University of Oregon
School of Planning, Public Policy and Management

PPPM 480: Nonprofit Management
Fall Term 2023 (CRN 15893) ASYNCH WEB

Professor Patricia Dewey Lambert, Ph.D.
Office: 108 Hendricks Hall
Email: pdewey@uoregon.edu
Office Hours: Tuesdays 10:00 am -12:00 noon (unless announced as rescheduled); and by appointment

Course Information
This is a four (4) credit course.
Class location: This is a fully online, asynchronous course.

Office Hours
My regular open office hours in fall term 2023 are Tuesdays from 10:00 am to 12:00 noon, unless rescheduled and announced on Canvas and on the online office hours scheduler. See the detailed information about office hours on Canvas. You can come to your office hours appointment either in person (Hendricks Hall 108) or via Zoom. You can schedule an office hours appointment at https://patriciadeweylambert.as.me If you’d like to schedule an alternate time to meet, please email me. My regular Zoom link that we’ll use for all individual meetings is https://uoregon.zoom.us/j/5413462050

Instructor
Patricia Dewey Lambert, professor with the UO School of Planning, Public Policy and Management, has academic degrees and professional experience in the United States and Europe in classical music, international business, nonprofit arts management, and cultural policy. Her main research interest areas are in arts administration education, international cultural policy, arts in health, and performing arts center management. A detailed bio is available here: https://pppm.uoregon.edu/pppm/patricia-lambert
Course Syllabus

Course Description
The nonprofit sector (also referred to as the independent, voluntary, civic, non-governmental organization, or charitable sector) is sometimes considered the third sector in society, after the business (for-profit) and government (public) sectors. Nonprofits are a vital part of society, employing millions of people around the world. In America, nonprofits are almost a trillion dollar industry, accounting for 5.3 percent of the nation’s GDP and employing 12.3 million people.

This course will expose you to the breadth of challenges that nonprofit leaders and managers face in managing these increasingly complex organizations. This course will not only provide an overview in managing nonprofit organizations, but will also illustrate important concepts using research and real-world examples from the USA and around the world. We will examine common challenges faced by nonprofits working in a range of sectors and environments, and identify successful and not-so-successful approaches to address these issues. Throughout the course, we will use assignments to investigate real-world scenarios in the nonprofit sector. Whether you are thinking of starting your own nonprofit, working for an existing one, or perhaps working with one of the many organizations that interact with nonprofits, this course should prepare you to engage with the sector. Throughout the term, you will also have the opportunity to explore prospective careers and organizations of interest to you in nonprofit management.

This course consists of readings, lectures, online research, case study analysis, written assignments, and exams. I want you to engage with the course material, and my goal is to try to facilitate that process. Special attention will be focused on developing your critical thinking and analytical capacities. Written assignments should be prepared with attention to descriptive/factual content as well as to analytical clarity and careful presentation. Please see the detailed course logistics information provided on Canvas regarding all the ways you can learn and engage in this course throughout the term.

Prerequisite: PPPM 280 Introduction to the Nonprofit Sector
Students enrolled in PPPM 480 course must be Juniors or Seniors

Course Modality
This fully online, asynchronous course structure is being introduced in fall 2023 in response to students’ expressed need for PPPM to help accommodate very busy academic and professional schedules. There are concrete deadlines for the submission of coursework requirements, but otherwise you are able to complete the coursework on your own schedule, at any location, and at your own pace. There will be limited interaction with other students in this course because you’ll be completing all your work for this course individually. If you prefer courses that have group work, in-class discussions and activities, and a live learning community, we would advise you to enroll in the in-class section of PPPM 480 Nonprofit Management that will next be offered in spring term 2024.

Detailed course lecture slides and detailed assignment guidelines will always be available to you on Canvas. If you need accommodation related to a medical or other disability, you can request those by working with the Accessible Education Center.
Learning Outcomes
By completing this course, you will be able to:

- Articulate the breadth of challenges in the nonprofit sector, including governance, funding, communications, performance measurement, and staffing, that are experienced by both start-up and established nonprofits.
- Review and analyze successful practices in nonprofit leadership and management.
- Identify major trends and other factors affecting the future of the nonprofit sector and nonprofit management.
- Demonstrate professional writing skills.

