Political Science (POLS) 4356. Non-Profit Organizations
CRN 19479
Public Administration Concentration and Subfield
University of Texas at El Paso
Syllabus Fall 2020
Dr. Maria Luisa Picard-Ami, MBA, MPA

Online August 26 – December 3
Office Hours: via MS Teams by Appointment
Email: marialp@utep.edu

"Never doubt that a small group of thoughtful committed citizens can change the world;
indeed, it's the only thing that ever has." Margaret Mead

"We need to go "beyond Margaret Mead" by asking when, how, and under what circumstances
small groups can change the world,
and when, why, and under what circumstances such change is "good." Peter Levine

---

1 CATALOG COURSE DESCRIPTION

This course examines leadership, budgets, and collaborative partnerships. Develops skills in proposal writing and management for the non-profit, public sector. Focuses on the U.S. and/or U.S.-Mexico border, but may include international and comparative perspectives. As a pre-requisite, you must have taken and passed *Introduction to Politics* (POLS2310) and *American Government and Politics* (POLS2311) with at least a C.

2 COURSE TECHNOLOGY

Students will need access to a computer and internet to be successful in the course. This is a 100% online class. It uses Blackboard on-line interaction and learning. The use of laptops or tablets *is required* because we will be using the internet to access all resources. The Blackboard on-line platform is accessible through My.UTEP Portal using a UTEP email. The use of a UTEP email is mandatory. I will not respond to other emails from other domains for security reasons.

- *Course Blackboard Website*: POLS-4356-002 CRN:194479Non-Profit Organizations
- The *UTEP library* for journal articles. If you need help, you can find it here:

3 COURSE OVERVIEW AND UTEP EDGE GOALS

3.1 Course Overview

This course is designed to help students become competent civic leaders and nonprofit managers by providing tools to engage with stakeholders and generate effective approaches to social problems in a nonprofit setting. The content is organized into *four broad learning modules*:

1) An Introduction to the Role of Nonprofits in Society and the Role of Social Scientists in Leading Social Change;
2) Strategic Planning of Nonprofit Organizations (NPOs).
3) Management and Leadership of Nonprofit Organizations
4) Achieving Sustainability in NPOs.

Emphasis will be on acquiring the knowledge and skills needed to both *analyze* and provide *effective solutions* to social issues that engage this type of non-government organizations and their stakeholders. Several broad areas are addressed: We will look at practical tools for the strategic planning of an organization's mission and vision, understanding the theories of changes that underlie the organizational business model. Students will analyze factors that determine leadership and management styles, internal organizational structures, relationships with a board of directors, and the need for alliances and networks

for the organization. Different types of funding strategies and sources available to nonprofit organizations are addressed. We will cover the logic and basics of social entrepreneurship, grant writing, volunteerism, and funding campaigns. Readings and lectures are enhanced with classroom, online activities, and research. Students are expected to work on a project related to a nonprofit organization of their choosing.

3.2 Student Learning Outcomes and UTEP EDGE Goals:
The basic premise of the course is that social scientists have a responsibility to acquire knowledge and "give back" through this knowledge to their communities. This is the basic purpose of critical thinking. The course will provide both knowledge and tools to apply this knowledge creative and critically to societal issues that are of concern to the nonprofit world.

At the end of the course, successful students will be able to:

- Have a basic understanding and the ability to ***think critically*** about how *social, political and economic forces* shape the role that nonprofits play in society and how they interact with other sector of their economic, social and political environment.
- ***Be confident*** in their ability to identify and develop *organizational formats, leadership styles, and sustainability strategies* to match the needs and resources of organizations by using analytical tools such as theory of change and logic models.
- Develop a sense of ***social responsibility*** as *social scientists*, understanding the *role of professionals in social change* and ***community engagement***.
- Develop their ***problem solving skills*** by applying knowledge acquired during the course to *propose solutions to complex societal issues*.
- Develop a ***global awareness*** *of the cultural diversity* and alternative ways in which communities from different backgrounds participate in the advocacy process.
- Enhance ***communication and teamwork skills*** though *class participation and research.*

4 COURSE MATERIALS

4.1 Textbook
Grobman, Gary M. (2015). *An Introduction to the Nonprofit Sector. A Practical Approach for the Twenty-First Century*. 4th edition Harrisburg, PA: White Hat Communications

4.2 Other Readings:
Supplemental material, short readings and handouts will be provided. Students will use sources accessible through the UTEP library and reliable on-line sites to enhance critical thinking and on-line active participation.

