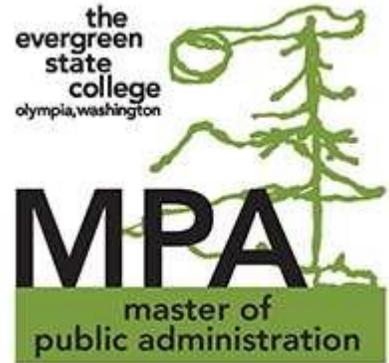


## Non Profit Theory and Practice



**Mission Statement:** Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities. “Be the change.”

Faculty	Email	Office Hours
Eric S Trevan, PhD	<a href="mailto:trevane@evergreen.edu">trevane@evergreen.edu</a>	By appointment Typically Available 11am-3pm Tuesday – Thursday

### Time and Location

6:00pm PST-10:00pm PST

Wednesdays 4/4/18-6/6/18

Seminar II E2109

Saturday (optional-Location TBD) 5/19/18 9:00am PST-3pm PST

### Course Description

These are interesting times for nonprofit organizations. Business models have changes, funding is scarce and the demands have increased. Yet there is an ever-evolving presence that these organizations are making adjustments, reducing costs and becoming entrepreneurial in order to generate funds. On-profit organizations provide an immense impact to solving societal problems, developing entrepreneurial solutions and serving the public good. Compared to most “developed” countries, US law and civic practice encourage people to band together to try to solve public problems themselves, rather than rely on formal government action. As a result, our society relies heavily on nonprofit entities to deliver social and health services, support the arts, and assist with many other important tasks. Although interest in nonprofits has exploded in recent years, the sector largely remains an enigma. We still tend to define the sector based on what it isn’t (profit-seeking), other ways of defining it have not gained traction (third sector, civil sector, voluntary sector...), and the reality that nonprofits can’t be run like either businesses or government agencies is poorly appreciated. It is critical for us to try to better understand the sector, and continue exploring how non-profit operations take advantage of their unique status as “mission-driven” entities.

This course will focus on the characteristics and topics of the nonprofit sector and aims to introduce what it takes to manage a nonprofit effectively. Nonprofits exist symbiotically with the philanthropic sector and often depend extensively on foundation and government funding. Nonprofit organizations also have unusual governance structures, rely heavily on volunteers, and are mission-driven in more fundamental ways than public organizations. They must also manage the tension between their mission and funders' demands, which often conflict. Nonprofits also are increasingly involved in policy making at the local and international level. They provide critical social and health services and so have insights into public problems and solutions that are essential to managing chronic issues such as homelessness. Finally, funders in the sector are demanding increased professionalism, which in turn is being supported as more people enter the sector with a background in nonprofit management education.

#### Learning Objectives:

In this course, students will gain-

1. Knowledge about the nature of the nonprofit sector and its context, including its relationship to the philanthropic sector;
2. An understanding of the uniqueness of the nonprofit sector in relation to the public and private sectors;
3. An understanding of issues specifically relevant to nonprofit organizations;
4. An understanding of management skills related to nonprofit organizations including strategy, board development and management, human resources, financial management & fund raising;
5. Insights into what it is like working inside a nonprofit organization;
6. Improved analytical and writing skills.
7. Ability to seminar and provide a critical thought on existing nonprofit issues, management structures and enterprise.

#### Required Readings

##### Books

1. LeRoux, Kelly and Mary K. Feeney (2014). *Nonprofit Organizations and Civil Society in the United States*. New York: Routledge. ISBN-10: 0415661455. ISBN-13: 978-0415661454
2. Nicholls, A. (Ed.). (2008). *Social entrepreneurship: New models of sustainable social change*. OUP Oxford.
3. Powell, W. W., & Steinberg, R. (Eds.). (2006). *The nonprofit sector: A research handbook*. Yale University Press.
4. Ridley-Duff, R., & Bull, M. (2015). *Understanding social enterprise: Theory and practice*. Sage.
5. Worth, Michael J. (2013). *Nonprofit Management: Principles and Practice*, Fourth Edition. Thousand Oaks, CA: SAGE Publications, Inc. ISBN: 1452243093. Paperback.

