

## **WORKING PAPER**

### **THE FOUR C'S (CURRICULUM GUIDELINES, COURSES, COMPETENCIES AND CAPACITIES) TO EDUCATING AND TRAINING NONPROFIT LEADERS**

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## Abstract

The standards from the three national organizations that have developed curriculum guidelines, professional competencies or accreditation standards are compared to the literature on the knowledge and skills needed to be a nonprofit leader. The standards are applied to the four core nonprofit capacities from Connolly and York (2003) to develop a conceptual framework to evaluate a nonprofit management graduate program.

The framework is tested using curriculum mapping to see how curriculum instruction is aligning with professional competencies to develop the skills and capacities of program graduates. The findings from the mapping illustrate the strengths, weaknesses and gaps in the program and the usefulness of the assessment tool as a model to evaluate other nonprofit management programs.

**Key Words:** nonprofit core capacities, nonprofit management education, nonprofit professional competencies, public administration accreditation

Nonprofit HR Solutions, a management services firm notes that between 2000 and 2010 nonprofit sector employment grew while private sector employment declined (Nonprofit HR Solutions, 2013). With the growth in nonprofit sector employment, the need to provide educational options for employees in the sector has grown (Mirabella, 2007). According to Mirabella, there are one-hundred and sixty eight graduate degree programs in the United States that offer a nonprofit management concentration as of March 2009 (Seton Hall University Nonprofit Management Education).

As of 2012, three separate and independent organizations provide accreditation or academic guidelines for nonprofit higher education programs. They are: the Nonprofit Leadership Alliance (NLA), The Network of Schools of Public Policy, Affairs and Administration (NASPAA), and the Nonprofit Academic Centers Council (NACC).

There have been many nonprofit management education studies and studies on the skills need to work in the nonprofit sector (Ashcraft ,1999; Hoefler, 2003; Dolan, 2002; Ahmed, 2005; O'Neill, 2005; Mirabella, 2007; Bies and Blackwell ,2008; Crawford, 2010; Donmoyer et al, 2012; Ebrahim, 2012; Wang and Ashcraft, 2012; Bell and Cornelius, 2013) but none of these studies have shown the linkage between the nonprofit management curriculum, professional competencies and building the core capacities of nonprofit leaders.

The purpose of this paper is to use the nonprofit curriculum program offered by Eastern Michigan University (EMU) to show how core capacities, professional competencies and curriculum fit into the standards of NLA, NASPAA and NACC. The study focuses on three questions.

- Is the EMU Master of Public Administration (MPA) with a concentration in Nonprofit Administration offering courses that address the nonprofit core capacities as described by Connolly and York?

- Is the EMU MPA with a concentration in Nonprofit Administration following the NLA professional competencies?
- Is the EMU MPA with a concentration in Nonprofit Administration following NASPAA and NACC guidelines?

## NLA

Since 1948, the NLA has been credentialing management professionals in nonprofit organizations such as the YMCA of the USA, Boy Scouts of America, Girl Scouts of the USA and United Way. The NLA “mission, is to strengthen the social sector with a talented, prepared workforce” (Nonprofit Leadership Alliance).

In 2010, NLA conducted a study to determine if its competencies were still relevant (Nonprofit Leadership Alliance, 2011). As a result, NLA launched a certification process for its students, called the Certified Nonprofit Professional (CNP) certification. Students have to achieve proficiency in ten competencies, complete a minimum 300-hour internship with a nonprofit organization, demonstrate leadership skills by participating in a community leadership project, attend the annual Alliance Management/Leadership Institute at least once and complete an undergraduate degree to receive their certification. Although NLA does not require students to have a graduate degree for their certification, they are the only organization that addresses nonprofit professional competencies.

## NASPAA

NASPAA began as an association of institutions, member university schools and other program entities concerned about public administration education. When NASPAA began, it was a satellite of the American Society for Public Administration (ASPA), the professional association of public administration professionals (Network of Schools of Public Policy, Affairs and Administration).

In 2006, NASPAA revised its guidelines for MPA programs with a concentration in Nonprofit Management. There have been discussions within NASPAA about implementing competencies for the nonprofit management concentration but as of October 2013 they have not been implemented.

NACC was established in 1991 as a membership association comprised of academic centers or programs at accredited colleges and universities that focus on the study of nonprofit organizations, nonprofit management and leadership, philanthropy, and voluntarism (Nonprofit Academic Centers Council).

NACC

NACC published *Curricular Guidelines for Graduate Study in Philanthropy, the Nonprofit Sector and Nonprofit Leadership* in 2003. In 2007, the Graduate Guidelines were revised and the Task Force also produced a set of Guidelines for undergraduate academic programs (Nonprofit Academic Centers Council).

Table I below lists the three accrediting organizations guidelines for nonprofit management education. Each cell lists the curricular guidelines by subject. To show commonalities between NLA professional competencies, NASPAA and NACC guidelines similar competencies and guidelines were grouped together. At the beginning of each subjects row is a summary describing the guidelines from the three different entities. A cell was left empty if the accrediting organization did not have a related competency or guideline. Subjects that are in italics fall into two categories.

