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PSCI 466.80: Nonprof Admin/PubSERV

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PSCI 466: Nonprofit Administration and Public Service
Fall 2015 Syllabus
The University of Montana



Location: Davidson Honors College, Room 119
Time: Thursdays, 3:40 p.m. – 6:00 p.m.
Instructor: Keri McWilliams, MPA
Office: No office on campus (315 S. 4th St. E)
Email: keri.mcwilliams@mso.umt.edu
Phone: (406) 549-4336
Office Hours: After class on Thursdays, 6:00-6:30 in room 119. If this time does not work for you, please email to schedule an appointment.

Course Description

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

The focus of Political Science 466 is the development and day-to-day management and leadership of nonprofit organizations. This is a service learning course that provides students with an in-depth experiential opportunity to engage with a nonprofit organization to help meet community needs and deepen the learning experience. Specific learning outcomes for this class include the following:

1. Understanding the purpose and scope of the nonprofit sector in the U.S.

We will investigate the size and activities of the nonprofit sector. We will set the context for nonprofit administration through exploring the impacts of the nonprofit sector on society and considering the unique challenges and opportunities nonprofits encounter in achieving their goals.

2. Learning theories and practices for sustaining effective nonprofit organizations.

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

Requirements and Grading

Grades will be determined by a point system totaling 300 possible points for undergraduate students and 350 possible points for graduate students.

- **Class participation:** Class attendance and participation is important, especially given the fact class only meets fourteen times over the course of the semester.
 - **Attendance (70 points – 5 points per class):** Attendance is expected. If necessary, each student will be granted one free absence. All other absences will result in a deduction of five points. Tardiness and departing class early will factor into the attendance and class participation grade. Please notify the instructor in advance of anticipated absences, late arrivals or early departures.
 - **Participation:** Participation includes reading the course materials as assigned, participating in an online discussion about the readings and your service learning experience, and participating in class discussions, as outlined below:
 - **Course materials:** The required text for this course is:
Worth, Michael(2014). *Nonprofit management: principles and practice (3rd Ed.)*.
Los Angeles, CA: SAGE Publications, Inc .
Additional readings will be posted on Moodle. Other readings may be assigned throughout the course. The instructor reserves the right to change syllabus content and required readings at any time.
 - **Online discussion (60 points):** Questions for each week’s readings (beginning with readings assigned for September 10 and ending on December 10) will be posted on Moodle weekly. Students will post answers to the questions on Moodle prior to each class. Postings after class time will be eligible for a maximum of 3 points. Each posting will be graded on the student’s ability to refer to his or her service learning and volunteer experiences with a nonprofit (see service learning below) and the course readings in a thoughtful manner. Postings are worth a maximum of 5 points each.
 - **Class participation (20 points):** The course takes the approach of a “learning community.” Having common information about specific concepts through weekly reading assignments will give us a base from which to rise to a higher level of

understanding through discussion. Sharing your insights, assumptions and thinking about what you have read and are learning (as well as actively listening to others) will help to create a rewarding learning environment for all. Students are encouraged to engage guest speakers in respectful dialogue and meaningful questions.

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

In order to gain hands-on knowledge of the nonprofit sector, students will perform 20 hours of service learning / volunteering with a local 501 (c) 3 nonprofit organization with a minimum budget of \$25,000 and at least one staff member. The timeline assumes students will perform an average of 3 hours a week of service between September 17 and November 19.

- **Service learning reflection:** Reflection is an integral aspect of service learning classes. Through reflection, students should demonstrate key learning achieved through the service experience. Reflecting on your service experience helps you to connect course content to your service work in ways that are meaningful and deepen both your learning and service experiences. There are several forms of reflection in this class. In addition to each of the specific assignments listed below, you will also reflect on your experience through several of the weekly Moodle discussion forum questions and during in-class discussions throughout the semester.
- **Service learning agreement (5 points):** Due September 17 *in class*.
- **Service learning proof of completion form (5 points):** Due November 19 *in class*.
- **Service learning reflection paper (50 points):** Upload your paper to Moodle by Wednesday, November 25 at 12:00 p.m. (noon). See assignment details below.
- **Graduate student requirement (50 points):** In addition to the service learning reflection paper, each graduate student will apply his or her coursework (service learning, reading course materials, participating in the online discussion board and class discussion, and attending and participating in class) to develop a product that will benefit the nonprofit for which the student has performed service.
 - **Project proposal (5 points):** Upload to Moodle by October 8
 - **Project (45 points):** Upload to Moodle by December 3 *or submit in class, if Moodle is not practical*

