New Course Request

1. School/Division: SPEA
2. Academic Subject Code: 
3. Course Number: B399 (must be cleared with University Enrollment Services)
4. Instructor: various
5. Course Title: The Nonprofit & Voluntary Sector
6. First time this course is to be offered (Semester/Year): Fall/2007
7. Credit Hours: Fixed at 3 or Variable from ___________ to ___________
8. Is this course to be graded S-F (only)? Yes ___ No ___ X ___
9. Is variable title approval being requested? Yes ___ No ___ X ___
10. Course description (not to exceed 50 words) for Bulletin publication: on attached sheet
11. Lecture Contact Hours: Fixed at 3 or Variable from ___________ to ___________
12. Non-Lecture Contact Hours: Fixed at ___________ or Variable from ___________ to ___________
13. Estimated enrollment: 30 of which 0 percent are expected to be graduate students.
14. Frequency of scheduling: 1 x year Will this course be required for majors? no
15. Justification for new course: New Gen Ed curriculum
16. Are the necessary reading materials currently available in the appropriate library? yes
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant. None
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature] Date: 30Oct07
Department Chairman/Division Director

Approved by: [Signature] Date: 10-2-07
Dean

Dean of Graduate School (when required)

Chancellor/Vice-President

University Enrollment Services
From: Chaney, Joseph R  
Sent: Wednesday, March 28, 2007 2:04 PM  
To: Hall, Leda McIntyre  
Cc: Vukovits, Cynthia M  
Subject: Gen Ed authorization for SPEA-B 399 

Dear Leda:

I hereby authorize the introduction of your section of the new course, SPEA-B 399 Human Behavior and Social Institutions, with the focus on "The Nonprofit and Voluntary Sector," to be offered in Fall 2007 as fulfilling the 300-level Common Core requirement in the campuswide general education curriculum.

As I said at our meeting, we'll want to continue the discussion about the course as you develop the syllabus in greater detail.

In the meanwhile, please let me know any of the scheduling information you may have available at this time: section #, time of day, room, etc.

Thanks!

Joe

Joseph Chaney  
Director of General Education  
and Associate Professor of English  
Indiana University South Bend  
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Indiana University South Bend
School of Public & Environmental Affairs

SPEA B 399 The Nonprofit and Voluntary Sector
Fall 2007

Prof. Leda McIntyre Hall                                      Office hours: Daily & by appointment
DW 2227
520-4803
LHall@iusb.edu

Course Description: This course provides a broad overview of the nonprofit sector in the United States. Topics include the sector's size and scope and its religious, historical, and theoretical underpinnings. It also examines perspectives on why people organize, donate to, and volunteer for nonprofit organizations. Current challenges the sector faces are examined. An additional objective of the course is for students to become familiar with the variety of information sources available to study the nonprofit sector.

Course Objectives:
Students will:
✓ Be able to identify specific organizations within the nonprofit sector and locate information on their purpose and operation.
✓ Recognize the connections and distinctions between government provision of social services and the nonprofit sector.
✓ Compare the attitudes and viewpoints that have driven giving and volunteering in the United States with student values and experience.
✓ Examine the personal, political or religious motivations that leader people to be involved in nonprofit and voluntary organizations.
✓ Identify and utilize key information sources, including statistics on nonprofit organizations and charitable giving.
✓ Define terminology essential to understanding literature of the nonprofit sector.
✓ Understand the roles and responsibilities of the Board of Directors and the relationship to staff.
✓ Acquire a beginning understanding of and appreciation for evaluation and the ability and capacity of the nonprofit organization to do what they say they will do and do it well.
✓ Be able to articulate the role of nonprofit organizations.

