PMA 3210: Introduction to Nonprofits
Georgia State University
Fall semester 2017
Tuesdays- Thursdays, 2:30-3:45 pm, Aderhold Learning Center 204

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Office hours: Mondays 5-6pm, Thursday 4-5pm, and by appointment
Book office hours online: https://jtremblayboire.youcanbook.me/

Course Overview:
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. 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:
Upon completion of this course, you will be able to:
1. Understand the history of the nonprofit sector and the main theoretical traditions in the study of nonprofits;
2. Discuss the scope and significance of the nonprofit sector in the United States, as well as current trends and challenges facing nonprofit leaders;
3. Apply concepts of nonprofit governance and management to practical situations;
4. Convey information effectively both orally and in writing;
5. Be a productive team member who can effectively engage in collective decision-making.

Readings:
There is one required book for this course. It is available for purchase at the Georgia State University bookstore. You may also buy the book online on a number of websites, including amazon.com.


¹ Please note that if you purchase the previous edition of the textbook (3rd edition), you will be missing all of the case studies and the chapters are not the same. You are still responsible for all the material, so make sure to get access to the fourth edition of the book through a classmate.
In addition to the textbook, students are expected to read the additional articles and chapters assigned for each day. These readings are available on the course website on iCollege. You are expected to have read the material assigned for each day prior to that day’s class. Students are responsible for all of the readings assigned for each session.

iCollege:
The principal means of communication for this course is iCollege – the university-wide learning management system. You can access the course syllabus, class lecture notes, course projects, discussion boards, and grades at the course website in iCollege.

If you are not yet familiar with iCollege, you should learn and become familiar with the system early in the semester. Georgia State University Technology Services maintains an iCollege support page and an iCollege Resource Center.

Course Structure:
The class will combine (1) lecturing by the professor, (2) interactive discussions of readings, (3) small-group activities, and (4) student presentations.

Course Requirements:
Your grade in this class is comprised of eight parts:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Weekly online reading quizzes</td>
<td>15%</td>
<td>Tuesdays by 2:30pm (only 5 best of semester will count)</td>
</tr>
<tr>
<td>Short paper #1</td>
<td>5%</td>
<td>Sept. 19, 2017 (11:59pm)</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>15%</td>
<td>October 5, 2017 (in class)</td>
</tr>
<tr>
<td>Short paper #2</td>
<td>5%</td>
<td>Nov. 7, 2017 (11:59pm)</td>
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<tr>
<td>Memos</td>
<td>10%</td>
<td>Multiple dates, in schedule (2:30pm)</td>
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<tr>
<td>Nonprofit team project</td>
<td>20%</td>
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<tr>
<td>Team presentation</td>
<td>5%</td>
<td>Nov. 28 and 30th, 2017 (in class)</td>
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<tr>
<td>Team final report</td>
<td>15%</td>
<td>Dec. 2, 2017 (11:59pm)</td>
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<tr>
<td>Final exam</td>
<td>20%</td>
<td>December 7, 2017 (1:30-4:00pm)</td>
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Participation (10%):
Class time will be a mixture of lecture and discussion. As such, you are expected to come to class having done the readings well enough to ask questions and offer responses to the questions of others. The success of this class depends heavily on your consistent preparation and active participation. Please note that Georgia State University policy requires that instructors assign a WF course grade to all students who are on the class list but are no longer attending class past the semester midpoint.

What is active participation? Participation will take a variety of forms in this class, including large group discussions, small group work, activity sheets, short reflections, and so on. Merely being present in class does NOT constitute participation. In order to get your
participation points for the day, you must actively try to engage with the material. Examples of active engagement include (but are not limited to): a genuine attempt to answer a question (your answer does not have to be correct; you just need to make a serious attempt), a positive contribution to your small group’s discussion, an honest effort to complete an in-class exercise sheet, etc. I will do everything I can to ensure that everyone has the space to participate in the class.

Should you be shy or reluctant to speak in class, I encourage you to come meet with me to discuss the readings, the course in general, your reluctance to speak, and so on. In short, a wide variety of your activities will be counted as participation. If you cannot be in class one day due to illness, injury, or emergency and would like to make up for participation for that day, you can email me and we will arrange a short make-up assignment. I will offer you a maximum of three make-ups.