4.3 Required Course Assignments, Activities and Evaluation of Performance
This is an upper-division course so the expectation is that you hone your ability to apply new knowledge to think critically and creatively about issues and problems. ***Evaluation is based on how you increase your knowledge and comprehension for use in critical analysis of the course's subject matte***r. You should read; you should listen to the class presentations; you should think critically about the information you are receiving; you should apply this growing ability to think critically and use your enriched knowledge base to feed both your ***active participation online via questions and discussions*** as well as your ***team's and individual research and presentations***.

5 TYPES AND VALUE OF ASSIGNMENTS

5.1 The course assignments will use <u>Blackboard tools</u>
- The **Discussion Board (DB)** is considered a tool to stimulate interpersonal interaction and is meant to offer a platform that can replicate the graduate level discussion that would take place in a face-to-face course. The Class DB will be a weekly forum, organized by Modules, for peer reflection on key topics. It will also provide a space to receive feedback on your individual projects. Each student must make an entry of at least 400 words. Additionally, each student should make a substantive comment

(200 words) on at least two of his/her peers' entries. Participation points will be assigned based on DB activity.

- **Assignment Tool with SafeAssign**. The Assignment Tool is a way for students to upload reports (documents) created offline and submit them for grading. This tool is used in combination with SafeAssign. SafeAssign compares submitted assignments against a set of academic papers to identify areas of overlap between the submitted assignment and existing works. SafeAssign is effective as both a deterrent and an educational tool. Use SafeAssign to review assignment submissions for originality and create opportunities to help students identify how to attribute sources properly rather than paraphrase. Course evaluation activities will be submitted using the Assignment tool:
- **Wikis** are collaborate tools. They are platforms to share data and information with the group that helps you understand better the course materials. The *Class Wiki* should introduce key terms and constructs. It is meant to facilitate the building of a common language that will be used in the discussions.

5.2   Assignments:

Points	Description
2 x 8 = 16 pts	**Web-based Research Assignments - 2 DB and 2 written report** • Select two websites of nonprofit organizations outside of our borderland region • **Post** the names and a brief description of the mission and programs of the organizations; **make sure** no one has already chosen the organizations. • Comment on at least two of the organizations posted by your peers.
1 x = 8 pts	**Individual Reading Report Assignments - 1 DB posts and 1 written Report** Students will be required to go to the UTEP library website and search for one *scholarly journal article* related to the class material or select from the list provided. They will present selection to the instructor for approval, and post on the Course Blackboard site (instructions will be provided). There are two products: • A 1-2 page written summary of the article by due date. Format: double-spaced, 1-inch margins, Font size 12pts • A 500-word DB post about the article. Include questions to incite peer **discussion**.
4 x 8 = 32 pts	**Individual Reflective Essays/Exams 20% - 4 reports and 4 DB posts** Students will be required to write 2-3 pages, responding to guiding questions and summarizing the highlights of content of each of the four modules. Evaluation is based on ability to combine key information with critical analysis and creative propositions. Due at the end of each module. Summaries of the essays should be posted on DB for peer comment.
20 pts	**Final Project** (20%), Students will work to prepare either a Logic Model, a Strategic Plan or a Business plan for a new organization or existing organization of their choosing.
24 pts	Weekly Discussion Board Participations
100	
+5	*Extra Credit Assignment*. **Only if programmed on time**. No last minute assignments will be scheduled. Students will interview a local nonprofit about their logic model/theory of change and their experience organizing, managing, and funding the organization. They will prepare a report/presentation to turn in and to share with peers. Due dates will be discussed.

5.3   Final Grading Scale for the Course

A	B	C	D	F
90-100 points	**80-89 points**	**70-79 points**	**60-69 points**	**Below 60 points**

6   CLASS POLICIES

6.1   Participation

All students are expected to participate fully. The course has been designed to facilitate discussion. You must be engaged to be successful.