- **Homework Assignments (20 points):** There will be two homework assignments each worth ten points. The first will be due on Oct. 15 and the second will be due on Nov. 12. The assignments should be uploaded to Moodle before the start of class on the days in which they are due. The assignments will require reflection and practical application of concepts covered in class and from observations at your service learning site. The homework assignments also serve as preparation for the final exam.
- **Final exam (60 points):** The final exam will be conducted during finals week. The exam will consist of a case study and subsequent questions. The final will ensure students have engaged in course materials in a way that encourages a thorough approach to typical problems presented in the nonprofit world.

Service Learning Reflection Paper Details:

Reflection is an integral aspect of service learning. Through reflection, students should be able to demonstrate key learning objectives achieved through the service experience. Your reflection paper provides the opportunity to apply the readings and class teachings to your service learning experience in a meaningful way.

Please address the following questions in your paper:

- Reflect on the assumptions you brought to the course. How did your perspectives about the nonprofit sector change over the course of your service learning experience?
- Reflect on your specific learning experience: What worked? What would you change? How did you feel about the process? What advice do you have for the organization where you served?
- Reflect on how you will use what you learned in this class in your future personal, professional and/or academic endeavors.

Guidelines for the paper include the following:

- 4-5 pages in length (not including the reference page)
- Double spaced, typed, 12 point font
- Include a reference page
- Include 5-7 citations from course readings throughout the paper using APA style
- Use correct grammar, sentence structure and spelling
- Include meaningful application of the readings and teachings with your service learning experience

Due:

12:00 p.m. (noon) on Wednesday, November 25, 2015. Please upload your paper to Moodle. Papers submitted after the due date will receive a three point deduction for each day it is late.

UM Academic Policies & Procedures

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by The University of Montana. All students need to be familiar with the Student Conduct Code which can be accessed at http://life.umt.edu/vpsa/student_conduct.php.

Other academic policies may be found at:

<http://www.umt.edu/catalog/acad/acadpolicy/default.html>

Plagiarism Warning

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

Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording but also ideas. Acknowledgment of whatever is not one's own original work is the proper and honest use of sources. Failure to acknowledge whatever is not one's own original work is plagiarism.

Students with Disabilities

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

PSCI 466 NONPROFIT ADMINISTRATION & PUBLIC SERVICE: COURSE SCHEDULE

SEPT. 3 PURPOSE AND SCOPE OF THE NONPROFIT SECTOR IN THE U.S. Week 1

CLASS ACTIVITIES

- Introductions
- Course overview: topics, syllabus review, assignments, grading, etc.
- Service learning 101: finding your agency before Sept 17, confidentiality, service learning hours
- Discussion
 - What is a nonprofit? Overview of tax-exempt status.
 - Overview of the nonprofit sector in Montana and nationally.
 - What if there were no nonprofits?
 - Commitment to public service in the United States.
 - Nonprofit alliances and collaboration.
 - Should you start a nonprofit?

SEPT. 10 KEY COMPONENTS OF A HIGHLY FUNCTIONING NONPROFIT Week 2

READING

- Worth, Chapter 2
- Boland, J. (2015, March). Stealing Smart: For-profit Best Practices for Nonprofits. *Nonprofitpro.com*. Retrieved from <http://www.nonprofitpro.com/article/stealing-smart-for-profit-best-practices-nonprofits/>.
- Montana Nonprofit Association (2015). Principles & Practices, Retrieved August 30, 2105 from http://www.mtnnonprofit.org/PPNE_Overview.aspx.