Technical Requirements
Canvas is the place to go for course information and engagement outside of class time. Announcements are archived there, automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications.

To access our course Canvas site, log into canvas.uoregon.edu using your DuckID. If you have questions about using Canvas, visit the Canvas support page. Canvas and Technology Support also is available by phone (541-346-4357) or by live chat on the Live Help webpage.

Course Policies
Canvas and Email
I try to keep everyone well informed throughout the term and I post assignment reminders for this course on the Canvas site set up for this course. You will receive weekly Monday morning announcements from me on Canvas to summarize that week’s course activities. When giving feedback on assignments, I do so either in Canvas or on papers that I return to you by email. Turnaround time for feedback is generally one week.

When I need to get in touch with individual students, I do so through your UO email address.

I will respond to your email questions and correspondence as quickly as I am able (usually within 24 hours) during the workweek. I generally do not respond to email messages on the weekend. Please be mindful that email is business correspondence.

How to Communicate with Me
The best way to reach me with your specific questions is by email: pdewey@uoregon.edu

I enjoy talking with students about our course material. Are you confused or excited about something? Wondering how what we’re learning relates to current events, career choices, or other class you can take
at UO? Please be in touch! Please also let me know how you’re doing in this course. If you’re having trouble with some aspect of it, I would like to strategize with you. I believe that every student can succeed in this course, and I care about your success.

I host office hours each week in my office: Hendricks Hall room 108. You can sign up for a specific time to meet during this designated period of time (see the first page of the syllabus and the course Canvas site for more details), or you can stop in to see me on a first-come, first-served basis. I recommend scheduling a time. Once you’ve scheduled a time you can either see me in person or you can join me for office hours via Zoom – either option is fine! You can also schedule alternate dates and times to meet with me – just send me an email message to request an appointment.

General PPPM Classroom Community Expectations

All members of the class (both students and instructor) can expect to:

- **Participate and Contribute:** All students are expected to participate by sharing ideas and contributing to the learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. While all students should participate, participation is not just talking, and a range of participation activities support learning.

- **Expect and Respect Diversity:** All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect.

- **Help Everyone Learn:** Part of how we learn together is by learning from one another. To do this effectively, we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. Don’t hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

Active Class Participation

In this course, students are expected to actively participate in every class session, which entails:

- Coming to class prepared with questions and comments on each assigned reading.
- Offering relevant, insightful, and thoughtful comments during class discussion.
- Contributing a steady flow of comments or questions that advance the class or group discussion during most class meetings, but not dominating discussion.
- Listening attentively, responding respectfully, and not talking while others are talking.
- Ensuring understanding by asking questions (as needed) in class or outside class.

Professional Practice

Students are expected to behave in a professional manner at all times.

- Students should treat each other and the instructor with the professional courtesy and respect expected in a workplace.
• All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
• The classroom is a place of focused learning, whether in a live classroom or a remote learning situation.

Course Workload
A general rule of thumb for the expected workload for an undergraduate level course is approximately 3 hours per week per credit hour. Thus, a four-credit course will require approximately 12 hours of your time and effort per week, although this amount of time will flex a little throughout the term as your assignments and exams are due.

Late/Missing Assignment Policy
The date and time that an assignment is due is a fixed deadline. Late assignments are not accepted except for extremely unusual situation (severe illness, death in the family, etc.). If you need to make alternate arrangements because of an unusual situation going on in your life, please contact me to make arrangements BEFORE the assignment is due. Your failure to do so will likely result in your receiving zero points for that assignment.

No late submissions will be accepted in Week 10 and Exam Week of the term.

