Patricia Cook-Craig, PhD
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Class time:	Tuesday	5:30 – 8:15 pm
Classroom:	Remote Learning	
Office hours:	Tuesday	3:00-5:30 pm.
	Thursday	4:00-5:30 pm
	Other Hours Available By Appt	

OVERVIEW

This course has been designed for the MPA specialization in nonprofit management and graduate certificate in nonprofit management offered through by the School of Public Policy and Leadership. It is a survey course designed to introduce students to the theoretical underpinnings of the nonprofit sector and the principal skills, knowledge and abilities that are involved in managing these organizations. The course will examine the legal and other definitions of the 3rd sector, the sector's distinctive values, its contributions to civil society, its role vis-à-vis the government and business sectors, as well as current conditions in and challenges for the sector. In addition, the course will serve as an introduction the principal skills, knowledge, and abilities involved in the management of nonprofit organizations.

OBJECTIVES

At the end of the semester students should be able to:

Knowledge Objectives:

1. Students will be able to identify the unique characteristics of nonprofit organizations and articulate the ways nonprofit organizations are different from public and nonprofit organizations.
2. Students will understand the principal forces and dynamics influencing nonprofit organizations including: applicable laws, and management methods, tools and practices.
3. Students will understand the differences among nonprofit organizations and differences in how they are affected by the dynamics that create them and influence their activities.
4. Students will understand the strategies these organizations use to manage the various environmental influences and how these strategies are directed and shaped by the mission and goals of these organizations.
5. Students will be able to understand and explain the various theories concerning the nonprofit sector.

Skills and Abilities:

1. Students will gain diagnostic skills allowing them to relate lessons learned through observations of organizations, course readings, and discussion materials to problems encountered in organizations.
2. Students will be able to apply and develop practical strategies for confronting issues and problems in nonprofit organizations.

Values and Attitudes:
1. Students will gain an appreciation for and attempt to integrate values relating to civic engagement, stewardship of the community and its nonprofit organizations.
2. Students will also learn the importance of teamwork and collaboration.

3. Students will be able to explain the importance of ethical behavior for nonprofit organizations, their staff and the implications of unethical behavior for the community.

REQUIRED TEXTS

The following text id required for students to successfully complete the course.

Tschirhart, M. & Bielefeld, W. (2012). *Managing nonprofit organizations. San Francisco.* **Jossey-Bass.** Available to read online via the UNLV Libraries website

Additional readings are listed below on the dates for which they are assigned I will post any of the readings available in pdf format on canvas

COURSE FORMAT, REQUIREMENTS, AND GRADING

Class sessions will be a mix of lectures, class discussions, and in class group projects. I expect all students to be prepared to discuss the reading and assignments in class and to participate in group and individual projects in class. I strongly suggest you begin working on the non-profit research paper early in the semester. The following are brief descriptions of course assignments/exams.

Nonprofit Simulation Exercises: Students will work in groups to create a simulated non-profit organization. In class graded exercises will allow students to apply knowledge from course readings and lectures to exercises allow students to explore how concepts, theories, and models are applied to the practice setting. A total of 20% of the final grade will be allocated to nonprofit management simulations exercises.

Case Study Reflections: Students will have two opportunities to access two in-depth online case studies related to nonprofit management topics. For each case study students will complete a short reflection on questions provided. A total of 10% of the final grade will be allocated to case study reflections.

Nonprofit Management Research Paper: Students will select a nonprofit management topic of their choice. The students will complete an 8-10 page research paper reviewing research and practice literature on the chosen topics. Topics must be pre-approved by the instructor. A total of 30% of the final grade will be allocated to the research paper.

Take Home Final Exam: The take home final exam will cover topics related to course readings over the semester. A total of 30% of the final grade will be allocated to the final exam grade.

Attendance and Participation: Students are expected to attend class and/or engage in online learning each week. In addition to attendance students are expected to meaningfully participate in class discussions and assignments. A total of 10% of the final grade will be allocated to attendance and participation.

The assignments will be weighted as follows:

Nonprofit Simulation Exercises	20% of final grade
Case Study Reflections	10% of final grade
Non Profit Management Research Paper	30% of final grade
Take Home Final Exam	30% of final grade
Attendance and Participation	10% of final grade

Written assignments will be graded based on the following criteria:

- The extent to which your answers demonstrate an accurate and complete understanding of the material covered in class.

- The clarity, organization and logic of your written answers.

- The extent to which your answers demonstrate an ability to use the materials learned in class to construct or evaluate the unique problems and circumstances that affect the nonprofit sector.

- The extent to which your papers comply with standards research in terms of citation and use of scholarly sources at a graduate level.

- Proper use of grammar, spelling, and APA 6th edition citation style.

UNIVERSITY POLICIES AND RESOURCES

Public Health Directives
Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at https://www.unlv.edu/coronavirus/health-requirements. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Code of Student Conduct, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct
Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

Auditing Classes
Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct
Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at https://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)
The UNLV Disability Resource Center (SSC-A, Room 143, https://www.unlv.edu/drc, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations
The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.

