

**Introduction to the Nonprofit Field**  
**CDAE 195, Spring 2009**  
Tuesdays, 4-6pm

**Instructor:** Carrie Williams Howe  
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**Required Readings:**

Crutchfield, L. & McLeod Grant, H. (2008). *Forces for Good: The Six Practices of High-Impact Nonprofits*. San Francisco: Jossey-Bass.

Grobman, G. (2007). *Introduction to the Nonprofit Sector: A Practical Approach for the 21<sup>st</sup> Century*. Harrisburg, PA: White Hat Communications (second edition).

*Other required readings will be made available on the UVM Library Course Reserves system.*

**Course Description:**

This experiential course is designed to introduce undergraduate students to the non-profit field through a theory-to-practice **service-learning model**. The academic course will **explore** both theoretical and practical aspects of the nonprofit field, **exposing** students to models and examples in the **local** and global **community**. As students **participate** in the course, they will embark on **required individual service-learning internships** in a position of their choice. Students will explore the **connections** between what they learn in the course and the experiences they are having **in the field**.

This is **collaborative and participatory** course; we will work together to create, share, and apply knowledge. I expect participation and input from all participants (facilitators and students alike) in understanding and applying what we will learn.

**Course Learning Goals:**

- Gain knowledge of the non-profit field's role in solving local, national, and global challenges;
- Understand key topics in non-profit management and organization (in theory and practice) and be able to articulate this understanding in connection to concrete examples;
- Explore and clarify your career goals in relation to the nonprofit field;
- Understand how your passions and values can be a part of your future;
- Develop transferable professional skills;
- Gain knowledge of service-learning as a pedagogy and practice;
- Find in yourselves and in others the capacity for social action and social change.

## Service-Learning Internship:

“Service-learning” is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development.” (Jacoby, B. (1996) Service-Learning and Higher Education

There is no better way to learn about the nonprofit field than to experience it for yourself. As such, each student is required to complete **at least 5 hours a week** at a chosen nonprofit internship. This time commitment takes the place of one hour of class time and other assignments and/or readings that would have otherwise been assigned. As such, the service experience becomes one of your “texts” from which you learn valuable academic, professional, and personal lessons. You will reflect on this learning in order to make connections between theory and experience as we go about learning the ins and outs of the nonprofit field.

**You will be required to identify an internship opportunity and begin working BY THE FOURTH WEEK OF CLASS. You are asked to turn in an INTERNSHIP AGREEMENT FORM (see Appendix B) to declare your choice by \_\_\_\_\_.**

*Support:* The instructor will work closely with students in finding appropriate agencies, contacting agencies, interviewing for positions, and selecting placements.

*Projects and Responsibilities:* Goals and Objectives of the internship (see assignment) should be determined by the intern and their supervisor. However, we recommend a balance between “owned” projects that can be completed in the intern’s time with the agency, observation (of meetings, etc.), and on-going tasks. They should relate to the intern’s goals for the experience and should fulfill a genuine need for the agency. While basic functional tasks are certainly a reality at any organization and can be a part of the intern’s responsibilities, they should be balanced with creative or more intensive projects.

*Supervision:* Supervisors at the non-profit organization must agree to: work with the intern to create a set of goals and objectives for the experience that will be revisited periodically; meet regularly with interns to discuss progress, give feedback, and help the student to understand the functions of the organization; communicate with the course instructor at least twice (additional if necessary); provide a formal review of the intern at the end of the semester.

*Intern Evaluation:*

- Supervisor evaluation will count as 10% of your course grade.
- Evidence of learning in your internship will be demonstrated through class participation and required reflections.

**\*\*\*Please note, it maybe possible to do a group project over the course of the semester instead of an individual internship. We will discuss this in class.**

## Major Assignments / Projects:

1. **Internship Goals & Objectives Document** – (due February 10<sup>th</sup>) Requirements and example will be distributed. Must be signed by internship supervisor.
2. **Critical Analysis Papers (5):** A critical analysis paper is due every other week of the course; each time a paper is due, we will have covered 2 topics – I expect you to connect these topics to the overall question posed for your paper that week. These papers should thoughtfully interweave your experience at your nonprofit with what you are learning from readings and course notes, while also pushing to “dig deeper” into the topic and ask critical questions about your experience. These reflections should be about 2-3 pages and will be graded based your ability to integrate the following:
  - a. **Information about your Nonprofit** – the actual information about your nonprofit in relation to the topic we are studying (list of board members, for example), and an examination your own experience in learning about or being involved with this element of the agency.
  - b. **Your synthesis, interpretation, and analysis** of the above factors with course information (for example – does it align with the reading? Does it seem effective? Might you suggest changes or improvements?).

