

**NONPROFIT MANAGEMENT**

|                         |  |   |   |                        |                |
|-------------------------|--|---|---|------------------------|----------------|
| <b>SPRING TERM 2014</b> |  | <b>Saturday Mornings, 9:00 a.m. to 11:30 a.m.</b> |   |                        |                |
| <b>Location:</b>        | Woodward Hall - Room 149 & ITV   | <b>Office Hours:</b>                              | By Appointment in Office or Off-Campus Location |                        |                |
| <b>Instructor:</b>      | Steven G. Meilleur, Ph.D., SPHR  | <b>Office:</b>                                    | Social Sciences Bldg, 3rd floor, Room 3018      |                        |                |
| <b>E-mail:</b>          | <a href="mailto:smeilleu@unm.edu">smeilleu@unm.edu</a> (Primary Contact) | <b>Skype Contact:</b>                             | Bluesmeanie                                     | <b>UNM Learn Chat:</b> | By Appointment |

**1. COURSE OVERVIEW:**

This course is a graduate level general introduction to the theory and practice of effective management of nonprofit organizations, with a heavy emphasis on practical application. Real world examples and experiences will be used to ensure that the academic lessons translate to the nonprofit experience. We will address some of the pertinent management issues of the often-overlooked trillion dollar nonprofit sector (also known as the Third Sector) that includes education, research, health care, art, culture, religion, communications, social welfare and services, advocacy, legal services, international assistance, foundations and mutual benefit professional and trade associations.

As a survey course, particular attention will be given to discussion and critique of the theoretical and practical issues that must be addressed both by public and nonprofit human resources managers, and agency management/supervisory personnel in effectively managing disputes and conflict in today's workplace. A variety of topics in nonprofit management are covered, providing a thorough introduction and understanding to the significant issues of the sector - topics include the management, leadership, governance, and accountability of nonprofit organizations in America. And, why would anybody work for such a crazy place? Students will be exposed to theory and criticism of the sector as well as real-world application via case studies, field work, and guest speakers.

**2. COURSE OBJECTIVES:**

This course will provide the opportunity to increase your understanding and awareness of how managers in non-profit organizations can effectively management non-profits to effectively and efficiently deliver services and products to their constituents, clients, customers, and the public. Upon successful completion of the course, students can expect to have:

- A conceptual framework for understanding the role of NPOs in a market economy and democratic society;
- An understanding of major issues and concerns that shaped the nonprofit sector and currently influence the field;
- Knowledge of nonprofit management methods and practices;
- An understanding of laws and standards applicable to nonprofit organizational management;
- Increased awareness of nonprofit sector values; and
- Experience in analyzing management dilemmas and proposing responses.

**3. CLASS METHODOLOGY AND LEARNING APPROACH:**

The course will utilize a variety of learning opportunities during the times that we meet, including lecture, discussion, individual and group exercises, case study analysis, videos, student research and presentations, and guest speakers as available. The course is focused on exploring the current and future challenges of nonprofit organization (NPO) management, and on developing the critical thinking skills required of agency managers/administrators/supervisors in today's fast-paced and rapidly changing non-profit environment.

Productive participation and discussion requires that students come prepared for each class meeting to explore the assigned readings and case studies with their thoughtful critique and evaluation of the content, to be augmented by reflections on their own work experiences and additional reading as required. You are encouraged to share your own professional experience as employees, managers, volunteers and administrators, as it will enliven class discussions and lead to a better learning environment. Criteria for judging class participation include (1) cognitive dimensions, (2) expressive elements, (3) affective elements, and (4) contribution of comments to the process of group learning.

**“Safe Space” Policy: Ground Rules for a Positive Classroom Environment and Experience**

For learning to occur when the class material is controversial, both tension and safety need to exist. There needs to be a safe classroom environment, so that students understand that they can speak their minds, and so that everyone feels comfortable and free to articulate ideas or viewpoints. Such a learning environment helps students to:

- Develop their abilities to understand the perspectives of others;

- Develop mutual respect;
- Make a commitment to understand positions that they do not understand from the context or point of view of their peers;
- Take risks in speaking honestly in the class in the service of their learning.