Texts:
Michael O'Neill, Nonprofit Nation
Robert T. Grimm, Notable American Philanthropists

Supplemental materials maybe provided in class. Guest speakers may be invited to class and their presentations are considered supplemental materials.
Course Expectations/Assurances:
1. It is assumed that students will attend class and be prepared to discuss the assignment listed. Attendance will be recorded and that combined with class participation is 15% of the course grade. Students must be current with readings and assignments.
2. All assignments must be typed, 1" margins, 12 point font, APA format. Penalties of 10% per day will be assessed for any days an assignment is late.
3. Course communications - students have an obligation to activate and monitor their IUSB email account. This account will be used for out-of-class communication.
4. Disability - In accordance with IUSB policy ensuring people with disabilities "an equal opportunity to participate in, contribute to, and benefit from all university programs, services, and activities," students should inform the instructor of any such needs, and have them verified through the Office of Disabled Student Services. Contact Pauline Jarvis-Ward, Director of Disabled Student Services (Administration Building, Room 104, telephone number 520-4832) as soon as possible to work out the details. Once she has provided you with a letter attesting to your needs for modification please bring the letter to me.
5. Plagiarism and cheating - Each student should be familiar with this section of the College's Academic Misconduct policy of the Code of Student Rights, Responsibilities, and Conduct. Procedures described in this document will be followed in dealing with any cases of academic dishonesty.
6. If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue.
7. Incomplete grades will be only be considered in extreme situations in which a student is physically unable to complete the course.

Grades:
15%  Class participation (attendance will be recorded and participation noted)
25%  Weekly assignments
20%  Group Project
     10% content of paper
     10% average peer review score
20%  Agency Development Project
10%  Midterm
10%  Final

NP Research Assignments (2 pages each):
Research a nonprofit organization and prepare a one-page summary, due at the beginning of class as listed on syllabus (8 total). Use the attached template or find it on the class page on OnCourse where you can copy it to your computer.
Group project (10 pages):
Working in groups of three (groups will be formed during the second week of class), students will identify a local nonprofit with which they are familiar and examine the congruity between the vision, mission, programs and services and the organizational and Board structures present to carry out the mission of the organization. Students may identify problems in structure, function, personnel, finances or any other area and offer solutions to those problems identified. Students may consider the criteria identified in the following assignment as well.

Agency Development Project:
Students will develop their own (fictitious) nonprofit agency by: identifying and researching a need not currently being well met by an existing nonprofit, write a mission statement, determine the need for incorporation and tax exemption, identifying the type of board of directors that would be needed, develop an annual budget, identifying funding sources and how funds will be obtained, and identify programs and services to be provided by the nonprofit. Prepare an 8 – 10 minute class presentation (time determined based on number in class) based on the nonprofit agency. In addition, prepare a 6 – 7 page summary of this information and attach the assignment template to your paper.
Class Schedule

Week 1  Introduction to the Nonprofit Sector

Week 2  NP Research Assignment due
        O’Neill: Ch. 3. Grimm: pp. 17-37

Week 3  NP Research Assignment due
        O’Neill: Ch. 4. Grimm: pp. 38-91

Week 4  O’Neill: Ch. 5. Grimm: pp. 92-124

Week 5  NP Research Assignment due
        O’Neill: Ch. 6. Grimm: pp. 125-144

Week 6  NP Research Assignment due
        O’Neill: Ch. 7

Week 7  Group Project due
        Midterm Exam

Week 8  NP Research Assignment due

Week 9  NP Research Assignment due

Week 10 NP Research Assignment due

Week 11 NP Research Assignment due
         Reading TBA (Organizing meetings). Grimm: pp. 256-276

Week 12 Presentations
         Reading TBA (Boards of Directors). Grimm: pp. 277-293

Week 13 Presentations
         Reading TBA (Managing Volunteers). Grimm: pp. 314-325

Week 14 Presentations
         Reading TBA. Grimm: pp. 326-340

Week 15 Presentations
         Reading TBA. Grimm: pp. 340-360

Final Exam
Weekly Assignment Template – complete all sections – due dates listed on syllabus