Writing Lab
If you struggle with writing, I strongly encourage you to use the services of the Writing Lab: please see https://engage.uoregon.edu

UO Course Calendar for Fall Term 2023
• September 30 – last day to drop course without “W”
• October 2 – last day to add/register for courses
• November 10 – Veterans’ Day holiday (no classes)
• November 12 – last day to withdraw from courses
• November 23-24 – Thanksgiving holiday (no classis)
• December 1 – last day of classes
• December 4-8 – Final Exam Week

Grading Policy
If you are concerned about something pertaining to the course in general (or anything else), feel free to visit me during office hours or make an appointment to speak with me. If you have a specific concern about the way a paper or a particular answer on an exam was graded, here is the policy on how to respond: (1) You must wait 24 hours before responding; then (2) briefly outline your concerns in writing (i.e., explain why you think the grade is incorrect), and submit this and your exam to me for reconsideration. I will get back to you with my response, also in writing, as soon as possible. Please do not hesitate to do this; you have every right to look out for your own interests!
A general grading rubric is available to you on Canvas. Please also see the detailed assignment guidelines that you receive for this course for information about grading. Please remember that it is easy to keep track of your grades, assignments, and other important information on the Canvas site set up for this class.

**Grading Scale**

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<thead>
<tr>
<th>Letter</th>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>A</td>
<td>94-100</td>
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<tr>
<td></td>
<td>A-</td>
<td>90-93</td>
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<td>B</td>
<td>B+</td>
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<td></td>
<td>B</td>
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<td>D</td>
<td>64-66</td>
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<tr>
<td>F</td>
<td>F</td>
<td>59 and below</td>
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</tbody>
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The A+ grade is not given in this course.

I “round up” at the 0.5 (for example, a 93.4 = an A- grade, but a 93.5 = an A grade).

For P/NP students: Please note undergraduate students must achieve 70% to receive a “P” for this course.

- **A grade**: signifies an exceptional level of achievement. The student shows a superb command of the material and the ability to apply it at many different levels. A+ grades are not given in this course.
- **B grade**: signifies a good but not exceptional level of achievement. The student shows a grasp of the material and the ability to apply it at several but not all levels.
- **C grade**: signifies a modest level of achievement. The student shows some mastery of the material and a narrow range of application.
- **D grade**: signifies inadequate understanding of the material. This is a non-passing grade. Students will earn university credit, but course credit will not satisfy major or minor core requirements.
- **F grade**: signifies that major parts of the coursework were not completed or, if completed, show very little mastery of course material and learning objectives. Student does not earn course credit.
- **Y grade**: signifies no basis for grade.
- **I grade**: signifies that a small, but important part of the course was unfinished.
- **P grade**: indicates a passing grade, when a student has earned a letter grade of C- or better.
- **N grade**: indicates a non-passing grade, when a student has earned a letter grade of D or lower.

**Incomplete Policy**

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.” Nothing about receiving an “I” grade is automatic; there is a lot of paperwork involved. See https://registrar.uoregon.edu/current-students/incomplete-policy
University Policies

Accessible Education
The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Accommodations for Religious Observances
The University of Oregon respects the right of all students to observe their religious holidays, and will make reasonable accommodations, upon request, for these observances. If you need to be absent from a class period this term because of a religious obligation or observance, please fill out the Student Religious Accommodation Request fillable PDF form and send it to me within the first weeks of the course so we can make arrangements in advance.

Campus Resources to Support Your Well-Being
The University of Oregon offers many services to help students successfully resolve problems and reach their professional and personal goals. Some of these services include the UO Career Center, Conflict Resolution Services, Counseling and Testing Center, Accessible Education Center, Diversity Education and Support, Health Center, LGBT Education and Support Services; Men’s Center, Nontraditional Student Programs, Office of Multicultural Academic Success, Office of the Dean of Students, Teaching and Learning Center, and Women’s Center. Please take advantage of these services if they might be useful to you.

Being able to meet your basic needs is foundational to your success as a student at the University of Oregon. If you are having difficulty affording food, don’t have a stable, safe place to live, or are struggling to meet another need, visit the UO Basic Needs Resource page for information on how to get support. They have information on food, housing, healthcare, childcare, transportation, technology, finances (including emergency funds), and legal support. If your need is urgent, please contact the Care and Advocacy Program by calling 541-346-3216, filling out the Community Care and Support form, or by scheduling an appointment with an advocate.

