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What is the name of your nonprofit/philanthropy Masters Degree program for which you seek accreditation?	Master of Nonprofit Management
Q1: How does the broad topic of Comparative Global Perspectives on the Nonprofit Sector, Voluntary Action and Philanthropy fit as part of your overall program mission and core learning objectives?	The topic is covered in individual course assignments courses but it is not central to our program's mission and core learning objectives
Q2: If Comparative Global Perspectives on the Nonprofit Sector, Voluntary Action and Philanthropy is a part of your	The international context of the third sector is covered most extensively in PPPM 680 Managing Nonprofit Organizations, a core required course: Weeks 1-3 (3 hours/week) cover the foundational theories of the nonprofit sector and the role of nonprofits in communities, using Frumkin's "On Being Nonprofit" textbook for this portion of the course. We include a case on volunteer management called "Generations, Inc." (Kennedy School of

program's mission and core learning objectives please provide a narrative explanation showing how it is described in you mission statement or core learning objectives.

Government) that highlights how different cultures approach volunteerism. We introduce the U.S. regulatory context that covers philanthropy. One week focuses specifically on the international context in this course, but international issues tend to be woven throughout the entire course topics, readings, and cases. Finally, we have included more critical perspectives on volunteering and voluntourism, finding a blind spot in how U.S. scholars and practitioners define philanthropy and volunteerism, and how those definitions are inadequate to define the many ways people engage in helping around the world.

Additional courses with very strong international context are the elective courses, PPPM 685 Social Enterprise and PPPM 587 Impact Philanthropy. The international context is explicitly mentioned in the Social Enterprise course competencies.

PPPM 507/583 Volunteer Resource Management, an elective course, covers global volunteerism statistics as well as formal and informal trends in volunteerism worldwide in week 1 of the course.

We cover this topic in the following courses:

1	PPPM 680 Managing Nonprofit Organizations (core)
2	PPPM 583 Volunteer Resource Management (elective)
3	PPPM 685 Social Enterprise (elective)
4	PPPM 587 Impact Philanthropy (elective)

List Related Individual Course Assignments:

1	see above response to Q2
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List any extra-curricular or non-course related activities (symposiums, faculty research, community service projects, etc.) where this guideline is addressed:

1	Lall, Saurabh et al. "Institutional Intermediaries as Legitimizing Agents for Social Enterprise in China and India." In preparation for submission to NVSQ.
2	Mason, Dyana et al. (2014) "Politics, Management and the Allocation of Arts Funding: Evidence from Public Support for the Arts in the United Kingdom." International Journal of Cultural Policy 24(3).
3	Mason, Dyana and Michael Thier (2017) "Study Abroad, Global Citizenship, and the Study of Nongovernmental Organizations", accepted for publication at Voluntas (print version forthcoming).
4	Dewey (Lambert), P., & Duff, S. (2009). "Reason Before Passion: Faculty Views on Internationalization in Higher Education." Higher Education, 58.

5	Dewey (Lambert), P., & Wyszomirski, M. J. (2007). "Improving Education in International Cultural Policy and Administration." <i>The Journal of Arts Management, Law and Society</i> , 36 (4).
Q1: How does the broad topic of Scope and Significance of the Nonprofit Sector, Voluntary Action, and Philanthropy fit as part of your overall program mission and core learning objectives?	The topic is central to our program's mission and core learning objectives
Q2: If Scope and Significance of the Nonprofit Sector, Voluntary Action, and Philanthropy is a part of your program's mission and core learning objectives please provide a narrative explanation showing how it is described in you mission statement or core learning objectives.	<p>The scope and significance of the nonprofit/NGO sector is not explicitly stated in our mission statement, yet this material is critical for inclusion in the curriculum prior to covering the topics (leadership, etc.) that are emphasized in the mission.</p> <p>See the answer to Curricular Guideline 1 above: The required core course, PPPM 680 Managing Nonprofit Organizations, provides an extensive overview of the scope and structure of the third sector. PPPM 680 covers philanthropy and volunteerism throughout the course.</p> <p>The required core course, PPPM 586 Philanthropy and Grant Making Seminar, spends 2 weeks covering the scope and operational structure of institutional and individual grant making (primarily in the U.S.).</p> <p>The elective course, PPPM 507/583 Volunteer Resource Management, covers volunteerism statistics as well as formal and informal trends in volunteerism worldwide in week 1 of the course. Two more elective courses, PPPM 685 Social Enterprise and PPPM 587 Impact Philanthropy go in depth to cover the evolving role of philanthropy and nonprofit enterprise at its boundary with for-profit hybrid models of social entrepreneurship.</p>
We cover this topic in the following courses:	
1	PPPM 680 Managing Nonprofit Organizations (core)
2	PPPM 586 Philanthropy and Grant Making Seminar (core)
3	PPPM 583 Volunteer Resource Management (elective)
4	PPPM 587 Impact Philanthropy and PPPM 685 Social Enterprise (electives)

List Related Individual Course Learning Objectives:

1	PPPM 680: Understand the trends, and future of, nonprofit management and organizations.
2	PPPM 586: Place current US philanthropic trends and approaches within economic and historical contexts.
3	PPPM 507/583: Examine the critical role volunteers play as actors in community organizations.
4	PPPM 587: Know the ecosystem of organizations that operate in this field (foundations, impact investors, governments, incubators, and social enterprises), and how they collaborate with each other.
5	PPPM 685: Compare/contrast the role of nonprofit organizations, social enterprises, and commercial enterprises, and identify areas of our economy and society where social enterprises can play a role.

List Related Individual Course Assignments:

1	see response to Q2
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List any extra-curricular or non-course related activities (symposiums, faculty research, community service projects, etc.) where this guideline is addressed:

1	Irvin, Renee A. (2005) "The Student Philanthropists: Fostering Civic Engagement Through Grant Making." Journal of Public Affairs Education 11(4).
2	Mason, Dyana and Emily Fiocco (2017). "Crisis on the Border: Specialized Capacity Building in Nonprofit Immigration Organizations." Voluntas 28(3).
3	Mason, Dyana (2018). "Detained immigrant children stay in shelters that are already full and aren't equipped for babies." The Conversation. Picked up and run in multiple outlets.
4	Ngo, Nicole et al. (2017) "Why Participation Matters for Air Quality Studies: risk perceptions and mobilization in a poor neighborhood in Nairobi, Kenya," Public Health, 142.

