Lives of Significance and Service
NORTH PARK UNIVERSITY CHICAGO

School of Business and Nonprofit Management
Course Syllabus

Course: SBNM 5090, COMPENSATION AND BENEFITS ADMINISTRATION
Academic Year: 2012/13 **Semester/Quad: Spring Quad A**
Credit Hours: 2
Prerequisites: 5030, Principles of Human Resources

Instructor: Shannon M. Hensel, Human Resource Business Partner
Email: smhensel@northpark.edu

Availability:

Professor Hensel is easily reached by e-mail. Her second preference is via phone during the hours of 7:30 am through 4:30 pm CST, Monday through Friday. Professor Hensel will post her phone number in the course room for her students, once class begins.

Course Description:

This course examines current theory and practice of compensation and benefit administration in the context of strategic human resource management best practices. The human resource perspective will be one of a fully functioning, strategic business partner in developing and implementing compensation and benefit strategies that support the bottom line.

Introductory Comments:

In today's climate, businesses need to engage in constant observation and continuous improvement of the company's policies, procedures and practices in order to mitigate legal risks. Businesses can't afford staying abreast of critical changes that keep you compliant with the law. When these changes do arise, employers need to view the changes as opportunities to enhance and align their strategic goals with their policies and practices throughout. One way to do this is to continuously monitor HR systems and practices to ensure they are up-to-date and have built in checks and balances, along with ensuring they remain current. It is important to keep records of audit findings, internal changes made, turnover, complaints filed, hotline issues, employee survey results, etc. in order to keep a pulse on problematic areas, growth or declining spots. This can help make decisions of what to address first, allocate resources to, and identify where preventative training is required in the future. Staying up to-date on pending and anticipated regulatory activity is vital to your organization. Being informed about your results can provide the ability to focus on areas for improvement, avoid legal liability, and can help a company internally align practices with their strategic goals. Incorporating a continuous process improvement culture in your organization will also ensure that your company achieves and retains their competitive advantage for today and in the future.

Course Materials:

REQUIRED

Textbook(s): ***Strategic Compensation, Joseph J. Martocchio, Seventh Edition, Pearson, ISBN-13: 978-0-13-262075-8***
Software: Microsoft Word and Excel

REQUIRED

Textbook(s): Employee Benefits, Joseph J. Martocchio, Fourth Edition, McGraw-Hill Irwin, ISBN-13: 978-0-007-353052-9

RESOURCES

SHRM articles:

-Best Outsourcing Relationships
- Managing Outsourced Relationships
- Renegotiate Benefit Contracts
- Strategies To Maximize Your Health Care Vendor Relationships

Defunct Company Office Payroll Ledge (Excel)
Patient Protection and Care Act (PPACA) Summary, 2012
Summary of Potential Employer Penalties under (PPACA)

Essential IDEA Objectives:

[The complete list of IDEA objectives are shared here. ***You must select only 3 IDEA objectives from this list****, as they will later be included in the IDEA course evaluation that students complete. I.e., decide which 3 objectives from this list are the "essential" objectives for your course and delete the rest.]*

1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Learning fundamental principles, generalizations, or theories.
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Specific Course Objectives:

As part of a practitioner world model, the building blocks of a compensation strategy (job analysis, job descriptions, job evaluation, pay rates, wage structures, financial incentives, benefits management and services) will be presented and each student will be given an opportunity to develop a working understanding of compensation strategy. Benefits administration will be specifically addressed through the lens of the Patient Protection Care Act of 2010 and its impact to administrators today and tomorrow. Extensive information about the Act will be researched and discussed in this course.

Course Methodology:

This course is taught from a practitioner model. Each student will be asked, on a weekly basis, to actively engage in applying the learning materials to case study or real life situations/examples. Students will be exposed to current trends in compensation and benefit administration and will be required to demonstrate a thorough, hands-on, working knowledge of how those learning materials are being applied in the field of human resource strategic management in U.S. companies and nonprofit organizations.

Because this course is being taught in an intensive (7-weeks) and online format, the learning process will be heavily dependent upon the student's willingness to become involved in the process of active learning. It is very important for students to keep up with the reading assignments and online discussion forums. Indeed, it is not possible to successfully complete this course without a good understanding of the assigned readings and active participation in the discussion board forums.

