

# School of Business and Nonprofit Management

## Course Syllabus

**Course:** 13/S1 Principals of Nonprofit Management, SBNM-5710-B12

**Academic Year:** 2013/14      **Semester/Quad:** Fall/ Quad B

**Credit Hours:** 3

**Prerequisites:** N/A

**Instructor:** Eric B. Lugo, Adjunct Faculty, North Park University Chicago

**Phone:** 708-529-5846

**Email:** [eblugo@northpark.edu](mailto:eblugo@northpark.edu)

### Availability:

Office Hours: Via e-mail during posted office hours (click the **Your Professor** button) or other times by appointment

On-line: Tuesdays & Wednesdays (7pm – 10pm), Saturdays (9am – 10am & 7pm – 9pm) (I routinely check during off-times also)

Office Location: SBNM (2<sup>nd</sup> Flr.), 5043 N. Spaulding (mailing address - 3225 W. Foster); Chicago, IL 60625

### Course Description:

This is a course about the nonprofit sector, about the unique socio-political philosophy that has led to its development and about its current status and dimensions. This course will provide an introduction to some of the special management and leadership issues facing nonprofit organizations. Because of the unique status of nonprofit organizations, leadership is perhaps the most critical of all the topics; who leads and how leadership, decision-making, and other executive functions are exercised are of paramount importance in the nonprofit sector.

### Introductory Comments:

*Nonprofit organizations continue to be different, even as they change and evolve due to the changing funding and institutional environments they face. They are unlike both businesses and government in certain fundamental ways while similar in other ways. Nonprofit organizations, like businesses, rely on voluntary exchanges to obtain revenues and other resources. In business, customers supply the resources for the service they receive. Unlike business, nonprofit organizations ... typically depend, at least to some extent, on one group, donors or government, for the resources necessary to provide a different group, the clients or beneficiaries, with services. Indeed, one reason nonprofit organizations exist is that the services they offer would not be provided otherwise. This is the justification for the tax and other public policy preferences nonprofit organizations receive—they provide public goods that would otherwise not be provided, either by business or by government.*

(Robert Herman, 2005)

**Course Materials:****REQUIRED**

Textbooks:

Renz, D. and Assoc. (2010). *The Jossey-Bass Handbook of Nonprofit Leadership and Management*, 3<sup>rd</sup> ed.; San Francisco: Jossey-Bass.

Siegel, J. (2006). *A Desktop Guide for Nonprofit Directors, Officers and Advisors*; Wiley & Sons.

Articles/Cases:

Additional Required Readings are Available in Course Page

**OPTIONAL**

Crutchfield, Leslie R., Heather MacLeod Grant (2012). *Forces for Good, Revised and Updated: The Six Practices of High-Impact Nonprofits*, 2nd ed.: Jossey-Bass.

Pallotta, Dan. (2012). *Charity Case: How the Nonprofit Community Can Stand Up for Itself and Really Change the World*: Jossey-Bass

**RESOURCES**

<https://www.boardsource.org/eweb/>

**Essential IDEA Objectives:**

1. Learning fundamental principles, generalizations, or theories.
2. Learning to apply course material (to improve thinking, problem solving, and decisions).
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

**Specific Course Objectives:**

Through participation in this course, students will increase their specific knowledge in: nonprofit management literature; history and philosophy of the sector; international, national and local scopes and size of the sector; laws and standards applicable to nonprofit organizations; standards of ethical behavior and public expectations of accountability; nonprofit management methods and practices; effective board and staff relations; basic strategic planning tools and practices; advocacy and media management principles; and resources for further investigation of nonprofit management. Students will also analyze various forms of information and synthesize selected data sets to gain a broad understanding of the various components and uniqueness of the sector.

**Course Methodology:**

Because this course is being taught in an intensive format, it is very important for students to keep up with readings, assignments and online discussions. Questions will be posted by the instructor on the course site on a weekly basis to stimulate the discussion. Responses need not only be directed to the instructor but should be in response to the thoughts and ideas of other students as well.

Some assignments will be posted online for class member review and comments. The course instructor expects that each student will provide constructive and timely feedback to other class members on assignments as required. While the course instructor may also provide online feedback on assignments, grades for each course assignment will be given privately.

