Course Instructor: Amy Cole Buehler, MA

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Online content: bb.wustl.edu

In-class sessions: January 31/Feb. 1, 9am - 3pm
Feb. 28/March 1, 9am - 3pm
Cuppes II, L009
Additional coursework online

Availability to students: By appointment

Course Description
This course will focus on the theories, principles, and practices of managing successful nonprofit organizations. Topics include the roles and responsibilities of board, staff and volunteers and how to achieve success in maximizing involvement and maintaining balance of power among various constituencies. This course will also examine the key elements of nonprofit management including mission, leadership, planning, programming, revenue generation and communications.

Course Objectives
- Students will gain information about nonprofit organization structures and procedures and the ways in which they are different from, and similar to, those found in for-profit corporations. Students will be aware of the leadership and management implications that result from these similarities and differences.

- Students will become more knowledgeable about both the theoretical and practical aspects of management used in working with board, staff and volunteers.

- Students will understand the components of managing nonprofit organizations.
Course Activities
This course is offered in a hybrid format, with two weekend class sessions on campus. Students will participate in the course by attending class sessions and logging on to the class Blackboard page. As a hybrid course (classroom face-to-face time as well as online classroom participation) you will be expected to visit, interact and complete online work throughout the course. To assist you with the online portion of the course, this syllabus contains information that will be helpful in the online classroom.

Students will be expected to complete the following:

1. Read the assigned texts and articles
2. Engage in class and online discussion
3. Complete class and online assignments
4. Take turns serving as presenters and discussion moderators

Students will complete a midterm paper and a final paper.

Guidelines for Discussion Forum Participation

• Be sure to write in the subject line to whom your message is addressed. Changing the subject line is the number one way to make sure the intended recipient notices your post.

• Be sure to sign your name at the bottom of your messages. Writing your name at the end of each message helps to clarify the author and helps your classmates remember who you are.

• Before responding to a particular discussion topic, be sure to complete the reading assignment of the corresponding unit. Remember that the discussion topics are specifically tied to the readings. Be sure to take your time and write meaningful discussion forum postings. Your ideas and content are important, and issues such as grammar, spelling, accents, vocabulary, and sentence structure count as well. Be sure your posts are well edited before you submit them, since unedited posts do not receive full points.

• Participate in each discussion over several days within the lesson and avoid waiting until the due date to get started. Each discussion requires several posts from you, including replies to classmates. Waiting until the last day to participate minimizes the opportunity to interact with your classmates and me and makes discussion participation much less meaningful for you. It will also result in a loss of points.
• Finally, the discussion forums are meant to be fun! Check in often to communicate with your classmates and me.

I will check our online classroom a minimum of 3 times per week – probably more. You can expect me to respond to discussions and questions within a minimum of 48 hours.

**Expectations for Student Attendance**
You are expected to have an active presence within Blackboard (our online classroom) and that is one of the ways in which I will monitor your attendance in the course. I am able see when last you logged into Blackboard and how much time you’ve spent in various areas of the classroom.

Lack of participation in discussions or not answering email messages sent to you will be considered lack of attendance and will result in a loss of points.

**General Tips for Success in the Online Classroom**
Welcome to our hybrid course! The following is a list of helpful information that represents habits of students who have succeeded in previous courses with online components. These tips should help each of you to have a positive experience as well.

1. **GET STARTED.** Remember that this online course begins on day one of the semester. Log in early during the first week to print the syllabus, become oriented to the online classroom, and get to know your professor and classmates. Waiting until the end of the first week to get started may derail your efforts to succeed before you know it.

2. **STAY ORGANIZED.** Bookmark our course websites (Blackboard, Online Dictionary, other websites indicated by professor etc.) Create a special binder or folder to organize any printed materials. Study time will be easier and more fruitful if you are organized and up to date.

3. **INTERACT WITH YOUR CLASSMATES.** Students who study in small groups or pairs tend to be more successful. You can help each other to understand difficult points in the unit simply by participating regularly in the Discussion Forums.

4. **SHOW UP & ASK QUESTIONS.** Make an appointment and we can talk in real time via phone. You can also email me any questions that arise or post them in the “Questions?” discussion forum.