Computer Requirements:

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements for information on computer requirements. The two specific programs utilized in SBNM 5090 is Word, Excel and Powerpoint.

Schedule of Weekly Assignments:

Week	Dates	Topics	Assignment(s)
1	*1/14*	*Basic compensation concepts and practices* *Differentiate between strategic and tactical compensation*	*Read:* *Strategic Compensation, Chapter 1* *Employee Benefits, Chapters 1,2,3 & 4*

Week	Dates	Topics	Assignment(s)
		Understand the psychology and economics of benefits and how they regulate compensation	*Forums: 1.1, 1.2, 1.3*
2	*1/21*	*Recognizing compensation influences* *Employment Laws that influence compensation* *Understand how disability and life insurance works* *Understand how accommodation works with insurance programs*	*Read:* *Strategic Compensation, Chapter 2* *Employee Benefits, Chapters 7 &10* *Forums: 2.1, 2.2*
3	*1/28*	*Identify various types of pay practices that dominate the US Economy* *Design incentive pay plans to motivate & reward group behavior* *Person-focused, Pay-for-Knowledge and Skill-based compensation Plans (advantages & disadvantages)*	*Read:* *Strategic Compensation, Chapters 3,4,&5* *Forums: 3.1, 3.2* *Case Study #1* *(Due Sunday, at Midnight)*
4	*2/4*	*Internally consistent and market competitive compensation systems* *Pay structures that recognize employee contributions* *How managing employee benefit systems impact the organization*	*Read:* *Strategic Compensation, Chapters 6,7,8* *Employee Benefits, Chapter 11* *SHRM Articles:* *-Managing Vendor Relationships* *-Best Outsourcing Relationships* *-Renegotiate Benefit Contracts* *-Strategies to Maximize Health Care Vendor Relationships* *Forums: 4.1, 2.2* *Case Study #2* *(Due Sunday, at Midnight)*
5	*2/11*	*Discretionary benefits & how to use them* *Employer sponsored retirement plans and health insurance programs* *Legally required and regulated benefits*	*Read:* *Strategic Compensation, Chapters 9,10 & 11* *Employee Benefits, Chapter 4* *Forums: 5.1, 5.2* *Case Study #3* *(Due Sunday, at Midnight)*
6	*2/18*	*Executive Compensation* *Impact of contingent workers and organizational culture* *Paid-time-off programs* *Policies/Practices and managing a flexible workforce*	*Read:* *Strategic Compensation, Chapters 12 & 13* *Employee Benefits, Chapter 9* *Forums: 6.1, 6.2* *Payroll Ledger Team Project* *(Due Sunday, at Midnight)*
7	*2/25*	*How competitive advantage and international activities* *Differences in pay and benefits within US and around the globe* *Managing global benefits* *Complexities facing employers in the future*	*Read:* *Strategic Compensation, Chapters 14, 15 & 16* *Employee Benefits, Chapter 12* *Forums: 7.1, 7.2* *Final Individual Paper Due* *(Due Sunday, at Midnight)*

Grading:

Assignment	Points	Grade %
Blackboard Discussion Forums	135	35%
Case Study #1	10	5%
Case Study #2	10	5%
Case Study #3	10	5%
Payroll Team Project	50	25%
Final Individual Paper	50	25%
Total	*Enter total number of points possible*	100%

Grade Mapping:

Numeric Grade	Letter Grade	Numeric Grade	Letter Grade	Numeric Grade	Letter Grade
	A (100-95%)		B- (82-80%)		D+ (70-67%)
	A- (95-90%)		C+ (79-77%)		D (66-63%)
	B+ (89-87%)		C (76-73%)		D- (60-63%)
	B (86-83%)		C- (72-70%)		F (<60%)

Assignment Grading Policies:

I will only accept late work for the Blackboard discussion forums, but know that your grade will be reduced per the posted grading rubric.

As a matter of professional integrity, **I do not accept late submissions of any other assignments.** Assignments will be considered late if they are submitted past the date and time noted (all due dates/times are based on Central Time (CST)). This policy will be strictly enforced.