Q1: How does the broad topic of History and Theories of the Nonprofit Sector, Voluntary Action, and Philanthropy fit as part of your overall program

The topic is covered as a core objective in individual classes but it is not central to our program's mission and core learning objectives

mission and core learning objectives?

Q2: If History and Theories of the Nonprofit Sector, Voluntary Action, and Philanthropy is a part of your program's mission and core learning objectives please provide a narrative explanation showing how it is described in you mission statement or core learning objectives.

Although we provide extensive historical context and theory in several of our courses, we do not explicitly list this in our mission statement.

PPPM 586 Philanthropy and Grant Making (core) provides two weeks on historical foundations of grant making in the U.S.

PPPM 618 Public Sector Theory (core), explores the history of the nonprofit sector, particularly in relation to the U.S. government (week 8). Leading theories of civic participation are covered in week 6.

PPPM 680 Managing Nonprofit Organizations (core), covers the basic history of the nonprofit sector in weeks 1-3, both in the U.S. and internationally. An additional week is spent on social movements and advocacy. This course provides a grounding in theories of the nonprofit sector and advocacy.

Nonprofits and Social Change (elective study abroad), covers the basic development of the nonprofit sector and prominent theories of civil society in an international context. The primary foci of this course are social movements and civil society, discussed in weeks 1 and 2 of a 4-week intensive course. This material draws on a wide-ranging literature in political science and social movements, including Edwards' work on Civil Society.

We cover this topic in the following courses:

1	PPPM 586 Philanthropy and Grant Making (core)
2	PPPM 618 Public Sector Theory (core)
3	PPPM 680 Managing Nonprofit Organizations (core)
4	PPPM ____ Nonprofits and Social Change (elective study abroad course)

List Related Individual Course Learning Objectives:

1	PPPM 586: Place current US philanthropic trends and approaches within economic and historical contexts.
2	PPPM 618: Evaluate the history and trajectory of public administration, the government and nonprofit sectors, and public service.
3	PPPM 680: Understand the trends, and future of, nonprofit management and organizations.
4	PPPM 680: Provide an historical and theoretical overview and theories of NGO and social movements.

List any extra-curricular or non-course related activities (symposiums, faculty research, community service projects, etc.) where this guideline is addressed:

1	Mason, Dyana and Emily Fiocco (2017). "Crisis on the Border: Specialized Capacity Building in Nonprofit Immigration Organizations. <i>Voluntas</i> 28(3).
2	Mason, Dyana (2016). "Common Agency in Nonprofit Advocacy Organizations: Theory and Evidence from California." <i>Nonprofit Management & Leadership Journal</i> 27(1).
3	Mason, Dyana (2015). "Advocacy in Nonprofit Organizations: A Leadership Perspective." <i>Nonprofit Policy Forum</i> , 6(3).
4	Irvin, Renee and Eren Kavvas, "Mission Change over Time in U.S. Family Foundations". Under revision for re-submission.

Q1: How does the broad topic of Ethics and Values fit as part of your overall program mission and core learning objectives?

The topic is covered in individual course assignments courses but it is not central to our program's mission and core learning objectives

Q2: If Ethics and Values is a part of your program's mission and core learning objectives please provide a narrative explanation showing how it is described in you mission statement or core learning objectives.

This topic is not explicitly described in our mission statement, but issues surrounding diversity, equity, and inclusion are prominent throughout most of our core courses. [We would like suggest to NACC that diversity, equity and inclusion in the nonprofit and philanthropic sectors should be a separate 17th Curricular Guideline.] Coursework featuring relevant material includes:

PPPM 581 Fundraising for Nonprofit Organizations (core) covers ethical decision making and Association for Fundraising Professionals standards of conduct in weeks 1 and 6.

PPPM 507/681 Nonprofit Financial Management (core) covers ethical standards in stewardship of financial resources, in the last week of the quarter (and last assignment), so that students leave the course with an emphasis on ethical and structural fiduciary responsibility.

PPPM 680 Managing Nonprofit Organizations (core) concentrates on equity and ethics challenges throughout the course. During a week on board governance, we discuss ethical decision-making and conflicts of interest in fundraising, financial management, and staff management. The Conflict of Interest assignment provides a case study, discussion, and an exercise on mission drift as an ethical concern. Equity and inclusion readings and discussion are also prominent throughout the course. One example is the case on "Child Sponsorship Agencies", which explores the ethics of international

development and the "savior complex."

PPPM 552 Public Participation in Diverse Communities (elective) focuses on strategies and tools for encouraging public participation in underserved and underrepresented communities (entire course).

PPPM 583 Volunteer Resource Management devotes one half of one week's material on accessibility, diversity, inclusion, and equity in volunteer engagement.

We cover this topic in the following courses:

1	PPPM 581 Fundraising for Nonprofit Organizations (core)
2	PPPM 681 Nonprofit Financial Management (core)
3	PPPM 680 Managing Nonprofit Organizations (core)
4	PPPM 552 Public Participation in Diverse Communities (elective)
5	PPPM 583 Volunteer Resource Management (elective)

List Related Individual Course Learning Objectives:

1	PPPM 552: Students will be exposed to theories of "difference" related to diversity and equity issues.
2	PPPM 552: Contribute to the enhancement of civic engagement and communication to effectively reach all segments of the community and ensure the broadest possible community awareness and representation
3	PPPM 552: Identify possible barriers to inclusive public engagement in the community
4	PPPM 552: Develop students' participatory skills related to civic/public engagement and outreach in ethnically diverse and underserved communities/neighborhoods.

List Related Individual Course Assignments:

1	Internal Control Assignment (in PPPM 507/681 Nonprofit Financial Management)
2	Conflicts of Interest Assignment (in PPPM 680 Managing Nonprofit Organizations)

List any extra-curricular or non-course related activities (symposiums, faculty research, community service projects, etc.) where this guideline is addressed:

1	Community service is built into our coursework. Examples include the Public Participation in Diverse Communities studio project in community engagement.
2	Mason, Dyana, J. Jones, and L. McDougle (forthcoming). "Teaching Social Justice in Nonprofit Management Education: A Critical Pedagogy and Practical Strategies." <i>Administrative Theory and Praxis</i> .
3	Mason, Dyana, et al. (forthcoming). "The Critical Pedagogy of Nonprofit Management Education: Teaching for Social Justice." in <i>Teaching Nonprofit Management</i> , H. Carpenter and K. Bezboruah, Eds.

