

FCS 5450/6450 COMMUNITY NONPROFIT ORGANIZATIONS

Mondays, 6-9 p.m.

Fall 2023

In-Person, Synchronous & Asynchronous

BUC Rm. 301; Zoom Platform; Canvas

3 Credit Hours – Undergraduate and Graduate

Instructor: Melissa Yack Hall, Ph.D.

Email: melissa.hall@utah.edu (faster than Canvas)

Office hours: By appointment

Syllabus subject to change over semester; communication will occur with any changes.

This **Community Engaged Learning** (CEL) course offers a broad intellectual foundation and applied approach to the guiding theories and philosophy of nonprofit practice and community engagement. Students will explore relevant issues of public service, funding, evaluation, public policy, social capital, and civic engagement. What is the role of nonprofit organizations in our society? In what ways do nonprofit organizations function as “vehicles” for resident participation? Are nonprofit organizations “manifestations of community”?

Through a combination of readings, videos, podcasts, discussions, lectures, guest speaker panels, and hands-on experience, the class will explore the origins, functions, and roles of nonprofit organizations. Students will also explore the challenges nonprofits face in regard to operations, mission, and governance. In this inquiry-based course, students will be asked to apply their learning through practical-based experiences and projects with professional partners.

Course Objectives:

- Develop/expand understanding of the concept of community and the role of nonprofit and social impact organizations in communities.
- Develop/expand understanding of the critical issues facing nonprofits and the core functions of nonprofit organizations.
- Develop/expand skills around partnership and critical problem solving through a community-engaged learning project.

SUSTAINABILITY COURSE ATTRIBUTE

This course fulfills the University of Utah requirements for the sustainability course attribute.

Specifically, the five UN Sustainable Development Goals (SDGs) that will be focused on in this course are:

- **Goal 1—No Poverty**, <https://sdgs.un.org/goals/goal1>
- **Goal 2—Zero Hunger**, <https://sdgs.un.org/goals/goal2>
- **Goal 3—Good Health & Well-Being**, <https://sdgs.un.org/goals/goal3>
- **Goal 10—Reduced Inequalities**, <https://sdgs.un.org/goals/goal10>
- **Goal 12—Responsible Consumption and Production**, <https://sdgs.un.org/goals>

Nonprofits examined in this class have a variety of missions related to the five SDGs mentioned above. Students will learn about each of these five SDGs over the semester through assignments, class material, lecture and discussion, and guest speaker discussion. These five SDGs will be regularly visited as topics of course content that support the course objectives listed above. Students will watch documentaries and select a book that focuses on many of the SDGs mentioned above. Students will be asked to

critically explore content in the documentaries and book and discuss how the material ties to what has been learned in class and what is happening locally, nationally, and globally related to the material. The Community Engaged Learning project will also include engagement with some SDGs.

LAND ACKNOWLEDGEMENT

I acknowledge that this land, which is named for the Ute Tribe, is the traditional and ancestral homeland of the Shoshone, Paiute, Goshute, and Ute Tribes. The University of Utah recognizes and respects the enduring relationship that exists between many Indigenous Peoples and their traditional homelands. We respect the sovereign relationship between tribes, states, and the federal government, and we affirm the University of Utah's commitment to a partnership with Native Nations and Urban Indian communities through research, education, and community outreach activities.

UNIVERSITY POLICIES

The Americans and Disability Act and Support

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the instructor, as well as to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Safety and Inclusion

The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, SSB 328, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Lauren's Promise

I promise to:

1. Listen to and believe those individuals who are being threatened or experiencing sexual assault, dating violence or stalking;
2. Represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking;
3. Change campus culture that responds poorly to dating violence and stalking.

Inclusive Classroom

Our classroom is a welcoming space where students should feel comfortable being themselves. Please

let the instructor know how to help support this environment and your voice. ALL students are expected to be respectful in class to fellow students, guest speakers and the instructor. While this classroom encourages dialogue and individual opinion, lack of respect toward any of these stakeholders will not be tolerated.

University Drop and Withdrawal Policies

If you have any questions regarding University policy, please contact the Office of Admissions and Registrar at (801) 581-5808.

Incompletes

In order to qualify for an “Incomplete” in any University of Utah course, you must complete no less than 80% of the course work and be in good standing (i.e., have earned at least a C on all completed work) and receive permission from the instructor. The FCS Department Policy is that students who do not complete the work within 1 year will automatically receive a failing grade. No exceptions will be made to this policy.

Student Support

Please communicate with me if you have any concerns during this class. Open communication fosters problem solving and support for students and others involved with this course.

Sensitive Topics

Some of the writings, lectures, films, or presentations in this course include material that some students may find offensive or triggering. Please review the syllabus and material in the modules carefully to review the topics. If you have a concern, please discuss it with the instructor at your earliest convenience. In all cases, the policies of the University of Utah will be followed.

