

# School of Business and Nonprofit Management

## Course Syllabus

**Course:** *Marketing 5772*

**Academic Year:** 2013/14

**Semester/Quad:** *Spring B*

**Credit Hours:** 2

**Prerequisites:** *none*

**Instructor:** Penelepe Hunt  
Senior Consultant and Principal  
Marts & Lundy

**Phone:** 224-678-8195

**Email:** phunt@northpark.edu

### **Availability:**

I am available by phone and email throughout the week. I do not maintain an office on campus. For individual appointments, email me to arrange a time to meet before or after class.

### **Course Description:**

This course focuses on campaigns as a fundraising technique for nonprofit organizations. Students will learn how organizations should plan, implement and manage campaigns, including program components such as goal-setting, the campaign plan, case statements, volunteer engagement, gift tables, naming levels, accounting and reporting, donor recognition and stewardship, and preparation for the post-campaign period. Through the primary class project, students will apply the knowledge they are learning to an actual campaign in a real organization.

### **Course Materials:**

#### **REQUIRED**

*Capital Campaigns: Strategies That Work*

Andrea Kihlstedt

Jones and Bartlett Publishers, 2000

ISBN: 978-0763758318

*Conducting a Successful Capital Campaign (2nd Edition)*

Kent Dove

Jossey-Bass, 2000

Hard cover (currently out of print, but widely available used) ISBN: 978-0787949891

Soft cover ISBN: 978-0470914670

Hard and soft cover are both acceptable.

*Note: If you prefer to use electronic versions of these texts, please see me the first week of class to confer on how to synch your version with the assignments in the print versions.*

### **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:**

Students will develop mastery in the following campaign-related areas:

- \* Determining the appropriate type of campaign for an organization, based on the organizations goals, priorities and plans.
- \* Assessing an organization's campaign preparedness
- \* Developing a campaign plan and timeline
- \* Building and stating a case for support
- \* Engaging leaders and volunteers in a campaign
- \* Constructing and using a gift table
- \* Cultivating and soliciting major gift prospects for campaign gifts
- \* Campaign recognition and naming
- \* Ethical considerations in campaigns
- \* Incorporating other organizational programs (such as annual giving, marketing and events) into a campaign
- \* Specialized campaign techniques such as challenge grants and mini-campaigns
- \* Campaign operations and reporting
- \* Post-campaign planning

### **Course Methodology:**

This course blends instruction with applied learning. Students will apply campaign concepts individually to an organization of their choice, and will work in teams to apply concepts collaboratively.

There will be weekly individual assignments, occasional group assignments, and a final individual project.

**Important note: All of the required assignments, including the final project, require that you have access to a nonprofit organization on which you can base your work. To complete the assignments, you will need access to the organization's fundraising materials, and you will need to speak with the organization's development staff. The assignment due in Week 6 requires that you interview the organization's CEO or a lead volunteer such as a campaign chair or board chair. It does not matter whether the organization is currently in a campaign, or even planning one. It is imperative, however, that the organization have an established development program, with at least one professional staffmember. It is common for students to the organization for which they work, or an organization for which they volunteer. While large church organizations with well-established development programs can work well for this project, small community churches generally do not have a broad enough development program to give you adequate information for your course work. If you are**

having difficulty identifying a project organization, you should contact me immediately to discuss how to find one. If you have not secured a project organization by the second class session, it will be difficult for you to succeed in the class.

### 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.

### Schedule of Weekly Assignments:

Detailed information will be provided regarding each assignment during class. Individual assignments are noted by (IND) and group assignments are noted by (GRP)

**Note that in observance of North Park's Easter Break there is no class on April 21.**

Week	Date	Topics	Assignment(s)
1	3/17/14	<b>Preparing for the Campaign</b> History, role and purpose of campaigns Core campaign components Campaign preparation Campaign planning	<b>Readings to complete before class:</b> Kihlstedt, Chapters 1, 3 & 5 Dove, Chapters 1, 2 & 15 <b>Resources to review before class:</b> Dove, A, B & C
2	3/24/14	<b>Campaign Communications</b> Understanding the difference between a case and a case statement Developing campaign messages and materials Supporting campaign messaging throughout the organization	<b>Readings to complete before class:</b> Kihlstedt, pp. 259-269, Chapter 9 Dove, Chapters 5 & 13 <b>Resources to review before class:</b> Dove, E & F <b>Due at the start of class:</b> Campaign preparedness assessment (IND) Dove's Preparedness Index (IND) <b>To be completed during class:</b> Case for Support (GRP)
3	3/31/14	<b>Internal and External Leadership</b> Defining the roles of staff and volunteer leadership in the campaign Recruiting, educating and motivating volunteers <b>Goals</b> Determining needs and priorities Setting goals Naming levels <b>Gift Tables</b> Understanding, constructing and using a major gifts table	<b>Readings to complete before class:</b> Kihlstedt, Chapter 2 & pp. 95-118 Dove, Chapters 3, 4 & 6 <b>Resource to review before class:</b> Dove, D <b>Due at the start of class:</b> Case for Support (IND) Reworked Case for Support (GRP) <b>To be completed during class:</b> Gift Table (GRP)