Q3: Within the topic of Ethics and Values as covered by your program, are there any specific core learning objectives, specific class objectives or specific class assignments that you believe are particularly distinctive and noteworthy. Please limit this to two examples.

PPPM 552 Public Participation in Diverse Communities trains students to use strategies and tools to foster public participation in underserved and low-income communities of color. The course functions both as a seminar on theories of public engagement and as a hands-on public participation studio project facilitated by the Latino Civic Participation Project. Students conduct outreach to the emerging Latino community in a regional community in Oregon using bottom-up community participation techniques. This year, the climax of the course was the opportunity for students to conduct public participation workshops to reach low-income Latinos in Redmond. These workshops use James Rojas' method of participation-by-play to create a welcoming, safe, and fun environment where participants share their ideas for improving their community. Hence, this course is designed as both a seminar where students will debate intellectual material and as an experiential learning course where students will actually have an opportunity to apply what they learn in the classroom to actual outreach efforts.

Q1: How does the broad topic of Nonprofit Governance and Leadership fit as part of your overall program mission and core learning objectives?

The topic is central to our program's mission and core learning objectives

Q2: If Nonprofit Governance and Leadership is a part of your program's mission and core learning objectives please provide a

Mission: "The MNM at the UO trains students for leadership of ground-breaking, fearless, and effective nonprofit and philanthropic endeavor. The selective program... (requires) students to...practice executive decision-making skills throughout the degree."

PPPM 687 Nonprofit Board Governance is a required core course; a three-quarter sequence in Fall, Winter, and Spring terms of the students' 2nd year in

narrative explanation showing how it is described in you mission statement or core learning objectives.

the program. This course requires students to be voting members of a regional nonprofit board of their choice for the entire year, and attend in-class sessions where students learn board governance best practices and compare notes on their respective board experiences. Students complete substantive projects benefiting the organization and its board. These projects have ranged from revising the bylaws, designing and implementing a new board member recruitment program, and heading the succession/search committee for a new Executive Director.

PPPM 686 Nonprofit 48-Hour Charrette, held at the beginning of year 2 (after students have completed much of their core coursework), is a required 1-credit core course. Students are given a research topic, with no advance warning, that demands a leadership response and strategy. A written report and a large public presentation (about 100 people are in attendance) are due at the end of the 48-hour period. This high-stakes, time-intensive structure hones their ability to draw from their 1st-year curricular training and get used to mobilizing a collaborative team in a hurry, and of course, it mimics the time pressures of nonprofit sector work.

PPPM 688 Nonprofit Management Consultancy, the final required core course of the degree, requires student teams to complete projects for regional nonprofit organizations. These topics require gathering quantitative and qualitative data, and designing solutions for implementation at the nonprofit, with a completed written report/plan and a public presentation to the stakeholders. Examples range each year, and have included: A feasibility study for a possible community foundation in a community that doesn't have one, a communications plan for a newly founded nonprofit, and designing a financial reporting system for a nonprofit whose board members complained that they could not understand the organization's finances.

Leadership is also addressed in the core course PPPM 680 Managing Nonprofit Organizations, and in the elective courses PPPM 526 Strategic Planning and PPPM 588 Nonprofit Legal Issues. Strategic Planning requires students to work in teams to complete a strategic plan for a local nonprofit organization. Nonprofit Legal Issues spends one week on the Board of Directors' legal duties.

We cover this topic in the following courses:

1	PPPM 687 Nonprofit Board Governance (core)
2	PPPM 686 Nonprofit 48-Hour Charrette (core)
3	PPPM 688 Nonprofit Management Consultancy (core)
4	PPPM 680 Managing Nonprofit Organizations (core)

5 PPPM 526 Strategic Planning (elective)

List Related Individual Course Learning Objectives:

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| 1 | PPPM 687: Articulate the features of a well-functioning board for different types and sizes of nonprofits. |
| 2 | PPPM 687: Understand the fiduciary and governance responsibilities of a Board of Directors. |
| 3 | PPPM 687: Understand the role of the Board of Directors in supporting and sustaining the mission. |
| 4 | PPPM 687: Understand the role of the Board of Directors in strategic initiatives |
| 5 | PPPM 687: As a nonprofit manager, promote best board practices and enhance board efficacy. |

List Related Individual Course Assignments:

- | | |
|---|---|
| 1 | PPPM 687: Serve in a (voting) leadership role on a Board of Directors, promoting best practices and enhancing board efficacy. |
| 2 | PPPM 686: Develop a group work plan to accomplish a challenging project within 48 hours, learning to accommodate group members with different schedules and skills. |

List any extra-curricular or non-course related activities (symposiums, faculty research, community service projects, etc.) where this guideline is addressed:

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|---|--|
| 1 | Irvin, Renee A. and Diane Lang, (2013). Nonprofit Board Governance: in the Classroom and on the Board. <i>Journal of Nonprofit Education and Leadership</i> 3(1), pp. 18-33. |
| 2 | Mason, Dyana (under review). "Diversity and Inclusion Practices in Associations: A Leadership Perspective." |
| 3 | Mason, Dyana and Mirae Kim (under review). "Are 'High-Performing Boards' a Pipe Dream: Organizational Support, Board Knowledge, and Board Competencies." |
| 4 | Lambert, P. D. & Sonke, J. (forthcoming) "Professionalization of Arts Management within Healthcare Facilities." <i>Journal of Arts Management, Law and Society</i> . |

Q3: Within the topic of Nonprofit Governance and Leadership as

- Example 1: The required Board Governance course has excellent 3-way benefits for students and local nonprofit organizations.
- 1) By serving on a board for a year (as a voting member, not as an observer or

covered by your program, are there any specific core learning objectives, specific class objectives or specific class assignments that you believe are particularly distinctive and noteworthy. Please limit this to two examples.

non-voting member with merely a "fresh perspective"), every student gains a thorough education on board governance in situ -- training grounded in context.

2) Because students have already taken the practical skills-oriented coursework in their first year of the program, they are ready to speak to and contribute fully to the needs of the organization's board. Thus, we have found that our student board members often take on the role of trainer for other board members. Our students are sought-after board members and we have over five times as many nonprofits wanting student board members as we have students to fill those slots.

3) Each student serves on a different board. This enables the class to experience a wide range of examples of board governance excellence and/or board governance failures.

