## Packet Contents

### 1.1 Summary

### New Courses

1. POL 3310 The Intersection of Public and Non-Profit Sectors (3 credits)
2. POL 3320 Non-Profit Management (3 credits)
3. POL 3330 Non-Profit Financial Management (3 credits)

### New Program

1. Public and Non-Profit Management cert

### Signatures
BSU Curriculum Forms

Form 1

Curriculum Modification Summary

College: College of Individual and Community Health
Department: Political Science
Proposer: Patrick Donnay
Proposer’s position: Department Chair, Professor of Political Science
Describe the modification(s) you propose, and how it (/they) will work to students’ advantage. (This description and explanation will be included in Curriculum Report packets forwarded to the Faculty Senate.):

The Department of Political Science is proposing an 18 credit undergraduate certificate program in “Public and Non-Profit Administration”. It is to be an entirely on-line program available to both distance and on-campus students.

Modifications proposed (specify number of each):
_____Course Modification(s) (form 2)
___3_New Course(s) (form 3)
_____Course Drop(s) (form 4)
_____Program Modification(s) (form 5)
___X_New Program(s) (form 6)
_____Program Drop(s) (form 7)

The modifications affect (check):
_____Liberal Education
___X_Undergraduate Curriculum
_____Graduate Curriculum
_____Teacher Licensure Program(s)
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
Undergraduate: POL 3310
Graduate:

Course Title: Intersection of Public and Non-Profit Sectors

Course Description:
Studies federal, state and local agency policy domains and interactions; government agency grant making policies and procedures, ideological and partisan views of the public and non-profit sectors

Credits: 3

Prerequisite(s):
Undergraduate: none
Graduate:

1. Reason(s) for creating this course:
   It is a requirement in the proposed Public and Non-Profit Management Certificate Program

2. How often will this course be offered? Once per academic year

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
   - Learn the scope and scale of the public and nonprofit sector in the US and abroad
   - Evaluate the legal, political, and economic rationales for the public and nonprofit sector
   - Assess key trends and challenges for nonprofits, especially in the US and Minnesota
   - Analyze key ethical issues for nonprofits and distinct elements of the public and non-profit sectors

4. What are the major content areas for the course?
   - Origins and evolution of the public and non-profit sectors
   - Theories to explain and evaluate the scope and function of public and non-profit sectors
   - Investigate contemporary challenges and opportunities in the public and non-profit sectors.
5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? It is not repeatable for credit.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? It will be delivered online to both off-campus and on-campus students using D2L/Brightspace.

7. What is the projected maximum class size (cap)? 30

8. What qualified faculty will be available to teach this course? Faculty will need to be hired, initially as adjuncts most likely, to teach the course. There is administration support for this.

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available? None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11). Amount per student: $ For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
Example Syllabus

POL 3310 The Intersection of Public and Non-Profit Sectors

Instructor Contact Information

Course Description:
Studies federal, state and local agency policy domains and interactions; government agency grant making policies and procedures, ideological and partisan views of the public and non-profit sectors.

Required Texts

Course objectives (Students will:)
- Learn about the scope and scale of the public and nonprofit sector in the US and abroad
- Evaluate the legal, political, and economic rationales for the public and nonprofit sector
- Assess key trends and challenges for nonprofits, especially in the US and Minnesota
- Analyze key ethical issues for nonprofits and distinct elements of the public and nonprofit sectors

Course overview
“The science of association is the mother of science; the progress of all the rest depends upon the progress it has made.” – Alexis de Tocqueville

POL 3310 provides an overview of the public and nonprofit sectors, including their historical development and current scope, as well as an introduction to some of the key debates in the field. We will cover economic, political, and social theories of the sectors to develop an understanding of why nonprofit organizations exist and the roles they can play in society. We will also examine the relationships between government and nonprofits, foundations/funders, and for-profits and discuss some of the key challenges facing them today. Throughout the class you will learn about the policies, individuals, organizations, and court cases that played a role in creating the system as it is today.

Attendance policy:
- When you miss class, you miss important information. If you are absent, you are responsible for learning material covered in class. I will not provide notes if a class is missed; you are responsible for obtaining notes from a classmate.
- Missing exams: A makeup exam is possible if prior arrangements are made. If sick that day, a makeup is possible providing the instructor is notified via email before the start time of the exam (the beginning of class).
- Late assignments: 10% will be deducted from the assignment each day it is late. If 3 days late, the assignment will earn a zero.
**Academic Integrity:**
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Cell phones and laptops are welcome in the classroom with certain conditions:
- Phones must be on silent mode and use is not permitted during class unless specified by the professor.
- Laptops are welcome for the purpose of taking notes only; inappropriate use will lead to device removal.
- Earbuds are not permitted during class time or in the field.
- Playing music during labs is not permitted as this can be a distraction to other students.