University Health Services help students cope with difficult emotions and life stressors (mental health and wellness). If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor; see health.uoregon.edu/ducknest) and get help from one of the specially trained Peer Wellness Advocates.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Respect for Diversity
You can expect to be treated with respect in this course. Both students and your instructor(s) enter with many identities, backgrounds, and beliefs. Students of all racial identities, ethnicities, genders, gender
identities, gender expressions, national origins, religious affiliations, sexual orientations, citizenship statuses, ability and other visible and non-visible differences belong in and contribute to this class and this discipline. All students are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

Class rosters are provided to instructors with students’ legal names. Please let me know if the name or pronouns I have for you are not accurate. It is important to me to address you properly.

Please let me know if aspects of the instruction, course design, or class activities undermine these principles in any way. For additional assistance and resources, you may also consider contacting the Division of Equity and Inclusion through their website or by phone (at 541-346-3175), or the Center for Multicultural Academic Excellence through their website or by phone (at 541-346-3479).

Inclusion Statement
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Course content, class discussions, projects and activities, and assignments for this class rest on an assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, gender identity or expression and other considerations) both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences.

Academic Integrity
The University Student Conduct Code (available on the Student Conduct Code and Procedures webpage) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at the Libraries’ Citation and Plagiarism page.
Academic Integrity for Remote Exams
To keep this course as accessible as possible to everyone, the exams that you complete for this course at the end of each module will be completed remotely, on Canvas. I will ask you to certify that your exams and assignments are your own work. Exams (Canvas quizzes) are timed. I will adjust times to support students with accommodations through the Accessible Education Center. If a technological glitch disrupts your exam, don’t panic. Take a photo to document the error message you’re receiving and then email or me. Detailed information and guidelines regarding each remote exam will be given in a timely manner throughout the term.

Student Experience Surveys
The midway and end-of-term Student Experience Surveys will be conducted during Week 4 and Week 10. These are important opportunities to provide feedback about your learning experiences. I value this feedback and am continually improving the course with students’ responses in mind. The key parts of the survey are the open-ended questions where you share concrete, actionable feedback and about the teaching practices that stand out to you. Thank you for your thoughtful reflections!

Sexual Violence, Harassment and Survivor Support
The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO’s 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

Mandatory Reporter Status
With regard to Mandatory Reporter Status, I am officially an “assisting employee.” For information about my reporting obligations as an employee, please see Employee Reporting Obligations on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing sex or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit safe.uoregon.edu for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at UO’s How to Get Support webpage. I am a mandatory reporter of child abuse. Please find more information at Mandatory Reporting of Child Abuse and Neglect.

Academic Disruption due to Campus Emergency
In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. Students should immediately log onto
Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

**Inclement Weather**

It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated as described on the Inclement Weather webpage.

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**Course Requirements**

**General Requirements and Information**

The general weekly format of the course will be assigned readings, recorded lectures, and structured learning activities. Assignments all have fixed and inflexible due dates, but you’ll be able to complete the coursework at your own pace, at any location, and on your own schedule. This course is structured in four modules; each concludes with an exam and a substantial essay question. It is expected that you complete the assigned readings prior to the lecture that covers the material. Please carefully review all the information on Canvas about course logistics and assignment guidelines for this course. I will provide weekly announcements for everything you need to do to successfully complete this course throughout the term.

The final grade will be determined by successful completion of course requirements as indicated below. Further details and guidelines for all requirements will be provided in class and will be made available on Canvas. Please note that no late papers will be accepted, except for university-approved extenuating circumstances.

Unless otherwise specified, all papers should be submitted in 12-point Times New Roman font, double spaced, and with 1-inch margins. Please adhere to page length specifications.

When assignments are due, please upload them on the Canvas site for this course as indicated in the assignment guidelines. If you have difficulties with Canvas, you can send me your assignment as an email attachment (send it to pdewey@uoregon.edu) on the due date.

