

# PADP 4640: Introduction to the Nonprofit Sector

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Department of Public Administration and Policy  
University of Georgia

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**Office:** Baldwin Hall 406

**Office Hours:** By Appointment

**Class Meeting:** Monday/Wednesday/Friday, 09:10 am – 10:00 am

**Class Location:** 202 Baldwin

## Course Description

This course offers an in-depth introduction to the nonprofit sector, focusing on the reasons for the existence of nonprofit organizations, their operational methodologies, and the challenges they face. The curriculum is structured into four distinct parts:

1. **Understanding the Nonprofit Sector:** Students will delve into the definition, scope, and theoretical underpinnings that justify the existence of the nonprofit sector and their unique function in the society.
2. **Internal Dynamics of Nonprofit Organizations:** This section sheds light on key operational aspects including governance, leadership, and human resource management.
3. **Nonprofit Management:** We'll tackle crucial management topics like accountability, performance management, and financial resource management within the context of nonprofit entities.
4. **External Engagement and Collaboration:** This final part emphasizes the efforts nonprofits make to cultivate robust relationships, both within the nonprofit sector and with external sectors, such as various levels of governments and for-profit partners.

Throughout the duration of the course, students will be exposed to the unique challenges and opportunities intrinsic to the nonprofit world. This understanding will be enriched through assigned readings, lectures, class discussions, and hands-on activities. A special emphasis will be placed on real, dynamic case studies to facilitate a practical grasp of the subject matter.

## Course Objectives

Upon successful completion of this class, students will be able to:

- **Foundational Insight:** Attain a solid and critical understanding of the fundamental principles, operations, and nuances that underpin the nonprofit sector, laying the groundwork for deeper exploration and application in specialized areas.
- **Recognize Current Nonprofit Trends:** Exhibit a deep awareness and understanding of the present-day challenges and opportunities in the nonprofit sector, drawing insights from theoretical frameworks and practical case studies.
- **Develop Analytical Competence:** Equip themselves with the requisite skills and knowledge to critically analyze the operations of nonprofit organizations and offer well-informed suggestions for enhancement.

## Course Material

1. **Required Textbook I:** Worth, M.J. (2021). *Nonprofit Management: Principles and Practice*. Sage Publications. 6<sup>th</sup> edition
  - Although students may opt to use previous editions, please note that all assignments and readings will be based on the 6th edition. It's crucial for students to cross-reference and ensure they are not missing out on any updated content or segments exclusive to the latest edition.
2. **Required Text II:** Libby, P., & Deitrick, L. J. (2017). *Cases in nonprofit management: a hands-on approach to problem solving*. SAGE Publications
  - Students can conveniently access this text through the UGA electronic library.
3. **Supplementary Materials:**
  - Additional readings or case study materials will be provided as needed throughout the course. These will be either emailed directly to students or made available on the eLC.

## University Policies

**UGA Student Honor Code:** University guidelines on academic honesty are enforced in this course, and you should be familiar with the UGA Student Code of Conduct and Policies. The University Student Honor Code states: “*I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.*” A Culture of Honesty, the University's policy, and procedures for handling cases of suspected dishonesty can be found at <https://honesty.uga.edu/>

All students are responsible for knowing the University's policy on academic honesty. All academic work submitted in this course must be your own unless you have received my permission to collaborate and have properly acknowledged receiving assistance. Academic dishonesty violations will result in a minimum penalty of a '0' on the assignment or exam, can escalate to an academic dishonesty charge brought by the Professor, and may result in dismissal from the program of study and the University.

**Mental Health and Wellness Resources:** If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

**Students with Disabilities:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with

disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. The Disability Resource Center (<http://drc.uga.edu/>) coordinates services for students with disabilities and provides other services. If you have a disability for which you may request an accommodation in UGA classes and have not contacted the Disability Resource Center, please do so as soon as possible.

**Religious Accommodations:** UGA's religious accommodations policy, found at <https://eoo.uga.edu/definitions/religiousaccommodations>, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the Religious Holidays Attendance Policy, I can allow students to make up work because of a religious observance provided that you notify me. Please look over the course schedule and contact me by the end of the second week of class if there are any classes you will miss due to religious observance.