This combination in-class/on-the-board course has curricular and service outcomes that are unparalleled. We encourage other universities to build this model into their programs as well.

Irvin, Renee A. and Diane Lang, Nonprofit Board Governance: in the Classroom and on the Board. *Journal of Nonprofit Education and Leadership* 2013, Vol 3(1), pp. 18-33.

Example 2: As noted above, the Nonprofit 48-Hour Charrette is held at the beginning of year 2 (after students have completed most of their core coursework). Students are given a nonprofit/philanthropy-specific research topic (with no advance warning) that demands a leadership response and strategy. A written report and a large public presentation (about 100 people are in attendance) are due at the end of the 48-hour period. This high-stakes, time-intensive structure requires students to draw from their 1st-year curricular training, hones their ability to mobilize a collaborative team in a hurry, and of course, it mimics the time pressures of nonprofit sector work. It is an annual rite of passage for our students.

Q1: How does the broad topic of Public Policy, Advocacy, and Social Change fit as part of your overall program mission and core learning objectives?

The topic is covered in individual course assignments courses but it is not central to our program's mission and core learning objectives

Q2: If Public Policy, Advocacy, and

PPPM 680 Managing Nonprofit Organizations (core course) includes a week on the role of nonprofits in social change and advocacy, including a case study on

Social Change is a part of your program's mission and core learning objectives please provide a narrative explanation showing how it is described in you mission statement or core learning objectives.

how an organization strategically decides to engage in advocacy to advance its mission. Advocacy discussion includes coverage of the regulatory environment for 501c3s and 501c4s. We discuss insider tactics (lobbying) and outsider tactics (direct action, rallies).

PPPM 586 Philanthropy and Grant Making (core course) devotes one week to the issue of upstream (policy and social movement-building) philanthropy versus downstream (alleviation of social problems) philanthropy, and a 40-year overview of changes in philanthropic involvement in partisan policy agendas.

PPPM 687 Nonprofit Board Governance (core course) discusses the nonprofit sector as an instrument for social innovation and change: This theme weaves throughout the 3-term course, including how the Board of Directors models and leads in these efforts.

PPPM 507 Advocacy/Lobbying is an elective (2-credit) course focused solely on influencing policy at either the state/local or federal level (depending on the instructor). All readings and assignments are devoted to policy advocacy and social change.

PPPM 588 Nonprofit Legal Issues (elective) includes one week on the legal constraints surrounding 501c3, 501c4, and other forms (PACs, chambers of commerce, etc.) of organizations in their efforts to advocate or lobby to influence policymaking.

PPPM 583 Volunteer Resource Administration includes 1/2 of one week (1.5 hours of instruction) on community organizing for social change.

We cover this topic in the following courses:

1	PPPM 586 Philanthropy and Grant Making Seminar (core)
2	PPPM 680 Managing Nonprofit Organizations (core)
3	PPPM 687 Nonprofit Board Governance (core)
4	PPPM 507 Seminar Advocacy/Lobbying (elective)
5	PPPM 588 Nonprofit Legal Issues (elective)
6	PPPM 583 Volunteer Resource Administration (elective)

List Related Individual Course Learning Objectives:

1	PPPM 507: Gain an appreciation for the role of advocacy within the broader context of planning, public policy and non-profit management;
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2	PPPM 507: Learn the elements of successful advocacy including who, what, how, where and when to advocate for a specific position or change in public policy;
3	PPPM 507: Create a basic framework for successful issue advocacy including evaluation criteria
4	PPPM 507: Practice development of advocacy planning

List Related Individual Course Assignments:

1	Readings -- see syllabi for PPPM 680, 586, 687, 588, 583, 507 (Advocacy)
2	Assignment -- PPPM 680 Memo on deciding whether a nonprofit should engage in advocacy, given their limited resources.

List any extra-curricular or non-course related activities (symposiums, faculty research, community service projects, etc.) where this guideline is addressed:

1	Irvin, Renee A. (under revision for resubmission). "Think Tank Soldiers in the Battle for Tax Reform". The paper examines nonprofit think tanks and associated 501c4s.
2	Mason, Dyana and M. Kim (2018) "Representation and Diversity, Advocacy, and Nonprofit Arts Organizations." NVSQ 47(1).
3	Mason, Dyana (2015) "Advocacy in Nonprofit Organizations: A Leadership Perspective." Nonprofit Policy Forum 6(3).
4	Connolly, J. and Mason, Dyana (2016) "Ideology and Local Public Expenditure Priorities." Political Research Quarterly 69(4).
5	Mason, Dyana (2017) "Yes You Can -- and Should! Nonprofit Advocacy as a Core Competency." Nonprofit Quarterly, Nov. 17.

Q1: How does the broad topic of Nonprofit Law fit as part of your overall program mission and core learning objectives?

The topic is covered as a core objective in individual classes but it is not central to our program's mission and core learning objectives

Q2: If Nonprofit Law is a part of your program's mission and core learning objectives

Legal structures governing nonprofit and philanthropic enterprise are described in the following required core courses in the relevant context:

1. Legal constraints on different types of institutional grantmakers: PPPM 586 Philanthropy and Grant Making, in introductory readings.

please provide a narrative explanation showing how it is described in you mission statement or core learning objectives.

2. Legal structures governing conflicts of interest and other internal control procedures are covered throughout the quarter and especially in week 10 assignments in PPPM 507/681 Nonprofit Financial Management.

3. PPPM 687 Board Governance: the entire 3-term course emphasizes the Board's role in ensuring the organization understands its legal role and follows its legal duties and constraints related to advocacy, fundraising, governing the organization, and risk management.

In addition, the elective course PPPM 507/588 Nonprofit Legal Issues covers nonprofit and foundation law in depth. Each week provides a different aspect of nonprofit law. The course has a particular focus on practical risk management and best practices.