Identity Verification in Online Courses
All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy, which states that "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades
The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are

not completed within the period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

Library Resources
Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries' Research Consultation website, https://guides.library.unlv.edu/appointments/librarian. You can also ask the library staff questions via chat and text message at https://ask.library.unlv.edu/.

Missed Classwork
Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the Academic Policies webpage, https://catalog.unlv.edu/content.php?catoid=29&navoid=7326.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail
Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

Tutoring and Coaching
The Academic Success Center (ASC) provides tutoring, academic success coaching, and other

academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement
As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, https://www.unlv.edu/about/statements-compliance.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

COURSE OUTLINE AND READINGS

I.   Understanding, envisioning and creating nonprofit organizations

1/19   Week 1 - Introduction

1/26   Week 2 – The Nonprofit Sector and Nonprofit Organizations
Read:
1) **Text: Chapter 1 – Understanding Nonprofit Organizations**
2) Certo, T., & Miller, T. (2008). Social entrepreneurship: Key issues and concepts. *Business Horizons, 51,* 267-271.
3) Mulgan, G. (2006). The process of social innovation. I*nnovations: Technology, Governance, and Globalization, 1*(2), 145-162
4) NCSS Team (2020) *The Nonprofit Sector in Brief 2019: Public Charites, Giving, and Volunteering*. Washington DC: The Urban Institute.Available at: https://nccs.urban.org/publication/nonprofit-sector-brief-2019#the-nonprofit-sector-in-brief-2019

2/2   Week 3 – The Origins of Nonprofits
Read:
1) **Text: Chapter 3 – Founding Nonprofits and the Business Case**
2) Arnsberger, P., Ludlum, M., Riley, M., & Stanton, M. (2008). *Statistics of income Bulletin: A History of the Tax-Exempt Sector: An SOI Perspective.* Washington DC: Internal revenue Service Statistics of Income Division.

3) Gottleib, H. (2007). *3 Statements that can change the world: Mission, vision and values*. Tuscon: Help 4 Nonprofits. Available online at http://www.help4nonprofits.com/NP_Bd_MissionVisionValues_Art.htm
4) Muslic, H. (2017). A Brief History of Nonprofit Organizations (And What We Can Learn). Available at Nonprofit Hub: *https://nonprofithub.org/starting-a-nonprofit/a-brief-history-of-nonprofit-organizations/*
5) Raj (2020). How to write an awesome non-profit mission statement. Donorbox Nonprofit Blog: Rebel Idealist LLC. Available online at https://donorbox.org/nonprofit-blog/nonprofit-mission-statement/

2/9   Week 4 –Assuring Effective and Ethical Performance
Read:
1) **Text: Chapter 2 - Effective and Ethical Organizations**
2) Strickland, R., Vaughan, S. (2008). The hierarchy of ethical values in non-profit organizations: A framework for ethical, self-actualized organizational culture. *Public Integrity, 10*(3), 233-252.
3) Delluto, D. (2014, April, 12). Obedience to the unenforceable. *Society for Human Resource Management*.
4) Greenlee et al. (2008, December 21). How to steal from a nonprofit: Who does it and how to prevent it. *Nonprofit Quarterly*. Available at https://nonprofitquarterly.org/2007/12/21/how-to-steal-from-a-nonprofit-who-does-it-and-how-to-prevent-it/

2/16   Week 5 – Organizational Structure and Leadership
Read:
1) **Text: Chapter 4 – Organizational Structure Roles and Responsibilities of Top Management Chapter 9 – Board Governance and Chapter 10 – Executive Directors and Leadership**
2) Blackwood, A., Dietz, N., & Pollak, T. (2014). *The state of nonprofit governance.* Washington DC: The Urban Institute.
3) Miller, J. (2002). The board as a monitor or organizational activity: The applicability of agency theory to nonprofit boards. *Nonprofit Management & Leadership, 12*(4), 429-450.

II.   Strategizing, Resourcing and Aligning

2/23   Week 6 – Strategy and Planning
Read:
1) **Text: Chapter 5 – Formulation of Strategy**
2) O'Donovan, D., & Flower, N. (2013, January 10). The strategic plan is dead, long live strategy. *Stanford Social Innovation Review.* Available at: https://ssir.org/articles/entry/the_strategic_plan_is_dead._long_live_strategy
3) Allison, M. (2015, May 7). Strategy need a plan. *Stanford Social Innovation Review.* Available at: https://ssir.org/articles/entry/strategy_needs_a_plan

3/2   Week 7 – Resources for Nonprofits
Read:
1) **Text: Chapter 6 – Resource Acquisition**
2) *Giving USA 2020 Infographic.* Chicago: Giving USA Foundation.
3) Pettitjohn, S., & Boris, E. (2014, July). *Grants and contracts between human service nonprofits and government: A comparative analysis*. Washington DC: Urban Institute.
4) Pettitjohn, S., Boris, E., De Vita, C., & Fyffe, S. (2013, December)., *Nonprofit-government contracts and grants: Findings from the 2013 national survey.* Washington DC: Urban Institute.
5) Word, J., Lim, J., Servino, C., & Lange, K. (2014, September). Nonprofit organizations and the Nevada economy. Las Vegas: The Lincy Institute.