During the first week of class, all students must complete the syllabus quiz on iCollege and the plagiarism tutorial and quiz from the University of Southern Mississippi (both due by the beginning of class on Tuesday of week 2).

Weekly online reading quizzes (15%): There will be weekly online quizzes (always due on Tuesday by 2:30pm) designed to assess your understanding of the current week’s readings. The goal of the online reading quizzes is to help students recognize, understand, and use key concepts, themes, and arguments from the readings. The quizzes will only include multiple-choice questions and are open-book. Your final grade for the weekly online quizzes will be the sum of the grades for your five (5) best quizzes in the semester.

Short papers (10% total – 5% each):
Each student will write two individual short papers of 1-2 pages in length (300-500 words). You should use class materials as well as additional, quality sources when you research and write your papers. Please cite all references using a recognized citation style of your choice (e.g., APA, MLA). The papers will be evaluated on the quality of writing and clarity of ideas. Detailed guidelines for each paper are available on iCollege.

Memos (10%):
Before the in-class team sessions for the Nonprofit Team Project (see details below), students will individually contribute ideas and strategies for their team’s nonprofit. Students must choose five (5) memos out of the ten (10) options offered through the semester. Memos are directly related to the day’s readings and to the Nonprofit Team Project. They should be short essay responses generally not exceeding a paragraph in length. Memos are due by start of class (2:30pm) on the day indicated in the schedule and must be submitted online via iCollege. Memos will not be accepted late. Because memos are integrally connected to in-class teamwork for the Nonprofit Team Project, they will only be accepted if the student also attends and participates in that day’s in-class team session (see below).
Examinations (midterm (15%) and final (20%)):
There are two in-class examinations in this course: a midterm and a final. All the material covered in the course may appear in the exams, including all assigned readings, news stories, lectures, case studies, presentations, movies, etc.

Nonprofit team project (20%):
Students will be assigned a nonprofit team to work with based on their general area of nonprofit interest. On nonprofit team days (as indicated in the course schedule), students are expected to come prepared to work with other team members and make valuable contributions to the ongoing formation of the team’s nonprofit. Nonprofit teams will report back to the class at the end of the class period.

Each team must prepare: 1) a final written report about the nonprofit they created, and 2) an oral presentation presenting the Strategic Change Plan for their nonprofit. More details on the team project are provided on iCollege.

Please note that all nonprofit project teams must schedule an appointment and meet with me outside of class between October 9th and October 20th to assess progress on the project. All team members must be present at the meeting.

Grading Policy:
As noted above, your final course grade will consist of the following:

- Participation 10%
- Weekly online reading quizzes 15%
- Short papers 10%
- Midterm exam 15%
- Memos 10%
- Nonprofit team project 20%
- Final exam 20%

Final course percentage-to-letter grade conversion will be as follows:

- A+ 97-100%
- A 93-96.9
- A- 90-92.9
- B+ 87-89.9
- B 83-86.9
- B- 80-82.9
- C+ 77-79.9
- C 73-76.9
- C- 70-72.9
- D 60-69
- F < 60

Late Submission and Make-Up Policy:
Make-up examinations and deadline extensions will not be allowed without prior permission from the professor except in emergency situations. Emergency situations do not include waking up late, missing the bus, forgetfulness, etc. Proper documentation is required from the student in all cases of make-ups and extensions (e.g., doctor’s note, police report, mechanic’s work order, etc.).
You must turn in your assignments on time. In this course, the penalty for submitting an assignment within 24 hours after the deadline is a deduction of 15% on the assignment grade. An additional 10% will be deducted for each day that an assignment is late after that first day (including weekends). Memos, as noted above, will not be accepted late.

**Grading Appeals Policy:**
If you would like to appeal a grade, please follow the following steps:
1. Carefully read all comments.
2. Wait 24 hours and reread your answer and the comments.
3. Within one week of receiving a grade, provide a typed statement to me explaining specifically why the grade you received should be altered.
4. Bring the work in question, along with a paper copy of your statement, to me during office hours (or by appointment). I will re-read the material, re-grade it if appropriate, and return it to you with comments within a three-day period (excluding weekends).

