



Oregon State University
Ecampus

Course Name: Introduction to Nonprofit Management

Course Number: NMC 311

Credits: 3

Instructor name: Nicole Holck, MS

Instructor email: Nicole.holck@oregonstate.edu

Course Description

This course is an introduction to the principles of effective nonprofit management and lays a foundation for future leaders and managers in the nonprofit sector. The course focuses on historical perspectives, ethics, governance and leadership, legal structure and standards, financial management, strategic planning principles, fundraising principles, volunteer management, marketing and communications, and the future of the nonprofit sector. Research, theory, as well as real world examples will be provided to address issues facing nonprofits today.

Prerequisites or Corequisites

None.

Communication

Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

Time Expectations

This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

Technical Assistance

If you experience any errors or problems while in your online course, contact 24-7 Canvas Support through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the IS Service Desk for assistance. You can call (541) 737-8787 or visit the [IS Service Desk](#) online.

Learning Resources

1. Renz David O. & Associates (2010). The Jossey-Bass Handbook of Nonprofit Leadership and Management. Third Edition (San Francisco: Jossey-Bass, A Wiley Imprint). ISBN: 978-0-470-39250-8

**Please note this BOOK IS available for FREE electronically through the library.
Please see canvas announcement to access the link.**

Additional readings are listed below and will be provided on Canvas, unless otherwise noted. Students are also encouraged to follow the blogs of one or more nonprofit organizations. Current events will be a topic of discussion (as they pertain to the nonprofit sector) on Canvas.

Students are encouraged to discuss relevant articles they may come across with the class or the instructor.

Examples include (you may find others of interest to you):

Nonprofit Quarterly, www.nonprofitquarterly.org, @npquarterly

Chronicle of Philanthropy, www.philanthropy.com, @philanthropy

The Nonprofit Times, www.thenonproffitimes.com, @nonproffitimes

The Nonprofit Association of Oregon, www.nonprofitoregon.or,

@nonprofitoregonor @nao

(Also consider local papers for news on nonprofits in your community)

Additional Texts: Additional text will be assigned in the course materials on Canvas. This text will include book chapters, journal articles, federal and state documents and scientific research. These include but are not limited to:

1. Andresen, Katya (2006). Robin Hood Marketing: Stealing Corporate Savvy to Sell Just Causes. (San Francisco: Jossey-Bass, A Wiley Imprint). pgs.1-83, 104-129, 216-239.
2. Klein, Kim (2011). Reliable Fundraising in Unreliable Times: What Good Causes Need to Know to Survive and Thrive. (San Francisco: Jossey-Bass). pgs. 5-72, 279-360, 431-458.
3. Orr, Sarah Smith, and Ronald Riggio, Eds., (2003). Improving Leadership in Nonprofit Organizations. (San Francisco: Jossey-Bass Inc.). pgs. 1-19, 39-75, 131-150, 163-179.
4. Straus, David (2002). How to Make Collaboration Work: Powerful Ways to Build Consensus, Solve Problems, and Make Decisions. (San Francisco: Berrett-Koehler Publishers, Inc.). pgs. 35-129
5. Aaker, Jennifer and Smith, Andy with Adler, Carlye (2010). The Dragonfly Effect: Quick, Effective, and Powerful Ways to Use Social Media to Drive Social Change. (San Francisco: Jossey-Bass, A Wiley Imprint). ISBN: 978-0-470-61415-0

Measurable Student Learning Outcomes

- Identify basic nonprofit/social leadership and governance principles and practices.

- Explain the various roles the nonprofit leader is responsible and held accountable for: leader, collaborator, strategist, communicator/marketer, and manager of resources.
- Interpret the basic literature in the field, and identify resources for obtaining further information.
- Restate management issues within the nonprofit/social organization.
- Indicate trends, and future of the nonprofit sector.
- Research one area of nonprofit management more deeply to build expertise.

Students will participate in a series of discussion posts, short papers and term paper designed to focus student attention on the skill that is being taught.