I encourage you to complete assignments ahead of the due date so that sudden and/or unforeseen circumstances do not preclude you from completing and/or submitting assignments on time. If a personal situation arises that prevents you from completing work on time, please contact me via email or phone prior to your assignment due date, especially if you know in advance. I will consider such personal situations on a case-by-case basis.

Student Responsibilities:

1. Students are expected to log in a minimum of 3-4 times per week (at any time during the week) and are expected to fully engage in the discussion board forums and related activities. Students cannot successfully complete this course without completing the weekly readings, discussion board forums, and assignments by their designated due dates.
2. Students are expected to use good "netiquette" (see *A Guide to Netiquette* in the Course Information folder on Blackboard). While I am available for a telephone appointment, I strongly recommend that all issues, questions, and problems be dealt with online (unless they are of a personal matter) as a matter of good netiquette.
3. Students are expected to spend approximately 10-12 hours per week on course responsibilities (e.g. reading, assignment completion, discussion board forums). Students are expected to read all peer and instructor posts in a timely fashion (e.g. during the assigned week).
4. Students are expected to adhere to the course schedule and to post to the discussion board forums accordingly. The most predictable problem in an online course occurs when students are late in posting their initial and secondary forum responses and/or when submitting assignments. This is often the result of illness, business trips, overload, and/or computer glitches. ***Be aware that the learning of your peers will be disrupted by your lateness!***
5. Students are expected to read the syllabus in its entirety and are responsible for its content.

Instructor Responsibilities:

1. The course facilitator will design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.
2. While the course facilitator will not lead the online discussion, they will provide reactions to student responses and discussions as appropriate in order to clarify important ideas and concepts and/or to re-direct the dialogue.
3. The course instructor will provide updated information on relevant resources for the various topics of interest.
4. The course facilitator will read and critically assess students' written assignments and provide feedback within an appropriate timeframe (approximately one week).
5. The course facilitator will respond to all student e-mails within 24-48 hours of receipt.
6. The course facilitator will respond to all student phone calls within 24-48 hours.
7. The course facilitator will evaluate student progress in the class and provide a final evaluation for each student.

ASSIGNMENT SPECIFICATIONS

Overview:

The weekly discussion board forums are a vital component of an online course. Discussion board forums have been created to stimulate discussion on the assigned reading and to provide a forum for interacting with your peers and the course instructor. Your posts should demonstrate a complex understanding of the course concepts by integrating perspectives gained from the assigned reading and by making appropriate connections, synthesizing material, and analyzing varying perspectives.

Additionally, please ensure to check the Announcements section of the course room on a weekly basis. I am known to occasionally upload additional articles or recent legislative changes and/or other informative HR documents during the course. This area will also provide any announcements for upcoming holidays or school closings too.

WEEKLY ONLINE DISCUSSION FORUM

Discussion Forum Expectations:

Initial Substantive Posts are due weekly by midnight CST on Wednesday evening. For each of the discussion forums, you are expected to post one meaningful and substantive initial post of approximately 250-300 words in response to the forum prompt. Please keep this word range in mind; be succinct yet thorough!

Your timely initial substantive posts should: be responsive to the question(s) posed; incorporate ideas from the reading and/or other applicable sources; demonstrate a complex and comprehensive understanding of the week's topic(s). The initial substantive posts should be crafted carefully to succinctly express your thoughts. Please do not cite long passages from the reading and/or other sources. If you want to interact with a specific section of the reading, direct our attention to the passage by an author and page number reference (e.g. Berger, 55). Please write and submit your initial substantive posts before reading other peer posts to help ensure originality of thought.

Secondary Posts are due weekly by midnight CST on Saturday evening. After Wednesday evening of each week, you are expected to read all initial substantive posts of your peers. You are then expected to interact with at least two peer posts by posting a thoughtful response, comment, and/or question *in response to the initial post made by another student*. Simply stating "I agree/disagree" or "good perspectives" is not considered a thoughtful response. Your responses to peer posts must further the conversation, challenge peer assumptions, and/or in some manner contribute to the discussion by adding new or related information in a meaningful fashion. You are welcome to respond to more than two peer posts if you choose, but please ensure that all secondary responses are thoughtful and of high quality as described above.

