Course Description
PPPM 688 Nonprofit Management Consultancy is an experiential learning course where students will utilize many of the professional skills learned throughout the program for and with select nonprofit organizations in the area. As the capstone course for the Masters in Nonprofit Management, it is intended to provide students an opportunity to bring the breadth of their coursework and personal experience to bear in assisting a nonprofit organization in meeting its needs.

Using the knowledge you have gained throughout the Certificate and Master of Nonprofit Management programs, students will assess organizational needs and recommend solutions for organizational success. The course will focus on assessment skills, project management, and evaluation. Some of the topics, although basic in nature and critical to success in the nonprofit professional world, are often not executed well in practice. Students will be expected to internalize and master the course concepts, and use these skills to deliver the final course product, reflecting well on both the student and the University. All oral and written communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and editing.

This course is complementary to other service-learning courses, including PPPM 526 Strategic Planning, PPPM 581 Resource Development (fund raising) and PPPM 565 Program Evaluation. The intent for this course is to train you as leaders of nonprofit organizations to perform these projects on your own.

Projects completed for this course will vary according to the organization. After the initial assessment of needs, students will conduct projects which are intended to be of educational value to the students and substantive value to the organizations. The intent for this course is not necessarily to train students to become consultants, but instead to train students as leaders of nonprofit organizations where you will be required to perform these projects with your own existing staff members.

Competencies
By completing this course, students will be able to:
• Conduct a needs assessment in partnership with the staff of a nonprofit organization.
• Develop a project and/or evaluation plan, including goals and timeline.
• Utilizing skills from previous coursework, additional readings and/or professional experience, provide the assigned organization a professional report and presentation of your project and recommendations, along with any other identified deliverables.
• Write compelling and persuasive professional communications.
• Present your findings and recommendations in a professional manner to the organization, using available and appropriate technologies.

Course Website
The course website is located on the University of Oregon’s Canvas system (https://canvas.uoregon.edu). The class syllabus, announcements and other materials will be posted there. Please check it frequently for updates. In addition, I will use your University of Oregon email address to communicate with you.

Course Prerequisites and Approval
Students must have completed, or be concurrently enrolled in the following courses and have instructor approval to enroll. Students with substantial nonprofit managerial experience may enroll even if they haven't completed some of the courses listed below yet, but will also need instructor approval to register:

PPPM 680 Managing Nonprofit Organizations
PPPM 581 Resource Development for Nonprofit Organizations (fund raising)
PPPM 684 Public & Nonprofit Financial Management
PPPM 522 Grant Proposal Writing
PPPM 586 Philanthropy Seminar

Course Format
Students working in teams will focus on local/regional/statewide nonprofit organizations specifically selected for the course by the instructor. Student groups will be assigned to work with a specific organization. Students will present results and recommendations to key personnel at the organization at the end of the term and provide next and future steps for addressing problem areas identified. Class time will include skill-building sessions, a forum to work with the assigned team and receive instructor consultation. Class time will also focus on completing a professional final report and presentation for the organization.

Required Reading
Grade Composition

<table>
<thead>
<tr>
<th>Participation</th>
<th>In class sessions (4), field trips and group meetings:</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Charter</td>
<td>Class Meetings March 28, April 11, April 25, May 16&lt;br&gt;Field Trips: April 1 and June 3</td>
<td></td>
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<tr>
<td>Team Charter</td>
<td>Due April 4</td>
<td>5%</td>
</tr>
<tr>
<td>Group Presentations</td>
<td>To Class (May 16)</td>
<td>10%</td>
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<tr>
<td>Group Presentations</td>
<td>To Organization (June 3)</td>
<td>20%</td>
</tr>
<tr>
<td>Draft Report</td>
<td>Due week (May 16)</td>
<td>10%</td>
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<tr>
<td>Final Report</td>
<td>Due finals week (June 9)</td>
<td>30%</td>
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<tr>
<td>Summary Memo</td>
<td>Due June 9</td>
<td>5%</td>
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<tr>
<td>Total</td>
<td></td>
<td>100</td>
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Grade Distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93.99%</td>
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<td>B+</td>
<td>86-89.99%</td>
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<td>B</td>
<td>84-85.99%</td>
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<tr>
<td>B-</td>
<td>80-83.99%</td>
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<tr>
<td>C+</td>
<td>76-79.99%</td>
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<td>C</td>
<td>74-75.99%</td>
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<tr>
<td>C-</td>
<td>70-73.99%</td>
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<td>D+</td>
<td>66-69.99%</td>
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<td>D</td>
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<td>D-</td>
<td>60-63.99%</td>
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<td>F</td>
<td>Under 60%</td>
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</tbody>
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Participation