\*\*\* You are required to integrate concepts, theories, and ideas from the assigned readings into these papers. Please cite accordingly.\*\*\*

3. **Mid-Term Internship Reflection** (3-5 pages; due March 17<sup>th</sup>): This reflection will require to you to provide a brief update on your activities and learning at your internship thus far.
4. **End-of-Internship Final Reflection** – (5-7 pages; due April 28<sup>th</sup>) At the end of your internship, you will be asked to write a final reflection (a detailed assignment will be provided).
5. **Group Project – Creating a Nonprofit Organization:** Over the course of the semester, students will work in groups to design elements of a proposed nonprofit organization that they would like to create. Due to demands on your time for the internship, this project will be completed *in class*. At the end of the semester, each group will **present their proposal to the class AND hand in a paper proposal** for the nonprofit that they have been working on creating. The proposal will include all of the parts that were created throughout the semester (with feedback from the instructors integrated), and will pull all of this information together into a cohesive organizational proposal *with introduction, rationale, and conclusion added*. It should clearly demonstrate the students’ learning that was achieved through course readings, assignments, and their internship. (Final Presentation: April 21<sup>st</sup>; Final Written Proposal Due: May 5<sup>th</sup>)

## Course Evaluation:

10%	<b>Internship Goals and Objectives Document</b>
25%	<b>Critical Analysis Papers</b>
10 %	<b>Mid-Internship Reflection</b>
25%	<b>Group Project – Organizational Proposal (Presentation and Final Product)</b>
20%	<b>Final Reflection</b>
10%	<b>Internship Supervisor Feedback</b>

Optional extra credit: During Spring Break, or at any other time during the semester, you may choose to participate in a one-time service project with a different nonprofit. Write a satisfactory 1-2 page critical reflection on this experience and you will get up to 2 points added to the average of your critical reflection journal grades at the end of the semester.

DATE	CLASS Topics/Readings	ASSIGNMENTS DUE
<b>January 13</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li>○ Course Overview</li> <li>○ Internship Requirements/Browse</li> <li>○ Introduction to Group Project</li> <li>○ Phone call protocol</li> <li>○ “Career Counseling” exercise</li> </ul>	<i>Begin exploring nonprofit agencies that are of interest to you for an internship.</i>
<b>January 20</b>	<b>Intro/History of Nonprofit Field</b> <ul style="list-style-type: none"> <li>● Grobman: Chapter 1 – 2 (Defining, History)</li> <li>● Forces for Good: Chapter 1 – “Forces for Good” (to introduce you to this resource)</li> </ul> <p><i>Online Activity:</i> Visit the United Way of Chittenden County’s website: <a href="http://www.unitedwaycc.org">www.unitedwaycc.org</a>. Click on “Volunteer Now” to browse through their directory of Chittenden County nonprofits. How many did you know about, how many are new? Notice how many exist within just a small geographic area.</p> <p>GUEST SPEAKER – _____, United Way of Chittenden County</p>	<i>Schedule phone or in-person interviews with possible internship sites. Make initial contact before coming to class today! Contact Carrie for advice, questions.</i>
<b>January 27</b>	<b>Role of Nonprofits Today</b> <p>Readings Due:</p> <ul style="list-style-type: none"> <li>● Salamon, L. (2003). The Resilient Sector: The State of Nonprofit America. CHAPTER 2. (Course Reserves).</li> <li>● Grobman: CHAPTER 3 (Theory of Nonprofit Field)</li> <li>● Everett, M. (1999). Doing Well by Doing Good. “Step 1: Wake Up.” Pg. 95. (Course Reserves).</li> </ul>	<i>Internship position secured and finalized.</i> <p><b>Critical Analysis Paper #1 Due: Why the nonprofit field for you? Connect personal reflections to concepts presented in class thus far.</b></p>