**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.

**Technical Skills Required:**

Microsoft Office Proficiency

**Schedule of Weekly Assignments:**

| Week | Topics   | Topics  | Assignment(s)  |
|------|--|---|--|
| 1    | <b>Individual Introductions &amp; Overview of the Nonprofit Sector</b> | <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand class requirements, basic class structure, and learn something about each student in class and the instructor.</li> <li>• Understand the size, scope, and significance of the international, national and local nonprofit sectors.</li> </ul> <p><b>Class Organization:</b></p> <ul style="list-style-type: none"> <li>• PP Lecture, Forum Discussion (see On-line)</li> <li>• <i>Forum Postings:</i> Original postings due by no later than Wednesday at 10pm (Chicago Time), response postings due within 36 hours of original postings. All on-line discussions end on Sunday at midnight (Chicago Time).</li> </ul> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Roles and functions of nonprofit organizations</li> <li>• Size, impact, and trends in the nonprofit sector</li> <li>• Types, forms, and language used to describe voluntary action</li> <li>• Relationships and dynamics among and between sectors</li> </ul> | <p><b>Readings to be completed for this class:</b></p> <ul style="list-style-type: none"> <li>• [A] Salamon (ch. 3)</li> <li>• [A] Ebrahim (ch. 4)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Introductions (see On-line for instructions)</li> </ul> |

| Week | Topics   | Topics  | Assignment(s)   |
|------|--|---|---|
| 2    | <b>Historical Context &amp; Legal Framework of Nonprofit Organizations</b> | <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand the history and theories of the sector, its traditions as well as how it effects its ongoing development.</li> <li>• Gain knowledge of the legal framework of US nonprofit organizations.</li> <li>• Analyze data from Form 990 and synthesize into presentable and understandable information.</li> </ul> <p><b>Class Organization:</b></p> <ul style="list-style-type: none"> <li>• PP Lecture, Forum Discussion (see On-line)</li> <li>• <i>Forum Postings:</i> Original postings due by no later than Wednesday at 10pm (Chicago Time), response postings due within 36 hours of original postings. All on-line discussions end on Sunday at midnight (Chicago Time).</li> </ul> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• History and development of the US nonprofit sector and organizations</li> <li>• Theoretical explanations of the emergence of the sector</li> <li>• Evolution of the tax treatment of nonprofit organizations</li> <li>• Incorporation and filing processes</li> <li>• Legal rights, obligations and regulatory bodies and oversight</li> <li>• Form 990 (Informational tax return) and tax implications</li> </ul> | <p><b>Readings to be completed for this class:</b></p> <ul style="list-style-type: none"> <li>• [A] Hall (ch. 1)</li> <li>• [A] Hopkins &amp; Gross (ch. 2)</li> <li>• [B] chs. 1, 4 &amp; 11</li> <li>• [C] see On-line</li> <li>• Handout - sample 990 (w/attachments)</li> </ul> <p><b>Individual Assignment:</b> see On-line</p> <ul style="list-style-type: none"> <li>• [see Assignment section for due date/time for 990 assignment].</li> </ul> |
| 3    | <b>Volunteerism &amp; Board Governance</b>                                 | <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand the legal aspects of board</li> </ul>  | <p><b>Readings to be completed for this class:</b></p> <ul style="list-style-type: none"> <li>• [A] Brudney (ch. 26)</li> </ul>   |