##### Readings May Be Attached For Future Classes

**Schedule (Subject to change per Faculty discretion)**

1. Non Profit History, Theory and Components 4/4
  - a. LeRoux Chapters 1-3
  - b. Powell Chapters 1-4
  - c. Worth Chapters 1-3
  - d. Ridley-Duff Chapter 1-2
2. Local Non Profit Eco-System 4/11
  - a. Powell Chapters 15-21
  - b. Ridley-Duff Chapter 3-4
  - c. Assignment 1 DUE
3. Mission and Governance 4/18
  - a. Powell Chapters 25-27
  - b. Worth Chapters 4-5
  - c. Ridley-Duff Chapter 5-6
4. Public Policy Impacting Non Profits 4/25
  - a. Powell Chapters 9-14
  - b. Ridley-Duff Chapter 7
5. Non Profit Community and Development 5/2
  - a. LeRoux Chapters 4-6
  - b. Powell Chapters 22-24
  - c. Nicholls Chapters 10-13
  - d. Ridley-Duff Chapter 8
6. Social Entrepreneurship 5/9
  - a. Nicholls Chapters 1-8
  - b. Ridley-Duff Chapter 9
7. Economics and Non Profit Organizations 5/16
  - a. LeRoux Chapters 7-9
  - b. Powell Chapters 5-8
  - c. Ridley-Duff Chapter 10
8. Leadership Symposium (Optional) 5/19
  - a. Assignment 3 DUE (Optional)
9. Non Profit Management-Today and Tomorrow 5/23
  - a. Nicholls Chapters 10-13
  - b. Worth Chapters 11-14
  - c. Ridley-Duff Chapter 11
10. The Future of Non Profit Organizations 5/30
  - a. LeRoux Chapter 10
  - b. Nicholls Chapters 14-17
  - c. Ridley-Duff Chapter 12
11. Final Presentations 6/6

a. Assignment 4 DUE

## Assignments

### 1 Non Profit Overview Due 4/11

Students will select a non-profit in Thurston County and provide a brief presentation to the class. Locate their information through their website, Guidestar or other various forms of on line or in person data collection. If you cannot find all of the information then please select another non-profit. Provide a presentation to the class with a PowerPoint slide for each one (Seven (7)-Slides total) of the following components and turn in to canvas:

1. *Personal Interest* Discuss why you are interested in this non-profit organization-be specific and connect. Come up with 3-5 points why this was interesting to you....please, please, please do not say this is because you need to complete an assignment-find a connection with a local non-profit.
2. *Vision and/or Mission* What is the overall purpose of this effort?
3. *Goals* What specific goals is the nonprofit trying to achieve...is it job creation or to end homelessness
4. *Programs/Services/Functions* What does the nonprofit provide to the community? Does it offer specific programs or simply a physical space for gathering?
5. *Executive Director/CEO/President* Please provide a five-bullet point summary of their biography and be able to provide their background and how did they get to this position.
6. *Board of Directors/Trustees* Please provide a list of the Board of Directors and any observations (i.e. are they bankers, lawyers, concerned citizens in Thurston County...)
7. *Budget* Provide a total summary (line item-usually found in a 990) and then some visual (pie chart, bar graph) of a summary of revenues and expenses

### 2 Teach to Learn Due Based On Selected Week

Select a week (2-9) to deliver lecture/discussion-This is an individual assignment. Individuals will select one of the weeks that are covered in this course and develop a 30-minute teaching session (including Q&A) to inform the class about your topic.

Below are the requirements of the lesson

- Select a reading topic listed for each week. The point is to learn more about related topic you selected, and then teach the learning community.
- Choose any related readings and media to enhance the overall lecture. If there is a related audio or video component, these cannot exceed 5 minutes.
- Prepare a 30-minute (including time for Q&A) teaching session on your topic, with the intention that we become informed about your topic, as a result. The primary deliverable is the content of your class, not the format of your class. The focus should be on themes and lessons from the literature/course you design. Please use visuals in digital format in order to be submitted on canvas.

3 Leadership Symposium 5/19 Location To Be Determined Due 5/25

The Evergreen State College Masters of Public Administration Program will have a Leadership Symposium on May 19, 2018 at 9am-3pm to discuss leadership in a hyper-partisan era. This will include speakers, presentations, and attendance during the symposium. A two (2)-page paper and summary of the speakers, topics and the overall symposium will be required. This symposium is optional and can be used in place of another class. This is longer than another class, however the workload is less and can be used for a substitute if you attend the entire time.