Expected class norms to enhance a safe learning environment include:

- Students should respect confidentiality-personal information or student comments should not get shared outside the classroom;
- Students should listen respectfully to different perspectives-let people finish sentences before responding;
- Students should respond to what has been said, not the person saying it-responses should not be personalized;
- Students should speak for themselves and not for others (including groups to which they belong);
- Students have the right to be silent in large group discussions.

All classroom discourse will exhibit respect for all other persons, not only within the confines of the classroom but also in general. There will no denigration of anyone in any context (including in relation to case materials or readings, videos, or any other point of reference), on account of race, color religion, national origin, ethnicity, gender, disability status, genetic information, veteran status, sexual orientation, gender identity, religion, political perspective, any other trait that is protected under local, state or federal law.

Class discussion allows for disagreement; however, comments must be sustained by evidence, in particular evidence from class materials and readings. Class comments are not to be unsupported assertions of opinion, and never ad hominem (personal) attacks. Incivility or rudeness of any kind is unacceptable. This includes carrying on conversations during class, checking cell phones or other electronic devices for messages, texting, and other distractions. The bottom line is this – my expectation is that you behave professionally at all times in class.

#### 4. COURSE MANAGEMENT:

As a survey course, we will address new topics each session, endeavoring to understand their relationships as we discuss, analyze, and critique public administration theory and practice. I will utilize UNM Learn to post the course syllabus, course assignments, lecture notes, and discussions, as well as some email messaging. Primarily, students should use my regular UNM e-mail account to communicate and send assignments electronically. DO NOT submit your papers to me via UNM Learn Mail. Finally, students will be able to access Supplemental Readings online at the class UNM Learn site. Please do not hesitate to contact me with your course questions or problems.

In order to effectively manage this course, the following guidelines should be followed by students;

Students regularly attend class, are punctual, and prepared to discuss assigned course readings and exercises. Students are responsible for any missed readings, exercises, and assignments made or due during his/her absence.

Students read for understanding the textbook chapters, supplemental readings, and exercises before class and actively participate in class discussions; consider the conceptual relationships among topics in the course content and the practical application of course material to public sector HR management.

Students should regularly check the UNM Learn course homepage for updates, announcements, and new assignments.

Students prepare all written assignments per instructions in the syllabus and submit them per the course schedule.

#### 5. COURSE SCHEDULE AND ASSIGNMENTS:

**NOTE:** All reading assignments should be completed prior to class. It is solely the responsibility of the student to obtain notes, handouts, and summary of lesson/class activities, and to learn material from any missed class. Every written assignment must have compelling evidence of being proofread. See Graduate Writing Guidelines Rubric on UNM Learn Course Homepage.

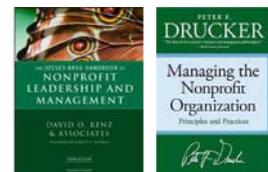
**THIS SYLLABUS AND SCHEDULE IS SUBJECT TO REVISION AND SHOULD ALWAYS BE CONSIDERED TO BE IN DRAFT FORM. CONFIRM DEADLINES IN CLASS.**

