

University of Montana
PUAD 529: Introduction to Nonprofit Organizations
Baucus Institute Department of Public Administration & Policy
Alexander Blewett School of Law
Fall, 2021: Online

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Department of Public Administration & Policy
University of Montana, DHC 009
OFFICE HOURS BY APPOINTMENT ON ZOOM

Course Description

This course provides an introduction to nonprofit organizations and the nonprofit sector within which they are embedded. It investigates such topics as the nature of the nonprofit sector, the diverse kinds of nonprofits in existence, the phenomenon of philanthropy and volunteering, and the legal and public policy frameworks that establish nonprofits organizations and regulate their activities.

Learning Outcomes

1. Understand the distinguishing features of the nonprofit sector relative to the public and private sectors.
2. Understand the role of the nonprofit sector and effective management practices.
3. Understand the unique legal structure of nonprofits and the role of boards in governing them.
4. Develop skill in writing a business plan for a new nonprofit organization.

Within the MPA program, this course is designed for students to make significant progress in the following NASPAA learning outcome: Articulating and applying a nonprofit sector perspective. Subsequent courses in the MPA program of study reinforce and further develop these and other competencies.

Required Text

None. A series of chapters and articles are posted to our Moodle webpage.

Learning During a Pandemic:

Although this course does have assignment deadlines that should be followed, the Department asks that if you are sick or become sick, please work with your professor 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. Please take the time to [review our Department's COVID-Safe FAQ guide](#). If you have yet to receive a free COVID-19 vaccine, please visit [Curry Health Center](#) for more information.

Collective Learning Agreement:

This semester we acknowledge that we are in the aboriginal territories of the Salish and Kalispel people. We honor the path they have always shown us in caring for this place for generations to come. We thank the Séliš-Q̓lispé Cultural Council for the above language and the people of Turtle Island, the First People, for the privilege of learning in this space. All people have the right to be addressed and referred to in accordance with their personal identity. In this class, you will have the opportunity to indicate the name you prefer to be called, and if you choose, to identify pronouns with which you would like to be addressed. As your professor, I will do my best to address and refer to all students accordingly and support students in doing so as well. With this statement in mind, we will not check boxes in this course, but, meaningfully think about materials through discussion, assignments, and reflection – building skills for our current and future professions.

Course Requirements

Grades will be determined by a point system totaling 300 points. All assignments must be completed and turned in by the due date indicated in the syllabus each week.

Students are required to read all assigned readings, participate in the Discussion Forum (50 points total for participation), submit a total of 4 writing assignments (150 points total). This is a service learning course and each student will perform 15 hours of service learning/volunteering with a nonprofit organization (100 points total). Full descriptions of each of these assignments are included in the Course Assignments and Assessment section of the syllabus.

Grading Scale is based on 275 point total, assignment points are distributed as follows:

Discussion Forum =	50 Points Total (5 points each X 10 weeks)
Writing Assignments =	50 Points Total (25 points each NPQ writing assignment)
Business Plan =	100 Points Total (50 points each Part 1 and Part II)
Service Learning Project =	75 Points Total

A	256-275 points
A-	248-255 points
B+	239-247 points
B	230-238 points
B-	220-229 points
C+	210-219 points
C	199-209 points
C-	193-198 points
D+	185-192 points
D	165-184 points
F	164 points or lower

Course Assignments and Assessment

Grading rubrics for all assignments are in the “Introduction to Nonprofit Organizations” tab on Moodle.

Discussion Forum Guidelines: The Discussion Forum is our opportunity to “talk” together as a class. Each week the instructor will post specific questions for each student to respond to. Questions are

designed to have you reflect on the mini-lectures, reading materials, and service learning experiences to express your thoughts, key learnings, insights, questions, etc. You must enter the Discussion Forum more than once per week. The first entry (due Wednesday each week before 11:00 PM) will be your response to the specific Discussion Forum question. Your second entry (due Saturday each week before 11:00 PM) will be a response or comment to your peers' postings. This dual entry process will help you stay engaged in the class conversation to post your own comments and respond to classmates' comments. Your active participation in the Forum (reading each other's comments and posting your own) will help you to better understand the material in each week's lessons, and demonstrate your learning and comprehension of the topic areas we will cover. In a typical on-campus class, you would be spending 3 hours per week in the classroom. The discussion forum in the online environment replaces our in-class time, so you should be spending an equivalent amount of time in the discussion forum each week.

