# NPAD 466: Practical Applications in Nonprofit Administration (3 credits)
## Fall 2021 Syllabus
## The University of Montana

**Location:** LAW 101
**Time:** Thursdays, 3:30 p.m. – 5:50 p.m.
**Instructor:** Keri McWilliams, MPA
**Email:** keri.mcwilliams@mso.umt.edu
**Phone:** 406-544-3904
**Office Hours:** By appointment
**Teaching Assistant:** Haley Erickson | MPA Candidate | haley1.erickson@umconnect.umt.edu

---

## COVID-19 Safe Course Statement

Learning during a pandemic is difficult, but we will get through this together. Central to our public service mission is collectively working together.

**Per University policy, masks will be required for the duration of the class.** Please avoid eating and drinking during class in order to maintain compliance with the mask requirement. We will take a 10-15-minute break at the mid-point of each class. University policy requires us to have a seating chart this semester. You will be required to sit in the same seat throughout the semester and attendance will be taken to assist with any necessary contract tracing efforts.

Although this course does have assignment deadlines that should be followed, the Department asks that if you are sick or become sick, to please work with me to develop a plan for successful completion in this course. Our Department will follow federal, state, local, university and CDC guidelines for COVID-19. If a student, a member of their family or immediate social group becomes symptomatic, please follow federal, state, local, university, and CDC guidance and work with me to complete required coursework.

If federal, state, local, university or CDC policy changes during the semester and impacts in-person course delivery, this class will shift to fully online. The quality of student education will not be impacted as DPAP is nationally recognized for its ability to teach across modalities. Please take the time to review our Department's COVID-Safe FAQ guide.

## Course Description

NPAD 466, Practical Applications in Nonprofit Administration, is a core course for the undergraduate Minor and Certificate in Nonprofit Administration at the University of Montana.

The focus of NPAD 466 is on 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 capacity 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.

## Course Materials
The required text for this course is:
- Worth, Michael (2019). *Nonprofit management: principles and practice (5th Ed.)*. Los Angeles, CA: SAGE Publications, Inc.

Additional readings will be posted on Moodle. The instructor reserves the right to change syllabus content and required readings at any time, but will provide advanced notice of any changes to students.

## Moodle
Although this is an in-person class, we will also be using Moodle for weekly discussions, links to readings, and access to recorded lectures/interviews with guest speakers, etc. When submitting assignments on Moodle, students should attach files as Microsoft Word documents.

## Digital Etiquette
Make sure cell phones are silenced and are not accessed during class. Laptops or other electronic devices are not to be used for non-course related activities during class.

## Help with Technology
Please make sure your Internet browser settings meets the requirements to be Moodle compatible. Call UM Online by phone (406-243-4999) or email umonline-help@umontana.edu if technological problems arise. There is no call assistance during nights and weekends.

## Grading and Course Assessments & Assignments
Grades will be determined by a point system totaling 400 possible points for undergraduate students and 450 possible points for graduate students.

- **Class participation:** Class attendance and participation is important, especially given the fact that this class only meets thirteen times over the course of the semester. 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.

   o **Attendance (65 points – 5 points per class):** Attendance is expected, however it is understood that COVID is impacting our lives in a myriad of ways. If necessary, each

student will be granted one free absence. All other absences will result in a deduction of five points; if your absences are related to COVID, contact the professor to determine how you can finish the semester successfully. 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.

Please note that the University of Montana has a **cultural leave policy**: "Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student's customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student's attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor."

o **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.

o **Online discussion (120 points):** Questions for each week's readings (beginning with readings assigned for Sept. 9th and ending on December 9th) will be posted on Moodle weekly. Responses to each discussion post are due by Mondays at 11:59 p.m. Read your classmates' posts and reply to at least one classmate with questions or comments as your curiosity or experience dictates by Wednesdays at 11:59 p.m. For full credit, continue in a conversation on your original discussion thread with final close out comments by Fridays at 11:59 p.m. Each posting will be graded on the student's ability to refer to their service learning and volunteer experiences with a nonprofit (see service learning below) and/or the course readings or lecture in a thoughtful manner. Postings are worth a maximum of 10 points each.

- **Service Learning:** This is a service learning course that provides you with an in-depth experiential opportunity to engage with a nonprofit organization. **Given the impact COVID-19 is having on many local nonprofit organizations, service learning may be completed safely in-person or virtually.** 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.**

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.

- o **Service learning agreement (5 points):** Upload to Moodle by Thursday, September 30th at 3:30 p.m.

- o **Service learning proof of completion form (5 points):** Upload to Moodle by Thursday, December 2nd at 3:30 p.m.

- o **Service learning reflection paper (50 points):** Upload your paper to Moodle by Thursday, December 9th at 3:30 p.m.

- o **Graduate student requirement (50 points):** In addition to the service learning reflection paper, each graduate student will apply their coursework (service learning, reading course materials, participating in the online discussion board and in-class participation) to develop a product that will benefit the nonprofit for which the student has performed service.

    - ▪ <u>**Project proposal**</u> **(5 points):** Upload to Moodle by September 30th at 3:30 p.m.
    - ▪ <u>**Project**</u> **(45 points):** Upload to Moodle by December 9th at 3:30 p.m. <u>*or submit in class, if Moodle is not practical*</u>

- • **Homework Assignment (15 points):** There will be one homework assignment issued during the semester worth fifteen points

- • **Quiz (20 points):** There will be one quiz during the semester worth twenty points.

- • **Final exam (100 points):** The final exam will be take-home and submitted via Moodle. The exam will consist of a case study and subsequent questions as well as several short answer and multiple choice 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.