Indiana University South Bend
School of Public and Environmental Affairs
V221: Nonprofit and Voluntary Sector
Fall 2007
Weekly Assignment

Assignment #: ___________________    Student name: __________________________

Agency Name: __________________________

Contact Person/Title: __________________________

Mailing Address: ________________________________________________________

____________________________________________________

Phone: ________________________    Fax: ________________________

Email: ________________________    Website: ________________________

Date founded: ______    Date incorporated: ______
    (if applicable)

Mission: __________________________

Programs: __________________________

Funding Sources: __________________________

Your reactions:
(i.e., Would you volunteer? Make a financial contribution? Recommend this agency to people you know? Do you have any concerns about this agency? Why or why not?)
Instructions: Agency Development Project
Through research, identify a need not currently being sufficiently met by an existing nonprofit. Develop a nonprofit to meet the need. Develop a mission statement, vision statement, programs, and services, funding sources, board of directors, and a promotional piece (fact sheet, brochure, PowerPoint presentation, etc.). Students will present their agency to the class in a verbal presentation sometime during the final 4 weeks of class (sign-up available in week 2). Presentations can be 8-10 minutes long (depending on class size) and must include time for questions.

Indiana University South Bend
School of Public and Environmental Affairs
SPEA B-399: Nonprofit and Voluntary Sector
Fall 2007
Agency Development Project
Cover Sheet

Student name: ________________________________

Agency Name:_____________________________________________________

Annual budget: $________________

Mission (this should answer the question, why does your agency exist?):

Vision (this should answer the question; what do you want your agency to accomplish or become in the future?):

Programs and Services (list and describe the types of programs and services your nonprofit will provide, describe the population these programs or services will serve):

Funding sources and percentages (i.e. individual contributions, corporate contributions, special events, memberships, fees for service, investment income, grants from foundations, government grants, contracts for services, etc.):

Board of Directors (#, terms of office, how selected)
Proposal for
HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS
a Common Core course of the IUSB General Education Curriculum

NAME: Hall Leda M SPEA Last First Initial Department/Division

Course title: Human Behavior and Social Institutions – The Nonprofit & Voluntary Sector

First Semester to be offered: Fall 2007

Instructions: Attach a course description and sample syllabus. Please respond briefly to each question in the space provided. The syllabus will provide primary data regarding the suitability of the course as a version of Human Behavior and Social Institutions. Use the comment section to clarify, expand, and/or guide the reviewer through your syllabus.

Section A of this form addresses general characteristics of all Common Core courses. Section B is specific to Human Behavior and Social Institutions. Feel free to repeat any information that fits in both areas.

A. GENERAL CHARACTERISTICS OF Common Core COURSES

Briefly discuss ways in which the course meets the expectations listed below. Details of these expectations can be found at http://www.iusb.edu/~gened/GenEd_RepRec.pdf

1. How does the course include instruction in at least one of the fundamental literacies (writing, speaking, critical thinking, quantitative reasoning, computer literacy, information literacy, visual literacy)?

I will focus on developing and improving the writing skills of students by teaching and having them practice the ABCs: be accurate, brief, concise. Following a prescribed template, students will complete 8 brief assignments, an analysis of a nonprofit organization, and the justification for developing an agency. They will receive regular and rigorous feedback on the assignments which build skills in organization analysis, program planning and evaluation, and clearly explaining components of a nonprofit organization.

Course readings stem from public administration, history, organization theory, economics and ethics. The disciplines intersect with and complement each other in several ways, i.e., management principles must be adapted to organizations which rely on charitable donations and volunteers. Learning the history of the nonprofit sector in philanthropy illuminates the evolution of groups, legal requirements, fund raising and program evaluation strategies.

2. In what ways is the course interdisciplinary?

There are administrative, political, economic, religious, and historical aspects of the nonprofit and voluntary sector. Students will use theories and analytical approaches from each of these disciplines.

