

POLS 4215: Management of Non-Profit Organizations [TERM]

Course Instructor:

[Instructor Name]

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Office hours:

Xxxday, X:00 am/pm - X:00 am/pm

During office hours you can contact me via GoVIEW e-mail or instant messenger tool. You can also reach me during office hours at the phone number provided to the left.

NOTICE: Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

Response Time: Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

Attendance Verification

IMPORTANT- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage or at the following URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

Course Description

POLS 4215 Management of Nonprofit Organizations

This course is designed to explore the theoretical principles and practical applications of management for charities and/or nonprofit organizations. The underlying thesis of this course is that by understanding fundamental principles such as developing effective mission and objective statements, marketing and accounting strategies, nonprofits can become more effective and responsive to their constituency's needs. Thus, students will be provided an opportunity to examine critical issues of management faced by leaders in nonprofit organizations.

Prerequisites:

- POLS 1101 American Government

Course Learning Outcomes:

This course should enable students to understand:

- Characteristics and uniqueness of the nonprofit sector
- Legal definition (e.g., IRS codes) and requirements related to nonprofit organizations
- Nonprofit executive leadership and Boards of Directors
- Managing paid staff and volunteers
- Strategic planning
- Fundraising and financial managements
- Marketing and commercialization
- Collaborative partnership
- Performance and accountability
- Handling external environment

Required Text, Software, and Additional Materials

Title:	<i>Nonprofit Management: Principles and Practice</i>
Author(s):	Michael J. Worth
Publisher:	Sage Publications
Edition/Year:	Third Ed./ 2014
ISBN:	1452243093
Access:	N/A
Type (Required/Optional):	Required

Bookstore:

The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

Materials and Resources:

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Student Services

Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <https://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <https://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM – 5:00PM at 678-839-6400 or Toll Free 1-855-9EMAJOR (1-855-936-2567).

Tutoring:

Smarthinking is an online tutoring resource for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematics, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course Resources or access the following URL for additional Smarthinking technical support information: <https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

On-Campus Tutoring is available to all eMajor students at their home institution. Contact the eMajor Liaison at your

home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodations, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the [eMajor Liaison](#) at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services office at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to emajor@westga.edu for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information: <https://emajor.usg.edu/current-students/accessibility-services.php>.

Course Format and Requirements

Teaching Philosophy:

XXXXXXXXXXXXXXXXXXXX

Course Requirements (Instructional Methods):

1. XXXXXX
2. XXXXXX
3. XXXXXX

Course Schedule:

NOTE: Schedule is tentative and may be subject to change.

DATE	READING ASSIGNMENTS	ACTIVITIES - What's Due?
	<ul style="list-style-type: none">• Worth, Chapters 1-3• Lester M. Salamon, "The resilient sector: The status of	

Module 1 X/X - X/X	nonprofit America” <ul style="list-style-type: none"> • “How to start a nonprofit organization in Georgia” • Sharon Oster “The mission of the nonprofit organization” • Kim Jonker & William Meehan III (2014) “Mission matters most” • Reading summary (ppt): 	Quiz Discussion
Module 2 x/x - x/x	<ul style="list-style-type: none"> • Worth, Chapters 4-5 • W. (Pete) Smith Jr (2009) “What Didn’t Work: Tongue-Tied at the Top” Stanford Social Innovation Review • Board Source: “10 Basic Responsibilities of Nonprofit Boards” • James Kouzes & Barry Posner “The five practices of exemplary leadership” • Larry Spears “Practicing servant-leadership” • Les Silverman & Lynn Taliento “What Business Execs Don’t Know—but Should—About Nonprofits,” <i>SSIR</i>, summer, 2006 • Reading summary (ppt): 	Quiz Discussion
Module 3 x/x - x/x	<ul style="list-style-type: none"> • Worth, Chapters 6-8 • Morino, M., “Leap of Reason: Managing to Outcomes in an Era of Scarcity” leapofreason.org • A Sample of Strategic Plan: Scholarship America • Brest, P., “A Decade of Outcome Oriented Philanthropy.” <i>Stanford Social Innovation Review</i>, spring, 2012. • Reading summary (ppt): 	Quiz Discussion
Module 4 x/x - x/x	<ul style="list-style-type: none"> • Worth, Chapter 9 • Mark Hager & Jeff Brudney (2004) “Balancing Act: The Challenges and Benefits of Volunteers,” Urban Institute report. • “Independent Sector’s Value of Volunteer Time” • “What does person centered leadership look like?” • Volunteer Match • Reading summary (ppt): 	Quiz Discussion
MIDTERM EXAM PERIOD x/x - x/x	<p>Students must take the Midterm Exam during this time period.</p>	Midterm
Module 5 x/x - x/x	<ul style="list-style-type: none"> • Worth, Chapters 10 and 15 • Wolf, Chapter 5: Abbot Academy & Bridge Cases • Melinda French Gates: “What nonprofits can learn from Coca-Cola” • Reading summary (ppt): 	Quiz Discussion
Module 6 x/x - x/x	<ul style="list-style-type: none"> • Worth, Chapter 11 • All About Nonprofit Fundraising • Reuben Mayes: “Fundraising 101” • Reading summary (ppt): 	Quiz Discussion
Module 7	<ul style="list-style-type: none"> • Worth, Chapters 12-14 	Quiz

x/x - x/x	<ul style="list-style-type: none"> • Reading summary (ppt): 	Discussion
Module 8 x/x - x/x	<ul style="list-style-type: none"> • Worth, Chapters 16-17 • Muhammad Yunus: "The Founding of Grameen Bank" • Michael Porter: The case for letting business solve social problems • Reading summary (ppt): 	Quiz Discussion
FINAL EXAM PERIOD x/x - x/x	Students must take the Final Exam during this time period.	Final Exam