CLASS ACTIVITIES

- Introduction to service learning by Andrea Vernon, Ph.D., Director of the Office for Civic Engagement – Service Learning, Minor in Nonprofit Administration, Nonprofit Leadership Alliance Certification
- Read and sign confidentiality agreement
- Class discussion/lecture on nonprofit principles, best practices and capacity
- Video: *The Way We Think About Charity is Dead Wrong*

SEPT. 17 MISSION, VISION, VALUES, AND THE STRATEGIC PLAN: Week 3 THE HEART OF THE NONPROFIT ORGANIZATION

READING

- Mittenenthal, K. Ten Keys to Successful Planning for Nonprofit & Foundation Leaders. Retrieved August 30, 2015 from http://www.tccgrp.com/pdfs/per_brief_tenkeys.pdf
- Worth, Chapter 7 (pages 159-172)

- Pallaotta, D. (2011). Do you have a mission statement or are you on a mission? www.hbr.com. Retrieved 8/30/15 from <https://hbr.org/2011/01/do-you-have-a-mission-statement.html>.

CLASS ACTIVITIES

- Discussion/lecture on differences between mission, vision and values
- Discussion on the importance of planning and linking planning to the mission, vision and values of a nonprofit organization
- Brief overview of strategic planning: purpose, scope, development, implementation, monitoring
- Small group activity

DUE: Service Learning Agreement

SEPT. 24 EFFECTIVE LEADERSHIP: CREATING BOARDS THAT GOVERN *Week 4*

READING

- Worth, Chapter 4
- Masaoka, J. and Allison, M. Why boards don't govern. Retrieved August 30, 2015 from <http://www.maconsulting.org/wp-content/uploads/2008/07/why-boards-dont-govern.pdf>.
- Gottlieb, H. (2005). Board diversity: A bigger issue than you think. Retrieved August 30, 2015 from http://www.help4nonprofits.com/NP_Bd_Diversity_Art.htm.

CLASS ACTIVITIES

- Class discussion/lecture on developing and working with nonprofit boards
- Overview of governance and examples of governance in action
- Guest panel: local board members

Oct. 1. EFFECTIVE LEADERSHIP: PAID AND UNPAID STAFF *Week 5*

READING

- Worth, Chapter 5 and Chapter 9

CLASS ACTIVITIES

- Discussion/Lecture
 - Leadership philosophies and styles for the nonprofit leader
 - Staff and volunteers: similarities and differences
 - Succession planning
- Exploration of individual assessment of leadership styles
- Guest speaker

OCT. 8 FISCAL MANAGEMENT
Week 6

Bring an IRS Form 990 of a 501 (c) 3 nonprofit of your choosing to class (**or a laptop/tablet to access online**)

READING

- Worth, Chapter 14 pages 337-348; 353-356
- Montana Nonprofit Association Principle: Financial Management. (2015). Retrieved August 30, 2015, from <http://www.mtnonprofit.org/content.aspx?id=2339>.

CLASS ACTIVITIES

- Discussion and skill building for financial management, reading financial statements and budgeting
- Form 990: an overview
- Do nonprofits need an audit?
- Guest speaker

DUE: Graduate Student Project Proposal

OCT. 15 RISK MANAGEMENT: INTERNAL CONTROLS & FRAUD PREVENTION
Week 7

READING

- Ho, C. (2010). Five internal controls for the very small nonprofit. Blueavocado.org. Retrieved from <http://www.blueavocado.org/content/five-internal-controls-very-small-nonprofit>.

