

# School of Business and Nonprofit Management

## Course Syllabus

**Course:** *SBNM 5011-A1 Ethical Leadership*

**Academic Year:** 2012/13

**Semester/Quad:** *Summer Quad A*

**Credit Hours:** 2

**Mondays 6:30pm – 9:50pm**

**Prerequisites:** *None*

**Instructor:** *Timothy J. O'Brien, PhD, Adjunct*

**Phone:** (312) 968-7750

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

**Availability:**

*I will be available to meet before class at 6:00 pm on Mondays while the class is in session. I can also be reached by e-mail and phone everyday and I will respond within 24 hours.*

**Course Description:**

This course examines the importance of ethical leadership to the success of high performance organizations and develops an understanding of the characteristics and requirements of leadership. We will consider how to lead in socially responsible and organizationally effective ways while conforming to moral standards. We will address styles and methods successful leaders use to lead in the changing environment of both the profit and not-for-profit sectors.

**Course Materials:**

**Textbook(s):**

Northouse, *Leadership: Theory and Practice, 6th Edition*. Sage Publications, 2012. (ISBN: 978-1-4522-0340-9)

Newton, Englehardt and Pritchard, *Taking Sides: Clashing Views on Controversial Issues in Business Ethics and Society*, 12th Edition. McGraw-Hill/Dushkin, 2012. (ISBN: 978-0-07-352735-2)

## **RESOURCES**

**The Ethical Type Indicator** (to be distributed in class)

**Please note that there is a \$25.00 fee for supplementary materials.**

### **Articles (on Moodle):**

Fairholm (2004). *Public Administration Review*, Vol. 64, No.5. **Different perspectives on the practice of leadership.**

Mendonca (2001). *Canadian journal of administrative science* Vol. 18, No.4. **Preparing for ethical leadership in organizations.**

Cairo et al. (2006). *Training and Development*, March 2006. **The unnatural leader.**

Aronson (2001). *Canadian journal of administrative science* Vol. 18, No.4. **Integrating leadership styles and ethical perspectives.**

Molyneaux (2003). *Journal of business ethics* Vol. 48. **Blessed are the meek, for they shall inherit the earth—an aspiration applicable to business?**

Collins (2005). *Harvard Business Review*, July-August 2006. **Level 5 leadership: the triumph of humility and fierce resolve.**

Carroll (2005). *Nonprofit World* Vol.23, No 3. **Servant leadership: an ideal for nonprofit organizations.**

### **Essential IDEA Objectives:**

1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Developing a clearer understanding of, and commitment to, personal values.
3. Acquiring skills in working with others as a member of a team.

### **Specific Course Objectives:**

#### **The student who successfully completes this course will:**

1. Recognize the characteristics and attributes of leadership in the context of the modern globally involved organization.
2. Develop factual knowledge about leadership and ethical theories, and develop a personal understanding of his/her basis as an ethical leader.
3. Analyze his/her role as a follower in response to leadership.
4. Examine his/her strengths, weaknesses, and commitment to a leadership role.

## Course Methodology:

In class, we will have a number of exercises, case studies, lectures, and discussions. The learning process will be heavily dependent upon the student's willingness to become involved in all of these. I view my role as a co-learner and class facilitator. While I will steer the trajectory of the course to various discussion topics and create a particular type of learning environment, I ultimately believe that the outcome of our learning is dependent upon our dialogue with each other, with the authors of the assigned readings, and through active engagement with the varying exercises in the course. I desire that we think critically together and that our learnings are practical and relevant.

A portion of the course pedagogy will utilize a dialectic (debate) approach. The dialectic approach recognizes that tension/controversy exists between conflicting ideas and that truth exists on both sides of an argument. The goal of debate, and of most business discussions, is to resolve conflict between two contradictory or apparently contradictory ideas or parts, so that a more informed and reasoned decision can be made.

