

## **School for New Learning**

### **DePaul University**

#### **Course Syllabus: HC 249 Nonprofits: A guide to a multibillion dollar business**

**Winter 2010**

### **1. General Information**

Faculty: Rebecca N. Lindsay-Ryan  
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Location: Loop

Dates/Time: Thursdays, 6:00pm - 9:00pm

### **2. Course Description and Faculty Biographical Sketch**

Nonprofits – now employ 10 percent of Americans – play an increasingly important role in addressing society’s problems and alleviating social ills. A multi-billion dollar industry, nonprofits provide essential services in many forms including education, enhancement of the arts and social welfare programs. This course explores the role of nonprofits in the US, the practical methods nonprofits employ and the differences in working in and managing a nonprofit organization from a for-profit venture. Using hands-on case studies and learning from nonprofit managers, students will demonstrate competencies through class participation, each student will have the opportunity to create a nonprofit business plan and examine emerging issues in nonprofit management.

Rebecca Lindsay-Ryan is the Director of External Affairs at the Big Shoulders Fund in Chicago. She has a Masters of Science at DePaul University in Public Services and a Bachelors of Arts in History from DePaul. She has worked in fundraising and program management in the nonprofit sector for the last decade, as well as doing consulting work with some local nonprofits.

### **3. Competencies**

H-1-X Understands the functions and historical development of the nonprofit sector and can analyze the impact of this sector on our society.

H-2-A Can understand a social problem and can analyze the effectiveness of social institutions in addressing it.

S-3-D Can use scientific knowledge to understand varying perspectives on a policy issue.

FXF Understands how managerial principles can be effectively applied to non-profits.

#### 4. Outcomes

All students will learn about the history of the nonprofit sector and its role in society. Through conversations with professionals currently in the field along with student experiences, students will have the opportunity to better understand the role of the third sector in society. The nonprofit sector has made a tremendous impact on problems facing our society. Those studying H-1-X will specifically explore the development of the nonprofit sector and analyze the impact of this sector on our society. Students studying H-2-A will look specifically at social issues and ways to address them. In S-3-D, students will more closely look at the use of science, quantitative analysis to understand a policy, issue and ways to address in through the third sector or partnerships with for-profit and governmental agencies. Lastly in FXX, students will focus on managerial principles specific to nonprofits and how they may differ or be similar to the for-profit and governmental sectors.

#### 5. Learning Experience.

The course will use readings, class discussions, case studies and guest speakers to trace the history of the nonprofit sector and its role primarily in the United States, but also internationally. Students will be able to explore specific ways nonprofits address social and policy issues by examining issues that are of interest to them. In addition, students will have a chance to understand emerging issues in managing a nonprofit. Students should use Blackboard to collaborate and communicate on group projects and continue discussions started during class sessions.

#### Required Readings

All readings will be provided through Blackboard or in class.

- Barton, Noelle and Holly Hall, "A year of big gains: largest charities saw donations rise 13% in 2005" *The Chronicle of Philanthropy*, accessed <http://philanthropy.com/free/articles/v19/i02/02000g01.htm> on 10/23/2006.
- Brinckerhoff, Peter C., "How to write your business plan" *Nonprofit World* v17n2 (Mar/Apr 1999) p.10-11, Society for Nonprofit Organizations.
- Brinckerhoff, Peter C., "Putting Together a Business Planning Team" *Nonprofit World* v9n3 (May/Jun 1991): p.8-9. Society for Nonprofit Organizations
- Centaur Communications, "CHARITIES - SELF-REGULATION: A question of trust" *Marketing Week* (Jul 27, 2006): p. 20-21.
- Galston, William A; Levine, Peter, "America's civic condition: A glance at the evidence" *Brookings Review* v15n4, (Fall 1997): p.23-26.
- Greeley, Erica "Our American Democracy: How Do Nonprofits Fit In?" *Nonprofit World* 24, no. 3 (May/Jun 2006): p. 14.
- Greenfield, James M. *The Nonprofit Handbook 3<sup>rd</sup> Edition: Fund Raising*. New York: John Wiley & Sons, Inc. 2001, p. 2-27(Fund-raising Overview), 347-360 (Why do people donate to charity?).
- Herzlinger, Regina E., "Can Public Trust in Nonprofits and Governments be Restored?" in *Harvard Business Review on Nonprofits* Boston, MA: Harvard Business School Publishing, 1999, p. 1-28.