Your submitted work for this course will consist of an exam and essay question at the end of each of the four course modules, a final case study analysis paper, and a few class participation activities on Canvas. You will receive detailed written assignment guidelines for all assignments and exams. For those of you located in other time zones, please note that all due dates noted on this Syllabus and on Canvas refer to pacific coast (Oregon) time.

**Module 1 Exam (due October 16 at 12:00 noon) 20%**

- Canvas Quiz 1 - 15%
- Exam 1 Essay Question – 5%

**Module 2 Exam (due October 30 at 12:00 noon) 20%**

- Canvas Quiz 2 - 15%
- Exam 2 Essay Question – 5%
Module 3 Exam (due November 13 at 12:00 noon)  
Canvas Quiz 3 - 15%  
Exam 3 Essay Question – 5%

Module 4 Exam (due December 6 at 5:00 pm)  
Canvas Quiz 4 - 15%  
Exam 4 Essay Question – 5%

Final Case Study Analysis Paper (due November 29)  
See detailed assignment guidelines on Canvas.

Class Participation  
Please keep your eye on Canvas for three (3) online Class Participation activities that will take place on the Canvas Discussion Board. These will be graded P/NP. Together, these Discussion Board activities will account for your 10% Class Participation grade.

Course Materials

Required Textbook and Readings (textbooks available online or at the UO Bookstore)


Please make sure that you get the current 6th edition of this textbook!  
All additional readings will be provided to you on Canvas.

Course Schedule of Topics, Required Readings, and Assignments

Module 1: Introduction to Nonprofit Management and America’s Nonprofit Sector

Week 1: Introduction to Nonprofit Management

Your assignment during Week 1: Read the Week 1 assigned readings and familiarize yourself with the course requirements, noting all assignment due dates in your own academic calendar. Make sure that you are able to access everything on Canvas, and make sure that you have your own technology and supplies in place for the remainder of the term.

This Week’s Learning Objective:  
You will be introduced to the professional field of nonprofit management and to this course.
Assigned Readings:
*Nonprofit Management*
Chapter 1: Nonprofit Management as a Profession and a Field of Study (pp. 1-17)

View Welcome Module

View Week 1 Lectures 1-2
Introduction to Nonprofit Management

_DUE: Friday, September 29 at 5:00 pm:_ please follow the prompt to introduce yourself to your classmates on the Canvas Discussion Board!

*To do for Week 2*: Read Week 2 assigned readings.

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**Week 2: Overview of the Nonprofit Sector**

*This Week’s Learning Objective:*
_Refreshing your memory from PPPM 280, you will learn about the history, size, theories, and organizational models found within the nonprofit sector in the United States. You will also learn the main steps involved in establishing a new nonprofit organization._

Assigned Readings:
*Nonprofit Management*
Chapter 2: Overview of the Nonprofit Sector (pp. 18-51)

View Week 2 Lecture 3
Overview of the Nonprofit Sector I

View Week 2 Lecture 4
Overview of the Nonprofit Sector II

*To do for Week 3*: Read Week 4 assigned readings.

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**Week 3: Theories of the Nonprofit Sector and Nonprofit Organizations**

*This Week’s Learning Objective:*
_You will continue to learn about the history, size, theories, and organizational models found within the nonprofit sector in the United States._

Assigned Readings:
*Nonprofit Management*
Chapter 3: Theories of the Nonprofit Sector and Nonprofit Organizations (pp. 52-78)

Module 1 Exam Guidelines open on Canvas on Monday, October 9, 2023 at 12:00 noon

View Week 3 Lecture 5
Theories of the Nonprofit Sector

View Week 3 Lecture 6
Nonprofit Organizational Models and Management

*To do for Week 4*: Complete readings for Week 4. Complete your Canvas Quiz 1 and Exam 1 Essay Question.
_Canvas Quiz 1 opens Friday, October 13 at 8:00 am._
Module 1 Exam
on Introduction to Nonprofit Organizations and America’s Nonprofit Sector
Canvas Quiz 1 and Exam 1 Essay are DUE Monday, October 16 at 12:00 noon on Canvas

Module 2: Nonprofit Organizational Structure and Leadership

Week 4: Nonprofit Collaborations, Social Entrepreneurship, and INGOs
This Week’s Learning Objective:
You will investigate the ways in which collaborations, partnerships, and mergers are increasingly affecting the nonprofit sector. You will also be introduced to the special topics of social entrepreneurship and managing international nonprofits.