| Week | Topics                                   | Topics  | Assignment(s)  |
|------|--|---|--|
|      |  | <p>governance, bylaws, conflicts of interest, and fiduciary responsibilities.</p> <ul style="list-style-type: none"> <li>Understand the history of volunteerism and background about US volunteerism.</li> </ul> <p><b>Class Organization:</b></p> <ul style="list-style-type: none"> <li>PP Lecture, Forum Discussion (see On-line)</li> <li><i>Forum Postings:</i> Original postings due by no later than Wednesday at 10pm (Chicago Time), response postings due within 36 hours of original postings. All on-line discussions end on Sunday at midnight (Chicago Time).</li> </ul> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>Volunteerism</li> <li>Board governance</li> <li>By-laws, conflicts of interest, and fiduciary responsibilities</li> </ul> | <ul style="list-style-type: none"> <li>[A] Renz (ch. 5)</li> <li>[B] chs. 1, 2 &amp; 7</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>None</li> </ul>   |
| 4    | <b>Executive Leadership &amp; Ethics</b> | <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Understand theories of leadership, skills, and practices in building effective and sustainable organizations.</li> <li>Understand the role of nonprofit executives as agents of and for social change, social justice, and ethical practices.</li> </ul> <p><b>Class Organization:</b></p> <ul style="list-style-type: none"> <li>PP Lecture, Forum Discussion (see On-line), Group exercise and presentation</li> <li><i>Forum Postings:</i> Original postings due by no later than Wednesday at 10pm (Chicago Time), response postings due within 36 hours of</li> </ul>  | <p><b>Readings to be completed for this class:</b></p> <ul style="list-style-type: none"> <li>[A] Herman (ch. 6)</li> <li>[A] Jeavons (ch. 7)</li> <li>Bolman &amp; Deal's 4 Frame model</li> <li>[C] Golensky, case study</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>On line team discussions of leadership challenges by each team assigned one of the 4 frames: structural, human resource, political, or symbolic and submitted a team constructed paper.</li> <li>Read <i>Conflicting Agendas</i>; prepare an analysis and evaluation of the current composition of the organization (see rubric) [see Assignment section</li> </ul> |

| Week | Topics  | Topics   | Assignment(s)   |
|------|---|--|---|
|      |   | <p>original postings. All on-line discussions end on Sunday at midnight (Chicago Time).</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Role of executives in building effective and sustainable organizations</li> <li>• Ethical issues, organizational development and behaviors and application to NPOs</li> <li>• Standards and code of conduct appropriate to professionals in the sector</li> <li>• Accountability and “managing the mission”</li> <li>• Overview of 4 Frame model (Bolman &amp; Deal)</li> </ul>   | <p>for due date/time].</p> <ol style="list-style-type: none"> <li>1. Is there a good mix of leadership qualities, knowledge and skills? What additional characteristics are needed?</li> <li>2. Evaluate the appropriateness of how this organization functions. Is there a good decision-making process? Why or why not?</li> <li>3. Provide at least one recommendation for this organization regarding overall management and governance and justify your recommendation.</li> </ol>   |
| 5    | <p>Advocacy and Marketing Communication &amp; Media Relations</p> | <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand the theoretical and historical significance of lobbying and advocacy, and the legal structure governing public policy process.</li> <li>• Understand marketing communication and media relations and analyze particular communication aspects.</li> </ul> <p><b>Class Organization:</b></p> <ul style="list-style-type: none"> <li>• PP Lecture, Forum Discussion (see On-line for deadlines)</li> <li>• <i>Forum Postings:</i> Original postings due by no later than Wednesday at 10pm (Chicago Time), response postings due within 36 hours of original postings. All on-line discussions end on Sunday at midnight (Chicago Time).</li> </ul> | <p><b>Readings to be completed for this class:</b></p> <ul style="list-style-type: none"> <li>• [A] Avner (ch. 13)</li> <li>• [A] Gainer (ch. 11)</li> <li>• [A] Bonk (ch. 12)</li> <li>• [C] Waters article</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Read and fully review the Webpage of your NPO of choice and conduct a critique: prepare an analysis and evaluation of the current webpage composition of the organization (see rubric) [see Assignment section for due date/time].</li> </ul> <ol style="list-style-type: none"> <li>1. How does the organization communicate its mission, purpose and vision?</li> <li>2. Evaluate the appropriateness of the organization’s</li> </ol> |