Posting in the Discussion Forum go on throughout the weekend, so be sure to log into the Forum on Friday or Saturday to keep up with the discussion and contribute.

Discussion Forum Participation Requirements:

Students need to participation in a total of 10 Discussion Forums in the semester. The course is set up so that there is a Discussion Forum available each week, therefore there are a total of 14 Discussion Forum options, you must participate in at least 10, and two will be live, online zoom discussions in Weeks 3 and 10.

- In addition, eight of the weekly Discussion Forums are built to include reflection about your service learning experience, all 8 of these forums are required participation for all students. The 8 weeks that are required for participation are:
 - Week 1
 - Week 3 (via live zoom)
 - Week 6
 - Week 7
 - Week 9
 - Week 10 (via live zoom)
 - Week 11
 - Week 13
- You can choose the other 2 weeks you wish to participate in from the remaining 6 Discussion Forum weeks.
- All students need to participate in a total of 10 weekly Discussion Forums, 8 of which are required (listed above), 2 of which are your choice.
- In the weeks you choose not to participate in the Discussion Forum, you are strongly encouraged to still read the postings in the forum – this is an important aspect of learning and participating in this online course.

******Your initial entry response to each discussion question is due every week on Wednesday before 11:00 PM. Your second entry response commenting on at least one of your classmates' responses is due every week on Saturday before 11:00 PM. It is important to remember these two deadlines each week for the Discussion Forum assignments.******

You should complete the assigned reading material each week by Wednesday so you can be ready to post your first response in the Discussion Forum by the Wednesday night due date.

This is a graduate-level course and your Discussion Forum responses should reflect higher level thinking and interpretation. The instructor hopes to see that you are able to demonstrate not only that you have completed the required reading assignments and understand them, but that you have thought more deeply to analyze and critique the information provided, draw connections between readings and topics throughout the semester and even the professional applicability of the information (when appropriate).

Please refer to the Discussion Forum Grading Rubric document to see how points will be distributed. Your Discussion Forum responses and comments will be assessed based on the following criteria:

- 1) Does the response address the question asked?
- 2) Does the response demonstrate comprehension of the topic and integration of reading materials?
- 3) Can you make comparisons/contrasts between this topic and others discussed in class materials?
- 4) Is it based not only on what has been presented, but also includes insights you have and can justify?

In addition, use academic writing style (proper capitalization, punctuation, spelling and grammar) in all messages to avoid misunderstandings. Do not use emoticons, e-mail acronyms such as lol (laughing out loud), imho (in my humble opinion), tl; dr (too long; didn't read) and other informal, abbreviated forms of electronic writing. **Students in any of your online courses may be using screen readers or other assistive devices that will not properly read such abbreviations.** Be courteous, respectful, and write in ways that are accessible and understandable to all members of your online class.

Be sensitive to the perspective of others when expressing ideas. Do not use an authoritarian or judgmental style of writing that discourages open group discussion and trust. Stick to the topic and contribute with comments/questions that move the dialogue forward or into deeper reflection. Debate and humor are welcome here. The instructor reserves the right to delete inappropriate posts in the Discussion Forum.

The instructor will issue Discussion Forum/Class Participation points each week throughout the semester so you can track your progress and grade. All Discussion Forum entry responses are submitted in Moodle.

Written Assignment Guidelines: All writing assignments will be turned in on Moodle as Word documents (NO PDF DOCUMENTS). There are two sets of writing assignments for this course. The first

writing assignment set (consisting of two different assignments) will be based on information you learn from subscribing to and reading the free, daily Nonprofit Quarterly digest. This set of writing assignments is due in the first part of the semester. The second set (two different assignments) will be a business plan. This set will be due during the second half of the semester.

The instructor will try to give back assignments with grades and comments within 7 to 10 school days after the assignment due date.

