# Course Information

Course Number and Title: CADS 2700 Introduction to Nonprofit Organizations

Instructor: Peter C. Weber, PhD.

Class time: 9:30am-10:45am

Classroom: Mell Street Classroom Bldg 4520

## Contact Information:

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Course Description: CAHS 2700 Introduction to Nonprofit Organizations. A study of the mission, theories, concepts, application structures, functions, operations and impact of nonprofit organizations at the local, state, national and international levels (3 credit hours).

Course Prerequisites: None.

# Outcomes and Objectives

Student Learning Outcomes (SLOs):

1. Delineate a nonprofit organization’s mission, vision, goals, organizational structure, operating policies, scope of influence, and impact
2. Demonstrate the knowledge and skills to develop careers in the professional realms of personal financial planning/wealth management and philanthropic nonprofit organizations
3. Develop a personal philanthropic strategy

Objectives: In this course, students will:

1. Increase awareness and broaden knowledge of nonprofit organizations.
2. Gain understanding of the history, laws, governance, finances and best practices.
3. Identify skills and information needed to work with nonprofits as a donor, board member, funder, professional, and/or a volunteer.
4. Become more proactive, energized, and inspired leaders/members of the nonprofit arena.

# Assignments, Grading and Class Materials

Assignments:

The assignments are listed below with weights and short descriptions (additional guidelines and rubrics are available on Canvas). In-class exercises and quizzes will support the learning process and help review for midterm and final exams. These exercises and quizzes will not be graded. **No unannounced quizzes will contribute to the final grade**.

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| **Due date** | **Assignment** | **Weight** |
| Ongoing | Participation (attendance; participation; discussion questions) | 20% |
| Ongoing | Video analyses (4) | 10% |
| Ongoing | Quizzes (4) | 15% |
| October 5 | Mid-term exam | 15% |
| November 30 | Video: Virtual tour of nonprofit organizations | 20% |
| December 3 | Reflection paper | 5% |
| December 8 | Final exam (8:00 a.m.-10:30 a.m) | 15% |
|  | Extra credit opportunities | |

**Participation (20%):** The participation grade includes:

1. Attendance (25 points): I expect the class to be almost exclusively discussion based, so attendance is mandatory.
2. Responses to discussion questions (5 points per question; total 50 points): Each student should answer the discussion questions before the beginning of the class (answers should not be longer than 250 words) and post the answer on Canvas.
3. Participation in class discussions (25 points): Preparation and participation are crucial to success in your university education. Read and analyze the assigned material before class, ask questions, and comment thoughtfully throughout the course.

**Video analyses (10%):** Throughout the semester, students will respond to short videos. Each response must be submitted via Canvas by the end of the week in which it is due. If students submit more than four write-ups, I will consider the four with the highest grade. (Adapted from Michael Worth.) **See guidelines available on Canvas**.

**Quizzes (15%):** Throughout the semester, students will complete five quizzes during class. The quizzes will be given at the beginning of class and students will have 10 minutes to complete the quiz. Quizzes will include multiple choice questions and true/false statements reviewing the content of class lectures and book chapters. Out of the five quizzes, the four with the highest grade will count toward the final grade.

**Mid-term (15%):** Students will take an open-book midterm exam. The exam consists of a case study requiring students apply concepts, theories, and frameworks to a practical case and scenario. Tests will be graded on accuracy and ability to integrate a variety of sources (reading material, case studies, and lecture notes/PowerPoints). Throughout the semester we will review the course material through exercises and case studies that mirror the mid-term and final exams.

**Final (15%):** Students will take an open-book final exam. The exam consists of a case study requiring students apply concepts, theories, and frameworks to a practical case and scenario. Tests will be graded on accuracy and ability to integrate a variety of sources (reading material, case studies, and lecture notes/PowerPoints). Throughout the semester we will review the course material through exercises and case studies that mirror the mid-term and final exams.

**Final project: Virtual tour of nonprofit organizations (20%):** Groups of 4-6 students (depending on class size) will analyze a local nonprofit organization (representatives of local nonprofits will visit the class on August 31). The analysis should rely on an interview with a manager/leader of the organization, a visit of the organization, and review of website and other documents. Each group will produce a 10-15 minute video incorporating clips from the interview and the site visit. The video narrative profile the organization and convince the audience to donate or volunteer to the organization. **See guidelines available on Canvas.**

**Reflection paper (5%):** The short paper (1000 words) invites you to critically reflect on the semester and how your awareness of philanthropy and nonprofit sector have evolved. The paper should tell a story of your progress through the course and explore how you will use the knowledge and skills you gained in the future. **See guidelines available on Canvas.**

**Extra credit (3%):** Two extra credit opportunities are available for students who participate in selected (see below) events of the Cary Center for the Advancement of Philanthropy and Nonprofit Studies. The opportunities require participation in these events, submission of a report or journal, and proof of attendance.