| DATE    | TOPICS, and ASSIGNMENTS  | READINGS  |
|---------|--|---|
| 1/25/14 | <b>Course Overview &amp; Syllabus Review</b><br><b>Introductions and Learning Needs/Expectations</b><br><b>Overview of Nonprofits and the Nonprofit Sector:</b> This session will provide students with information on the process of state chartering for nonprofits and provide an overview of nonprofit sector in the US.   | <i>Additional Readings and Pre-Class assignments will be posted on the Course Homepage hosted by UNM Learn. Students should regularly check the PADM 538 Course Homepage before each class.</i> |
| 2/1/14  | <b>Tax Exemption for Nonprofits:</b> This session will provide students with information about federal, state and local tax exempt status for nonprofits, with an explication of the operating requirements associated with this status.   | <ul style="list-style-type: none"> <li>• Renz &amp; Associates – Chapters 1, 2, 13</li> <li>• Drucker – Part One</li> <li>• Supplemental Materials – UNM Learn Course Homepage</li> </ul>       |
| 2/8/14  | <b>A Function Model for Nonprofit Management:</b> This session will provide an integrated management systems functional model useful in understanding the range of key nonprofit management functions. This model will be used as a reference throughout the course.   | <ul style="list-style-type: none"> <li>• Renz &amp; Associates – Chapters 3, 4, 5</li> <li>• Drucker – Part 2</li> <li>• Supplemental Materials – UNM Learn Course Homepage</li> </ul>          |
| 2/15/14 | <b>Governance of Nonprofits – Board Roles and Responsibilities:</b> This session will provide students with information about nonprofit Board of Director structure and functions. The responsibilities of Board individual Board members and Board Committees will be explored and the topic of Board liability will be introduced.<br>• <b>NPO Management Issues/Interviews Paper Due</b>  | <ul style="list-style-type: none"> <li>• Renz &amp; Associates – Chapters 6, 7, 10</li> <li>• Drucker – Part 3</li> <li>• Supplemental Materials – UNM Learn Course Homepage</li> </ul>         |
| 2/22/14 | <b>Program Planning for Nonprofits:</b> This session will provide students with information about the process of planning for nonprofit programs. A program plan outline will be presented. That outline will form the basis for a subsequent proposal writing session class.<br>• <b>NPO Applied Case Study Selection and Summary Paper Due</b>   | <ul style="list-style-type: none"> <li>• Renz &amp; Associates – Chapters 8, 9</li> <li>• Drucker – Part 4</li> <li>• Supplemental Materials – UNM Learn Course Homepage</li> </ul>             |
| 3/1/14  | <b>Proposal Writing for Nonprofits:</b> This session will provide a general approach to the preparation of funding proposals, linked to the program planning process introduced previously. A generic funding proposal outline will be presented that can be adapted to the specific requirements of many funding sources.   | <ul style="list-style-type: none"> <li>• Renz &amp; Associates – Chapters 14, 15, 16</li> <li>• Drucker – Part 5</li> <li>• Supplemental Materials – UNM Learn Course Homepage</li> </ul>       |
| 3/8/14  | <b>Budgeting and Financial Management for Nonprofits:</b> This session will provide students with information on the budgeting process in nonprofits, including information on program budgeting and capital budgeting. The session will also provide information on accounting systems for nonprofits, with an introduction to fund accounting and other special financial accountability considerations in nonprofit organizations.  | <ul style="list-style-type: none"> <li>• Renz &amp; Associates – Chapters 17, 18, 19</li> <li>• Supplemental Materials – UNM Learn Course Homepage</li> </ul>                                   |
| 3/15/14 | <b>Budgeting and Financial Management for Nonprofits:</b> This session will cover financial control and management systems in nonprofits, including procurement, inventory, accounts payable and accounts receivable systems. Nonprofit financial management guidelines will be introduced.  | <ul style="list-style-type: none"> <li>• Renz &amp; Associates – Chapters 20, 22</li> <li>• Supplemental Materials – UNM Learn Course Homepage</li> </ul>                                       |
| 3/22/14 | <b>UNM Spring Break – No Class</b>   |   |
| 3/28/13 | <b>Resource Development in Nonprofits:</b> This session will address both the strategic and operational elements of resource development planning for Nonprofits. Funding for nonprofit organizations generally comes from three sources: Earned income, governments, and philanthropy, with many individual sources within each of these categories. Effective organizations must have a diverse base of funds. An emphasis will be placed in this session on philanthropy and fundraising strategies.<br>• <b>Group/Team Case Analysis Paper Due</b> | <ul style="list-style-type: none"> <li>• Supplemental Materials – UNM Learn Course Homepage</li> </ul>  |
| 4/5/14  | <b>Human Resource Management in Nonprofits:</b> This session will provide students with information about the human resource management function in nonprofits. The special topic of volunteer management will also be explored.   | <ul style="list-style-type: none"> <li>• Renz &amp; Associates – Chapters 24, 25, 26</li> <li>• Supplemental Materials – UNM Learn Course Homepage</li> </ul>                                   |
| 4/12/14 | <b>Grant and Contract Management in Nonprofits:</b> This session will cover the management of grants, cooperative agreements and contracts in nonprofit organizations. Special considerations associated with Federal grant management will be discussed. Approaches to integrating multiple grants, cooperative agreements and contracts into unified operations will be presented.   | <ul style="list-style-type: none"> <li>• Renz &amp; Associates – Chapters 21</li> <li>• Supplemental Materials – UNM Learn Course Homepage</li> </ul>   |