NONPROFIT QUARTERLY, CLASS ASSIGNMENTS #1 and #2: For the duration of this class you will need to subscribe to the FREE [Nonprofit Quarterly digest newsletter](#) (NPQ). On this website, scroll down to find the tile “Get NPQ’S FREE Daily Newsletters Today!” in the middle of the scroll screen. Enter your email address and you will begin to receive the NPQ daily digest of national nonprofit news. These digests include a fairly wide variety of short articles about interesting and provocative things happening in the nonprofit sector. The NPQ editors scan nonprofit news from across the country and globe, and write up short reviews/responses/editorials about the stories and provide links to the original sources.

Your first assignment is to **choose 3 different articles** from any of the recent (NPQ) digests that are of interest to you and also have some relation to the material we are covering in class. This assignment is due October 12. Write a 3 to 4 page paper describing:

- Main points of the articles (include all 3 articles)
- Why these articles are of interest to you
- How the articles relate to our course
- Applicability/impact of the information in your work or study

Your second assignment is to **choose 1 article** (do not use the same one you did for your first assignment) from any of the recent NPQ digests dealing with a federal, state or local government policy that impacts nonprofit organizations. This assignment is due October 26. Write a 3 to 4 page paper that:

- Describes the background and purpose of the policy
- Explains the level that is driving the policy (federal, state, local)
- Explains the pros and cons of this policy for the nonprofit sector (an effective public administrator needs to be able to analyze policy from multiple perspectives)
- Discusses applicability/impact of the information in your work or study

For these two NPQ-related writing assignments, **include the title, author and Nonprofit Quarterly publication date for each article you choose**. Please feel free to use the writing and reference style preferred in your specific disciplinary area, such as, MLA, Chicago, or APA. Please double space. Your first NPQ assignment is due October 12 and the second one is due October 26. Each of these writing assignments is worth 25 points and **will be assessed based on completion of the stated requirements (bulleted items above) using the grading rubric**.

BUSINESS PLAN, CLASS ASSIGNMENTS #3 and #4: Your long paper in this course is to write a complete business plan for a new nonprofit that you are going to invent.

A business plan (for a new nonprofit) is an important tool for developing any new business or nonprofit endeavor. It requires careful thinking about critical aspects of an organization's development and function. If done well, the plan can be an ideal document to secure financial support for start-up. The business plan is a written document describing the organization, its intended product or services, the clients or members it will seek to serve, its marketplace competition, its unique competitive advantage, and its projected fundraising needs and timeline. Although it can be prepared by any existing organization, it is especially important for a new nonprofit seeking to test and clarify its success strategy and/or seek start-up funding from foundations or individual donors. It must be written both for an internal audience such as its developers, and an external audience such as potential donors.

Your final paper will be 12-14 pages in length (double-spaced). Most of the analysis will come from your imagination, so have some fun with this while maintaining a realistic perspective. Include citations where appropriate. Think of this as a document you will provide to potential donors/investors/collaborators before you meet with them.

BUSINESS PLAN PREP, CLASS WRITING ASSIGNMENT #3: The "prep" writing assignment gives you the opportunity to write the first four sections of your business plan and turn them in for feedback before you turn in your full business plan assignment. Essentially, you are turning in a partial draft copy of the first half of your business plan for this prep writing assignment.

Business Plan Prep, Writing Assignment #3: Complete parts I, II, III, and IV of your business plan and turn in by November 16. This assignment is worth 50 points.

I. Cover Page

Identify the name of the proposed nonprofit and identify that this document is a Business Plan; identify the organizers (you and founding board members and their titles/professional affiliations) and your contact information. Identify your board members based on who you think would be good people to have on a founding board to add value and legitimacy to the new endeavor. You should have a minimum of three board members. Use a logo or some imagery to represent your proposed organization.

II. Background and Description of Need

Who is proposing this new nonprofit? What is the nature of the proposed nonprofit? What community need is currently unmet? What evidence do you have of this need (local/statewide statistics, etc.)? Why is this an important unmet need in your community? What role does the nonprofit sector have in meeting this need? Why should a nonprofit organization engage to meet this need? What "upstream" issue is causing the problem (e.g. if the need is hunger, income inequality may be the "upstream" issue contributing to the problem/need you are addressing)?