## 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:

[In the table below, enter weekly assignment information (.e.g., reading assignments, papers or projects due, discussion forums, etc.). For quad courses, delete unnecessary rows.]

| Week | Dates  | Topics  | Assignment(s)  |
|------|--------|---|--|
| 1    | May 13 | <b>Ethical Leadership: An Introduction</b><br>Formal Introductions<br>Review of Syllabus/Assignments<br>Team Selection and Charter<br>Knowing Yourself<br>Leadership vs. Management<br>Discerning a leader (research & decide)  | <b>Required Reading:</b><br><b>Northouse:</b> Chapter 1<br><br><b>Article:</b> Fairholm, <i>Different Perspectives on the Practice of Leadership</i> (available on Moodle).  |
| 2    | May 20 | <b>Ethics, Economics, &amp; The Corporation</b><br>Introduction to Ethical Theory<br>Ethical Decision Making<br>Corporate Social Responsibility<br>Principles of Ethical Leadership<br>The Perceived Leader Integrity Scale<br>The Ethical Type Indicator – Part One<br><b>Debate Topic:</b> Is Capitalism the best route to human happiness? (Issue 1) | <b>Required Reading:</b><br><b>Northouse:</b> Chapter 16,<br><b>Newton: Introduction &amp; Issue 1:</b><br><br><b>Article:</b> Mendonca, <i>Preparing for Ethical Leadership in Organizations</i> (available on Moodle).<br><br><b>Assignments Due (for class <i>this week</i>):</b> |

| Week | Dates                           | Topics   | Assignment(s)  |
|------|---------------------------------|--|--|
|      |                                 |  | <ol style="list-style-type: none"> <li>1. Prepare for the debate/practice debate</li> <li>2. Complete, Score, &amp; Interpret <i>The Perceived Leader Integrity Scale</i>, Northouse, pgs. 446-447.</li> <li>3. Selection of leader due</li> </ol>   |
| 3    | <p><b>May 27</b><br/>June 3</p> | <p><b>Memorial Day Holiday-No Classes</b></p> <p><b>Survey of Leadership Theory – Part One</b><br/>           Trait, Styles and Skills Approaches<br/>           Situational Approach<br/>           Contingency Theory<br/>           The Ethical Type Indicator<br/>           Situational Leadership Assessment</p> | <p><b>Required Reading:</b><br/> <b>Northouse:</b> Chapters 2-6, pgs. 19-131.<br/> <b>Articles:</b> Aronson, <i>Integrating Leadership Styles and Ethical Perspectives</i>.<br/> <b>Assignments Due (for class this week):</b></p> <ol style="list-style-type: none"> <li>1. Prepare for the debate (See instruction in the 'Assignment Specifications' section).</li> <li>2. Complete, Score, &amp; Interpret <i>The Ethical Type Indicator</i> (both distributed in class).</li> </ol> |
| 4    | June 10                         | <p><b>Survey of Leadership Theory – Part Two</b><br/>           Transactional &amp; Transformational Leadership<br/>           Charismatic Leadership<br/>           Authentic Leadership<br/>           Multifactor Leadership Questionnaire</p>  | <p>Read Northouse, 9 &amp; 11<br/> <b>Assignments Due (for class this week):</b></p> <ol style="list-style-type: none"> <li>1. Prepare for the debate</li> <li>2. Complete, Score and Interpret The Multifactor Leadership Questionnaire (posted on Moodle)</li> <li>3. Complete, Score and Interpret Authentic Leadership Self-Assessment Questionnaire (Northouse pp. 280-281)</li> </ol>  |
| 5    | June 17                         | <p><b>The History and Impact of an Ethical Leader</b></p>  | <p><b>No Reading, Assessments, or Assignments.</b><br/>           Relax, Reflect, Work Ahead on your leader research.</p>  |