Week	Date	Topics	Assignment(s)
4	4/7/14	<p><b>Campaign Consultants</b> Working with a consultant before and during the campaign</p> <p><b>Preparing Your Prospect Pools</b> Identifying and rating major gift prospects</p> <p><b>Annual Giving in a Campaign</b> Determining the relationship between ongoing annual giving solicitations and campaign solicitations Balancing major and annual gift work during a campaign</p>	<p><b>Readings to complete before class:</b> Kihlstedt, pp. 114-140 &amp; Chapter 6 Dove, Chapters 7 &amp; 8</p> <p><b>Due at the start of class:</b> Volunteer Assessment and Plan (IND)</p> <p><b>To be completed during class:</b> Annual Giving In/Out of the Campaign (GRP)</p>
5	4/14/14	<p><b>Working with Donors</b> Cultivating and soliciting major gift prospects for campaign gifts Securing lead gifts to the campaign Engaging donors through the process, from pre-campaign planning through the post-campaign period</p>	<p><b>Readings to complete before class:</b> Kihlstedt, Chapter 7 &amp; pp. 271-289 Dove, Chapters 9 &amp; 10</p> <p><b>Resource to review before class:</b> Dove, K</p> <p><b>Due at the start of class:</b> Assessment of Prospect Pool (IND)</p> <p><b>To be completed during class:</b> Donor Scenario (GRP)</p>
6	4/28/14	<p><b>Ongoing Campaign Operations</b> Managing logistics and day-to-day operations during a campaign Campaign timelines Challenge grants Counting and reporting</p> <p><b>Donor Relations</b> Recognition of campaign donors Stewardship during and beyond the campaign</p>	<p><b>Readings to complete before class:</b> Kihlstedt, Chapter 10 Dove, Chapters 11 &amp; 12</p> <p><b>Due at the start of class:</b> CEO Interview (IND)</p>
7	5/5/14	<p><b>Concluding the Campaign and Beyond</b> Stalled campaigns Bridge initiatives Post-campaign planning Celebrating success</p>	<p><b>Readings to complete before class:</b> Kihlstedt, Chapters 11 &amp; 12 Dove, Chapter 14</p> <p><b>Resources to review before class:</b> Dove, O &amp; P</p> <p><b>Due at the start of class:</b> Final Project: Campaign Plan or Assessment (IND)</p>

**Grading:**

Assignments will be graded on the point scale below. Grades will be posted in Moodle so that you can track your progress.

Assignment	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Total	% of Grade
Class Participation	10	10	10	10	10	10	10	70	14%
Individual Assignments		50	30	30	30	30		170	34%
Group Assignments		20	45	25	20			110	22%
Final Project							150	150	30%
<b>Total</b>	10	80	85	65	60	40	160	500	100%

**Grade Mapping:**

Numeric Grade	Letter Grade	Numeric Grade	Letter Grade	Numeric Grade	Letter Grade
475-500	A (95-100%)	400-414	B- (80-82%)	335-349	D+ (67-70%)
450-474	A- (90-94%)	385-399	C+ (77-79%)	315-334	D (63-66%)
435-449	B+ (87-89%)	365-384	C (73-76%)	300-314	D- (60-63%)
415-434	B (83-86%)	350-364	C- (70-72%)	Below 300	F (<60%)

**Assignment Grading Policies:**

Individual assignments must be turned in by the beginning of the class in which they are due. They may be submitted in hard copy or via email.

Teamwork is an important component of this class. You will form groups during the first class session. Most group assignments will be completed and critiqued during class sessions. If you are absent for an in-class group assignment, you will receive 0 points on that assignment.

Individual and team assignments will be evaluated both on content and presentation; spelling and grammar matter.

Any special circumstances regarding assignments should be brought to the instructor's attention well in advance of the due date. Last assignments will not be accepted without prior arrangement with the instructor, and then only in extraordinary circumstances.