III. Mission and Vision

What is the guiding mission and vision of the proposed nonprofit? Carefully read assigned reading material on this topic to help craft your mission and vision statements. What public value does it seek to create? (Hopefully you can offer something more inspirational than formalistic). What are the founding principles that will launch this work? Please label the founding principles with a header in your paper (for an example of guiding principles, read the ones created by the Montana Nonprofit Association found [here](#)). At least one guiding principle should reflect the organization's equity and inclusion values. And, one guiding principle should reflect the organization's leadership philosophy.

IV. Leadership

Explain the leadership style and/or theory that will help to ensure the success of this organization. Refer to reading assignment Week 9, reading #5 on nonprofit sector leadership theory. How will equity show up in the leadership of this organization?

V. Market

What does your market look like? (That is, who are your targeted clients? What competition will you face? Is there a unique opportunity currently available? What competitive advantages do you imagine having?). Who are your potential collaborators – what other community organizations will you work with? Who are your stakeholders?

VI. Strategy – there are several parts to this section.

- What is your strategy for success? (This refers to the programs/services/activities you will have to concentrate time and resources on in order to realize your vision). How do you know this will be a successful strategy based on researched best practices in the field?
- What will the organization do to ensure equity and accessibility in its strategy to deliver its programs and services?
- How will you market your programs and services to the target audience(s) it will serve?
- How will you evaluate your work and measure success and progress toward meeting your mission (don't say "I don't know this yet")?
- How will this organization influence public policy (don't say it won't, because it should)?

VII. Funding

How much funding will you need to get started and how do you propose to raise it? What are the early operational and programmatic expenses you anticipate? Provide specific examples of the expenses you will incur, using a table format works well for this. What are your initial plans for fundraising and sustainability? What is the timeframe for start-up and implementation?

VIII. Persuasive Conclusion

Conclude with a brief persuasive summary that will compel potential supporters to join forces with you in support of this effort, a type of “call to action”.

FINAL BUSINESS PLAN, Writing Assignment #4: Make revisions to parts I, II, III, and IV of your prep business plan, and complete parts V, VI, VII, and VIII in final format. Turn in by November 30. This assignment is worth 50 points.

The final business plan will be assessed based on the criteria outlined in each of the sections above. In addition, the instructor will take into account changes you incorporate from feedback in your prep assignment, quality of professional-level writing, level of thought and detail, and the overall, well developed nature of the plan and how it flows together as one final document.

WRITING GUIDELINES: All written assignments should be turned in on Moodle as DOCX files, not PDF. Please save your assignments as files that are labeled using this format: Last Name_Assignment Title (e.g. Vernon_NPQ1; Vernon_NPQ2; Vernon_BusPlanPrep; Vernon_BusPlanFinal).

All assignments will be graded for clarity, grammar, content, and overall readability. Strong academic writing is expected for each assignment. The [University of Montana Writing and Public Speaking Center](#) offers students in all disciplines free support as they write papers or prepare presentations for any course. Welcoming all students, the Writing Center provides a learning environment where students can engage in supportive conversations about their work and receive feedback at any point during their process. The Center provides one-to-one tutoring to students at all levels. To make an appointment and learn more about the Writing and Public Speaking Center, visit www.umt.edu/writingcenter or call 243-2266.

MPA Portfolio: If using any of the class assignments for your final MPA portfolio, it is the student’s responsibility to retain assignment files that include grades and professor feedback.

Service Learning Guidelines: This class is a service learning class. Service Learning at UM is a collaboration between students, faculty, and community partners to enhance student learning by applying academic knowledge in a community service context. Student service addresses community identified needs and meets learning objectives through faculty/community-structured service. It incorporates critical reflection to prepare students to be civically engaged members of the community.