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| 4/19/14 | <b>Marketing for Nonprofits:</b> This session will provide students with information about the marketing function in nonprofit organizations. A comprehensive, integrated marketing model will be presented. Public relations and publicity functions will be highlighted.   | <ul style="list-style-type: none"> <li>• Renz &amp; Associates – Chapters 11, 12, 13</li> <li>• Supplemental Materials – UNM Learn Course Homepage</li> </ul> |
| 4/26/14 | <b>Risk Management in Nonprofits:</b> This session will introduce students to risk management as a discipline for dealing with uncertainty and risk. From uncertainty about continued funding, program outcomes and the organization's ability to ensure client safety, managing a range of risks is required for both survival and success.   | <ul style="list-style-type: none"> <li>• Renz &amp; Associates – Chapter 23</li> <li>• Supplemental Materials – UNM Learn Course Homepage</li> </ul>          |
| 5/3/14  | <b>Management of Program and Budget Cutbacks in Nonprofits:</b> This session will provide students with an approach to the management of program and budget cutbacks in nonprofits. Strategies will be presented for organization survival in the face of different types of cutbacks.   | <ul style="list-style-type: none"> <li>• Supplemental Materials – UNM Learn Course Homepage</li> </ul>  |
| 5/10/14 | <b>Culminating Exercise – Project Reviews:</b> This session will provide students with an opportunity to present and discuss their evaluations of NPOs. This review will permit students to integrate the knowledge presented in previous sessions and apply it in the review of their assessment of nonprofit organizations.<br><b>Nonprofit Organization Applied Case Study and Analysis Paper Due</b> | <ul style="list-style-type: none"> <li>• Supplemental Materials – UNM Learn Course Homepage</li> </ul>  |

## 6. REQUIRED TEXT AND MATERIALS

- Renz, David O. ed. (2010) *The Jossey-Bass Handbook of Nonprofit Leadership and Management*, Third Edition, San Francisco, CA: Jossey-Bass Publications. (Available on [www.amazon.com](http://www.amazon.com))
- Drucker, Peter F. (2006) *Managing the Nonprofit Organization: Principles and Practices*, Reprint Business Edition, New York, NY: HarperCollins. (Available on [www.amazon.com](http://www.amazon.com))
- Articles, research reports, and supplemental handout materials provided on-line through UNM Learn



## 7. GRADING AND COURSE REQUIREMENTS / DELIVERABLES:

| Course Requirements – See Assignment Guidelines Below             | % of Grade | Grading Scale |              |
|---|------------|---------------|--------------|
| 1. Nonprofit Organization (NPO) Management Issues/Interview Paper | 20%        | <b>A+</b>     | 98% to 100%  |
| 2. NPO Applied Case Study Selection and Summary Paper             | 10%        | <b>A</b>      | 94% to 97.9% |
| 3. Group/Team Case Analysis Paper                                 | 20%        | <b>-A</b>     | 90% to 93.9% |
| 4. Nonprofit Organization Applied Case Study and Analysis         | 40%        | <b>B+</b>     | 87% to 89.9% |
| 5. Participation in Class (includes attendance)                   | 10%        | <b>B</b>      | 84% to 86.9% |
|   |            | <b>-B</b>     | 80% to 83.9% |
|   |            | <b>C</b>      | 75% to 79.9% |
|   |            | <b>F</b>      | Below 75%    |

### 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, a grade of “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. Requests for a grade of “I” must be submitted in writing to the instructor no later than the date of the last class session of the term. Such requests must include a proposed timeline for submitting the work required for completing the course, and **you will be required to adhere to that timeline** once it is agreed to by the instructor. Failure to do so may result in a grade of “F” for the course.

