoretical framework for nonprofit management; the case for the uniqueness of nonprofit management as a profession; the skills required of a nonprofit manager; the curriculum needed to develop those skills; and what is known about existing graduate level nonprofit management programs in the United States.

Theoretical Framework for Nonprofit Management

Block (1990) developed a theoretical framework for the field of nonprofit management. The major factors he describes for the genesis of this framework are: the roots of charity and philanthropy; development of the role of the volunteer; evolution of tax exemption; and adaptation of for-profit management technologies into the nonprofit sector.

The roots of charity and philanthropy can likely be traced to early human civilizations and the need to share in the responsibility of providing food and shelter (Bakal, 1979). The Code of Hammurabi maintained that the less fortunate should be protected (Harper, 1904). The Bible in the Old and New Testaments discussed the

community's responsibility to the poor, hungry, and infirm. The English Poor Laws promulgated in 1601 catalogued public, local, and familial responsibility for ministering to the needs of the poor (Leiby, 1978). These laws became the basis for poor laws in the United States.

The development of the concept of voluntarism parallels the evolution of charity and philanthropy and the Americanization of voluntarism and comes from early American community participation (Block, 1990). Voluntarism differs from charity and philanthropy in that it requires active involvement with the beneficiaries or a group that serves a specific population. Also, voluntarism may or may not benefit an underserved or underprivileged population.

Perhaps the most important volunteer role in a nonprofit organization is that of a member of a board of directors. In outlining a history of the discipline of nonprofit management Block (1990) emphasizes his theory that this volunteer role is distinctive to the nonprofit sector and essential to the study of nonprofit management by stating:

. . . an examination of the role of the volunteer has an important place in the study of nonprofit organization management, because voluntary action undergirds the foundation of nonprofit leadership through the volunteer's legal/public commitment in the board of director's role. (p 50)

The concept of tax exemption dates from the Old Testament (Lashbrooke, 1978) and has been a common practice since the founding of the United States (Hopkins, 1983). However, it was not until the Revenue Act of 1894 that tax exemption became the official policy of the United States (Smith & Chiechi, 1974). In 1954, the creation of Section 501

of the Internal Revenue Code, which defined the 501(c)(3) charitable organization, imposed requirements for recognition as a charitable organization. These requirements clarified the boundaries between the for-profit, governmental, and nonprofit sectors and further distinguished management responsibilities in the nonprofit sector (Block, 1990).

The need for organizational management is common to the for-profit, governmental, and nonprofit sectors. While management tools have developed over the history of mankind, it was the Industrial Revolution, with the shift from home-based to factory production, that ushered in the interest in “scientific” management. Management theory approaches have evolved from scientific to behavioral management and organizational behavior and theory. As a basis for theorizing about the evolution of management practice in the nonprofit sector, Block (1990) examines the development of management thought and practices. He describes how developments in management theory paralleled the formalization of the nonprofit sector, providing plausible opportunity for the adoption of business management practices by nonprofit managers. He cites management theorist objections to the notion that administrative management was a generic process of management, equally applicable in all settings and sectors, as early recognition of the specific processes of management required in each of the three sectors.

The Case for Nonprofit Management

Does nonprofit management require different skills than those required for traditional for-profit business? Some have suggested that managers of professional

nonprofits, such as those involved in social work, medicine, education, and the arts, should receive management training in the schools that offer specific professional training. Others have argued for the education of nonprofit and public managers together in schools of public administration. Three reasons for this argument are proffered. The first is that government and nonprofits are increasingly intertwined in their operations, and therefore managers should know more about each other's institutions. The second is that these managers are likely to work in both sectors over the course of their careers. The final reason is that the government and nonprofit sectors share common objectives (Salamon, 1996).

Several characteristics are considered to be unique to the management of nonprofit organizations. Among these are: the ambiguity of performance criteria; the legal and financial constraints under which nonprofit organizations operate; the sources of financial support; the kinds of personnel employed; and governance structures (O'Neill & Young, 1988).

Ambiguity of performance criteria relates to the lack of a clear bottom line in nonprofit organizations. In business, the aim of management is the achievement of profit and serving the interests of stockholders. In the governmental sector, the aim is the administration of laws and public policy through agencies designed to serve the public interest. In the nonprofit sector, management is focused on accomplishing the organization's mission and on serving the interests of the public or those who are clients of the organization (O'Neill & Young, 1988; Block, 1990).

Legal constraints may include the degree to which an organization may conduct political activity, its ability to raise funds with tax-deductible contributions, and requirements to pay certain types of taxes. The financial constraint common to all nonprofit organizations and considered to be the defining characteristic of the nonprofit organization is the prohibition of distribution of surplus funds to any director, employee, or member of an organization (O'Neill & Young, 1988).

The resource base for nonprofit organizations is widely mixed, including fees for service, individual gifts, institutional gifts, and governmental funds and endowments. This diversity of funding sources requires nonprofit managers to have diverse skills in obtaining and maintaining organizational resources.

The kinds of personnel involved in nonprofits are diverse and may include the following: two kinds of managers, administrative and programmatic; professionals, such as doctors, educators, social workers, and artists; and volunteers at the governance, program, and administrative levels. Managers of programs and managers of administration may require different educational backgrounds. Professionals require room for discretion and growth, and recognition of achievements. Volunteers require flexible scheduling and nonpecuniary rewards (O'Neill & Young, 1988).

There is disagreement whether differences exist between the governance structures of businesses and nonprofits (Dayton, 1985). The relationship between a nonprofit CEO and the board is thought to be most treacherous, possibly because of the aforementioned ambiguity of performance criteria. This same ambiguity works to make the board's role in policy-making, organizational support, and fiduciary duty crucial to

nonprofit success. This, in turn, makes board training and education essential (O'Neill & Young, 1988).

Skills of the Nonprofit Manager

If management of nonprofit organizations is different from management of for-profits or governmental agencies, what skills are required of a nonprofit manager? In America's Voluntary Spirit, O'Connell (1983) offered a profile of successful nonprofit managers that includes commitment to public service, ability to get along with people, ability to subordinate personal needs and preferences to needs and goals of volunteers, flexibility, patience, tolerance, maturity, and willingness to work hard.

Herman and Heimovics (1989a) conducted interviews with 50 chief executives of nonprofit organizations in the Kansas City area to determine the differences between CEOs considered to be highly effective and those who were not. They found that the most effective CEOs differed significantly from the comparison group in their ability to work with their boards of directors.

O'Neill (1989) has argued that while the management of any organization requires responsibility from its leadership, three unique characteristics of the nonprofit sector require more complex responsibility from managers. These characteristics are: the types of people employed and the number and types of unpaid workers; the social, ethical, humane, and religious missions of many nonprofit organizations; and the significantly higher percentage of relatively "weak" clients.

From their previous research on the skills required by nonprofit managers, Heimovics and Herman (1989b) have recommended the type of curriculum needed to develop these skills. The researchers identified four major skill sets: human resource developer, creative boundary spanner, service provider, and strategic planner.

To begin developing a curriculum for nonprofit management, Rubin, Adamski and Block (1989) created a model of skills needed by nonprofit managers. The skills model focused on essential practitioner knowledge and abilities needed in small to medium-sized nonprofit organizations rather than large, more complex bureaucracies. A basic assumption was that nonprofit administration was value driven and the organization's mission was central to all administrative and policy decisions. The model that came from this effort was represented as a set of concentric circles. The core of the model contained the values of collective mission, philanthropy, altruism, social responsibility, and legal propriety. The next three circles represented knowledge needed: program knowledge, knowledge of the organization, and knowledge of the nonprofit sector. The next circle represented effective characteristics needed by a manager: tolerance for risk and ambiguity, tenacity, creativity, entrepreneurship, boundary spanning, motivational leadership, and ability to model, orient, and market the organizational mission. The final circle represented generic administrative skills and included those considered unique to a nonprofit organization including board and volunteer development and management, and fund-raising.

Curriculum for Nonprofit Management

One of the first proposals for a nonprofit management curriculum suggested “three circles” of nonprofit management education: field-specific, basic or generic management, and applied or specific nonprofit sector management. Field-specific management education included health services administration in schools of public health, educational administration in schools of education, arts administration in the school of arts, and religious administration in schools of theology. Basic or generic management education included human resources management, marketing, finance, accounting, economics, and organizational theory. Applied or specific nonprofit sector management education included fund accounting, volunteer management, and fund raising (Leduc & McAdam, 1988).

It was suggested that the curriculum for nonprofit management education should contain courses and experiences to develop students’ capacity to think critically, to analyze situations, to synthesize data, and to be able to relate to theories of practice. Specific core courses recommended were economics, finance and budgeting, accounting, organizational theory and behavior, statistics, human resources management, and management information systems. Suggested courses specific to nonprofit management were: history of philanthropy and the nonprofit sector, philosophical, ethical and value issues in the nonprofit sector; marketing/public relations/advertising/promotion; governance; policy formation; resource development including fund-raising, volunteer management, securing nonfinancial and in-kind resources; entrepreneurship; management control and evaluation; strategic and program planning; law and taxes; and advocacy

including lobbying, public education, and community leadership (Leduc & McAdam, 1988).

Cyert (1988) counseled that the optimum curriculum for nonprofit management should stress general management principles, but contain courses specific to different fields. He advocated that the program should develop an understanding of the special features of nonprofits in different fields, but the specific fields of the nonprofit sector should not be overemphasized. A student well educated in management should be able to run any type of nonprofit. He warned that nonprofit management programs must be careful to avoid falling into the trap of early business education where it was believed that students had to be educated for particular industries.

Keane and Merget (1988) presented a case study from their experiences of developing a graduate degree program at George Washington University. They believed that a professional education program must include academic foundations and professional competencies. The academic foundation advised was: substantive knowledge of economics, finance, and government; methodologies of statistics and accounting; and normative perspectives including responsiveness and accountability. Professional competencies suggested were applied knowledge of budgeting and management; skills of leadership, fund-raising, and brokering; and ethical postures of honesty, loyalty, and legality.

At George Washington University, body-of-knowledge courses are grouped in six areas: marketing strategies and representation; comparative institutions; communications,

media and information systems; finance and accounting; analytical and research methods; and association management (Keane & Merget, 1988).

Based upon what is being taught in some nonprofit management programs in the United States, curriculum designers have determined that nonprofit managers need to have competence in financial management, fund-raising and grantsmanship, volunteer and personnel management, marketing, legal issues, and managerial overview focusing on the nonprofit sector (Wish, 1991).

Van Til (1988), critical of “entrepreneurial academics” for establishing university programs in nonprofit management in the early 1980s despite the lack of a research base, presented an interim report of the results of an ongoing Delphi study. The Delphi method is an iterative process attempting to develop consensus on an issue. Participants, usually with expertise on the topic, anonymously respond to a survey-style instrument. The results of the survey are reported back to the group at which point they are asked to comment again. The purpose of Van Til’s study was to test, among a group of international researchers, the applicability of the “three circle” approach to a nonprofit management curriculum previously proposed by Leduc and McAdam (1988). The preliminary findings of the Van Til study support the “three circle” approach (Van Til & Hegyesi, 1996).

The State of Nonprofit Management Programs

The most current research about university- or college-based graduate programs offering three or more courses in nonprofit management in the United States found 76

programs (Wish & Mirabella, 1996). In 1990, Wish (1991) found about 17 programs offering three or more courses in nonprofit management and in 1992 she found 32 programs (Wish, 1993). In the 1996 study, the researchers collected their information by survey, the latest of which received a response rate of 25 percent. They justify the accuracy of their results and their certainty of having reached relevant programs despite this low response rate by noting the relatively small number of academics involved in the field of nonprofit management education and the number of years they, the researchers, have been sending surveys and discussing their research at conferences.

Among the programs offering three or more courses in nonprofit management they found little consistency regarding the school or departmental affiliation of the program or the name of the degree offered. Twenty-two percent were affiliated with schools or colleges of arts and sciences, 7 percent with business schools, 7 percent with schools or colleges of business and public administration, 21 percent with schools or colleges of public administration and 43 percent affiliated with a variety of other schools or colleges. Forty-seven percent of the programs offered masters degrees in public administration/policy/public affairs, 8 percent offered a master of business administration, 11 percent offered a master of science, and 34 percent offered other degrees (Wish & Mirabella, 1996). Some of the other degrees offered were master of management of human services, master of nonprofit organizations, master of philanthropy, master of nonprofit administration, master of association management, and master of nonprofit management.

While there is little, if any, information about the effect of a nonprofit management education program's school or departmental affiliation in a university on the program's curricula, there has been research conducted in the field of public administration. The school or departmental affiliations of the various public affairs/administration masters programs were: political science (n=64); public affairs (n=44); public administration unit of a school or college of arts and sciences, social science, or professional programs (n=31); business (n=19); public policy (n=12); and integrated management (n=3).

The core courses compared were politics, public administration, personnel, public finance, policy, research, and economics. For all of the programs, public administration and research was required in 91% or more of the programs. The core courses with the greatest range among the program affiliations were personnel (16.7% - 84.2%), economics (10.9% - 75.0%) and finance (41.7% - 100%). The programs affiliated with schools or departments of public policy were the most different from the other programs with either the highest or lowest percentage of each of the required core courses (Cleary, 1990).

Wish and Mirabella (1998) conducted an analysis of curricula by degree type in 62 programs representing 82 percent of the programs in their study. They found differences by degree type although no statistical analysis beyond descriptive statistics was offered. They defined seven course categories that they organized into three classes. One class of course categories was the environment of nonprofit organizations and management of the relationship between the nonprofit organization and its external

environment. This class of courses included philanthropy and the third sector; advocacy, public policy, and community organizing; and fund-raising, marketing, and public relations. Another class of courses was concerned with management within the nonprofit organization and included courses on nonprofit management skills; financial management, finance and accounting; and human resources management. The third class of courses was concerned with spanning the boundaries between internal and external environments. Strategic planning and legal issues were included in this category.

Wish and Mirabella (1999) also investigated the impact of graduate nonprofit management programs from the viewpoint of four sets of stakeholders: faculty, alumni, employers, and funders. They visited 10 programs to conduct focus group discussions to determine the goals of nonprofit programs; the knowledge, skills and values that should be taught; outcome and impact of the program on the nonprofit community; and how effectiveness of the program was measured.