Canvas discussion posts will be graded on the following criteria:

8-10 points-Posts early in the discussion. Discussion is substantive, challenges or reinforces course materials, relates to key principles, points or issues on topics, good use of examples, syntax is appropriate, language is clear and concise and organization is logical. Posted in response to others with additional material or new ideas.

5-7 points- Posts provide good discussion on key principles and concepts, good use of examples, posted in response to others.

3-4 points- Posts have some reference to key issues but are not sufficiently presented. Examples are not integrated well into the response. Terms are used incorrectly and writing is adequate but lacks some clarity.

0-2 points- Posts are inadequate or no reference to key principles. No evidence of student understanding of course material. Lack of references, no or weak examples provided. Writing is poor.

Writing Assignments:

There are 2 types of writing assignments in this course:

1. Short papers

Short paper assignments should be 3-4 pages (double or single-space. 12pt. font) answering the questions posed in the weekly schedule. Students should, at a minimum, draw from the assigned readings and discussions in responding to the assignment prompt and cite materials using MLA/APA standards. Personal experiences and outside readings or examples can also be included.

2. Final paper: You must select a topic, choose 1 nonprofit organization/ and a person at that organization doing the work you are interested in, and set up phone/remote/zoom interview by the 5th week of class.

The final term paper is an in-depth examination of a topic that we have or will study over the course of the term. The purpose of this assignment is for you to further examine an area of interest. Here you will test theory with practice as you choose a nonprofit organization, and conduct a phone/ remote interview with at least one person doing work that interests you. For the interview, please come up with 10-12 open-ended questions

(that I will pre approve before interview). The interview questions are to be included and referenced in your final paper (interview questions and topic must be approved by the instructor Week 5).

You will thoroughly research your topic, use peer reviewed publications throughout, and citing your references using MLA/ APA standards. The paper should be at least 8-10 pages in length, single or double-spaced, 12-point font and 1inch margins. The length guideline does not include the bibliography or any appended materials (pictures, graphs, interview questions, etc.).

Evaluation of Student Performance

- Canvas Discussion board - 100 points (max)
- Final paper topic - 5 points
- Quizzes-3@5 points - 15 points
- Short papers (3 @40 pts.) - 120 points
- Final paper - 75 points
- Total - 315 points

A total of 315 points is possible for the course and the percentage of the total points obtained will be used to determine your grade. **[REQUIRED] Letter Grade**

Grade	Percent Range
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Course Content

Week	Topic	Reading Assignments	Learning Activities
1	Introduction to the Nonprofit Sector	<ul style="list-style-type: none"> • Renz Chapters 1 and 3 • Nonprofit Impact Matters Report 	<ul style="list-style-type: none"> • Online discussion

Week	Topic	Reading Assignments	Learning Activities
2	Accountability and Ethics	<ul style="list-style-type: none"> • Renz Chapter 4 • Riggio Chapter 6 	<ul style="list-style-type: none"> • Online discussion • Self-Quiz 1
3	Governance and Nonprofit Organization	<ul style="list-style-type: none"> • Renz Chapters 5 and 6 • Riggio Chapter 10 	<ul style="list-style-type: none"> • Online discussion • Short Paper 1
4	The Legal Structure of Nonprofit Organizations	<ul style="list-style-type: none"> • Renz Chapter 2 	<ul style="list-style-type: none"> • Online discussion • Self-Quiz 2
5	Financial Management	<ul style="list-style-type: none"> • Renz Chapters 17, 18, and 22 • Klein Chapters 1-3, 13, and 14 	<ul style="list-style-type: none"> • Online discussion • Assignment: Research Paper Topic
6	Strategic Planning	<ul style="list-style-type: none"> • Renz Chapters 12-14 	<ul style="list-style-type: none"> • Online discussion
7	Fundraising Principles and Programs	<ul style="list-style-type: none"> • Robin Hood Marketing, Introduction through Chapter 3 • Renz Chapter 19 	<ul style="list-style-type: none"> • Online discussion • Short Paper 2
8	Volunteer Management	<ul style="list-style-type: none"> • Renz Chapter 26 • Riggio Chapter 12 	<ul style="list-style-type: none"> • Online discussion • Self-Quiz 3
9	Marketing and Communications	<ul style="list-style-type: none"> • The Dragonfly Effect, Wing 3 and 4 • Robin Hood Marketing, Chapters 5 and 9 	<ul style="list-style-type: none"> • Online discussion • Short Paper 3
10	The Future of Nonprofit Leadership and Management	<ul style="list-style-type: none"> • Renz Conclusion • Riggio Chapter 1 • Convergence: How Five Trends Will Reshape the Social Sector 	<ul style="list-style-type: none"> • Online discussion
Finals	Finals Week		<ul style="list-style-type: none"> • Final Research Paper