## Class Policies

**Communication and Instructor Accessibility:** I am very happy to discuss course-related topics with students. I am also available for conversations before or after class sessions. If students find it necessary, office hours can be scheduled on an appointment basis. Please feel free to reach out at any time. For efficient communication:

- include "PADP 4640" in the email subject line to help me prioritize your message.
- I typically do not check emails post 6:00 pm on weekdays and refrain from accessing them during weekends. Messages received during these times will receive attention once I am back online.
- Generally, you can expect to receive a response to your message within 24 hours, often much sooner. If you have not heard back within 24 hours, kindly send a reminder or re-send your email for prompt attention.

Your understanding and cooperation in this regard are highly appreciated.

**eLC and Student Email:** This course primarily utilize eLC for correspondence. All essential course materials, assignments, exams and grades will be available on our online platform.

- Your official UGA student email, as listed on eLC will be our primary point of contact.
- Regularly monitor eLC and your UGA student email or set up automatic forwarding to your preferred personal email account which you access daily.
- If you are anticipating a response from me, it is crucial to use your UGA email address (ending with @uga.edu). I won't be able to reply to emails sent via eLC (ending with @uga.view.usg.edu)

**Attendance and Punctuality:** Attending and actively engaging in every class is not only essential for optimal learning but is also a mandatory University requirement. All our classes will be conducted in person. To clarify, no simultaneous Zoom option will be provided alongside our face-to-face meetings. Thus, your presence at each session is paramount.

A few guidelines to ensure the smooth running of our classes:

- **Punctuality:** Endeavor to arrive on time for every class. Our classes start at 9:10 am. I do understand that we all have days when we are late. However, habitual lateness will be considered negative participation and will be graded correspondingly.
- **Leaving early:** Departing before a class concludes without a compelling reason or without notifying me beforehand is inconsiderate. If you anticipate needing to leave a session early, please notify me in advance. Failure to do so will be regarded as disruptive participation.

**Participation:** Please participate in class discussion by using the widely expected and accepted norms of civility. Please adhere to the norms of university student conduct. If you are not sure what these are, please study the link: Office of Academic Integrity: <https://honesty.uga.edu/> Remember, your class participation doesn't only enrich our collective learning experience but will also be a component of your final grade evaluation at the semester's close.

**Late Assignment and Make-up procedures for Exams:** This course does not offer make-up exams under any regular circumstances. Late assignments and late exams are neither accepted nor graded.

If you encounter a true emergency that affects your ability to meet a deadline or attend an exam, it is imperative to notify the instructor as prompt as possible. While the policies state here are firm, the instructor retains the discretion to make exceptions in rare and exceptional cases. Should an exception be made, be aware that the grade for the affected attendance, assignment, or exam will be subject to reduction.

## Course Requirements and Evaluation

The following scale is used to determine the course grade.

Final Grading Components and Weight		Grade Scale			
Attendance (Quizzes)	10	<b>A</b>	100-94	<b>C+</b>	77-79
Weekly Assignment	12*2 = 24	<b>A-</b>	90-93	<b>C</b>	73-76
Individual Case Presentation	10	<b>B+</b>	87-89	<b>C-</b>	70-72
Exam I: In-class Exam	20	<b>B</b>	83-86	<b>D</b>	60-69
Exam II: Analysis Report	15	<b>B-</b>	80-82	<b>F</b>	0-59
Exam III: Research Paper	15				
Participation	6				
<b>Total</b>	<b>100%</b>				

**1. Class Attendance (10%):**

Attendance Quizzes: Your presence in class is gauged through attendance quizzes. To be marked as present, you must participate in this quiz during the class session. If you don't attend class, which means not taking the quiz, you will lose your points.

Quizzes will be given at the beginning of each Monday and Wednesday session. Students must complete and submit quizzes before the class concludes. These quizzes may consist of multiple-choice, true/false, and brief answer-based questions. There's no need for apprehension regarding the quizzes. All answers can be sourced directly from the lecture slides. We will review the quiz collectively at the start of the subsequent class. The quiz primarily serves as an attendance check and a tool to ensure everyone understands the content, rather than a test of knowledge. Therefore, you won't be graded on correctness as long as you submit it. However, missing a quiz will count as an absence for that session.

No Make-up Quiz: Please note that there are no make-up quizzes. If you foresee missing a class, please communicate with the instructor ahead of time.