1. Student Philanthropy Board Journal (1.5 points):Students who participate in at least two meetings of the StudentPhilanthropy Board and submit a reflection journal. The journal requires: (a) a summary of the meetings’ discussion (one paragraph per meeting); and (b) a personal goal statement on how engagement with the Student Philanthropy Board may contribute to and advance your career goals (two paragraphs).
2. Report on The 5th Annual Cary Center Nonprofit Summit (1.5 points): Attend the keynote address with Jim Clark, President and CEO of Boys and Girls Club of America. Write a 2-page reflection paper on his lessons on leadership and how they may apply to you.

Grading and Evaluation Procedures:

Writing expectations: In all assignments, the grading process will consider writing quality. Grammatical and punctuation errors, as well as repeated typos will significantly lower the grade. Particularly in small nonprofit organizations, all staff members are responsible for a great deal of writing. Grammatical or punctuation errors raise red flags as they suggest that the writer either has poor attention to detail or did not take the time to edit.

Deadlines: Assignments must be posted on Canvas by the deadline. Extensions without grade penalty will be considered on a case-by-case basis and only under extraordinary circumstances (any excuse for a late or missing assignment/exam must be documented). No assignment will be accepted after five days from the due date – in the case of excused absence(s), see policies on excused absences and make up policies on p. 6.

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| **Grading Scale** | | |
| **Letter grade** | **Percentage points** | **Definition** |
| A | 90-100% | Exceptionally high quality: master of course content at the highest level of attainment |
| B | 80-89% | Good quality: strong performance demonstrating a high level of attainment |
| C | 70-79% | Satisfactory (average) quality: A totally acceptable performance demonstrating an adequate level of attainment for a student |
| D | 60-69% | Poor quality, but passing: A marginal performance demonstrating a minimal passing level of attainment |
| E | 0-59% | Failure: almost no understanding of the course content |

Witdrawal policies:

* Students may withdraw with no grade assignmentuntil September 3rd; November 19th is the last day to withdraw from a course with no grade penalty, although a W will appear on the student’s transcript if the student withdraws between September 3rd and November 19th).
* Students who withdraw from the course between August 21st and September 3rd will pay a course drop fee of $100.

## Class Materials

Worth, M. J. (2021). [*Nonprofit Management. Principles and Practice*. Sixth edition.](https://www.amazon.com/Nonprofit-Management-Principles-Michael-Worth/dp/1544379986) Los Angeles: Sage.

All readings not included in the textbook are available on Canvas.

Canvas: All course information are on Canvas. Students should familiarize themselves with Canvas, as all assignments must be submitted via Canvas. Via Canvas, students have also access to all assignments, readings, and assignment guidelines/rubrics on Canvas, and will be able to monitor their academic progress as all grades will be regularly posted.

A student troubleshooting support page for Canvas is available here: <http://wp.auburn.edu/biggio/canvas/student-help/>

Technical support for students is available through the Help Desk.

# Classroom Policies

## Policies on Class Attendance, Submission of Late Written Assignments, Missed In- Class Work and Missed Examinations:

Excused Absences: Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required.

Make-Up Policy:Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will mirror the regular exams.

Communication: Students are responsible for checking class email, Canvas messages, and Canvas announcements. Course related material and information, including assignment information, change of schedules, field trip details, will be regularly shared via class email and canvas announcement.

ADA Policy: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with the instructor during the first week of classes – or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Academic Honesty: All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook at <http://www.auburn.edu/student_info/student_policies/> will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

A paper submitted for another class will not be accepted in this class.

Using another student’s work as your own will be viewed as a dishonest act and that student will receive a zero for this course.