**Email:**
It is important that you begin to think of yourself as a professional and conduct yourself as such. This is important in all aspects of communication but especially email as this mode is used frequently. It is important to realize that communication to a professor-supervisor/employer is required to be more formal than a text or email to a friend. Please refer to these guidelines:
- Treat email with all university faculty and staff as a business correspondence.
- Use your BSU email account. I will occasionally email the class and only use this address (FYI - BSU email is secure, most personal email accounts are not).
- Include information on the subject line that is indicative of the content of the correspondence. “Stuff” is not appropriate.
- Use the Professor/Instructor/Staff’s formal title in your salutation. “Hey Dude”, “Hi”, and “Sup?” are not appropriate.

**Guidelines for all written work and expectations required to succeed in this class:**
- All worksheets are to be identified with your name.
- All written text should be legible, edited, spell-checked, and proofread for grammar.
- Work not adhering to this policy will not be graded.
- Obtain passing scores on all quizzes, pop quizzes, lab reports, final exam, and the collection.
- Actively read assigned readings.
- Attend class faithfully.
Points for the course

- Pop quizzes (5 * 10) 50
- Midterm 100
- Case Study 100
- Final Exam 100
- Attendance 50
- Total possible points 400

Students with Special Needs:
BSU is committed to making all educational programs, course materials, services and activities sponsored by the University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. PH: 218.755.3883 or email: accessibility@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800.627.3529.

Extended Leave Procedure:
If student has to be away from class from an extended period of time (more than two class sessions) for medical emergencies or a funeral, you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave. You are to make arrangements with your instructors of when to complete any assignments due during the leave period. You can complete a leave form as this website https://www.bemidjistate.edu/offices/student-life-success/extended-absence/

Mental Health and Counseling:
Students may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns and can include stress relief services. They can be reached in Cedar Hall, First Floor. Phone: (218) 755-2053. And of course, if I can ever be of assistance, please don’t hesitate to let me know; I am your first line of defense…and here to help YOU!

Professor accessibility:
If at any time you are having trouble with this course, please let me know! Office hours are posted on this syllabus and on my door. Whether during office hours or not, if my office door is open, feel free to drop in! If closed, I am working, meeting with someone, on the phone, in the middle of research, etc. Please return later. If you want to discuss something at length, I’ll be happy to schedule a meeting.

Upon request this document can be made available in alternate formats. Please contact Accessibility Services (755-3883)
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<th>Week</th>
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| 1    | Introductions and Course Overview | 1. The Idea of a Nonprofit and Voluntary Sector *Peter Frumkin* (2002)  
3. Defining and Theorizing the Third Sector *Olaf Corry* (2011) | What is the scope and rationale for the roles non-profits play in delivering needed services, promoting civic engagement, expressing values and faith, and channeling entrepreneurial impulses? |
5. The Gospel of Wealth *Andrew Carnegie* (1889)  
6. The Impact of the Voluntary Sector on Society *David Horton Smith* (1973) | Was de Toqueville right about an American proclivity to form associations? Was Carnegie right to call for the wealthy to exercise philanthropy? What impact does the tax code have on charity? Should it have an effect? |
Minnesota Public Radio: Social Purpose Capitalism. Stanford GSB Case SI-92. | What is unique to nonprofits vis-à-vis firms? Is it possible to pursue a double-bottom line without making trade-offs? Are there limits to how ‘businesslike’ nonprofits should become? If yes, what are they and how can organizations balance conflicting pressures? If no, why not? |
| 4    | Part III. Tax-Exemption and Tax-Deduction | 9. Ownership and Organizational Form: Nonprofit Firms *Henry* | Why might all of the theories discussed here be considered ‘economic’ |
| 5    | First Midterm Exam | | |
| 6    | Part IV. Economic Theories of the | | |
13. Devolution, Marketization, and the Changing Shape of Government-Nonprofit Relations *Kirsten A. Grønbjerg & Lester M. Salamon* (2012) | What are critiques of these approaches? What parts of the nonprofit sector are best explained by economic theories and what parts are not well accounted for? |
|------------------|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| **8** VI. Community Theories of the Nonprofit Sector | 16. To Empower People: The Role of Mediating Structures in Public Policy *Peter L. Berger & Richard John Neuhaus* (1977)  
18. Organizational Social Capital and Nonprofits *Jo Anne Schneider* (2009) | What are similarities and differences in forms of nonprofits and government accountability? To what extent should the internal life of private associations be regulated by the state? |
20. Civil Society as a Public | Should religious organizations have a special status relative to other nonprofits? To what extent, or on what dimensions, should |
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<td>Second Midterm Exam</td>
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<td>11</td>
<td>Part VIII. Theories of Giving and Philanthropy</td>
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<td>Part IX. The Blending and Blurring of the Sectors</td>
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<td>25. Third Party Government</td>
<td>Dennis R. Young (1998)</td>
<td>Most philanthropic organizations and/or non profits get a large portion of their funds from government. Does that change how they operate or what they prioritize? Does blur the boundaries between them?</td>
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<td>247</td>
<td>13</td>
<td>Part X. The Nonprofit Sector Internationally: The Global Context</td>
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<td>28. Government-Nonprofit Relations from an International Perspective</td>
<td>Lester M. Salamon (2006)</td>
<td>Do you agree/disagree with the view that it is the duty of citizens of more affluent countries to help the global poor, with giving based on citizens’ income levels? Are international NGOs a</td>
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<td>29. Organizations that</td>
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<td>Straddle the State-Society Divide: Illuminating Blind Spots of Existing Paradigms Benjamin L. Read &amp; Robert Pekkanen (2009, 2014)</td>
<td>form of neocolonialism? What countries have the strongest charitable sectors? How do you define “strongest?” Why do you think some countries have stronger nonprofit sectors than others in certain dimensions and what are possible consequences for society? Is it a given that all countries should seek to strengthen their nonprofit sector?</td>
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<td>International Assistance Abby Stoddard (2012)</td>
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<td>Case Studies and Review</td>
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BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
Undergraduate: POL 3320
Graduate:

Course Title: Non-Profit Management

Course Description:
This course deepens students' understanding of the role of management and leadership in today's nonprofit sector. Topics covered include: the responsibilities and challenges facing today's nonprofit managers, the role of the board of directors, planning, funding and staffing programs, financial accountability, and ethical decision making.

Credits: 3

Prerequisite(s):
Undergraduate: none
Graduate:

1. Reason(s) for creating this course:
   It is a requirement in the proposed Public and Non-Profit Management Certificate Program

2. How often will this course be offered? Once per academic year

3. What are the student learning outcomes for the course (please precede each outcome with "Students will…")?
   - Summarize the history of the nonprofit sector.
   - Compare and contrast the nonprofit and for profit sectors and government.
   - Explain the role and responsibilities of the board of directors.
   - Examine the unique challenges of managing nonprofit organizations.
   - Analyze the environment in which nonprofit organizations operate.
   - Evaluate the basic responsibilities and interconnectivity of the various functions in nonprofit organizations.
   - Apply tools necessary for managing a nonprofit organization.
   - Develop management skills necessary to become a successful nonprofit leader.

4. What are the major content areas for the course?
   - Management and leadership responsibilities in the non-profit sector including; governance, strategic planning, board relations and leadership styles
5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? It is not repeatable for credit.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?
   It will be delivered online to both off-campus and on-campus students using D2L/Brightspace.

7. What is the projected maximum class size (cap)? 30

8. What qualified faculty will be available to teach this course?
   Faculty will need to be hired, initially as adjuncts most likely, to teach the course.
   There is administration support for this.

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available? None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
    Amount per student: $ none
    For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students. See attached.
Example Syllabus
POL 3320 Non Profit Management
Instructor Contact Information

Required Texts

Course objectives
- Summarize the history of the nonprofit sector.
- Compare and contrast the nonprofit and for profit sectors and government.
- Explain the role and responsibilities of the board of directors.
- Examine the unique challenges of managing nonprofit organizations.
- Analyze the environment in which nonprofit organizations operate.
- Evaluate the basic responsibilities and interconnectivity of the various functions in nonprofit organizations.
- Apply tools necessary for managing a nonprofit organization.
- Develop management skills necessary to become a successful nonprofit leader.

Course description/overview
This course will focus on deepening students' understanding of the role of management and leadership in today's nonprofit sector. Topics covered include: the responsibilities and challenges facing today's non-profit managers, the role of the board of directors, planning, funding and staffing programs, financial accountability, and ethical decision making.

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• Obtain passing scores on all quizzes, pop quizzes, lab reports, final exam, and the collection
• Actively read assigned readings
• Attend class faithfully

Points for the course
• Pop quizzes (5 * 10) 50
• Midterm 100
• Case Study 100
• Final Exam 100
• Attendance 50
• Total possible points = 400
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## Course Schedule