We will meet as a class four times during the term at scheduled class time (Mondays at 4pm) and will have TWO mandatory trips to the city of Redmond.

- The class meetings will be week 1, week 3, week 5 and week 8.
- We will take a field trip to the city of Redmond on Friday, February 1 to meet our clients, and then again on Friday, June 3 to make our final presentations to our clients.

Students should be present at all class meetings and field trips. In addition, each group should meet with the instructor at least once per week all other weeks to evaluate project progress either in person, or an online forum. You may miss one of the meeting (with other group members reporting) or the February 1 trip and not affect your participation grade. Groups will work with the instructor to identify mutually convenient times, and meetings will run 20 minutes to an hour depending on group needs.

If you are unable to attend either mandatory field trip because of an emergency, please notify the instructor immediately.
Team Charter and Group Work
The first week of class, students will be asked to complete a team charter outlining roles and responsibilities for team members, and a process for handling conflict. This is due on Monday, April 4 by 11:59pm, uploaded to Canvas.

If there are any conflicts that can’t be successfully solved during the term by teammates, please notify your instructor as soon as possible. As a part of your final presentation and report grades, you will have a chance to evaluate each of your teammates’ contributions to the final presentations and report. There is no guarantee that all students in a group will receive the same grade.

Group Presentations
Students are responsible for two presentations during the term. The first will be an in class presentation during week 8, which can be considered a practice presentation for your client. All group members must participate roughly equally in the presentation. The second will be the presentation to your client on Friday, June 3 in Redmond. The presentation should last 25-35 minutes, with time for questions. The content of your presentations will be determined in large part by your client needs and scope of your project, but should include the following:
• A brief overview of the organization and mission
• The scope of work
• The process undertaken to meet client goals
• Findings
• Recommendations

You will be graded on the content of your presentation, the quality of your findings and recommendations, and presentation style (professional dress, engaging, not reading from notes or speaking to slides, confident tone). Groups are encouraged to practice, particularly before the presentation to your client.

Report
A draft report is due to the instructor week 8. This should be a nearly finished draft that can be honed through questions asked during your class presentation, and through instructor feedback. Your draft report will be returned to you by the end of week 8.

Your final report will be presented to your client when appropriate and uploaded to Canvas by Thursday, June 9 by 2:30 pm. It should be 10-15 single-spaced pages with the following information included:
• An overview of the organization, its mission and programs
• The scope of work/research questions
• Your process for evaluating the research questions
• Your findings
• Your recommendations
• Bibliography (not included in page total)
• Appendices with any material you produced for the client (i.e., board job description, fundraising plan, project evaluation timeline, etc., not included in page total).

Individual sections may be different based on the scope of work required by your client, but should broadly match the sections above.

You should be expected to support your evaluation and recommendations with citations from the literature, research and/or best practices. These can be provided in an endnote or footnote, with a bibliography page. If you have several citations on one page, you may want to consider using endnotes for ease of reading.
A grading rubric will be provided on Canvas. Any late reports will be penalized 5% a day.

**Summary Memo**
Following completion of your client work, please draft a 1-2 page single-spaced memo to the instructor answering the following questions:

1. Who was your client and a brief outline of your project?
2. What was the biggest takeaway from working as a consultant to a nonprofit organization?
3. Briefly, how did your group work together? Was it a successful collaboration? Why or why not?
4. What are your recommendations for next year’s consultancy class?
5. And any other information you think would be helpful to share.