Table I

*Competencies and Guidelines for Nonprofit Academic Programs*

Summary	NLA Professional Competencies	NASPAA Guidelines and Component Topics (topics are noted with an *) Component Topics are items that should be covered in the curriculum but do not need to be an individual course	NACC Guidelines
The communication and marketing tools that nonprofits use to understand and communicate with their various constituencies.	Communication, Marketing & Public Relations	*External Relations	Nonprofit Marketing
The values of nonprofits; ethical standards and codes of conduct for boards, staff and volunteers; cultural diversity awareness	Cultural Competency and Diversity	<i>History, Values, Ethics and Philosophies</i>	Ethics and Values
Economic theory and the impact of market dynamics on the sector		*Economics and Market Issues	Nonprofit Economics
The financial management of nonprofits including budgeting, internal controls, fundraising and transparency.	Financial Resource Development	Revenue; *Budgeting and Resource Management	Nonprofit Finance; Financial Management and Accountability; Fundraising and Development
The history and philosophies of philanthropy and nonprofits; the sector unique characteristics	Foundations & Management of the Nonprofit Sector	<i>History, Values, Ethics and Philosophies;</i> Theories of the Sector and its Organizations	History and Theories of the Nonprofit Sector, Voluntary Action and Philanthropy
The global nature of the nonprofit sector including an understanding of international non-governmental organizations; emerging trends and research	<i>Future of Nonprofit Sector</i>	International Organizations	Comparative Perspectives on the Nonprofit Sector
Board of Directors fiduciary responsibilities; Board and CEO relations; understanding the public policy process and advocacy	Governance, Leadership and Advocacy	Governance; *Policy Making Processes	Nonprofit Governance and Leadership; Public Policy, Advocacy and Social Change; Leadership, Organization and Management
The relationship and partnerships between nonprofits, government and the corporate sectors		*Inter-Organizational and Inter-Sectoral Relations	Scope and Significance of the Nonprofit Sector
Basic laws and regulations that govern the sector	Legal & Ethical Decision Making	Legal Structure	Nonprofit Law

Needs assessment, Program design, programmatic accountability and evaluation	Program Development	Accountability, Performance Measurement and Program Evaluation; *Alignment with Environment	Assessment, Evaluation and Decision-Making Methods;
Information Technology Systems, advanced technologies to improve sector efficiencies	<i>Future of Nonprofit Sector</i>	*Applications of Quantitative Analysis and Information Technology to Nonprofit Management and Policy	Information Technology and Management
Theories of leadership, organizational development, managing staff and volunteers	Volunteer and Human Resource Management	Human Resources and Volunteer Management	Leadership, Organization and Management; Nonprofit Human Resource Management

We begin with a review of the literature on nonprofit management education and the knowledge and skills needed to lead a nonprofit organization. Next, we present the curriculum mapping methodology used in the study of the EMU MPA program. This is followed by the findings section. We then discuss the curriculum implications and conclude with some recommendations.

## **Review of Literature**

### **How Academic Programs Address the Preparation and Training Needs of Nonprofit**

#### **Leaders**

According to O’Neill, there are three types of programs that made up nonprofit management education (2005). They are degree and noncredit programs, outreach services and management support organizations.

First, nonprofit educational programs may range from one course to full degrees (2005). Many of these programs are housed in schools of social work and business as well as public administration departments. Indiana University has the Lilly Family School of Philanthropy. Also, there are some programs that are housed in academic centers such as the Arizona State University Lodestar Center for Philanthropy and Nonprofit Innovation. In addition, a number of universities are offering a number of noncredit certificates (Lee, 2002).

Second, educational institutions frequently use outreach services in which students may gain practical experience. The practical experience come in various forms, internships, technical assistance programs, workshops, conferences, and newsletters to the community. According to Bright and others more than half of the universities that offered courses in nonprofit management were also involved in outreach efforts (Bright et al., 2007).

### **Capacity Building**

The third type of nonprofit management education programming occurs outside of the academy through management support organizations (MSOs). MSOs are nonprofit organizations that offer capacity-building services to other nonprofit organizations. Capacity-building refers to a process that is used to improve the effectiveness of a nonprofit organization. Backer (2001, 38) defines capacity building as “strengthening nonprofits in the areas of administration, finance, human resources and facilities so they can better achieve their mission.”

In their study on building the capacity of community development corporations, Glickman and Servon (1998) defined capacity as having five components. They are resource capacity, organizational capacity, programmatic capacity, network capacity and political capacity. Elliott (2002) used a modified version of Glickman and Servon (1998) capacity components in her study on the partnership between AmeriCorps \*VISTA and Habitat for Humanity. In her modified version, Elliott refers to resource capacity as financial capacity and political capacity as advocacy capacity. “Organizational Capacity is the ability to manage internal operations. Financial Capacity is the ability to achieve resource stability and maintain accountability. Networking Capacity is the ability to establish and grow relationships with community and service-related institutions. Advocacy Capacity is the ability to address the



purposes of the organization in the larger society. Programmatic Capacity is the ability to provide programs and project support.” Elliott (2002,11).

Glickman and Servon and subsequently Elliott are not the only researchers who have developed frameworks to measure nonprofit capacity building. Pucella ( 2009) in her study on capacity building in the Mid-Ohio Valley used a framework developed by Dr. Kirsten Gronberg of Indiana University Center on Philanthropy and her research team that was based on the “Capacity Framework” by McKinsey & Company and DeVita, Fleming, and Trombly (2001) research. The Pucella study definition of capacity includes seven dimensions: financial resource, human resource, information technology, networking and advocacy, marketing, programs and planning, and operations and governance.