Responses varied by stakeholder group and by degree program. Stakeholders in master of business administration (MBA) programs stated that the goal of nonprofit programs should be to expose students to the field of nonprofit management, to bridge the gap between the public and nonprofit sectors, and to bring MBA skills to nonprofit management. Stakeholders in master of public administration (MPA) and master of nonprofit organizations (MNO) programs stated goals of preparing students for management positions in nonprofit organizations, imparting practical knowledge and skills to be effective managers, and goals benefiting academia such as conducting research, training scholars, and preparing analysts for policy positions.

Stakeholders from all groups and programs identified skills and competencies including those required for managing the internal environment of nonprofit organizations. Skills for spanning the boundary between the internal and external environment were considered important by all groups, though less so by MBA stakeholders (Wish and Mirabella, 1999).

All groups of stakeholders recounted the positive effects of graduates on the nonprofit community because of management skills acquired and increased opportunities for networking and collaboration. Some students and alumni were disappointed with employment opportunities and compensation in the nonprofit sector (Wish and Mirabella, 1999).

Mirabella and Wish (2000) examined the curricula of five types of management degree programs to compare traditional management program curricula with nonprofit management curricula. Using the reputational approach, the researchers examined the curricula from MBA, MPA, and MSW programs ranked as the top 10 in the United States by US News & World Report, as well as nonprofit programs gathered from their previous research. It should be noted that based upon review of their Web sites and answers to questions posed to the sponsoring departments, three of the MBA in nonprofit management programs cited by US News & World Report do not actually have nonprofit management courses.

Mirabella and Wish (2000) found that the curricula in nonprofit programs “still largely embrace time-honored values of traditional management education,” with internal management courses making up 49 to 66 percent of all programs. Comparing the

curricular content of these programs with results from stakeholder focus groups at 10 universities and colleges that have nonprofit programs about what was needed in these programs, the authors conclude that it is time to create new models of organizations reflecting the relationships among the sectors, explaining the role of the nonprofit sector in the public-policy process, and examining the role of nonprofit leaders in managing these relationships (Wish and Mirabella, 2000).

A task group from the Nonprofit Academic Centers Council (NACC) and the National Association of Schools of Public Affairs and Administration (NASPAA) (2000) developed guidelines for graduate professional education in nonprofit organizations, management and leadership. The group based the guidelines on the assumption of core essential elements characterizing nonprofit organizations and their leaders. The guidelines include the minimum number of semester hours for three types of NPM programs: a graduate degree in nonprofit organizations or management; a master of public administration or public affairs with a nonprofit concentration; and graduate certificate programs. Additional guidelines included a statement of mission, objectives, and strategy; and curricular topics to address the previously mentioned core essential elements. Core essential elements listed as specific to the nonprofit sector included history, values, ethics and philosophies of the nonprofit sector; legal structure, incorporation and tax-related law; revenues; and governance. Core essential elements not specific to the nonprofit sector were budgeting and resource management; theories of the sector and its organizations; external relations; interorganizational relations, and relations among the sectors; alignment with the environment; quantitative analysis and information

technology; accountability, performance measures, and program evaluation; policymaking processes; economics and market issues; and international organizations (NACC & NASPAA, 2000).

Conclusion

In summary, Block (1990) developed a theoretical framework for the field of nonprofit management as a unique discipline. This theoretical framework has drawn upon the roots of charity and philanthropy, the development of the role of the volunteer, the evolution of tax exemption, and the nonprofit sector's adaptation of management theories and technologies. Outlining the conditions unique to nonprofit organizations has further developed the case for nonprofit management as a unique discipline. These conditions include the ambiguity of performance criteria, the legal and financial constraints for nonprofit organizations, the kinds of personnel employed, and governance structures.

O'Connell (1983), Herman and Heimovics (1989a), and O'Neill (1989) have endeavored to identify the skills required by nonprofit managers. One such skill is the ability to work effectively with an organization's board of directors. Several of these authors have suggested curricula that might develop nonprofit management skills. A task group from the Nonprofit Academic Centers Council and the National Association of Schools of Public Affairs and Administration (2000) has developed a set of guidelines for the structure of nonprofit management programs, although it is not clear if nonprofit management programs have adopted these curriculum suggestions.

Surveys of graduate-level nonprofit management programs in the United States have shown a growth in these programs from approximately 17 in 1990 to approximately 76 (depending upon criteria for inclusion) in 1998. Wish (1991, 1993) and Wish and Mirabella (1996) have found little consistency regarding the school or departmental affiliation of these nonprofit management programs, or the name of the degree offered. Wish and Mirabella (1998) and Mirabella and Wish (2000) have looked at the curricular variations based upon the type of degree granted, but none have looked at the effect a nonprofit management program's school or departmental affiliation in a university may have on the content of the program's curriculum. Data exist, however, about graduate-level public administration programs showing that the school or departmental affiliation of a program does have an effect on its curriculum.

CHAPTER III: METHODOLOGY

This chapter will describe the methods by which the data were collected and analyzed. These methods were developed to determine the characteristics of graduate-level programs in universities and colleges that purport to prepare graduates to function effectively as managers and administrators in the nonprofit sector. The hypothesis posed in the present study is that there is a direct relationship between the degree-granting focus of the school where the nonprofit management program originates and the content scope of the curriculum. There was one nominal, independent variable: school of departmental affiliation. It was hypothesized that an NPM program affiliated with a school of public administration would have more policy courses, while an NPM program affiliated with a school of business would have more quantitative and management courses. Furthermore, freestanding or interdisciplinary NPM programs would have an equal distribution of policy, management, quantitative, and nonprofit courses.

Descriptive and inferential statistics were used to determine the factors influencing the content of the curricula in nonprofit management education programs. A cross-sectional analysis comparing the types of courses required to obtain a graduate degree was utilized to determine the effect of a program's school or departmental affiliation within a college or university.

Study Subjects and Respondents

The population for the present study was university- or college-based, graduate-level programs in the United States offering a degree or a degree with a concentration in nonprofit- management education. Approximately 70 to 76 such programs have been identified in previous research (Peterson's, 1997; Wish, 1993; Wish & Mirabella, 1996). Additional programs were identified through searches on the World Wide Web.

Research Design

The present study was accomplished using a cross-sectional comparison of the curricula in university- and college-based, graduate-level, nonprofit management education programs in the United States to determine how the content of the curricula was affected by one independent variable, namely the school or departmental affiliation of the program.

Instrumentation

The instrument used to categorize courses for the cross-sectional comparison of curricula was a survey form submitted to a panel of experts listing course titles, course descriptions, and five course categories, each with a box to be checked (see Appendix A). The five categories were the four defined classifications of “quantitative,” “management,” “policy,” “nonprofit,” and a classification called “not clear” for those courses for which insufficient information was provided or which appeared to belong to

more than one category. The definitions were listed at the bottom of each page of the survey form.

To avoid biasing the classification, the course titles were presented on a form devoid of any school identification. The course titles and their descriptions were randomly listed on the form.

Procedures

Information was collected for 98 graduate-level programs in the United States that had been identified in previous research and by keyword searches on the World Wide Web. Approximately 75 of the 98 programs had been identified by previous research (Peterson's, 1997; Peterson's, 1996; Wish, 1991; Wish & Mirabella, 1996). The search engine used to gather the program information for those programs identified in previous research was Yahoo. Keyword searches in the Alta Vista and Google search engines identified an additional 22 programs.

Data collected for each program included address, telephone and facsimile numbers, e-mail and Web site addresses; the college, school and/or department name; names of the dean and program director; the program's statement of target student; degree and concentration name; semester hours or credits; and course names and descriptions. Only those course names and descriptions specifically required by each program were collected for analysis because nonrequired, elective courses were less likely to be indicative of the influence of the school or departmental affiliation. Data were stored in an Access database.

Of the 98 programs identified, 74 met the definition for a nonprofit management program (Appendix B). Some programs identified by previous research were not included in the data analysis because the scope of these programs was too narrow, focusing on only one type of nonprofit organization, i.e., arts management or administration, human services administration, community services administration, fund-raising management, philanthropy and development, arts administration, social work administration, or health care management. Another reason for excluding some previously identified programs from the analysis was a lack of sufficient numbers of courses focusing on nonprofit management or organizations. Such a lack became apparent upon review of a university's Web site or catalogue.

Copies of the description from each program identified by previous researchers or by searches on the World Wide Web were collected for review. The primary sources for program descriptions were the various university and college sites on the World Wide Web. If program information was not available from the Web site, a request for a catalogue was made to the university or college by e-mail or telephone.

Many colleges and universities offered several versions of the same degree. These programs included programs for persons having recently completed an undergraduate degree with no work experience, and/or a program for persons currently employed in mid-level management with some work experience in the field, and/or a program for persons employed at the executive level with extensive experience and limited time. In such cases, data were collected only for the program for persons having recently completed an undergraduate degree.

It was estimated that as many as 760 required course descriptions would be collected (10 required courses per program, for 76 previously identified programs). To make the course classification task more manageable, a random sample of four required courses was selected from each program. Required courses designated as capstone, thesis preparation and/or completion, special topics, internship, practicum, independent study, or special lectures were eliminated from the sample selection process because the content of these courses would be too vague or general to categorize from catalogue descriptions. The least number of required courses in a program was four (excluding capstone courses). Therefore, four required courses from each program were randomly selected for classification for a total of 296.

To determine the content of the curricula, an expert panel of faculty members from schools or departments similar to those offering nonprofit management programs was recruited to categorize the required courses. It was determined in pretesting that the categorization of this sample might take as many as five hours to complete; therefore, prospective panelists were offered a small honorarium of \$75 for their participation in the classification process.

As part of the data collection process, the name and contact information for each of the program directors were collected. When the course forms were ready for classification, 20 program directors were contacted by telephone or e-mail to request their participation in the classification of the course sample. In the case of their unavailability, program directors were requested to identify other faculty members who might be willing

to participate. Seven faculty members agreed to participate in the categorization process (Appendix C).

The expert panel received the classification forms by e-mail. The classification forms were sent in a self-executing file format that allowed the forms to be printed by the panelist. Upon completion of the classification, each panelist returned the forms by mail.

Panelists were asked to select one course category for each course title and description. Panel members were instructed to categorize a course as “not clear” if in the panelist’s opinion the course belonged in more than one category or if there was insufficient information to categorize the course (Appendix D).

Of the seven faculty members who agreed to participate as expert panelists, six returned sets of course categorization forms. One of the returned sets contained 10 of the 56 pages and was eliminated from the data analysis. Another panelist marked 146 of 296 of the courses in the evaluation form “not clear” compared to a range of 1 to 31 marked “not clear” by the other four panelists. This set of classification forms was also eliminated from the data analysis. Therefore, the classification forms from four panelists were utilized for determining the classification of each course in the sample. Of the 296 course titles and descriptions categorized, the panelists were in complete agreement on 141 classifications. Three of four panelists agreed in 91 of the classifications and the classifications of those three were used in the data analysis. With 55 cases, two of the four panelists agreed on the classification and in the remaining nine courses there was no agreement whatsoever. These 64 courses were categorized as unclear for the purpose of data analysis.

The expert panel's course classifications were entered into a Microsoft Excel spreadsheet where an analysis of variance (ANOVA) calculation was performed with Analyse-It, an add-on statistical software program designed to work with Excel.

Operational Definition of Variables

For the purposes of the present study, the following are the characteristics of a nonprofit administration program. It must: lead to an advanced degree; offer a degree or a degree with a concentration in nonprofit administration; be offered by a college or university; have a management orientation (rather than policy or historical); and focus on the management of nonprofit organizations (Wish & Mirabella, 1996).

The content of the curricula is defined as follows:

Quantitative courses are those that teach methods for quantifying an organization's effectiveness. Such courses may include financial accounting, reporting and management; budgeting; managerial and public finance; micro and macro economics; quantitative methods; statistics; managerial data analysis, problem-solving, and decision-making; needs assessment; program evaluation; and research methods.

Management courses are those that deal with theory and practical application in the operations of the organization. Such courses may include legal issues or nonprofit law; human resources and management of professionals; information management; organization theory; organizational behavior; strategic planning; resource development and management; and marketing, advertising, and public relations.

Policy courses are those that develop an understanding of issues of the internal and external environments. Such courses may include ethics; values; leadership; governance; policy analysis, formulation, and implementation; government/public/nonprofit collaboration; advocacy; political issues; and governmental relations.

Nonprofit courses are those that deal with topics specific to the nonprofit sector. Such courses may include the history of the nonprofit sector; the history of philanthropy; working with boards of directors and volunteers; voluntarism; and wealth and philanthropy.

For the purposes of the present study, the program's school or departmental affiliation was determined to be that unit within the educational institution that hosted the NPM program's web pages. School or departmental affiliations were divided into six groups for comparison. Those school or department groups were based, with modifications, upon groupings utilized by previous researchers (Cleary, 1990). The school or department groups were public administration, political science, business, public affairs, management, and interdisciplinary/miscellaneous (see Appendix E). The interdisciplinary group consisted of those programs supported by two or more schools, departments, and/or institutes in the educational institution or those schools or departments with names that included two or more of the other groups. The miscellaneous group contained those schools or departments not included in any other group.

For the purpose of analysis, the school or departmental affiliation was the department, school, or college where the program was described in an institution's Web site or catalogue. A program might be affiliated to a department, within a school, or within a college in the university, in which case the name of the most specific unit was used as the school or departmental affiliation. In the example of an NPM program in the department of political science, within the school of economics, within the college of arts and sciences, the school or departmental affiliation would be the department of political science. If the example had no department of political science, the school or departmental affiliation would be the school of economics. If the example had no school of economics, the school or departmental affiliation of origin would be the college of arts and sciences.

Treatment of Data

To determine the various factors influencing the content of the curricula in nonprofit management education programs, a research design using descriptive and inferential statistics was used. The hypothesis tested for the present study is: There is a direct relationship between the degree-granting focus of the school where the nonprofit management program originates and the content scope of the curriculum. Therefore, there was one nominal, independent variable: the school or departmental affiliation.