In order to gain hands-on knowledge of the nonprofit sector, students will perform 15 hours of service learning/volunteering (in-person, remotely, or a combination of both) with a 501(c)3 nonprofit organization with a minimum budget of \$20,000 and preferably has at least one paid staff member. Students may choose the organization they want to serve their hours at, it is most helpful if you choose an organization you are not familiar with or have not worked for or volunteered at in the past. This will help you learn new things, especially if you already have experience in the nonprofit sector. Keep in mind it is helpful if the organization has a paid Executive Director, and is large enough that it has

operating programs and services. Throughout the course students will need to access information from the organization such as the strategic plan.

The instructor has some partnerships with nonprofit organizations that want to work with you for your service learning requirement in this class. Please email the instructor if you want to connect with one of these nonprofit organizations.

The course timeline assumes students will perform an average of 1.5 hour per week of service between approximately September 27 and December 10. The service learning component of this class is worth a total of 100 points (from 4 different assignments).

Service Learning Agreement (10 points): Complete this document with the person at the nonprofit organization who will supervise your service learning hours (the form is available in the Resources tab on Moodle). Due September 24.

Service Learning Video (10 Points): Create a short video (between 2 and 3 minutes) using your cell phone or other convenient device. The video can be shot on-site at your service learning organization (if appropriate), being cautious to adhere to any confidentiality and health and safety concerns of your site. The video should include an overview of the organization you are serving at, their mission statement, primary services provided by the organization, and a brief description of the service you will be involved in at the organization. These videos should be informative and fun, so feel free to get creative. Videos should be posted on a website, YouTube seems to be the easiest one for most people. Here is a [link](#) to a short tutorial to help you upload your videos to YouTube. Please post as “unlisted”, not public or private. You will need to post the link to your video in our Moodle Discussion Forum for that week by 11 PM on Friday, October 1. Have fun watching each of your classmates’ videos. Think about sharing your video on your social media sites to inform your network about your service learning project.

Documentation of Completion of Service Learning Hours (25 Points): You must complete 15 service learning hours by Friday, December 10. The instructor will send a survey link to your service learning supervisor to ask them to confirm completion of your hours, and provide input about your service. The successful completion of 15 hours of service, confirmed by your supervisor via the online survey, is worth 50 points.

Service Learning Reflection Paper - Final (30 points): Reflection is an integral aspect of service learning. Through reflection, students should demonstrate key learning achieved through the service experience. Your service learning reflection paper should be between 4 and 5 pages long, double-spaced and typed. This paper is your final paper and it is due during finals week by 11:00 PM on December 14. Writing should be guided as follows (see SL Paper Rubric):

- Reflect on the assumptions you brought to the course, how did your perspectives about the nonprofit sector change?

- Reflect on your specific service 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 the value of volunteers to help nonprofit organizations work toward achieving their mission.
- Reflect on how you will use what you learned in this class in your future personal, professional, and/or academic endeavors.

EXTRA CREDIT OPPORTUNITIES! Yes, even graduate students can earn extra credit ☺. I fully encourage attendance and participation at nonprofit professional development conferences and workshops. In some locales, there are many options to participate in trainings offered specifically for people in the nonprofit sector at low or no-cost. For example, in the Kalispell area the Flathead Nonprofit Development Partnership offers a series of workshops and so does the Missoula Nonprofit Network. There are several other nonprofit networks around the state, click [here](#) to find out if there is one in your community. And, this year the Montana Nonprofit Association will host its annual [conference](#) virtually this year from September 27 – October 1. The theme this year is “*Traction*”. They offer a discounted conference rate for students. If you attend a professional development training/workshop/conference you can earn extra credit by writing up a 2-page reflection paper that describes the key things you learned, and the relevancy of it to class and/or the profession. Extra credit papers should be turned in within two weeks of the event you attended. Extra credit is worth 5 points, students can do up to two extra credit assignments in the semester.

Due Dates

A late written assignment will be penalized one full grade for each day it is late unless arrangements are made with the instructor ahead of time.

Grades

I use the Moodle Rooms Grader feature in Moodle to record grades for your assignments and provide you with comments and feedback. Be sure to check this area of the grade sheet.