Another framework is Connolly and York (2003) core capacities. According to Connolly and York (2003) all nonprofits regardless to type have four core capacities. They are adaptive, leadership, technical and management.

Unlike the Glickman and Servon, Elliott’s modified version, or the Pucella study capacity building frameworks would be nearly impossible to measure without evaluating a nonprofit organization, Connolly and York (2003) framework is adaptable to evaluating nonprofit leaders knowledge and skills in the four core capacities. We know that “at the core of successful capacity-building interventions is a deep commitment on the part of nonprofit administrators to do more better.” according to Millesen and Bies (2007, 24) who used Connolly and York’s (2003) framework in their study of assessing Pittsburgh’s capacity building programs and services.

## **Knowledge and Skills Needed to Lead Nonprofits**

We utilized Connolly and York's (2003) four core capacities to summarize the knowledge and skills needed to be an executive director; adaptive, leadership, technical and management capacities.

Adaptive capacity refers to “the ability of a nonprofit organization to monitor, assess, and respond to internal and external changes” (Connolly and York 2003, 3, as cited in Millesen et al. 2010, 5) including “networking/collaborating, assessing organizational effectiveness, evaluating programs and services and planning.” Nonprofit leaders must be knowledgeable in the areas of strategic planning (Birdsell and Muzzio, 2003; Hoefler, 2003), and the agency policy arena (Hoefler, 2003) to demonstrate adaptive capacity. They also need to have a deep understanding of the nonprofit sector (Crawford 2010).

Adaptive capacity leaders have political skills (Sherlock and Nathan, 2007; Hoefler, 2003). They understand how the political process works. These leaders are able to advocate for their causes and influence legislation and policy making. Also, they are skilled strategists (Winston and Walling, 2001; Crawford, 2010) and relationship builders (Crawford, 2010).

Leadership capacity refers to “the ability of the board and the executive to lead, inspire, and motivate (Connolly and York, 2003, 3, as cited in Millesen et al., 2010, 6) through “visioning, directing, inspiring, prioritizing, innovating, modeling and decision making.” When nonprofit leaders possess leadership capacity, they have a strong identity with their agency and high tolerance for ambiguity (Hoefler, 2003). These leaders are knowledgeable in strategic management (Smith, 1999) and understand group dynamics (Hoefler, 2003). Also, they are proficient in both oral and written communication (Hoefler, 2003). These professionals

encourage the involvement of board members (Smith, 2008) and value diversity (Crawford, 2010).

Leadership capacity requires nonprofit leaders to have effective skills as a visionary, communicator, negotiator, integrationist, coach, leader (Winston and Walling, 2001), collaborative decision-maker, entrepreneurial achiever and change leader (Crawford, 2010). Conflict resolution (Hoefler, 2003) is also a leadership capacity skill needed by nonprofit leaders.

Technical capacity is related to “the implementation of core organizational and programmatic functions such as financial management, evaluation, legal, fundraising, information technology, and marketing” (Connolly and York, 2003, as cited in Millesen et al. 2010, 6). Nonprofit CEOs must know about budgeting (Hoefler, 2003; Birdsell and Muzzio, 2003), fundraising, communication, performance management, technology planning (Birdsell and Muzzio, 2003), marketing and accounting (Ritchie and Eastwood, 2006). They also need to have financial acumen (Crawford, 2010), be able to maintain fiscal controls (Smith, 1999) and know how this knowledge relates to financial performance outcomes (Ritchie and Eastwood, 2006). In addition, CEOs must be knowledgeable in program planning and have a commitment to clients (Hoefler, 2003). Nonprofit CEOs that have expertise in technical capacity are skilled financiers, fundraisers and technologists (Winston and Walling, 2001).

Management capacity focuses on “the effective use of human, operational, and volunteer resources” (Connolly and York, 2003, as cited in Millesen, et al. 2010, 6). Nonprofit professional managers whose area of expertise is management capacity are knowledgeable in general management (Birdsell and Muzzio, 2003), personnel management, meeting management and coordination (Hoefler, 2003). Also, they are knowledgeable in organizational theory (Hoefler, 2003). They encourage and support professionalism (Hoefler, 2003) and volunteers (Smith,

1999), and know how to handle conflict resolution (Hoefler, 2003). Environmentalist and volunteer (Winston and Walling, 2001) are additional skills needed for management capacity.

Table II  
*Areas of Expertise*

Types of Capacity	Knowledge	Skills
Adaptive Capacity- Monitor, assess and respond to internal and external changes (Connolly and York, 2003)	Strategic Planning (Birdsell and Muzzio, 2003; Hoefler, 2003)  Deep understanding of the nonprofit sector(Crawford, 2010)  Agency policy arena (Hoefler, 2003)	Strategist (Winston and Walling, 2001; Crawford, 2010)  Relationship builder (Crawford, 2010)  Political Skills (Sherlock and Nathan, 2007)
Leadership Capacity- Board and the executive to lead, inspire and motivate (Connolly and York, 2003)	Identity with agency, negotiation, tolerance for ambiguity, oral and written communication, group dynamics (Hoefler, 2003)  Understand and value Diversity(Crawford, 2010)  Strategic management, support involvement of board members (Smith, 1999)	Visionist, communicator, negotiator, integrationist, coach, leader (Winston and Walling, 2001)  Conflict resolution (Hoefler, 2003)  Change leader, collaborative decision-maker, entrepreneurial achiever (Crawford, 2010)
Technical Capacity- Implementation of core organizational and programmatic functions such as financial management, evaluation, legal, fundraising, IT and marketing (Connolly and York 2003)	Budgeting(Birdsell and Muzzio, 2003; Hoefler, 2003)  Fundraising, Communication, Performance Management, Technology Planning (Birdsell and Muzzio, 2003)  Marketing, Accounting and production do matter to financial performance outcomes (Ritchie and Eastwood, 2006)  Financial Acumen (Crawford, 2010)  Maintaining Fiscal Control (Smith, 1999)  Commitment to clients, program planning (Hoefler, 2003)	Financier, fundraiser, technologist (Winston and Walling, 2001)