As previously defined, curricular content may contain up to four different types of courses: "quantitative," "management," "policy," and general "nonprofit." An additional choice, "not clear," was added to categorize those courses for which insufficient information was available for the categorization, or for which more than one

classification was covered in the course description. Therefore, there were five nominal, dependent variables. These five nominal ratings were converted to interval data by determining the percentage of each type of course for each curriculum. Each of these measures was indexed into one measurement of quantitative, management, policy, nonprofit, or not clear. The independent variable, school or departmental affiliation, was compared regarding its effect upon the curricular content of each program.

Analysis of variance (ANOVA) was used to compare the different types of school or departmental affiliation (business, public administration, political science, interdisciplinary) to the means of curricular content for each program. ANOVA was used as the method of statistical analysis, because the independent variable was nominal with more than two values and the dependent variables, after indexing, were numerical.

Limitations of the Study

A cross-sectional study by its nature is a picture of one point in time and does not depict trend or changes over time. The programs included in the present study were identified from previously compiled lists and by searches on the World Wide Web. This group of programs may not include all qualifying programs in the United States.

The school or department affiliation groupings were patterned, with modifications, after previous research in public administration programs (Cleary, 1990). For the purpose of data analysis, the number of school or departmental affiliations was limited to six groups by arbitrarily expanding each group to include similar school or department types found in the data search. The study included a random sample of

courses from a small population of programs, making it difficult to make generalizations from the findings.

The defined curricula were based upon categorizations of course descriptions by an expert panel, but the course descriptions may not accurately describe what actually is taught. Moreover, the level of agreement of the course classification among the panelists suggests that reliability could be increased.

The present study was not able to determine if the curricula being offered at the various programs adequately prepares nonprofit managers to function effectively. Finally, the descriptions in the college and university materials used to codify courses may not have been sufficiently accurate to prepare reliable categorizations.

CHAPTER IV: RESULTS

Data were collected for 93 graduate level programs, 74 of which met the definition of a nonprofit management program. These 74 programs were the basis for data analysis. Table 4.1 shows a breakdown of the percentage of programs by school or departmental affiliation. The schools or departments were divided into the six groups described in the previous chapter for the purpose of data analysis (business, management, miscellaneous/interdisciplinary, political science, public administration, and public

Table 4.1

Percentage of Graduate Level Nonprofit Management Programs
by School or Departmental Affiliation

School or department	<i>n</i> = 74
Business/business administration	12.2
Management/public and nonprofit management/ management and technology/administration studies	16.2
Miscellaneous/interdisciplinary	25.7
Political science/government	14.9
Public administration/public administration and urban studies/ public service	18.9
Public affairs/public and environmental affairs/public and urban affairs	12.2

affairs). In addition to the school/department groups determined from previous research, the table shows variations on the group names found during data collection.

Master of public administration was the degree title utilized 3 to 10 times more often than other degree titles by NPM programs (see Table 4.2). Master of business administration and master of science were the next most common degree titles of the programs.

Table 4.2

Percentage Distribution of Degree Titles Offered by Nonprofit Management Programs

Degree titles	<i>n</i> = 74
Master of arts	5.4
Master of business administration	14.9
Master of management	4.1
Master of nonprofit organizations, administration, management or leadership	5.4
Master of public administration	44.0
Master of public affairs	6.8
Master of public policy	5.4
Master of science	13.5

Sixty-five of the 74 programs offered concentrations in nonprofit management (Table 4.3). Seventy-five percent of the curricular concentrations were entitled nonprofit

management or administration. Public and nonprofit management was the title of 12.5 percent of the concentrations offered. The remaining concentrations were entitled nonprofit organizations or nonprofit sector.

Table 4.3

Percentage Distribution of Concentrations Offered in Nonprofit Management Programs

Curricular concentration	<i>n</i> = 64
Management of nonprofit organizations	6.3
Nonprofit administration	12.5
Nonprofit management	56.3
Nonprofit organizations	4.7
Nonprofit sector	4.7
Public and nonprofit management	12.5
Miscellaneous	3.0

The master of public administration degree was offered in all school or department types with the exception of business (Table 4.4). Schools or departments of public affairs and political science offered the same degree names whether masters of public administration, or public affairs, or public policy. The degree most often offered by schools or departments of public administration was master of public administration; other degree titles were master of science and master of not-for-profit leadership. The

only schools or departments offering master of management degrees were business and management. Miscellaneous/interdisciplinary schools or departments offered the greatest number of degree titles.

Table 4.4
Frequency of Degree Granted by School or Department

Degree	Public affairs <i>n = 9</i>	Misc./interdisp. <i>n = 19</i>	Political Science <i>n = 11</i>	Mgt. <i>n = 12</i>	Public admin. <i>n = 14</i>	Business <i>n = 9</i>	Percent of degrees
MPA	6	8	7	2	10	0	44.6
MPAF	2	1	2	0	0	0	6.8
MPP	1	1	2	0	0	0	5.4
MBA	0	1	0	5	0	5	14.9
MS	0	3	0	2	3	2	13.5
MA	0	3	0	0	0	1	5.4
MNM/A/L	0	2	0	1	1	0	5.4
MM	0	0	0	2	0	1	4.1

Note: The degree abbreviations are as follows: MPA = master of public administration; MPAF = master of public affairs; MPP = master of public policy; MBA = master of business administration; MS = master of science; MA = master of arts; MNM/A/L = master of nonprofit management, administration, or leadership; and MM = master of management.

The titles and descriptions of 843 required courses were collected for classification by the expert panel. From these courses a random sample of four courses was selected for classification by the expert panel. The required courses included core courses and concentration courses. In some cases, a program offered a choice of courses to meet one requirement. Each of the choices was included as a required course, except when the course was offered outside the school or department administering the program. Some programs required foundation courses or prerequisite courses for the core requirements. These foundation or prerequisite courses were not included in the data analysis.

The expert panel's classification of the courses from the random sample identified the largest total number of courses in graduate-level, NPM programs as management courses (see Table 4.5). The next largest number of classified courses was identified as quantitative. The third largest group of courses was "not clear," and the fourth largest was nonprofit. The smallest group of courses was policy.

Schools or departments of public affairs and miscellaneous/interdisciplinary schools or departments appeared to have more equal distribution among the percentage of course categories in their curricula. The range of percentages of course types in schools or departments of public affairs was from a low of 11.1 percent of policy courses to a high of 25.0 percent of management courses. In miscellaneous/interdisciplinary schools or departments the range of percentages of course types in the curricula ranged from a low of 10.5 percent of nonprofit courses to a high of 31.6 percent of quantitative courses.

Table 4.5
Classified Courses as Percentage of Sample

<i>N = 296</i>					
Management	Nonprofit	Policy	Quantitative	“Not clear”	Missing data
<i>n = 94</i>	<i>n = 30</i>	<i>n = 26</i>	<i>n = 79</i>	<i>N = 65</i>	<i>N = 2</i>
31.7	10.1	8.8	26.7	22.0	0.01

Schools or departments of business had the least equal distribution of the percentage of course categories in the curricula, with more than 50 percent of course offerings in the management category and a low of 2.8 percent each of nonprofit and policy courses.

The school or department with the largest percentage of management courses was business. Schools or departments of political science had the largest percentage of policy and quantitative courses. The largest percentage of courses classified as nonprofit and courses classified as “not clear” were in schools or departments of public affairs.

The smallest percentage of courses classified as management was in miscellaneous/interdisciplinary schools or departments. Schools or departments of business had the smallest percentage of courses classified as nonprofit, policy, and quantitative. The smallest percentage of courses classified as “not clear” was in schools or departments of political science. Table 4.6 shows the percentage breakdown for each

course type in the curricula for each school or department. A full listing of categorized course names by course category can be found in Appendix E.

Thirty-six courses were classified for schools or departments of public affairs. The largest group of courses were classified as management; followed by “not clear,” quantitative, nonprofit, and policy.

Seventy-six courses were classified in miscellaneous or interdisciplinary schools or departments. The largest course category was quantitative, followed by “not clear,” management, policy, and nonprofit.

In schools or departments of political science, 44 courses were classified, with the largest category being quantitative, followed by management, “not clear,” and policy.

Forty-six courses from 12 schools or departments of management were classified, with two courses having missing data. Courses classified as management made up the largest number of courses, followed by quantitative, “not clear,” nonprofit, and policy.

In schools or departments of public administration the largest group of courses were classified as management, followed by quantitative, “not clear,” and policy.

In schools or departments of business more than half the courses were classified as management, followed by “not clear,” quantitative, nonprofit, and policy.

Table 4.6

Percentage of Course Types by School or Departmental Affiliation

Schools or Departments	Public Affairs	Misc./ interdisc.	Political Science	Mgt	Public admin.	Business
	<i>n = 9</i>	<i>n = 19</i>	<i>N = 11</i>	<i>n = 12</i>	<i>n = 18</i>	<i>n = 9</i>
Management	25.0	22.4	29.5	33.3	35.7	52.8
Nonprofit	16.7	10.5	4.5	8.3	16.1	2.8
Policy	11.1	11.8	13.6	6.3	5.4	2.8
Quantitative	22.2	31.6	34.1	27.1	21.4	19.4
Not clear	25.0	23.7	18.2	22.9	21.4	22.2
Missing data	0.0	0.0	0.0	2.1	0.0	0.0

In Figure 4.1 a series of pie charts illustrates curricular content offered by each school or department type as described above.

To determine if the differences among the six types of school or departments were statistically significant, an analysis of variance was performed. Table 4.7 is a variance source table with convincing evidence of a difference approaching statistical significance at the $p = .05$ level in management courses among the schools or departments. The null hypothesis was rejected.

Table 4.7

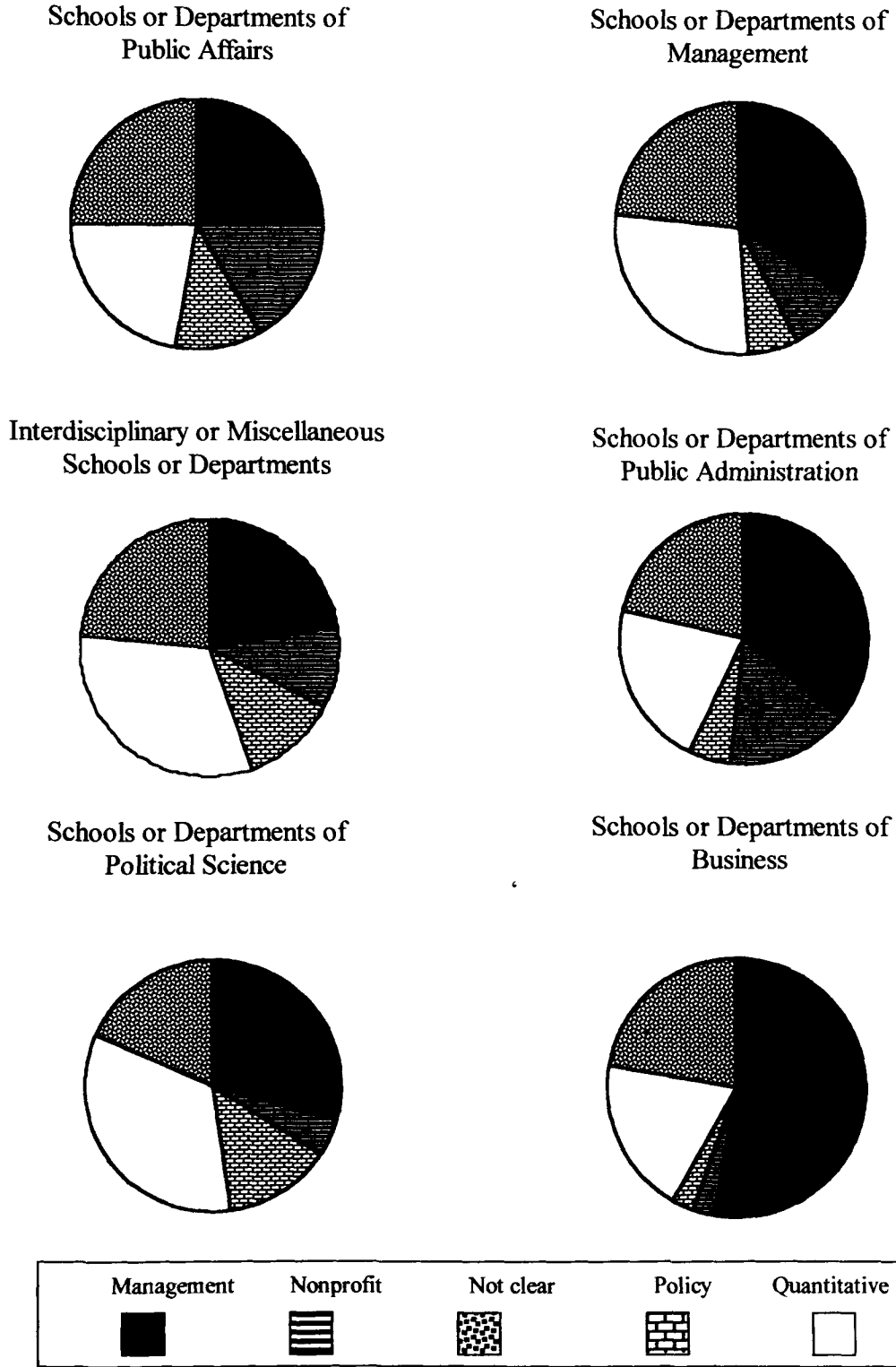
Analysis of Variance Among Management Courses by Schools or Departments

Source of variation	SSq	DF	MSq	F	p
Between school type difference	0.549	5	0.110	2.15	0.0697
Within school type difference	3.473	68	0.051		
Total	4.022	73			

Note: A post hoc analysis, Tukey honestly significant difference, showed a difference approaching significance in means of management courses between schools or departments of business and miscellaneous/interdisciplinary schools or departments.

Figure 4.1

Comparison of Curricular Content by Schools or Departments



Tables 4.8, 4.9, and 4.10 are variance source tables showing no evidence of significant differences in nonprofit, policy, or quantitative courses among the schools or departments.