We cover this topic in the following courses:

1	PPPM 586 Philanthropy and Grant Making Seminar (core)
2	PPPM 681 Nonprofit Financial Management (core)
3	PPPM 687 Board Governance (core)
4	PPPM 588 Nonprofit Legal Issues (elective)

List Related Individual Course Learning Objectives:

1	PPPM 588: Understand the broad categories of legal risk to nonprofit organizations.
2	PPPM 588: Recognize resources available to nonprofit leaders related to legal issues.
3	PPPM 588: Understand bright legal lines, i.e. "do and don't", necessary for management and oversight.
4	PPPM 588: Apply legal principles and analysis to day-to-day operations, management and oversight

List Related Individual Course Assignments:

1	see syllabi, especially PPPM 588 Nonprofit Legal Issues
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List any extra-curricular or non-course related activities (symposiums, faculty research, community service projects, etc.) where this guideline is addressed:

1	We have a partnership with the School of Law where our students participate in a Nonprofit Law Clinic, providing guidance to organizations on their bylaws, governance, etc.
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2	Irvin, Renee A. (2005) "State Regulation of Nonprofit Organizations: Accountability, Regardless of Outcomes." NVSQ 34(2)
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Q1: How does the broad topic of Nonprofit Economics fit as part of your overall program mission and core learning objectives?	The topic is covered in individual course assignments courses but it is not central to our program's mission and core learning objectives
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Q2: If Nonprofit Economics is a part of your program's mission and core learning objectives please provide a narrative explanation showing how it is described in you mission statement or core learning objectives.	<p>Foundational economic theory and techniques are covered throughout our core curriculum, but not explicitly mentioned in our mission.</p> <p>Required core courses:</p> <p>PPPM 681 Nonprofit Financial Management focuses on technical processes, such as benefit-cost analysis, revenue forecasting techniques, typical cost structures, and pricing for events and services, given competitive markets. Quizzes and midterms emphasize this material.</p> <p>PPPM 680 Managing Nonprofit Organizations covers basic economic theories of market failure, government failure, and public choice theory, plus microeconomic theory of volunteering and charitable giving. The course provides instruction on the nonprofit sector impact on the macroeconomy and vice versa. An analysis of macroeconomic trends includes historical (Great Society) and recent (e.g. tax reform) events as relevant. Data on the impact of the nonprofit sector on the economy is from the Urban Institute, the National Council of Nonprofits, and for Oregon, the Nonprofit Association of Oregon.</p> <p>Two elective courses examining organizational-level social impact measurement are PPPM 565 Program Evaluation and PPPM 587 Impact Philanthropy.</p>
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We cover this topic in the following courses:

1	PPPM 681 Nonprofit Financial Management (core)
2	PPPM 680 Managing Nonprofit Organizations (core)
3	PPPM 565 Program Evaluation (elective)
4	PPPM 587 Impact Philanthropy (elective)

List Related Individual Course Learning Objectives:

1	* Construct a program or event budget using sensible forecasting and pricing
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strategies

List Related Individual Course Assignments:

1 see syllabi

List any extra-curricular or non-course related activities (symposiums, faculty research, community service projects, etc.) where this guideline is addressed:

1 Irvin, Renee A. and T. Harrison, 2018, "Competition and Collaboration: When are They Good for the Nonprofit Sector?" In Hdbk of Research on NP Economics, Seaman & Young, 2nd Edition.

2 Leete, Laura and N. Bania, 2018, "The Valuation of Volunteer Labor." In Handbook of Research on Nonprofit Economics and Mgmt, Seaman & Young.

Q1: How does the broad topic of Nonprofit Finance fit as part of your overall program mission and core learning objectives?

The topic is central to our program's mission and core learning objectives

Q2: If Nonprofit Finance is a part of your program's mission and core learning objectives please provide a narrative explanation showing how it is described in you mission statement or core learning objectives.

The mission describes training for leadership of effective organizations, which implies the need for students to be adept in understanding the breadth of and trends in nonprofit revenues. Most of these nonprofit finance concerns (liquidity, solvency, financial stability, and so on) are covered throughout PPPM 681 Nonprofit Financial Management, a required core course.

In addition, the following courses address nonprofit revenue sources:

PPPM 586 Philanthropy and Grant Making, a required core course, provides a week of instruction on the various sources of donated revenue. This course provides a mirror image of the nonprofit perspective, as nonprofit revenues (and philanthropic resources) are examined from the point of view of an investigative grant maker.

PPPM 685 Social Enterprise, an elective course, focuses on generating successful outcomes with earned income.

We cover this topic in the following courses:

1 PPPM 681 Nonprofit Financial Management (core)

2 PPPM 586 Philanthropy and Grant Making Seminar (core)

3 PPPM 685 Social Enterprise (elective)

List Related Individual Course Learning Objectives:

1 PPPM 681: Evaluate financial reports to analyze the financial condition of an organization: suggest areas of concern and provide strategies for improvement.

List Related Individual Course Assignments:

1 PPPM 681 Nonprofit Financial Management: Financial Review and Dashboard (examining financial health of the organization)

2 PPPM 685 Social Enterprise: Feasibility Analysis (evaluating the possibility of a proposed social enterprise project)

List any extra-curricular or non-course related activities (symposiums, faculty research, community service projects, etc.) where this guideline is addressed:

1 Lall, Saurabh & J. Park. "How Social Entrepreneurship Grows: The Role of Non-Commercial Financing." (finalizing for submission)

2 Lall, Saurabh et al. "The Expat Gap: Equitable Access to Grant Financing for Entrepreneurship in International Development." (finalizing for submission)

3 Irvin, Renee A., (2010) "Endowment, definition and management of", 4,000-word entry in the International Encyclopedia of Civil Society. Helmut Anheier and Stefan Toepler (eds.). Springer Publications,

4 Irvin, Renee A. (2007) "Endowments: Stable Largesse or Distortion of the Polity?" Public Administration Review 67(3).

5 Irvin, Renee A., (2007) "Regional Wealth and Philanthropic Capacity Mapping." NVSQ 36(1).

Q1: How does the broad topic of Fundraising and Resource Development fit as part of your overall program mission and core learning objectives?

The topic is central to our program's mission and core learning objectives

Q2: If Fundraising and Resource Development is a part of your

Mission: "Effective nonprofit and philanthropic endeavor" requires adequacy of resources. We contend that all nonprofit administrators, regardless of their administrative role, have at least an indirect influence on resource development in an organization. Thus, PPPM 581 Fundraising for Nonprofit

program's mission and core learning objectives please provide a narrative explanation showing how it is described in you mission statement or core learning objectives.

Organizations is a required core course.

Many other core and elective courses relate to fundraising in our curriculum, but 581 Fundraising for Nonprofit Organizations provides the most complete coverage of the topic. An additional course related to resource development is PPPM 522 Grant Proposal Writing.

