

102 Proposal #
(Academic Affairs use only)

AY20-415 Proposal #
(College use only) **Revisions made based on LACC comments**

REQUEST FOR A NEW COURSE

University of Central Oklahoma

Course Subject (Prefix), Number, and Title:

Course Subject	Recommended Number	Course Title (maximum of 30 characters) *Remember when abbreviating names, this is how they will appear on student's transcripts.
<u>MCOM</u>	<u>5433</u>	<u>Nonprofit Communication</u>

Course Title: (full title of course if longer than 30 characters)

For information regarding CIP codes contact your department chair or visit: http://www.uco.edu/academic-affairs/ir/program_inventory.asp
CIP Code: 09.0900

For graduate courses, please attach a syllabus for this course. (See syllabus requirement policy 2.2.)

Course description as it will appear in the appropriate catalog.

Course description only Do not include prerequisites or enrollment restrictions, these should be added under questions 6-12.
(Please use standard American English including full sentences.)

Nonprofit Communication is an overview of strategic communications tools used for various stakeholders in nonprofit organizations. The course focuses on internal and external communication functions and how they differ from for-profit organizations.

Mass Communication

Department submitting the proposal

<u>Mark Zimmerman</u>	<u>mzimmerman@uco.edu</u>	<u>5174</u>
Person to contact with questions	email address	Ext. number

Approved by:

Mary Carver 9/10/20
Department Chairperson Date

Dean Catherine Webster Digitally signed by Dean Catherine Webster
Date: 2020.09.14 15:18:23 -05'00'
College Dean Date
(Please notify the department chair when proposal is forwarded to AA.)

Office of Academic Affairs Date

Rozilyn Miller Digitally signed by Rozilyn Miller
Date: 2020.09.11 09:32:06 -05'00'

College Curriculum Committee Chair Date
(Please notify department chair when proposal is forwarded to dean.)

Academic Affairs Curriculum or Graduate Council Date

Effective term for this new course
(Assigned by the Office of Academic Affairs.)

1. Does this course have an undergraduate / graduate counterpart?
 Yes No
2. Is this proposal part of a larger submission package including a program change? **[New Program]**
 Yes No
3. Does this new course affect a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACCC or Graduate Council.)
 Yes No If yes, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent.
 CTE Approval (Stamp or initial) _____
4. Has this course been previously taught as a common course (4910 seminar, 4960 institute, etc.)?
 Yes No If yes, when was the most recent offering? _____
5. Does this course affect majors or minors outside the department?
 Yes No If yes, provide name(s) of department chair(s) contacted, dates, and results of discussion.

6. Prerequisite courses:
 Example 1: MATH 1213 and (MATH 2165 or MATH 2185) and CHEM 1213 Example 3: 8 hours of biology including BIO 1404
 Example 2: (ACCT 2113 and 2213) and (MGMT 3013 or ISOM 3613)
None
7. Co-requisite(s): Which of the above prerequisite courses, if any, may be taken in the same semester as the proposed new course?
None
8. Concurrent enrollment: Courses that must be taken the same semester. Example: lab courses.
N/A
9. Will this course have enrollment restrictions?
 Yes No If No, go to question 13.
10. Specify which major(s) may or may not take this course. Specifying a major, excludes all other majors from enrolling.
 Check one: May May not
 Major Code: _____
11. Which of the following student classification(s) may enroll in this course?
 Check all that apply:
- | | | |
|----------------------|----------------|-------------------------------------|
| Graduate | (2) 19 + hours | <input checked="" type="checkbox"/> |
| Graduate | (1) 0-18 hours | <input checked="" type="checkbox"/> |
| Post Baccalaureate * | | <input type="checkbox"/> |
| Senior | | <input type="checkbox"/> |
| Junior | | <input type="checkbox"/> |
| Sophomore | | <input type="checkbox"/> |
| Freshman | | <input type="checkbox"/> |
- * Graduate level courses are not open to Post Baccalaureate students.
12. Check or list other restrictions for this course.
- | | |
|--------------------------------|-------------------------------------|
| Admission to Graduate Programs | <input checked="" type="checkbox"/> |
| Admission to Nursing Program | <input type="checkbox"/> |
| Admission to Teacher Education | <input type="checkbox"/> |
| Other | _____ |

13. Course objectives: Objectives should be observable, measurable and include scholarly or creative activities to meet the course level characteristics. Course objectives should also be in line with the course description. (Please refer to instructional objectives documents at: <http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp#FAQ/Helpful%20Hints>.)