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<th>Assigned Reading</th>
<th>Assignments</th>
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<tr>
<td>1</td>
<td>Part One: The Context and Institutional Setting of the Nonprofit Sector</td>
<td>Chapter 1: Historical Perspectives on Nonprofit Organizations in the United States</td>
<td>Respond to Orientation Survey</td>
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<td>Chapter 2: The Legal Framework of the Nonprofit Sector in the United States</td>
<td>Read assigned chapter</td>
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<td>On-Line resource: Scope of the Nonprofit Sector</td>
<td>Read on-line resources noted</td>
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<td>On-Line resource: The Sector's Economic Impact</td>
<td>Review the Lecture material</td>
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<td>Part One: The Context and Institutional Setting of the Nonprofit Sector</td>
<td>Participate in the Discussions</td>
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<td>Chapter 3: The Changing Context of Nonprofit Management in the United States</td>
<td>Submit Assignment #1: Form 990 research and report</td>
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<td>Chapter 4: The Many Faces of Nonprofit Accountability</td>
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<td>Part One: The Context and Institutional Setting of the Nonprofit Sector</td>
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<td>Chapter 5: Leadership, Governance, and the Work of the Board</td>
<td>Read assigned chapters</td>
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<td>On-Line resource: Good Governance Practices for 501(c)(3) Organizations</td>
<td>Read on-line resources noted</td>
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<td>On-Line resource: Board Recruitment in the Nonprofit Market</td>
<td>Review the Lecture material</td>
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<td>Part One: The Context and Institutional Setting of the Nonprofit Sector</td>
<td>Participate in the Discussions</td>
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<td>Part Two: Leading and Governing Nonprofit Organizations</td>
<td>Chapter 6: Executive Leadership</td>
<td>Submit Assignment #2: Leadership Style Self Assessment</td>
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<td>On-Line resource: Up Next: Generation Change and the Leadership of Nonprofit Organizations</td>
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<td>On-Line resource: Nonprofit Executive Leadership and Transition Survey</td>
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<td>Part Two: Leading and Governing Nonprofit Organizations</td>
<td>Chapter 7: Ethical Nonprofit</td>
<td>Read assigned chapters</td>
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| 6    | Part Two: Leading and Governing Nonprofit Organizations | Chapter 8. Strategic Management  
Chapter 9: Strategic Planning and the Strategic Cycle | Read assigned chapters  
Participate in the Discussions  
Review the Lecture material  
Submit Assignment #3: Strategic Plan Assessment |
| 7    | Part Three: Managing Nonprofit Operations | Chapter 11: Social Entrepreneurship and Social Innovation  
Chapter 12: Social Enterprise and Nonprofit Ventures | Read assigned chapters  
Participate in the Discussions  
Review the Lecture material  
Assignment: Marketing Plan |
| 8    | Part Three: Managing Nonprofit Operations | Chapter 13: Marketing for Nonprofit Organizations | Read assigned chapters  
Read on-line resources note  
Participate in the Discussions  
Review the Lecture material |
Chapter 15: Value Creation Through Collaboration | Read assigned chapters  
Participate in the Discussions  
Review the Lecture material  
Assignment: Policy Change and Advocacy Plan |
| 10   | Part Four: Developing and Managing Nonprofit Financial Resources | Chapter 17: Financial Leadership in Nonprofit Organizations | Read assigned chapters  
Participate in the Discussions |
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<td>Chapter 19: Nonprofit Finance: Developing Nonprofit Resources</td>
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<td>Chapter 20: Managing the Challenges of Government Contracts</td>
<td>Participate in the Discussions</td>
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<td>Review the Lecture material</td>
</tr>
<tr>
<td>12</td>
<td>Part Five: Leading and Managing People in Nonprofits</td>
<td>Chapter 22: Effective Human Resource Management: Nonprofit Staffing for the Future</td>
<td>Read assigned chapters</td>
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<td>Read on-line resources</td>
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<td>Participate in the Discussions</td>
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<td>Review the Lecture material</td>
</tr>
<tr>
<td>13</td>
<td>Part Five: Leading and Managing People in Nonprofits</td>
<td>Chapter 23: Compensation: Total Rewards Programs in Nonprofit Organizations</td>
<td>Read assigned chapters</td>
</tr>
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<td>Chapter 24: Designing and Managing Volunteer Programs</td>
<td>Participate in the Discussions</td>
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<td></td>
<td>Review the Lecture material</td>
</tr>
<tr>
<td>14</td>
<td>Review and Conclusion</td>
<td>Conclusion: The Future of Nonprofit Leadership and Management</td>
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<td>Final Exam</td>
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</table>
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
  Undergraduate: POL 3330
  Graduate:

Course Title: Non-Profit Financial Management

Course Description:
This course examines the critical financial considerations of nonprofit organization, including sources of funds and fundraising, grant writing and management and financial accountability. The students will consider the key financial measures and strategies required to ensure the effectiveness and sustainability of the organization. The course will also consider nonprofit financial statements as indicators of financial health and sound management.

Credits: 3

Prerequisite(s): none
  Undergraduate:
  Graduate:

1. Reason(s) for creating this course:
   It is a requirement in the proposed Public and Non-Profit Management Certificate Program

2. How often will this course be offered? Once per academic year

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
   • Apply basic accounting and financial terminology used in the Not-For-Profit (NFP) Sector
   • Develop the financial systems required to manage, monitor and report on the financial activities of the NFP Organization
   • Understand the unique nature of ethical decision making in the NFP Organizations
   • Explain the purpose of budgeting in the NFP Sector and how to create and manage an operating budget
   • Interpret the basic financial statements in the NFP Sector and how they are used to analyze the performance of the NFP organization
   • Define the reporting and regulatory requirements of the NFP organization
4. **What are the major content areas for the course?**
   - Financial management in a non-profit sector; including basic accounting, financial principles, fundraising and grant writing.