We cover this topic in the following courses:

1	PPPM 581 Fundraising for Nonprofit Organizations (core)
2	PPPM 522 Grant Proposal Writing

List Related Individual Course Learning Objectives:

1	PPPM 581: Evaluate development practices in an organization and design a strategic fundraising plan that is appropriate for the organization's resource base.
2	PPPM 581: Evaluate, design, and/or improve the following development systems for an organization: prospect research, annual giving, major gift solicitation, and planned giving.
3	PPPM 581: Write compelling and persuasive print and electronic development communications.
4	PPPM 522: Develop a grant proposal for an organization.

List Related Individual Course Assignments:

1	PPPM 581 Review and Consultation assignment. The entire course analyzes the development strategies of one nonprofit and provides recommendations for a 5-year plan to obtain their goals.
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List any extra-curricular or non-course related activities (symposiums, faculty research, community service projects, etc.) where this guideline is addressed:

1	Student chapter of the Association for Fundraising Professionals, with Prof. Dyana Mason as the faculty advisor. Students are also active in the Emerald Valley Development Professionals.
2	Irvin, Renee A. and Patrick Carr (2005) "The Role of Philanthropy in Local Government Finance". Journal of Public Budgeting & Finance, 25(3).
3	Mason, Dyana (2016) "Recognition and Cross-Cultural Communications as

Motivators for Charitable Giving: A Field Experiment." NVSQ 45(1).

4	Mason, Dyana (2013) "Putting Charity to the Test: A Case for Field Experiments on Giving Time and Money in the Nonprofit Sector." NVSQ 42(1).
5	Kim, Mirae, and Mason, Dyana (2017) "Charitable Giving and Fundraising" in Experiments in Public Administration Research; Challenges and Contributions. Jilke, James and Van Ryzin, Eds.

Q3: Within the topic of Fundraising and Resource Development as covered by your program, are there any specific core learning objectives, specific class objectives or specific class assignments that you believe are particularly distinctive and noteworthy. Please limit this to two examples.

The Review and Consultation assignment (in PPPM 581 Fundraising for Nonprofit Organizations) provides an opportunity for students to give fundraising advice to a regional nonprofit organization. One nonprofit describes its current fundraising strategy and fundraising goals to the entire class. Each student reviews background data and formulates an appropriate one- to 5-year development strategy for the nonprofit to implement in order to achieve its programmatic goals. The instructor curates the consulting reports, returning the top 5 or 10 student papers to the organization, along with a summary of helpful points from other reports. This assignment is a faculty-guided way to provide a service to a local nonprofit while students are still enrolled in their first year of core coursework.

Q1: How does the broad topic of Financial Management and Accountability fit as part of your overall program mission and core learning objectives?

The topic is central to our program's mission and core learning objectives

Q2: If Financial Management and Accountability is a part of your program's mission and core learning objectives please provide a narrative explanation

Although not explicitly stated, the mission's emphasis on training for leadership of effective organizations implies the need for our graduates to be good financial managers, regardless of their position in any organization. These skills are covered throughout the academic quarter in PPPM 507/681 Nonprofit Financial Management, which is a required core course. Course objectives for Nonprofit Financial Management are described below.

PPPM 586 Philanthropy and Grant Making (core course) contains financial management content regarding investment of endowment and payout

showing how it is described in you mission statement or core learning objectives.

strategy.

PPPM 522 Grant Proposal Writing (core course) introduces the students to grantsmanship and requires students to write a grant for an organization.

PPPM 680 Managing Nonprofit Organizations (core course) includes materials on accountability to the IRS and to funders. Students read Ibrahim's (2010) "The Many Faces of Nonprofit Accountability."

We cover this topic in the following courses:

- | | |
|---|---|
| 1 | PPPM 681 Nonprofit Financial Management (core) |
| 2 | PPPM 586 Philanthropy and Grant Making Seminar (core) |
| 3 | PPPM 522 Grant Proposal Writing (core) |

List Related Individual Course Learning Objectives:

- | | |
|---|--|
| 1 | PPPM 681: Construct a program or event budget using sensible forecasting and pricing strategies |
| 2 | PPPM 681: Design a reserves and endowment stabilization policy to keep the organization on a steady track despite highly variable revenue streams |
| 3 | PPPM 681: Evaluate financial reports to analyze the financial condition of a nonprofit organization: suggest areas of concern and provide strategies for improvement |
| 4 | PPPM 681: Present financial information in a sensible and visually clear format that aids mid-year and annual internal decision making |
| 5 | PPPM 681; Know standard techniques for enhancing internal control of financial resources to minimize risk and enhance organizational efficiency. |

List Related Individual Course Assignments:

- | | |
|---|---|
| 1 | PPPM 522: Develop a grant proposal for an organization. |
| 2 | PPPM 681: Financial Review and Dashboard |
| 3 | PPPM 681: Internal Control Assignment/portion of final exam. Requires writing an internal control policies and procedures manual for a nonprofit lacking such controls. |

Q3: Within the topic of Financial Management and Accountability as

PPPM 681 Nonprofit Financial Management's final assignment is to (Part I) evaluate several years of data of an organization's finances (an organization chosen by the student). The student must evaluate financial reports and form 990 data to assess short and long-term trends in income, expenses, assets and

covered by your program, are there any specific core learning objectives, specific class objectives or specific class assignments that you believe are particularly distinctive and noteworthy. Please limit this to two examples.

liabilities, judge the health of these measures utilizing common financial ratios, and provide a summary evaluation of the organization's financial condition.

Part II of this assignment requires highlighting of the organization's financial situation and construct a one-page financial dashboard for the organization. This dashboard requires careful work to translate financial data into visually instructive information for the nonprofit's stakeholders. Thus, the course not only focuses on understanding financial management best practices, but also communicating financial information to a lay audience of colleagues and board members, in order to aid effective decision-making.

Q1: How does the broad topic of Leadership, Management, Innovation, and Entrepreneurship fit as part of your overall program mission and core learning objectives?

The topic is central to our program's mission and core learning objectives

Q2: If Leadership, Management, Innovation, and Entrepreneurship is a part of your program's mission and core learning objectives please provide a narrative explanation showing how it is described in your mission statement or core learning objectives.

Mission: Our mission is very clear about the importance of leadership. "Groundbreaking, fearless, and effective" implies our ethos of action and being willing to break the mold in pursuit of nonprofit and philanthropic goals. Important groundwork for this training is provided in the core course, PPPM 680 Managing Nonprofit Organizations, which students take in their first term. Course objectives are noted below.