As a result of this course, students will be able to:

1. **Recognize key communication theories used in nonprofits.**
 2. **Analyze functions of a nonprofit.**
 3. **Compare the various nonprofit stakeholders.**
 4. **Apply case studies to strategic communication issues.**
 5. **Create and conduct a research proposal.**
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Course Detail Information:

14. Contact Hours (per week)

 3 Lecture hours (in class)

 Lab hours (also studios)

 Other (outside activities)

15. Repeatable course.

 1 Number of times this course can be taken for credit.

16. Schedule type: (select one only)

 Activity P.E. (A)

 Lab only (B)

 Lecture/Lab (C)

 L **Lecture only (L)**

 Recitation/Lab (R)

 Student Teaching (STU)

 Studio Art/Design (XSU)

17. List existing course(s) for which this course will be a prerequisite. Adding a "new course" as a prerequisite to an existing course will likely cause enrollment problems. (Please submit a prerequisite change form for each course for which this course will serve as a prerequisite.)

None

18. What resources, technology or equipment must be acquired to teach this course? List items, which must be purchased and estimate cost. (Be specific, e.g., technology software, equipment, computer lab; etc.)

NA

19. The UCO Library has the required library resources available for this new course?

 X Yes No If yes, provide names of Librarian/Faculty Liaisons contacted, dates, and results of discussion.

Kaitlyn Palone: August 28, 2019; significant holdings in Communications are available in the library through current databases.

If no, what additional library resources must be acquired for this new course? List items which must be purchased and estimated cost. (Be specific, e.g., books, magazines, journals, etc.)

NA

20. Names of current faculty qualified to teach this course.

Dr. Mary Carver, Dr. Sherri Johnson, Dr. Jill Lambeth, Dr. Samuel Lawrence, Dr. Chad Perry, Dr. Christy Vincent.

21. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:

None

22. How will this course be staffed and equipped? Identify the additional costs associated with this new course. If no costs, explain why not.

This course will need to be developed online through CeCE. Otherwise, it will become part of faculty rotations, with fewer elective options offered in the undergraduate schedule.

23. Identify the source(s) of funds for any additional costs for the new course. i.e. internal reallocations, special fees from students, etc. If you plan to propose special fees be assessed for this course, be aware there is a separate approval process for special fees.

The cost will be to develop the course for online delivery. Existing course fees for online courses will provide the funding.

24. Projected enrollment for two academic years following approval of new course:

Semester	2021-22	2022-23
Fall		
Spring		
Summer	7	7

25. Using State Regents' definition of liberal arts and sciences (quoted below), characterize the course as follows:

Non-liberal arts and sciences
 Liberal arts and sciences

"The liberal arts and sciences are defined as those traditional fields of study in the humanities; social and behavioral sciences; communications; natural and life sciences, mathematics; and the history, literature, and theory of fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Educational Program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences." State Regents Policy and Procedures. Chapter 2, Section 5, "Degree Requirements" part 1, (2). P. II-2-86

26. Please provide a concise, yet comprehensive, statement that explains the reasons for requesting the new course. Include documentation or assessment information supporting the specific request (if possible). Indicate the expected source of student enrollment (majors, minors, programs etc.)

Nonprofit jobs make up over ten percent of all U.S. jobs and continue to grow. Two key areas of employment within the nonprofit sector are careers in development and careers in communications. This course will help those students hoping to move into or up within the nonprofit sector. Additionally, many alumni from the department have moved into nonprofit work, and 18% of the professionals who took our M.A. survey come from that sector.

27. Which of the six transformative learning tenets does this course incorporate? (check all that apply or only those that apply) This question was a directive from the Provost and is used for informational purposes.

Discipline Knowledge	<u> X </u>
Leadership	<u> X </u>
Research, Scholarly and Creative Activities	<u> X </u>
Service Learning and Civic Engagement	<u> X </u>
Global and Cultural Competencies	<u> X </u>

28. Clearly explain how the characteristics of this course meet or exceed those outlined in Course Level Characteristics. (Copy and paste table from "Course Level Characteristics" document for the appropriate course level of proposed course. Document may be found on: <http://sites.uco.edu/academic-affairs/files/course-level-characteristics-table.doc> .