*Please note that the exam or assignment will be completely reevaluated and that I reserve the right to change your grade up or down as a result.*

**Professor Responsibilities:**
I have high expectations not only for you but also for myself. You should expect that I will:
- be prepared for class, read and return your work in a timely manner, and be interested and engaged in your work;
- remember that each of you brings a different background, experience, and perspective to this course;
- learn from you;
- meet with you individually or in groups upon request and be available in person, by telephone, and by email; and
- work hard, have fun, and empower you to develop greater understandings of the topics that are covered in this course.

**Accommodations for Students with Disabilities:**
Students who wish to request an accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that Plan to instructors of all classes in which an accommodation is sought.
- If you wish to request accommodations, please meet with me in person (during office hours or by appointment) as early as possible, and preferably no later than two weeks after the beginning of the course.

**Academic Honesty:**
Georgia State University requires that each student be honest, submit products that are from their own effort, and engage in academic behavior that is ethical and honorable. Specific definitions of honesty and professionalism relate to plagiarism, cheating on examinations, unauthorized collaboration, and falsification. Students are expected to be
familiar with Georgia State University’s Policy on Academic Honesty (Section 409, found here).

Plagiarism and academic dishonesty include (but are not limited to) the following:
- Reusing material developed for other courses to meet writing assignments in the current course;
- Collaborating with other students when not authorized to do so or with outside consultants (i.e. professional editor) for writing assignments;
- Copying information or ideas from a book, article, or website without proper credit to the author.
- Cheating on examinations (giving or receiving unauthorized help before, during, or after an examination)

Academic dishonesty will not be tolerated in this class. If a violation of the University policy on academic honesty is suspected, I will refer the case to the proper administrative authorities to determine further penalties. Disciplinary action could result in receiving an “F” in the course, suspension, or even expulsion from the university. Please see me if you have any questions about the academic violations described in the academic honesty policy, especially as they relate to particular requirements for this course.

Respect for Diversity:
It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender and gender identity, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Course Policies:
- **My email communications with you:** Please note that I will use iCollege directly or your student.gsu.edu email address should I need to contact you outside of class. Make sure to forward your emails to another account if you do not check your GSU account regularly.
- **Your email communications with me:** I expect communications to be respectful and courteous. Please avoid “text talk” (I am not a fluent speaker of it, unfortunately) and please include basic greetings in your emails. I believe it is important to be especially courteous and professional in emails as online communications can often lead to misunderstandings. I will answer all emails within 48 hours or less except on weekends or holidays. If your question requires a long answer, I will ask you to make an appointment with me during my office hours.
- **Use of technology:** You are welcome to bring technology to the classroom as long as you can handle it responsibly and respectfully. That means not carrying on
conversations (either out loud or in text form), not playing games, and not visiting unrelated websites during class. Text messaging will not be tolerated in class. Any student found to be sending or checking text messages during class will be invited to make a choice either to cease the texting or leave the classroom. You are welcome to bring your laptop to class and use it to take notes, access readings we are discussing, and the like. You are not welcome to do social networking, check email, or otherwise perform non-class-related activities during class. Inappropriate uses of cellphones and laptops will be noted and may affect your final grade.

- **Punctuality:** Out of respect for your fellow classmates, be on time for class.
- **Respect for others:** The only way this course will provide an experience that we will all be excited about is by respecting other students in the classroom and making all persons feel comfortable enough to contribute, even when and if they know that students will disagree with them. Direct your thoughtful responses to the argument or position being offered, not the person. I will encourage healthy debate and discussions of contrasting ideas and points of view, with the expectation that these will be conducted with civility and respect.

**Copyright Notice:**
Student or professor materials created for this course (including presentations and posted notes, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s). *You may NOT record lectures without prior permission from the professor.*

**Course Evaluations:**
Upon completion of this course, please take the time to fill out the online course evaluation. You will receive reminders about evaluations towards the end of the semester. Your honest assessment of the course is an important source of feedback for both the professor and the Department of Public Management & Policy. I take your feedback very seriously.