PPPM 688 Nonprofit Management Consultancy, the final core course of the program, hones students research, teamwork, and project management skills by requiring teams of students to complete a project that a nonprofit has requested. Students must provide a written research report plus a public presentation of their findings and recommendations, along with any other identified deliverables to the nonprofit client.

Important elective courses allow students to go into leadership topics in depth:

PPPM 685 Social Enterprise covers a range of hybrid structures, allowing students to gain expertise in earned income projects, joint ventures, and hybrid forms of organization.

PPPM 583 Volunteer Resource Administration provides both an overview of the voluntary roots and trends of the sector, plus intensive instruction in best practices for management of a volunteer workforce.

PPPM 526 Strategic Planning engages students and community organizations by having teams of students complete strategic plans for local nonprofits.

PPPM 525 Project Management is an intensive skills class training students to use project management software for complex projects. Examples would include a capital campaign or the planning and launch of a new program.

More specifically, our mission includes the focus of philanthropy. Below in Question 3, we explain the importance of our main philanthropy course, PPPM 586 Philanthropy and Grant Making Seminar (not to be confused with PPPM 581 Fundraising for Nonprofit Organizations). We also have another philanthropy-project elective course, PPPM 587 Impact Philanthropy. And next year, we are adding a philanthropy-focused project for our "inside-out" course which combines University of Oregon students with incarcerated individuals.

We cover this topic in the following courses:

1	PPPM 680 Managing Nonprofit Organizations (core)
2	PPPM 688 Nonprofit Management Consultancy (core)
3	PPPM 685 Social Enterprise (elective)
4	PPPM 583 Volunteer Resource Administration (elective)
5	PPPM 526 Strategic Planning (elective)
6	PPPM 525 Project Management (elective)

List Related Individual Course Learning Objectives:

1	PPPM 680: Understand and evaluate core management concepts in nonprofit organizations.
2	PPPM 680: Review and analyze existing "best practices" in nonprofit theory and management.
3	PPPM 680: Understand the trends, and future of, nonprofit management and organizations.
4	PPPM 680: Conduct a needs assessment in partnership with the staff of a nonprofit organization.
5	PPPM 688: Develop a project and/or evaluation plan, including goals and

timeline.

List Related Individual Course Assignments:

1 see syllabi

List any extra-curricular or non-course related activities (symposiums, faculty research, community service projects, etc.) where this guideline is addressed:

1 Lall, Saurabh et al., 2017. "The Appeal of Social Accelerators: What do Social Entrepreneurs Value?" Jnl Social Entrepreneurship 8(1).

2 Lall, Saurabh, L. Bowles, and R. Baird, 2014. "Bridging the Pioneer Gap: The Role of Accelerators in Creating High Impact Enterprises." Innovations 8(3/4).

3 Roberts, P.W. & S. Lall, 2018 forthcoming. "Observing Acceleration: Uncovering the Effects of Accelerators on Impact-Oriented Entrepreneurs." (Book manuscript submitted to Palgrave-Macmillan)

4 Lall, Saurabh, S. Pandey, and L. Chen. "Demystifying Early-Stage Entrepreneurs' Perceptions of Resource Needs: the Role of Resource Endowments, Overconfidence, and Gender." Under review.

5 Lall, Saurabh. "Rethinking the Ecosystem Concept for Sustainable and Social Entrepreneurship." (preparing for submission)

Q3: Within the topic of Leadership, Management, Innovation, and Entrepreneurship as covered by your program, are there any specific core learning objectives, specific class objectives or specific class assignments that you believe are particularly distinctive and noteworthy. Please limit this to two examples.

We include philanthropy explicitly in our mission and require students to study the funding perspective of the nonprofit sector. Thus, the Philanthropy and Grantmaking Seminar, now in its 15th year, includes both traditional classroom instruction on philanthropy (grant making) and the practical project of donating \$20,000 to a regional nonprofit organization. Our philanthropy courses (there was one at the undergraduate level as well, for a decade) have long attracted attention and the model of giving as an in-class exercise is now more common across the U.S. The \$20,000 is a pass-through grant provided to the students by a local family foundation which gives the students free rein to perform their due diligence and select a winning nonprofit each year.

A philanthropy exercise such as this hones the students' skills in interacting with local nonprofits on site visits, gathering data on local needs and ways that local nonprofits fulfill those needs, pitching the various nonprofits to their fellow students for consideration, and finally -- the disappointment that inevitably comes when there is not enough funding to provide a grant to all of the students' finalist choices.

Q1: How does the broad topic of

Not at all

Nonprofit Human Resource Management fit as part of your overall program mission and core learning objectives?

We cover this topic in the following courses:

- | | |
|---|---|
| 1 | PPPM 588 Nonprofit Legal Issues (elective) |
| 2 | PPPM 680 Managing Nonprofit Organizations (core) |
| 3 | PPPM 583 Volunteer Resource Administration (elective) |

Q1: How does the broad topic of Nonprofit Marketing and Communications fit as part of your overall program mission and core learning objectives?

The topic is covered as a core objective in individual classes but it is not central to our program's mission and core learning objectives

We cover this topic in the following courses:

- | | |
|---|---|
| 1 | PPPM 507 Strategic Communications |
| 2 | PPPM 681 Nonprofit Financial Management |
| 3 | PPPM 581 Fundraising for NP Organizations |

List Related Individual Course Learning Objectives:

- | | |
|---|---|
| 1 | PPPM 507: Evaluate, design and/or improve a strategic communication plan with an understanding of how to reach different audience types utilizing different media channels. |
| 2 | PPPM 507: Articulate the importance of, and evaluate, design or improve a crisis communication plan. |
| 3 | PPPM 507: Articulate the importance of and evaluate and/or improve an organizations' branding and implementation. |
| 4 | PPPM 681: Present financial information in a sensible and visually clear format that aids mid-year and annual internal decision making. |

List Related Individual Course Assignments:

1	PPPM 507 Strategic Communications: Communication plan style sheet, crisis communication plan, press release, and strategic communication plan.
2	PPPM 681 Nonprofit Financial Management: Dashboard assignment.
3	PPPM 581 Fundraising for Nonprofit Organizations homework assignments: Annual campaign letter, campaign case statement.