Violations of the Student Academic Honesty Code include, but are not limited to:

* ‘Cheating’ – the possession, receipt, or use of any material or assistance not authorized in the preparation of any project; and such actions conducted while an exam is in progress. Cell phones and other electronic devices cannot be used during exams.
* ‘Plagiarism’ – using the words or ideas of another as if they were one’s own. If another person’s complete sentence, syntax, key words, or the specific or unique ideas and information are used, one must give that person credit through proper documentation, as through the use of footnotes. On individual projects, even though you may discuss your work with others, you are graded based on what you turn in individually. Papers with identical wording, in any order, will be treated as plagiarism for ALL parties involved.

Classroom Behavior: The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the Student Policy eHandbook at <http://www.auburn.edu/student_info/student_policies/> for details of this policy.

Emergency Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

## Diversity Statement:

## Diversity at Auburn University encompasses the whole of human experience and includes such human qualities as race, gender, ethnicity, physical ability, nationality, age religion, sexual orientation, economic status, and veteran status. These and other socially and historically important attributes reflect the complexity of our increasingly diverse student body, local community, and national population.

Auburn University recognizes and values the considerable educational benefits emanating from diversity as we prepare our students for life and leadership in a multicultural world. Students who interact with and learn about people from a variety of backgrounds are more apt to understand, appreciate, and excel in the community they inhabit. In this context, diversity is aligned with Auburn University’s land grant mission of providing its students with a superior education in service to the needs of Alabama, the nation, and the world.

## Tentative 16-week Schedule:

NOTE: This course schedule is tentative and may be modified if necessary. All changes to the schedule will be communicated via Canvas.