**Important Semester Dates**
- **August 21:** First day of Fall classes
- **August 25:** Last day to add/drop classes
- **September 4:** Labor Day (no classes)
- **October 10:** Semester midpoint (Last date for students to withdraw and receive a W grade)
- **November 20-25:** Thanksgiving break (no classes)
- **December 4:** Last day of classes
- **December 5-12:** Final exam week

*** The course syllabus provides a general plan for the course; deviations may be necessary. ***
Useful Resources:

**GSU Writing Studio**
The GSU Writing Studio is located in room 2420 at 25 Park Place Building (across from Woodruff Park). It is a great place to talk about writing, learn about writing, and improve your writing. The central mission of the Studio is to “enhance undergraduate and graduate student writing by encouraging all writers to participate in regular conversation about the writing process and their academic work.” As a GSU student, the Writing Studio is a free resource to you. The Studio provides one-on-one assistance to students on rhetoric, composition, and academic genre conventions. Assistance requests on non-content related writing issues should be directed to the Writing Studio. For more information on the Writing Studio, visit the [GSU Writing Studio](#).

**AYSPS Career Services Office**
The Andrew Young School provides career support services to all of its current students and alumni. The [AYSPS Career Services Office](#) offers career counseling/decision-making, resume/cover letter help, interview prep, LinkedIn reviews, job/internship search, and more. You can schedule an appointment online or stop by during walk-in hours.

**Title IX**
Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find appropriate resources at the [Office of Opportunity Development and Diversity Education Planning](#).

Sexual misconduct may be disclosed confidentially by students at the following locations:
- Georgia State University Counseling and Testing Center, Suite 200, 75 Piedmont Ave, NE, 404-413-1640.
- Georgia State University Student Health Clinic, Suite D, 141 Piedmont Ave, NE, 404-413-1950.
- Georgia State University Student Victim Assistance Services, Suite 239, 75 Piedmont Ave, NE, 404-413-1965.

**Embark Network**
The Embark Network at Georgia State University provides assistance to students experiencing homelessness or the foster care system. This network, run through the Dean of Students Office, connects these students to on- and off-campus resources for assistance with food insecurity, housing, and other services. More information can be found by calling the Dean of Students office at 404-413-1515 or going to the [Embark Network website](#).
Researching Nonprofit Organizations:
There are many ways to get information on a nonprofit's activities. The nonprofit's website is a good first place to look for annual reports and financial statements. Beyond that, the following general resources may prove helpful.

Guidestar
Guidestar is a repository of information on specific nonprofits. Free registration at the site will give you access to the most recent IRS Form 990s of individual nonprofits.

National Center on Charitable Statistics
Run by the Urban Institute (a DC-based think tank), NCCS gives useful overview statistics and reports on the charitable sector. You can also explore the NTEE (National Taxonomy of Exempt Entities) coding system here.

Idealist.org
This website is most useful for finding jobs and volunteer opportunities in the charitable sector. Many small groups use it to post events and jobs, making it a nice complement to the larger databases above.

Giving USA
This annual report uses research from The Center on Philanthropy at Indiana University to estimate all giving to all charitable organizations in the U.S. The executive summary is free and easy to read.

Independent Sector
Coalition of 600+ nonprofits, engages in policy advocacy on behalf of nonprofits

Foundation Center
Leading info source on philanthropy, focused on grantmaking foundations.

Various ratings agencies:
There are a number of groups that evaluate charities, including Charity Navigator, Charity Watch, GiveWell.org, and the Wise Giving alliance.