### WRITING QUALITY

This is a writing intensive course. Although I am far more concerned about substance than form, please keep in mind that this is, after all, a professional, graduate level course. All of your written assignments should be prepared with the attention due to a professional presentation, and expected from a Master’s degree candidate. Yes, this means grammar and punctuation, too. Written assignments require proofreading and editing prior to submission, with attention to correct grammar, spelling, punctuation, paragraphs, and sentence structure. (See the Purdue University OWL site {[link on UNM Learn course homepage](#)} for further assistance).

**NOTE** that writing competency is extremely important in graduate school, as well as in your professional career. The grade penalty is significant for lack of simple proofing of grammar and spelling on all assignments, and for a lack of attention to professional writing and presentation of your paper. As a graduate student and a current and/or aspiring leader in public administration, you have a responsibility to the profession and those you will be representing to write professionally.

It is wise to have a friend serve as an editor to proofread your written assignments. If you struggle with writing, I strongly encourage you to use the services of The University of New Mexico Center for Academic Program Support (CAPS). CAPS provides a variety of

writing resources for graduate students (see <http://caps.unm.edu/writing>). The OGS Graduate Resource Center (GRC) also provides dedicated services available for any graduate or professional student engaged in most writing and research projects. The URL for that website is <http://caps.unm.edu/writing/grad>. Take this task seriously and consult the University of New Mexico OGS Graduate Resource Center (GRC) for assistance – the investment of time will pay off for you in the future.

### **FORM OF WRITTEN PAPERS AND APA STYLE**

All papers are **required** to follow current APA Style Format. Please submit all written papers via my UNM e-mail account to me, in MS Word format. **DO NOT submit your papers to me via UNM Learn Mail.** I will provide feedback to you on your written work using the MS-Word “Comments” function. Please let me know in advance if you use a word processor other than MS Word – in that case, you will probably need to submit your papers in RTF format.

**I have included an annotated sample APA Style paper for reference on the UNM Learn course homepage. My favorite website for APA Style is the Purdue University OWL site;** I have included the url for this excellent website on the UNM Learn Course Homepage. The Purdue OWL site also has excellent resources to improve your writing, as well as and reference material on conducting basic primary and secondary research. For further guidelines, refer to Publication Manual of the American Psychological Association, Current Edition. The APA Manual provides answers to all level of detail regarding citations of references, grammar, and other related issues. The APA is a widely held standard for manuscripts in the social sciences, including Public Administration, and is a frequent standard for graduate-level writing.

- **THIS IS IMPORTANT!** All written assignments submitted electronically need to follow this naming convention for your document file that you submit electronically: **LAST NAME, FIRST INITIAL, ASSIGNMENT TITLE, PA525**. For example: **Smith\_S\_Current NPO Issues\_PA538**. **DO NOT MAKE THE TITLE TOO LONG !!!**
- **Proper reference sources** MUST be cited for your outside reference materials. Proper academic reference sources include primary and secondary research, journal articles (refereed, juried, or peer reviewed), professional and trade journals, abstracts, research reports and dissertations. Wikipedia is NOT a legitimate academic reference.
- **NOTE:** Paper length guidelines **do NOT include** your title page, abstract page, bibliography of references, or appendices. The guidelines refer to the length of the body of the paper.

### **1. NPO Management Issues/Interview Paper**

The purpose of the paper is to explore current management issues and policies that nonprofit organizations face in today’s environment, and how these issues and policies impact NPOs. You should identify and analyze **at least** three (3) key management issues that nonprofit organizations face today, or in the future. For the paper, you are to:

- (a) Conduct interviews to learn about the experiences and perspectives of at least one executive-level manager, and one board of directors member of at least two nonprofit organizations (NPO). The subjects may be professionals working in organization or agency where the student works or volunteers.
- (b) Research and compare the responses to issues raised with material from the text and other outside reference sources such as the Chronicle of Philanthropy, Nonprofit Times, nonprofit websites, or other reference sources for information about management issues and/or public policies that affect nonprofit organizations.

Use APA Style. In twelve (12) pages or so, report the responses to the interview, compare and contrast the responses, **and** reflect upon what your perspective is of the nonprofit sector, and/or an NPO with which you are familiar. A minimum of three (3) outside reference sources in addition to the textbooks must be used and properly cited in APA style.