5000 Level Course

Course Level Characteristics	Please describe how this course meets this requirement.
1. It is assumed that students in these courses have acquired the ability to use language effectively, to engage in analytical thought and creative processes, and to use information and bibliographic sources with skill.	In this course students will learn how to incorporate academic and industry articles into their case study articles and research proposals.
2. It is assumed that students in these courses have achieved a significant level of maturity in the discipline, evidenced by a considerable background of knowledge.	Students would have earned a Bachelor's degree prior to this course.
3. These courses should be more than a mere extension of undergraduate courses. Rather, they should be qualitatively different. At a minimum: <ul style="list-style-type: none"> a. Students should be required to undertake original scholarly/creative activity. b. Students should assume greater responsibility for mastering the subject matter. c. Close working relationships should exist between instructors and students. 	By the end of the course, students will be able to analyze the strategic communications tools used for various stakeholders in nonprofit organizations and apply their knowledge in creating a research proposal. Students will work with faculty to develop a proposal; however, the student will assume responsibility for its development and completion.

NONPROFIT COMMUNICATION

MCOM 5433

Syllabus

Summer 2022

Department of Mass Communication/College of Liberal Arts

University of Central Oklahoma

online through learn.uco.edu

Professor: Dr. Jill Lambeth klambeth1@uco.edu

Office: COM 207H • 405-974-5926

Office Hours: by appointment – in person or online

Department Office: 405-974-5303 **Fax:** 405-974-5125

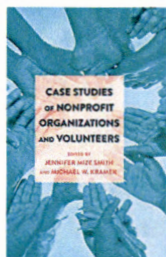
Please contact me if you have questions or concerns about the content of this course. All class announcements, including schedule changes, will be posted through News on D2L.

Course Description

Nonprofit Communication is an overview of strategic communications tools used for various stakeholders in nonprofit organizations. The course focuses on internal and external communication functions and how they differ from for-profit organizations.

Course Textbook

Mize-Smith, J. & Kramer, M. (2015). Case Studies of Nonprofit Organization and Volunteers. New York, NY: Peter Lang Publishing. ISBN: 978-1433126895



Student Learning Outcomes

As a result of this course, students should be able to:

1. Recognize key communication theories used in nonprofits.
2. Analyze functions for a nonprofit.
3. Compare the various nonprofit stakeholders.
4. Apply case studies to strategic communication issues.
5. Create and conduct a research proposal.

Online Orientation

If this is your first online course with UCO or if you are unfamiliar with the Desire2Learn system, you should check out the Orientation Module and/or Student Resources on the course home page. Contact the [Office of Information Technology](#) for technology & D2L help or call (405) 974-2255.

Class Organization

This is a Desire2Learn course website. Access is available through learn.uco.edu. No in-class meetings are required.

Communication

Announcements, including deadline reminders and changes, will be posted under News on the home page. Contact the professor if you have specific questions about the course.

Assignments

Chapter Case Study Overview – 20 points each

1. Overview of the case study (5 points)
2. How the key terms listed at in each chapter relates back to the case study (5 points)
2. Two questions related to the chapter topic to post to weekly discussion (5 points)
3. Two things you learned from the chapter (5 points)

Module Discussion – 10 points each week

Each week post to the D2L discussion board a minimum of one question from each of the case studies.

1. Due Wednesday – Post your module questions to your group's module discussion board
2. Due Sunday – Post at least FIVE response comments on other students' discussion

Assigned Reading Papers – 20 points each

Each week select one of the modules suggested readings at the end of any of the module chapters. Students will then write a 3-4 double space page about: 1) How the assigned reading relates back to the module reading (10 points) and 2) What they learned (10 points).

Discussion Journal - 25 points

The discussion journal will consist of a minimum one question from 25 of the chapter discussions questions with a three sentence answers to each question. Each of the chapter discussion questions will be worth 1 point. (25 Chapter Discussions 1 Questions - 25 X 1 points = 25 points)

Research Proposal -- 100 points

Each student will select a nonprofit organization and based on the eight module chapter topics create a research proposal. All presentation topics must be preapproved. Only one student may select and organization. All project information is turned in via D2L on date of presentation. Full written details for the case study is in Module One.