- Johnson, Craig E. *Meeting the Ethical Challenges of Leadership: Casting Light or Shadow*, Thousand Oaks, CA: Sage Publications, p. 49-74.
- O'Neill, Michael. *The Third America: The Emergence of the Nonprofit Sector in the United States*. San Francisco, CA: Jossey-Bass Publishers 1989, p.1-20.
- McNamara, Carter, "A Basic Guide to Program Evaluation." 2002. Accessed 11/9/09 at <http://faculty.ksu.edu.sa/Magda/My%20Research%20Library/Evaluation/A%20Basic%20Guide%20to%20Program%20Evaluation.pdf>.
- Salamon, Lester M. *The Emerging Nonprofit Sector: an Overview*. John Hopkins Comparative Nonprofit Sector Project 1996 Manchester, UK: Manchester University Press 1996: p.45-60.
- Schaff, Terry & Doug. *The Fundraising Planner: A Working Model for Raising the Dollars You Need*. San Francisco, CA: Jossey-Bass Publishers 1999, p. 3-8.
- Smith Bucklin & Associates, Inc. *The Complete Guide to Nonprofit Management*. 2<sup>nd</sup> Edition. Wilbur, Robert H, ed. New York: John Wiley & Sons, Inc. 2000: p.3-54, 205-228.
- Society for Nonprofit Organizations, "Sector has key role in rebuilding social capital" *Nonprofit World* 20, no. 4 (Jul/Aug 2002): p. 34.
- Stubbs, Randall A, "A recipe for non-profit success: Managing the linkages and key elements of successful organizations" *Fund Raising Management* v28n11, (Jan 1998): p.17-20

### **Evidence the Students will Submit:**

- I. Attendance & Participation (20%)** All students are expected to attend all class sessions, actively participate in class discussions and activities, and engage thoughtfully with the topics being discussed. If a student misses more than two classes, they should expect to drop the course.
- II. Three or Four Memoranda (30%)** All students will be asked to complete three or four 2-3 page memoranda. Two related to the overall coursework and one or two specific to your competence. The memoranda format will be provided and specific questions to be addressed in the memos.
- All Competences:
    - *Memo 1: Case Study of an Existing Nonprofit*
    - *Memo 2: Funding Proposal for a Nonprofit*
  - Memo 3:
    - H-1-X Understands the functions and historical development of the nonprofit sector and can analyze the impact of this sector on our society.
    - *Discuss a particular sector of nonprofits and its impact*
    - H-2-A Can understand a social problem and can analyze the effectiveness of social institutions in addressing it.
    - *Analyze problem addressed by social institutions.*
    - S-3-D Can use scientific knowledge to understand varying perspectives on a policy issue.

- *Analysis of policy issue related to a nonprofit*
- FXF Understands how managerial principles can be effectively applied to non-profits.
- *Analyze a managerial issues related to a nonprofit*

**III. Group Project (20%)** All students are expected to participate in a group project that will encourage collaboration that is essential to working in any nonprofit organization.

**IV. Final Project (30%)** Students are expected to complete a final project that meets each of the competence for which they are enrolled. The final project will include a synthesis of knowledge gained from coursework, as well as original research from at least two academic sources. The project will be a 10-12 page business proposal, including all sections required to be completed throughout the 10 week course.

### **Business Plan for a Nonprofit**

This project provides the opportunity to create a nonprofit to address a social issue. The business plan will include a survey of the problem, how the nonprofit can address the issue, how the nonprofit will be organized and ensure sustainable funding. Details on the assignment will be provided in class and portions of the final project will be due throughout the quarter to ensure students are able to continue to progress.

## **6. Criteria for Assessment**

Students in this course will be assessed for their comprehension of material, illustration of thought and introspection, and reflection on their own personal perspective. Students will have the opportunity to exhibit their learning through attendance, fulfillment of assignments, engagement in class discussion and overall active participation in the learning process.

### **Written Work will be Evaluated As Follows:**

**A=** designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

**B=** designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

**C=** designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

**D=** designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

Unfinished work or work requiring revision will be given an Incomplete (IN) grade. In order to qualify for the IN, students must have regularly attended class, and must have completed three-fourths of assignments.

In order for a student to have an incomplete (IN) grade granted in this course, there must be a significant extenuating circumstance evidenced by the student (e.g., medical and/or significant personal issues). The student will need to initiate and file an SNL Incomplete grade contract before the final session of the course to receive an incomplete grade. Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades.