| Week | Topics                  | Topics  | Assignment(s)   |
|------|-------------------------|---|---|
|      |                         | <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Roles of nonprofit organizations in the public policy process</li> <li>• Key public policies</li> <li>• Marketing “mission” in a nonprofit context</li> <li>• How communication and marketing intersect within a nonprofit context</li> </ul>  | <p>communication style. Are you satisfied with what is being communicated and how it’s being communicated? Why or why not?</p> <ol style="list-style-type: none"> <li>3. Compare and contrast the organization’s overall communication format with the article reading.</li> <li>4. Provide at least one recommendation for this organization regarding overall communication and justify your recommendation.</li> </ol>   |
| 6    | <b>Financial Issues</b> | <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand the practical steps of raising philanthropic gifts and seeking grants as distinctive dimensions of the nonprofit sector.</li> <li>• Review and analyze the various types of income pursued by nonprofit organizations, and the role and function of financial literacy and stewardship in effective oversight of resources.</li> </ul> <p><b>Class Organization:</b></p> <ul style="list-style-type: none"> <li>• PP Lecture, Forum Discussion (see On-line)</li> <li>• <i>Forum Postings:</i> Original postings due by no later than Wednesday at 10pm (Chicago Time), response postings due within 36 hours of original postings. All on-line discussions end on Sunday at midnight (Chicago Time).</li> </ul> | <p><b>Readings to be completed for this class:</b></p> <ul style="list-style-type: none"> <li>• [A] Bell (ch. 17)</li> <li>• [A] Young (chs. 18 &amp; 22)</li> <li>• [A] Fogal (ch. 19)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Read and fully review the financial statements of the sample nonprofit organization and conduct a financial critique of your findings regarding the inflow and outflow of financial resources (income &amp; expenses) and your findings regarding the organization’s overall budget. Prepare an analysis and evaluation of the information by using a traditional SWOT technique (see rubric) [see Assignment section for due date/time].</li> </ul> <ol style="list-style-type: none"> <li>1. What is/are the organization’s financial Strengths?</li> <li>2. What is/are the</li> </ol> |

| Week | Topics  | Topics  | Assignment(s)  |
|------|---|---|--|
|      |   | <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Philanthropic gifts</li> <li>• Writing grant proposals</li> <li>• Issues associated with various types of revenues</li> <li>• Relationship between revenue and mission</li> <li>• Basic accounting principles and concepts for nonprofit organizations</li> <li>• Use of accounting information and analysis</li> <li>• Planning, budgeting and financial management</li> <li>• SWOT(C) analysis</li> </ul>  | <p>organization's financial Weaknesses?</p> <p>3. What is/are the organization's financial Opportunities?</p> <p>4. What is/are the organization's financial Threats?</p>  |
| 7    | <p><b>Strategic Planning and Management</b></p> | <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand concepts, procedures and tools designed to assist nonprofit leaders and managers to shape and guide what a nonprofit organization is, does and why it does it.</li> </ul> <p><b>Class Organization:</b></p> <ul style="list-style-type: none"> <li>• PP Lecture, Forum Discussion (see On-line), Group exercise and presentation</li> <li>• <i>Forum Postings:</i> Original postings due by no later than Wednesday at 10pm (Chicago Time), response postings due within 36 hours of original postings. All on-line discussions end on Sunday at midnight (Chicago Time).</li> </ul> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Mission development</li> <li>• STEP analysis</li> <li>• Competitive advantage</li> <li>• Mission accomplishment</li> </ul> | <p><b>Readings to be completed for this class:</b></p> <ul style="list-style-type: none"> <li>• [A] Brown (ch. 8)</li> <li>• [A] Bryson (ch. 9)</li> <li>• [A] Yankey &amp; Willen (ch. 14)</li> <li>• McKinsey Capacity report</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Team discussions and presentations of STEP analysis issues for nonprofit organization used during week 6.</li> <li>• Final paper – You've been hired as a consultant for the NPO of your choice and you've been asked to write up an assessment of the organization that assesses the following enumerated topics and issues:             <ol style="list-style-type: none"> <li>1) Governance and volunteer management</li> <li>2) Executive, managerial &amp; program composition</li> <li>3) Ethics</li> <li>4) Public involvement and marketing</li> </ol> </li> </ul> |

| Week | Topics | Topics | Assignment(s)  |
|------|--------|--------|--|
|      |        |        | organization's mission<br>5) Finances – fundraising and budgetary issues<br>6) Current and future strategies to contend with management and leadership<br><ul style="list-style-type: none"> <li>Write up your findings on the impact of the above topics on your nonprofit organization and your view as to which issue deserves the greatest attention (see rubric) [see Assignment section for due date/time].</li> </ul> |

