PMAP 3210 Introduction to Nonprofits

Fall Semester 2015
Thursdays 4:30-7:00pm
Langdale Hall 305

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Course Description:

This is a survey course designed to introduce students to basic issues and trends in the nonprofit sector. In this course students will investigate the purpose and scope of the nonprofit sector in the United States and explore basic aspects of nonprofit governance, management, and operation. Through the use of case studies, students will also examine the unique challenges and opportunities nonprofits encounter as they strive to achieve their aims. The course will also take a preliminary look at such nonprofit trends as using the Internet in public relations, ethics in management, coalition-building, and social enterprise. Overall, the class is designed to build students’ awareness of the role and importance of the nonprofit sector and better prepare them to be citizens and nonprofit and public sector leaders.

Course Objectives:

- To provide students with an understanding of the basic history and theories of the nonprofit sector.
- To provide students with a knowledge of the scope and significance of the nonprofit sector in the United States including the range of services and activities provided by nonprofits.
- To provide students with a basic understanding of nonprofit governance and management.
- To provide students with an appreciation of some of the important contemporary challenges facing nonprofit leaders.
- To provide students with an understanding of current trends in the nonprofit sector.

Course Requirements:

Students are expected to read course assignments, attend class prepared to participate in discussion, and submit all assignments, exams, and the team project on time. The course is designed so that students will have the opportunity to develop a hypothetical nonprofit in student teams, thus participation in related assignments and in-class group work is essential for a passing grade in the course.

Attendance/Participation: Attendance at every class session is expected. Any absences without prior approval will be reflected in the final attendance grade, except in extenuating circumstances. The same policy applies to arriving late or leaving early. Active participation in class discussions and respect for other students in the class will also be reflected in the attendance and participation grade.
Memos: Before in-class team sessions, students will individually contribute ideas and strategies for their team’s nonprofit in the form of nine memos due throughout the semester. Memos should be short essay responses generally not exceeding a paragraph in length. Memos are due by noon on the day indicated in the schedule and must be submitted on-line through Brightspace. Memos will not be accepted late however only the six highest memo grades will count toward the final grade. Because memos are integrally connected to in-class team work, they will only be accepted if the student also attends and participates in that day’s in-class nonprofit team session (see below).

In-Class Nonprofit Team Work: Students will be assigned a nonprofit team to work on based on their general area of nonprofit interest. On nonprofit team days (as indicated in the course schedule), students are expected to come prepared (i.e. have completed the memo for that day) to work with other team members and make valuable contributions to the ongoing formation of the team’s nonprofit. Nonprofit teams will record their decisions on Brightspace and report back to the class at the end of the class period. All nonprofit team work will be done in-class.

Nonprofit Team Presentations: Nonprofit teams will present a Strategic Change Plan for their nonprofit at the end of the course. Each team member will be graded individually on their portion of the presentation.

Exams: The mid-term and final exams will be in-class on the days indicated in the course schedule.

Required Texts:


Additional readings are on Brightspace where indicated in the schedule.

Recommended Texts:


Course Evaluation and Grading:

Attendance/Participation 10%
Memos (six) 30%
Mid-Term Exam 20%
Nonprofit Team Presentation 20%
Final Exam 20%

This course uses plus-minus grading. Grades will be assigned as follows: A=93-100; A-=90-92; B+=87-89; B=83-86; B-=80-82; C+=77-79; C=73-76; C-=70-72; D=60-69; and F=0-59.

Students with Disabilities:

If you have a condition that makes it difficult to complete the work described in this syllabus, please notify the Disabled Student Services Office and the instructor within the first two weeks of class in order to develop alternative arrangements. All information and documentation of the disability will be kept confidential.
Academic Honesty and Plagiarism:

Students are expected to follow Georgia State University’s Policy on Academic Honesty with respect to all class assignments, exams, and interactions. University, School, and Department policies require that students are informed in the course syllabus that plagiarism and other forms of academic dishonesty will likely result in a grade of “F” on the assignment and may result in an “F” in the course as well. Academic dishonesty may also result in dismissal from the University. The policy is outlined in the following excerpt from the GSU Faculty Handbook, Policy on Academic Honesty, Section 409.02 Definitions and Examples:

“The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

A. Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

B. Cheating on Examinations: Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer-based resources, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

C. Unauthorized Collaboration: Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with another person or source, or computer-based resource, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

D. Falsification: It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, …).”
Course Schedule and Reading Assignments:

Aug 27  \hspace{1cm} \textbf{Course Overview and Introduction to the Sector}

Sept 3  \hspace{1cm} \textbf{History, Definition, and Sector Overview}
Required Readings: Grobman, chapters 1 & 2
Suggested Readings: Frumkin, chapter 1 & 4

\hspace{1cm} \textbf{Theoretical Overview: Why the Nonprofit Sector Exists}
Required Reading: Grobman, chapter 3

Sept 10 \hspace{1cm} \textbf{Nonprofit Diversity: A Look at Nonprofit Subsectors}
Required Reading: Cryer, chap 2, Spotlight on Key Nonprofit Subsectors (Brightspace)
Suggested Reading: Frumkin, chapter 3

\hspace{1cm} \textbf{MEMO 1 (due by noon)}: What type of nonprofit would you prefer to work in? Draw on your personal history, values, experiences, faith to explain your chosen preference. What theory best explains the existence of your type of nonprofit? Which subsector does it belong to?