Excused Absence: Notification of anticipated absences must occur as early as possible. Excusable reasons for missing a class include religious observances, pre-scheduled professional engagements, personal illness, or serious family emergencies. If the instructor deems your reason valid, it will be noted as an excused absence. However, please be aware that excused absences cannot surpass three occurrences throughout the course. Use them wisely; otherwise, your attendance grade will be deducted as follows;

Unexcused Attendance	Point
100% attendance	10 points
1 absence	9 points
2 absences	8 points
3 absences	7 points
4 absences	6 points
5 absences	5 points
6 absences	4 points
7 absences or more	0 point

**2. Weekly Case Study Assignment (12 assignments, 2 points each = 24% total):**

In line with our course's objective to examine a broad spectrum of nonprofit cases, every Friday is designated for case study discussions. I will assign 2 or 3 case studies with open end questions. For each assignment, you should read all assigned case studies in depth and address the given questions. After completing your responses, please print out and submit them in person at the end of the respective Friday class. The list of these assigned case studies will be available on eLC. Over the semester, you will be tasked with 12 assignments, each valued at 2 points, culminating in a potential score of 24 points from this component alone. The detailed instruction and grading rubric will be available on eLC.

**3. Individual Case Study Presentation (10%):**

Beyond the weekly case study assignment, students will also undertake an individual case study presentation. Each student will be assigned a specific case study to present during one of our Friday classes. To effectively manage this, students are anticipated to delve deeper into their assigned case study and share their findings with the class. At the conclusion of their presentation, presenters are encouraged to pose 2-3 pertinent questions to their peers and take the lead in facilitating the ensuing discussion. It's essential for presenters to prepare their presentation materials, such as PowerPoint slides, in advance. These materials should be emailed to me at [suyoung.choi25@uga.edu](mailto:suyoung.choi25@uga.edu) no later than 8:00 am on the day of your presentation.

Even though only one student will be presenting, it's vital for all students to engage in the discussion, offering their personal reflections and insights on the case. This fosters a more comprehensive understanding and encourages diverse viewpoints.

Once the final list of students is confirmed, a sign-up sheet for presentations will be made available. For clarity on the presentation's structure and expectations, a detailed guideline accompanied by a grading rubric will be posted on eLC.

**4. Exam I (20%): In-class Exam**

The first exam will be administered in class and will incorporate a variety of question formats. There will be multiple-choice and true/false questions, which will replicate the exact questions previously posed in the attendance quizzes. In addition to this, you will be presented with short-answer questions requiring responses of approximately 2-3 sentences in length. This exam will encompass content from the textbook, homework assignments, lectures, case studies, and in-class discussions. It is mandatory for all students to be present and participate in this exam. It's crucial to note that there will be no provisions for taking the exam earlier than the scheduled time, and in the event of an absence, no make-up exams will be provided.

**5. Exam II (15%): Nonprofit Organization Analysis**

The second exam diverges from the conventional test format, as it will be a take-home assignment. Students will be tasked with identifying a nonprofit organization that piques their interest. The goal for this exam is to critically evaluate its mission, organizational structure, growth trajectory, personnel dynamics, day-to-day operations, and managerial practices. Comprehensive guidelines, along with a grading rubric, will be distributed to clarify the expectations for this exam.

**6. Exam III (15%): Research-Based Course Synthesis Paper**

Our concluding exam, like the second, is a take-home assignment, encapsulating all the content taught throughout the course. As this is an open-book format, students are granted the liberty to refer to any class materials, be it the primary textbook, lecture slides, or any other supplementary resources. The primary intent behind this exam is to gauge your ability to adeptly utilize scientific literature, integrate core concepts, utilize relevant data, and employ theoretical frameworks in your responses. Detailed instructions, paired with the grading rubric, will be readily accessible to all students.

## 7. Participation (6%)

Active participation is a cornerstone of this course. I anticipate that every student will be present for each class, ready to engage in discussions, respond to queries, and raise pertinent questions. In particular, I expect all students to complete reading assignments before each Friday's class and to come prepared for the discussion.

Here is the grading rubric for participation.

