

Cleveland State University
Fall Semester, 2009
Maxine Goodman Levin College of Urban Affairs
Department of Urban Studies

Course Syllabus

UST 456

Institutional Development of the Nonprofit Organization

Course Description

This course examines nonprofit organizations as community institutions, and the role of institutional management and leadership in their development; the nature of leadership and management in the nonprofit sector; fundraising and financial management; governance and the respective roles of board, staff and volunteers; the political, economic and inter-organizational environment; community relations; needs assessment; and planning and performance measurement.

University Policies

Refer to the CSU Undergraduate Bulletin for policies and procedures for add/drop and withdrawal, grading (including incomplete), and other questions.

Physically challenged

It is important that students with handicaps requiring special accommodations identify themselves to the instructor immediately so that we can seek appropriate arrangements.

Students with Special Needs

Persons anticipating needing special accommodations to take exams or complete assignments must identify themselves to the instructor by the end of the second week of classes. These include accommodations for physical handicaps, learning disabilities, and English as a second language.

Course Writing Requirements

Students must earn a grade of C or better in their concept paper assignment to apply UST 456 toward this requirement. D is the highest grade that can be assigned for the semester, no matter what other grades you have achieved, if the student fails to receive a C or better on the concept paper.

Critical Thinking

Critical thinking is a conscious and purposeful process of self-reflection requiring the construction and evaluation of meanings. It involves examination of actions, their consequences and determining what to do next. In this course you are expected to attain higher-order thinking skills -analysis, synthesis, and evaluation abilities. Through reading assignments, individual and group research projects, you are expected to find information, make assumptions, explore possibilities and solve problems. Relating, organizing and synthesizing information are critical thinking strategies. These higher-order thinking strategies should be demonstrated in your individual writing assignments and group projects. Papers for the written assignments must follow the following guidelines established for a traditional research paper. The written assignments must:

- (1) **Use a minimum of five (5) legitimate reference resources, four (4) of which cannot be from material assigned in this course.** Legitimate reference resources include the use of: scholarly journals/articles, books, data cited from databases (i.e., U.S. Census, etc.), and reports (i.e., United States General Accountability Office, etc.). Citations from Internet sources that are merely web pages constructed by individuals airing their personal views are unacceptable sources. However, legitimate websites accessing refereed academic journals/reports (i.e., articles published in The Urban Institute, Journal of Urban Affairs, etc.) are legitimate resources. Utilization of articles found on www.lydiaspeakeshermind.com is not acceptable for this assignment. One way to determine if a website is acceptable or not is to ask yourself, "If the Internet did not exist, would I be able to find this article in the university library?" Newspaper or magazine articles may be used for this assignment provided they are in-depth articles on the issue, and not just commentaries or editorials. A maximum of two (2) newspaper or magazine articles are acceptable.
- (2) Students **must use American Psychological Association (APA) style** guidelines to cite sources in body of your text, and to reference your sources in the bibliography. If you need additional guidance regarding how to construct a research paper, please refer to the tips provided at the end of this syllabus and/or contact the CSU Writing Center.

APA Style

Student papers must include documentation of at least five (5) scholarly (i.e., periodicals, government documents, books, Internet sources, etc.). However, the basis of your paper needs to come from scholarly literature and not solely from the Internet. All of your research statements must be documented in the reference section of your paper.

The APA style utilizes in-text citations that refer to a list of sources. The following are a few examples of the APA style:

Direct Quotations:

As Davis (1982) noted,

As Berry and Smith (1980) indicated,

In the book, *The Case for the Use of Discretion* (2003).

Summary or Paraphrase: Include the author(s) last name and the date either in a single phrase or in parenthesis at the end of the sentence. For example: Baumgartner and Kelly (2002) agree that... (Baumgartner and Kelly, 2002).

Website Citations: Cite material from a web site by giving the web address in parenthesis (<http://historyofcleveland.org>). If you are referring to the entire site, you do not need a bibliography entry. If you are referring to a specific document from the web site, provide a bibliography entry in the list of references. For example:

"Child Care Implementation." Retrieved January 15, 2006 from Electronic Library Database on the World Wide Web: <http://www.stateofohio.gov>.