<p><b>February 3</b></p>	<p><b>Mission and Vision</b></p> <p>Readings Due:</p> <ul style="list-style-type: none"> <li>Grobman: CHAPTER 6</li> </ul> <p>GUEST SPEAKER – Annie Bourdon, Green Mountain Car Share</p>	<p><b><i>START INTERNSHIP THIS WEEK</i></b> <i>Turn in Internship Agreement form.</i></p> <p><i>Bring in Mission/Vision Statements of your nonprofits</i></p>
<p><b>February 10</b></p>	<p><b>Rules and Regulations</b></p> <p>Readings Due:</p> <ul style="list-style-type: none"> <li>Grobman: CHAPTER 4</li> <li>Secretary of State Guidelines on starting a nonprofit: <a href="http://www.sec.state.vt.us/tutorial/dobiz/noprof/Nonprofit/nphome.htm">http://www.sec.state.vt.us/tutorial/dobiz/noprof/Nonprofit/nphome.htm</a></li> </ul>	<p><i>Obtain a copy of the 990 Report for the organization you are profiling, either by asking at work, or visiting <a href="http://www.guidestar.org">www.guidestar.org</a> (you need to register to obtain a 990).</i></p> <p><b>Internship Goals and Objectives Document DUE</b> (assignment will be provided)</p>
<p><b>February 17</b></p>	<p><b>Purposes/Services/Programs/Constituencies</b></p> <p>Readings Due:</p> <ul style="list-style-type: none"> <li>Grobman: CHAPTER 8</li> <li>Forces for Good: Chapter 6 – “Master the Art of Adaptation.”</li> </ul>	<p><b>Critical Analysis Paper #2 Due: What makes a “good” nonprofit?</b> Integrate thoughts on mission, vision, purpose, programs with what you are seeing at your internship.</p>
<p><b>February 24</b></p>	<p><b>Nonprofit Boards</b></p> <p>Readings Due:</p> <ul style="list-style-type: none"> <li>Grobman: Chapter 5 – “Governance”</li> <li>Forces for Good, Chapter 7 – “Share Leadership”</li> </ul> <p>GUEST SPEAKER – Kate Westdijk, Board Member, Vermont Earth Institute?</p>	<p><i>Bring in the Board List for your nonprofit WITH AFFILIATIONS</i></p>

<b>March 3</b>	<b>Employees/Volunteers</b>  Readings Due: <ul style="list-style-type: none"> <li>○ Grobman: Chapters 11 – “Personnel”</li> <li>○ Forces for Good: Chapter 4 – “Inspire Evangelists”</li> </ul>	<b>Critical Analysis Paper #3 Due: What is nonprofit Leadership to you?</b> Integrate experience at your internship with readings on board, staff, volunteers, etc.
<b>March 10</b>	<b>Spring Break – NO CLASS</b>	<i>Remember the optional extra credit!</i>
<b>March (17)</b>	<b>No class on Tuesday, March 17<sup>th</sup></b> ; will reschedule this week’s meeting for a dinner meeting on another night to discuss mid-internship reflections.	<b>Mid-Internship Reflection Due on March 17<sup>th</sup> by e-mail</b>
<b>March 24</b>	<b>Lobbying and Advocacy</b>  Readings Due: <ul style="list-style-type: none"> <li>○ Grobman: Chapter 13 – “Lobbying”</li> <li>○ Forces for Good: Chapter 2 – “Advocate and Serve”</li> <li>○ “Guide to Legislative Advocacy” (e-mail to you)</li> </ul>	<i>Informal Interview and Information Gathering at your nonprofit: Do they Lobby? If so, for what? If not, why not?</i>
<b>March 31</b>	<b>Communications / Getting out the Message</b>  Readings Due: <ul style="list-style-type: none"> <li>● Grobman: CHAPTER 15</li> </ul> <i>Online Activity:</i> Read “What is Social Marketing” at: <a href="http://www.social-marketing.com/Whatis.html">http://www.social-marketing.com/Whatis.html</a> .  Guest Speaker – Pete Land??	<b>Critical Analysis Paper #4 Due: What is the “Public Presence” of your nonprofit?</b> Explore their strategies to engage with the public in relation to readings on advocacy, communications, etc.

<p><b>April 7</b></p>	<p><b>Fundraising</b></p> <p>Readings Due:</p> <ul style="list-style-type: none"> <li>• Grobman: CHAPTERS 8 &amp;10</li> <li>• Forces for Good: Chapter 3 – “Make Markets Work”</li> <li>• Robinson, A. (2002) “How earned income can benefit your mission.” Chapter 2 in <i>Selling Social Change without Selling Out</i> (course reserves)</li> </ul>	<p><i>Information gathering at your nonprofit regarding their fundraising strategies. Bring in any documents, outlines, or materials related to fundraising.</i></p>
<p><b>April 14</b></p>	<p><b>Grantwriting</b></p> <p>Readings Due:</p> <ul style="list-style-type: none"> <li>○ Grobman, Chapter 9 – “Grant Management”</li> </ul> <p>*We’ll have a brief grant-writing workshop in class this day</p>	<p><b>Critical Analysis Paper # 5 Due: What is the best strategy for financial stability in a nonprofit?</b> Integrate all aspects of fundraising, development, etc. and discuss in relation to your experience.</p>
<p><b>April 21</b></p>	<p><b>CLASS PRESENTATIONS (of group projects - created nonprofits)</b></p>	<p>(Class Presentation of Group Project Due)</p>
<p><b>April 28</b></p>	<p><b>Where do we go from here?</b> Final reflective discussion on internships and future choices in nonprofit field</p> <p>Readings Due:</p> <ul style="list-style-type: none"> <li>• Grobman, Chapter 19</li> <li>• Forces for Good, Chapter 9</li> </ul>	<p><b>Final Internship Reflection Due</b></p>
<p><b>Tuesday, May 5</b></p>		<p><b>Final Paper Copy of Nonprofit Creation Proposal Due (Group)</b></p> <p><b>Supervisor Evaluation Due</b></p>