Management Capacity- Human, operational and volunteer resources (Connolly and York 2003)	General Management (Birdsell and Muzzio, 2003)  Professionalism, organizational theory, personnel mgmt., meeting mgmt. & coordination (Hoefler, 2003)  Support involvement of volunteers (Smith, 1999)	Environmentalism, volunteer (Winston and Walling, 2001)
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Note: Capacity types are grouped with relevant knowledge and skills

In an effort to show how academic guidelines, competencies and core capacities relate to curriculum, this study uses curriculum mapping as its methodology.

### **Methodology**

Curriculum mapping is the process of determining what and when a topic is taught to students to meet the competencies and standards of a profession. Curriculum maps can help identify whether students learned the intended material; demonstrate the links in the curriculum between learning content, learning opportunities and learning outcomes; and examine where learning occurred through location and timetable (Plaza et al., 2007). Curriculum mapping can be used to “determine gaps or overlaps of learning outcomes” (Kelley et al., 2008, 1), but faculty can view mapping as threatening and or an administrative burden (Sumsion and Goodfellow, 2002). It is used by accrediting agencies to confirm that what they have defined as curriculum standards and requirements are in fact being delivered (Kelley et al., 2008).

Figure 1 is an illustration of curriculum mapping. The course outcomes for Political Science 606 were developed by reviewing the course summaries and class syllabi of faculty who taught the course between the years of 2009 - 2012. The outcomes were then matched with the applicable competency and/or guideline.

<b>Course-Political Science 606- Fundraising for Nonprofits</b>	<b>Political Science 606 Course Outcomes</b>				
	Gain an understanding of how nonprofits raise revenues				
	Learn how to implement a fundraising program				
	Gain an understanding of what motivates a person to give to an organization				
	Learn the methods and techniques used to raise money				
<b>NACC Related Guidelines</b>					
<i>Nonprofit Law Related Criteria</i>					
Legal and tax implications related to charitable giving, advocacy, lobbying, political and commercial activities of tax-exempt nonprofit organizations					X
<i>Nonprofit Finance Related Criteria</i>					
The relationship between and among earned income, government funding and philanthropic gifts and grants as sources of revenue, and how each can influence fulfillment of an organization's mission	X				
The history and function of philanthropic gifts and grants and grants as distinctive dimensions of the nonprofit sector				X	X
<i>Fundraising and Development Related Criteria</i>					
The various forms and structures in and through which organized philanthropy occurs	X	X			X
Components and elements that are part of a comprehensive fund development process	X	X			
<b>NASPAA Related Guidelines</b>					
<i>Revenue Related Criteria</i>					
Practice of fundraising and philanthropy; charitable trusts; and related tax and other laws regulating fundraising	X	X	X	X	X
<b>NLA Related Professional Competencies</b>					
<i>Financial Resource Development &amp; Management Competency Related Criteria</i>					
Methods and motivation for raising funds from traditional sources				X	X
Structure and responsibilities of the development function within nonprofit organizations		X			

Figure 1. Political Science 606 Course Map

EMU offers an ideal case study to exam “curriculum mapping”. EMU located in Ypsilanti, Michigan, offers a NASPAA accredited Master of Public Administration (MPA) with a concentration in Nonprofit Administration. The MPA program is part of the Political Science Department. Six faculty members area of expertise is Public Administration and Policy. There are approximately one hundred full and part-time students in the MPA program. During the 2012-2013 academic year sixteen MPA degrees were awarded. EMU is also a NLA partner.

The MPA with a concentration in Nonprofit Administration requires a total of seventeen courses. Nine courses are required for all MPA students regardless of their concentration. They are Political Science (PLSC) 510-Modern Public Administration; PLSC 515- Public Personnel Administration; PLSC 540-Public Budget Administration; PLSC 610-Public Organization Theory; PLSC 615-Public Budget Applications; PLSC 630-Public Bureaucracies and Policy Formation; PLSC 677-Analytical Methods for Public Administration; PLSC 678-Analytical Techniques for Public Administration; and PLSC 695-Research Seminar.