**Grading:**

| Assignment                          | Points     | Grade %     |
|-------------------------------------|------------|-------------|
| Week 1 individual profile           | 10         | 2%          |
| Individual forum participation      | 70         | 14          |
| 990 assignment (individual paper)   | 50         | 10          |
| Case study (group paper)            | 40         | 8           |
| Website critique (individual paper) | 50         | 10          |
| Individual Financial SWOT           | 50         | 10          |
| Group STEP on-line presentation     | 30         | 6           |
| Final paper (individual)            | 200        | 40          |
| <b>Total</b>                        | <b>500</b> | <b>100%</b> |

**Grade Mapping:**

| Numeric Grade | Letter Grade | Numeric Grade | Letter Grade | Numeric Grade | Letter Grade |
|---------------|--------------|---------------|--------------|---------------|--------------|
|               | A (95-100%)  |               | B- (80-82%)  |               | D+ (67-70%)  |
|               | A- (90-94%)  |               | C+ (77-79%)  |               | D (63-66%)   |
|               | B+ (87-89%)  |               | C (73-76%)   |               | D- (60-63%)  |
|               | B (83-86%)   |               | C- (70-72%)  |               | F (<60%)     |

**Assignment Grading Policies:**

Late assignments will be deducted 1 letter grades per day late. Assignments will not be accepted after third day.

### Student Responsibilities:

1. Full participation is required for this class. You cannot successfully complete this course without completing the weekly readings and assignments. This is a graduate-level course and all students are fully expected to actively participate on a weekly basis while this course is underway.
2. Some assignments will be posted on-line for others to see. You will be asked to comment and provide feedback to one another on your work.
3. Although I strongly suggest that all issues, questions, and problems be dealt with online, you can feel free to call or e-mail me regarding these issues at any time, noting the office hours I am available.
4. Use proper “netiquette” (see *A Guide to Netiquette in Course Information folder on-line*).
5. I normally advise participants to plan on spending 10-12 hours a week on course responsibilities (i.e. readings, assignments, online discussions).

### Instructor Responsibilities:

1. Design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.
2. Provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts.
3. Provide opportunities for group work that will include discussion as well as hands-on exercises.
4. Provide updated information on relevant resources for the various topics of interest.
5. Read and critically assess students’ assignments and provide feedback.
6. Respond to all student e-mails and phone calls in a timely fashion.

## ASSIGNMENT SPECIFICATIONS

### WEEKLY ONLINE DISCUSSION FORUM

#### Discussion Forum Specifications:

Generally, student postings will be graded on a weekly basis according to the following criteria (any point differences will be displayed on the Discussion Forum). Students should anticipate posting 1 original comment and 2 response comments to classmate postings.

#### Initial Postings Rubric

| 5 Points   | 3-4 Points   | 1-2 Points  | 0 Points                                   |
|--|--|---|--|
| Discussion is substantive and relates to key principle(s), point(s) or issue(s) of the assignment. | Reference made to key issue(s) but point(s) is(are) not sufficiently integrated. | Inadequate or no reference to key principle(s); no evidence that student understood the principle(s). | No participation during the scheduled week |
| Uses relevant example(s).  | Example(s) is(are) not integrated effectively into response.                     | No example(s) provided.   |  |
| Posted on time.  | Posted on time, but during the last 2 days of discussion.                        | Not posted by deadline.   | No posting during the scheduled week       |
| Syntax is appropriate,   | Terms used inaccurately; organization present but                                | Writing is poor, terminology inaccurately   |  |

|   |   |                              |  |
|---|---|------------------------------|--|
| terminology used accurately and appropriately, language is understandable and concise, organization is logical. | could be improved, writing is generally adequate but exhibits some lack of clarity. | used and lacks organization. |  |
|---|---|------------------------------|--|

