PMAP 3210: Introduction to Nonprofits
Georgia State University
Spring semester 2016
Monday, 4:30-7:00pm, Classroom South 107

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Office Hours: Mondays 2:30-3:30, Tuesdays 5:15-6:15 and by appointment

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 sites, including amazon.com.


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 Brightspace. 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.
For those who are interested, I also recommend the following text (it is NOT required for the class):


**Brightspace:**
The principal means of communication for this course is Brightspace - 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 Brightspace.

If you are not yet familiar with Brightspace, you should learn and become familiar with the system early in the semester. Georgia State University maintains an online Brightspace Resource Center at the following link: [http://gsuideas.org/files/d2l/learner/en.1.html](http://gsuideas.org/files/d2l/learner/en.1.html).

**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 six parts:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Reflection papers</td>
<td>15%</td>
<td>Multiple dates, noted in schedule (11:59pm)</td>
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<tr>
<td>Midterm exam</td>
<td>20%</td>
<td>March 7, 2016</td>
</tr>
<tr>
<td>Memos</td>
<td>10%</td>
<td>Multiple dates, noted in schedule (noon)</td>
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<tr>
<td>Nonprofit team project</td>
<td>20%</td>
<td>April 25, 2016</td>
</tr>
<tr>
<td>Final exam</td>
<td>25%</td>
<td>May 2, 2016 (4:15-6:45pm)</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 two make-ups.

**Reflection papers (15%)**: Each student will write three 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.

**Examinations (midterm (20%) and final (25%))**: 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, lectures, case studies, presentations, movies, etc.

**Memos (10%)**: Before some of the in-class team sessions, students will individually contribute ideas and strategies for their team’s nonprofit in the form of six (6) memos due throughout the semester. Memos should be short essay responses generally not exceeding a paragraph in length. Memos are due by noon (12pm) on the day indicated in the schedule and must be submitted online via Brightspace. Memos will not be accepted late. Because memos are integrally connected to in-class teamwork, they will only be accepted if the student also attends and participates in that day’s in-class nonprofit team session (see below).

**Nonprofit team project (20%)**: 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 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.

Nonprofit teams will present a Strategic Change Plan for their nonprofit at the end of the course. More details on the team project will be provided on Brightspace.
Grading Policy:
As noted above, your final course grade will consist of the following:

- Participation 10%
- Reflection papers 15%
- Midterm exam 20%
- Memos 10%
- Nonprofit team project 20%
- Final exam 25%

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, 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:
  o Be prepared for class, read and return your work in a timely manner, and be interested and engaged in your work;
  o remember that each of you brings a different background, experience, and perspective to this course;
  o learn from you;
  o meet with you individually or in groups upon request and be available in person, by telephone, and by email; and
  o 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.

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: [http://www2.gsu.edu/~wwfhb/sec409.html](http://www2.gsu.edu/~wwfhb/sec409.html)).

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

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.

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.
**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, 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 Brightspace 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.

**Tips for Maintaining Proper Discussion Etiquette:**
1. **Listen attentively.** The purpose of this course is to present and discuss different ideas. In order to reap the benefits of such an exchange, you must be willing to pay
attention to what others have to say.

2. **Think before you speak.** Refrain from making broad, general, and/or unsubstantiated comments. Make sure that you use evidence and provide a rationale for your statements.

3. **Maintain the dignity of the academic environment.** Your ideas should be presented using Standard English.

4. **Raise your hand.** This helps to maintain order in the classroom and helps to ensure that everyone has a chance to talk.

5. **Be courteous.** Refrain from interrupting or engaging in private conversation while others are speaking. Also, limit disruptive behavior, such as texting, social media checking, newspaper reading, personal grooming, etc.

**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:**

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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 11</td>
<td>First day of Spring classes</td>
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<tr>
<td>January 18</td>
<td>MLK Day (no classes)</td>
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<tr>
<td>March 1</td>
<td>Semester midpoint (Last date for students to withdraw and receive a W grade)</td>
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<tr>
<td>March 14–20</td>
<td>Spring Break (no classes)</td>
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<tr>
<td>April 25</td>
<td>Last day of classes</td>
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<tr>
<td>April 26–May 3</td>
<td>Final exam week</td>
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*** 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. Extensive assistance 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 on Tuesdays from 12:30 to 2:30pm and Wednesdays from 2 to 4pm.