Students have to take four elective courses chosen from the following list of courses. They are PLSC 565-Studies in State and Local Government; PLSC 587-Cooperative Education in Political Science; PLSC604-Foundations of Nonprofits; PLSC 605-Leadership and Nonprofit Management; PLSC 606-Fundraising for Nonprofits; PLSC 620-Administrative Law; PLSC 625-Local Government Management; PLSC 635 Public Policy Analysis; PLSC 640 Modern Country Government; PLSC 645 Intergovernmental Relations; PLSC 650 Urban Poverty Policy; PLSC 655 Politics of Local Planning; PLSC 660 Public Health Policy; PLSC 665 Arbitration Training; PLSC 688 Practicum in Public Affairs; PLSC 697-8-9 Independent Studies and PLSC 590-1-2 Special Topics. PLSC 645 Intergovernmental Relations is a required elective for the Nonprofit Administration concentration and PLSC 688 Practicum in Public Affairs is a required

elective for pre-service students. Pre-service students are students who have limited work experience in the public or nonprofit sector.

Nonprofit Administration concentration students have to complete four concentration courses. Accounting (ACC) 646-Financial Management of Nonprofit Organizations and Law (LAW) 603-Legal Environment of Nonprofit Organizations are required concentration courses. Students can select the remaining two concentration courses from ACC 605-Strategic Information and Control Systems, Management; (MGMT) 570-Starting New Ventures; MGMT 628-Human Resource Development; Social Work (SWRK) 662-Grant Writing and Resource Development or SWRK 694-Community Action Seminar.

In 2011, a graduate exit project assessed/compared the EMU MPA with a concentration in Nonprofit Administration with standards issued by NASPAA, NLA and NACC. This assessment project was done over the course of two years. This study mapped nonprofit education competencies for professionals on –the-job learning and professional competencies of nonprofit leaders.

The course outcomes data for the curriculum maps were collected from department course summaries and class syllabi from 2009-2012. Class assignments, exams, research papers, case studies and student presentations were reviewed too.

In applying the EMU curriculum to the standards from the three organizations as illustrated in table 3, we find that courses that are a part of the curriculum maps fulfill at least one nonprofit core capacity. NLA professional competency, NACC guideline or met a NASPAA nonprofit management concentration guideline.

Table III  
*MPA Applicable Courses with Capacities, Competencies and Guidelines*

<b>Required Courses</b>	
<b>PLSC 515-Public Personnel Administration</b>	
Types of Capacity	Technical; Management



NLA Professional Competencies	Financial Resource Development & Management; Program Development
NASPAA Guidelines	Accountability, Performance Measures and Program Evaluation; Applications of Quantitative Analysis and Information Technology to Nonprofit Management Practice; Budgeting and Resource Management
NACC Guidelines	Assessment, Evaluation and Decision-Making Methods; Financial Management and Accountability
<b>PLSC 540-Public Budget Management</b>	
Types of Capacity	Technical
NLA Professional Competencies	Financial Resource Development & Management
NASPAA Guidelines	Budgeting and Resource Management
<b>PLSC 610-Public Organization Theory</b>	
Types of Capacity	Leadership; Management
NLA Professional Competencies	Cultural Competency & Diversity; Governance, Leadership & Advocacy; Legal & Ethical Decision Making; Volunteer & Human Resource Management
NASPAA Guidelines	History, Values, Ethics & Philosophies; Alignment with Environment
NACC Guidelines	Ethics & Values; Nonprofit Human Resource Management; Leadership, Organization & Management
<b>PLSC 615-Public Budget Applications</b>	
Types of Capacity	Technical; Management
NLA Professional Competencies	Financial Resource Development & Management; Program Development
NASPAA Guidelines	Accountability, Performance Measures and Program Evaluation; Applications of Quantitative Analysis and Information Technology to Nonprofit Management Practice; Budgeting and Resource Management
NACC Guidelines	Assessment, Evaluation and Decision-Making Methods; Financial Management and Accountability
<b>PLSC 630-Public Bureaucracies and Policy Formation</b>	
Types of Capacity	Adaptive
NLA Professional Competencies	Governance, Leadership & Advocacy
NASPAA Guidelines	Policy Making Processes
NACC Guidelines	Public Policy Advocacy and Social Change
<b>PLSC 677-Analytical Methods for Public Administration</b>	
Types of Capacity	Technical
NLA Professional Competencies	Future of the Nonprofit Sector
<b>PLSC 678- Analytical Techniques for Public Administration</b>	
Types of Capacity	Technical
NLA Professional Competencies	Future of the Nonprofit Sector
NASPAA Guidelines	Applications of Quantitative Analysis and Information Technology to Nonprofit Management Practice
NACC Guidelines	Assessment, Evaluation and Decision-Making Methods
<b>Elective Courses</b>	
<b>PLSC 604-Foundations of the Nonprofit Sector</b>	
Types of Capacity	Adaptive, Management
NLA Professional Competencies	Foundations & Management of the Nonprofit Sector; Future of the Nonprofit Sector; Governance, Leadership & Advocacy
NASPAA Guidelines	History, Values, Ethics & Philosophies; Theories of the Sector and its Organizations; Economics & Market Issues; International Organizations; Policy Making Processes
NACC Guidelines	History and Theories of the Nonprofit Sector, Voluntary Action & Philanthropy; Nonprofit Economics; Comparative Perspectives on the Nonprofit Sector, Voluntary