Table 4.8

Analysis of Variance Among Policy Courses by Schools or Departments

Source of variation	SSq	DF	MSq	F	p
Between school type difference	0.081	5	0.016	0.81	0.5473
Within school type difference	1.366	68	0.020		
Total	1.447	73			

Table 4.9

Analysis of Variance Among Nonprofit Courses by Schools or Departments

Source of variation	SSq	DF	MSq	F	p
Between school type difference	0.150	5	0.030	1.25	0.2941
Within school type difference	1.630	68	0.024		
Total	1.780	73			

Table 4.10

Analysis of Variance Among Quantitative Courses by Schools or Departments

Source of variation	SSq	DF	MSq	F	p
Between school type difference	0.210	5	0.042	0.93	0.4697
Within school type difference	3.082	68	0.045		
Total	3.291	73			

CHAPTER V: SUMMARY AND CONCLUSIONS

Review of the Problem

Nonprofit management (NPM) education is a relatively new and dynamic academic field. The first programs were established in the early 1980s, and had more than doubled in number by 1992. These programs have developed and multiplied with very little research to provide guidance in designing curricula or defining what skills are needed to manage a nonprofit organization.

The hypothesis tested was that there is a direct relationship between the degree-granting focus of the school where a nonprofit management program originates and the content scope of the curriculum. It was hypothesized that an NPM program affiliated with a school of public administration will have more policy courses, while an NPM program affiliated with a school of business will have more quantitative and management courses. Furthermore, freestanding or interdisciplinary NPM programs will have an equal distribution of policy, management, quantitative, and nonprofit courses.

Discussion of the Findings

Data Collection Methodology

The following sections will discuss differences in various findings for the present study and those of Wish (1991, 1993), Wish and Mirabella (1996, 1998) and Mirabella and Wish (2000), the only other researchers to have investigated curricular content of

NPM programs. Therefore, it is useful to discuss the methods by which the data were collected and how those differences affect the findings.

Wish (1991, 1993) and Wish and Mirabella (1996) used surveys to collect their data, whereas data for the present study were collected using the World Wide Web and university catalogues. Both methods have advantages and disadvantages.

A survey is a highly inferential process, requiring the respondent to understand and accurately complete the instrument. A poorly designed survey, for example, may collect data that is nonresponsive, incomplete, or misleading. Alternatively, the survey may be addressed to a program director, but be completed by another member of the department who has a different level of understanding about the program.

Utilizing the universities' Web sites or course catalogues for program information provides primary source data, assuming that the Web site information is the most current and accurate information. This method of data collection relies upon the search skills of the researcher, as well as the researcher's interpretation of what is found.

Program Comparison

As in previous research, the present study found NPM programs to be affiliated with various schools or departments throughout educational institutions. In those programs offering a degree in nonprofit administration, there is neither a standard curriculum nor a standard title for the degree.

The present study found 74 graduate-level programs offering a degree or a concentration in nonprofit administration. This is close to the number of programs (76)

identified by Wish and Mirabella in 1996. However, the definition of an NPM program used for this current study was somewhat more limited than that used by previous researchers, so it is likely that one would find a smaller number of programs. The definition of an NPM in the present study required that a program offer an advanced degree in NPM or an advanced degree in another area such as public or business administration with a concentration in nonprofit management. Wish (1991, 1993) and Wish and Mirabella (1996, 1998) defined a concentration in nonprofit management as offering three courses in nonprofit management. Their definition did not require that a curricular concentration be entitled “nonprofit management, administration, organizations, or sector,” or “management of nonprofit organizations.”

Comparing the list of NPM programs identified by Wish and Mirabella and those included in the present study showed several differences both in terms of included and excluded programs. This difference is most likely due to the method of obtaining information about the NPM programs. The previous researchers only included programs for which they had received survey responses. The present study identified programs found by Web searches, in some cases finding newly created programs being offered for the first semester.

As in previous research, the present study found little to no standardization concerning school or departmental sponsorship of NPM programs, titles of NPM programs, titles of NPM degrees, or curricula.

Wish and Mirabella (1996) quantified NPM programs by school or department type utilizing a different set of school or department categories than those used in the

present study. Their school or department categories were arts and sciences, business schools, business and public administration, and “other.” For a comparison of results (see Table 5.1), school or department types from the present study were reclassified into the categories used by Wish and Mirabella (1996). While the number of programs in schools of arts and sciences and business and public administration remain unchanged, it appears that more business schools and other schools or colleges are entering the nonprofit management field.

Table 5.1

Percentage of Nonprofit Management Programs by School or Department Type

A Comparison of Current Study Results with Previous Research

	1992 ^a	1995 ^b	2000
School or department	<i>n</i> = 32	<i>n</i> = 76	<i>n</i> = 74
Arts and sciences	28	22	22
Business schools	8	7	12
Business and public administration	19	21	19
Other school or college	34	43	47

^{a, b}Data are from Mirabella and Wish (1996). The percentages in these columns do not equal 100.

Table 5.2 offers a comparison of the percentage of degrees offered in NPM programs in 1992, 1995 and 2000. The degree titles in the present study were reclassified to compare with the degree title categories used by Mirabella and Wish (1996): master of public administration, policy or public affairs; master of business administration; master of science; master of arts; master of social work; or other. The comparison suggests there has been only a slight change in degree types over time.

Table 5.2

Percentage Distribution of Degree Titles:

A Comparison of Current Study Results with Previous Research

	1992 ^a	1995 ^b	2000
Degree title	n = 32	n = 76	n = 74
MPA/policy/public affairs	52	47	58
MBA	13	8	15
MS	16	11	14
MA	0	9	5
MSW	0	14	0
Other	19	11	8

^{a, b} Data are from Wish & Mirabella, (1996).

Wish and Mirabella (1998) looked at the curricular content of NPM programs by program or degree type, rather than by school or departmental affiliation as in the present study. To analyze curricular content for their study, they categorized courses from the various programs using seven categories: philanthropy and the third sector; advocacy, public policy, and community organizing; fund-raising; marketing; public relations; nonprofit management skills; financial management, finance and accounting; human resource management in nonprofit organizations; and strategic planning and legal issues. Table 5.3 compares percentages of course categories in NPM programs from the present study and their research. For purposes of comparing classifications, the course categories of Wish and Mirabella's research were reclassified into the current study's categories. Philanthropy and the third sector were reclassified as nonprofit. Advocacy, public policy, and community organizing were reclassified as policy. Fund-raising, marketing, public relations, nonprofit management skills, human resource management in nonprofit organizations, and strategic planning and legal issues were reclassified as management courses. Financial management, finance, and accounting were reclassified as quantitative courses.

Data from Wish and Mirabella (1996) compared to data in the present study are almost identical for the percentage of nonprofit and policy courses found in NPM programs. However, more than twice as many courses were categorized as management, while half as many courses were categorized as quantitative in the Wish and Mirabella (1996) study compared to the current study. Faculty members from an NPM program or from schools or departments similar to those offering NPM programs categorized the

courses for both studies. The discrepancy in course categorization by the two groups of experts in the two studies suggests a lack of agreement among experts in the field about what constitutes a management or quantitative course.

Table 5.3
Percentage Distribution of Course Types:
A Comparison of Current Study Results with Previous Research

Course type	1998 ^a	2000
Management	71.0	32.0
Nonprofit	10.0	10.2
Policy	8.0	8.8
Quantitative	11.0	26.9
Not clear	0	22.1

^a Data are from Wish and Mirabella (1998).

Scope of Curricula

The present study found that an NPM program's school or departmental affiliation within an educational institution appears to affect the curricular content of that program. However, the results of the expert panel's course classifications approach but do not reach statistical significance at the $p = .05$ level. Presumably the curricular differences

reflect the professional biases of the faculty, and strongly suggest that there is a lack of consensus among academic disciplines concerning a preferred NPM curriculum.

The greater number of management courses in NPM programs sponsored by business schools approaches statistical significance at the $p=.05$ level when compared to the number of such courses in interdisciplinary/miscellaneous schools or departments. However, NPM programs in schools or departments of business do not have more quantitative courses, as was hypothesized.

It was also hypothesized that NPM programs in multidisciplinary schools or departments have an equal distribution of course types. The present study found a closer to equal distribution of courses types in miscellaneous/interdisciplinary schools or departments than in all other school types except for public affairs, although the differences are not statistically significant.

Types of Courses

The curricular content of an NPM program as defined for the current study was made up of some combination of management, nonprofit, policy and quantitative courses. It has been noted that the expert panel did not fully agree regarding the categorization of the random sample of courses. Under ideal circumstances, having the expert panel involved in refining the definitions might have resulted in a higher level of agreement. In reality, the task of categorization was a time consuming process and it is highly unlikely that more time could have been requested of the panel.

To determine how the results might differ if the course classification was completed by a panelist with full understanding of and in complete agreement with the course type definitions, this researcher performed an independent classification of the random sample of courses. The results were then tabulated in the same manner as with the expert panel. This independent, *ex post facto*, analysis found statistical significance ($p = .02$) for management courses and for quantitative courses ($p = .05$), suggesting that greater agreement among the panelists would be more likely to generate statistically significant results and in the same direction as the results generated by the expert panel.

Based upon topics taught in NPM programs she surveyed, Wish (1991) suggested that curriculum designers had determined that nonprofit managers need to have competence in financial management, fund-raising and grantsmanship, volunteer and personnel management, marketing, legal issues, and managerial overview focusing on the nonprofit sector. A search of the required courses database for current NPM programs using the keyword “nonprofit” (see Appendix F) suggests that curriculum designers have determined that nonprofit managers need to have competence in management/administration, resource development, finance/financial management, legal issues, strategic planning, the nonprofit sector, leadership, and accounting/budgeting.

One of the frequently cited factors differentiating organizations in the nonprofit sector from organizations in the public and private sectors is the nature of governance. In their research, Herman and Heimovics (1989a) found that the most effective nonprofit CEOs differed from a comparison group in their ability to work with their boards of directors. In the present study, a search of the required course database identified 50 out

of 843 courses that used the words “governance” or “board,” or the terms “board of trustees” or “board of directors” in the course description. While the lack of these keywords in course descriptions is not definitive, it is an indication of a presumed low-level of curricular emphasis placed on these two topics, despite empirical field evidence supporting their value.

The guidelines (NACC & NASPAA, 2000) developed for graduate professional education in nonprofit management list four elements of particular importance to the nonprofit sector that should be included in a nonprofit management graduate program curriculum. These four elements are history, values, ethics and philosophies of nonprofits; legal structure; revenue; and governance. To determine if NPM programs were addressing these guideline-defined elements in their required courses, a search of the database of 843 required courses was conducted. The keywords used to search the database were taken from the guideline’s descriptions of each of the core essential elements. Table 5.4 shows the number of required course descriptions that contain those keywords. Although this finding is not definitive, it suggests that on average under 25 percent of the required courses in current NPM programs are providing the core essential elements of particular importance to the nonprofit sector.

Schools or departments of public affairs have the largest percentage of recommended courses, and business schools or departments have the smallest percentage. Again, while this comparison is not definitive, it gives an indication of the level of effort of schools or departments offering NPM programs make to provide the courses considered by an expert group as essential to NPM education.

Conclusions

The primary question asked at the beginning of the present study concerned the effect that school or departmental affiliation has upon the curricular content of an NPM degree program. Additional questions asked more specifically how school or departmental affiliation influenced the curricular content. The present study found a difference approaching statistical significance at the $p = .05$ level in the curricular content of NPM programs based upon school or departmental affiliation, specifically in the percentage of management courses offered in schools or departments of business compared to those offered in interdisciplinary/miscellaneous schools or departments.

Van Loo (1996) asked, "What is the value of a nonprofit being located in a business school as opposed to an independent school or specialized field school like social work, public health or education?" Based upon the results of the present study, the question of the value of being affiliated with a business school still cannot be answered. However, it is now possible to say that an NPM program affiliated with a business school is different, especially from those affiliated with miscellaneous/interdisciplinary schools or departments, because it offers more management courses.

Required course data collected in the present study were compared with core course recommendations listed in the NACC and NASPAA guidelines (2000) and in the curriculum framework recommended by Herman and Heimovics (1989b). This comparison revealed that a range of 18.8 to 31 percent of required courses, a mean of 24.4 percent, covered topics that are considered by these researchers as essential to

Table 5.4

Percentage Distribution of Guideline Courses by School or Department

Schools or Departments	Public affairs	Misc./ interdisc.	Political science	Mgt	Public admin.	Business
	N = 87	N = 216	N = 128	N = 152	N = 164	N = 96
Course Topics						
Revenue ^a	2	5	4	3	2	3
Governance ^b	8	10	9	13	10	3
History, Values, Ethics Philosophies ^c	11	17	7	10	19	8
Legal Structure ^d	6	17	15	9	8	4
Recommended courses	31.0%	22.7%	27.3%	23.0%	23.8%	18.8%

Note: Keywords for the search of the required courses database were selected from the description of essential nonprofit program elements in NACC and NASPAA guidelines (2000).

^a Keywords used were donations, earned income, fund accounting, planned giving and capital campaign.

^b Keywords used were governance, board of trustees, board of directors, and board.

^c Keywords used were history, values, ethics, and philosophy.

^d Keywords used were tax law, legal, and nonprofit law.

nonprofit management education. This finding is not definitive since the basis for comparison was a collection of course descriptions that may not have included all topics covered by the courses described. However, this analysis of collected course offerings in comparison to core course recommendations prepared by experts in the NPM field, does suggest the possibility that students in at least some NPM programs may not be exposed to sufficient knowledge or skills needed to become effective managers of nonprofit organizations.

The university schools or departments offering programs in NPM education vary from institution to institution. Likewise, there are significant variations in the curricula of those programs. This variability suggests a lack of agreement in the field regarding an optimal NPM curriculum. It also suggests variability in the knowledge or skills gained by graduates of the various programs.

Recommendations for Action and Future Research

The present study confirms results from previous research that there is no standard NPM curriculum, nor is there a standard title for NPM degrees. Other than the growth in the number of NPM programs, not a lot has changed since researchers started looking at them approximately 10 years ago. Perhaps it is time to stop looking at the variations in disciplinary affiliation, curricula, and degree name. It may be that the best education for nonprofit managers is an MBA or MPA degree with a concentration in nonprofit management. It may be that a degree created specifically for nonprofit managers, supported by several departments within the educational institution, is the best education

for nonprofit managers. Certainly each departmental setting has its proponents, especially among faculty members in those programs.