| Week | Dates   | Topics   | Assignment(s)  |
|------|---------|--|--|
| 6    | June 24 | <b>Leadership Opportunities</b><br>Servant Leadership<br>Women and Leadership<br>Culture and Leadership<br>Cross-cultural Awareness and Practice   | <b>Required Reading:</b><br><b>Northouse:</b> Chapters 10,14,15<br><b>Articles:</b><br>Molyneaux, <i>Blessed Are the Meek, for They Shall Inherit the Earth.</i><br>Collins, <i>Level 5 Leadership.</i><br>Carroll, <i>Servant Leadership: An Ideal for Nonprofit Organizations.</i><br><b>Paper:</b><br><i>Reflection paper on Week 5 film</i><br><br><b>Assignments Due (for class this week):</b><br>1. Prepare for the debate<br>2. Complete, Score, & Interpret <i>The Gender-Leader Implicit Association Test</i> , LTP, pgs. 369-373. |
| 7    | June 24 | <b>Leadership Perspectives</b><br><b>Panel Discussions</b><br><b>1-on-1 Display Board Reports</b><br><b>Emotional Intelligence and Leadership</b><br><b>Team Member &amp; Course Evaluations</b> | <b>Assignments Due (for class this week):</b><br>1. <b>Analysis of an Ethical Leader Project.</b><br>2. <b>(Panel Discussion and Display Board)</b><br>3. <b>Final Paper-Leadership Development Plan</b>   |

**Grading:**

Course grading is summarized here and detailed in subsequent sections:

| Assignment                                     | Points     | Grade %     |
|--|------------|-------------|
| Debate   | 20         | 20%         |
| Jury Duty                                      | 15         | 15%         |
| Poster Board/ Speech and Leader Representation | 15         | 15%         |
| Panel  | 15         | 15%         |
| Final Paper-Leadership Development Plan        | 20         | 20%         |
| Participation                                  | 5          | 5%          |
| Team Member Evaluation                         | 5          | 5%          |
| Reflection paper on Bonhoeffer film            | 5          | 5%          |
| <b>Total</b>                                   | <b>100</b> | <b>100%</b> |

## Grade Mapping:

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

## Assignment Grading Policies:

*All assignments are expected to be turned in on time. Failure to do so will result in 0 points for the assignment. Exceptions will be made based on extreme circumstances with prior permission from the instructor.*

## Student Responsibilities:

*Students are expected to attend each class session prepared by reading assignments. The course utilizes individual and group activities and each student is expected to fully engage in all activities. Assignments are designed to enhance the learning experience and need to be turned in on time.*

## Instructor Responsibilities:

1. The instructor will design the course in such a way that learners have every opportunity to achieve learning objectives.
2. The instructor will provide updated information on relevant resources for the various topics of interest.
3. The instructor will read and critically assess learner's assignments and provide feedback as soon as possible.

## ASSIGNMENT SPECIFICATIONS

### Debate

#### Assignment Specifications:

##### In-Class Debates [Team & Individual Grades]

There will be a total of five in-class debates, although this number may be revised depending upon the number of students registered for the course. The first debate (Week Two) will be considered a practice debate to orient you to the debate format and expectations. The subsequent debates will be presented by teams that will be formed during the first week of class. The purpose of the debates is to better experience the complexity of issues and the process that leaders must engage in so as to make well-informed, unbiased, and ethical decisions.

**For Week Two**, you should prepare by reading Issue #1 in the *Taking Sides* text and by preparing two proposition statements (see the Debate Format" section below for information on proposition statements) for *each* side of the debate (Yes and No). Come prepared to class to engage in conversation with your peers and to debate on the topic.

**During subsequent weeks**, you will either be on the Debate Team or on Jury Duty. Regardless of your assigned role, you are expected to prepare for the debate by reading both sides of the issue as presented in the *Taking Sides* text. See additional instructions for each role on pages 11-12 of this syllabus:

**Debate Grading Criteria**

| Criteria                | 10 Points Maximum   | 5-9 Points  | 0-4 Points   |
|-------------------------|---|---|--|
| <b>Preparation</b>      | Debate topic is thoroughly researched                             | Debate topic is generally understood, but not thoroughly researched | Inadequate research and understanding of the topic |
|                         | <b>5 Points Maximum</b>   | <b>3-4 Points</b>   | <b>0-2 Points</b>                                  |
| <b>In- class debate</b> | Makes strong argument and rebuttal, fully engaged in the exercise | Participates but does not make strong argument                      | Minimal participation                              |
|                         | <b>5 Points Maximum</b>   | <b>3-4 Points</b>   | <b>0-2 Points</b>                                  |
| <b>Team Work</b>        | Collaborates effectively with other team members                  | Participates, but does not work effectively as members of a team    | Minimal participation                              |