Citation Help: For additional help in utilizing APA citations refer to <http://www.apa.org/journals/webref.html> or go to the CUS library home page virtual reference site and click on the drop down list to citation guides (<http://ulib.csuohio.edu/vrd/citations.shtml>).

Learning Approach:

As an educator I have a particular viewpoint with respect to learning that I will make clear from the outset so that the educational process will be most rewarding for all involved.

1. Individual human dignity and equality: Each of us is a unique and valuable human being with her/his own capacities and experiences to contribute to class. Due to our common humanity, all of us are entitled to equal respect from one another.
2. Self-responsibility: We are each responsible for our own learning and it is up to us as individuals to make the class relevant to our growth.
3. Critical thinking: One hallmark of an educated person is the ability to question the assumptions, evidence, and arguments inherent to the opinions and beliefs of others, or oneself. This requires open-minded skepticism and analytical thinking.
4. Participatory learning: People learn best when they take responsibility for their own learning and directly participate in the learning process on three levels: cognitive, affective, and experiential. This occurs through dialogue and by applying theory to practice.
5. Freedom of thought, speech, and mutual respect: The best atmosphere for learning is one in which individuals feel free to speak their opinions and respect the rights of others to express their own views.
6. Instructor responsibilities: My responsibilities as an instructor are to set the direction of the course, to provide resource material and lay a foundation for understanding, to facilitate a positive learning climate, to hold students accountable for their learning, and to provide support and encouragement for student learning and growth.
7. Student responsibilities: My expectations concerning your responsibilities as a student are: to prepare and actively participate in the class, to promptly complete course assignments, to use the opportunity to build your understanding, skills, and to contribute to the learning experience of others in the class.

(excerpted from "Ethics in the Public Sector" Syllabus, Dr. Alexander, Fall, 1999)

Class Rules

1. Class attendance is imperative to your learning. I will not take attendance but I expect you will attend class (unless you are contagiously ill!).
2. Class participation is also important to your learning. Asking questions and starting discussions during class is strongly encouraged. I will call on you during class to answer questions - so be forewarned.
3. Reading required chapters in the book, any articles I put on reserve and Web sites should be as discussed in class. In order to participate in discussions you should do your reading!

Schedule for Class

Date	Class Speaker	Topic	Reading
8/24	Intro to Course		Forces for good: Chapters 1-4
8/31	Matt Carroll, City of Cleveland, Director of the Department of Public Health	Cities and Solutions: Government role, the emergence of non-profits, Non-profit role in Society	Forces for Good: Chapters 5-9
9/14	Corttrell Kinney	Leadership, staff development, social capital, volunteerism	Drucker: Part one
9/21	Chris Henrey, Executive Director of WECO	Nonprofit Today – what does this mean: our economy	Drucker: Part two
10/5	MIDTERM	MIDTERM	MIDTERM
10/19	Jim Roosa, Nonprofit Attorney	No Class	Drucker: Part Three
10/26	Amy Hannover, Executive Director of Policy Matters Ohio	Advocacy: local, state, federal and the legalities	Drucker: Part four - five
11/2	Robin Cirkin, Executive Director of the up side of downs	Needs assessment , Marketing, asset building	ER: Strength in flexibility: Lessons from a cluster of capacity building grants in the juvenile justice field Patrizi , Gross, Freedman
11/9	Rev. Richard Trickle, Executive Director of The City Mission	Non-profit management, Strategic Planning	ER: Mission, Money, and Merit: Strategic Decision Making by Nonprofit Managers: Krug, Weinberg/ Frumkin and KIM
11/16	Jacquelyn Nance, President of Philanthropic Solutions, Ltd.	Fundraising and financial management	ER: Managing Stakeholder Relationships and nonprofit Organization Effectiveness <i>Balser, McClusky</i>
11/23	Gretchen Faro, Executive Director of City Year Cleveland	Board, the community and making nonprofits work today	ER: Called to Order A Board President in Trouble <i>Stefan Toepler;</i> ER: In Search of Board Effectiveness <i>Hough /Improving Board & Organizational Effectiveness (sdr)/ commitment and Performance of Nonprofit Board Members</i> <i>Preston, Brown</i>
11/30	Project Presentations (no Format)	Projects from class work	Extra Credit for Power point project presentation
12/4	FINAL		Posted on-line

