Course Description
The purpose of this course is to provide an introduction and an overview of nonprofit organizations and of the environment in which these organizations operate. It includes an examination of what makes such organizations distinctive, and of then special knowledge and skills required for effective nonprofit management. It also examines the empirical and normative issues surrounding nonprofit management and leadership. The overall goal of this course is to present an overview of the theory, operation, and structure of nonprofit organizations.

Course Objectives
- An understanding of the nature and scope of the nonprofit sector in the U.S. and an introduction to international nongovernmental organizations.
- Knowledge of theories, principles, historical developments, ethical issues, functions, and political processes that relate to the management of nonprofit organizations
- Familiarity with management practices and techniques appropriate for nonprofit organizations
- Helping students, who as public administrators may have to regulate or contract with nonprofits to understand the nature of nonprofit entities
- Providing a foundation for students who are considering a career in nonprofit management
- Developing critical thinking skills through readings, discussions, and assignments.

Reading Materials

Online Articles and Other Readings
Many of the articles can be downloaded from class CANVAS.

Grading
The grading for the semester is based on the following criteria:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams (Midterm 300 + Final 300)</td>
<td>600</td>
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<tr>
<td>Team Project: State of Nonprofit Sector</td>
<td>300</td>
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</tbody>
</table>
Class participation | 100
---|---
**Total** | 1000

- A: 1000-900
- B: 899-800
- C: 799-700
- D: 699-600
- F: 599 and lower

**Exams (300*2=600)**
The examination will be based on lectures, reading assignments, class activities, discussions and writing assignments. Exam will be in class and closed book, requiring essays and short answers—predominantly essays. Exam cannot be made up unless you notify the professor before the time of an exam that you cannot take the exam and you have to have an official and reasonable excuse.

**Team Project: State of Nonprofit Sector (300)**
The class will be divided into small groups to assess the nonprofit sector in the major cities in Texas. Team of 5 to 6 members will be randomly assigned at the beginning of semester.
This team project is designed to help students understand nonprofit organizations in our community and develop analytical perspectives about the sector by examining nonprofit and census data. The group will work together to assess the demographics and the nonprofit ecology of the area. This project will examine how nonprofits are responding to the social demand of the community and utilizing community resources. There will be special attention on how nonprofits are functioning in the unique environment of wealth, poverty and diverse demand of human and social services.

There will be work in teams throughout the course:
**1st assignment, Data analysis**: Understand and analyze data and prepare descriptive data analyses—presenting socio-economic characteristics of community and some key features of nonprofit sector and describe how characteristics of community shape the nonprofit sector. Expected length of 5-7 pages

**2nd assignment, Individual case study**: Each student makes a choice of a sub-sector of the nonprofits in the community and prepare a case study about the chosen service area nonprofit organizations (i.e. education, arts, environment, literacy, sports, shelter etc..). These individual case studies will be combined with the group paper.

The case study is a short essay (about 3 pages 700-900 words) that describes how the sub-sector of the nonprofit organizations are doing in the community.

**3rd assignment, Presentation**: the team’s research findings and implications will be prepared as a 15 minute powerpoint presentation on November 11-18. The presentation will evaluated based on:
- Are the analyses sound?
- Are data used for recommendations?
- Are they persuasively presented?
- Are they presented confidently, clearly, concisely, and energetically?
4th assignment, Final report: Develop a comprehensive, clear, and critical assessment about nonprofit sector of the community. The report should be prepared in a format and style appropriate for professional delivery, including a title page, an executive summary (150 -200 words) and references.

- Written report expected between 20-22 pages in length, not including title page, an executive summary and references.
- All articles, books and websites used in report should be fully referenced on a separate reference page. As proper citation is a key part of any research assignment, it is imperative that you utilize proper citing and quoting techniques in this report. Please use APA style of citation and references. UNT library offers free tutoring for students. (check out: http://www.library.unt.edu/govinfo/browse-topics/citation-guides-and-style-manuals/citation-guides-and-style-manuals)
- Final paper must be turned in electronically to the CANVAS by noon of December 9. Email copies will not be accepted.
- Late papers will not be accepted (Early submission is fine).

