

Nonprofit Management

Department of History
HIS-581-001
Spring 2020
Ferguson 475
Wednesday 6:00-8:30

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Office Hours: MWF 10:00-1:00
(and by appointment)
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Course Description

This course will examine the history, function, and establishment of nonprofit organizations with a specific focus on cultural institutions. The course readings, research presentations, and projects will focus on nonprofits' legal documentation, guiding statements, board selection and duties, personnel positions and personalities, manuals and policies, and fiscal responsibilities including fundraising and reporting. Although geared towards students interested in organizations such as museums, historic sites, and historical associations, this course will be relevant for any graduate student who plans to work for, consult, or assist nonprofit organizations through occupations in social services, government agencies, tourism, and business.

Course Objectives

This course will introduce students to the essential knowledge, skills, and abilities required to successfully conduct the management of nonprofit organizations in general and museums, archives, historical societies, and other cultural institutions specifically. Students will read short essays, articles, extended monographs, and technical briefs as they become familiar with the processes, critical issues, and standard terminology and practices of nonprofit management pertaining to leadership and administrators at all levels. The assignments will include individual and group projects, written summaries and reports, and in-class presentations. The "hands-on" emphasis of this course will provide "real world" experiences to complement the traditional reading, lecture, and discussion phases of a graduate-level course.

Program Learning Outcomes

The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning an M.A. degree in History:

1. The student will be able to explain the key issues and developments in at least two historical periods (one per course).
2. The student will be able to identify the main historical works and interpretive debates associated with an event or period.
3. The student will be able to locate, identify, and critically analyze primary sources.
4. The student will be able to research and analyze effectively an issue or topic in writing.
5. The student will be able to present written work in an appropriate academic style, including the proper citation of sources using Chicago Manual of Style (15th or most recent edition).

This section of this course will focus on PLOs 4 and 5.

Student Learning Outcomes

1. The student will demonstrate in writing an understanding of three broad nonprofit management categories – purpose, organizational structure, personnel responsibilities.
2. The student will demonstrate an ability to complete specific nonprofit management projects on time and evaluate the experience within the theoretical context.
3. The student will demonstrate an ability to function as a member of a team and how to resolve conflicts and differing opinions while producing a quality product.
4. The student will verbally and visually present content information to the class.
5. The student will demonstrate an ability to organize, analyze, and present research in a variety of formats.

Required Books

Dahmus, Lisa. *The Decision Guide for Nonprofit Boards*. N.p: Decision Publishing, 2012. Also available for Kindle.

Wolf, Thomas. *Managing a Nonprofit Organization. Updated Twenty-First-Century Edition*. Revised and Updated. New York: Free Press, 2012.

Additional readings will be provided in class, on D2L, online, or at the reserve desk in library.

Recommended Books and Reference Materials

1. A 2.5" minimum (3" probably better) three-ring binder. (You should have this for each of your classes anyways or at least a series of manila file folders designated for each course if that suits you better.) Your graduate courses are resources for your future in public history.

2. Brown, William A. *Strategic Management for Nonprofit Organizations*. Burlington, MA: Jones & Bartlett Learning, 2015.

3. Howlett, Susan and Renee Bourque. *Getting Funded: The Complete Guide to Writing Grant Proposals*. 6th edition. Seattle: Word & Raby Publishing, 2016.

4. Murray, Charles. *The Curmudgeon's Guide to Getting Ahead: Dos and Don'ts of Right Behavior, Tough Thinking, Clear Writing, and Living a Good Life*. Blackstone Audio, Inc., 2014. I found this while making my way through the Nacogdoches Public Library's CD collection. It really could be titled how to succeed in graduate school! Murray will destroy your excuses, especially for writer's block. While not everything may not be applicable to you personally, it is certainly worth a good listen and a full consideration.

5. O'Connor, Patricia T. *Woe is I: The Grammarphobe's Guide to Better English in Plain English*. 4th Edition. New York: Riverhead Books, 2019. My adviser swears on this book and over time I have come around to her position. Yes, as usual, Dr. Conard was correct.

6. Strunk Jr., William and E. B. White. *The Elements of Style*. 4th Edition. New York: Pearson, 2019. My personal favorite because it is direct and fits in your pocket. Or perhaps it is simply because I loved *Charlotte's Web* as a kid.....