List any extra-curricular or non-course related activities (symposiums, faculty research, community service projects, etc.) where this guideline is addressed:

1	Irvin, Renee A., "Using Slogans to Curate Public Opinion." Under revision for re-submission. This paper examines nonprofit advocacy's linguistic tools to influence policy.
2	Jacobsen, Grant and K. Jacobsen, 2011, "Health Awareness Campaigns and Diagnosis Rates: Evidence from National Breast Cancer Awareness Month," Journal of Health Economics 30(1).

Q1: How does the broad topic of Information Technology, Social Media, and Data Management fit as part of your overall program mission and core learning objectives?

Not at all

Q1: How does the broad topic of Assessment, Evaluation, and Decision-Making Methods fit as part of your overall program mission and core learning objectives?

The topic is central to our program's mission and core learning objectives

Q2: If Assessment, Evaluation, and Decision-Making Methods is a part of your program's

While not stated in our mission, the School-wide focus on evidence-based decision-making across the three graduate degree programs means that we see value in training our students to be good consumers of quantitative and qualitative information. Thus, we require our students to take the 5-credit core course, PPPM 656 Quantitative Methods. [In addition, we will be adding 2

mission and core learning objectives please provide a narrative explanation showing how it is described in you mission statement or core learning objectives.

credits to our degree program starting next year, with a 2-credit Research Methods course, primarily focused on qualitative analysis and learning to scope and design research for management purposes.]

Additional evaluative and decision-making methods are covered in the core course PPPM 681 Nonprofit Financial Management (for example, capital project decision making), and PPPM 581 Fundraising for Nonprofit Organizations (evaluating development strategy).

An elective course, PPPM 565 Program Evaluation, goes into depth on all aspects of this Curricular Guideline.

We cover this topic in the following courses:

- | | |
|---|--|
| 1 | PPPM 681 Nonprofit Financial Management (core) |
| 2 | PPPM 656 Quantitative Methods (core) |
| 3 | PPPM 565 Program Evaluation (elective) |

List Related Individual Course Learning Objectives:

- | | |
|---|---|
| 1 | PPPM 681: Evaluate financial reports and form 990s to analyze the financial condition of a nonprofit organization: suggest areas of concern and provide strategies for improvement. |
| 2 | PPPM 581: Evaluate development practices in an organization and design a strategic fundraising plan that is appropriate for the organization's resource base. |
| 3 | PPPM 656: Develop skills in quantitative methods that can be used to effectively analyze issues. |
| 4 | PPPM 656: Evaluate external research and understand its implications for issues. |
| 5 | PPPM 565: Design clear and useful data collection instruments for use in evaluation work. |

List Related Individual Course Assignments:

- | | |
|---|-----------|
| 1 | see above |
|---|-----------|

List any extra-curricular or non-course related activities (symposiums, faculty research, community service projects, etc.) where this guideline is addressed:

- | | |
|---|--|
| 1 | Lall, Saurabh. (2017). "Measuring to Improve vs. Measuring to Prove: Understanding the Adoption of Social Performance Measurement Practices in Nascent Social Enterprises." <i>Voluntas</i> 28(6). |
|---|--|

2	Lall, Saurabh. "From Legitimacy to Learning: How Impact Measurement Perceptions and Practices Evolve in Social Enterprises." Conditionally accepted at Voluntas.
3	Mason, Dyana (2017) "A New Way to Measure Latent Constructs in Nonprofit Surveys: The Example of Political Ideology." Nonprofit Policy Forum 8(1).
4	Margerum, Rich. Statewide Survey on networking and capacity for Network of Oregon Watershed Councils (survey underway).

Example 1:

Applied:

Although our faculty are productive and influential scholars in nonprofit management, philanthropy, and social enterprise, what matters for our students is how we operationalize that expertise into the curriculum. We incorporate applied projects -- working together with local nonprofits and foundations -- into almost all of our core curricula. Enough projects are woven throughout the degree program that by the time students take the final Nonprofit Management Consultancy course, they are comfortable and confident in their research and advisory role as they complete projects requested by regional nonprofit organizations. They graduate with a portfolio of real-world accomplishments and strong professional networks, regardless of their level of expertise when they came into the degree program.

The sequence of coursework in the MNM is designed to provide guided, structured opportunities to engage with regional nonprofit organizations and foundations from the beginning of the degree program. As students progress through the courses, the involvement with organizations is still facilitated by faculty members, but less structured, requiring students to successfully and independently apply their knowledge in imperfect real-world contexts. Also built into the coursework are opportunities for students to hear from each others' experiences, so that students learn about a range of nonprofit success models -- not just one model exemplified by, say, a written case study.

Outstanding examples of this applied content are seen in these courses: Board Governance course (where students serve for a year on a nonprofit board), the Fundraising course assignment "Review and Consultation", the Strategic Planning course team project (students complete strategic plans for organizations), the Philanthropy and Grant Making seminar and Impact Philanthropy seminar (both involving making grants to regional nonprofits), the Grant Proposal Writing course (writing a grant proposal), and the Nonprofit Management Consultancy (completing a project requested by a nonprofit).

Example 2:

Flexible:

Given our location in a large public university, we allow students to take advantage of the wealth of academic opportunities on campus. Thus, about 25% of the credits for this MNM degree program are field of interest credits,

allowing students to fashion a slate of courses that prepare themselves for a particular field. For example, if a student is passionate about food justice, they will want to take a few graduate-level courses in departments elsewhere on campus; i.e. sociology, landscape architecture, political science, and so on. Prospective students remark time and again that they value the UO MNM degree's flexibility, as it allows them to create their own field of interest rather than selecting a concentration from a short list.

Allowing students to design their own field of interest opens up the program to any student with nonprofit/philanthropy career interests, regardless of their specific ultimate career focus.

Example 3:

Collegial:

Over 80% of our students are full-time students (with the majority moving to Oregon specifically for the program), and they build strong bonds as cohorts. Due to our size (no more than 30 entering students/year) and applied-project intensity, our students take their core courses together with only a few exceptions for part-time students or those with unusual schedules. In addition, the projects we design for the curriculum result in faculty and students working closely together -- a level of collaboration that is unusual for masters-level graduate students. All of our coursework is on campus; we cannot offer this type of curriculum online.

Together, the factors above create an excellent training ground for change agents. The in-person teamwork and managerial complexity of the program fosters a professionalism in our students that nonprofit employers recognize; our graduates can understand the big picture, innovate, manage, and make change happen.

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