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?  
   - It is not repeatable for credit.

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?  
   - It will be delivered online to both off-campus and on-campus students using D2L/Brightspace.

7. What is the projected maximum class size (cap)?  
   - 30

8. What qualified faculty will be available to teach this course?  
   - Faculty will need to be hired, initially as adjuncts most likely, to teach the course.  
   - There is administration support for this.

   **NOTE WELL:** Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?  
   - None

10. What special personal property or service fee(s) would be charged to students taking this course?  These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).  
    - Amount per student: $  
     - none
    
    **For:**

11. Attach a sample syllabus for the course.  Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.  
    - See attached.
Example Syllabus
POL 3330 Non-Profit Financial Management
Instructor Contact Information

Required Texts

Course objectives
- Apply basic accounting and financial terminology used in the Not-For-Profit (NFP) Sector
- Develop the financial systems required to manage, monitor and report on the financial activities of the NFP Organization
- Understand the unique nature of ethical decision making in the NFP Organizations
- Explain the purpose of budgeting in the NFP Sector and how to create and manage an operating budget
- Interpret the basic financial statements in the NFP Sector and how they are used to analyze the performance of the NFP organization
- Define the reporting and regulatory requirements of the NFP organization

Course description/overview
The course will examine the critical financial considerations of the nonprofit organization, including sources of funds and fundraising, grant writing and management and financial accountability. The students will consider the key financial measures and strategies required to ensure the effectiveness and sustainability of the organization. The course will also consider nonprofit financial statements as indicators of financial health and sound management.

Attendance policy:
When you miss class, you miss important information. If you are absent, you are responsible for learning material covered in class. I will not provide notes if a class is missed; you are responsible for obtaining notes from a classmate.
Missing exams: A makeup exam is possible if prior arrangements are made. If sick that day, a makeup is possible providing the instructor is notified via email before the start time of the exam (the beginning of class).
Late assignments: 10% will be deducted from the assignment each day it is late. If 3 days late, the assignment will earn a zero.

Academic Integrity:
BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part or an entire course as well as suspension from the University. It is suggested that you review BSU’s statement on academic integrity found within the Student Code of Conduct.

Electronic devices:
Cell phones and laptops are welcome in the classroom with certain conditions:
- Phones must be on silent mode and use is not permitted during class unless specified by the professor.
- Laptops are welcome for the purpose of taking notes only; inappropriate use will lead to device removal
- Earbuds are not permitted during class time or in the field.
- Playing music during labs is not permitted as this can be a distraction to other students.

Email:
It is important that you begin to think of yourself as a professional and conduct yourself as such. This is important in all aspects of communication but especially email as this mode is used frequently. It is important to realize that communication to a professor/supervisor/employer is required to be more formal than a text or email to a friend. Please refer to these guidelines:

- Treat email with all university faculty and staff as a business correspondence.
- Use your BSU email account. I will occasionally email the class and only use this address (FYI - BSU email is secure, most personal email accounts are not).
- Include information on the subject line that is indicative of the content of the correspondence. “Stuff” is not appropriate.
- Use the Professor/Instructor/Staff’s formal title in your salutation. “Hey Dude”, “Hi”, and “Sup?” are not appropriate.

Guidelines for all written work and expectations required to succeed in this class:

- All worksheets are to be identified with your name.
- All written text should be legible, edited, spell-checked, and proofread for grammar.
- Work not adhering to this policy will not be graded.
- Obtain passing scores on all quizzes, pop quizzes, lab reports, final exam, and the collection
- Actively read assigned readings
- Attend class faithfully

Points for the course

- Pop quizzes (5 * 10)  50
- Midterm  100
- Case Study  100
- Final Exam  100
- Attendance  50
- Total possible points  =400

Students with Special Needs:
BSU is committed to making all educational programs, course materials, services and activities sponsored by the University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. PH: 218.755.3883 or email: accessibility@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800.627.3529.