Assignments

Assignments	Percentage of Grade	Due Dates
Assignment One: Guest Speaker Summaries	15%	Every Week
Weekly Reading Presentation	10%	Sign Up
Midterm (Group Project)	15%	Due 10/18 ONLINE
Assignment Two: Case analysis of a non-profit	15%	Due 11/10
Assignment Three: Solve a problem for the Non-profit	15%	Due 12/1
Class Participation: Group Case Studies (Group Project)	15%	Weekly
Final	15%	12/4 ONLINE

- A. Assignment One (15%): After each guest speaker the next class there needs to be a 2-3 page paper turned in answering the following question:
1. What was the main theme this speaker focused on?
 2. Please name three things that you learned from the speaker and explain why these lessons are relevant to your current or future work.
 3. Please tie the reading that you did this week into the lessons learned.
- B. Assignment Two (10%): Reading Presentation (10%): Students will present a reading from the assigned list and create a power point to make key points. The presentation will be no longer than 20 minutes.
1. Introduce the main ideas behind the reading;
 2. How does this tie back to non-profits;
 3. In what practical sense can this information help you in understanding non-profits?
 4. How does this tie into the readings or speakers that we have heard from already?
- Top three facts or tips you learned from this reading.
- C. Assignment Three (15%): Case Analysis of a nonprofit organization (10 pages)
1. Please describe the history of the nonprofit.
 2. Please give the mission statement of the nonprofit.
 3. Please discuss the staffing and duties of the non-profit.
 4. Please discuss the board and the relationship to the non-profit organization.
 5. Please discuss the effectiveness of this organization in meeting its goals and mission.
 6. Please discuss the biggest issues facing this organization.
 7. Please discuss one effective program or effective policy that the nonprofit has done.
 8. Please discuss some lessons learned/or recommendations that the staff or board mentioned to you during the process.
 9. Please choose some of the required reading or optional reading to frame the thinking in your paper, there is an expectation of 5 citations.

- D. Assignment four (15%): Solve a problem for the Non-profit: Use the non-profit that you studied in assignment two and choose one of the problems that they are facing. Use this problem to write a 10-15 page paper on the following points:
1. What is the problem;
 2. Use the literature to ground the issue and suggest potential solutions (Ohio link);
 3. Provide potential solutions and note the benefits and issues with the solution (ground in literature);
 4. Design a step by step process and time line for the solution;
 5. Write a formal memo to the executive director and board detailing these solutions.
- E. Class Participation (15%): There will be a short case study most week and students will be expected to turn in group solutions to these issues.

Grading

Rubric for Speaker Summaries

Area of Assessment	Exceptional 4	Good 3	Average 2	Below Average 1
<p>Speaker Connection: Exceptional: Student demonstrates an exceedingly high degree of understanding about the topic and speaker presentation. Good: Student demonstrates an awareness of the speaker and is able to discuss some of the key points. Average: Student demonstrates an awareness of the speakers main points but gives minimal information on the topic. Below Average: Student demonstrates a lack of awareness on the topic presented.</p>				
<p>Learning Stretch: Exceptional: Student explores a new area, demonstrates new skills, and extensively expands upon prior knowledge. The student effort is inspiring and growth falls within the cognitive and the affective domains. Good: Learning stretch is clearly evident. Student demonstrates some new skills and knowledge. Average: Learning stretch is moderate; the student stays clearly within a learning comfort zone. Below Average: Little, if anything, is learned.</p>				
<p>Application of Knowledge: Exceptional: Obvious depth and complexity of prior knowledge and new knowledge is applied to complete the focus of the discussion. The student demonstrates and applies technical and comprehensive understanding. Good: The use of general knowledge and some depth is evident. Average: The use of predominately superficial knowledge application is evident in the project. Below Average: Demonstrates rote learning with inaccurate application and little or no real understanding.</p>				