Class Participation

Your success in this class depends on how often you access the content and your ability to meet deadlines. Plan to check the class page at least four times a week. Scheduling specific times to work on the assignments and setting up D2L notifications will help you succeed.

Notifications

You can set up text or email notifications for your online classes by selecting your profile (your name) at the top right of the home page. Choose "notifications." Scroll down to "instant notifications." Scroll down to select any courses you don't want included. Click "save."

Late Work Policy

Assignments are due by the deadlines indicated on D2L. Check Content and Assignments for details. Late work is penalized 10 points per day, including weekends.

Grading

All student exercises and projects should be submitted and graded (based on rubrics) through the D2L system. Students will have access to grades/feedback through this system.

Grade Determination

Chapter Case Study Overviews (26)	420 points	A	90 -100% (720 – 800 points)
Introduction Discussion	15 points	B	80 - 89% (640 – 719 points)
Module Discussion (8)	80 points	C	70 - 79% (560 – 639 points)
Assigned Reading Paper (8)	160 points	D	60 - 69% (480 – 559 points)
Discussion Journal	25 points	F	59 and below (479 points or fewer)
Research Proposal Final	100 points		
Total	800 points		

Total course points are subject to change, so the final grading scale will be based on the percentages as listed.

Student Behavior

Students are expected to conduct themselves in a professional and polite manner. You should be able to discuss ideas, share opinions and disagree with one another and/or the instructor without rudeness or personal attacks.

Transformative Learning

At the University of Central Oklahoma, we help students learn by providing transformative experiences so that they may become productive, creative, ethical and engaged citizens and leaders contributing to the intellectual, cultural, economic and social advancement of the communities they serve.

Transformative learning is a holistic process that places students at the center of their own active and reflective learning experiences. All students at UCO will have transformative learning experiences in five core areas: leadership; research, creative and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness.

Central Six

Discipline Knowledge, Leadership, Problem Solving, Service Learning & Civic Engagement, Global and Cultural Awareness and Health & Wellness. This course engages students in research and writing that promote critical thinking skills vital to Discipline Knowledge, Problem Solving and Global and Cultural Awareness.

Modules

Module 1: INTRODUCTION and EXECUTIVE DIRECTOR DILEMMAS

Assigned readings: Chapter 1-5 (page 1-40)

Assignments: Chapter 1-5 Case Studies Overviews
Chapter Discussion

Assigned Reading Paper

Module 2: STAFF CHALLENGES

Assigned readings: Chapter 6-10 (page 41-74)
Assignments: Chapter 6-10 Case Studies Overviews
Chapter Discussion
Assigned Reading Paper

Module 3: BOARD OF DIRECTORS

Assigned readings: Chapter 11-15 (page 75-108)
Assignments: Chapter 11-15 Case Studies Overviews
Chapter Discussion
Assigned Reading Paper

Module 4: VOLUNTEER EXPERIENCE

Assigned readings: Chapter 16-18 (page 109-130)
Assignments: Chapter 16-18 Case Studies Overviews
Chapter Discussion
Assigned Reading Paper

Module 5: INTERNATIONAL VOLUNTEERING

Assigned readings: Chapter 19-20 (page 131-146)
Assignments: Chapter 19-20 Case Studies Overviews
Chapter Discussion
Assigned Reading Paper

Module 6: FUNDRAISING AS A PROFESSIONAL

Assigned readings: Chapter 21-22 (page 147-162)
Assignments: Chapter 21-22 Case Studies Overviews
Chapter Discussion
Assigned Reading Paper

Module 7: CORPORATE PARTNERS

Assigned readings: Chapter 23-24 (page 163-178)
Assignments: Chapter 23-24 Case Studies Overviews
Chapter Discussion
Assigned Reading Paper

Module 8: CLIENT CONNECTION

Assigned readings: Chapter 25-26 (pages 179-186)
Assignments: Chapter 25-26 Case Studies Overviews
Chapter Discussion
Assigned Reading Paper

The professor retains the right to amend the syllabus, including the assignment schedule, at any time. The contents of this syllabus are subject to revision 24 hours a day, seven days a week. Changes, if any, will be announced through the Breaking News app and updated in the Course Information section on the D2L course home page.