Course Policies

Discussion Participation

Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our discussions on at least three different days each week, with your first post due no later than Wednesday evening, and your second and third posts due by the end of each week.

Incompletes

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in

the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

Statement Regarding Religious Accommodation

Oregon State University is required to provide reasonable accommodations for employee and student sincerely held religious beliefs. It is incumbent on the student making the request to make the faculty member aware of the request as soon as possible prior to the need for the accommodation. See the [Religious Accommodation Process for Students](#).

Guidelines for a Productive and Effective Online Classroom

(Adapted from Dr. Susan Shaw, Oregon State University)

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Expectations for Student Conduct

Student conduct is governed by the university's policies, as explained in the Student Conduct Code (<https://beav.es/codeofconduct>). Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

Academic Integrity

Integrity is a character-driven commitment to honesty, doing what is right, and guiding others to do what is right. Oregon State University Ecampus students and faculty have a responsibility to act with integrity in all of our educational work, and that integrity enables this community of learners to interact in the spirit of trust, honesty, and fairness across the globe.

Academic misconduct, or violations of academic integrity, can fall into seven broad areas, including but not limited to: cheating; plagiarism; falsification; assisting; tampering; multiple submissions of work; and unauthorized recording and use.

It is important that you understand what student actions are defined as academic misconduct at Oregon State University. The OSU Libraries offer a [tutorial on academic misconduct](#), and you can also refer to the [OSU Student Code of Conduct](#) and [the Office of Student Conduct and Community Standard's website](#) for more information. More importantly, if you are unsure if something will violate our academic integrity policy, ask your professors, GTAs, academic advisors, or academic integrity officers.

TurnItIn

Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin, and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited. Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information, visit [Academic Integrity for Students: Turnitin – What is it?](#)

Statement Regarding Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval, please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials

All materials used in this course are accessible. If you require accommodations please contact [Disability Access Services \(DAS\)](#).

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

Tutoring and Writing Assistance

TutorMe is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Access TutorMe from within your Canvas course menu.

The Oregon State [Online Writing Suite](#) is also available for students enrolled in Ecampus courses.

Ecampus Reach Out for Success

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about [resources that assist with wellness and academic success](#).

Ecampus students are always encouraged to discuss issues that impact your academic success with the [Ecampus Success Team](#). Email ecampus.success@oregonstate.edu to identify strategies and resources that can support you in your educational goals.

- **For mental health:**

Learn about [counseling and psychological resources for Ecampus students](#). If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

- **For financial hardship:**

Any student whose academic performance is impacted due to financial stress or the inability to afford groceries, housing, and other necessities for any reason is urged to contact the Director of Care for support (541-737-8748).

Academic Calendar

All students are subject to the registration and refund deadlines as stated in the Academic Calendar: <https://registrar.oregonstate.edu/osu-academic-calendar>.

Student Evaluation of Courses

During Fall, Winter, and Spring term, the online Student Evaluation of Teaching system opens to students the Wednesday of week 8 and closes the Sunday before Finals Week. Students will receive notification, instructions and the link through their ONID email. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the learning experience of future students. Responses are anonymous (unless a student chooses to "sign" their comments, agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.

This syllabus is subject to change to accommodate the needs of the class and/or the professor.