Discuss confidentiality with the subjects. Ask if they want you to use pseudonyms or if use of first names is okay. Do NOT use full names in the work handed in. Take notes during the interview. If you wish to use a tape recorder, first obtain permission from the subjects. **Be sure to use open-ended questions in the interview**, and at the end that ask what else the subject would like to discuss and what questions he or she has, if any. Remember that these are open, information-gathering interviews. They are NOT designed to “prove” any theories you may have. Therefore, use questions that are as neutral and open-ended as possible. Do not be one-sided in your questions.

### **2. Proposal and Summary of Nonprofit Organization Applied Case Study and Consulting Analysis**

The purpose of this assignment is for you to start working on your Applied Case Study (see #4 below). You are to prepare and submit a proposal for your field case study, which is to be a practical, applied look at a real nonprofit organization (your own, or another organization). You will be allowed to work on this consultancy project on your own, or in teams of two students. If you work in a team, I will expect a longer and more comprehensive case study, analysis, and recommendations from you. The goal of the proposal is to set the scope of the project and to ensure that work on the project begins as early as possible. The proposal also gives the instructor an opportunity to provide feedback on the project’s merits. Your proposal should include the following:

- An introduction to the organization that you plan to study;
- Your proposed plan for how you will conduct your field work, research, and analysis of the organization – to include your plan for review of secondary research sources including organizational documents, interviews, and other research methods.
- An initial listing of the assessment tools you anticipate using for your organizational assessment; and
- Your preliminary hypotheses about the areas and opportunities the NPO has form improvement.

Use APA Style. The proposal need be no more than six (6) pages. A minimum of four (4) outside reference sources must be used and properly cited in APA style.

### **3. Group/Team Case Analysis Paper**

The purpose of the Case Analysis Paper is to apply the theory and concepts from the seminar to a practical, applied case assigned by the instructor and posted on the UNM Learn course homepage. This case analysis should be done in teams of between 2 to 4 students. To analyze a case, you critically examine the organizational and employee issues confronted in the case. Most often you will need to read the case several times - once to grasp the overall picture of the situation and then to discover and understand the specific problems, dynamics, and work environment from the case. The case analysis requirements are as follows:

- Develop an overview of the case that summarizes the situation, NPO management & organizational issues in the case, and dynamics of the management transition facing the organization.
- Analyze the case based on management theory and practice as presented in the textbook and supplemental readings, with a focus on how the case helps us better understand management functions and processes in nonprofit organizations.
- Recommend a course of action to address the problems and/or issues presented in the case.
- Use a minimum of 2 assessment tools discussed in class, included in the handout folders, or from other resources you identify in your analysis of the NPO in the case.

Use APA Style. In sixteen (16) pages or so, support your analysis with material from the text and other outside reference sources. A minimum of six (6) outside reference sources must be used and properly cited in APA style.

### **4. Nonprofit Organization Applied Case Study and Analysis**

You are to conduct a field case study and analysis of a 501(c) (3) nonprofit organization in your community. In effect, this project allows you to act as an organizational development and improvement consultant for the nonprofit organization of your choice. You will be allowed to work on this consultancy project on your own, or in teams of two students. If you work in a team, I will expect a longer and more comprehensive case study, analysis, and recommendations from you.

You must submit a proposal and summary of the organization you plan to analyze for instructor approval by 02/22/2014. You may build on your first assignment for your full NPO Applied Case Study and Analysis paper, and the paper needs to include at least each of the following components:

- An overview of the organization's mission, structure, governance, programs/services/products, budget, and internal and external environment
- A detailed description of the various elements of this NPO's strategic plan, if any, and the process used to develop it
- A literature review of leading articles about management in NPOs that apply to your "client" NPO analysis
- A critical assessment of the management functions of the NPO, to include the strengths and opportunities for the NPO to improve a management function
- Use a **minimum** of 4 assessment tools in your research, one of which must be a comprehensive SWOT analysis. Assessment tools can be those discussed in class, included in the handout folders, or from other resources you identify in your analysis of your "client" NPO.
- A description and evaluation of the measures the NPO is using to assure accountability and monitoring of performance
- Your recommendations for management development and organizational improvement – this is the key – your recommendations must be supported by your research and assessment.