No research to date has looked at the issue of how well nonprofit managers are being educated or whether NPM programs address the educational needs of nonprofit managers. A major issue to be investigated in future research involves determining the competencies needed to be an effective manager of a nonprofit organization. For several years academicians have been discussing the types of courses that should be taught in NPM programs presumably to provide the skills needed to be an effective nonprofit manager. However, these recommendations including the recently developed guidelines (NACC & NASPAA, 2000) have been made with little empirical support. Would managers or executives currently managing nonprofit organizations agree that the guideline's essential elements are topics that should be mastered to be an effective nonprofit manager?

Nonprofit management programs have important constituencies: program graduates and those who hire them. Little published research has dealt with what these groups want or need from an NPM program. Programs owe it to their constituency to determine the best curricula to prepare managers for nonprofit organizations.

REFERENCES

- Bakal, C. (1979). Charity USA. New York: Times Books.
- Block, S. R. (1990). A history of the discipline. In D. L. Gies, S. J. Ott, & J. M. Shafritz (Eds.), The nonprofit organization: Essential readings, (pp.47-63). Pacific Grove, CA: Brooks/Cole Publishing Company.
- Cleary, R. E. (1990). What do public administration masters programs look like? Do they do what is needed? Public Administration Review, 50(6), 663-673.
- Crowder, N. L. & Hodgkinson, V. A. (1991). Academic centers and programs focusing on the study of philanthropy, volunteerism and not-for-profit activity: A progress report. (2nd ed.) Washington, DC. Independent Sector.
- Cyert R. M., (1988). The place of nonprofit management programs in higher education. In O'Neill, M. & Young, D. R. (Eds.), Educating managers of nonprofit organizations (pp.33-50). New York: Praeger Publishers.
- David, R. L. (1986). Perceptions of management effectiveness between corporations and not-for-profit organizations. In 1986 Independent Sector spring research forum: The management and distribution of resources of the Independent Sector (pp.363-373). Washington, DC: Independent Sector.
- Dayton, K. N., (1985). Governance is governance. Washington, DC: Independent Sector.
- Hall, P. D. (1996, March). No one best way: Management careers and curricula in an era of institutional crisis. In M. O'Neill (Chair), Nonprofit management education 1996: A U. S. and world perspective. An international conference sponsored by

the Institute for Nonprofit Management, College of Professional Studies,
University of San Francisco, Berkeley, CA.

Harper, R. F. (1904). The code of Hammurabi king of Babylon. Chicago: University of
Chicago Press.

Herman, R. D. & Heimovics, R. D. (1989a). Critical events in the management of
nonprofit organizations: Initial evidence. Nonprofit and Voluntary Sector
Quarterly 18 (2), 119-133

Herman, R. D. & Heimovics, R. D. (1989b). The salient management skills: A conceptual
framework for a curriculum for managers of nonprofit organizations. American
Review of Public Administration, 20, 107-124.

Hodgkinson, V. A., & Weitzman, M. S. (with Abrahams, J. A., Crutchfield, E. A., and
Stevenson, D. R.) (1996). Nonprofit almanac: Dimensions of the Independent
Sector. San Francisco: Jossey-Bass.

Hopkins, B. R. (1983). The law of tax exempt organizations. New York: Wiley.

Independent Sector (1998). American's nonprofit sector in brief: Updates and revisions
from the Nonprofit Almanac 1996-1997. Washington, DC: Author.

Keane, M. E. & Merget, A. E. (1988). Genesis of a program: Management education for
nonprofit organizations. In M. O'Neill & D. R. Young (Eds.), Educating
managers of nonprofit organizations (pp. 140-154). New York: Praeger
Publishers.

Lashbrooke, E. C. (1978). Tax exempt organizations. Westport, CT: Quorum Books.

- Leduc, R. F. & McAdam, T. W. (1988). The development of useful curricula for nonprofit management. In M. O'Neill & D. R. Young (Eds.), Educating managers of nonprofit organizations (pp. 95-100). New York: Praeger Publishers.
- Leiby, J. (1978). A history of social welfare and social work in the United States. New York: Columbia University Press.
- Mirabella, R. & Wish, N. (2000). The "best place" debate: A comparison of graduate education programs for nonprofit managers. Public Administration Review, 60 (3), 219-225.
- Nonprofit Academic Centers Council (NACC) & National Association of Schools of Public Affairs and Administration (NASPAA) (2000). fGuidelines for graduate professional education in nonprofit organizations, management and leadership. [On-line]. Available: http://www.naspaa.org/guidelines/guide_npft.htm
- O'Connell, B. (1983). America's voluntary spirit. New York: The Foundation Center.
- O'Neill, M. (1989). Responsible management in the nonprofit sector. In V. A. Hodgkinson and R. W. Lyman and Associates (Eds.), The Future of the Nonprofit Sector: Challenges, Changes and Policy Considerations. San Francisco: Jossey-Bass, Inc.
- O'Neill, M. & Young, D. R. (Eds.). (1988). Educating managers of nonprofit organizations. New York: Praeger Publishers.
- Peterson's graduate programs in business, education, health & law. (Book 6). (1996). Princeton, New Jersey: Peterson's Guides, Inc.
- Peterson's graduate programs in business, education, health & law. (Book 6). (1997). Princeton, New Jersey: Peterson's Guides, Inc.

- Powell, W. W. (Ed.). (1987). The nonprofit sector: A research handbook. New Haven and London: Yale University Press.
- Preissler, S. (1996, March). What stakeholders tell us: A literature review of nonprofit management education and philanthropic studies from the views of primary stakeholders. In M. O'Neill (Chair), Nonprofit management education 1996: A U. S. and world perspective. An international conference sponsored by the Institute for Nonprofit Management, College of Professional Studies, University of San Francisco, Berkeley, CA.
- Rubin, H., Adamski, L., & Block, S. R. (1989). Toward a discipline of nonprofit administration: Report on the Clarion Conference. Nonprofit and Voluntary Sector Quarterly, 18, 279-286.
- Salamon, L. M. (1981). Rethinking public management: Third-party government and the changing forms of public action. Public Policy, 29, 255-275.
- Salamon, L. M. (1992). America's nonprofit sector: A primer. Baltimore, MD: The Johns Hopkins University.
- Salamon, L. M. (1996, March). Nonprofit management education: A field whose time has passed? In M. O'Neill (Chair), Nonprofit management education 1996: A U. S. and world perspective. An international conference sponsored by the Institute for Nonprofit Management, College of Professional Studies, University of San Francisco, Berkeley, CA.
- Smith, R. A. (1996). Five key issues: Can the nonprofit sector cope? Unpublished report to the Packard Foundation. San Francisco, CA: The Support Center.

- Smith, W. H. & Chiechi, C. P. (1974). Private foundations: Before and after the tax reform act of 1969. Washington, DC: American Enterprise Institute for Public Policy Research.
- Van Loo, M. F. (1996, March). Management education of nonprofit professionals; the institutional structure. In M. O'Neill (Chair), Nonprofit management education 1996: A U. S. and world perspective. An international conference sponsored by the Institute for Nonprofit Management, College of Professional Studies, University of San Francisco, Berkeley, CA.
- Van Til, J. (1988). The professionalization of the third sector. In J. Van Til (Ed.) Mapping the third sector. New York: The Foundation Center.
- Van Til, J. & Hegyesi G. (1996, March). Education and training in nonprofit management: An interim report of an international study. In M. O'Neill (Chair), Nonprofit management education 1996: A U. S. and world perspective. An international conference sponsored by the Institute for Nonprofit Management, College of Professional Studies, University of San Francisco, Berkeley, CA.
- Wish, N. (1991). University- and college-based nonprofit management programs in the United States. In Crowder & V. A. Hodgkinson (Eds.), Compendium of resources for teaching about the nonprofit sector, voluntarism, and philanthropy, (pp. 1-11). Washington, DC: Independent Sector.
- Wish, N. (1993). Graduate programs in nonprofit management: An update. Journal of the National Association of Graduate Admission Professionals, 5 (2). 15-20.

Wish, N. & Mirabella, R. (1996, March). Nonprofit management education in the year 2000. In M. O'Neill (Chair), Nonprofit management education 1996: A U. S. and world perspective. An international conference sponsored by the Institute for Nonprofit Management, College of Professional Studies, University of San Francisco, Berkeley, CA.

Wish, N. & Mirabella, R. (1998) Curricular variations in nonprofit management graduate programs. Nonprofit Management and Leadership, 9 (1), 99-109.

Wish, N. & Mirabella, R. (1999) Educational impact of graduate nonprofit degree programs: Perspectives of multiple stakeholders. Nonprofit Management and Leadership, 9 (3), 329-340.

APPENDIX A
Panel Evaluation Form

Course Names and Descriptions for Nonprofit Programs

statistics and Quantitative Methods for Decision Making

33442141

This course teaches the fundamentals of statistics and quantitative methods as applied to public administration. The course is designed to integrate statistical and quantitative methods and decision making. Topics to be included are: basic measurement and experimental design, probability and probability distribution, samples and sampling techniques, inference and hypothesis testing, contingency tables, analysis of variance, correlation analysis, and simple and multiple regression analysis. Emphasis will be placed on the applications of these concepts to issues and problems in government, health care, and nonprofit organization.

CHECK ONE: Quantitative Management Policy Nonprofit Not Clear

Economics of Government, Health Care and Nonprofit Sectors

33842141

This course introduces the principles of economics as applied to the government, health care and nonprofit sectors in the United States. The course will provide an analysis of the role of public and nonprofit institutions in the private market economic system. Special attention will be paid to the interaction of economics and the political process. Specific topics to be covered are: public vs. private goods, market failure and externalities, supply and demand analysis, public choice theory, indifference curve analysis, macroeconomic stabilization, the public debt, and economic development and growth. Economic analysis will be applied to contemporary policy issues such as public welfare, health care, the environment, transportation, education and taxation.

CHECK ONE: Quantitative Management Policy Nonprofit Not Clear

Law for Nonprofit Managers

34242141

This provides the student with a basic grounding in the laws and regulations governing nonprofit organizations. Content will include: overview of statutory scheme of governing the formation, operation, and dissolution of nonprofit corporations, examination of the powers duties and liabilities of directors, officers and members of the nonprofit entity, legal framework governing the operation of unincorporated associations; and qualifying for and maintaining federal tax exempt status under Section 501I of the Internal Revenue Code and the rights and obligations attendant thereto.

CHECK ONE: Quantitative Management Policy Nonprofit Not Clear

Economics for Policy Analysis and Planning I

167131129

Introduction to a selection of tools useful for public policy: intermediate microeconomics, rudiments of macroeconomics, and central concepts of international trade.

CHECK ONE: Quantitative Management Policy Nonprofit Not Clear

Quantitative courses are those that require some facility with numbers and assist in quantifying an organization's effectiveness. These will include financial accounting, reporting and management; budgeting; managerial and public finance; micro and macro economics; quantitative methods; statistics; managerial data analysis, needs assessment, problem-solving, and decision-making; program evaluation; research methods.

Management courses are those that deal with theory and practical application in the operations of the organization: legal issues or nonprofit law, human resources, management of professionals; information management; organization theory; organizational behavior; strategic planning; resource development and management; marketing, advertising and public relations.

Policy courses are those which develop an understanding of issues of the internal and external environments: ethics; values; leadership; governance; policy analysis, formulation, and implementation; government/public/nonprofit collaboration; advocacy; political issues; governmental relations.

Nonprofit courses are those that deal with topics specific to the nonprofit sector: the history of the nonprofit sector; the history of philanthropy; working with the board of directors and volunteers; voluntarism; wealth and philanthropy.

APPENDIX B

U. S. Nonprofit Management Programs by School or Department Type

PUBLIC AFFAIRS/PUBLIC AND ENVIRONMENTAL AFFAIRS/PUBLIC AND URBAN AFFAIRS

Baruch College CUNY
17 Lexington Avenue, Box C-313
New York, NY 10010-5518
<http://www.baruch.cuny.edu/spa/degrees/mpa.htm>
School of Public Affairs
Degree: Master of Public Administration
Concentration: Management of Nonprofit Organizations

George Mason University
4400 University Drive - 3F4
Fairfax, VA 22030-4444
<http://www.gmu.edu/departments/npmp/>
College of Arts and Sciences, Department of Public & International Affairs
Degree: Master of Public Administration
Concentration: Nonprofit Management

Indiana University, Bloomington
1315 East Tenth Street
Bloomington, IN 47405
<http://www.indiana.edu/~speaweb/degrees/mpa.html>
The School of Public and Environmental Affairs
Degree: Master of Public Affairs
Concentration: Nonprofit Management

Park College
934 Wyandotte Street
Kansas City, MO 64105-1630
<http://www.park.edu>
Graduate School of Public Affairs
Degree: Master of Public Affairs
Concentration: Nonprofit/Community Services Management

University of Colorado at Colorado Springs
Post Office Box 7150
Colorado Springs, CO 80933-7150
<http://www.uccs.edu>
Graduate School of Public Affairs
Degree: Master of Public Administration
Concentration: Nonprofit Organizations

University of Colorado, Denver
Campus Box 142, P. O. Box 173364
Denver, CO 80217-3364
<http://www.cudenver.edu>
Graduate School of Public Affairs
Degree: Master of Public Administration
Concentration: Non-Profit Management

University of Minnesota
225 Humphrey Center, 301 19th Avenue South
Minneapolis, MN 55455
<http://www.hhh.umn.edu/gpo/degrees/mpp/>
Hubert H. Humphrey Institute of Public Affairs
Degree: Master of Public Policy
Concentration: Public and Nonprofit Leadership and Management

University of Pittsburgh
3L03 Forbes Quadrangle
Pittsburgh, PA 15260
<http://www.gspia.pitt.edu/prog.htm>
Graduate School of Public and International Affairs
Degree: Master of Public Administration in Public Management and Policy
Concentration: Management of Nonprofit Organizations