This will be due by 2:30pm Thursday, June 9 11:59, and will be uploaded to Canvas.

**Professional Practice**
This course is a capstone experience in the Master of Nonprofit Management and Graduate Certificate in Nonprofit Management degree programs. As such, students are expected to behave in a professional manner at all times.

- Students should treat each other and the instructor with the professional courtesy and respect expected in a workplace.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and editing.
- The classroom is a place of focused learning. This requires that students arrive on time, stay until the end of the class period, do not disrupt the class by leaving the room temporarily, and refrain from non-learning activities. Students who fail to adhere to these guidelines will be asked to leave for the remainder of the class session.
- I expect all course assignments to be typed.
- It’s possible your project will require use of a spreadsheet program for data analysis and graphing. Some familiarity with a spreadsheet program (e.g. Excel), as well as basic concepts in mathematics and algebra at the high school level will be used when we cover the analytic components of the material.
- You will also be required to use PowerPoint for a presentation at the end of the term on your final project.

**Course Workload**
A general rule of thumb for the expected workload for a graduate level class is approximately 3-4 hours/week per credit hour. Thus, a four credit course will require approximately 12-16 hours of effort per week. Our class meets for three hours each week, so students should expect to spend an additional 9 to 13 hours per week working on your project, client communications, group meetings, etc.

**Writing Lab**
This is a writing intensive course. If you struggle with writing, I strongly encourage you to use the services of the Writing Lab: The Writing Lab begins week two of the term and closes at 5:00 pm the Wednesday of finals week. Free tutors are available. Upper-division and graduate student tutors are available on a drop-in basis or by appointment. (You must come to the writing lab to schedule your appointment.) 9:00am – 5:00pm, Monday – Friday, 72 PLC (Prince Lucien Campbell).

**Documented Disabilities**
Students who have a documented disability and anticipate needing accommodations in this course should make arrangements to see the instructor as soon as possible. They should also request that the Counselor for Students with Disabilities send a letter verifying the disability.
Missed Class Policy
See participation grade section.

Incomplete Policy
Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

Academic Misconduct and Plagiarism
You are expected at all times to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. For example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at: www.libweb.uoregon.edu/guides/plagiarism/students.

Diversity, Inclusion and Respect Statement
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Course content, class discussions, projects and activities, and assignments for this class rest on an assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, and other considerations) both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences. If you believe you have been the target of or a witness to harassment, bias, or discrimination, you may report this (anonymously, if desired) to the Bias Response Team at http://bias.uoregon.edu or brt@uoregon.edu

Sexual Violence, Harassment and Survivor Support
The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating
campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that all UO employees (including Graduate Teaching Fellows) are required reporters. This means that if you tell us about a situation, we may have to report the information to our supervisor or the Office of Affirmative Action and Equal Opportunity. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can call 541-346SAFE, UO’s 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

Class Meetings

Week 1 (March 28)
- Read chapters 1-3 of the Cagney book before we meet
- Team charters (do in class)
- Field Trip to Redmond, April 1

Week 3 (April 11)
- Cagney, chapter 8
- Also read the Cagney chapter(s) that are most appropriate for your project
- Come to class prepared to discuss your project with a 3-5 minute informal presentation (just an update) including:
  - The status of your project
  - Victories, interesting insights and challenges
  - Two-four questions to ask your classmates to help brainstorm on.
- This can be presented by one member of each group, or multiple members.

Week 5 (April 26)
- Cagney, Chapter 9
- Come to class prepared to discuss your project with a 3-5 minute informal presentation (just an update) (same instructions as above):
  - The status of your project
  - Victories, interesting insights and challenges
  - Two-four questions to ask your classmates to help brainstorm on.
- This can be presented by one member of each group, or multiple members.

Week 8 (May 18)

Due: Draft report and draft presentation
- Group presentations to class, and discussion of victories and challenges

Week 10 (June 3)
- Field Trip to Redmond to deliver presentations, time TBD.

Final Report due June 9 by 2:30 pm, uploaded to Canvas. Summary memo due, and also uploaded to Canvas, June 9 by 2:30 pm.