Assignments and points attached to them are as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due</th>
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<tbody>
<tr>
<td>1st assignment: Data analyses</td>
<td>100</td>
<td>October 7</td>
</tr>
<tr>
<td>2nd assignment: Individual case study</td>
<td>50</td>
<td>October 28</td>
</tr>
<tr>
<td>3rd assignment: Presentation</td>
<td>50</td>
<td>November 11 and 18</td>
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<tr>
<td>4th assignment: Final report</td>
<td>100</td>
<td>December 9</td>
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</tbody>
</table>

Total possible points 300

All written assignments must be turned in via CANVAS/ASSIGNMENT. No hardcopy will be accepted. Written assignments must be submitted on or before the due date in MS Word format (NO pdf.) Assignments that are turned in late will 10% for each day late and may not receive feedback other than a numeric grade.

Written assignment format
- 12 point font Times Roman
- 1 inch margin Double spaced
- MS word format submitted to the CANVAS
- Use APA for citation and references

Participation
Students will be expected to be full participants in shaping the character of the seminar, that requires all students to come to class prepared to discuss the readings for each session. Some of the assigned readings are in the form of cases. To prepare for case discussions, you should carefully read
and thoroughly analyze the case. The instructor would provide a brief lecture to the topic of each class sessions. In order to earn a high grade for participation, students should:

- Attend every class Rather: attendance is important – vitally so
- Arrive at class on time and stay for the entire class
- Read all the assigned readings and come to class with questions about and thoughts on the readings
- Consistently take an active part in class discussions
- Participate in small group and class discussions of readings and in-class activities

PhD students will be assigned to teach a half of once class session in consultation with instructor. The student has to prepare a powerpoint presentation and discussion questions to be reviewed by Monday of the assigned week. The quality of presentation and engagement with students will be incorporated to the participation grade.

**CANVAS**

CANVAS will be used to supplement work in this course. Checking CANVAS frequently is advised in order to stay abreast of any and all announcements, and changes. On occasion, the instructor will send emails to the entire class via UNT student assigned email accounts.

**Academic Dishonesty: POLICY ON CHEATING AND PLAGIARISM**

Notice of this policy shall be given in all public administration classes each semester, and written copies shall be available in the public administration office.

**Definitions**

The UNT Code of Student Conduct and Discipline defines cheating and plagiarism “as the use of unauthorized books, notes, or otherwise securing help in a test; copying other’s tests, assignments, reports, or term papers; representing the work of another as one’s own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty.”

**Penalties**

Normally, the minimum penalty for cheating or plagiarism is a grade of “F” in the course. In the case of graduate departmental exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the departmental faculty in the case of departmental exams. Cases of cheating or plagiarism on graduate departmental exams, papers, theses, or dissertations shall automatically be referred to the departmental Curriculum and Degree Programs Committee. Cases of cheating or plagiarism in ordinary course work may, at the discretion of the instructor, be referred to the Curriculum and Degree Programs Committee in the case of either graduate or undergraduate students. This committee, acting as an agent of the Department, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case.

**Appeals**

Students may appeal and decision under this policy by following the procedure laid down in the UNT Code of Student Conduct and Discipline.
Special Needs
The Department of Public Administration, in cooperation with the Office of Disability Accommodation, complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request during regular office hours before the 12th class day of regular semesters.

Policy on laptops and cell phones in the classroom
The classroom setting at an institution of higher learning is intended to serve as a venue that permits the transfer of knowledge and facilitates the sharing of ideas. As such, it is imperative that any distractions from these stated objectives be avoided and kept to a minimum. Potential disruptions include modern electronic devices such as laptop computers and cell phones.

Students are allowed to take notes on personal laptop computers to enhance the learning process, but they should not activate their internet browsers during class or use computers for non-academic purposes (as this diverts attention from the lecture/discussion for both the student using it and others nearby). Students should also avoid using cell phones to search the Internet or text while class is in session.

Exceptions to this policy will be at the discretion of the faculty only and may occur if searching the Internet is necessary to find additional information or facts related to the subject being covered on that particular day.