University of Washington
P.O.Box 353055
Seattle, WA 98195-3055
<http://www.evans.washington.edu/academics/traditional.html>
Daniel J. Evans School of Public Affairs
Degree: Master of Public Administration
Concentration: Nonprofit Management

MISCELLANEOUS/INTERDISCIPLINARY/COMBINED

Auburn University at Montgomery
P.O. Box 244023
Montgomery, AL 36124-4023
<http://sciences.aum.edu/popa/mpa.htm>
School of Sciences, Department of Political Science and Public Administration
Degree: Master of Public Administration
Concentration: Nonprofit Management and Leadership

Azusa Pacific University
901 E. Alost Avenue
PO Box 7000
Azusa, CA 91702-7000
<http://www.apu.edu/sbm/graduate/manlt.html>
Haggard Graduate School of Theology and School of Business and Management
Degree: Master of Arts in Nonprofit Leadership and Theology

Case Western Reserve University
10900 Euclid Avenue
Cleveland, OH 44106-7167
www.cwru.edu/mandelcenter/Pages/Gradfrm.html
Mandel Center for Nonprofit Organizations sponsored by Mandel School of Applied
Social Sciences, the Weatherhead School of Management, and the School of Law,
Degree: Master of Nonprofit Organizations

Georgetown University
3600 N Street
Washington, DC 20057
<http://www.georgetown.edu/grad/gppi/InstPgm/Program.html>
Graduate School of Arts and Sciences, Georgetown Public Policy Institute
Degree: Master of Public Policy
Concentration: Public Management and Nonprofit Studies

Hamline University
1536 Hewitt Ave.
St. Paul, MN 55104-1284
<http://web.hamline.edu/graduate/gpam>
Graduate School of Public Administration and Management
Degree: Master of Arts in Nonprofit Management

Hope International University
2500 Nutwood Avenue
Fullerton, CA 92631
<http://www.hiu.edu/grad/mba.html>
School of Graduate Studies
Degree: Master of Business Administration
Concentration: Nonprofit Management

Indiana University, Purdue University
550 West Noth Street, Suite 301
Indianapolis, IN 46202-3162
<http://www.philanthropy.iupui.edu/mpa.htm>
Center on Philanthropy & School of Public and Environmental Affairs
Degree: Master of Public Affairs in Nonprofit Management

Johns Hopkins University
Wyman Park Building, Fifth Floor
3400 North Charles Street
Baltimore, MD 21218-2688
<http://www.jhu.edu/~ips/maps/index.html>
Krieger School of Arts & Sciences, Institute for Policy Studies
Degree: Master of Arts in Policy Studies
Concentration: Nonprofit Sector

Long Island University
1 University Plaza - H700
Brooklyn, NY 11201
<http://www.brooklyn.liunet.edu>
School of Business, Public Administration and Information Sciences
Degree: Master of Public Administration
Concentration: Not-for-Profit Management Specialization

Portland State University
P. O. Box 751
Portland, OR 97207-0751
<http://www.upa.pdx.edu/PA/INPM/special.html>
College of Urban and Public Affairs, Mark O. Hatfield School of Government, The
Institute for Nonprofit Management and Division of Public Administration
Degree: Master of Public Administration
Concentration: Nonprofit Management

Regis University
3333 Regis Blvd.
Denver, CO 80221
<http://www.regis.edu/spsgrad/>
School for Professional Studies
Degree: Master of Nonprofit Management

Roberts Wesleyan College
2301 Westside Dr.
Rochester, NY 14624-1997
<http://www.roberts.edu/academic/msm/index.htm>
Division of Business and Management
Degree: Master of Science in Management
Concentration: Nonprofit Management

Roosevelt University
430 S. Michigan Avenue
Chicago, IL 60605-1394
<http://www.roosevelt.edu/academics/cas/sps/npro-mpa.htm>
College of Arts and Sciences, School of Policy Studies
Degree: Master of Public Administration
Concentration: Nonprofit Management

San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
<http://www.sfsu.edu>
College of Behavioral and Social Sciences
Degree: Master of Public Administration
Concentration: Nonprofit Administration

St. Cloud State University
101 Whitney House
MN
<http://condor.stcloudstate.edu/~bulletin/econ/gprograms.html>
College of Social Sciences, Department of Economics
Degree: Master of Science - Public and Nonprofit Institutions
Concentration: Nonprofit Institutions

Trinity College
125 Michigan Ave., N.E.
Washington, DC 20017-1094
http://www.trinitydc.edu/98catalog/ma_admin.html
School of Education
Degree: Master of Science in Administration in Corporate and Community Affairs
Concentration: Non-Profit Management

University of Southern California
Ralph & Goldy Lewis Hall
Los Angeles, CA 90089-0626
http://www.usc.edu/schools/sppd/admissions/m_pa3.html
School of Policy, Planning, and Development
Degree: Master of Public Administration
Concentration: Nonprofit Management

Virginia Commonwealth University
923 West Franklin Street
Richmond, VA 23284-2028
www.vcu.edu/hasweb/pos/mpa.htm
College of Humanities and Science, Department of Political Science and Public Administration
Degree: Master of Public Administration
Concentration: Nonprofit Management

Western Michigan University
220E Walwood Hall
Kalamazoo, MI 49008-3856
<http://www.wmich.edu/spaa>
College of Arts and Sciences, School of Public Affairs and Administration
Degree: Master of Public Administration
Concentration: Nonprofit Leadership and Administration

POLITICAL SCIENCE/GOVERNMENT

Bridgewater State College
131 Summer Street
Bridgewater, MA 02325
<http://www.bridgew.edu>
Graduate School, Department of Political Science
Degree: Master of Public Administration
Concentration: Nonprofit and Human Services Administration

Bowling Green State University
120 Williams Hall
Bowling Green, OH 43403-0180
<http://www.bgsu.edu/departments/pols/mpa/>
Graduate College, Department of Political Science
Degree: Master of Public Administration and International Affairs
Concentration: Non-Profit Management

Harvard University
79 John F. Kennedy Street
Cambridge, MA 02138
http://www.ksg.harvard.edu/ksgpress/acad_programs/graduate/index.htm
JFK School of Government,
Degree: Master of Public Policy
Concentration: Nonprofit Sector

Michigan State University
324 South Kedzie Hall
East Lansing, MI 48824
<http://www.ssc.msu.edu/~pls/mpa/>
College of Social Science, Department of Political Science
Degree: Master of Public Administration
Concentration: Non-Profit Sector Policy and Administration

Oakland University
Rochester, MI 48309-4488
<http://www.oakland.edu/polisci/mpa/>
The College of Arts & Sciences, Department of Political Science
Degree: Master of Public Administration
Concentration: Nonprofit Organization and Management

University of Alabama at Birmingham
238 Ullman Building, 1212 University Boulevard
Birmingham, AL 35294-3350
<http://main.uab.edu/show.asp?durki=24929>
Graduate School, Department of Government and Public Service
Degree: Master of Public Administration
Concentration: Organization Management (Nonprofit Management)

University of Connecticut
421 Whitney Rd., Box U-106
Storrs, CT 06269-1106
<http://www.mpa.uconn.edu/>
College of Liberal Arts and Sciences, Graduate School, Department of Political Science
Degree: Master of Public Affairs
Concentration: Nonprofit Management

University of Missouri, St. Louis
406 Tower, 8001 Natural Bridge Road
St. Louis, MO 63121-4499
<http://www.umsl.edu/divisions/graduate/mppa/>
College of Arts and Sciences, Department of Political Science
Degree: Master of Public Policy Administration
Concentration: Non Profit Organization Management

University of North Carolina, Chapel Hill
Institute of Government
CB#3330, 241 Knapp Bldg.
Chapel Hill, NC 27599-3330
<http://ncinfo.iog.unc.edu/uncmpa/index.html>
Institute of Government
Degree: Master of Public Administration
Concentration: Nonprofit Management

University of North Carolina, Greensboro
234 Graham Building
Greensboro, NC 27412-5001
http://www.uncg.edu/grs/html/political_science.htm
College of Arts and Sciences, , Department of Political Science
Degree: Master of Public Affairs
Concentration: Non-Profit Management

Widener Universtiy
One University Place
Chester, PA 19013
<http://www.science.widener.edu/ssci/gmpa1.html>
College of Arts and Sciences, Administered by Goverment and Politics faculty
Degree: Master of Public Administration
Concentration: Non-Profit Administration

MANAGEMENT/PUBLIC AND NONPROFIT MANAGEMENT/MANAGEMENT
AND TECHNOLOGY/ADMINISTRATION STUDIES

Boston University
595 Commonwealth Avenue
Boston, MA 02215
<http://www.bu.edu/grad/nonprofit/index.html>
School of Management
Degree: Master of Business Administration
Concentration: Public and Nonprofit Management

Carnegie Mellon University
500 Forbes Avenue
Pittsburgh, PA 15213-3890
<http://www.heinz.cmu.edu/mpm/>
H. John Heinz III School of Public Policy and Management
Degree: Master of Public Management
Concentration: Nonprofit Organizations

New School for Social Research
66 Fifth Avenue, 7th Floor
New York, NY 10011
<http://www.newschool.edu/milano/nonprof/descript.htm>
Robert J. Milano Graduate School of Management and Urban Policy
Degree: Master of Science Nonprofit Management
Concentration: Fund-raising and Development, Urban Policy Analysis and Management,
Health Services Management, or Human Resources Management

North Park University
3225 West Foster Avenue
Chicago, IL 60625-4895
<http://campus.northpark.edu/cme/about/gt.htm>
Center for Management Education
Degree: Master of Business Administration
Concentration:

Northwestern University
2001 Sheridan Road
Evanston, IL 60208-2001
http://www.kellogg.nwu.edu/academic/deptprog/p-np_prg/p-np_000.htm
J. L. Kellogg Graduate School of Management, Department of Public and Nonprofit
Management
Degree: Master of Management
Concentration: Public and Nonprofit Management

Suffolk University
8 Ashburton Place
Boston, MA 02108-2770
<http://www.sawyer.suffolk.edu/>
The Frank Sawyer School of Management
Degree: Master of Public Administration
Concentration: Non-Profit Management

University of Judaism
15600 Mullholland Drive
Bel Air, CA 90077
<http://www.uj.edu>
Lieber School of Graduate Studies, Department of Management
Degree: Master of Business Administration in Nonprofit Management

University of Maryland University College
3501 University Blvd. East
Adelphi, MD 20783
<http://www.umuc.edu/prog/gsmnt/msadmn.html>
Graduate School of Management and Technology
Degree: Master of Science in Management
Concentration: Not-for-Profit Management

University of Massachusetts, Amherst
121 Presidents Drive
Amherst, MA 01003
<http://www.som.umass.edu/som/community/nonprofit/>
Eugene M. Isenberg School of Management
Degree: Master of Business Administration
Concentration: Nonprofit Management

University of San Francisco
2130 Fulton Street
San Francisco, CA 64117-1080
College of Professional Studies, Department of Public Management
Degree: Master of Nonprofit Administration

University of West Florida
Building 85, Room 160
11000 University Parkway
Pensacola, FL 32514-5750
<http://uwf.edu/catalog/mpa.htm>
College of Professional Studies, Division of Administration Studies
Degree: Master of Public Administration
Concentration: Non Profit Management

Yale University
Box 208200
135 Prospect Street
New Haven, CT 06520-8200
<http://mba.yale.edu/>
School of Management
Degree: Master of Business Administration
Concentration: Nonprofit Management

**PUBLIC ADMINISTRATION/PUBLIC ADMINISTRATION AND URBAN
STUDIES/PUBLIC SERVICE**

DePaul University
243 S. Wabash Avenue, 7th Floor
Chicago, IL 60604-2023
<http://www.depaul.edu/~pubserv/>
College of Liberal Arts and Sciences, Department of Public Services
Degree: Master of Science in Public Service Management
Concentration: Nonprofit Administration

Georgia State University
University Plaza
Atlanta, GA 30303-3083
<http://www.gsu.edu/~wwwpau/MSUS.html>
Andrew Young School of Policy Studies, Department of Public Administration and
Urban Studies
Degree: Master of Science in Urban Studies
Concentration: Nonprofit Administration

Degree: Master of Public Administration
Concentration: Nonprofit Administration

Grand Valley State University
Devos Center, 2nd Floor
401 W. Fulton Street
Grand Rapids, MI 49504
<http://www.gvsu.edu/spna>
School of Nonprofit and Public Administration
Degree: Master of Public Administration
Concentration: Nonprofit Management and Leadership

Marywood College
2300 Adams Avenue
Scranton, PA 18509
<http://www.marywood.edu>
Graduate School of Arts and Sciences, Department of Public Administration
Degree: Master of Public Administration
Concentration: Nonprofit Management

New York University
4 Washington Square North
New York, NY 10003-6671
<http://www.nyu.edu>
Robert F. Wagner Graduate School of Public Service
Degree: Master of Public Administration
Concentration: Public and Nonprofit Management and Policy

Pace University
Pleasantville Campus, 861 Bedford Road
Pleasantville, NY 10570
<http://www.pace.edu/>
The Dyson College of Arts and Sciences, Department of Public Administration
Degree: Master of Public Administration
Concentration: Nonprofit Management

Seattle University
900 Broadway
Seattle, WA 98122-4340
<http://www.seattleu.edu/regist/>
College of Arts and Sciences, Institute of Public Service
Degree: Master of Not-for Profit Leadership

Seton Hall University
Kozlowski Hall, 5th Floor
South Orange, NJ 07079
<http://artsci.shu.edu/cps/MPA/na.htm>
College of Arts and Sciences, Center for Public Service, The Graduate Department of
Public and Healthcare Administration
Degree: Master of Public Administration
Concentration: Management of Nonprofit Organizations

Syracuse University
215 Eggers Hall
Syracuse, NY 13244-1020
<http://www.maxwell.syr.edu/pa/>
Maxwell School of Citizenship and Public Affairs, Department of Public Administration
Degree: Master of Public Administration
Concentration: Public and Nonprofit Management