Other Useful Resources:
- Chronicle of Philanthropy (philanthropy.com)
- Philanthropic News Digest (http://philanthropynewsdigest.org/)
- The Nonprofit Quarterly (nonprofitquarterly.org)
- The Urban Institute (www.urban.org/research-area/nonprofits-and-philanthropy)
- Propublica – for tax returns (projects.propublica.org/nonprofits)
## Course schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, assigned readings, assignments due</th>
</tr>
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<tbody>
<tr>
<td><strong>Week 1</strong> (Aug. 22, 24)</td>
<td><strong>Topic: Course Overview and Introduction to the Sector</strong></td>
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<tr>
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<td><strong>Day 1 (Tuesday)</strong> Required readings:</td>
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<tr>
<td></td>
<td>o Syllabus</td>
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<td>Assignments due:</td>
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<td></td>
<td>o None</td>
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<td></td>
<td><strong>Day 2 (Thursday)</strong> Required readings:</td>
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<tr>
<td></td>
<td>o Monash University, Engineering Department. “Learning Effectively through Groupwork.” [on iCollege]</td>
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<td></td>
<td>o University of Waterloo, Centre for Teaching Excellence. “Teamwork Skills: Being an Effective Group Member.”</td>
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<tr>
<td></td>
<td>Assignments due:</td>
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<tr>
<td></td>
<td>o <strong>By noon (iCollege):</strong> Fill out the survey on the course website. It is about the type(s) of nonprofits you would like to create/work in/volunteer in personally.</td>
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<tr>
<td></td>
<td>In-class team session (Nonprofit Team Project):</td>
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<td></td>
<td>o Divide into teams based on nonprofit interests. Write team contract. Discuss team members’ strengths and weaknesses. Start discussing nonprofit ideas.</td>
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<tr>
<td><strong>Week 2</strong> (Aug. 29, 31)</td>
<td><strong>Topic: History, Definition, and Sector Overview</strong></td>
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<td><strong>Day 1 (Tuesday)</strong> Required readings:</td>
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<tr>
<td></td>
<td>o Grobman, chapter 1 – Defining and Describing the Nonprofit Sector</td>
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<tr>
<td></td>
<td>o Grobman, chapter 2 – History of the Nonprofit Sector</td>
</tr>
<tr>
<td></td>
<td>Assignments due:</td>
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<tr>
<td></td>
<td>o <strong>By 2:30pm (iCollege):</strong> Syllabus quiz</td>
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<td></td>
<td>o <strong>By 2:30pm (online):</strong> Plagiarism tutorial and quiz from the</td>
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</table>
University of Southern Mississippi.

- DON'T FORGET TO INPUT MY EMAIL ADDRESS (jtremblayboire@gsu.edu) IN THE FORM FOR THE "POST-TEST" TO GET YOUR POINTS (I do not need the "pre-test").
  - **By 2:30pm (iCollege):** Weekly online reading quiz #1

**Day 2 (Thursday)**

Required readings:
- None

Assignments due:
- None

In-class team session (Nonprofit Team Project):
- No team session today

**Week 3**
(Sept. 5, 7)

**Topic: Nonprofit Diversity: A Look at Nonprofit Theories and Subsectors**

**Day 1 (Tuesday)**

Required readings:
- Grobman, chapter 3 – Theory of the Nonprofit Sector
- Cryer, chapter 2 – Spotlight on Key Nonprofit Subsectors [on iCollege]

Assignments due:
- **By 2:30pm (iCollege):** Weekly online reading quiz #2

**Day 2 (Thursday)**

Required readings:
- None

Assignments due:
- **By 2:30pm (iCollege):** Memo #1

**MEMO #1**

What type of nonprofit do you want your Nonprofit Team Project to create? (be as specific as possible)

- What theory (Grobman) best explains the existence of your type of nonprofit? Justify your answer.
- Which subsector (Cryer) does it belong to?

In-class team session (Nonprofit Team Project):
- Decide what kind of nonprofit organization you want to create as a
team. What activities/programs will your nonprofit offer?

### Week 4
(Sept. 12, 14)

**Topic: Mission, Vision, and Values Statements**

**Day 1 (Tuesday)**

Required readings:
- Grobman, chapter 6 – Mission and Vision Statements
- Allison & Kaye, chapter 3 – Phase 2: Articulate Mission, Vision, and Values [on iCollege]

Assignments due:
- **By 2:30pm (iCollege)**: Weekly online reading quiz #3

**Day 2 (Thursday)**

Required readings:
- None

Assignments due:
- **By 2:30pm (iCollege)**: Memo #2

**MEMO #2**
Write mission, vision, and values statements (Grobman/Allison & Kaye) to propose to your Nonprofit Project team.

In-class team session (Nonprofit Team Project):
- Decide on mission, vision, and values statements for your nonprofit.