Rubric for a Nonprofit Research Project

	Thesis/Problem/Question	Information Seeking/Selecting and Evaluating	Analysis	Synthesis	Documentation	Product/Process
4	Student(s) posed a thoughtful, creative question that engaged them in challenging or provocative research. The question breaks new ground or contributes to knowledge in a focused, specific area.	Student(s) gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. Students worked with the non-profit closely to answer all the questions posed in the syllabus. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources were included (if appropriate).	Student(s) carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Voice of the student writer is evident.	Student(s) developed appropriate structure for communicating product, incorporating variety of quality sources. Information is logically and creatively organized with smooth transitions.	Student(s) documented all sources, including visuals, sounds, and animations. Sources are properly cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Documentation is error-free.	Student(s) effectively and creatively used appropriate communication tools to convey their conclusions and demonstrated thorough, effective research techniques. Product displays creativity and originality.
3	Student(s) posed a focused question involving them in challenging research.	Student(s) gathered information from a variety of relevant sources--print and electronic. Students worked with the non-profit closely to answer most of the questions posed in the syllabus	Student (s) product shows good effort was made in analyzing the evidence collected	Student(s) logically organized the product and made good connections among ideas	Student(s) documented sources with some care, Sources are cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Few errors noted.	Student(s) effectively communicated the results of research to the audience.
2	Student(s) constructed a question that lends itself to readily available answers	Student(s) gathered information from a limited range of sources and displayed minimal effort in selecting quality resources. Students build a minimal relationship with the non-profit and gathered minimal information.	Student(s) conclusions could be supported by stronger evidence. Level of analysis could have been deeper.	Student(s) could have put greater effort into organizing the product	Student(s) need to use greater care in documenting sources. Documentation was poorly constructed or absent.	Student(s) need to work on communicating more effectively
1	Student(s) relied on teacher-generated questions or developed a question requiring little creative thought.	Student(s) gathered information that lacked relevance, quality, depth and balance. Non-profit relationship was minimal, questions were not answered.	Student(s) conclusions simply involved restating information. Conclusions were not supported by evidence.	Student(s) work is not logically or effectively structured.	Student(s) clearly plagiarized materials.	Student(s) showed little evidence of thoughtful research. Product does not effectively communicate research findings.

Rubric for Reading Presentation

4—Clearly a knowledgeable, practiced, skilled pattern
3—Evidence of a developing pattern
2—Superficial, random, limited consistencies
1—Unacceptable skill application

Content/Organization

Skill application demonstrates use which represents →	4	3	2	1
Attention grabber effectiveness in introduction				
Speech's stated purpose clear within introduction				
Clarity and unity of focus				
Main ideas supported by accurate and appropriate details				
Personal application of research and project skills clearly addressed				
Organization follows logical flow				
Depth of research information beyond general knowledge				
Conclusion effectively wraps up entire speech				
Conclusion engages listener				
Ability to use smooth transitions				
Effective/Sophisticated use of word choice				
Effective usage of visual aid				

Question/Answer Session

Skill application demonstrates use which represents →	4	3	2	1
Demonstrates excellent listening skills				
Gives individual asking question direct eye contact				
Rephrases the question asked within the context of the answer given				
Answers extend and expand information				
Demonstrates the ability to summarize at answer's end				
Body language and answers demonstrate interest, enthusiasm, poise and confidence				
Answers with fluency and flow				
Quality of answers represent depth & understanding of researched information				