MPA Portfolio Statement

If you are using any assignments from this course for your final MPA portfolio, it is your responsibility to keep track of individual grades and professor feedback. Use your computer’s “snipping tool” or screenshot to capture graded feedback to save with your files. We ask that you very carefully read the MPA Portfolio requirements listed on our [website](#) (e.g., you cannot use outlines or case write-ups). We ask that you be mindful of individual and group projects you participate in each semester so you stay on

track – we appreciate you doing so. Each DPAP professor will always offer an option to complete projects independently. If you have MPA portfolio questions, please contact the MPA Director.

IT Support

Please make sure that your Internet browser settings meet 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 on-call assistance during nights and weekends. For a total Moodle system failure, students will be sent an email by the University of Montana. Your instructor cannot provide IT support so please contact the appropriate University staff if an issue arises.

Academic Honesty

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](#).

Students with Disabilities

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity (ODE). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with ODE, please contact ODE [here](#). I will work with you and ODE to provide an appropriate accommodation.

Important Communication Tips

Email:

The best way to reach me is by sending an email, andrea.vernon@mso.umt.edu I am on email regularly during typical week-day work hours. I will always try to respond to emails in a timely manner (typically within 48 hours). However, I do not check email regularly during weekends.

We are required to use our designated University of Montana email accounts.

Telephone:

You may call me at my office number listed on the front page of the syllabus, (406) 243-5159. I love talking or meeting with students.

Appointments:

I do work on campus, so for those of you in the Missoula area, I am happy to schedule in-person appointments. For those of you who live outside of Missoula, we can set up Zoom appointments.

Because this is an online class, we won't be able to see each other so it makes it more challenging for me to know if you are having difficulty with the course, are confused, or just plain frustrated. Please contact me via email, phone, or by setting up an in-person or Zoom appointment if you need help. I want you to be successful in this class.

Course Weekly Schedule Fall, 2021:

Lesson 1: Introduction to the Course and Overview of the Nonprofit Sector (Due Sept. 1)

Read all course materials in Moodle contained in the Introduction tab and Week 1, the mini-lecture and the reading assignment identified below, and respond to the Discussion Forum questions (required for all students this week).

Assigned Reading:

Peter Frumkin, *on Being Nonprofit*, 2002, Chapter 1, Pages. 1-16.

Board Source, "What is the Nonprofit Sector?" Reprinted in Ott and Dicke, *The Nature of the Nonprofit Sector*, 2012. Pages 10-11.

Robert Egger, *Begging for Change*, Chapter 1, Pages 1-23

Watch: Course welcome from Dr. Vernon

Watch: TED Talk entitled "[The way we think about charity is dead wrong](#)" by Dan Pallotta

Lesson 2: The Nature and Diversity of Nonprofit Organizations (Due Sept. 8)

Read the mini-lecture and the reading assignments identified below and respond to the Discussion Forum questions.

Assigned Reading:

Helmut Anheier, *Nonprofit Organizations*, 2005, p. 40-41.

Sherlock and Gravelle, An Overview of the Nonprofit and Charitable Sector, Congressional Research Service Report. <http://www.fas.org/sgp/crs/misc/R40919.pdf> Pages 1-15.

Montana Nonprofit Association <http://www.mtnonprofit.org/> peruse the website and fully read the [2021 MT Nonprofit Economic Impact Report](#).

Watch [DPAP Department Video Here](#)

Lesson 3: Nonprofit Revenue Streams (Due Sept. 15)

Read the mini-lecture and the reading assignments identified below and respond to the Discussion Forum questions (required for all students this week). This week's discussion forum will be done live via Zoom. The instructor will post two scheduled times, please do your best to make one of the scheduled times work for you.

Assigned Reading:

Sherlock and Gravelle, An Overview of the Nonprofit and Charitable Sector, Congressional Research Service Report. <http://www.fas.org/sgp/crs/misc/R40919.pdf> Pages 21-34.

Dropkin and Hayden, "Types of Nonprofit Income" Reprinted in Ott and Dicke, *Understanding Nonprofit Organizations*, 2012. Pages 253-259.