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| **Week** | **Date** | **Topic** | **Reading** | **Discussion question** | **Assignment/Activity** |
| **Module 1: Context – Nonprofit sector, philanthropy, social issues** | | | | | |
| Week 1 | 8/17 | Introduction |  |  |  |
| 8/19 | Philanthropy | Kass, A. A. (2016). Giving Well, Doing  Good. In J. S. Ott &amp; L. A. Dicke (Eds.),  The Nature of the Nonprofit Sector (pp.  271-278). 3rd edition. Boulder, CO:  Westview Press. |  | **Activity:** Imagining a Better World |
| Week 2 | 8/24 | Leadership Compass: Appreciating Diverse Work Styles | | | |
| 8/26 | The Nonprofit sector | Worth, Chapter 2 | Discussion question #1: What are the 3 most surprising “facts” about the nonprofit sector that you learned from today’s readings? | Practice video analysis: [TedTalk by Dan Pallotta, The way we think about charity is dead wrong](https://www.youtube.com/watch?v=bfAzi6D5FpM)  Interviewee: Lara Potts (Redeeming Grace Ministry) |
| Week 3 | 8/31 | Interviewees: Patricia Butts (LCLC); Martha Henk (Food Bank); Alicia Schneider (Girl Scouts of Southern Alabama); Dena Little (Storybook Farm) | | | |
| 9/2 | Advocacy and lobbying | Worth, Chapter 11 | Discussion question # 2: What are the most pressing issues in contemporary American society? Do you think nonprofits have a role in addressing these issues? | **Video analysis option #1:** [Being Young and Making an Impact](file:///C:\Users\pcw0015\Box\Teaching\Old\CADS%202703_S21\TedxTeen%20by%20Natalie%20Warne,%20Being%20Young%20and%20Making%20an%20Impact)  **Activity:** In-class case study discussion  **To do:** Forming groups |
| **Module 2: Leadership and Governance** | | | | | |
| Week 4 | 9/7 | Governance | Worth, Chapter 4 | Discussion question #3: What are the ideal characteristics of a board member? Distinguish between required and ideal. | **Quiz #1** (chapters 2 & 11; and Kass, 2016)  **Video analysis option #2:**[TedTalk, Modern nonprofit board governance](https://www.youtube.com/watch?v=MIF9yJVldwQ))  **Activity:** In-class case study discussion |
| 9/9 | Governance, cont’d |  |  | **Activity:** Reading Form 990 (Governance section)  **Activity:** Life cycles and board responsibilities |
| Week 5 | 9/14 | Leadership | Worth, Chapter 5 | Discussion question #4: Discuss the contrast between leadership and management. In your opinion, do nonprofits need good leaders or good managers? | **Activity:** In-class case study discussion |
| 9/16 | Panel on working NP sector: Becky Benton (United Way of Lee County, Executive Director); Sydney Foshee (Auburn University, College of Human Sciences, Development Coordinator); Desiree Lueckhof (Executive director, Peace of Thread, Inc.); Denise Smith (Founder, Peace of Thread, Inc.) | | | |
| **Module 3: Management** | | | | | |
| Week 6 | 9/21 | Performance measurements (Logic models) | Worth, Chapter 6 | Discussion question #5: When is a nonprofit organization successful? How do you define success for a nonprofit organization? | **Quiz 2** (Chapters 4 and 5)  **Video analysis option #3:**TedTalk[, It’s time to invest in non-profits with impact](https://www.youtube.com/watch?v=wOcC8BBhtAY) |
| 9/23 | Practicing logic models | | | |
| Week 7 | 9/28 | Strategy | Worth, Chapter 7 |  | **Activity:** SWOT analysis for Auburn University |
| 9/30 | Review for midterm (Chapters 2, 11, 4, 5, 6 and 7; and Kass 2016) | | | |
| Week 8 | 10/5 | MIDTERM | | | |
| 10/7 | Fall Break | | | |
| Week 9 | 10/12 | Human resources | Worth, Chapter 9 | Discussion question #6: What experiences have you had in your internship and/or volunteer experiences  that support, confound, or refute the  theories presented in chapter 9? | **Activity:** In-class case study discussion  **Video analysis** **option #4:** TedTalk, Getting more than we give – realities of volunteerism (<https://www.youtube.com/watch?v=5hXFwMyK1KE>) |
| 10/14 | Darkness to Light (D2L) Training (Facilitated by John Harrell, Children’s Advocacy Center of Troup Country)  **Warning:** The training aims to empower adults through awareness and educational programs to prevent,  recognize, and react responsibly to child sexual abuse. As such, it contains explicit language and first-hand  testimonies of child sexual abuse. | | | |
| Week 10 | 10/19 | Communication/Marketing | Worth, Chapter 10 | Discussion Question #7: Analyze the social media accounts (Twitter, Facebook, Instagram, etc.) of the organization you are profiling in your final project. Write a brief one-page (singled-spaced) analysis on what kind of postings occurred over a three to seven-day period. | **Activity:** In-class case study discussion |
| 10/21 | Site visits and interviews | | | |
| **Module 4: Financial management and Fund Development** | | | | | |
| Week 11 | 10/26 | Financial Management | Worth, Chapter 12 | Discussion Question #8: After reading the section on financial ratio, write a short explanation for a friend or relative of why they should not consider overhead costs as a criterion in their philanthropies. | **Quiz 3** (Chapters 6, 7, 9, and 10) |
| 10/28 | Financial assessment | | | |
| Week 12 | 11/2 | Fundraising | Worth, Chapter 13 | Discussion Question #9: Do you think that people give primarily for altruistic reasons or to receive benefits for themselves, including warm feelings, recognition, and social approval? Explain your answer and provide examples. |  |
| 11/4 | Fundraising simulation | | | |
| **Module 5: Giving internationally** | | | | | |
| Week 13 | 11/9 | Managing international organization | Worth, Chapter 17 |  | **Quiz 4** (Chapters 12 and 13)  **Activity:** Cultural Competencies  **Activity:** The Improvised Activity  **In-class discussion:** Africa For Norway – New charity single out now! (<https://www.youtube.com/watch?v=oJLqyuxm96k>) |
| 11/11 | Culture, Fundraising, & Stereotypes |  | Discussion question #10: Watch and analyze two videos from the Rusty Radiator Award and Golden Radiators (<https://www.radiaid.com/>) and briefly identify and discuss some of stereotypes they reinforce or dispel. | **Video analysis option #5:** TedTalk, [What’s wrong with volunteer travel?](https://www.youtube.com/watch?v=oYWl6Wz2NB8&t=4s) |
| Week 14 | 11/16 | Accountability | Ebrahim, A. (2003). Accountability In Practice: Mechanisms for NGOs. *World Development*, *31*(5), 813-829. |  | **Activity:** Video case study ofGreg Mortenson |
| 11/18 | **Quiz 5** (chapters 14 and 17; Ebrahim, 2003)  In-class work day: final project (assisted by Ms. Branyon, Mr. Millero, and Ms. Casolaro (Weber at ARNOVA) | | | |
| Week 15 | 11/23 | Thankgiving Break | | | |
| 11/25 |
| Week 16 | 11/30 | Presentations |  |  |  |
| 12/2 | Presentations |  |  |  |
| Finals Week | 12/8 | FINAL (8:00 a.m.-10:30 a.m.) | | | |