7. Truss, Lynne. *Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation*. New York: Gotham Books, 2006. What else can you say about a style guide that was a *New York*

Times #1 Bestseller and is funny enough that one can sit on the beach and read it for fun. (Yep, been there, done that!) So yes, the Oxford comma (or serial comma) is required in this course when appropriate. What is that? It is when you have three separate items in a row and you use a comma for each. A dog, a cat, and a horse walked into a bar. Read the book to learn more.

8. Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations*. Edited by many - several of whom, as is the author, are dead. 7th Edition (2007) or newer. This is the "quick" version of the *Chicago Manual of Style*. Like the larger volume, the newer editions incorporate more online sources. This should be on your shelf, well marked, tabbed, and filled with notes!

9. University of Chicago Press Staff. *Chicago Manual of Style*. 15th Edition (2003) or newer. Even if you don't own, you should be able to lay your hands on a copy in case of a citation or formatting question. Each newer edition incorporates more internet resources. **The field of History uses this style**, do NOT submit materials in APA, MLA, or some other such format.

10. Ward, Deborah. *Writing Grant Proposals that Win*. 4th edition. Burlington, MA: Jones & Bartlett Learning, 2012.

Grading Scale

Assignment (due date)	Points	Weight
In-class participation	15	12%
Three- to Four-page Report (2/5)	10	8%
Three- to Four-page Report (2/19)	10	8%
Three- to Four-page Report (4/1)	10	8%
Three- to Four-page Report [lowest of four dropped] (4/15)	10	8%
CV (2/12 required, not graded; 4/8 graded)	5	4%
Funny Money (3/18)	10	8%
Individual Grant (first submission) (3/25)	15	12%
Group Project (others & 4/29 – final submission)	30	24%
Individual Grant (second submission) (5/6)	20	16%
Total	125	100%

The final grade in the course is determined by the total number of points earned on participation, summaries, presentations, and projects weighted according to the percentages listed above. Students are responsible for reading all instructions, links, study guides, and relevant information posted on D2L. Successful participation includes advance reading, timely submission of assignments, and meaningful contributions to class discussions. As graduate students you are expected to maintain a professional and collegial approach to discussions (verbal and email) both inside and outside of the classroom.

Attendance Policy

Students are expected to attend all classes.

Assignments Note: Unless specifically instructed otherwise, all submitted materials will be double-spaced, 1" margins, left-aligned, 12-point font texts with proper footnote and

bibliographic citations per *Chicago Manual of Style*. There is no need for coversheets, however the student's name and date of assignment should be single spaced on the first page. Page numbers, in the same font as the text, should commence at the bottom center of the second page. Following directions is important when submitting grants, preparing public materials, or "simply" filling out forms. Get in the habit of following directions, precisely, now!!!

Three- to Four-page Reports

Write a three- to four-page report of your findings from three nonprofit organizations (never the same three) based on the topic of the selected sets of readings. You need to find each organization's relevant documents, policies, charts, budgets, etc., and develop a collective analysis of the three organizations' materials based on that week's readings. Your report should be a cohesive essay with evidence from all readings rather than a conglomeration of multiple reviews. If you write the fourth report, the lowest grade will be dropped. Each assignment is due in hardcopy at the beginning of the relevant class session.

Funny Money

Each student will utilize Microsoft Excel to produce a series of financial tracking and reporting documents based on the "receipts, paystubs, etc." made available on D2L. The demonstration of basic accounting principles, resource utilization, and the internal spreadsheet formatting will be equally important. All submissions must be printed on 8.5" x 11" paper and submitted at the beginning of class. In addition, each student is to submit by class time an electronic version into the Dropbox folder as well.

Individual Grant Application

Each student will research and write a grant (or series of grants depending upon size) for a minimum of \$3,000.00 for one or more local cultural institutions. (See list of organizations and funding requests on D2L). The grant(s) will be submitted twice in order to complete the review and revision process. Each student will prepare and submit with the final grant(s) a three-page minimum reflective essay placing the assignment within its relevant historiography. Each assignment is due in hardcopy at the beginning of the relevant class session. The final grant(s) must be submitted to the assignment's Dropbox folder by class time.