	Action & Philanthropy; Scope & Significance; Public Policy Advocacy and Social Change
<b>PLSC 605-Leadership and Nonprofit Management</b>	
Types of Capacity	Adaptive; Leadership; Technical; Management
NLA Professional Competencies	Communication, Marketing & Public Relations; Cultural Competency & Diversity; Foundations & Management of the Nonprofit Sector; Governance, Leadership & Advocacy; Legal & Ethical Decision Making; Volunteer & Human Resource Management
NASPAA Guidelines	Governance; Alignment with Environment; Human Resources & Volunteer Management; External Relations;
NACC Guidelines	Nonprofit Governance & Leadership; Nonprofit Human Resource Management; Leadership, Organization & Management; Nonprofit Marketing; History and Theories of the Nonprofit Sector, Voluntary Action & Philanthropy;
<b>PLSC 606-Fundraising for Nonprofits</b>	
Types of Capacity	Technical
NLA Professional Competencies	Financial Resource Development & Management
NASPAA Guidelines	Revenue
NACC Guidelines	Fundraising & Development; Nonprofit Finance; Nonprofit Law
<b>PLSC 645-Intergovernmental Relations (Required Elective)</b>	
Types of Capacity	Adaptive
NLA Professional Competencies	Future of the Nonprofit Sector; Governance, Leadership & Advocacy
NASPAA Guidelines	Theories of the Sector and its Organizations; Inter-organizational & Inter-sectoral Relations
NACC Guidelines	History and Theories of the Nonprofit Sector, Voluntary Action & Philanthropy
<b>Concentration Required Courses</b>	
<b>ACC 646-Financial Management of Nonprofit Organizations</b>	
Types of Capacity	Technical
NLA Professional Competencies	Financial Resource Development & Management; Program Development
NASPAA Guidelines	Accountability, Performance Measures and Program Evaluation; Applications of Quantitative Analysis and Information Technology to Nonprofit Management Practice; Budgeting and Resource Management
NACC Guidelines	Financial Management and Accountability
<b>LAW 603-Legal Environment of Nonprofit Organizations</b>	
Types of Capacity	Leadership; Technical
NLA Professional Competencies	Legal & Ethical Decision Making
NASPAA Guidelines	Governance; History, Values, Ethics & Philosophies; Legal Structure; Revenue; Accountability, Performance Measures and Program Evaluation
NACC Guidelines	Nonprofit Governance & Leadership; Ethics & Values; Nonprofit Law; Leadership, Organization & Management
<b>Concentration Elective Courses</b>	
<b>MGMT 628-Human Resource Development</b>	
Types of Capacity	Management
NLA Professional Competencies	Volunteer and Human Resource Management
<b>SWRK 570-Supervising Staff and Volunteers</b>	
Types of Capacity	Technical; Management
NLA Professional Competencies	Program Development; Volunteer & Human Resource Management
NASPAA Guidelines	Human Resources & Volunteer Management;
NACC Guidelines	Nonprofit Human Resource Management; Leadership, Organization & Management;

<b>SWRK 662-Grantwriting and Resource Development</b>	
Types of Capacity	Adaptive, Technical
NLA Professional Competencies	Communication, Marketing & Public Relations; Financial Resource Development & Management; Future of the Nonprofit Sector; Program Development
NASPAA Guidelines	External Relations
NACC Guidelines	Nonprofit Marketing

Note: Some courses teach more than one competency or capacity.

### **Findings**

EMU teaches adaptive capacity skills in five courses offered in the MPA with a concentration in nonprofit management program. For example, because nonprofit leaders who have adaptive capacity knowledge have a deep understanding of the nonprofit sector (Crawford 2010). In Foundations of the Nonprofit Sector, students gain a foundational knowledge of the historical and philosophical foundations of the nonprofit sector. The MPA program offers three courses in leadership capacity. They are LAW 603, Legal Environment of Nonprofit Organizations, a concentration required course, and PLSC 610, Public Organization Theory, a required course. The third course is PLSC 605, an elective. Students gain leadership capacity knowledge and skills in the program from three of seven course outcomes of PLSC 610.

A LAW 603 outcome, to gain an understanding of the governance and structure of a nonprofit board including executive director performance and evaluation, is a leadership capacity. The other leadership capacity course outcomes are acquired in PLSC 605. They are leadership issues such as the role of boards of directors, executive leadership, relationship between board and executive director as well as strategic management.

On the other hand, technical capacity seems to be a major focus of MPA coursework. There are nine courses that teach technical capacity skills. These courses range from Financial Management of Nonprofit Organizations, Analytical Techniques (Statistics) for Public Administration, to Grantwriting and Resource Development. Five of the nine courses offered are required for concentration students. Also, four of the nine courses teach nothing but technical

capacity skills. They are ACC 646, PLSC 606 and 678, and SWRK 570. The program offers courses in all of the technical knowledge and skills areas.