Extended Leave Procedure:
If student has to be away from class from an extended period of time (more than two class sessions) for medical emergencies or a funeral, you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave. You are to make arrangements with your instructors of when to complete any assignments due during the leave period. You can complete a leave form as this website https://www.bemidjistate.edu/offices/student-life-success/extended-absence/

Upon request this document can be made available in alternate formats.
Please contact Accessibility Services (755-3883)
### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assigned Reading</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Definitions Unique Characteristics of NFPs</td>
<td>Scot Chapter 1 Introduction</td>
</tr>
<tr>
<td>2</td>
<td>How does one Start and NFP? Exemption Applications and Other Registrations Who Regulates Not for Profits?</td>
<td>Scot Chapter 2: NFP Organization Formation</td>
</tr>
<tr>
<td>3</td>
<td>Role of Board of Directors and Committees Role of Management and Staff Role of Accounting</td>
<td>Scot Chapter 3: NFP Organizational Structure</td>
</tr>
<tr>
<td>4</td>
<td>Basic Tenets/Principals of Accounting NFP Accounting and GAAP</td>
<td>Scot Chapter 4: Introduction to NFP Accounting and Reporting</td>
</tr>
<tr>
<td>5</td>
<td>Automated Bookkeeping Accounting Software Financial Statements Chart of Accounts</td>
<td>Scot Chapter 5: NFP Accounting Systems and Financial Statements</td>
</tr>
<tr>
<td>6</td>
<td>General Assets Cash and Receivables Investments, Property, Equipment, etc</td>
<td>Scot Chapter 6: Assets-Concepts and Data Flow</td>
</tr>
<tr>
<td>7</td>
<td>Accounts Payable and Accrued Expenses Loans and Notes Contingencies and Commitments</td>
<td>Scot Chapter 7: Liabilities-Concepts and Data Flow</td>
</tr>
<tr>
<td>8</td>
<td>Contributions and In-Kind Gifts Grants and Restricted Funds Special Event Income</td>
<td>Scot Chapter 8: Accounting for Support and Revenue</td>
</tr>
<tr>
<td>9</td>
<td>Employees and Classifications Payroll and Payroll Tax Accounting Benefits</td>
<td>Scot Chapter 9: Accounting for Personnel and Other Expenses</td>
</tr>
<tr>
<td>10</td>
<td>Budget Preparation Budget Format</td>
<td>Scot Chapter 12: Budget Development and Applications</td>
</tr>
<tr>
<td>11</td>
<td>Membership Organizations Churches, Civic Leagues Museums and Cultural Institutions</td>
<td>Scot Chapter 13: Special Types of NFP Organizations</td>
</tr>
<tr>
<td>12</td>
<td>IRS Form 990 Regulatory Reporting Requirements</td>
<td>Scot Chapter 14: Regulatory Reporting</td>
</tr>
<tr>
<td>13</td>
<td>Obtaining Support from Donors and Grantees</td>
<td>Scot Chapter 15: Contributions and Grant Applications</td>
</tr>
<tr>
<td>14</td>
<td>Certified Financial Audits Local and State Audits IRS Audits</td>
<td>Scot Chapter 16: Audits-Preparations and Response</td>
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<td></td>
<td>Final Exam</td>
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</tbody>
</table>

### Mental Health and Counseling:

Students may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns and can include stress relief services. They can be reached in Cedar Hall, First Floor. Phone: (218) 755-2053. And of course, if I can ever be of assistance, please don’t hesitate to let me know; I am your first line of defense…and here to help YOU!

### Professor accessibility:

If at any time you are having trouble with this course, *please let me know!* Office hours are posted on this syllabus and on my door. Whether during office hours or not, if my office door is open, feel free to drop in! If closed, I am working, meeting with someone, on the phone, in the middle of research, etc. Please return later. If you want to discuss something at length, I’ll be happy to schedule a meeting.
BSU Curriculum Forms

Form 6
(Updated: 9.15.15)

New Program Form

Type of Program to be established:
  ___M.S.*
  ___M.A.*
  ___Applied Masters**
  ___B.S.
  ___B.S./T.L.
  ___B.A.
  ___Minor
  ___Field of Emphasis: Stand Alone
  ___Field of Emphasis in:
  __X__Other: Certificate

Program name: Public and Non-Profit Management

Reason(s) for new program:

According to the job search engine on the Minnesota Council of Non-Profits (MCN) there are presently over 1500 jobs available in Minnesota in this sector. Discussions with Ashley Charwood, the Northwest Minnesota Regional Coordinator of the MCN confirm that there is a great need in our region for both agency supervisors and improved capacity among the personnel currently employed in our regional non-profits. Ruth Sherman, Executive Director of Community Resource Connections, (a clearinghouse for social service programs in the Bemidji area), concurs that this program can serve an important role and begin to fill an important need. Likewise, discussion with Bemidji City Manager Nate Mathews confirms that many local municipalities and public entities likewise struggle to recruit and hold individuals with the skills needed to lead their departments.

This program will be offered online and be open to both on campus and distance students. In this way it can serve as an introductory program to traditional undergraduate students who may use the program to explore their career interest in this area. Being available online, it will also be attractive to current practitioners in the field who seek to build upon their skills, understanding of their work and credentials.
Student learning outcomes for the program (please use the same format as for other programs in the department):

Those who complete the program should demonstrate the following abilities.