University of Memphis
Clement Hall 437
Memphis, TN 38152
<http://www.people.memphis.edu/~gapubaddm/mpa.html>
College of Arts and Sciences, Graduate School, Division of Public Administration
Degree: Master of Public Administration
Concentration: Nonprofit Administration

University of Missouri, Kansas City
Room 305, 5110 Cherry
Kansas City, MO 64110-2499

<http://www.umkc.edu/umkc/catalog/html/bloch/0540.html>

Henry W. Bloch School of Business and Public Administration, Division of Public Administration

Degree: Master of Public Administration

Concentration: Nonprofit Management

University of Nebraska, Omaha
60th & Dodge Streets, EAB Room 105
Omaha, NE 68182-0286

<http://www.unomaha.edu/~wwwpa/mpa.html>

College of Public Affairs and Community Service, , Department of Public Administration

Degree: Master of Public Administration

Concentration: Nonprofit Management

Worcester State College

486 Chandler St.

Worcester, MA 01602-2597

<http://www.worcester.edu/urban/npm.htm>

Department of Urban Studies

Degree: Master of Science in Nonprofit Management

Concentration: General Nonprofit Management, Public Agency Management, Human Service Management, Human Resource Training and Development

BUSINESS/BUSINESS ADMINISTRATION

Columbia University

Uris Hall, 116th Street and Broadway

New York, NY 10027

<http://www.gsb.columbia.edu/courses/concen/pnpm/MAINPAGE.MTML>

Columbia Business School

Degree: Master of Business Administration

Concentration: Public and Nonprofit Management

Eastern College
1300 Eagle Road
St. Davids, PA 19087-3696
<http://www.eastern.edu/academic/grad/programs/nonprofit/index.html>
Business program
Degree: Master of Science
Concentration: Nonprofit Management

Degree: Master of Business Administration
Concentration: Nonprofit Management

Oral Roberts University
777 South Lewis Avenue
Tulsa, OK 74171
www.oru.edu/university/departmentys/schools/bus/mastermgt.html
School of Business
Degree: Master of Management
Concentration: Nonprofit Management

Regent University
1000 Regent University Drive
Virginia Beach, VA 23464
<http://www.regent.edu/admissions/catalog/Business.htm>
School of Business
Degree: Master of Arts in Management
Concentration: Nonprofit Management

Degree: Master of Business Administration
Concentration: Nonprofit Management

University of California, Berkeley
440 Student Services Bldg. #1902
Berkeley, CA 94720-1902
<http://haas.berkeley.edu/MBA/>
The Haas School of Business
Degree: Master of Business Administration
Concentration: Nonprofit and Public Management

University of Notre Dame
276 College of Business Administration
P.O. Box 399
Notre Dame, IN 46556-0399
<http://www.nd.edu/~mba/>
Mendoza College of Business Administration
Degree: Master of Science in Administration

University of St. Thomas
1000 La Salle Ave., MPL 251
Minneapolis, MN 55403-2005
<http://www.gsb.stthomas.edu/daymba/overview.htm>
Graduate School of Business
Degree: Master of Business Administration
Concentration: Nonprofit Management

APPENDIX C

Expert Panel

Danny L. Balfour, Ph.D.
Director and Associate Professor
School of Public and Nonprofit Administration
Grand Valley State University
401 West Fulton
Grand Rapids, MI 49504

J. David Edwards, Ph.D.
UC Foundation Associate Professor and MPA Coordinator
Department of Political Science
University of Tennessee at Chattanooga
417A Fletcher Hall Dept 6356, 615 McCallie Ave.
Chattanooga, TN 37403

C. Michelle Piskulich, Ph.D.
MPA Director
Department of Political Science
Oakland University
Rochester, MI 48309-4488

Constance Rossum, Ph.D.
Director, Nonprofit Graduate Programs
School of Business and Management
Azusa Pacific University
901 East Alost Avenue
Azusa, CA 91702-7000

Michael Shwartz, Ph.D.
Operations Management
School of Management
Boston University
595 Commonwealth Ave.
Boston, MA 02215

O. Jay Umeh, Ph.D.
Associate Professor
Department of Public Administration
California State University, Hayward
25800 Carlos Bee Boulevard
Hayward, CA 94542-3040

APPENDIX D

Letter of Instruction to Expert Panel

Dear _____:

As previously mentioned, I am requesting your assistance for a portion of the research project for my thesis requirement for a Master's degree in Nonprofit Administration from the University of San Francisco. For my thesis I am investigating graduate level, university-based programs that offer a degree or concentration in nonprofit management or administration.

As part of the study, I have developed four categories of classification that may be applied to each of the required courses in the qualified programs. Required courses called capstone, thesis preparation and/or completion, special topics, internship, practicum, independent study, special lectures, etc. have been eliminated since it is not possible to determine the content of these courses from catalogue descriptions. The category definitions are based upon prior research and are attached.

I am recruiting a panel of five to seven faculty members from graduate degree programs in the fields of public administration, business administration, management, public affairs and/or political science to assign the classifications. I plan to begin the categorization process of approximately 296 randomly selected courses (four from each program) now and hope to have it completed in two weeks' time. Each panelist will have one week to complete the form. I estimate the actual classification process will take from one and a half to four hours.

The form for the classification contains course names and descriptions (classification form attached). Beneath each description, there are five boxes, one for each category and one for a "Not Clear" choice. At the bottom of each page is a listing of the definitions for your convenience. You are asked to check **one box only** for each course. The "Not Clear" choice is for those courses where one of the four categorizations does not fit, or where several categories appear equally applicable.

In addition to a small honorarium, I will provide you, if you wish, a complete set of the information I have compiled for the 74 identified programs, including the required courses with their descriptions.

If you have any questions, please feel free to email me or call me at 503/241-6434.

Thank you for your assistance.

Yours truly,



Rebecca Murphy Marton

DEFINITIONS

For the purposes of this classification, the following are the characteristics of a nonprofit administration program

- it must offer three or more nonprofit administration courses;
- it must lead to an advanced degree;
- it must be offered by a college or university;
- it must have a management orientation;
- it focuses on the management of nonprofit organizations, rather than those organizations in the public and private sectors (Wish & Mirabella, 1996).

The classification categories are as follow:

- Quantitative courses are those that require some facility with numbers and assist in quantifying an organization's effectiveness. These will include financial accounting, reporting and management; budgeting; managerial and public finance; micro and macro economics; quantitative methods; statistics; managerial data analysis, problem-solving, and decision-making; needs assessment program evaluation; research methods.
 - Management courses are those that deal with theory and practical application in the operations of the organization: legal issues or nonprofit law, human resources, management of professionals; information management; organization theory; organizational behavior; strategic planning; resource development and management; marketing, advertising and public relations.
 - Policy courses are those which develop an understanding of issues of the internal and external environments: ethics; values; leadership; governance; policy analysis, formulation, and implementation; government/public/nonprofit collaboration; advocacy; political issues; governmental relations.
 - Nonprofit courses are those that deal with topics specific to the nonprofit sector: the history of the nonprofit sector; the history of philanthropy; working with the board of directors and volunteers; voluntarism; wealth and philanthropy.

APPENDIX E

School or Departmental Affiliation Types

Public Affairs/Public and Environmental Affairs/Public and Urban Affairs

College	School	Department
#1	School of Public Affairs	
#2	Graduate School of Public Affairs	
#3	Graduate School of Public and International Affairs	
#4	Hubert H. Humphrey Institute of Public Affairs	
#5	The School of Public and Environmental Affairs	
#6	Daniel J. Evans School of Public Affairs	
#7	College of Arts and Sciences	Department of Public & International Affairs
#8	Graduate School of Public Affairs,	
#9	Graduate School of Public Affairs	

Miscellaneous/Interdisciplinary

College	School	Department
#1	Graduate School of Arts and Sciences	Georgetown Public Policy Institute

College	School	Department
#2	Mandel Center for Nonprofit Organizations sponsored by Mandel School of Applied Social Sciences, the Weatherhead School of Management, and the School of Law,	
#3	Haggard Graduate School of Theology and School of Business and Management,	
#4	College of Urban and Public Affairs	Mark O. Hatfield School of Government The Institute for Nonprofit Management, Division of Public Administration
#5		Krieger School of Arts & Sciences Institute for Policy Studies
#6		Graduate School of Public Administration and Management
#7	School of Sciences	Department of Political Science and Public Administration
#8		School of Graduate Studies
#9		School of Education
#10	College of Social Sciences	Department of Economics
#11	College of Humanities and Science	Department of Political Science and Public Administration

	College	School	Department
#12	College of Arts and Sciences	School of Policy Studies	
#13		Center on Philanthropy & School of Public and Environmental Affairs,	
#14	College of Behavioral and Social Sciences		
#15		School of Policy, Planning, and Development	
#16		School for Professional Studies	
#17			Division of Business and Management
#18	College of Arts and Sciences	School of Public Affairs and Administration	
#19		School of Business, Public Administration and Information Sciences	

Political Science/Government

	College	School	Department
#1	The College of Arts & Sciences		Department of Political Science
#2	Graduate College		Department of Political Science

	College	School	Department
#3			Institute of Government
#4	College of Liberal Arts and Sciences	Graduate School	Department of Political Science
#5	College of Arts and Sciences		Department of Political Science
#6		JFK School of Government	
#7	College of Arts and Sciences		Administered by Government and Politics faculty
#8		Graduate School	Department of Political Science
#9	College of Social Science		Department of Political Science
#10		Graduate School	Department of Government and Public Service
#11	College of Arts and Sciences		Department of Political Science

Management/Public and Nonprofit/Management/Management and Technology/Administration Studies

	College	School	Department
#1		John Heinz III School of Public Policy and Management	
#2			Center for Management Education
#3		The Frank Sawyer School of Management	

	College	School	Department
#4		J. L. Kellogg Graduate School of Management	Department of Public and Nonprofit Management
#5		Graduate School of Management and Technology	
#6	College of Professional Studies		Division of Administration Studies
#7	College of Professional Studies		Department of Public Management
#8		School of Management	
#9		Robert J. Milano Graduate School of Management and Urban Policy	
#10		Eugene M. Isenberg School of Management	
#11		Lieber School of Graduate Studies	Department of Management
#12		School of Management	

Public Administration/Public Administration and Urban Studies/Public Service

	College	School	Department
#1		Andrew Young School of Policy Studies	Department of Public Administration and Urban
#2		Maxwell School of Citizenship and Public Affairs	Department of Public Administration

	College	School	Department
#3	College of Arts and Sciences	Graduate School	Division of Public Administration
#4			Department of Urban Studies
#5	College of Liberal Arts and Sciences		Department of Public Services
#6	College of Public Affairs and Community Service		Department of Public Administration
#7		Andrew Young School of Policy Studies	Department of Public Administration and Urban
#8	College of Arts and Sciences	Center for Public Service	The Graduate Department of Public and Healthcare Administration
#9	The Dyson College of Arts and Sciences		Department of Public Administration
#10		Robert F. Wagner Graduate School of Public Service	
#11		Graduate School of Arts and Sciences	Department of Public Administration
#12		School of Nonprofit and Public Administration	
#13		Henry W. Bloch School of Business and Public Administration	Division of Public Administration
#14	College of Arts and Sciences		Institute of Public Service,

Business/Business Administration

	College	School	Department
#1	Mendoza College of Business Administration		
#2			Business program
#3		The Haas School of Business	
#4		Graduate School of Business	
#5		Columbia Business School	
#6		School of Business	
#7		School of Business	
#8		School of Business	
#9			Business program

APPENDIX F

Categorized Course Names

Courses Classified as Management

Administration in Public and Nonprofit Organizations	Management Practices for the Public Service
Administration of Non-Profit Organizations	
Administrative Ethics & Values	Management Theory and Practice
Administrative Law	Management Theory and Process
Beyond Quality Management & Continuous Improvement	Management: A Behavioral Approach
Communication in Public Settings	Managerial Decision Making
Communications for Effective Management	Managing Human Resources
Ethics in Management	Managing Information Resources
Excellence in Managing Contemporary Organizations	Managing marketing programs
Feedback & Control	Managing Organizational Behavior
Fundamentals of Human Resource Management	Managing Organizations in the Public and Nonprofit Sectors
Human Resource Administration in the Public Sector	Managing Public and Non-Profit Organizations
Human Resource Management	Marketing for Nonprofit Organizations
Human Resource Management for Nonprofit Organizations	Marketing I
Human Resources Administration	Marketing Management
Human Resources Administration and Personnel Systems	Marketing Management for Service Organizations
Human Resources in Organizations	Marketing Organization and Management
Human Resources Management for Public Organizations	Modern Organization Theory
Information Technology Management	Not-for-Profit System of Managerial Leadership
Introduction to Management	Operations Management
Introduction to Operations Management	Operations Management for Nonprofit/Service Organizations
Introduction to Public Service Management	Organization Behavior and Management
Law and Public Affairs	Organization Theory
Law for Managers	Organization Theory & Management Behavior
Law for Nonprofit Managers	Organization Theory and Behavior
Leadership Studies	Organizational Behavior
Leading People	Organizational Behavior and Administrative Processes
Legal Environment/NFP Organizations	Organizational Diagnosis & Change Management
Management and Organizational Behavior	

Organizational Management and Change	Public Personnel Administration		
Organizational Theory and Behavior for Public and Nonprofit Institutions	Public Personnel and Collective Bargaining		
Organizational Theory and Effective Intervention	Public Personnel Management		
People	Public Service Human Resource Management		
Principles of Marketing	Strategic Management		
Production-Operations Management	Strategic Management in Not-for-Profit Organizations		
Public Administration	Strategic Management of Nonprofit Organizations		
Public Administration and Management	Strategic Marketing		
Public Human Resources Administration	Strategic Planning		
Public Human Resources Management	The Manager in a Technological Society		
Public Management	The Strategic Management of Public Organizations		
Public Organization and Management	Theories of Leadership and Organizational Change		
Public Organization Theory and Behavior			
Public Organizational Theory			
Public Personnel			
	Total Management	94	31.8%