Assigned Readings:
Nonprofit Management
Chapter 8: Collaborations, Partnerships, and Mergers (pp. 218-245)
Chapter 16: Social Entrepreneurship and Innovation (pp. 444-461)
Chapter 17: Governing and Managing International and Global Organizations (pp. 462-478)

View Week 4 Lecture 7
Nonprofit Collaboration

View Week 4 Lecture 8
Social Entrepreneurship and Managing International Nongovernmental Organizations

DUE: Friday, October 20 at 5:00 pm: please follow the prompts on the Canvas Discussion Board (Class Participation assignment)

To do for Week 5: Complete readings for Week 5.

Week 5: Nonprofit Boards and Executive Leadership
This Week’s Learning Objective:
You will explore issues pertaining to organizational structure and design, governance, and executive leadership within nonprofit organizations.

Assigned Readings:
Nonprofit Management
Chapter 4: Nonprofit Governing Boards (pp. 80-115)
Chapter 5: Executive Leadership (pp. 116-142)
https://ssir.org/articles/entry/a_better_board_will_make_you_better

Module 2 Exam Guidelines open on Canvas on Monday, October 23, 2023 at 12:00 noon

View Week 5 Lecture 9
Nonprofit Boards and Executive Leadership I
To do for Week 6: Complete the assigned readings for Week 6. Complete your Exam 2 Essay Question and Canvas Quiz 2. Module 2 Exam opens on Canvas on Friday, October 27 at 8:00 am.

Module 2 Exam
on Nonprofit Organizational Structure and Leadership
Canvas Quiz 2 and Exam 2 Essay are DUE Monday, October 30 at 12:00 noon on Canvas

Module 3: Managing Strategic Planning and Staffing for Nonprofit Organizations

Week 6: Measuring Performance and Managing Staff
This Week’s Learning Objective:
You will investigate methods of ensuring accountability and measuring performance in a nonprofit organization. You will also learn about effective management of human resources – including both professional staff and volunteers.

Assigned Readings:
Nonprofit Management
Chapter 6: Ensuring Accountability and Measuring Performance (pp. 144-183)
Chapter 9: Managing Staff and Service Volunteers (pp. 246-277)

View Week 6 Lecture 11
Measuring Performance and Managing Staff I

View Week 6 Lecture 12
Measuring Performance and Managing Staff II

DUE: Friday, November 3 at 5:00 pm: please follow the prompts on the Canvas Discussion Board (Class Participation assignment)

To do for Week 7: Complete readings for Week 7.

Week 7: Strategic Planning for Nonprofit Organizations
This Week’s Learning Objective:
You will explore strategies and approaches to strategic planning, as well as the integration of evaluation design within the planning process.

Assigned Readings:
Nonprofit Management
Chapter 7: Developing Strategy, Building Capacity, and Managing Risk (pp. 180-213)
https://ssir.org/articles/entry/strategy_needs_a_plan
https://ssir.org/articles/entry/the_eight_word_mission_statement
**Module 3 Exam Guidelines open on Canvas on Monday, November 6, 2023 at 12:00 noon**

View Week 7 Lecture 13  
Strategic Planning for Nonprofit Organizations I  

View Week 7 Lecture 14  
Strategic Planning for Nonprofit Organizations II  

*To do for Week 8: Complete the assigned readings for Week 8. Complete your Exam 3 Essay Question and Canvas Quiz 3. Module 3 Exam opens on Canvas on Friday, November 10 at 8:00 am.*