**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.
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  
www.guidestar.org  
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  
nccs.urban.org  
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  
www.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  
www.givingusareports.org  
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  
www.independentsector.org  
Coalition of 600+ nonprofits, engages in policy advocacy on behalf of nonprofits

Foundation Center  
foundationcenter.org  
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.

- www.charitywatch.org  
- www.givewell.org  
- www.charitynavigator.org  
- www.bbb.org/us/Wise-Giving

Other Useful Resources:
- Chronicle of Philanthropy (philanthropy.com)
- Philanthropic News Digest (www.foundationcenter.org/pnd)
- 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

**Jan. 11**  
**Course Overview and Introduction to the Sector**

**Jan. 18**  
**MLK Day – NO CLASSES**

**Jan. 25**  
**History, Definition, and Sector Overview**  
Required Readings:  
- Grobman, chapters 1 & 2

Suggested Readings:  
- Frumkin, chapter 1 & 4

**REFLECTION PAPER 1 (due by 11:59pm):** What do you believe to be the major challenges for the U.S. nonprofit sector for the future?

**Feb. 1**  
**Nonprofit Diversity: A Look at Nonprofit Subsectors**  
Required Readings:  
- Grobman, chapter 3  
- Cryer, chapt 2, Spotlight on Key Nonprofit Subsectors (Brightspace)

Suggested Reading:  
- Frumkin, chapter 3

**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?  
**IN-CLASS TEAM:** Divide into teams and describe your preferred organizations to each other. Decide on one idea to pursue as a team.

**Feb. 8**  
**Mission and Vision Statements**  
Required Reading:  
- Grobman, chapter 6  
- Case: I Choose to Live Foundation, p. 395

**REFLECTION PAPER 2 (due by 11:59pm):** Watch the Republican Debate on 6 February 2016 on ABC. Identify an issue with implications for the nonprofit sector from a particular candidate. Share your thoughts about how the candidate’s policy recommendation will affect certain nonprofit organizations and/or the sector overall.  
**IN-CLASS TEAM:** Decide on mission and vision statements for your nonprofit.
Feb. 15  **Regulatory Issues**

Required Reading:
- Grobman, chapter 4
- Case: The One (Wo)Man Band Running the Kenmore Midget Baseball League, p. 409

**MEMO 2 (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.

IN-CLASS TEAM: Come to a consensus about incorporation, membership, and tax-exempt status for your organization. Explain your choices.

Feb. 22  **Board Governance**

Required Reading:
- Grobman, chapter 5
- Case: Approving a Partnership Agreement – Board Paralysis at the State Association (Brightspace)

**MEMO 3 (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.

Feb. 29  **Personnel**

Required Reading:
- Grobman, chapter 12
- Case: Jane’s Dilemma Hiring a Development Director, p. 389

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

Mar. 7  **MIDTERM EXAM IN CLASS**

Mar. 14  **Spring Break – NO CLASSES**
Mar. 21  **Fundraising and Grant Management**  
Required Readings:  
- Grobman, chapters 8 & 10  
- Case – Gambling on an Outside Fundraising Consultant for the “For the Kids” Shelter (Brightspace)

**MEMO 4 (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.

Mar. 28  **Financial Management**  
Required Readings:  
- Grobman, chapter 11  
- Case: Cutting the Budget of the Harristown Family Service, p. 417

**MEMO 5 (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%.

Apr. 4  **Strategic Planning and Change Management**  
Required Reading:  
- Grobman, chapter 16  
- 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 Reading:
- Grobman, chapters 13 & 15
- Case: Public Relations Dilemma at Harristown Hospital and Health System, p. 425

REFLECTION PAPER 3 (due by 11:59pm): Find a recent article concerning nonprofits (no earlier than January 2016) from a reputable news outlet (BBC, New York Times, Washington Post, etc.). Connect it to themes/materials/concepts from class.

IN-CLASS TEAM: Decide on two 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. Include these in your strategic change plan.

Nonprofit Sector Trends: Ethics

Required Reading:
- Grobman, chapter 7
- Case: Doctoring the Resume (Brightspace)

MEMO 6 (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.

Team Presentations/Course Wrap-Up

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