**Student Responsibilities:**

Attendance, preparation and full participation are required for this class. You cannot successfully complete this course without doing all of the readings and completing all of the assignments.

Some assignments, particularly group assignments, will be discussed and critiqued in class. You are expected to engage with each other in respectful, collegial, constructive dialogue.

During group assignments, you will each receive an individual grade, based on your level of participation and contribution to the finished assignment. Each group member must contribute significantly to the end product in order to receive full points.

This intensive graduate-level course requires a significant commitment of time and work. Expect to spend 10-12 hours each week on the readings and assignments.

Any unforeseen circumstances that affect your ability to participate fully in the course should be communicated to me as soon as they arise.

**Instructor Responsibilities:**

I will be available throughout the week and will respond to calls or emails within 24 hours.

I will provide you with feedback on your assignments beyond a simple numerical grade. This feedback will usually be posted in Moodle.

I will grade your assignments within the first 4 days after class and will be available to discuss your grade with you at the break during the following week’s class session.

**ASSIGNMENT SPECIFICATIONS**

**Class Participation**

**Assignment Specifications:**

Each week you will receive up to 10 points for in-class participation.

Criteria	9-10 points	6-8 points	3-5 points	0-2 points
Class participation	Engaged and thoughtful discourse, including both questions and contributions to discussions.	Participating, but with limited constructive addition to the classroom dialogue.	Limited participation, adding little to the classroom dialogue.	Minimal or no participation. Disruptive, unconstructive participation.

**INDIVIDUAL ASSIGNMENT:** Campaign Preparedness Assessment and Dove Preparedness Index

Use Dove’s tools on pp. 29-34 of the text book to assess your project organization. Submit a program assessment for your organization. Write out each question and answer. Conduct the Dove Preparedness Index for your organization. Write out each question and answer, explaining why you chose each numerical assessment. Present the total scores and provide a conclusion about whether your organization is ready for a campaign.

**Due by the beginning of class on March 24.**

Criteria	17-20 points	12-16 points	8-11 points	0-8 points
Content	All components are included and thoroughly addressed.	Minor omissions, or occasional lack of adequate depth.	Significant omissions; content addressed in a superficial way	Major lapses in content and approach.
Analysis	Thoughtful analysis showing independent and clear understanding of course materials.	Analysis has been made, but does not show integration of course materials.	Regurgitation of course materials; no independent analysis presented.	Analysis not included.

Criteria	17-20 points	12-16 points	8-11 points	0-8 points
Criteria	9-10 points	6-8 points	3-5 points	0-2 points
Writing	Well written; clear; presented in proper format.	Some writing errors and variation from appropriate format.	Significant errors	Sloppy and inconsistent

**IN-CLASS GROUP ASSIGNMENT:** Case for Support

Develop a campaign case for support for your group project organization. If there is no current case for support, create one. If there is a current case for support, critique, refine and improve it.

Present your case to the class.

Participate in critiquing other groups' presentations.

**To be completed in class March 24.**

Criteria	9-10 points	6-8 points	3-5 points	0-2 points
Effectiveness of case	Case includes the key components discussed in class and shows clear understanding of how to assess and implement those components.	Case includes most components but comprehensive understanding is not apparent.	Case does not include most components.	Case is completely misdirected or inadequate.
Contribution to the group process	Member shows clear evidence of having participated constructively in the group work.	Member's contributions are moderate and not easily apparent.	Member has cooperated but has not contributed significantly.	Member has not contributed or has been disruptive.

**INDIVIDUAL ASSIGNMENT:** Case for Support

Develop a campaign case for support for your group project organization. If there is no current case for support, create one. If there is a current case for support, critique, refine and improve it.

**Due by the beginning of class March 31.**

Criteria	9-10 points	6-8 points	3-5 points	0-2 points
Composition	Case includes the key components discussed in class and shows clear understanding of how to assess and implement those components.	Case includes most components but comprehensive understanding is not apparent.	Case does not include most components.	Case is completely misdirected or inadequate.
Creativity and Strategy	Case is creative and distinctive to the organization's	Case is adequate, but does not show ideal alignment	Case is derivative and not distinctive.	Case is not connected to organization

Criteria	9-10 points	6-8 points	3-5 points	0-2 points
Writing	campaign circumstances. Well written; clear; presented in proper format.	with organization's circumstances. Some writing errors and variation from appropriate format.	Significant errors.	at all. Sloppy and inconsistent.