In addition, it is expected that you will respond to all peer questions about your initial and/or secondary posts in a timely fashion so as to maintain a robust and meaningful dialogue. Responses to peer questions about your posts are not counted as secondary posts. Secondary posts are those that you initiate in response to the initial post made by other students.

Discussion Board Grading Ruberic

Criteria	9 points EXCELLENT	7 points GOOD	4 points BASIC	0 points BELOW EXPECTATIONS
Initial Substantive Post (3 possible pts)	Post is responsive to the question(s) posed; incorporates ideas from the reading, and/or other sources; demonstrates a complex and comprehensive understanding of the week's topic. Originality of thought is evident. Post is within the specified word range (approx. 250-300 words)	Post is responsive to the question(s) posed, but <u>one</u> of the following is problematic: • Ideas from the reading and/or other sources are not present or minimally inform post. • Post does not demonstrate a complex and comprehensive understanding of the week's topic. • Thought lacks clarity and/or concepts are inaccurate and/or minimally supported. • Originality of thought is lacking; post repeats perspectives' of author or peers. • Post is not within the specified word range (approx. 250-300 words)	Post is responsive to the question(s) posed, but <u>two or more</u> of the following are problematic: • Ideas from the reading and/or other sources are not present or minimally inform post. • Post does not demonstrate a complex and comprehensive understanding of the week's topic, • Thought lacks clarity and/or concepts are inaccurate and/or minimally supported. • Originality of thought is lacking; post repeats perspectives' of author or peers. • Post is not within the specified word range (approx. 250-300 words)	Post is either not made or is rudimentary and/or superficial. Little to no analysis, insight, and/or synthesis is present.
Secondary Posts (3 possible pts)	Posts are thoughtful and further the conversation by challenging peer assumptions and/or in some manner contribute to the discussion by adding new or related information in a meaningful fashion.	Posts elaborate on the topic(s) presented by the peer, but do not challenge peer assumptions and/or further the discussion by adding new or related information in a meaningful fashion.	Posts are made in response to the peer, but contribution is minimal and does little to advance the discussion (e.g. agrees or disagrees) or simply repeats the peer's perspective.	Posts are either not made or are rudimentary and/or superficial. Little to no analysis, insight, and/or synthesis is present. Posts do not further the discussion.
Timeliness (3 possible pts)	Initial post is submitted by midnight Wednesday and secondary posts (minimum of two peer responses) by midnight Saturday. Student responds to all peer questions concerning his/her initial substantive post and/or secondary posts by midnight Saturday.	Initial and secondary posts are posted, but not on time. Posts <u>were</u> made in time for others to read and respond (e.g. missed deadline by a few hours).	Initial and secondary posts are posted, but not on time. Posts <u>were not</u> made in time for others to read and respond (e.g. missed deadline by more than a few hours).	Posts are not made.

ASSIGNMENT #1 - Appraising Performance at Precision (Case Study #1)

Assignment Specifications:
Read the case study on page 74 in your Strategic Compensation book. Develop a 1-2 page Case Study Report that addresses each of the following questions:

1. What are some of the problems with Precision's performance appraisal process that might cause challenges for Jackson to implement a merit pay program?
2. Do you believe that Precision is attempting to develop a pay plan that will motivate and reward group behavior and solidify the organizational culture ? Why?
3. What changes and/or proposed plan will meet the stated objectives?

Your written report should be a minimum of 1 page and a maximum of 2 pages (single-spaced). This is not a formal essay; as such, your written response does not need to follow the APA style requirements. The key is that you provide a good, succinct, and high quality response to each of the questions asked. Your responses should make good use of the course reading and concepts studied to date, in addition to being relevant to business best practices.

ASSIGNMENT #2 – Nutriment's New Hires (Case Study #2)

Assignment Specifications:
Review the case study on Page 165 in your Strategic Compensation book, Nutriment's New Hires and answer the questions listed below.

1. What are some strategic considerations in establishing a pay structure for Nutriment?
2. Should Jack suggest a pay policy to lead, lag, or match the market? Explain your recommendations in terms of internal and external equity issues and/or concerns?
3. How should the company offer the "right" recruitment package to new hires without alienating the current work force?