Foster, Kim, & Christianson, "10 Nonprofit Funding Models" pgs. 32-39

Sectors of the American Economy – Diagram

Lesson 4: Civil Society and the Concept of Deservingness (Due Sept. 22).

Read the mini-lecture and the reading assignments identified below and respond to the Discussion Forum questions.

Assigned Reading:

Helmut K. Anheier, *Nonprofit Organizations: Theory, Management, Policy*, pp. 21-29.

Robert Putnam, *Bowling Alone*, 2000, Chapter 1.

Robert Coles, "The Call of Service: Satisfactions," reprinted in Ott and Dicke, *The Nature of the Nonprofit Sector*, 2012, pp. 297-307.

Peter Frumkin, *On Being Nonprofit*, pp. 16-19.

Angela Glover Blackwell, Stanford Social Innovation Review, [Civil Society and Authentic Engagement in a Diverse Nation](#), June, 2018.

Assignment Due:

Service Learning Agreement (signed by you and your supervisor) Due Friday, September 24.

Lesson 5: Philanthropy (Due Sept. 29)

Read the mini-lecture and the reading assignment identified below and respond to the Discussion Forum questions.

Assigned Reading:

Dees and Anderson, Framing a Theory of Social Entrepreneurship: Building on Two Schools of Practice and Thought, in *Research on Social Entrepreneurship: Understanding and Contributing to an Emerging Field*. ARNOVA Occasional Paper Series Vol. 1, Number 3, 2006, Pages 39-66.

Philanthropy Northwest, [2019 Trends in Giving Report](#), read the full report that is a PDF file on this website.

[World Giving Index](#), October, 2019, browse report, read pages 7-8

Dorsey, Bradach, & Kim, Harvard Business Review, [The Problem with "Color-Blind" Philanthropy](#), June, 2020

View the Charity-Philanthropy Continuum

Assignment Due:

Service Learning Video Link posted in Discussion Forum Due Friday, Oct. 1. Post your link and then watch your fellow students' videos to learn more about the organizations where they are serving.

Lesson 6: Federal Policy Implications for Nonprofit Organizations (Due Oct. 6)

Read the mini-lecture and the reading assignments identified below and respond to the Discussion Forum Questions (required for all students this week).

Assigned Reading:

Urban Institute's [National Study of Nonprofit-Government Contracts and Grants 2013](#): State Profiles. Read pgs. 1-12, and MT pgs. 55-56, and one other state profile of their choosing to compare differences and discuss why – include comparisons with national stats too)

National Council of Nonprofits article on [Nonprofit Finance Fund State of the Nonprofit Sector Survey results](#).

MT Nonprofit Association, Editorial, [Don't Hijack Nonprofits for Partisan Gain](#)

Covid-19 Economic Recovery, [Strengthening State and Local Economies in Partnership with Nonprofits](#), Executive Summary

Complete DPAP Student Learning Evaluation Form – it will be emailed to you.

Lesson 7: Lawful Incorporation and the Legal Duties of Board Members (Due Oct. 13)

Read the mini-lecture and the reading assignments identified below and respond to the Discussion Forum Questions (required for all students this week).

Assigned Reading:

Stephen R. Block, "Board of Directors," reprinted in Ott and Dicke, *Understanding Nonprofit Organizations*, 2012, pp. 7-17.

Montana Nonprofit Act: MCA 35-2-213 and MCA 35-2-416

Montana Nonprofit Association, Articles of Incorporation

Montana Nonprofit Association, By-Laws

Assignment Due: Nonprofit Quarterly Writing Assignment #1 Due Tuesday, October 12.

Lesson 8: Legal Duties: A Case Study (Due Oct. 20)

Read the mini-lecture and the reading assignment identified below and respond to the Discussion Forum questions.

Assigned Reading:

Office of Consumer Protection, Montana Department of Justice, "[Montana Attorney General's Investigative Report of Greg Mortenson and Central Asia Institute](#)," April 2012, pp. 1-31

[A Board Member's Guide to Nonprofit Overhead](#), in *Blue Avocado* by Masaoka & Zimmerman, September, 2014

Lesson 9: Organizational Mission, Vision & Leadership (Due Oct. 27)

Read the mini-lecture and the reading assignments identified below and respond to the Discussion Forum questions (required for all students this week).