**Jury Duty Assignment Specifications:**

You are automatically on jury duty for each of the debates, unless you are on the debate presentation team. Jury duty consists of the following responsibilities: a) completing the reading in the *Taking Sides* text, b) writing a 250-300 word statement (typed) that establishes your stance on the issue (Yes or No) and your rationale, c) developing 2-3 good questions for the debate team that would challenge the opposing view (typed), and d) casting a vote to determine the “winning side.”

| Criteria                       | 7 points  | 3-6 points  | 0-2 points   |
|--------------------------------|---|---|--|
| Written Statement              | Well written position stance on the debate issue. The issue is well researched and the position is well articulated | The paper doesn't provide a clear statement of the student's position | Not turned in, or doesn't clearly articulate the student's stance on the issue |
|                                | <b>6 points</b>   | <b>3-5 points</b>   | <b>0-2 points</b>  |
| Questions for the debate teams | 2 well thought out questions provided to the debate teams   | 1 question provided to debate teams                                   | Little participation, no questions   |
|                                | <b>2 points</b>   | <b>NA</b>   | <b>NA</b>  |
| Casting a vote                 | Casting a vote  |   |  |

**Analysis of an Ethical Leader Project Assignment Specifications:**

**Poster Presentation** Choose leader that you admire (living or dead). Conduct research through journal articles, books, biographies, film, and/or other scholarly sources. **At minimum, you must have access to a biography, autobiography, or a primary document written by the leader. Internet or encyclopedic sources may be used only as supplements to your major source.** Students will be required to sign-up for the leader they have chosen to research by Week Two. For Week Two, bring to class, or e-mail to the instructor, a typed statement indicating the leader that you have chosen to research, what you are hoping to gain from learning more about this person, and at least one major source that you will consult for research. Select your leader with care so as to ensure that you are able to adequately complete the assignment requirements. See detailed assignment specifications for poster board on page 12 of this syllabus.

*Individual Grades: **Poster Board***

| <b>Criteria</b>   | <b>5 points maximum</b>  | <b>3-4 Points</b>                                 | <b>0-2 points</b>                     |
|---|--|---|---------------------------------------|
| Prepare a professional quality display board (both in terms of presentation/graphics and content) | Professional presentation, good graphics and meets the criteria listed | Good quality presentation, meets minimum criteria | Poor presentation, incomplete         |
|   | <b>5 points maximum</b>  | <b>3-4 Points</b>                                 | <b>0-2 points</b>                     |
| Content criteria (detailed assignment specs)  | Meets all listed criteria  | Meets some but not all of criteria                | Meets minimal assignment requirements |
|   | <b>5 points maximum</b>  | <b>3-4 Points</b>                                 | <b>0-2 points</b>                     |
| Speech on leader  | Presents all information on poster board                               | Presents most information on poster board         | Minimal participation                 |
|   | <b>5 points maximum</b>  | <b>3-4 Points</b>                                 | <b>0-2 points</b>                     |

*Team Grades: **Panel Presentation***

Prior to doing extensive research, share with your team members the individuals whom you are researching. As you are doing your own research, keep in mind the individuals with whom your team members are becoming acquainted. Will they be discovering different or similar lessons to what you are finding? After conducting a significant amount of research (by no later than the end of Week Five), meet with your team members and select an ethical question that will engage your group's leaders in a panel discussion. If the issue from the *Taking Sides* text it must not be one used during the class for the purposes of debate. Grading criteria is below:

| Criteria            | 5 Points Maximum  | 3-4 Points   | 0-2 Points   |
|---------------------|---|--|--|
| <b>Preparation</b>  | Panel topic is thoroughly researched                          | Panel topic is generally understood, but not thoroughly researched | Inadequate research and understanding of the topic |
| <b>Presentation</b> | Makes clear presentation and is fully engaged in the exercise | Participates but does not make strong presentation                 | Minimal participation                              |
| <b>Team Work</b>    | Collaborates effectively with other team members              | Participates, but does not work effectively as members of a team   | Minimal participation                              |

### Final Paper—Leadership Development Plan Assignment Specification

In 10-12 pages, describe your own leadership style, ethical perspective, and strategy for leadership development according to the below outline. Utilize the multiple assessments taken during the course, the assigned reading, and the classroom learnings to inform your paper.