3. What ethical issues will be addressed in the context of course material, and how will the course include instruction in what constitutes ethical and unethical responses to these issues?

Human Behavior and Social Institutions Proposal Form
Several topics will be addressed by examining literature, best practices and current practices of nonprofit organizations:
- organization, founding, managing nonprofit groups--legal issues
- recruiting, training and working with volunteers--ethical human resource and volunteer management policies and procedures
- fund-raising--legal and ethical procedures and uses of funds

B. SPECIFIC CHARACTERISTICS OF Human Behavior and Social Institutions

In response to the questions below, consider the ways in which the course meets the stated objective for Human Behavior and Social Institutions:

In order to understand themselves and their relationships to others in society, our students need to develop insight into human nature and the nature of social institutions, as well as the major events and social processes that have shaped the world of the 21st century. This course will serve to introduce students to the distinctive perspectives of the social sciences in building an understanding of our world. It will also focus on the individual in relation to and as a product of that social world. It will develop in students an appreciation of the processes of social interaction and emphasize the analytic frameworks and techniques social scientists use to explain the causes and patterns of individual and institutional behavior.

1. In what ways will the course introduce students to major perspectives on the study of human behavior and social institutions?

By studying the development, expansion, and function of the nonprofit sector, who volunteers and why, who makes charitable contributions and why. There is a long and rich literature about philanthropy and volunteerism that addresses human behavior and social institutions.

2. In what ways will the course develop insight into human nature?

By examining the personal, political or religious motivations that lead people to be involved in nonprofit and voluntary organizations. It the human urge to help others and "do good" that fuels these organizations.

3. In what ways will the course develop insight into the nature of social institutions?

We will examine the history traditions, social action and social services provided by this sector. Today's nonprofit sector grew out of social action and philanthropy in the 19th century.

4. How will the course reflect upon the value and limitations of the disciplinary approaches (analytic frameworks and techniques) employed in the course?

An examination of the nonprofit sector requires the use of analytic frameworks and techniques from public administration, history, organization theory, economics and budgeting, law and ethics. Through the 8 reports on organizations, students will learn about missions (public administration), programs (organization theory), fundings (economics and budgeting), and evaluation (public administration). In their group project, students will integrate approaches from history, public administration, organization theory, law and ethics, as they study an existing group; this evaluation could not be done by using any one analytical framework. The Grimm book is a history book, and we will discuss how history informs the present, look for common themes across decades, and learn how political decisions have affected both philanthropy and the development of the nonprofit sector.
5. In what ways will the relationships between individual behavior and social institutions be integrated into the course?

Students will learn why people founded and continue to found voluntary organizations, what motivates people to work and volunteer, and what these groups provide to American society. The relationships between individual behavior and nonprofit organizations is fundamental to understanding the sector.

6. How will attention to major events and social processes be integrated into the course?

Response to question 4 from the committee

This course is an expansion/replacement of SPEA V221. Although I never offered that course, a 200 level class would not have as many assignments and perhaps only one text with some additional readings. The assignments are explained on the syllabus and require serious and rigorous research using texts, additional academic materials, internet research, interviews, and critical thinking. One also adjusts the rigor of projects by holding students to a higher performance standard. Having frequent brief assignments affords me the opportunity to immediately clearly and consistently communicate my expectations. On the syllabus, beginning with week 11, I have indicated additional readings to be added. There will be journal articles, book chapters, and other materials deemed useful as I more fully develop the course. I have not taught this class before, and delay more extensive preparation until final approval of the course by the committee.

Example topics:
* The origins, development and continuation of philanthropy
* Historical periods when the nonprofit and voluntary sector expanded and why
* The growth of volunteerism and philanthropy
This course provides a broad overview of the nonprofit sector in the United States. Topics include the sector's size and scope and its religious, historical, and theoretical underpinnings. It also examines perspectives on why people organize, donate to, and volunteer for nonprofit organizations and introduces other information sources.