### Week 5
(Sept. 19, 21)

**Topic: Regulatory Issues**

**Day 1 (Tuesday)**

Required readings:
- Grobman, chapter 4 – Legal and Regulatory Issues

Assignments due:
- **By 2:30pm (iCollege)**: Weekly online reading quiz #4
- **By 11:59pm (iCollege)**: Short paper #1

**Day 2 (Thursday)**

Required readings:
- Case: The One (Wo)Man Band Running the Kenmore Midget Baseball League, Grobman p. 409

Assignments due:
- **By 2:30pm (iCollege)**: Memo #3
MEMO #3
Write a statement arguing for or against whether your team’s nonprofit should:
- be incorporated,
- have membership, and
- apply for tax-exempt status (Grobman).
Justify your decisions for each (i.e. why would you choose to incorporate? Why would you not have a membership? Etc.).

In-class team session (Nonprofit Team Project):
- Come to a consensus about incorporation, membership, and tax-exempt status for your organization. Explain your choices.

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<thead>
<tr>
<th>Week 6</th>
<th>Topic: Board Governance</th>
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<tr>
<td>(Sept. 26, 28)</td>
<td>Day 1 (Tuesday)</td>
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<td>Required readings:</td>
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<td>o Grobman, chapter 5 – Bylaws and Governance</td>
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<td>Assignments due:</td>
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<td></td>
<td>o By 2:30pm (iCollege): Weekly online reading quiz #5</td>
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|  | Day 2 (Thursday) |
|  | Required readings: |
|  | o Case: Approving a Partnership Agreement – Board Paralysis at the State Association [on iCollege] |
|  | Assignments due: |
|  | o By 2:30pm (iCollege): Memo #4 |

MEMO #4
What type of board (Gill’s typology in Grobman) would be appropriate for your team’s nonprofit? Why is it the best fit with your type of nonprofit?

In-class team session (Nonprofit Team Project):
- Decide on one type of board (Gill’s typology) for your organization. Explain why it is the best fit.

<table>
<thead>
<tr>
<th>Week 7</th>
<th>MIDTERM WEEK</th>
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<tbody>
<tr>
<td>(Oct. 3, 5)</td>
<td>Day 1 (Tuesday) – Review session</td>
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<td>Required readings:</td>
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Assignments due:
- Come to class prepared with your questions about the midterm.

**Day 2 (Thursday) – Midterm**

**Week 8 (Oct. 10, 12)**

**Topic: Personnel**

**Day 1 (Tuesday)**
**Required readings:**
- Grobman, chapter 12 – Personnel

**Assignments due:**
- **By 2:30pm (iCollege):** Weekly online reading quiz #6
- **Between 10/9 and 10/20:** All Nonprofit Project teams must schedule an appointment and meet with me outside of class to assess progress on the project (all team members must be present).

**Day 2 (Thursday)**
**Required readings:**
- Case: Jane’s Dilemma Hiring a Development Director, Grobman p. 389

**Assignments due:**
- **By 2:30pm (iCollege):** Memo #5
- **Between 10/9 and 10/20:** All Nonprofit Project teams must schedule an appointment and meet with me outside of class to assess progress on the project (all team members must be present).

**MEMO #5**
Answer the following questions about personnel:
- What type of personnel (Grobman) would be most appropriate for your team’s nonprofit? Why?
- Should you have volunteers? Why or why not? (Grobman) (hint: think about the tasks that need to get done for each of your programs/activities and what type of personnel would be best to achieve them)

In-class team session (Nonprofit Team Project):
- Decide on the personnel structure for your organization. Explain your choices including why you have or don’t have volunteers.
Week 9  
(Oct. 17, 19)

**Topic: Fundraising and Grant Management**

**Day 1 (Tuesday)**
Required readings:
- Grobman, chapter 8 – Fundraising
- Grobman, chapter 10 – Grant Management

Assignments due:
- **By 2:30pm (iCollege):** Weekly online reading quiz #7
- **Between 10/9 and 10/20:** All Nonprofit Project teams must schedule an appointment and meet with me outside of class to assess progress on the project (all team members must be present).

**Day 2 (Thursday)**
Required readings:
- Case: Gambling on an Outside Fundraising Consultant for the “For the Kids” Shelter [on iCollege]

Assignments due:
- **By 2:30pm (iCollege):** Memo #6
- **Between 10/9 and 10/20:** All Nonprofit Project teams must schedule an appointment and meet with me outside of class to assess progress on the project (all team members must be present).