6) Word, J. & Gahre, C. (2020). Response, impact and stimulus funding. Las Vegas, UNLV School of Public Policy and Leadership. Available online at:
   7) https://www.unlv.edu/sites/default/files/story_attachments/167/Nonprofit_covid_response_1.pdf

3/9   **Week 8 – Financial Stewardship—Online Class**
Read:
1) **Text: Chapter 7 – Financial Stewardship and Management**
2) Case Study: Calculating True Program Costs, available through webcampus or online at http://hubert.hhh.umn.edu/TrueProgramCostsEStudy3/index5.html#screen/022837c1-f566-4f36-85af-308ef2bd838a
3) Bowman, W. (2007, March, 21). Organizational Slack (or Goldilocks and the Three Budgets) *Nonprofit Quarterly*. Available at https://nonprofitquarterly.org/2007/03/21/organizational-slack-or-goldilocks-and-the-three-budgets/
4) Bowman, W. (2011). Financial capacity and sustainability of ordinary nonprofits. *Nonprofit Management and Leadership, 22*(1), 37-51.

Case Study Reflection 1 Due 3/22 by 11:59 pm via canvas

3/16   **SPRING BREAK**

3/23   **Week 9 – Innovation in Strategy Development**
Read:
1) Casey, A. (2005). Enhancing individual and organizational learning: A sociological model. *Management learning 36*(2), 131-147.
2) Dover, G., & Lawrence, T. B. (2012). The role of power in nonprofit innovation. *Nonprofit and Voluntary Sector Quarterly, 41*(6), 991-1013.
3) Fettermen, D. & Wandersman, A. (2005) Chapter 3: *Empowerment evaluation principles in practice: Assessing levels of commitment. In D*. Fettermen & A. Wandersman (Eds.) Empowerment evaluation: Principles in practice. New York: Guilford Publications.

3/30   **Week 10 – Assuring Program Performance**
Read:
1) **Text: Chapter 13 – Program Evaluation**
2) Carman, J. (2007). Evaluation practice among community-based organizations: Research into reality. *American Journal of Evaluation, 28*(1), 60-75.
3) Willems, J., Boenigk, S., & Jegers, M. (2014). Seven trade-offs in measuring non-profit performance and effectiveness. *Voluntas, 25,* 1648-1670.

III.   **Managing and Delivering**

4/6   **Week 11 – Human Resource Management—Online Class**
Read:
1) **Text: Chapter 11: Strategic Human Resource Management**
2) Word, J. (2011) Human resource leadership and management. In *Leadership in nonprofit organizations: A reference handbook*. Thousand Oaks, CA: Sage.
3) Case Study: The Executive Director's Journey available at http://www.hubertproject.org/hubert-material/323/

Case Study Reflection 2 Due 4/12 by by 11:59 pm via canvas

4/13   **Week 12 –Leading and Managing People**
Read:

1) **Chapter 12—Motivation and Performance**
2) Brudney, J. L., & Meijs, L. (2009). It ain't natural: Toward a new (natural) resource conceptualization for volunteer management. *Nonprofit and Voluntary Sector Quarterly, 38*(4), 6=564-581.
3) National Council of Service (2019). Volunteering in America. Available at: https://www.nationalservice.gov/serve/via

4/20   Week 13 – Marketing and Outreach
Read:
1) **Text: Chapter 8 – Marketing**
2) Pope, J., Isley, E., & Asomoa-Tutu, F. (2009). Developing a marketing strategy for nonprofit organizations: An exploratory study. *Journal of Nonprofit and Public Sector Marketing, 21*(2), 184-201.
3) Lovejoy, K, Waters, R., & Saxton, G. (2012). Engaging stakeholders through Twitter: How nonprofit organizations are getting more out of 140 characters or less. *Public Relations Review, 38*(2), 313-318.
4) Waters, R., Burnett, E., Lamm, A., Lucas, J. (2009) Engaging stakeholders through social networking: How nonprofit organizations are using Facebook. *Public Relations Review, 35*, 102-106.
5) Guo, C., & Saxton, G. (2014). Tweeting social change: How social media are changing nonprofit advocacy. *Nonprofit and Voluntary Sector Quarterly, 43*(1), 57-79.

4/27   Week 14 –Government Relations and Connection with Others
Read:
1) **Text: Chapter 14 – Public and Government Relations, Chapter 15 – Partnerships, Alliances and Affiliations**
2) Colorado Nonprofit Association (2014).*Crisis communication plan nonprofit toolkit.* Available at: https://sustainingplaces.files.wordpress.com/2014/03/crisiscomm.pdf
3) Guo, C., Acar, M. (2005). Understanding collaboration between nonprofit organizations: Combining resource dependency, institutional, and network perspective. Nonprofit and Voluntary Sector Quarterly, 34(3), 340-361.
4) Berger, I., Cunnigham, P., Drumright, M. (2004). Social alliances: Company/nonprofit collaborations. *California Management Review, 47*(1), 58-90.

Final Paper Assignment Due 4/27 by 11:59 pm via the canvas course page

5/4   Study Week

5/11   *Take Home Final Due 5/11 by 11:59 pm via the canvas course page*