I. Introduce yourself by briefly describing your leadership positions – past and present. In what type of leadership position do you aspire to be in 10 years from the present?

II. Choose your most prominent leadership role (focus on this for the remainder of the paper). Whether your leadership is in your family, church, school, or organization, what do you hope to accomplish as a leader?

III. In light of the theories studied and assessments taken in the course, describe your current leadership style (all must specify either Hersey & Blanchard’s situational model or Fielder’s contingency theory, in addition to the other theories that best apply). Explain and support your conclusions.

IV. Describe your primary and secondary ethical type and what most informs your ethical decision-making. Explain and support your conclusions.

V. Examine those aspects of your life over which you have some control. What do you want to preserve as you move forward (strengths)? What do you think you need to change, modify, or further develop as you grow (weaknesses)? Use the assessment results to inform this section.

VI. Craft a strategy and implementation plan for your own leadership development. Your strategy should take into consideration the above stated analysis and provide a practical plan that specifies how you will further develop as an ethical leader. This section should be specific and practical.

VII. What obstacles might you encounter as you implement your development plan (mention 3-4 specific blocks)? What might you do to proactively avoid and/or lessen the impact of these obstacles?

VIII. Make a statement of your intentions and your commitment to being an ethical leader.

Avoid excessive narrative material and concentrate on the analytical and strategic aspects of the paper (particularly III, IV, V, and VI). This paper should be comprehensive in nature by demonstrating complex understanding of the topics/theories, appropriate integration of the major concepts covered, and sufficient analysis to support your conclusions. Please use headings for each section of the paper according to the above outline. Grading Criteria below:

| Criteria       | 10 Points Maximum  | 5-9 Points  | 0-4 Points  |
|----------------|--|---|---|
| <b>Clarity</b> | Paper follows all the requirements in the assignment specs.                              | Paper follows some but not all of the requirements in the assignment specs. | Inadequate research and understanding of the assignment |
| <b>Content</b> | <b>5 Points Maximum</b><br>Paper follows clear order, flows from one element to the next | <b>3-4 Points</b><br>Well written, but the paper doesn't flow               | <b>0-2 Points</b><br>Minimal presentation               |
| <b>APA</b>     | <b>5 Points Maximum</b><br>Paper is in compliance with APA Guidelines                    | <b>0 points</b><br>Paper is not in compliance with APA                      | <b>NA</b>   |

### Participation and Team Evaluation Assignment Specification

Participation in the class as an individual and as a member of a team is an important element of this course. Students are expected to come to class prepared by having read the assignments for the week and to engage in the conversations in the larger group as well as in teams. **5% of the grade is for individual effort and 5% is based on how your teammates evaluate your performance.** The team evaluation format is posted in Moodle

### Short reflection Paper of the Film Bonhoeffer

During week 5, we will view a film on Dietrich Bonhoeffer. Students will submit a 500-600 word reflection on the film (due before class on October 6<sup>th</sup>). This paper should consider:

- What early experiences formed the man?
- What was going on historically in his world?
- What challenges did he face and in what way did those challenges contribute to his posture as an ethical leader?
- What were his human/non-heroic qualities?
- What leadership characteristics did he develop? Which of the leadership theories best describes his leadership?
- What sustained him and allowed him to maintain an ethical posture? Or do you think his actions were unethical?
- Describe ethics from Bonhoeffer's perspective.
- What would be his perspective on your group's final session ethical issue?
- If you wanted to gain his support on an issue, what would be your approach?

This reflection paper is worth 5 points

## Detailed Assignment Specifications: Debates

### **Debate Team Instructions**

Preparation as the debate team takes a considerable amount of time and effort. Since this is a simulated debate and a team project, your task will be to craft what would be an excellent, coordinated, and well-researched debate. Team members must thoroughly analyze the issues so as to discern where truth exists on each side of the issue. This will require substantial research beyond what is presented in the *Taking Sides* text. The text provides a “Suggested Reading” list pertinent to each of the debate issues that may serve as a good launching point for research (your research should consult a minimum of 5 additional sources). An excellent and recommended method for preparation would be to make a list of potential points of agreement and disagreement. Points of disagreement should be thoroughly researched so that your debate can effectively and unambiguously present arguments on both sides.