Student Behavior in the Classroom:
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr

Class Materials for Online Learning: This course includes online learning components. To fully participate in this class, students will need internet access to reference content on the Learning Management System and [faculty member to include other required equipment or software such as a webcam, microphone, Adobe Photoshop, etc.]. Information on how to be successful in an online learning environment can be found at https://online.unt.edu/learn

Anti-Bias Statement
The Department of Public Administration believes in the fundamental principles of life, liberty, equality, equity, and in doing good to all people as we serve our students and the public interest.

- We believe in the importance of diversity and inclusion
- We believe in fairness and equity for all faculty and students in and out of class
- We believe in mutual respect and civility for all students and faculty
- We believe that faculty and students have a right to a redress of grievances
- We believe that students and faculty should be actively engaged in good works
## Course Topics and Assignments

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<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments</th>
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<td>1</td>
<td>Introduction: Scope, Scale, and Role of the Nonprofit Sector</td>
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<tr>
<td>2</td>
<td>Nonprofits and Civil Society: Mapping Collective Action</td>
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<tr>
<td>3</td>
<td>Diverse Types and Roles of Nonprofit Organizations</td>
<td>Team meeting</td>
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<td>4</td>
<td>Nonprofit Governance and Leadership</td>
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<td>5</td>
<td>Nonprofit Leadership Case Analysis</td>
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<tr>
<td>6</td>
<td>Government and Nonprofit Relationship: Economic Theories</td>
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<tr>
<td>7</td>
<td>The Legal and Ethical Aspects</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; assignment due</td>
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<tr>
<td>8</td>
<td>Midterm</td>
<td></td>
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<td>9</td>
<td>Managing Volunteers</td>
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<tr>
<td>10</td>
<td>Building Nonprofit Capacity</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; assignment due</td>
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<tr>
<td>11</td>
<td>Nonprofit Accountability</td>
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<tr>
<td>12</td>
<td>Social Marketing</td>
<td>Presentation</td>
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<tr>
<td>13</td>
<td>State of Nonprofit Sector Presentations</td>
<td>Presentation</td>
</tr>
<tr>
<td>14</td>
<td>Thanksgiving break (Campus closed)</td>
<td></td>
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<tr>
<td>15</td>
<td>Final exam</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>State of Nonprofit Sector</td>
<td>Final paper</td>
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</table>
Course Schedule and Assignments

Week 1 (Aug 26) Course Introduction: Scope, Scale, and Role of the Nonprofit Sector
- Discussion: What are some of reasons why the nonprofit sector has become more relevant in recent years?
- What could be some of the reasons for the immense diversity of nonprofit organization?
- Ch. 3. “Definition of Scope, Scale, and Role of the Nonprofit Sector.” Leadership in Nonprofit Organizations: A Reference Handbook. (CANVAS)

Week 2 (Sept 2) Nonprofits and Civil Society: Mapping Collective Action
- “Definition of Scope, Scale, and Role of the Nonprofit Sector.” Leadership in Nonprofit Organizations: A Reference Handbook. (CANVAS)
- Peter Frumkin. The Idea of a Nonprofit and Voluntary Sector. (CANVAS)

Week 3 (Sept 9) Diverse Types and Roles of Nonprofit Organizations
- Ott and Dicke. Chapter 12. Foundations
- Anheier. Chapters 4, 5. Dimensions. I and II
- Case discussion: A Charity Offers Donors More Control Over Where Their Funds Go (NYT)
  https://www.nytimes.com/2016/11/05/your-money/a-charity-offers-donors-more-control-over-where-their-funds-go.html
- Team meeting

Week 4 (Sept 16) Government and Nonprofit Relationship: Economic Theories
- Lester Salamon, Market failure. (CANVAS)
- Dennis Young, Contract failure theory (CANVAS)
- Dennis Young, Government failure theory (CANVAS)
- Case discussion: $30 Million Program to Help Low Income New Yorkers Get Mental Health Care
- State of Nonprofit Sector Workshop

Week 5 (Sept 23) Nonprofit Governance
- Ott and Dicke. Chapter 1. Board of Directors
- Ott and Dicke. Chapter 2. Applying SOX principles to Nonprofit Organizations
- Anheier, Chapter 15. Governance, Accountability, and Transparency

Week 6 (Sept 30) The Legal and Ethical Aspects
- Ott and Dicke. Chapter 3. Organizational, Operational, and Related Tests and Doctrines
- Ott and Dicke. Chapter 5. Punctilios and Nonprofit Corporate Governance.
• Case discussion: Affiliates feeling finch of United Way scandal