Other questions to be answered are in the report while describing the nonprofit are:

- Is the organization effective? What metrics would you look at to answer this, and how does the organization itself judge its effectiveness?
- Where does their budget come from? Where does this nonprofit get its funding? What percentage comes from private donations? Government contracts?
- What is the biggest resource development challenge facing the agency or organization?
- How would you describe the culture of the organization, and how is it developed and maintained?
- What operational impediments do you see in reaching the mission of the organization? What are some past and present organizational issues that have challenged the work of this agency? How has the nonprofit worked to resolve them?

**NOTE:** Another major element of your Nonprofit Organization Applied Case Study and Analysis must be the inclusion of either (1) a draft grant proposal that you work with the NPO to prepare (you must also submit a description of the process used to develop the proposal) or (2) an analysis of the NPOs grantsmanship program, including the process by which proposals are prepared, and a review and assessment of at least one grant proposal written by the NPO – either one which was funded, or one which was not selected for funding.

In the final class session, students/teams will present and discuss their Nonprofit Organization Applied Case Study and Analysis developed as part of this assignment. This review will provide students with an opportunity to present and discuss their evaluations of NPOs, and will permit students to integrate the knowledge presented in previous sessions and apply it in the review of their assessment of nonprofit organizations.

Use APA Style. In twenty-four (24) pages or so, support your analysis with material from the text and other outside reference sources. A minimum of six (6) outside reference sources must be used and properly cited in APA style.

### **4. Course Participation**

This is, in large part, a skills course, so it is crucial to attend class, participate, and read the assignments. There is an inherent tension in this course between giving you opportunities to engage in participatory activity and my delivering course content through lecture-discussion. I often feel we never have enough time for either! As a result, I will not be able to cover through lecture everything that I assign in reading, but you will be held responsible for it.

Ongoing student participation is encouraged and will be assessed as apart of the total course grade. Participation is reflected by course attendance, presentations, and contributions to discussions, particularly in analyzing and critiquing assigned readings and cases. The student's contribution to course discussions will be assessed in terms of the quantity and quality of the contribution, demonstrating critical thinking and analysis skills as opposed to the number of times a student speaks up in class. Therefore, it is important for students to be prepared for course discussions and presentations.

## **8. POLICY STATEMENTS: UNIVERSITY AND COURSE POLICIES**

University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:

### **Academic Honesty**

The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.

In preparing written assignments, students need to be aware of the UNM Student Code of Conduct governing academic dishonesty, particularly plagiarism (see below). It is a violation University policy to claim credit for work not done or done by others, or misrepresenting the work as your own. There are numerous sources available through the UNM website to help you better understand the rules. (See the Pathfinder, Student Code of Conduct, 2.4.)

### **Plagiarism**

It is often an unintentional mistake, but plagiarism continues to be a problem given our easy access to the internet and the availability of tools to copy and paste to your computer. It is even more problematic to paraphrase the work of another author and not acknowledge the source. If you are unsure, cite the source and avoid any suggestion of plagiarism. Recognize that any wording presented in a paper without quotation marks or other citation is considered to be your own work. Students who are discovered cheating or committing plagiarism will be awarded a failing grade for the course and may be subject to dismissal from the SPA program or other further discipline. Assignments and/or research projects may, at the instructor's discretion, be submitted to one of several online services that search for plagiarism from the World Wide Web and from various term paper companies that sell term papers via the World Wide Web. Students who are discovered cheating or committing plagiarism may be awarded a failing grade for the course and may be subject to dismissal or further discipline by the university. Assignments and/or research projects may, at the instructor's discretion, be submitted to one of several online services that search for plagiarism from the World Wide Web and from various term paper companies that sell term papers via the World Wide Web. All citations must be conform with current APA Style Guidelines (See **FORM OF WRITTEN PAPERS AND APA STYLE** above).