## **7. Class Schedule**

### **Session 1: Thursday, January 7, 2010**

Introduction to the Nonprofit Sector and Course

### **Session 2: Thursday, January 14, 2010**

What is the Third Sector?

Role of Nonprofits in US and world

Guest Speaker

#### **Readings:**

“America’s civic condition: A glance at the evidence”

“The Third America: The Emergence of the Nonprofit Sector in the US” p. 1-20.

**Assignment: Memo 1 – Case Study of Existing Nonprofit**

### **Session 3: Thursday, January 21, 2010**

Strategic Planning for Nonprofits

Types of Nonprofits: Education, Social Service, Foundations, Arts, Museums, Civic; Large and Small; Volunteer and Professional; New and Old.

Guest Speakers

**Readings:** “The Complete Guide to Nonprofit Management” p. 3-26

“A House with Many Rooms” p. 45-60

**Assignment: If H-1-X or H-2-A, selected memo 3.  
All others Section 1 of Nonprofit Business Plan**

### **Session 4: Thursday, January 28, 2010**

Role of Nonprofit Board / Governance

Management Issues in Nonprofits

What is policy? How does policy interact with Nonprofits?

**Readings:** “The Complete Guide to Nonprofit Management” p. 27-54 & p.205-227

“Our American Democracy: How Do Nonprofits Fit In?”

**Assignment:**           **If FXF, selected memo 3.**  
**If H-2-A of H-1-X, Section 1 of Nonprofit Business Plan**

**Session 5: Thursday, February 4, 2010**

How Nonprofits are funded  
Ideal Development Office  
Assign Group Projects  
Guest Speaker

**Readings:** “Fund-raising Overview” p.2-13 from Greenfield  
“Why do people donate to Charity” p.347-360 from Greenfield  
“Why you need a fundraising plan” p. 3-8  
“A Year of Big Gains” p. 1-7

**Assignment:**           **Memo 2 – Funding Proposal**

**Session 6: Thursday, February 11, 2010**

Creating a Nonprofit Business Plan or Reengineering: Samples and Case Studies  
Forming a Nonprofit Organization.  
Work on Group Projects

**Readings:** “How to write your business plan” 10-11  
“Putting Together a Business Planning Team” 8-9

**Assignment:**           **If S-3-D, selected Memo 3**  
**All others, Section 1-3 of Nonprofit Business Plan Due with all**  
**revisions**

**Session 7: Thursday, February 18, 2010**

Ethical Issues in Nonprofits  
Guest speaker  
***Group Project Presentation***

**Readings:**  
“The Leader’s Character” p.49-73

**Assignment:**           **If S-3-D, Section 1-3 of Nonprofit Business Plan**  
**Group Project Presentation**

**Session 8: Thursday, February 25, 2010**

Developing Issues in Nonprofits: Accountability, Transparency, Reduced Government and Corporate Funding, Competition, Role of Small and Large nonprofits  
Evaluating Organizational Effectiveness

**Readings:**

“A recipe for non-profit success: Managing the linkages and key elements of successful organizations”

“CHARITIES - SELF-REGULATION: A question of trust”

“Sector has key role in rebuilding social capital”

**Assignment:                   Section 1-5 of Nonprofit Business Plan Proposal Due**

**Session 9: Thursday, March 11, 2010**

Evaluating Organizational Effectiveness  
Networking and Career Advancement in nonprofits

**Readings:**

“A Basic Guide to Program Evaluation”

**Assignment:                   Section 6 and Executive Summary on Nonprofit Business Pla**

**Session 10: Thursday, March 19, 2010**

Presentations on Nonprofit Business Plan  
Remaining Issues & Questions

**Assignment:                   Final Nonprofit Business Plan Proposal Due**

## **Addenda**

### **DePaul University Academic Integrity Policy**

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

### **DePaul University Incomplete Policy**

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

### **For Students Who Need Accommodations Based on the Impact of a Disability**

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLuS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;

- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

### **Chronic Illness Initiative**

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. At SNL, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at [CII@depaul.edu](mailto:CII@depaul.edu).

### **Writing Help**

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](http://snl.depaul.edu/writing/index.html) at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the [DePaul University Writing Centers](http://condor.depaul.edu/~writing/) at <http://condor.depaul.edu/~writing/>.

[In addition, consider adding the Writing Centers' syllabus supplement available here <http://condor.depaul.edu/~writing/html/fac/supplements.html>]