Rubric for Class Participation Case Studies Write Ups

Performance Element	4(Excellent)	3 (good)	2(average)	1(Below average)	Score
Purpose and Focus	Establishes and maintains clear focus; evidence of distinctive voice and/or appropriate tone	Focused on a purpose; evidence voice and/or suitable tone	An attempt to establish and maintain purpose and communicate with the audience	Limited awareness of audience and/or purpose	
Development of Ideas	Depth and complexity of ideas supported by rich, engaging and/or pertinent details; evidence analysis, reflection and insight	Depth of idea development supported by elaborated, relevant details	Unelaborated idea development; unelaborated and/or repetitious details	Minimal idea development, limited and/or unrelated details	
Organization	Careful and/or suitable organization	Logical organization	Lapses in focus and/or coherence	Random or weak organization	

Required Texts

Forces for Good, Leslie Crutchfield and Heather McLeod: Leslie Crutchfield and Heather McLeod Grant spent four years surveying thousands of nonprofit CEOs, conducting hundreds of interviews, and studying a dozen high-impact nonprofits to uncover their secrets to success. This book discusses the six powerful practices of twelve high-impact nonprofits, and tells their compelling stories.

Managing the Nonprofit Organization, Peter Drucker: Peter Drucker, "the father of modern management", records his insights here on the management of non-profit human-service institutions. Speaking from knowledge gained over the last 35 years through working with such clients as the American Red Cross and the Girl Scouts, Drucker illustrates how the "third sector", made up of not-for-profit organizations, is not only larger and more important than most people realize, but is also the fastest growing part of American society.

Additional Reading (Optional on Electronic Reserve):

Hays, R. A. (1995). *The federal government and urban housing: Ideology and change in public policy* (2nd ed.). Albany: State University of New York Press.

Kretzmann, J. & McKnight, J. (1993). *Building communities from inside out: A path toward funding and mobilizing a community's assets*

Putnam, R. D. (2000). *Bowling alone*. New York: Simon and Schuster.

Rusk, D. (1999). *Inside game outside game*. Washington, D.C.: Brookings Institution Press

Vidal, A. (1992). *Rebuilding communities: A national study of urban community development corporations*. New York: Community Development Research Center, New School for Social Research.

Suggested Readings for Further Study

- Bachrach, P. and Baratz, M. (1962). The Two Faces of Power. *American Political Science Review* 56(4):947-952.
- Bennis, W. G. (1994). *On becoming a leader*. New York: Free Press.
- Bourdieu, P. (1986). The forms of capital. *Handbook of Theory and Research for the Sociology of Education* (pp. 241-258). New York, Greenwood Press.
- Boyte, H. & Kari, N. (1996). *Building America: The democratic promise of public work*. Philadelphia: Temple University Press.
- Cahn, E. S. & Camper, J. (1968). Citizen participation. In H. B. C. Speigel (Ed.) *Citizen Participation in Urban Development*. Washington D.C.: N&L Institute for Applied Behavioral Science.
- Chaskin, R. J., Brown, P, Venkatesh, S., & Vidal, A. (2001). *Building community capacity*. New York: Aldine de Gruyter.
- Chrislip, D. D. & Larson, C. E. (1994). *Collaborative leadership: How citizens and civic leaders make a difference*. San. Fransico: Jossey-Bass Publishers.
- Dahl, R. (1963). *Who governs?* New Haven, CT: Yale University Press.
- Etzioni, A.(2006) Communitarian Vision. Retrieved March, 6, 2006, from <http://www.gwu.edu/~icps/vision.html> Network
- Gans, H. J. (1962). *The urban villagers*. New York: Free Press.
- Gittell, P. & Vidal, R. (1998). *Community organizing: Building social capital as a development strategy*. Thousand Oaks, CA, Sage.
- Keating, W. D., Rasey, K., & Krumholz, N. (1990). Community development corporations in the United States: Their role in housing and urban redevelopment. In Van Villet and Van Weesap (Eds.), *Government to Housing: Developments in Seven Countries*. Newbury Park, CA: Sage.
- Peter, John. (2005) The Contribution of Volunteering, Trust, and Networks to Educational Performance; *Policy Studies Journal*; [Vol: 33, Issue: 4](#), pp. 635-656.
- Samuels, B., Ahsan, N., & Garcia, J. (1995). *Know your community: A step-by-step guide to community needs and resource assessment*. Chicago: Family Resource Coalition.