Students are expected to present each of the debate points orally, in a coherent and logical fashion, without reliance on external helps. Students are not permitted to simply read a prewritten speech or consecutive note cards. It is permissible to read an occasional quote or to reference the required outline (written portion of the assignment), but students should be prepared to speak on each debate point without helps. It is *strongly recommended* that teams rehearse the delivery of their debate prior to the class session.

On the day of your team debate, your team should submit a typed outline with the major topics for each of your constructive speeches. This should neither be a written speech nor a bulleted list of argument points, but rather an outline that simply lists the major propositions for your constructive speeches. A references page (using APA formatting) should reference all of the sources that were consulted for research purposes.

### **Overview of Debate Format**

The procedure in debate begins with a proposed solution to a problem. The *proposition* is the statement being debated. It is stated affirmatively and conclusively, much in the manner of a scientific hypothesis, at the start of each constructive speech (e.g. “Psychology can best improve the human condition by directing its efforts toward controlling human behavior,” or “As a national policy we should eliminate all forms of violence from television programming”). The *argument* consists of using both facts and opinions as evidence in the logical analysis of a proposition so as to enable an informed decision. The rebuttal and counter-rebuttal speeches provide the mechanism for dialogue (argument) on points of disagreement.

#### Opening

Side A presents an opening statement – 1 minute

Side B presents an opening statement – 1 minute

#### Round 1

Side A presents their FIRST constructive speech - 2 minutes

Side B presents a rebuttal speech - 2 minutes

Side A presents a counter rebuttal - 1 minute

Side B presents their FIRST constructive speech - 2 minutes

Side A presents a rebuttal speech - 2 minutes  
Side B presents a counter rebuttal - 1 minute

### Round 2

Side A presents their SECOND constructive speech - 2 minutes  
Side B presents a rebuttal speech - 2 minutes  
Side A presents a counter rebuttal - 1 minute  
Side B presents their SECOND constructive speech - 2 minutes  
Side A presents a rebuttal speech - 2 minutes  
Side B presents a counter rebuttal - 1 minute

### Round 3

Side A presents their THIRD constructive speech - 2 minutes  
Side B presents a rebuttal speech - 2 minutes  
Side A presents a counter rebuttal - 1 minute  
Side B presents their THIRD constructive speech - 2 minutes  
Side A presents a rebuttal speech - 2 minutes  
Side B presents a counter rebuttal - 1 minute

### Closing

Side A presents a closing statement – 1 minute  
Side B presents a closing statement – 1 minute

\*\* Please adhere to the above time parameters when planning your debate presentation.

## **Detailed Assignment Specifications: Poster Boards**

### A. Display Board (Individual)

Prepare a professional quality display board (both in terms of presentation/graphics and content) which clearly addresses each of the following:

I. What actions brought your leader notoriety? What challenges have they faced, and in what way did those challenges contribute to their posture as an ethical leader? (Did they know thyself?)

II. What leadership characteristics has your leader developed? Which of the leadership theories best describes their leadership? Does your leader adhere best to Hersey & Blanchard's situational model or Fielder's contingency theory? Explain and support your conclusions.

III. Which ethical philosophy(ies) best describes your leader's perspective(s)? Explain and support your conclusions. Did it change over time? If so, explain how and why?

IV. Which ethical leadership theory best describes your leader's leadership:

Transformational leadership (use multifactor descriptors)? Servant leadership? Authentic Leadership?

IV. What sustains your leader and allows him/her to maintain an ethical posture? Or, if applicable, what has prevented your leader from becoming an ethical leader and/or what contributed to a lapse of ethical judgment/behavior?

V. Create a *unique* timeline of key events that influenced the development of the leader's leadership style and ethical perspectives. Do not utilize an existing timeline; create your own based on your research.

VI. References (display on the back side of your board; use APA format.

# 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 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 policy outlined in the University Catalog (found on the NPU website).

## 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>