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**Module 3 Exam**  
on Managing Strategic Planning and Staffing for Nonprofit Organizations  
Canvas Quiz 3 and Exam Essay 3 are DUE Monday, November 13 by 12:00 pm on Canvas

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**Module 4: Managing a Nonprofit’s Financial Resources**

**Week 8: Securing the Nonprofit’s Financial Resources**

*This Week’s Learning Objective:*  
This week we will focus on the systemic financial challenges that nonprofit organizations face, and on strategies for setting up effective financial controls and financial management systems within the organization. In this course, we focus on integrating sound financial management within nonprofit leadership; other PPPM courses go into great detail into public and nonprofit financial management strategies, instruments, and practices.

**Assigned Readings:**  
*Nonprofit Management*  
Chapter 12: Financial Management (pp. 328-363)  
https://ssir.org/articles/entry/the_nonprofit_starvation_cycle

**Readings for Final Case Study Analysis Paper (see assignment guidelines):**  
*Nonprofit Management*  
Case Study 1: New York City Opera (pp. 482-488)  
Case Study 2: Share Our Strength / No Kid Hungry (pp. 489-496)  
Case Study 3: The Y (pp. 497-502)  
Case Study 4: The Girl Scouts (pp. 503-509)

*Guidelines for the Final Case Study Analysis Paper open on Canvas on Monday, November 13, 2023 at 12:00 noon*

**View Week 8 Lecture 15**  
Securing the Nonprofit’s Financial Resources I

**View Week 8 Lecture 16**  
Securing the Nonprofit’s Financial Resources II

*To do for Week 9: Complete readings for Week 9. Work on Final Case Study Analysis Paper.*
Week 9: Securing Contributed Income and Government Funding
This Week’s Learning Objectives:
You will learn about strategic oversight of securing contributed financial resources that are crucial to a nonprofit organization’s operations. In this course, we focus on strategic leadership and management of this area; other PPPM courses go into great detail into theory and practice of fundraising, grantwriting, and philanthropy.

You will also learn how nonprofit sector leaders can be successful advocates for government support of the nonprofit sector. In this course, we focus on strategic leadership of advocacy and lobbying functions; other PPPM courses go into great detail into advocacy and lobbying.

Assigned Readings:
Nonprofit Management
Chapter 13: Philanthropic Fundraising (pp. 364-399)
Chapter 15: Government Grants and Contracts (pp. 428-442)
Chapter 11: Advocacy and Lobbying (pp. 306-326)

View Week 9 Lecture 17
Securing Contributed Income

View Week 9 Lecture 18
Securing Government Funding and Government Support

To do for Week 10: Complete readings for Week 10. Work on Final Case Study Analysis Paper.

Week 10: Securing Earned Income
This Week’s Learning Objective:
You will learn about strategic oversight of securing earned revenues that are crucial to a nonprofit organization’s operations. In this course, we focus on strategic leadership of social enterprise and nonprofit marketing; other PPPM courses go into great detail into social enterprise and strategic communications.

Assigned Readings:
Nonprofit Management
Chapter 14: Social Enterprise and Earned Income (pp. 400-427)
Chapter 10: Marketing and Communications (pp. 278-305)
Canvas: Battilana, J., et al. (2012). In search of the hybrid ideal. SSIR
https://ssir.org/articles/entry/in_search_of_the_hybrid_ideal

Module 4 Exam Guidelines open on Canvas on Monday, November 27, 2023 at 12:00 noon
Final Case Study Analysis Paper is DUE on Wednesday, November 29, 2023 at 5:00 pm

View Week 10 Lecture 19
Social Enterprise and Earned Income

View Week 10 Lecture 20
Nonprofit Marketing and Communications

To do for Exam Week: Prepare to complete your Exam 4 Essay Question and Canvas Quiz 4. Module 4 Exam opens on Canvas on Monday, December 4 at 8:00 am.

Module 4 Exam (during Exam Week)
on Managing a Nonprofit’s Financial Resources
Canvas Quiz 4 and Exam 4 Essay are DUE
Wednesday, December 6, 2023 by 5:00 pm on Canvas