Participation	Point
<b>Exceptional participation:</b> My participation was exceptional. I consistently contributed to discussions and eagerly answered questions, often delving deeper than the basic reading and discussion topics. I responded to my peers' questions and comments both thoughtfully and respectfully.	6 points
<b>Active Participation:</b> I was actively involved in class discussions, often volunteering answers and sharing insights from the readings. While not always diving deep, I was consistently engaged and interacted positively with both the professor and classmates.	5 points
<b>Standard Participation:</b> I sometime contributed to class discussions, though not as frequently as the top participants. My contributions were meaningful, and I made an effort to engage with both the course material and my peers, even if I didn't always take the initiative.	4 points
<b>Minimal Participation:</b> I attended classes and was physically present but was not always attentive. I infrequently participated, mainly when called upon or during group activities.	3 points
<b>No Participation:</b> I was present but did not engage in the discussions. There were instances when I might have been lost in thought or focused on other courses' materials.	1 points
<b>Detracting Behavior:</b> My behavior was detrimental to the class environment. I exhibited behaviors like tardiness, rudeness, sleeping audibly, or using electronics against the guidelines outlined in the syllabus.	0 points

While I am providing a grading rubric, it is important to note in advance that this grade will largely be based on my subjective assessment.

## Course Schedule

	Date	Section	What to Do	Due Date
<b>Section I</b>		<b>Understanding the Nonprofit Sector</b>		
<b>1</b>	08/16 (Wed.)	[1-1/2] <b>Classes Begin:</b> Introduction, Course Overview	Reading: Chapter 1	
	08/18 (Fri.)	[1-3] Case Study	Reading: Case Study	
<b>2</b>	08/21 (Mon.)	[2-1] What is Nonprofit Administration?	Reading: Chapter 1 & Chapter 2	
	08/23 (Wed.)	[2-2] Nonprofit Classification		
	08/25 (Fri.)	[2-3] Case Study 1	Presentation 1 and Discussion	Assignment 1
<b>3</b>	08/28 (Mon.)	[3-1] Nonprofit Theories at the Macro level	Reading: Chapter 3	
	08/30 (Wed.)	[3-2] Nonprofit Theories at the Micro level	Reading: Ott & Dicke (2021) Ch.14~17	
	09/01 (Fri.)	[3-3] Case Study 2	Presentation 2 and Discussion	Assignment 2
<b>Section II</b>		<b>The Structure of the Nonprofit Organization</b>		
<b>4</b>	09/04 (Mon.)	No class-Labor Day	Reading: Chapter 4	
	09/06 (Wed.)	[4-1] Nonprofit Governing Board	Reading: Renz (2016) - Ch.5	
	09/08 (Fri.)	[4-3] Case Study 3	Presentation 3 and Discussion	Assignment 3
<b>5</b>	09/11 (Mon.)	[5-1] Executive Leadership	Reading: Chapter 5	
	09/13 (Wed.)	[5-2] Board vs. CEO	Reading: Renz (2016) - Ch.6	
	09/15 (Fri.)	[5-3] Case Study 4	Presentation 4 and Discussion	Assignment 4
<b>6</b>	09/18 (Mon.)	[6-1] Human Resource Management	Reading: Chapter 9	
	09/20 (Wed.)	[6-2] Volunteer Management	Reading: Wilson (2012)	
	09/22 (Fri.)	[6-3] Case Study 5	Presentation 5 and Discussion	Assignment 5
<b>7</b>	09/25 (Mon.)	<b>Exam I: In-Class Exam</b>		
	09/27 (Wed.)	Exam I Review		
	09/29 (Fri.)	<b>No Class – SECoPA Conference</b>		
<b>Section III</b>		<b>Nonprofit Management and Finance</b>		
<b>8</b>	10/02 (Mon.)	[7-1] Accountability	Reading: Chapter 6	
	10/04 (Wed.)	[7-2] Performance	Reading: Renz (2016) - Ch.16	
	10/06 (Fri.)	[7-3] Case Study 6	Presentation 6 and Discussion	Assignment 6
<b>9</b>	10/09 (Mon.)	[8-1] Nonprofit Revenue Sources	Reading: Chapter 13, 14, 15	
	10/11 (Wed.)	[8-2] Nonprofit Expenditure	Reading: Froelich (1999)	
	10/13 (Fri.)	[8-3] Case Study 7	Presentation 7 and Discussion	Assignment 7
<b>10</b>	10/16 (Mon.)	[9-1] Nonprofit Financial Management I	Reading: Chapter 12	