Grading and Standards

Grade Breakdown:

GRADED ACTIVITY	WEIGHT	BRIEF DESCRIPTION
Quizzes 8 x 15	20 %	The quizzes test how much you understand from reading the required materials
Discussions 8 x 100	20 %	The discussion topics are offered for you to apply your knowledge for practical problem solving in the nonprofit setting and for developing theoretical underpinning.
Field Analysis 1 x 30	30 %	To properly understand the theories and class discussions, this assignment makes you briefly exposed to real nonprofit organizations in the local community. By visiting a nonprofit organization and interviewing nonprofit leaders, you could develop better ideas of the world of nonprofit organizations and its management. Detailed instructions for this assignment is located in Field Analysis module.
Midterm Exam	15 %	The exam tests your comprehensive understanding of the materials and class discussions. The question types will be short and long essays.
Final Exam	15 %	The exam tests your comprehensive understanding of the materials and class discussions. The question types will be short and long essays.

Field Analysis of a nonprofit organization

1. Purpose: To properly understand the theories and class discussions, this assignment makes you briefly exposed to real nonprofit organizations in the local community. By visiting a nonprofit organization and interviewing nonprofit leaders, you could develop better ideas of the world of nonprofit organizations and its management.
2. Process:

- a. Choose a (local) nonprofit organization (501(c)3), and your choice should be approved by the instructor. Email the name and simple description of your chosen organization to the instructor.
- b. Contact (interview) and site visit: Interviewing key persons in the organization (e.g., directors, staff persons, and clients). You should collect any and all printed materials concerning their program(s) (including grant proposals, website information, and marketing materials).
- c. Evaluate the organization: Analyze and evaluate the strength, weakness, opportunity, and threats (so-called SWOT analysis) by examining the internal and external environment of the organization based on the collected information.
- d. Analysis report: This analysis should be at least 10 double-spaced pages with Times New Roman 12 font and offer recommendations to the organization for sustainable growth. The components of the report include organizational history, mission, governance, programs, performance/achievements, SWOT analysis, and recommendations. The SWOT analysis should include strengths, weaknesses, opportunities, and threats of the organization. Detailed information about SWOT analysis is also found on the Module 3 reading materials.
- e. Schedule:**
- **Selection of a 501(c)(3) nonprofit organization and approval by the instructor: by the end of Module 2**
 - Contact/visit the organization and data/info collection: between Modules 3 and 5
 - Analysis and writing the report: between Modules 6 and 7
 - **Submission deadline: 10 PM, Monday of the final week (Eastern Time)**

3. Submit your report via the **Assignments link by 10 PM, Monday of the final week (Eastern Time)**

4. Rubric for the field analysis report

Elements	5~4 (Excellent)	4~3 (Good)	3~2 (Fair)	2~1 (Poor)	Points
Organizational background, mission, and structure	All the elements described clearly and succinctly	Need a few improvements; missing some information	Understandable but missing an important information or lacks clarity	Missing major components of the elements; unclear	
Service programs and performances	The current service programs and performances are described clearly with necessary quantitative or qualitative data	A few minor errors and mistakes in describing the elements	Understandable but missing an important information or lacks clarity	Missing major components of the elements; unclear	
SWOT analysis: Strength & Weakness	Organization's current strength and weakness are carefully analyzed with full information sources (qualitative & quantitative data) and reviews	Strength and weakness are analyzed but evidence is not fully enough and thorough enough to support the analysis	Strength and weakness are analyzed with few sources, lacking specificity, coherency, data, etc..	Needs more data and information, the analysis is not accurate or written poorly, or strength & weakness are not properly identified	
	Organization's opportunities and threats are	Opportunities & threats are	Opportunities & threats are	Needs more data and information, the analysis is not	

SWOT analysis: Opportunities & Threats	carefully analyzed with full information sources (qualitative & quantitative data) and reviews	analyzed but evidence is not fully enough and thorough enough to support the analysis	analyzed with few sources, lacking specificity, coherency, data, etc..	accurate or written poorly, or opportunities & threats are not properly identified	
Recommendations	Developed by fully digesting from the SWOT analysis and organizational background, and specific and do-able	Developed in a good way but missing some points for the organization in a short & long term aspect	Developed partially missing important aspects of the organization	Developed poorly missing major components and containing some risks of recommending a wrong way	
Format requirements, Overall writing	Fulfilling all the format requirements correctly, no error in writing	Minor mistake or error in some format requirements and/or writing	Minor mistake or errors in some requirements and/or writing should be corrected in some places	Not meeting the requirements in several ways and/or writing has a significant problem	
Total					

Grade Scale:

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: 0-59%

-OR - (depending on calculation method used/preferred for course, percentage vs. points)

- 252-280 points = A
- 224-251 points = B
- xxx - xxx points = C
- xxx - xxx points = D
- Below xxx points = F

The Grade of "I" (Incomplete): The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

Expectations and Standards:

A – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a

clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

B – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

C – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

D – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

F – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

Grade Turnaround:

All assignments and assessments will be graded within one week's time. Your instructor will provide comments along with grades as necessary for feedback.

Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.

site: http://turnitin.com/en_us/training/student-training. Faculty are also advised to report violations to the eMajor Administrative offices for investigation.

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to

be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.