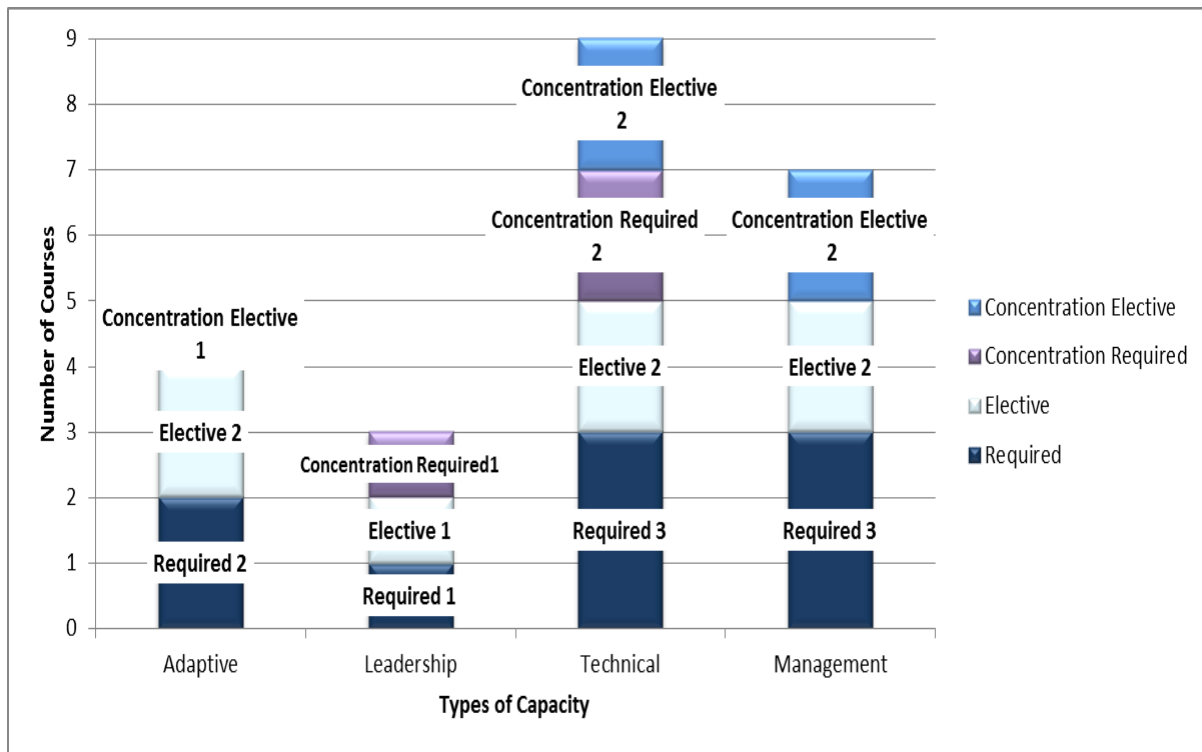


Figure 2. Core Capacities and EMU Courses

As it relates to management capacity, EMU offers seven management capacity courses. Three of the seven courses are required. None of the five courses only teach management capacity skills, unlike the four program courses that just teach technical capacity skills. Although the MPA does not offer a dedicated course to management capacity, all of the management capacity knowledge and skills are covered in the seven program courses.

EMU addresses all four core capacities as described by Connolly and York, (2003). Technical capacity is emphasized the most throughout the program.

As it relates to competencies, the EMU MPA program meets one hundred percent of the NLA academic competencies. The NLA Personal and Professional Development Competency was not evaluated in this study because it does not have an academic component. The MPA

meets two of five Communication, Marketing and Public Relations competencies criteria. One of three of the Cultural Competency and Diversity is covered in the program. MPA Coursework covers seven of eight items listed under criteria to fulfill the Financial Resource Development and Management Competency.

Table IV  
*Professional Competencies and MPA Program*

NLA Professional Competencies	Total number of Knowledge and Skills Needed to Meet Competency	Number of competencies MPA Program Fulfilled
Communication, Marketing & Public Relations	5	2
Cultural Competency and Diversity	3	1
Financial Resource Development & Management	8	7
Foundations & Management of the Nonprofit Sector	4	6
Future of Nonprofit Sector	6	5
Governance, Leadership and Advocacy	6	6
Legal & Ethical Decision Making	6	5
Program Development	8	6
Volunteer and Human Resource Development	7	7

All four of the Foundations and Management of the Nonprofit Sector Competencies are offered by the program. The MPA meets five of six of the Future of the Nonprofit Sector Competencies. In Governance, Leadership and Advocacy, five of six competencies are covered.

The MPA program does a good job of covering the basic laws and regulations of nonprofits in its LAW 603 course. The program lacks in the areas of facility, operational and risk management. Five out of six Legal and Ethical Decision Making Competencies are met in the program.

The Program Development Competency is covered in four of the MPA course offerings. The MPA fulfills six of eight items listed under the Program Development Competency description.

One hundred percent of the Volunteer and Human Resource Management Competencies are addressed in the MPA courses.

In addition, the MPA program addresses all of the NASPAA guidelines. Fifteen of the sixteen NACC guidelines are addressed in the program although EMU is not a NACC school. The MPA program does not meet the NACC Information Technology and Management guideline. This summarizes the findings from the curriculum mapping.

### **Discussion**

Now let's look at why curriculum mapping was an effective tool to evaluate the MPA with a concentration in Nonprofit Administration program. We were able to identify risk management and information technology as being two gaps in the MPA curriculum. The literature supports the use of curriculum mapping as a tool to identify curriculum gaps (Kelley et al., 2008).

In addition, the findings as a result of the mapping support the use of a case study to illustrate curriculum mapping as a way to confirm that accrediting agencies curriculum standards are being delivered (Kelley et al., 2008). We were able to map the NLA professional competencies, NASPAA and NACC guidelines to the curriculum. The mapping helped us to identify some competencies and capacities are covered more than others. The MPA with a concentration in Nonprofit Administration offers sixteen courses that fulfill at least one nonprofit core capacity, NLA professional competency, NACC guideline or met a NASPAA Nonprofit Administration concentration guideline as illustrated in table 3. The program offers four more

technical capacity courses than leadership capacity courses as illustrated in Figure 2. Teaching leadership has been identified in previous studies as an area that needs to be improved in the nonprofit management curriculum. Most nonprofit management education programs are not adequately addressing leadership issues in their programs but teach technical management skills (Burlingame, 2009).