**OUT-OF-CLASS GROUP ASSIGNMENT : Rework Case for Support**

Using the feedback from last week's class discussion and your understanding of the materials covered in class, rework the case you created for your project organization to make it more strategic and effective. **Due by the beginning of class March 31.**

Criteria	17-20 points	12-16 points	8-11 points	0-8 points
Effectiveness of reworking	Clear evidence of improvement, showing full understanding of course discussion and materials.	Improvement includes some main components.	Improvement includes very few main components.	No obvious improvement.

**IN-CLASS GROUP ASSIGNMENT: Gift Table**

Create a campaign major gifts table for your group organization. You may use an existing goal or create a goal for purposes of this assignment. Prepare a version of the table using the standard Dove formula. Critique this version and explain why it is or is not the right approach for the organization. Prepare an alternate version of the table using a different formula, that is equally appropriate or more appropriate than the standard Dove formula. Explain why this is a good approach for the organization. **To be completed during class March 31.**

Criteria	13-15 points	9-12 points	5-8 points	0-4 points
Quality of gift tables	Both tables are included; explanations and rationale show significant understanding of course materials.	Both tables are included; explanations and rationale are superficial.	One table is missing; or presentation is formulaic with no evidence of understanding.	Assignment is not completed.
Criteria	9-10 points	6-8 points	3-5 points	0-2 points
Contribution to the group process	Member shows clear evidence of having participated constructively in the group work.	Member's contributions are moderate and not easily apparent.	Member has cooperated but has not contributed significantly.	Member has not contributed or has been disruptive.

**INDIVIDUAL ASSIGNMENT: Volunteer Assessment and Plan**

Assess your organization’s campaign volunteer structure, if it exists, or propose a volunteer structure if one does not exist.

Provide a brief summary of your organization’s current fundraising volunteer structure.

Identify at least two strategic steps the organization should take to improve its engagement with volunteers.

For each of these strategies, identify obstacles that might hinder the implementation of the strategies, and suggest ways to overcome these obstacles.

For each of these strategies, suggest action steps and a timeline for implementing the strategy.

Your recommendations for improvement should be specifically about *campaign* volunteers, not development volunteers in general or program volunteers.

**Due by the beginning of class April 7.**

Criteria	9-10 points	6-8 points	3-5 points	0-2 points
Analysis	Analysis is thorough and shows application of course materials.	Analysis is superficial, with minimal application of course materials.	Assignment presents only a description, not an analysis.	Material is not included.
Recommendations	Recommendations are strategic and appropriate to the organization. Implementation steps are fully articulated.	Recommendations are generic. Implementation steps are not fully detailed.	Recommendations are regurgitation of course materials with no amplification.	Recommendations are not included
Writing	Well written; clear; presented in proper format.	Some writing errors and variation from appropriate format.	Significant errors.	Sloppy and inconsistent.

**GROUP IN-CLASS ASSIGNMENT: Annual Giving In/Out of the Campaign**

Evaluate your project organization’s annual giving program in the context of the campaign plans goals.

Determine whether annual giving should be included in the campaign program or excluded from it.

Present your analysis and rationale to the class.

**To be completed during class April 7.**

Criteria	13-15 points	9-12 points	5-8 points	0-4 points
Quality of assessment and rationale	Recommendation shows strategic analysis of the program and clear understanding of how to apply course materials.	Recommendation is not thorough or not clearly aligned with the organization’s circumstances.	Recommendation is regurgitation of course materials with no analysis applied.	Assignment is not completed.
Criteria	9-10 points	6-8 points	3-5 points	0-2 points
Contribution to the	Member shows clear	Member’s	Member has	Member has

Criteria	13-15 points	9-12 points	5-8 points	0-4 points
group process	evidence of having participated constructively in the group work.	contributions are moderate and not easily apparent.	cooperated but has not contributed significantly.	not contributed or has been disruptive.

**INDIVIDUAL ASSIGNMENT: Assessment of Prospect Pools**

Evaluate your organization’s approach to identifying, assessing and rating potential major gift donors. Submit an assessment of your organization’s current program for identifying and rating prospects. Identify strengths and weaknesses of the current approach. Recommend changes and/or new initiatives that should be implemented in order to identify, research and rate campaign major gift prospects more effectively. Articulate how these recommendations should be implemented.  
**Due by the beginning of class April 14.**

Criteria	9-10 points	6-8 points	3-5 points	0-2 points
Analysis	Analysis is thorough and shows application of course materials.	Analysis is superficial, with minimal application of course materials.	Assignment presents only a description, not an analysis.	Material is not included.
Recommendations	Recommendations are strategic and appropriate to the organization. Implementation steps are fully articulated.	Recommendations are generic. Implementation steps are not fully detailed.	Recommendations are regurgitation of course materials with no amplification.	Recommendations are not included
Writing	Well written; clear; presented in proper format.	Some writing errors and variation from appropriate format.	Significant errors.	Sloppy and inconsistent.