## Appendix A: Reflection Rubric

Feedback on reflections will be based on the following rubric:

<b>REFLECTION RUBRIC</b>	<b>N/A 1</b>	<b>NOVICE 2</b>	<b>PROFICIENT 3</b>	<b>ADVANCED 4</b>	<b>DISTINGUISHED 5</b>
<b>Academic Concepts/Content/ Learning Objectives</b>	Little to no evidence.	Vague allusion to concepts.	Accurate knowledge of concepts.	Explores concepts in depth.	Establishes original thoughts in content/ concepts.
<b>Experience</b>	Little to no evidence.	Vague description of experience(s).	Accurate description of experience(s).	Explores experiences in depth.	Establishes original thoughts and insights about the experience(s).
<b>Connections: Synthesis of Concepts and Experience</b>	Little to no evidence.	Vaguely linked concepts to experiences.	Clarity in making connections between concepts and experiences.	Explores connections in depth.	Establishes original thoughts and insights about the connections.
<b>Communicate with Audience</b>	Little to no evidence.	Vague awareness of audience. Lacks clarity of presentation.	Clear awareness of audience. Presentation is direct and to the point.	Engages audience in subject matter.	Influences and inspires audience thinking about subject matter.
<b>Verve: Energy and Enthusiasm in the Expression of Ideas</b>	Little to no evidence.	Some effort to project energy and enthusiasm.	Clear efforts to project energy and enthusiasm.	Effort to project energy and enthusiasm sustained throughout.	Energy and enthusiasm expressed with eloquence, creativity and originality.

Koliba, C. 2004. Assessing Reflection Assignments for Public Affairs Courses: Implications for Educating Reflective Practitioners. *Journal of Public Affairs Education*.  
This rubric was co-created by Jean Berthiaume, Tom Fluery, Mary Town, Mary Whalen, and Christopher Koliba.

## *Appendix B: Internship Agreement Form*

Name of Intern: \_\_\_\_\_  
Intern's E-mail Address: \_\_\_\_\_  
Intern's Mailing Address: \_\_\_\_\_  
\_\_\_\_\_  
Intern's Phone Number: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_  
Name of Organization/Program/Agency: \_\_\_\_\_  
Supervisor's E-mail Address: \_\_\_\_\_  
Supervisor's Phone Number: \_\_\_\_\_  
Mailing Address: \_\_\_\_\_  
\_\_\_\_\_

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Brief Description of Internship (anticipated roles and responsibility; direct supervisor if different from above, possible projects, etc.):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Intern's Agreement:**

I agree to fulfill the objectives of my work plan (which will be created by the end of the 1<sup>st</sup> week of my internship). I agree to meet weekly with my supervisor, to perform my duties to the best of my ability, and to fulfill the required number of hours (5hrs/week). I agree to make every effort to connect this internship with the concepts I will learn in class, and to share these reflections the course facilitators and students, and my internship supervisor. I will ask questions when I need more information and deal with challenges as efficiently as possible by contacting the appropriate support person.

Internship Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Supervisor's Agreement:**

I agree to supervise this intern in an educationally and professionally appropriate manor: I will help him/her to develop a set of goals and objectives and meet regularly with the intern to provide clear and consistent feedback on his/her work. I will help the student to understand the organization with the time that I have available, and create opportunities for the intern to be involved in organizational functions beyond the specific projects he/she is working on. I will also provide feedback to the course facilitator at least once during the semester and once at the conclusion of the semester. I will maintain contact with the course facilitator should any challenges or concerns arise. I understand that the student is pursuing academic coursework in relation to this internship and will do my best to help the student to make meaningful connections between these two experiences.

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_