### **Drops and Withdrawals**

In the event that you choose to drop or withdraw from the course, it is YOUR responsibility, not the instructor's. Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify UNM of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.

### **Disturbances**

Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.

### **Class Attendance Policy**

Students are expected to attend all class sessions, and full participation in the class is expected. In the case of unavoidable absences, the student must contact the instructor in advance. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work or for excessive or unexcused absences. It is the student's responsibility to secure all missed work and assignments. Students who are unable to complete course requirements because of illness or other justifiable circumstances may be allowed to take an incomplete grade in those cases where a major portion of the work (more than 50%) has been successfully completed.

### **Accommodations**

Anyone requiring special accommodation or assistive technology is asked to advise Dr. Meilleur within the first two weeks of class, so that reasonable accommodation may be provided through the University. The School of Public Administration is committed to providing all necessary and feasible accommodation to students with disabilities so that they may fully participate in and contribute to their classes. Confidentiality will be maintained as indicated by the student's circumstances.

## **9. OTHER INFORMATION:**

**Instructor Guidance:** I will be happy to review your written work in progress at any time. You'd be amazed at how few people take advantage of this opportunity. Generally I will have my comments back to you within a day or two, barring unforeseen circumstances.

You are bound to run into problems with your projects along the way. I am happy to consult with you about your projects if you have questions, concerns, roadblocks, or if you just need a sounding board. Please contact me to set up these consultations by appointment, or during office hours. Again, you'd be surprised at how few people take me up on this offer. Please feel free to contact me at any time if you have questions or concerns about the course.

**Syllabus Modification:** The instructor reserves the right to change the class schedule, course requirements, or grading criteria based on changing circumstances and events, University policies, material deemed helpful for your individual projects, and/or class input.

## **10. INSTRUCTOR BACKGROUND:**

Steven G. Meilleur, Ph.D., SPHR has more than 35 years of professional experience in human resources management in the public sector, and in both the private non-profit and for-profit sectors. Currently, Dr. Meilleur is Senior Vice-President for Human Resources and Employment Risk Services for Poms & Associates, a national brokerage firm that provides risk management training, consulting and information services for its clients and other businesses and organizations. Poms' clientele in New Mexico and around the United States includes numerous public entities and nonprofit organizations, as well as private for-profit corporations.

He previously worked in the nonprofit sector as Vice President of Human Resources and Risk Management with Adelante Development Center in Albuquerque, as Executive Director of the New Mexico Solar Energy Association, and Director of the State Bar of New Mexico's Center for Legal Education. Dr. Meilleur has also served as Director of Human Resources for the City of Rio Rancho, NM, and Human Resources Team Leader and Manager of Organizational Learning with Plains Electric G&T Cooperative. He is also President of PRAXIS Management Solutions, LLC, a training and consulting firm specializing in human resource management and employment practices, risk management, performance management, strategic and operational planning, organizational development, quality and process improvement, and organizational research & assessment for public and non-profit agencies.

He is faculty member at the UNM School of Public Administration, holding the position of Visiting Lecturer III and teaching in the areas of human resource management, employment and labor relations, dispute resolution, organizational change, and human resource development. He has also been on the faculty at Webster University in the graduate studies programs since 1994. He has spoken at numerous conferences and workshops across the country, and is a published author in the areas of human resources, leadership and management development, organizational change and innovation, non-profit organization management, and board development.

Dr. Meilleur received a BA in English Literature and Education from Bucknell University, an Executive MBA from the University of New Mexico, and his Ph.D. in Leadership and Organizational Learning from UNM. He received his certification as a Senior Professional in Human Resources (SPHR) by the Society for Human Resource Management in 1995.

## **11. FINAL REMARKS FROM DR. MEILLEUR**

*The more you put into this class, the more you will take from it. Reviewing scholarly work, pondering concepts, and making sense of theory in practice can be painful and time-consuming. I understand this! There will be times when your brain hurts. That's a good thing. Take it as a sign that some good learning is going on. In fact, good learning is often confusing and uncomfortable before it becomes fun. If you keep up with readings, actively engage in class dialogues and activities, and constantly seeking feedback and advice from your colleagues and course instructor, you should have a rewarding experience in this course.*