\hspace{1cm} \textbf{IN-CLASS TEAM}: Divide into teams and describe your preferred organizations to each other. Decide on one idea to pursue as a team.

\hspace{1cm} \textbf{Mission and Vision Statements}
Required Reading: Grobman, chapter 6

Sept 17 \hspace{1cm} \textbf{Mission and Vision Statements}
Required Reading: Case - I Choose to Live Foundation, p. 395

\hspace{1cm} \textbf{MEMO 2 (due by noon)}: Write mission and vision statements to propose to your nonprofit team.

\hspace{1cm} \textbf{IN-CLASS TEAM}: Decide on one mission and one vision statement for your nonprofit.

\hspace{1cm} \textbf{Regulatory Issues}
Required Reading: Grobman, chapter 4

Sept 24 \hspace{1cm} \textbf{Regulatory Issues}
Required Reading: Case – The One (Wo)Man Band Running the Kenmore Midget Baseball League, p. 409

\hspace{1cm} \textbf{MEMO 3 (due by noon)}: Write a statement arguing for or against whether your team’s nonprofit should be incorporated, have membership, and apply for tax-exempt status.

\hspace{1cm} \textbf{IN-CLASS TEAM}: Come to a consensus about incorporation, membership, and tax-exempt status for your organization. Explain your choices.

\hspace{1cm} \textbf{Board Governance}
Required Readings: Grobman, chapter 5
Oct 1  
**Board Governance**  
Required Reading: Case – Approving a Partnership Agreement – Board Paralysis at the State Association (Brightspace)  

MEMO 4 (due by noon): What type of board would be appropriate for your team’s nonprofit? Why is it the best fit with your type of nonprofit?  
IN-CLASS TEAM: Decide on one type of board for your organization. Explain why it is the best fit.  

**Personnel**  
Required Reading: Grobman, chapter 12  

Oct 8  
**Personnel**  
Required Reading: Case – Jane’s Dilemma Hiring a Development Director, p. 389  

MEMO 5 (due by noon): What type of personnel would be most appropriate for your team’s nonprofit? Should you have volunteers? Why or why not?  
IN-CLASS TEAM: Decide on the personnel structure for your organization. Explain your choices including why you have or don’t have volunteers.  

**Advocacy and Lobbying**  
Required Reading: Grobman, chapter 14  
Suggested Reading: Frumkin, chapter 2  

Oct 15  
**MID-TERM EXAM IN CLASS**  

**Fundraising and Grant Management**  
Required Readings: Grobman, chapters 8 & 10  

Oct 22  
**Fundraising and Grant Management**  
Required Reading: Case – Gambling on an Outside Fundraising Consultant for the “For the Kids” Shelter (Brightspace)  

MEMO 6 (due by noon): What funding sources should your nonprofit draw on? Why those sources?  
IN-CLASS TEAM: Come to a consensus on the primary and secondary sources of revenue for your organization. Explain why you chose those sources.  

**Financial Management**  
Required Readings: Grobman, chapter 11  

Oct 29  
**Financial Management**  
Required Readings: Case – Cutting the Budget of the Harristown Family Service, p. 417  

MEMO 7 (due by noon): Put together a preliminary, balanced budget to propose to your nonprofit team.  
IN-CLASS TEAM: Decide on a feasible, balanced budget for your nonprofit. Then decide what you would do if your main source of revenue was cut by 50%.  

**Strategic Planning and Change Management**  
Required Reading: Grobman, chapter 16
Nov 5  **Strategic Planning and Change Management**  
Required Reading: Case – The Association for the Advancement of Mexican Americans (Brightspace)

IN-CLASS TEAM: Begin work on your nonprofit’s strategic change plan (to be presented in your team’s final presentation). As a group, brainstorm several changes you would like to make to your nonprofit (see Grobman, pp. 271-272). Assign each member a change idea to work on leaving one member to put the ideas together in a PowerPoint presentation.

**Nonprofit Sector Trends: Communications, Public Relations and the Internet**  
Required Readings: Grobman, chapters 13 & 15

Nov 12  **Nonprofit Sector Trends: Communications, Public Relations and the Internet**  
Required Reading: Case – Public Relations Dilemma at Harristown Hospital and Health System, p. 425

MEMO 8 (due by noon): Develop three public relations ideas for your team’s nonprofit with at least one involving the Internet.  
IN-CLASS TEAM: Decide on two main public relations strategies with at least one involving the Internet. Explain why these are the best for your type of nonprofit. Include these in your strategic change plan.

**Nonprofit Sector Trends: Ethics**  
Required Reading: Grobman, chapter 7

Nov 19  **Nonprofit Sector Trends: Ethics**  
Required Reading: Case – Doctoring the Resume (Brightspace)

MEMO 9 (due by noon): What factors would you take into consideration if you faced an ethical dilemma in your nonprofit similar to the case study above? What approach would you take to come to a decision?  
IN-CLASS TEAM: Work on your strategic change plan. Include a plan to improve how your nonprofit deals with ethical dilemmas as well as an aspect of coalition building or social enterprise.

**Nonprofit Sector Trends: Coalitions and Social Enterprise**  
Required Readings: Grobman, chapter 19  
Suggested Reading: Frumkin, chapter 5

Nov 26  No Class – Thanksgiving Break

Dec 3  Team Presentations

Dec 10  FINAL EXAM IN CLASS  (4:15-6:45pm)