4 Overall Future of Non Profit Organizations Due 6/6

Nonprofit organizations are evolving toward increase relevance and opportunity. The funding strategies have changed as well as how management and operations successfully carry out a strategy towards fulfilling their mission. This is an exciting time with multiple models, challenges and solutions developing every day in this sector.

Prepare a 10-page paper and provide a 10-minute presentation discussing the status of nonprofit organizations, challenges that they need to overcome and future opportunities for the organizations. Please use at least two (2) non-profits, from Thurston County or adjacent counties, as case studies within the paper to ground the discussion. Utilize the readings to establish the foundation of the paper, identification of the challenges and future opportunities. Please use 10 peer-reviewed academic articles in addition to the readings.

In summary:

- 10 minute presentation (with up to five (5) minute question/answer period)
- 10 page paper (APA-Doubled Spaced)
- Use Existing Readings
- Use 10 peer reviewed academic articles
- Use at least two (2) nonprofits from Thurston County or adjacent counties

5 Evaluations, Self-Evaluations and Group Reflections Due 6/13

Evaluations and self-evaluations are due through the evaluation system. Please also discuss reflections working with groups, challenges with these groups and areas of personal improvement. Two pages APA.

## Course Policies

**Format:** Unless otherwise stated, all papers should be typed, double-spaced, 12-point font, and follow APA format and citation style. [APA Style <http://www.apastyle.org/learn/index.aspx> Purdue Writing & Grammar Guide <http://owl.english.purdue.edu/>] All written work will be of high quality, grammatically correct, clear and without spelling errors. Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant.

**Review Assignment Requirements Thoroughly Before Drafting Submissions:** This may sound obvious, but it is vitally important that you read and understand assignments before you begin to write. The pressure to just start writing can be irresistible at times. Don't! Canvas is used for course documents specifically because it enables changes as the course evolves during the quarter. Some assignments have very specific requirements. Some are intentionally a bit more open to interpretation and creative responses. Clear understanding of your goals is important to avoiding frustration – yours and the faculty's.

**Participation & Attendance:** Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After one 4-hour absence per quarter, make-up work may be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After reoccurring absences (being late to class; regularly missing more than one class), you may be denied credit. Finally, if you do miss a class, you are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

**Late Assignments:** Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty via email no later than the original assignment due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

**Credit:** Students will receive 4 graduate credits at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. No partial credit or incompletes will be awarded. Full loss of credit decisions will be made by the faculty team. Full loss of credit for two terms of core may result in dismissal from the MPA program. Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the [MPA Handbook](#) and [College statement on academic honesty](#) for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

**Evaluation:** A written self-evaluation and seminar faculty evaluation are required for credit. All final evaluations are to be submitted via our online evaluation system no later than one week after the last class. Evaluation conferences may occur in person or over the phone and should be scheduled with your seminar faculty.

**Multiculturalism & Diversity:** Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community, students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences.

**Technology Use & Learning Styles:** We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not appropriate behaviors in a learning community. Consult your seminar faculty to discuss technology use and learning style options.

**Reasonable Accommodations** will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's [Students with Disabilities Policy](#).

**Permission to Record Lecture, Workshop and Other Similar Discussion:**

If a student in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of *Reasonable Accommodations* (see above), then this student would need written permission, in writing, via email or other acceptable forms of documentation, and would need to give a reasonable time period in advance of the recording; usually a week (5 business days) and written consent would need to occur before the recording begins. Participants have the right to deny this request.

**Conduct & Conflict Resolution:** Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards. *It is imperative that any issues, questions, comments and/or concerns are brought to the attention of the Faculty. The disruption of the learning community is detrimental and by working with Faculty, these issues can be addressed and managed and addressed. If there are additional concerns that are not being addressed by Faculty after a good faith attempt is made then alternatives can be explored unless there is an immediate fear that the resolve is detrimental to the ability of the student and their learning community.*

**We will abide by the [social contract](#):** WAC 174-121-010 College philosophy.

**We will abide by the [student conduct code](#) (including academic integrity and plagiarism):**

Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process

**We will abide by the [non-discrimination policies and procedures at TESC](#)**

**Guest Policy:** Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

**Incident Weather:** In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them <https://evergreen.edu/emergencyresponse>

**Communicating:** Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.

*Faculty reserve the right to make changes to this syllabus*