Assigned Reading:

Thomas Wolf, *Managing a Nonprofit Organization in the 21st Century*, 22-25.

Mission and vision statements of the Montana Nonprofit Association (excerpted from Business Plan).

Burt Nanus and Stephen Dobbs, *Leaders Who Make a Difference*, 1999, pp. 75-88.

Harvard Business Review, (blog, Jan. 31, 2011), "Do You have a Mission Statement, or Are You on a Mission?"

Worth, *Nonprofit Management Principles*, 2019, pp. 115-136

Watch: Guest Speaker, TBA

Assignment Due:

Nonprofit Quarterly Writing Assignment #2 Due Tuesday, October 26.

Lesson 10: Ethics, Lobbying, Advocacy (Due Nov. 3)

Read the mini-lecture and the reading assignments identified below and respond to the Discussion Forum questions (required for all students this week). This week's discussion forum will be done live via Zoom. The instructor will post two scheduled times, please do your best to make one of the scheduled times work for you (required for all students this week).

Assigned Reading:

Accountability and Ethics: Rotting from the Head Down

Lesson 11: Strategic Planning (Due Nov. 10)

Read the mini-lecture and the reading assignment identified below and respond to the Discussion Forum questions (required for all students this week).

Assigned Reading:

David La Piana, *The Nonprofit Strategy Revolution*, (2008) Chapter 4: Organizational Identity and Strategy Formation, and Chapter 5: Developing a Strategy Screen, pages 45-70.

Lesson 12: Market Analysis (Due Nov. 17)

Read the mini-lecture and the reading assignment identified below and respond to the Discussion Forum questions.

Assigned Reading:

[7 Steps to Creating Your Best Nonprofit Marketing Plan Ever](#), Network for Good

Assignment Due:

Business Plan Writing Assignment #3: Complete Parts I, II, III, and IV of your Business Plan as described previously in the syllabus, Due Tuesday, November 16.

Lesson 13: Fundraising (Due Nov. 24)

Read the mini-lecture and the reading assignment identified below and respond to the Discussion Forum questions (required for all students this week), and watch our guest speaker.

Assigned Reading:

Wolf, Chapter 8 "Fundraising", pages 235-273

Association of Fundraising Professionals Code of Ethical Standards

[Online Fundraising – must know stats](#)

[Community-Centric Fundraising](#)

Watch Guest Speaker Carly Rickard

Lesson 14: Evaluation and Performance Measurement (Due Dec. 1)

Read the mini-lecture and the reading assignments identified below and participate in discussion forum.

Assigned Reading:

M. Hendricks, M. Plantz, & K. Pritchard, "Measuring Outcomes of United Way-Funded Programs," reprinted in Ott and Dicke, *Understanding Nonprofit Organizations*, 2012, pp. 321-329.

[Models and Components of a Great Nonprofit Dashboard](#), Nonprofit Quarterly, May 9, 2016

Assignment Due:

1. Business Plan Writing Assignment #4: Turn in revised version of parts I, II, III, and IV of your plan and new (and final) version of parts V, VI, VII, and VIII. Full and complete Business Plan, as described previously in the syllabus, is due Tuesday, November 30.

Lesson 15: Future Trends in the Nonprofit Sector (Due Dec. 8)

Read the mini-lecture and the reading assignments identified below. No Discussion Forum this week.

Assigned Readings:

L. Crutchfield and H. McLeod Grant, *Forces for Good*, 2008, Chapter 1: Forces for Good, pages 11-29.

[Leadership New England: Essential Shifts for a Thriving Nonprofit Sector](#), by Third Sector New England, 2014.

Assignment Due:

2. Documentation of Completion of Service Learning Hours due Friday, December 10. This is an online survey that the instructor will send to your service learning supervisor to be completed.

Complete DPAP Student Learning Evaluation Form – it will be emailed to you.

Final Exam Week:

Your finals' week assignment is your service learning reflection paper, it is due Tuesday, December 14 by 11:00 PM. Turn it in in Moodle in Week 15.