### Response Postings Rubric

| 5 Points   | 3-4 Points   | 1-2 Points  | 0 Points                                      |
|--|--|---|---|
| Relates to the original posting; reinforces course material or challenges interpretation of material.  | Refers to lesson content but not integrated effectively.   | Does not refer to key points with no evidence student understands the key points.   | No responses during the scheduled week        |
| Responds to the ideas presented in the original post.  | Response is loosely related to the ideas of the original post.   | Response does not relate to the original post.  |   |
| Response is characterized by the following:<br><br>a. supportive<br>b. thought-provoking<br>c. challenging<br>d. reflective<br>e. ties to another course concept | Response is characterized by 1 or 2 of the following:<br><br>a. supportive<br>b. thought-provoking<br>c. challenging<br>d. reflective<br>e. ties to another course concept | Response is not:<br><br>a. supportive<br>b. thought-provoking<br>c. challenging<br>d. reflective<br>e. ties to another course concept |   |
| Posted on time.  | Posted on time, but during the last 2 days of discussion.  | Not posted by deadline.   | No response posting during the scheduled week |
| Organized, concise, clearly written in understandable language.  | Writing is adequate but may include inconsistencies or inaccuracies.   | Writing is poor, unclear and disorganized.  |   |

## WRITTEN ASSIGNMENTS

### Specifications:

Written/paper submissions should present a critical analysis of readings, supplemental materials, as well as reflections of professional experiences. Use of outside sources is encouraged when presenting new, thoughtful arguments.

Papers will be no longer than 4 pages, with exception of Final Paper (10 Pages). Papers should be submitted in Calibri font, size 11, and double-spaced with 1-inch margins. Citations and references should be presented in APA style (SBNM adopted format). Deviations will result in an automatic 5-point deduction.

| Components                      | 0-10 Points   | 11-30 Points   | 31-40 Points  | 41-50 Points   |
|---------------------------------|---|--|---|--|
| <b>Content &amp; vocabulary</b> | Little or no use of terms or incorrect use; cliché's, idiom's and colloquialisms  | Minimal use of terms but in isolation or use of jargon; name dropping of authors or terms but insufficient context or explanation                | Good use and linking of terms but still lacking fluency                                       | Fluency, sequencing, & appropriateness of terms, concepts, practices, & authors      |
| <b>Conceptualization</b>        | Little or no use of concepts or practices; may show previous knowledge from career, but does not demonstrate learning related to course | Clear presentation of sequenced concepts or practices  | Integrated concepts or practices  | Integrating or synthesizing concepts in original and innovative way                  |
| <b>Organization</b>             | Unclear or no purpose statement or overview, few organizational cues, disorganized presentation   | Clear statement or concise overview, well organized, but with few cues (e.g., headers, bullets, indentation); unclear transitions and sequencing | Clear statement, well organized, thesis sentences, good cues; good transitions and sequencing | Previous criteria plus attractive layout and design; publishable format in APA style |
| <b>Argument</b>                 | Presentation of opinion or statement without evidentiary or logical support; illogical  | Support by argument and evidence but with weak sources   | Clearly sequenced steps leading to clear conclusion, logical argument                         | Clear statement, examples, sequencing, logical and multiple authorities, evidentiary |

|                  |   |  |  |   |
|------------------|---|--|--|---|
|                  | argument  |  | with authoritative sources (not necessarily current)                                     | support, current journal sources  |
| <b>Resources</b> | No resources referenced   | Personal communication or popular sources predominate; variable citation permanence  | Use of secondary sources, accessible references, 3-5 sources                             | Predominance of sound primary authorities, recent journals, in-text citations match references, good citations, accessible references, 5+ sources |
| <b>Graphics</b>  | No graphics (may be appropriate in some cases)  | Graphics available but poor quality and content (e.g., faint, mixed font, unimportant content, etc.)                                       | Figures, tables and text match and are explained in text; titles & numbering of graphics | Graphics add value to text by summarizing or simplifying key ideas; original graphics   |
| <b>Mechanics</b> | Several errors in spelling, punctuation, capitalization, and/or sentence structure showing carelessness | A few overlooked errors  | Few or no errors, but sentence structure could improve                                   | No errors and excellent sentence structure and fluency  |
| <b>APA Style</b> | Not in APA style  | APA style but several errors in cover page content, page enumeration, format (margins & indentation), headers, citation & reference format | APA style with a few errors  | Publishable in style  |

## 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/Campus-Life-and-Services/Disability-Resources>