Group Project

Each team of students will work together to complete a packet of materials for the [TBD] to help it create a 501 (c) 3 friends group and an advisory board, as well as produce the core documents required by the American Alliance of Museums for accreditation. (Detailed requirements of the assignment will be posted on D2L). The team will submit one printed copy of all materials and upload digital files to the assignment's Dropbox Folder. The team will co-write a ten-page minimum report explaining its research, development, rationale, and writing process. Individually, each team member will submit in hardcopy only a three-page reflective essay summarizing the group experience and placing the project within the context of nonprofit management. The final *due date* is noted on the class schedule, however there will be intermediary elements and due dates.

Notifications

Explanation of Credit Hours Awarded for Course:

This is a graduate-level history course. SFA Graduate courses in history generally meet 150 minutes a week for 15 weeks, and also meets for a 2.5-hour final examination or seminar presentation. Students are expected to complete weekly reading assignments of primary and secondary sources (books, scholarly articles, book reviews, etc.). Completion and comprehension of the readings is assessed through seminar style discussions, in-class presentations, and out-of-class writing assignments, including response papers, historiographical essays, annotated bibliographies, and research papers. Students are typically required to conduct a significant research project, including a research plan, an assessment of sources relevant to the project, class presentations in which they report on the progress of their project, and a final research paper. Formal written work over the course of the semester ranges from 30-35 pages. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Doing the required reading, completing out-of-class writing assignments, and consulting with course instructors generally averages at least 10-12 hours of work each week. Online sections of graduate courses contain extensive written content within modules, and instructors hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 150 minutes per week. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students.

Student Academic Dishonesty (4.1-January 31, 2017):

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism as well as the appeal process.

Definition of Academic Dishonesty - Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own.

Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and/or
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Please read the complete policy at <http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf>. Appeals are acceptable when done according to policy.

Withheld Grades (Course Grades, 5.5-January 29, 2019):

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Academic Accommodation for Students with Disabilities (6.1-April 30, 2019):

It is the policy of Stephen F. Austin State University to comply with the fundamental principles of nondiscrimination and accommodation in academic programs set forth in the implementing regulations for Section 504 for the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA, as amended by the Americans with Disabilities Act Amendments of Act of 2008 (ADAAA). To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>. Please read the complete policy at <http://www.sfasu.edu/policies/academic-accommodation-for-students-with-disabilities.pdf>.

Instructor's Note: It is the policy of the Office of Disability Services that students should communicate directly with the instructor about their needs, simply completing the paperwork is not acceptable.

Discrimination Complaints/Sexual Harassment (2.11-January 29, 2019):

It is the policy of Stephen F. Austin State University, in accordance with federal and state law, to prohibit unlawful discrimination on the basis of race, color, religion, national origin, sex, age, disability, genetic information, citizenship, and veteran status. Unlawful discrimination based on sex includes discrimination defined as sexual harassment. Additionally, Stephen F. Austin State University prohibits discrimination on the basis of sexual orientation, gender identity, and gender expression. Stephen F. Austin State University is committed to the principles of Equal Employment Opportunity (EEO) law. An employee who violates this policy is subject to disciplinary action up to and including termination. A student that violates this policy is subject to disciplinary action up to and including expulsion.

Nonprofit Management – Spring 2020 – Preliminary Calendar

Date	TOPICS & ASSIGNMENTS (SEE D2L FOR DETAILED READING LISTS AND OTHER RESOURCES)
1/15	WEEK 1: Introduction to Course
1/22	WEEK 2: What is a Nonprofit Organization?
1/29	WEEK 3: Resource Organizations and Certifications
2/5	WEEK 4: The Board (Three Page Report #1 Due)
2/12	WEEK 5: Organizational Documents (CV Due)
2/19	WEEK 6: Guiding Statements (Three Page Report #2 Due)
2/26	WEEK 7: Grants
3/4	WEEK 8: Financial Statements & Fiscal Procedures Mid-semester
3/7-15	SPRING BREAK
3/18	WEEK 9: Financial Management (Funny Money Due)
3/25	WEEK 10: The Workforce (Individual Grant due – First Submission) Last day to drop & last day to withdraw from university without wp or wf
4/1	WEEK 11: Personnel Policies (Three Page Report #3 Due)
4/8	WEEK 12: Marketing & Fund Raising (CV Due)
4/15	WEEK 13: Sustainability (Three Page Report #4 Due – Optional)
4/22	WEEK 14: Leadership – Are You Ready
4/29	WEEK 15: Time to Change? Group Project due – Final Submission & Reflective Essays submitted individually
5/6	WEEK 16: Final Exam Session – no readings Individual Grant due – Final Submission & Reflective Essay