STUDENT BEHAVIOR & ACADEMIC HONESTY

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to the Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Academic Dishonesty will not be tolerated. The University of Utah expects students to adhere to generally accepted standards of academic conduct. Academic misconduct is defined in the University’s student code as follows: *Academic dishonesty includes, but is not limited to cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information.*

Cases of academic misconduct will be dealt with immediately and may result in failure of the class. It is expected that you **WILL CITE** for every assignment—give credit where credit is due! The biggest error with citations is the assumption that citing once covers a paragraph or entirely paraphrased sentences. Please consult APA or a style guide for help with properly citing.

AI is ever evolving. Students may use AI as an outlining and brainstorming tool but should plan to complete research and writing on their own with all citations included. We will follow University guidance as it evolves and becomes policy.

Laptops/iPads/Netbooks/Phones/etc.

Our course will involve discussion about current events and topics so the Internet will be utilized in class. I am a realist and know that technology is at the forefront of everything, but I also have expectations for a respectful classroom environment without excessive distractions. Please engage.

Feedback Loops

It is my job as an instructor to provide feedback on assignments, your engagement and learning. I ask that you reciprocate by providing feedback throughout the course. I use student feedback regularly in reflecting on, changing, and further developing this course.

COURSE COMPONENTS

Book

Joan Garry's Guide to Nonprofit Leadership by Joan Garry, 2nd Edition
Modules in Canvas – all content expected to be reviewed prior to that class

Assignment Descriptions

(Rubrics for all assignments are available in Canvas; note differences in undergraduate and graduate assignments):

UNDERGRADUATES

1. Attendance and Engagement*
2. Nonprofit Organizations Exploration (15% of final course grade)
3. Documentary Reflections (20% of final course grade)
4. Community Engaged Learning Project (25% of final course grade)
5. Social Impact Topic Summary (20% of final course grade)
6. Book Analysis (20% of final course grade)

GRADUATES

1. Attendance and Engagement*
2. Documentary Reflections (15% of final course grade)
3. Community Engaged Learning Project (30% of final course grade)
4. Social Impact Topic Summary (20% of final course grade)
5. Global or Topic Short Paper (20% of final course grade)
6. Book Analysis (15% of final course grade)

*Your attendance and engagement are expected and appreciated. Please communicate with me if you are unable to attend class. Although participation and engagement are not graded, more than two unexcused absences will impact your final grade.

GRADING

Grades will be based on the assignments listed below for both undergraduate and graduate students. Graduate students will be held to a higher standard of work quality. The assignment details for each assignment will be discussed in class and posted on Canvas with grading rubrics. **ALL ASSIGNMENTS ARE DUE WHEN NOTED (including date and time), BUT I WILL PROVIDE A 31-MINUTE**

BUFFER TO AVOID TECHNOLOGY ISSUES AT THE LAST MINUTE IN CANVAS. STUDENTS WHO HAVE NOT COMMUNICATED AND MISS THE 31-MINUTE BUFFER DEADLINE WILL RECEIVE AN AUTOMATIC 20% DEDUCTION, AND NO LATE ASSIGNMENTS WILL BE ACCEPTED BEYOND ONE WEEK FROM THE DUE DATE. If you are not going to make a deadline, please notify the instructor so communication takes place (I will work with students as much as possible ahead of deadlines as life happens). Please do not ask for any exceptions to the due dates if no effort was made to communicate prior to the deadline (emergencies are an exception). Also, the Canvas grade book is not always accurate so please check with the instructor for your grade.

Letter Grade	Percentages
A	94-100%
A-	90-93.9%
B+	87-89.9%
B	84-86.9%
B-	80-83.9%
C+	77-79.9%
C	74-76.9%
C-	70-73.9%
D+	67-69.9%
D	64-66.9%
D-	60-63.9%
E	0-59.9%

SCHEDULE

August 21 – IN PERSON CLASS
 August 28 – IN PERSON CLASS
 September 4 – NO CLASS, LABOR DAY
 September 11 – IN PERSON CLASS
 September 18 – ASYNCHRONOUS CLASS
 September 25 – IN PERSON CLASS OR SYNCHRONOUS
 October 2 – IN PERSON CLASS
 October 9 – NO CLASS, FALL BREAK
 October 16 – IN PERSON CLASS
 October 23 – ASYNCHRONOUS CLASS
 October 30 – IN PERSON CLASS
 November 6 – IN PERSON CLASS
 November 13 – IN PERSON CLASS
 November 20 – ASYNCHRONOUS CLASS
 November 27 – IN PERSON CLASS
 December 4 – IN PERSON CLASS