The grade scale for the course is as follows:

| Percentage | Letter Grade |
|---|---|
| 93-100 | A |
| 90-92.99 | A- |
| 87-89.99 | B+ |
| 83-86.99 | B |
| 80-82.99 | B- |
| 77-79.99 | C+ |
| 73-76.99 | C |
| 70-72.99 | C- |
| 67-69.99 | D+ |
| 63-66.99 | D |
| 60-62.99 | D- |
| 59.99 and below | F |

## 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://www.umt.edu/student-affairs/community-standards/Student%20Conduct%20Code%20-%20FINAL%20-%208-24-18.pdf.

## 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. 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.

## Disability Services

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 modification 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.

# NPAD 466 COURSE SCHEDULE:

**SEPT. 2**        **PURPOSE AND SCOPE OF THE NONPROFIT SECTOR IN THE U.S.**

### CLASS ACTIVITIES:
- COVID-SAFE Protocols
- Course overview: topics, syllabus review, assignments, grading, etc.
- Introductions
- 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.

**SEPT 9.**        **KEY COMPONENTS OF A HIGHLY FUNCTIONING NONPROFIT**

### 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/.

### CLASS ACTIVITIES:
- Introduction to Service learning 101
- Class discussion/lecture on nonprofit principles, best practices and capacity
- Watch Ted Palotta's Ted Talk: *The Way We Think About Charity is Dead Wrong*

**SEPT. 16**        **MISSION, VISION, VALUES, AND THE STRATEGIC PLAN:**
                       **THE HEART OF THE NONPROFIT ORGANIZATION**

### READING:
- Mittenthal, 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
- Pallotta, 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-statemen.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


## SEPT. 23      EFFECTIVE LEADERSHIP:  CREATING BOARDS THAT GOVERN

### 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.

### CLASS ACTIVITIES:
- Class discussion/lecture on developing and working with nonprofit boards
- Overview of governance and examples of governance in action
- Guest Speakers


## SEPT. 30      LEADERSHIP & VOLUNTEER MANAGEMENT

### 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

**DUE: SERVICE LEARNING AGREEMENT**
**DUE: GRADUATE STUDENT PROJECT PROPOSAL**


## OCT. 7      PROGRAM DEVELOPMENT AND EVALUATION

### 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
- Guest speaker

**OCT. 14   RISK MANAGEMENT:  INTERNAL CONTROLS & FRAUD   PREVENTION**

**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.
- Snyder, H., Andersen, M., Zuber, J. (2017). Nonprofit fraud: how good are your internal controls? sfmagazine.com. Retrieved August 30, 2017 from http://sfmagazine.com/post-entry/march-2017-nonprofit-fraud-how-good-are-your-internal-controls/.

**CLASS ACTIVITIES:**
- Overview of risk management – what you may not have considered
- Volunteer and staff management scenarios and problem solving
- Small group discussion
  - Risks related to nonprofit Boards and governance
  - Risks related to fiscal management
  - Risks related to staff and volunteers
  - Volunteer and staff management scenarios and problem solving


**OCT. 21       RISK MANAGEMENT:  A CASE STUDY**

**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 Report on Greg Mortenson & Central Asia Institute
- Class discussion on the case study


**OCT. 28       MARKETING, BRANDING AND PUBLIC RELATIONS**

**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


**NOV 4.**　　　**ENCOURAGING PHILANTHROPY THROUGH STRATEGIC FUND
　　　　　　　DEVELOPMENT**

　　**READING:**
- Barden, P. (2013). 12 principles of fundraising. *Nonprofit Pro*. Retrieved from
  www.nonprofitpro.com/articple/12-principles-fundraising/all/
- Worth, Chapter 13

　　**CLASS ACTIVITIES:**
- Define philanthropy: how does it differ from fundraising?
- Overview of fund development planning


**NOV. 11**　　　**VETERAN'S DAY: NO CLASS**

**NOV. 18**　　　**FISCAL MANAGEMENT**

　　\***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 12 pages 305-317; 323-326
- Montana Nonprofit Association Principle: Financial Management. (2015). Retrieved
  August 30, 2015, from http://www.mtnonprofit.org/PPNE_Financial.

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


**NOV. 25**　　　**THANKSGIVING: NO CLASS**


**DEC. 2**　　　**WINNING SUPPORT OF STAKEHOLDERS:  LOBBYING AND
　　　　　　　ADVOCACY**

　　**READING:**
- Worth, Chapter 11
- Hull, W. (2016). Advocating nonprofit advocacy: the myth that 501 (c)(3)s can't
  engage in advocacy. npengage.com. Retrieved August 30, 2017 from
  https://npengage.com/nonprofit-management/advocating-nonprofit-advocacy-the-
  myth-that-501c3s-cant-engage-in-advocacy/.

**CLASS ACTIVITIES:**
- Discussion of restrictions on lobbying and advocacy within nonprofits
- Guest speaker

**DUE: Service Learning proof of completion (upload to Moodle).**


**DEC. 9      NGO'S, SOCIAL ENTERPRISES & STARTING YOUR OWN NONPROFIT**

**READING:**
- Carpenter, H. (2014). Starting a nonprofit toolkit. Retrieved August 30, 2015, from http://www.mtnonprofit.org/.../starting anon profittoolkit.
- Starting a 501 (c) 3 in Montana (2015). Retrieved August 30, 2015 from http://www.mtnonprofit.org/c3startup/

**CLASS ACTIVITIES:**
- Guest Speakers
- Discussion/Lecture
- Final exam review


**DUE: Service Learning Final Paper**
**DUE: Graduate Student Project (upload to Moodle or turn in during class)**


**FINALS WEEK:**
- **The FINAL EXAM otherwise known as our Celebration of Knowledge will be take-home and submitted via Moodle.**