Your written report should be a minimum of 1 page and a maximum of 2 pages (single-spaced). This is not a formal essay; as such, your written response does not need to follow the APA style requirements. The key is that you provide a good, succinct, and high quality response to each of the questions asked. Your responses should make good use of the course reading and concepts studied to date, in addition to being relevant to business best practices.

ASSIGNMENT #3 – Patient Protection and Care Act Case Study

Assignment Specifications:
In a Word document, prepare a minimum 2 - 4 page summary that addresses each of the following questions:

1. Clearly summarize what the reform legislation was intended to do.
2. Summarize the controversial changes, program deletions and any outstanding issues regarding the program.
3. Address thoughts or comments on how some of the open-ended issues might be resolved or what might theoretically happen with them, along with their timelines to-date.
4. What kind of impact do you think this is (and going to) have on organizations and Human Resources?

Your written report should be a minimum of 2 pages and a maximum of 4 pages (single-spaced). This is not a formal essay; as such, your written response does not need to follow the APA style requirements.

The key is that you provide a good, succinct, and high quality response to each of the questions asked. Your responses should make good use of the course reading and concepts studied to date, in addition to being relevant to today's marketplace. Note: not all resources provided for the PPACA assignment are current (as they continue to change) - you will need to discover and research any recent changes that have occurred or have been omitted.

RUBERIC FOR CASE STUDIES - (1, 2 & 3)

10 points	5 points	0 points
Meets all standards articulated in course assignment.	Meets most of the standards articulated in the course assignment.	Paper does not meet required pages typed or inadequate.
Paper clearly and concisely summarizes the key points that need to be addressed/fixed in each Case Study.	Paper describes in general terms some of the key points.	Paper has inadequate key points to summarize the organizational situation.
Paper clearly identifies and addresses current human resources practices that need to be implemented, along with provide solutions and recommendations to the organizational situation.	Paper identifies and provides minimal information on current case study situation. Provides minimal recommendations and/or solutions for the situation.	Paper does not provide adequate information on the situation. The paper does not provide adequate solution or recommendations based on current topics for the week.
Paper contains substantial data analysis, observations, conclusions & recommendations based upon course learning materials and texts.	Paper contains some data analysis observations, conclusions and recommendations that illustrate some knowledge of the learning materials.	The paper contains extraneous information that does not support data analysis observations, conclusions or recommendations.

ASSIGNMENT #4 – Payroll Ledger Team Presentation Project

Assignment Specifications:

The team project consists of developing a compensation system to the Defunct Company Board of Directors. The presentation should be designed as if you are the company's HR Director and based off of an evaluation of the organizations payroll ledger (see the Defunct Company Payroll Ledger under the resource tab in the course room). The team will need to compile a PowerPoint presentation of 5 to 7 pages long and identify or address any of the following (if applicable - ***Note: this list is not inclusive of all possible concerns that need to be addressed from the ledger***):

- any market place and/or salary concerns?
- are any changes happening for compliance reasons?
- are there any pay band structure problems identified and/or solutions proposed?
- any specific demographics that need to be identified?
- specify the why and how HR would implement the new program company wide?
- Ensure to include all team member names on presentation
- List all resources or references on your last page (it does not have to be in APA format)
- The professor will list all teams in the Announcements room by the end of the second week of class.
- All students are responsible for setting up their own communications amongst one another.

The team project is due by Sunday, February 24th, midnight CST.

RUBERIC ASSIGNMENT #4 – Payroll Ledger Team Presentation Project

50 – 35 points	35 - 15 points	15 - 0 points
Meets all standards articulated in each required Part for course assignment.	Meets most of the standards articulated in the team project assignment.	Presentation does not meet required # pages typed or inadequate material.
Presentation is clearly and concisely articulated with concerns and specific examples outlined for various HR best practices, compliance, discriminatory, etc. and the why (if applicable)	Presentation meets and includes most of the required concerns and specific examples outlined for various HR best practices, compliance, discriminatory, etc. and the why (if applicable)	Presentation is missing required sections and or did not correctly follow formatting, required examples, etc.
Presentation clearly and concisely defines and summarizes recommendations and solutions to current situation as identified in course materials.	Presentation describes minimalist summaries, recommendations and solutions to current situation as identified in course materials.	Presentation has inadequate key points, recommendations and or solutions as identified in course materials.
Presentation clearly maps out and aligns HR recommendations with suggested processes for making change happen as identified in course materials.	Presentation provides some aligns HR recommendations with suggested processes for making change happen as identified in course materials..	Presentation has inadequate aligns HR recommendations with suggested processes for making change happen as identified in course materials.
Conclusion contains substantial data analysis, appropriate HR metrics, conclusions & recommendations based upon course learning materials and texts.	Summary contains data analysis observations, some HR metrics and recommendations that illustrate some knowledge of the learning materials.	Summary contains extraneous information that does not support data analysis, HR metrics observations, conclusions or recommendations.