CLASS ACTIVITIES

- Overview of risk management – what you may not have considered
- Volunteer and staff management scenarios and problem solving
- Guest speaker
- Small group discussion
 - Risks related to nonprofit Boards and governance
 - Risks related to fiscal management
 - Risks related to staff and volunteersVolunteer and staff management scenarios and problem solving

DUE: Homework Assignment One

OCT. 22 RISK MANAGEMENT: A CASE STUDY

Week 8

READING

- Montana Attorney General's Investigative Report of Greg Mortenson and Central Asia Institute (2012). Retrieved August 30, 2015 from https://dojmt.gov/wp-content/uploads/2012_0405_FINAL-REPORT-FOR-DISTRIBUTION.pdf.
- Volz, M. (2014, September 18). 'Three Cups of Tea' author plans reluctant return to save charity. *Missoulian*. Retrieved from http://missoulian.com/news/state-and-regional/three-cups-of-tea-author-plans-reluctant-return-to-save/article_70467af0-3f40-11e4-990f-9fae3944e410.html

CLASS ACTIVITIES

- Watch CBS News Video, *Questions over Greg Mortenson's Stories*.
- Class discussion on the case study

OCT. 29 PROGRAM DEVELOPMENT AND EVALUATION

Week 9

READING

- Worth, Chapter 6
- Vu, L. (2013). Nonprofit funding: buying a cake and restricting it too. *Blueavocado.org*. Retrieved from <http://www.blueavocado.org/content/nonprofit-funding-buying-cake-and-restricting-it-too>.

CLASS ACTIVITIES

- Discussion/Lecture on program planning, logic models, evaluation and outcomes measurement
- Small group discussions
- Guest speaker

NOV5 MARKETING, BRANDING AND PUBLIC RELATIONS

Week 10

READING

- Worth, Chapter 10
- Lee, K. (2015). 25 nonprofit website musts. *Nonprofit Pro*. Retrieved from <http://www.nonprofitpro.com/article/25-nonprofit-website-musts/all/> .

CLASS ACTIVITIES

- Discussion/Lecture
 - Who are your nonprofit stakeholders?
 - Why do community relations matter?
 - Define and discuss communication strategies
- Guest speaker: how effective marketing positions the nonprofit for greater success

**NOV. 12 ENCOURAGING PHILANTHROPY THROUGH STRATEGIC FUND
Week 11 DEVELOPMENT**

READING

- Barden, P. (2013). 12 principles of fundraising. *Nonprofit Pro*. Retrieved from www.nonprofitpro.com/articple/12-principles-fundraising/all/
- Worth, Chapter 11

CLASS ACTIVITIES

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

DUE: Homework Assignment Two

**NOV. 19 WINNING SUPPORT OF STAKEHOLDERS: MAKING THE CASE
Week 12**

READING

- TBD

CLASS ACTIVITIES

- Discussion
 - General overview on making a case for the nonprofit or its programs
 - Vehicles by which making a case is accomplished, including case statements, cases for support, pamphlets, brochures, events and other speaking opportunities, board member ambassadorship, elevator speeches, and grants
- Small Group Activity: Reviewing Cases for Support

DUE: Service Learning proof of completion (submit in class).

DUE: Service Learning Reflection Paper (upload to Moodle by Wed. Nov 25th at noon).

**NOV. 26 HAPPY THANKSGIVING! NO CLASS
Week 13**

DEC. 3 WINNING SUPPORT OF STAKEHOLDERS: LOBBYING AND
Week 14 ADVOCACY

READING

- Worth, Chapter 15
- Berry, J. (2004, February). A needless silence: American nonprofits and the right to lobby. *The International Journal of Not-for-Profit Law*, 6(2). Retrieved from www.icnl.org/research/journal/vol6iss2/spcial_6.htm.

CLASS ACTIVITIES

- Discussion of restrictions on lobbying and advocacy within nonprofits
- Guest speaker

DUE: Graduate Student Project (upload to Moodle or turn in during class)

DEC. 10 SO YOU WANT TO START A NONPROFIT?
Week 15

READING

- Carpenter, H. (2014). Starting a nonprofit toolkit. Retrieved August 30, 2015, from <http://www.mtnonprofit.org/.../startinganonprofittoolkit>.
- Starting a 501 (c) 3 in Montana (2015). Retrieved August 30, 2015 from <http://www.mtnonprofit.org/c3startup/>

CLASS ACTIVITIES

- Discussion/Lecture
- Final exam review

FINAL EXAM:

- Thursday, December 17th from 3:20 p.m. to 5:20 p.m.