1. Lead and manage in public governance, including being able to:
   a. Apply theories of management, leadership and organization to evaluate governance in public and non-profit organizations.
   b. Assess the major theories of human resource management in the context of public management.
   c. Demonstrate a working understanding of the budgeting process in public and non-profit settings.

2. Participate in and contribute to the policy process, including being able to:
   a. Demonstrate knowledge of the policy process and avenues for influence
   b. Relate various views on the role of the public and non-profit sectors in meeting the needs of society.
   c. Articulate how social needs are met by various levels of government and through the non-profit sector.

3. Articulate and apply a public service perspective, including being able to:
   a. Describe the importance of democratic and constitutional values in public management.
   b. Analyze and explain how different theories of public management and organizations define and attempt to realize democratic and constitutional values.
   c. Define and discuss efficiency and effectiveness from a public service perspective.

4. Communicate and interact with a diverse and changing workforce and community, including being able to:
   a. Critically reflect upon the nature and consequences of diversity (e.g. race, gender, class, ethnicity, religion, culture, nation), in public management
   b. Demonstrate professional behavior in terms of demeanor, personal presentation, ethics, and civic participation in experiential learning and classroom settings.
   c. Communicate effectively about the key principles, theories and issues of public management.

How will the student learning outcomes be assessed (e.g., major field test, student portfolio, departmental rubric, department-developed examination questions, etc.)?

Assessment will occur in POL 3970 Public Service Internship. Each student will be expected to complete a 3 credit internship with a public agency or area non-profit. An expectation within the internship will be completion of an Agency Case Study where the student reports on the agency’s strengths and weaknesses from their perspective along the dimensions of student learning outcomes listed above.

These Case Studies, submitted by the students, will then be assessed, (perhaps using a rubric that is yet to be developed), for the depth of understanding and facility the student demonstrates in discussing the Student Learning Outcomes of the program.
Note: If courses from other departments are required for this program, please notify the chairs of those departments. None required

The home department/program was notified that this new program will require courses from their area: _9/13/19_______ (date) by _email_________________ (mail, email, or phone).

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

___X___ Comments were received within one week of the notification, and are attached.

Alerts:

- Attach draft catalog copy of proposed program.

- Contact the Assistant Vice-President for Academic Affairs regarding approval downstate (required for all of the above except for a minor where there is an existing major).

* MS/MA Curriculum proposals for graduate programs must indicate how the program addresses these requirements (in the draft catalog copy or elsewhere):

a. MnSCU 50% rule: At least one-half of the required credits in a master's degree, exclusive of a thesis, capstone, or similar culminating project, shall be credits restricted exclusively to graduate student enrollment.

b. Competency Requirement

c. Written Examination Requirement

**Applied Master’s Degree must address items a-c above, as well as:

d. How the proposed capstone experience meets the capstone requirements/standards listed in the catalog.

For more information on each of these requirements refer to the current graduate catalog.
Undergraduate Certificate in Public and Non-Profit Administration

Proposed Curriculum

POL 3200 Minnesota Politics (currently offered fall semesters) 3 credits
Using Minnesota politics as a central focus, the role of and function of state and local governments in the context of American federalism is examined.

POL 3210 Public Administration (currently offered alternate spring semesters) 3 credits
An introduction to the field of public administration and the planning, organizing, directing, coordinating, and budgeting of government agencies.

OR

INST 4000 Nation Building and Leadership 3 credits
This course provides students with an opportunity to analyze leadership and diverse strategies for Native nation building through the lens of development and sustainability. Prerequisites: INST 1107, and INST 2201 or INST 2202, and INST 3307 or INST 3317, or professor permission. (may not be offered online)

POL 3310 The Intersection of Public and Non-Profit Sectors 3 credits
Studies federal, state and local agency policy domains and interactions; government agency grant making policies and procedures, ideological and partisan views of the public and non-profit sectors

POL 3320 Non-Profit Management 3 credits
Non-profit styles of leadership; management and human resources in non-profit organizations; non-profit organizational structures and capacity building; development of alliances and partnerships; effective marketing and service delivery; project management (not advised as a political science elective course in the political science major)

POL 3330 Public and Non-Profit Financial Management 3 credits
Public budgeting; systems and software for agency finance and accounting; fundraising and development; grant writing (not advised as a political science elective course in the political science major)

POL 3970 Public Service Internship 3 credits
A three credit, (100 hour), service internship in a government agency or non-profit environment. To include assessment instrument – agency analysis

Total Credits 18 credits

Course descriptions above are merely suggestive and not definitive. All courses delivered online. Adjunct support needed for POL 3210 and those numbered POL 3310, 3320, 3330 and 3970.

1-2 courses offered per semester, perhaps 3200 in fall, 3210 in spring, along with one of the new courses while the internship course is offered in the summer.
Public and Non-Profit Management *certificate*

Required Credits: 18  
Required GPA: 2.5

Admission Requirement: Sophomore status or prior work experience in the non-profit or public section. See program coordinator for additional details.