**IN-CLASS GROUP ASSIGNMENT: Major Donor Solicitation Scenario**

Using the fictional scenario that will be distributed in class, plan a solicitation for a major campaign gift. Prepare a moves plan to implement your proposed solicitation. Present your plan orally to the rest of the class.  
**To be completed during class April 14.**

Criteria	9-10 points	6-8 points	3-5 points	0-2 points
Effectiveness of plan	Plan is thorough and consistent with course materials, both written and discussed in class.	Plan includes some components, but is not thoroughly fleshed out.	Plan is minimal and superficial.	Plan is misguided or incomplete.
Contribution to the group process	Member shows clear evidence of having participated	Member’s contributions are moderate and not	Member has cooperated but has not	Member has not contributed

Criteria	9-10 points	6-8 points	3-5 points	0-2 points
	constructively in the group work.	easily apparent.	contributed significantly.	or has been disruptive.

**INDIVIDUAL ASSIGNMENT: CEO Interview**

Addressing the topics we have covered in the course so far, interview your organization’s CEO, Board Chair, Campaign Chair or other senior volunteer leader regarding your organization’s campaign readiness. If your organization is already in a campaign, focus the interview on how the campaign is going, and the likelihood of success during the remainder of the campaign.

Prepare a written report on your interview, providing highlights of the conversation, and including your analysis of the significance of the leader’s views.

Based on this interview, has your opinion of the organization’s campaign readiness or changes for success changed? If so, how? If not, why not?

**Due by the beginning of class April 28.**

Criteria	9-10 points	6-8 points	3-5 points	0-2 points
Quality of interview	Interview was thorough and oriented toward key campaign issues.	Interview was not focused and did not address enough campaign issues to be fully useful for analysis.	Interview was superficial or did not include campaign information.	Interview was not conducted.
Quality of analysis	Analysis shows strategic understanding of the role of organizational leadership in campaign success.	Analysis shows limited understanding of issues, or major issues were missed.	Analysis is regurgitation of course materials.	Analysis was not provided.
Writing	Well written; clear; presented in proper format.	Some writing errors and variation from appropriate format.	Significant errors.	Sloppy and inconsistent.

**FINAL PROJECT INDIVIDUAL ASSIGNMENT: Campaign Plan or Assessment**

Prepare a campaign plan or assessment for your organization.

If your organization is not in a campaign, structure your report as a plan. If your organization is in a campaign, structure your report as an assessment of the current campaign.

Use Dove’s Resource H as your guide; a modified table of contents will be provided early in the Quad.

Detailed instructions regarding this final project will be discussed throughout the Quad.

**Due by the beginning of class May 5.**

Criteria	20-25	15-19	10-14	0-9
Content	Report addresses all relevant components from Dove’s Resource H	Report addresses many required components but is missing some key areas.	Report is missing significant sections.	Report includes little or no reference to assignment.

Criteria	20-25	15-19	10-14	0-9
Understanding	Report demonstrates knowledge of all major elements of campaign fundraising and the ability to apply that knowledge in a real-world setting.	Report demonstrates some knowledge of course material, but application is not thorough.	Report regurgitates course material without clear evidence of understanding.	Report shows no understanding of course content.
Relevance to organization	Campaign components are presented and assessed in the context of the organization's circumstances, and direct relevance of the concepts to the organization is clearly demonstrated.	Connections between components and the organization's circumstances are not clearly articulated.	Content is a regurgitation of course material with no evidence of application to organization's circumstances.	Relevance is not demonstrated.
Recommendations	Recommendations include specific action steps and show ability to apply course principles.	Recommendations are not thoroughly explained, and application of course principles is not clear.	Recommendations are a regurgitation of course materials with no evidence of application to the organization.	Recommendations are not included or are significantly misguided.
<b>Criteria</b>	<b>18-20 points</b>	<b>12-16 points</b>	<b>6-11 points</b>	<b>0-5 points</b>
Writing	Well written; clear; presented in proper format.	Some writing errors and variation from appropriate format.	Significant errors.	Sloppy and inconsistent.

## 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>