**MEMO #6**
What funding sources should your nonprofit draw on? Why those sources? (Grobman)

In-class team session (Nonprofit Team Project):
- Come to a consensus on the primary and secondary sources of revenue for your organization. Explain why you chose them.

Week 10  
(Oct. 24, 26)

**Topic: Financial Management**

**Day 1 (Tuesday)**
Required readings:
- Grobman, chapter 11 – Financial Management

Assignments due:
- **By 2:30pm (iCollege):** Weekly online reading quiz #8

**Day 2 (Thursday)**
Required readings:
- Case: Cutting the Budget of the Harristown Family Service, Grobman p. 417
Assignments due:
  - **By 2:30pm (iCollege): Memo #7**

**Memo #7**
Put together a preliminary, balanced budget (revenues = expenditures) to propose to your nonprofit team. (Grobman)

In-class team session (Nonprofit Team Project):
  - 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%.

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**Week 11**
(Oct. 31, Nov. 2)

**Topic: Strategic Planning and Change Management**

**Day 1 (Tuesday)**
Required readings:
  - Grobman, chapter 16 – Strategic Planning and Change Management

Assignments due:
  - **By 2:30pm (iCollege):** Weekly online reading quiz #9

**Day 2 (Thursday)**
Required readings:
  - Case: The Association for the Advancement of Mexican Americans [on iCollege]

Assignments due:
  - **By 2:30pm (iCollege):** Memo #8

**Memo #8**
Discuss one strategic change that your nonprofit could implement in the next 3-5 years (examples on pp. 304-5 of Grobman).
- What is your nonprofit doing now in this area?
- What is your proposed change?
- What is the purpose/goal of the change?
- How will you implement the change? (i.e. What resources do you need? Timetable? Etc.)

In-class team session (Nonprofit Team Project):
  - 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 (examples on pp. 304-5 of Grobman). Assign each member a change idea to work on.
Week 12
(Nov. 7, 9)

**Topic:** Communications, Public Relations and the Internet

**Day 1 (Tuesday)**

Required readings:
- Grobman, chapter 13 – Communications and Public Relations
- Grobman, chapter 15 – The Internet for Nonprofits

Assignments due:
- **By 2:30pm (iCollege):** Weekly online reading quiz #10
- **By 11:59pm (iCollege):** Short paper #2

**Day 2 (Thursday)**

Required readings:
- Case: Public Relations Dilemma at Harristown Hospital and Health System, Grobman, p. 425

Assignments due:
- **By 2:30pm (iCollege):** Memo #9

MEMO #9
Develop three (3) public relations ideas for your team’s nonprofit with at least one involving the internet.

In-class team session (Nonprofit Team Project):
- Decide on two (2) main public relations strategies for your team’s nonprofit with at least one involving the internet. Explain why these are the best for your type of nonprofit.

Week 13
(Nov. 14, 16)

**Topic:** Ethics

**Day 1 (Tuesday)**

Required readings:
- Grobman, chapter 7 – Ethics

Assignments due:
- **By 2:30pm (iCollege):** Weekly online reading quiz #11

**Day 2 (Thursday)**

Required readings:
- Case: Doctoring the Resume [on iCollege]
Assignments due:
  o **By 2:30pm (iCollege): Memo #10**

MEMO #10
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 session (Nonprofit Team Project):
  o Work on your strategic change plan. Include a plan to improve how your nonprofit deals with ethical dilemmas.

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<tr>
<th>Week 14</th>
<th>Thanksgiving Break – NO CLASSES</th>
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<tr>
<th>Week 15</th>
<th>Topic: Team Presentations/Course Wrap-Up</th>
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**Day 1 (Tuesday)**
Required readings:

Assignments due:
  o **In class**: Presentations of teams’ strategic change plan

**Day 2 (Thursday)**
Required readings:
  o None

Assignments due:
  o **In class**: Presentations of teams’ strategic change plan
  o **By Saturday, 11:59pm (iCollege)**: Team final reports

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<th>Dec. 7</th>
<th>FINAL EXAM IN CLASS</th>
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<td>Please note that the final exam is scheduled from 1:30pm to 4:00pm.</td>
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