5. **DO THE READING.** The assigned reading is a valuable part of the course. Students who consistently stay up to date on the reading tend to receive higher grades than those who do not.
6. **STUDY “OFFLINE” SOMETIMES.** Although this is a hybrid course, you need not do all of your studying online. Spend time studying away from the computer by taking notes on the readings.

7. **DON’T PROCRASTINATE.** Procrastination will ruin your experience in the class in several ways. Not only does it prevent you from learning what you are here to learn, but it will also cause you to lose a lot of points.

8. **HANG IN THERE!** If this is your first online/hybrid class, the experience may challenge you at first, but as long as you keep up with the reading and follow your professor’s instructions, you will develop an understanding of the rhythm of the course after the first unit. See me for help as needed, I am your resource and I want to see you succeed and enjoy this course!

**Technology**

**Web address for Blackboard** - bb.wustl.edu

**Listing of other required/recommended software** – None

**Notice on Java updates and supported browsers**

- Blackboard works best in Mozilla Firefox. Some Blackboard features will not work well in Chrome or Internet Explorer. You can visit https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13 and click on “Browser Support” for more detailed information on which browser works best for Blackboard, based upon your computer’s operating system.

- Be sure you have downloaded the most recent version of Java. This is a free software program that helps you to be able to access Blackboard. You can check which version of Java you currently have and update it (if necessary) by visiting www.java.com. Keep Java updated for best results.

**Technical support**

Though this is not a fully online, technology-based course, it is a hybrid course and you will be working within our online classroom throughout the course. Computers are not perfect, so plan on having technical issues at least once during the term. While this can cause some incredibly frustrating moments, the overall benefits of the technology do outweigh any issues that may arise. Just be ready to contact technical support in the event of difficulties. Send an email to blackboardhelp@wustl.edu with any questions/problems concerning Blackboard. (This is technical support for any problems you experience within the Blackboard classroom.
only, not other external software). For additional Blackboard resources and assistance, visit the Blackboard Answers & Support page on the University College Website.

"Netiquette" statement on Internet communication

- Remember your audience. If you would not say it in a face-to-face classroom, do not include it in the online discussions either. Consider what you write, as it is a permanent record and can be retrieved easily. Use courtesy and common sense in all your electronic communications.
- Write in complete sentences and check spelling before you post anything in class.
- DON'T TYPE IN ALL CAPS. This is hard to read and is considered "shouting."
- Respect the opinions of others and be sensitive to the diverse nature of people in the class. Keep in mind that although you cannot "see" your classmates, you can show respect for individual differences. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers, etc.
- No profanity will be allowed. This includes writing in punctuation. For example, ##%$#! is considered profanity and is not permitted. Also, language expressed in inappropriate acronyms is not acceptable.

Statement Regarding Academic Honesty

Students are bound by the University College policy on academic integrity in all aspects of this course. All references to ideas and texts other than the students' own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the document regarding the university academic integrity policy: http://ucollege.wustl.edu/faculty/academic_integrity

Student Accommodations

Washington University is committed to providing equal opportunity for students with disabilities. The Disability Resource Center (DRC) assists students with disabilities by providing services and arranging for reasonable accommodations to ensure equal access and equal academic opportunities. Students wishing to request services or accommodations must register and provide appropriate documentation to the DRC at cornerstone.wustl.edu. The DRC serves as a resource and advisor to students with disabilities and welcomes opportunities to consult with students, families, faculty, and staff.
**Course Grading**

Weightings toward final course grade are:
- Classroom (on ground and online) attendance & engagement 15%
- Completion of assignments (including online discussions) 15%
- Midterm Paper 30%
- Final Paper 40%

Grades will be given on this scale:
- **A**: superior work with excellent analysis
- **B**: good work that meets the requirements of the assignment
- **C**: good work but does not meet all requirements of the assignment
- **D**: passing but marginal work

**Course Resources and References**

The required texts for the class are:
- *Navigating the Organizational Lifecycle: A Capacity-Building Guide for Nonprofit Leaders* by Paul M. Connolly (BoardSource)
- *Handbook of Nonprofit Leadership and Management* by Jossey-Bass
- *Ten Basic Responsibilities of Nonprofit Boards* by BoardSource
- Other articles as assigned, posted on the class Blackboard site