Of the sixteen courses, only ten are required courses for the MPA with a concentration in Nonprofit Administration. They are PLSC 515, 540, 610, 615, 630, 645, 677, 678, ACC 646 and LAW 603. We can only assume that students will acquire the competencies and capacities from these courses. There is no way to determine which MPA course electives or concentration course electives a student will take. Therefore, the MPA program appears to cover more competencies and capacities than students will actually take which is a curriculum design implication.

The mapping was effective at showing which knowledge, skills and capacities identified in the literature were being taught in the MPA with a concentration in Nonprofit Administration coursework too.

There is also no recommended sequence to the Nonprofit Administration concentration, unlike other areas of the MPA program. Students have to take PLSC 510, Modern Public Administration, normally during the first semester of their MPA studies. Also, PLSC 540, Public Budget Administration, has to be taken before PLSC 615, Public Budget Applications, and PLSC 677, Analytical Methods for Public Administration, is a prerequisite to PLSC 678, Analytical Techniques for Public Administration.

There are several ways that these implications can be addressed.

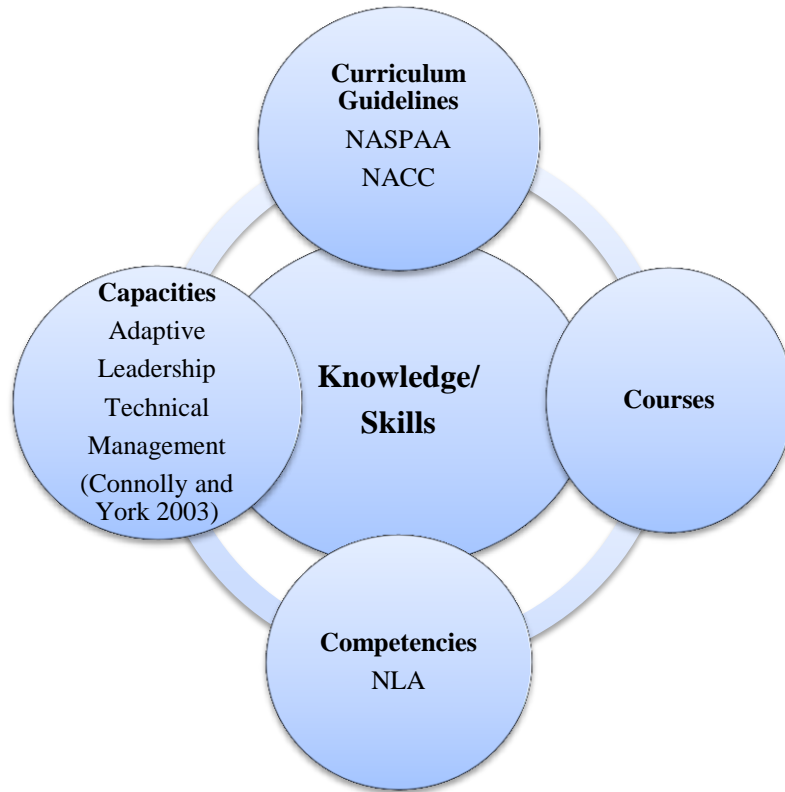
1. Eliminate concentration electives that do not teach professional competencies or core capacities.

2. Remove concentration electives that require a prerequisite that is not a MPA or Nonprofit Administration course from the curriculum.
3. Develop some type of sequence to the Nonprofit Administration concentration. Students would benefit by taking PLSC 604, Foundations of the Nonprofit Sector, and LAW 603, Legal Environment of Nonprofit Organizations, prior to taking courses in Leadership and Fundraising. It is important to have a fundamental understanding of how the nonprofit sector functions before you can learn how to manage or raise funds for nonprofits.
4. Integrate nonprofit sector content throughout the MPA curriculum. Smith (2012) refers to this as the integration model that incorporates nonprofit sector content into required courses in the MPA curriculum.

Certainly organizational and political realities have to be considered during the curriculum design process, such as faculty areas of expertise and willingness (Durant, 1997). There is also a question about an institution's position on whether nonprofit management should be taught like a profession or from a liberal arts perspective (Burlingame, 2009).

Figure 3 displays the model for evaluating nonprofit programs. The model is based on a framework of curriculum guidelines being used to design MPA courses. Coursework is what builds students competencies and capacities. Curriculum guidelines should be based on competencies and capacities. All four of the C's contribute to the knowledge and skills needed to be nonprofit management practitioners. We define nonprofit management practitioners as professionals academically trained in nonprofit management.





*Figure 3.* The Four C's Model for Evaluating Nonprofit Programs

### **Conclusion**

The findings from the three research questions on EMU's MPA and concentration in Nonprofit Administration present an opportunity to extend the discussion beyond the EMU curriculum about the ways to use professional competencies and core capacities to evaluate nonprofit management education programs. Further research is needed on the how to distinguish and evaluate the performance of nonprofit management practitioners and nonprofit leaders not academically trained in nonprofit management. There is a need for the nonprofit management education field to define program outcomes and the benefits to its graduates, nonprofit sector and society as a whole.

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