I Required Courses

Complete the following courses:
- POL 3200 Minnesota Politics (3 credits)
- POL 3210 Public Administration (3 credits)  
  ~or~ INST 4000 Nation Building and Leadership (3 credits)
- POL 3310 The Intersection of Public and Non-Profit Sectors (3 credits)
- POL 3320 Non-Profit Management (3 credits)
- POL 3330 Public and Non-Profit Financial Management (3 credits)
- POL 3970 Public Service Internship (3 credits)
BSU Curriculum Forms
Form 8
Updated: 09.18.15

Signatures

_ Pat Donnay / Department Chair / 9.16.2019 ________________________________
Proposer / Title / Date

_ Pat Donnay / Political Science / 9.16.2019 ________________________________
Chair or Director / Department or Program / Date
Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the department's faculty."--IFO/MnSCU Master Agreement 2009-2011, 20.A.3 (p. 80).

At this point, packet goes to Records Office/Curriculum Coordinator to be logged in to the Curriculum Proposal Progress Grid.

_ Joe Ritter / Individual and Community Health / 9.16.2019 __________________
Dean / College / Date

Note: If proposal is sent back to the Proposer, please notify the Curriculum Coordinator. If approved, packet goes to Academic Affairs Office.
Donnay, Patrick D

From: Deigado, Vivian
Sent: Monday, September 16, 2019 10:00 AM
To: Donnay, Patrick D; Michael, Nicky
Cc: Deigado, Vivian
Subject: RE: INST 3317 Tribal Government and Leadership

Hi there, I have not had the chance to see the syllabus for Nicky’s class but I trust that this is probably the closest curriculum we have right now that deals with the local tribal governments. I agree Nicky's Nation Building will be the best.

Vivian

---

From: Donnay, Patrick D <patrick.donnay@bemidjiSTATE.edu>
Sent: Monday, September 16, 2019 9:23 AM
To: Michael, Nicky <Nicky.Michael@bemidjiSTATE.edu>
Cc: Deigado, Vivian <Vivian.Deigado@bemidjiSTATE.edu>
Subject: RE: INST 3317 Tribal Government and Leadership

Nicky,

Thanks for getting back to me. I should have cc’d you in a reply I sent to Vivian late last week. In the reply, I conveyed the message below. So now that you are both in the loop, is there a consensus on which course to use?

Thanks Again,
Pat

Vivian,

Thanks for getting back to me with your input. My schedule next week is not good, but I don’t know that a meeting is necessary. I am happy to take your recommendation. Looking at the course descriptions I lean toward using the Nation Building course instead. Would you agree?

---

Dr. Patrick Donnay
Department of Political Science
Box 27, Sagittar Hall
1500 Borchmont Drive, NE
Bemidji State University
218 753 3899

From: Michael, Nicky <Nicky.Michael@bemidjiSTATE.edu>
Sent: Friday, September 13, 2019 1:29 PM
To: Deigado, Vivian <Vivian.Deigado@bemidjiSTATE.edu>; Donnay, Patrick D <Patrick.Donnay@bemidjiSTATE.edu>
Subject: RE: INST 3317 Tribal Government and Leadership

Wanishi Dr. Dolgado and Good afternoon Dr. Donnay. Happy to assist and meet regarding INST 3317 and/or the certificate.
~Nicky

From: Delgado, Vivian <Vivian.Delgado@bemidjistate.edu>
Sent: Friday, September 13, 2019 10:21 AM
To: Donnay, Patrick D <Patrick.Donnay@bemidjistate.edu>; Michael, Nicky <Nicky.Michael@bemidjistate.edu>
Cc: Delgado, Vivian <Vivian.Delgado@bemidjistate.edu>
Subject: RE: INST 3317 Tribal Government and Leadership

Good morning, Pat I have had time to look over your Public and Non-Profit Administration Undergraduate Certificate. The bad news is we no longer offer INST 3317 Tribal Government and Leadership. However, and the good news is we do offer courses that would suffice such as Nation Building and Federal Indian Law. I have c/c Dr. Michael so the three of us can figure out what would work best for you. Should we meet?
Dr. Delgado

From: Donnay, Patrick D <Patrick.Donnay@bemidjistate.edu>
Sent: Wednesday, September 11, 2019 11:53 AM
To: Delgado, Vivian <Vivian.Delgado@bemidjistate.edu>
Subject: INST 3317 Tribal Government and Leadership

Hi Vivian,

Thanks for clarifying that I am sending this to the right person.

Attached is a curriculum proposal we are moving in political science. It includes INST 3317 as an optional course. We hope you approve.

Thanks,
Pat

Dr. Patrick Donnay
Department of Political Science
Box 27, Statgast Hall
1500 Birchmont Drive, NE
Bemidji State University
218 755 3899