Courses Classified as Nonprofit

Administration of Voluntary Nonprofit Organizations	Managing & Delivering Nonprofit/Community Services		
Ethical Issues for Nonprofit Organizations	Marketing and Fund-raising for Nonprofit Organizations		
Foundations of the Nonprofit Sector	Nonprofit Leadership		
Fund Raising and Grantsmanship for Nonprofit Organizations	Nonprofit Resource Development and Management		
Fund-raising for Nonprofit Organizations	Nonprofits in America: History, Philosophy, and Tradition		
Fund-raising in Nonprofit Organizations	Organizational Policy, Planning and Evaluation		
Fund-raising in the Non-Profit Sector	Resource Development For Not-For- Profit Organizations		
Governance in Nonprofit Organizations	Seminar on Nonprofit Management		
History and Foundations of the Nonprofit Sector	The Nonprofit and Voluntary Sector		
History, Theory and Future of the Nonprofit Sector	The Nonprofit Sector		
Human Resource Management for Nonprofit Organizations	The Third Sector		
Introduction to the Nonprofit Sector	Theory and Practice of Nonprofit Administration		
Leadership in Voluntary Nonprofit Organizations	Theory and Practice of Nonprofit Management		
Management of Nonprofit Organizations			
	Total Nonprofit	30	10.1%

Courses Classified as Quantitative

Accounting and Finance	Principles of Accounting and Finance
Accounting for Decision Making	Problem Solving and Data Analysis II
Accounting for Government, Health Care and Nonprofit Entities	Program and Organization Evaluation
Accounting for Managerial Decision- Making	Public Administration Research Methods
Administrative Research and Analysis	Public and Nonprofit Budgeting
Analytic Methods	Public Budgeting and Finance
Applied Research and Program Evaluation	Public Budgeting and Financial Management
Applied Research Methods	Public Finance
Applied Research Methods and Statistics I	Public Financial Management and Budgeting
Applied Research Methods and Statistics II	Public Management Economics
Data Analysis for Managers	Quantitative Analysis and Empirical Method
Decision Making Tools for the Nonprofit and Public Sector	Quantitative Analysis and Program Evaluation
Economic Analysis	Quantitative Analysis for Nonprofit Leaders
Empirical Analysis I	Quantitative Analysis I
Empirical Methods II	Quantitative Applications in Public Administration
Finance	Quantitative Approaches to Decision Making
Financial Analysis for Managers	Quantitative Methods for Public Administration
Financial Management	Quantitative Methods I
Financial Management and Control in Public Service Organizations	Quantitative Methods III
Financial Management for Nonprofit Community/Organizations	Quantitative Methods in Public Service
Financial Management for Public, Nonprofit, and Health Organizations	Quantitative Techniques for Public Policy and Political Science I
Governmental Accounting Lab	Quantitative Techniques for Public Policy and Political Science II
Governmental Financial Administration	Research and Evaluation Methods for Public and Nonprofit Managers
Information and Analytic Methods	Research Design and Introduction to Statistics
Intermediate Regression Analysis	Research Methods
Introduction to Accounting	Research Methods and Statistical Analysis
Introduction to Evaluation Research Methods	Research Methods for Managers
Introduction to Policy Research	Research Methods for Public Administration
Introduction to Research	Research Methods in Public Administration
Management Accounting and Budgeting	Research Methods in Public Service
Managerial Accounting	Seminar in Quantitative Decision Making
Managerial Decision Analyses	
Managerial Statistics	
Marketing Research	
Not-for-Profit Management II: Financial Planning and Evaluation	

Statistical Analysis
 Statistical Analysis for Effective Decision Making
 Statistical Analysis for Policy and Management
 Statistical Applications in Administration
 Statistical Methods
 Statistics and Data Analysis for Policymaking

Statistics and Quantitative Methods for Decision Making
 Statistics for Public Policy Analysis
 Valuation and Investment

Total Quantitative 79 26.7%

Courses Classified as Not Clear

Decision-Making for Nonprofit Leaders
 Economic Analysis and Public Policy
 Economic Decision Making for Nonprofit and Public Institutions
 Economic Principles of Policy Analysis
 Economics and Public Finance
 Economics for Policy Analysis and Planning I
 Economics of Government, Health Care and Nonprofit Sectors
 Ethical Issues in Nonprofit Management
 Ethics and Leadership
 Final Project in Administration
 Financial Accountability and Policy Development
 Financial Accounting and Reporting for Nonprofit Organizations
 Financial Management
 Financial Management for Nonprofit Organizations
 Financial Management in Organizations
 Financial Management of Nonprofit Organizations
 Fiscal Management for Nonprofit Organizations
 Governance and Institutions
 Government Budgeting and Finance
 Government Information Systems
 Human Relations in Nonprofit Organizations
 Ideas, Customers & Competition
 Information Technology Lab
 Integrated Decision-Making in Nonprofits

Interagency Collaboration
 Introduction to Managing Nonprofit Organizations
 Law for Nonprofit Organizations
 Leadership and Ethics
 Leadership for Public Service
 Legal Issues Affecting Nonprofit Organizations
 Legal Issues of Non-Profit Organizations
 Macro/Global Economics
 Macroeconomic Analysis
 Macroeconomics
 Macroeconomics and Global Trade I
 Macroeconomics in the Global Economy
 Managerial Economics
 Managerial Ethics
 Marketing for Nonprofit Organizations
 Marketing for Non-Profits
 Microeconomic Policy Analysis
 Microeconomics for Public and Nonprofit Institutions
 Microeconomics for Public Management, Planning, and Policy Analysis
 Politics of Organization and Bureaucracy
 Program Design and Evaluation - Nonprofit/Public Organization
 Public Administration: Theory
 Public Budgeting
 Public Budgeting and Finance Administration
 Public Finance
 Public Finance Administration
 Public Finance and Budgeting

Public Policy Evaluation
 Resource Development for Nonprofit
 Organizations
 Special Topics in Nonprofit Management
 and Marketing
 Strategic Management for Nonprofit
 Organizations
 Strategic Marketing for Nonprofits

Technology Resources for Conducting
 Research
 The Business System
 The Global Organization
 The Politics of Administration

Total Not Clear 66 22.3%

Courses Classified as Policy

Administering Public Policy
 American Intergovernmental Processes
 Business Ethics
 Cases in Public Policy Analysis
 Citizenship and the Policy Professional
 Economic Analysis of Public Policy
 Foundations of Public Policy Analysis
 Introduction to Public Policy
 Policy Analysis
 Policy Analysis in a Political Economy
 Policy and Program Analysis
 Policy and Program Evaluation
 Policy Tools

Political Environment of Public
 Administration
 Politics of Policy-Making and
 Implementation
 Politics of Public Affairs
 Proseminar in Policy Analysis
 Public Administration and Public Policy
 Public Policy Analysis
 Public Policy Processes
 Public Policy, Advocacy and
 Collaboration
 Social Policy and Community Services
 The Policy Process
 The Public Policy-Making Process

Total Policy 26 8.8%

APPENDIX G

Nonprofit Courses

Accounting & Financial Reporting by Nonprofit Organizations	Executive Leadership in the Public and Nonprofit Sectors
Accounting Applications for Decision Making: Nonprofit	Field Research Project or Thesis Option
Accounting for Government, Health Care and Nonprofit Entities	Financial Accounting and Reporting for Nonprofit Organizations
Accounting for Nonprofit Organizations	Financial Management and Legislative Advocacy
Administration in Public and Nonprofit Organizations	Financial Management for Nonprofit Community/Organizations
Administration of Non-Profit Organizations	Financial Management for Nonprofit Organizations
Administration of Voluntary Nonprofit Organizations	Financial Management for Non-profits or Government
Administrative Ethics	Financial Management for Public, Nonprofit, and Health Organizations
Advanced Seminar in Nonprofit Management	Financial Management in Nonprofit Organizations
American Philanthropy and Non Profit Resource Development	Financial Management in Nonprofit Organizations
Client and Community Relations in Public Administration	Financial Management in Public and Nonprofit Organizations
Communications and Marketing for Nonprofit/Community Organizations	Financial Management of Nonprofit organizations
Community Needs and Problems	Financing Nonprofit/Community Services
Contemporary Public Management Techniques	Fiscal Management for Nonprofit Organizations
Creating Public Value	Foundations in Nonprofit Management
Decision Making Tools for the Nonprofit and Public Sector	Foundations of the Nonprofit Sector
Decision-Making for Nonprofit Leaders	Fund Development: Planning, Implementing, and Evaluation
Development of Non-Profit Organizations	Fund Raising and Grantsmanship for Nonprofit Organizations
Economic Decision Making for Nonprofit and Public Institutions	Fund Raising for Nonprofit Organizations
Economics of Government, Health Care and Nonprofit Sectors	Fund-raising
Economics of Nonprofit Organizations	Fund-raising and Philanthropy
Effective Nonprofit Leadership and Management	Fund-raising in Nonprofit Organizations
Entrepreneurial Non-Profit	Governance and Planning in Nonprofit Organizations
Estate Planning	Governance in Nonprofit Organizations
Ethical Issues for Nonprofit Organizations	Grants/Proposals Lab
Ethical Issues in Nonprofit Management	Grants: Politics and Administration
Ethics in Management	

Grants-in-Aid and Grants Management
 History and Foundations of the Nonprofit Sector
 History, Theory and Future of the Nonprofit Sector
 Human Relations in Nonprofit Organizations
 Human Resource Management for Nonprofit Organizations
 Human Resource Management for NPO's
 Institutional Advancement: Obtaining and Managing External Resources
 Integrated Decision-Making in Nonprofits
 Integrating Seminar in Nonprofit Management
 Introduction to Managing Nonprofit Organizations
 Introduction to the Nonprofit Sector
 Issues in the Nonprofit Sector
 Issues of Governance in Nonprofit Organizations
 Law and Taxation for Nonprofit Institutions
 Law for Nonprofit Managers
 Law for Nonprofit Organizations
 Law of Nonprofit Organizations
 Leadership and Management in Non-profit Organizations(NPOs)
 Leadership in Voluntary Nonprofit Organizations
 Leadership Issues in Nonprofit Organizations
 Legal & Risk Management
 Legal and Ethical Issues for Nonprofit Organizations
 Legal and Government Issues Affecting Nonprofit Organizations
 Legal Environment of Nonprofit Organizations
 Legal Issues Affecting Nonprofit Organizations
 Legal Issues of Non-Profit Organizations
 Management in the Nonprofit Sector
 Management Issues in Non-Profit Organizations: Financial Issues in Managing Non-Profit Organizations
 Management Issues in Non-Profit Organizations: Legal Issues in Government and Managing Non-Profit Organizations
 Management Issues in Non-Profit Organizations: Staff Management Issues
 Management of Critical Resources
 Management of Nonprofit Organizations
 Management of Non-Profit Organizations
 Management of Not-for-Profit Organizations
 Managing & Delivering Nonprofit/Community Services
 Managing Human Resources in Nonprofit Organizations
 Managing Nonprofit Boards
 Managing Organizations in the Public and Nonprofit Sectors
 Managing Public and Non-Profit Organizations
 Managing Service Delivery
 Managing the Nonprofit Enterprise
 Marketing and Fund-raising for Nonprofit Organizations
 Marketing and Public Relations for Nonprofit Organizations
 Marketing for Nonprofit Organizations
 Marketing for Public and Nonprofit Agencies
 Marketing for Public and Nonprofit Organizations
 Marketing, Development, and Public Relations
 Microeconomics for Public and Nonprofit Institutions
 Monitoring and Evaluation of Nonprofit/Community Services
 Non Profit Organization and Management
 Nonprofit Accounting for Decision Making and Reporting I
 Nonprofit Financial Management and Control
 Nonprofit Law, Governance, and Ethics
 Nonprofit Leadership
 Nonprofit Leadership and Management

Nonprofit Leadership Dialogs: Major Issues and Trends	Resource Development and Fund Raising
Nonprofit Management and Governance	Resource Development for Nonprofit Organizations
Nonprofit Management and Leadership	Resource Development in Nonprofit Organizations
Nonprofit Management: Practice and Reflection	Risk Management
Nonprofit Organization and Management	Seminar for Nonprofit Management Topics
Nonprofit Organizations and Public Policy	Seminar on Nonprofit Management
Nonprofit Professional	Seminar on Nonprofits and Public Policy
Nonprofit Resource Development and Management	Seminar: Evaluation Nonprofit Performance
Nonprofit Sector: History and Ethics	Social Policy and Community Services
Nonprofit/Public Policy Formulation and Implementation	Special Topics in Nonprofit Management and Marketing
Nonprofits in America: History, Philosophy, and Tradition	Statistical Methods for Public, Nonprofit, and Health Management
Not-for-Profit Organizations and Issues	Strategic Management
Operations Management for Nonprofit/Service Organizations	Strategic Management in Not-for-Profit Organizations
Organizational Theory and Behavior for Public and Nonprofit Institutions	Strategic Management of Nonprofit Organizations
Persuasive Communication for Nonprofit Executives	Strategic Marketing for Nonprofits
Planning and Management of Nonprofit Organizations	Strategic Planning
Planning Nonprofit/Community Services	Strategic Planning and Management in Public and Nonprofit Organizations
Policy Analysis in a Political Economy	Strategic Planning and the Nonprofit Board
Policy Studies	Strategic Planning for Nonprofit Organizations: Practicum I
Practicum in Nonprofit Management	Strategic Planning for Nonprofit Organizations: Practicum II
Program Design and Evaluation - Nonprofit/Public Organization	Strategic Planning in Public and Nonprofit Organizations
Program Evaluation	Strategic Resource Development
Public Accounting: Legal and Financial Issues in Nonprofit Management	The History of Nonprofit Management
Public and Nonprofit Accounting and Finance	The Nonprofit and Voluntary Sector
Public and Nonprofit Budgeting	The Nonprofit Sector
Public Policy and the Nonprofit Sector	The Nonprofit Sector in Society
Public Policy Process, Analysis, and Evaluation	The Strategic and Financial Management of Nonprofit Organizations
Quantitative Analysis for Nonprofit Leaders	The Third Sector
Research and Evaluation Methods for Public and Nonprofit Managers.	Theory and Practice of Nonprofit Administration
Research Design and Program Evaluation for Nonprofits	Theory and Practice of Nonprofit Management

Topics in Nonprofit and Public
Management

Urban Problems