Week 7 (Oct 7) Managing Volunteers
  • Ott and Dicke. Chapter. 19. What is volunteering?
  • Ott and Dicke. Chapter. 20. It ain’t natural: Toward a new (natural) resource conceptualization for volunteer management.
  • Essential Services at Risk: How Can the Corvallis Crisis Line Survived? (A) (CANVAS)
  • Essential Services at Risk: How Can the Corvallis Crisis Line Survived? (B) (CANVAS)
  • 1st assignment due

Week 8 (Oct 14) Midterm

Week 9 (Oct 21) Nonprofit leadership
  • Ott and Dicke. Chapter 6.
  • Ott and Dicke. Chapter 7.
  • Ott and Dicke. Chapter CASE STUDY 5.
  • Guest speaker: Mike Nichols, President and CEO, Coalition for the Homeless

Week 10 (Oct 28) Building Nonprofit Capacity
  • Anheier, Chapter. 11. Organizational behavior and performance
  • Anheier, Chapter. 12. Management models and tools.
  • United Ways of Denton County. 2017 Community Assets and Needs Assessment
  • Case discussion: Two paths for charitable giving http://www.nytimes.com/2013/06/29/your-money/charitable-giving-from-head-or-heart.html?pagewanted=all
  • 2nd assignment due

Week 11 (Nov 4) Nonprofit Accountability
  • Ott and Dicke. Chapter 22. Accountability Online: Understanding the Web-based Accountability Practices of Nonprofit Organizations
Week 12 (Nov 11) Social Marketing
- Lee and Kotler (2011), Social Marketing: Influencing Behaviors for Good, Chapters 1, 2, 3. (CANVAS)
- Saxton and Wang. 2013. The social network effect: The determinants of giving through social media. Nonprofit and Voluntary Sector Quarterly. (CANVAS)
- Guo and Saxton. 2014. Tweeting social change: How social media are changing nonprofit advocacy. Nonprofit and Voluntary Sector Quarterly. (CANVAS)

Week 13 (Nov 18) State of Nonprofit Sector Workshop
- Ott and Dicke. Chapter. 8. Taking Social Entrepreneurship Seriously.
- Case discussion
- One Acre Fund
- https://www.pbs.org/newshour/show/business-fund-puts-african-farmers-on-road-to-market
- Water.Org

Week 14 (Nov 25) Thanksgiving break- Campus closed

Week 15 (Dec 2) Final exam

Week 16 (Dec 9) State of Nonprofit Sector Final paper turn in (CANVAS submission and a hard copy turn in)

Note: The schedule and assignments may be revised as the course progresses and new material becomes available.
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<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>August 23, 2021</td>
<td>First class day (Monday)</td>
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<tr>
<td>August 20-27, 2021</td>
<td>Student-requested schedule changes may be made during add/drop.</td>
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<tr>
<td>August 27, 2021</td>
<td>Last day for change of schedule other than a drop. (Last day to add a class.)</td>
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<tr>
<td>September 6, 2021</td>
<td>Labor Day (university closed)</td>
</tr>
<tr>
<td>October 1, 2021</td>
<td>Last day for change in pass/no pass status.</td>
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<tr>
<td>November 12, 2021</td>
<td>Last day to drop a course.</td>
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<tr>
<td>November 12, 2021</td>
<td>Last day to withdraw from the semester. Process must be completed by 5 p.m.</td>
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<tr>
<td>November 13, 2021</td>
<td>Beginning this date a student who qualifies may request a grade of I, incomplete.</td>
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<tr>
<td>November 25-26, 2021</td>
<td>Thanksgiving break (university closed)</td>
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<tr>
<td>December 1-2, 2021</td>
<td>Pre-finals days</td>
</tr>
<tr>
<td>December 2, 2021</td>
<td>Last regular class meeting</td>
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<tr>
<td>December 3, 2021</td>
<td>Reading day (no classes)</td>
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<td>December 4-10, 2021</td>
<td>Final examinations</td>
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<tr>
<td>December 10, 2021</td>
<td>Last day of term</td>
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