6.2   Netiquette and Civility: Student Online Behavior

Netiquette is the correct or acceptable way of communicating on the Internet. Civility is the practice of politeness and courtesy in behavior or speech. Both are important for the success of our discussions and our course. Some guiding principles include:

- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment or inappropriate postings will be tolerated.
- Do not use inappropriate language. Address the ideas, not the person. Post only what you would comfortably state in a face-to-face situation.
- Do not dominate any discussion.
- Never make fun of someone's ability to read or write.
- Use simple English.
- Use correct spelling and grammar.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion.
- Be aware of the College's Academic Honesty Policy.
- **Think before** you push the "Send" button.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification.
- Do not write in all caps.
- Do not use "text talk

6.3   Attendance

Every assignment is valuable! It is critically important that you engaged in a timely manner. I expect you to incorporate the concepts discussed into all of your assignments. Please be aware that the schedule of assignments and discussions may be modified during the semester. The course schedule is tentative and subject to change. You are responsible for keeping up with all changes that are announced. University policy allows for student withdrawal if more than two weeks of classes are missed. Please note that the student may be dropped for lack of attendance. Please communicate with me if you must be absent more than once. If you miss one week of class, contact me immediately. If you are absent – it is your responsibility to find out the assignment for the next week and to be prepared. Only "real" emergencies will be negotiated. If not negotiated, you may be subject to being dropped from the class. If you are ill and absent, you must have a medical excuse. If three classes (excused or unexcused) are missed, you need to drop from the course; you will receive a grade of "W" before the course drop deadline or a grade of "F" after the course drop deadline (UTEP Undergraduate attendance parameters are non-negotiable. .. If you have a situation that impedes you from participating, you must let me know.

6.4   Academic Honesty

Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty is unacceptable and will not be tolerated. Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion including the use of work turned in for another class. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled and automatic class failure can be a result.

7 STUDENTS WITH DISABILITIES

If you have or believe you have a disability and need classroom accommodations, you may wish to self-identify. You can do so by providing documentation to The Center for Accommodations and Support Services (CASS) at 747-5148, by email to cass@utep.edu, or by visiting UTEP Union East, Room 106. ***The Student is responsible for presenting to the instructor any CASS accommodation letters and instructions.*** Students who have been designated as disabled must reactivate their standing on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. Please call CASS for general information about the Americans with Disabilities Act (ADA).

8 SCHEDULE OF CLASSES, ASSIGNMENTS AND READINGS —

The instructor reserves the right to adjust schedules and topics in support of course needs. Any changes will be announced. Activities are designed to provide fundamental knowledge and to strengthen key reading, writing, team building, negotiation, and critical thinking skills.

	Lecture Topics	Student Activities	Readings
Weeks 1-3 August 24- Sept 11	**NPOS AND SOCIAL SCIENCE** • Intro to course • The role of Social Science and nonprofits in society • Types of nonprofit organizations	• Weekly Discussion Boards • Select journal article for review, • Select NPOs for research reporting • Essay 1	• Chap 1 • Chap 2,3 • Chap 7 • Chap 17 • Chap 20 • Chap 21 • Handouts
Weeks 4-7 Sept 14 – Oct 9	**PLANNING a NPO** • Logic Models and Theories of Change • Strategic planning • Business plans for non-profits • Bylaws and Governance	• Weekly Discussion Boards • NPO 1 research presentations • Essay 2	• Chap 4 • Chap 5 • Chap 6, • Chap16 • Handouts
Weeks 8-10 Oct 12 -31	**LEADERSHIP AND MANAGEMENT** • Nonprofit Structures and Leadership • Board of Directors. • Executive Directors • Key Personnel • Membership/Stakeholders • Networking, alliances, and coalitions	• Weekly Discussion Boards • Individual Article Reading Reports due • Essay 3	Chap 11 Chap 12 Chap 13 Chap 19 Handouts
Weeks11-14 Nov 2-26	**SUSTAINABILITY** • Earned income and social enterprise • Using loans • Grant writing • Fundraising and donations • Volunteers and sweat equity	• Weekly Discussion Boards • NPO 2 presentations • Essay 4	Chap 8 Chap 10 Handouts
Weeks 15 Nov 30 - Dec 3	Final Presentations		