ASSIGNMENT #5 – Final Individual Paper

Assignment Specifications:
You will submit an individual final compensation paper outlining a comparison and contrast on either a person-focused, pay-for-knowledge, incentive based and/or a skill based compensation program. The final paper will be a minimum of 7 to 10 pages, submitted through the submission link in week 7, and no later than March 4, 2012 midnight CST. The overall final paper will be worth 50 points and is expected to be in APA format.

- **Compare and contrast person-focused, pay-for-knowledge, incentive-based, and skill based compensation programs (some might include a mixture - but be very specific in defining what areas, why you are choosing the specific pay program(s) and how the multiple situations apply to your paper.**
- **Clearly articulate the SWOT (strengths, weaknesses, opportunities, and threats) inherent in your chosen system within the context of your organizational culture.**
- **Identify which pay system you believe would be most appropriate for your current work environment, along with substantiate your choice and clearly define why this alignment works best for the organization over others.**

- **Provide a clear and effective roll out plan for the program as well as possible methods to assess the ongoing effectiveness of the plan for sustainability. What measurements will you utilize to ensure this.**

RUBERIC ASSIGNMENT #5 – Final Individual Paper

50 – 35 points	35 - 15 points	15 - 0 points
Meets all standards of compensation pay program(s) as identified in the course material. Concisely summarizes the key points of the paper. Follows APA formatting. Contains all necessary elements.	Paper meets some of the standards for a specific compensation plan. It partially summarizes the key points of the paper. Contains some of the key elements required.	Paper is poorly written or not in proper APA format. Necessary and key elements are missing.
Paper provides a clear and concise overview of an incentive, person focused or another type of pay system.	Provides somewhat of an overview on the focused pay system.	Paper inadequately or inaccurately provides an overview or explanation of any required pay system.
Paper clearly identifies one or more pay systems as appropriate for their current workplace or an organization.	Paper identifies various areas of one or more pay systems, but didn't fully implement the entire program accurately for their workplace or organization. Too generalized.	Paper does not clearly identify the implementation of any kind of pay system or the choice of one is not supported properly.
Paper clearly identifies the SWOT inherent in their chosen system with the context of the organizational culture of their workplace.	Paper did not include the work place SWOT analysis or did establish why it was executed this way. Not in alignment with goals.	Paper does not clearly identify the organizational culture or the areas of a SWOT as it relates to their chosen workplace.
Paper provides an effective roll out method, along with providing applicable measurements to ensure its sustainability.	Paper provides sufficient or minimal goals and/or did not align with the papers overall strategy. Too many questions left unanswered.	The paper does not provide a viable roll out plan or defensible means of effectively measuring it.

POLICY STATEMENTS

Academic Honesty

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.
4. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog.

In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Attendance Policy for Graduate Courses

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor's discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent two weeks for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University refund policy outlined in the University Catalog.

Attendance Policy for Undergraduate Courses

Attendance and participation are vital. Thus, students are expected to attend every class session, and to arrive on time – tardiness is undesirable and disruptive to your fellow classmates. This course has a strict requirement of documented, advance notification. If you are unable to attend any class session, you are to inform me (preferably by email) ***prior to*** that session. You need to provide a reason for your absence. Failure to provide advance notification will result in an unexcused absence. Be advised that poor attendance can affect your grade adversely

APA Requirement

The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the *APA Manual* is to enhance student learning by:

1) Improving student's writing skills.
2) Standardizing the required format of all written assignments in all SBNM courses.
3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
4) Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the *APA Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. ***It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.***

Students with Disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact your program's office (Business: 773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: http://www.northpark.edu/ada