	10/18 (Wed.)	[9-2] Nonprofit Financial Management II	Reading: Prentice (2016)	
	10/20 (Fri.)	[9-3] Case Study 8	Presentation 8 and Discussion	Assignment 8
11	10/23 (Mon.)	[10-1] Nonprofit Financial Management III: Form 990	Reading: IRS Form 990 Instruction	
	10/25 (Wed.)	[10-3] Case Study 9	Presentation 9 and Discussion	Assignment 9
	10/27 (Fri.)	No class-Fall break		
<b>Section VI</b>		<b>External Relationship</b>		
12	10/30 (Mon.)	[11-1] Collaborations, Partnerships, and Mergers	Reading: Chapter 8	
	11/01 (Wed.)	[11-2] Cross-Sectoral Collaboration	Reading: Gazley (2010); Young & Casey (2017)	
	11/03 (Fri.)	[11-3] Case Study 10	Presentation 10 and Discussion	Assignment 10
13	11/06 (Mon.)	[12-1] Nonprofit Marketing	Reading: Chapter 10 & 16	
	11/08 (Wed.)	[12-2] Communication and public relation	Reading: Lovejoy & Saxton (2012)	
	11/10 (Fri.)	[12-3] Case Study 11	Presentation 11 and Discussion	Assignment 11
14	11/13 (Mon.)	[13-1] Social Entrepreneurship & Social Innovation		
	11/15 (Wed.)	<b>Exam II: Take-Home Exam (No Classes)</b>	The exam II will be distributed on 11/15 Mon. at 09:10 am	Due on 11/20 Mon. at 10:00 am
	11/17 (Fri.)			
15	11/20 (Mon.)	<b>Thanksgiving Holiday (No Classes)</b>		
	11/22			
	11/24			
16	11/27 (Mon.)	[14-1] Advocacy, Lobbying, and Social Change	Reading: Chapter 11	
	12/29 (Wed.)	[14-2] Strategy for Advocacy	Reading: Mosley (2011)	
	12/01 (Fri.)	[14-3] Case Study 12	Presentation 12 and Discussion	Assignment 12
	12/04 (Mon.)	<b>Classes End (No Class): Exam III: Take-Home Final Exam</b>	The exam III will be distributed on 12/04 Mon. at 10:20 am.	Due on 12/11 Mon. at 10:00 am

\* Note: The course syllabus is a general plan for the course. Any changes will be announced in advance and/or posted on eLC.

### Additional Reading List

1. Froelich, K. A. (1999). Diversification of Revenue Strategies: Evolving Resource Dependence in Nonprofit Organizations. *Nonprofit and Voluntary Sector Quarterly*, 28(3), 246–268.
2. Gazley, B. (2010). Why not partner with local government? Nonprofit managerial perceptions of collaborative disadvantage. *Nonprofit and Voluntary Sector Quarterly*, 39(1), 51-76.
3. Lovejoy, K., & Saxton, G. D. (2012). Information, community, and action: How nonprofit organizations use social media. *Journal of computer-mediated communication*, 17(3), 337-353.
4. Mosley, J. E. (2011). Institutionalization, privatization, and political opportunity: What tactical choices reveal about the policy advocacy of human service nonprofits. *Nonprofit and voluntary sector quarterly*, 40(3), 435-457.
5. Ott, J. S., & Dicke, L. (2021). *The nature of the nonprofit sector*. Routledge.
6. Prentice, C. R. (2016). Why so many measures of nonprofit financial performance? Analyzing and improving the use of financial measures in nonprofit research. *Nonprofit and Voluntary Sector Quarterly*, 45(4), 715-740.
7. Renz, D. O. (2016). *The Jossey-Bass handbook of nonprofit leadership and management*. John Wiley & Sons
8. Wilson, J. (2012). Volunteerism research: A review essay. *Nonprofit and voluntary sector quarterly*, 41(2), 176-212.
9. Young, D.R. & Casey, J. (2017) Supplementary, Complementary, or Adversarial? in E.T. Boris and C.E. Steuerle (Eds.), *Nonprofits and Government: Collaboration and Conflict* (p.28~44). Urban Institute Press and Rowman & Littlefield.