



Course Syllabus

Course: *Fundraising Principles for Nonprofit Organizations 5770-A12*

Academic Year: 2013/14

Semester/Quad: *Summer Quad A*

Credit Hours: 2.0

Prerequisites:

Instructor: *R. Scott Fortnum, MA, ACFRE*

Phone: 416-804-4661

Email: rsfortnum@northpark.edu

Availability:

Please contact me via email. I will respond within 24 hours during the week and within 48 hours on the weekends. If you need a more immediate response, please text or call on the phone number above. I can make myself available for a Skype chat as well if that's helpful. Simply send me an email with your request and we can find a time that works.

Course Description:

This course will cover the fundamentals of effective resource development as they pertain to nonprofit organizations generally and to nonprofit management positions specifically.

Introductory Comments:

The theory behind fundraising has emerged over the past ten or more years to provide the basis for what has been practiced over the centuries. This work is certainly formative and much remains to be done to build the field to greater breadth and depth of understanding. Several research studies from other academic disciplines have provided a context for fundraising research, including Social Science, Ethics, Religious Studies, Law, Education, Psychology, Economics, Marketing, Public Relations, History, and Communications. Taken together, the research being done explicitly in this new field and that from the edges of other areas provides a rich basis for the curriculum offered in this course.

As is the case for most theory courses, the practical aspects of the field can easily be lost without a very intentional plan. Furthermore, theory outside of the practice context can be difficult to learn, retain, and apply to real life situations. For this reason, participants who register for this class are required to have access to a nonprofit organization for which they can both use as a subject for class discussions and in course assignments.

(Note: Students should be prepared to access the selected nonprofit in the first week of class. Please contact me immediately with questions.)

Course Materials:

REQUIRED

Lindahl, Wesley E. (2010). Principles of Fundraising: Theory and Practice. Sudbury, MA: Jones & Bartlett.

Ostrower, Francie (1995). Why the Wealthy Give: The Culture of Elite Philanthropy. Princeton, NJ: Princeton University Press.

OPTIONAL

Fischer, Marilyn (2000). Ethical Decision Making in Fundraising. John Wiley and Sons.

Prince, Russ A. and Karen Maru File (2001). The Seven Faces of Philanthropy: A New Approach to Cultivating Major Donors. San Francisco, CA: Jossey-Bass.

Rosso, H.A. & Associates (2003). Eugene Temple, Editor. Hank Rosso's Achieving Excellence in Fund Raising. San Francisco, CA: Jossey-Bass.

OTHER RESOURCES

Future Fundraising Now - <http://www.futurefundraisingnow.com/>

NP Engage - <http://www.npengage.com/>

The Agitator - <http://www.theagitator.net/>

Student Learning Objectives

North Park University uses the IDEA course rating system to measure student progress towards learning objectives and to measure student satisfaction with their overall learning experience. These course evaluations are administered at the end of the term, and you will be notified by email when they are ready for you to complete. The results of these evaluations are very important to us and we use them for ongoing efforts to improve the quality of our online courses.

IDEA Objectives:

- 1) Interpret and appreciate intellectual/cultural activity. (Course Objective #2, #4)
- 2) Express themselves orally or in writing. (Course Objective #1, #2, #3, #6)
- 3) Ask questions and seek answers for further learning. (Course Objective #3, #7) analyze and critically evaluate ideas, arguments, and points of view. (Course Objectives #3, #5, #7)

Specific Course Objectives:

By the completion of the course, students will be able to:

1. Name principles and "best practices" of fundraising. **(IDEA Objective #1, #2)**
2. Describe the philosophy of philanthropy and the various motivations for giving. **(IDEA Objective #1, #2)**
3. Identify parameters within which nonprofit managers raise funds. **(IDEA Objective #1, #2)**
4. Explain the historical, organizational, legal, ethical, and theoretical contexts of fundraising. **(IDEA Objective #3)**
5. Fundraising process (research, planning, cultivation, solicitation, stewardship, and evaluation). **(IDEA Objective #3)**
6. Outline the process of raising gifts. **(IDEA Objective #2)**
7. Examine how to "ready" an organization for an effective fundraising program. **(IDEA Objective #3)**

Course Methodology:

Weekly teaching and learning will be based on assigned readings, participation in the forum, written assignments, and supplemental activities. Questions will be posted by the course facilitator on the course site on a weekly basis to stimulate the discussion. Responses need not be directed to the course facilitator but can and should be in response to the thoughts and ideas of other students as well. Through completion of weekly assignments, students will finish the course with a learning portfolio of assignments for the selected nonprofit. Finally, students will complete a final examination to demonstrate concepts learned in 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:

Week	Dates	Topics	Reading Assignment(s)
1	May 12 -17	<i>Introduction to Fundraising</i>	<input type="checkbox"/> <i>Lindahl Chapter 1: Introduction to Principles of Fundraising</i> <input type="checkbox"/> <i>Lindahl Chapter 4: History of Fundraising</i> <input type="checkbox"/> <i>Other links and readings posted online</i>
2	May 19 - 24	<i>Motivations for Giving</i>	<input type="checkbox"/> <i>Lindahl Chapter 2 & Chapter 3</i> <input type="checkbox"/> <i>Pages 1 -19 from "Excerpts from the Gospel of Wealth"</i> <input type="checkbox"/> <i>Other links and readings posted online</i>
3	May 26- 31	<i>Theories of Fundraising</i>	<input type="checkbox"/> <i>Lindahl Chapter 5</i> <input type="checkbox"/> <i>Other links and readings posted online</i>
4	June 2 - 7	<i>Legal and Accounting Issues</i>	<input type="checkbox"/> <i>Lindahl Chapter 6 Government Regulation of Fundraising and Charitable Giving.</i> <input type="checkbox"/> <i>Other links and readings posted online</i>
5	June 9 -14	<i>Fundraising Process</i>	<input type="checkbox"/> <i>Lindahl Chapter 7 and Chapter 8</i> <input type="checkbox"/> <i>Other links and readings posted online</i>
6	June 16-21	<i>Ethics and Religious Fundraising</i>	<input type="checkbox"/> <i>Lindahl Chapter 9: Religious Fundraising</i> <input type="checkbox"/> <i>Lindahl Chapter 10: Fundraising Among Diverse Populations</i> <input type="checkbox"/> <i>Lindahl Chapter 11: Ethical Practices in Fundraising</i> <input type="checkbox"/> <i>Other links and readings posted Online</i>
7	June 23 - 28	<i>Organizing for Fundraising</i>	<input type="checkbox"/> <i>Read Lindahl Chapter 12 Organizational Issues in Fundraising</i> <input type="checkbox"/> <i>Other links and readings posted online</i>

Grading:

Assignment	Points	Grade %
Weekly Class Participation (Forum & Small Groups)	105 (15/week)	26%
Weekly Assignments:	150 (30/assignment)	37%
Week 1: Nonprofit Selection		
Week 2: Organizational Profile		
Week 3: Donor Motivation and Theory		
Week 4: Gift Acceptance Policy		
Week 5: Fundraising History & Models		
Final Exam	150	37%
Total	405	100%

Grade Mapping:

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

Assignment Grading Policies:

The typical number of points given will be 25 points. 30 points will be given for exceptionally well-written papers. Late assignments will drop by 5 points each week, unless special arrangements are made. Assignments will not receive any points if turned in after the final week, unless approved in advance.

A/A- Assignment is well-written with no errors (spelling, sentence fragments, unclear sentences, etc). Analysis is excellent and conclusions are well-supported. Paper demonstrates complex understanding of the topic and familiarity with a wide scope of supporting sources (readings, forum). Questions are fully and clearly addressed.

B/B- Assignment is moderately well-written with few errors. Analysis is good and conclusions are supported. Paper demonstrates a correct understanding of topic and familiarity with most supporting sources (readings, forum).

C Content shows either less than correct familiarity with the topic or supporting sources, is not fully responsive to the question(s) asked, or is poorly written (major mistakes made).

C- Any combination below the levels described above.

Student Responsibilities:

1. Participate in all class activities – readings, forum, small group work, and written coursework. Full participation is required. You cannot successfully complete this course without completing the weekly readings and assignments.
2. Engage in active and informed class discussion through the forum. Students are expected to manage the learning process. The extent to which the class is valuable will depend much upon the level of personal involvement in learning. Share coursework as appropriate with other students. Some assignments will be posted online for others to see. You will be asked to comment and provide feedback to one another on your work. Specifics for participation requirements are provided in the Course Information button.
3. Use proper “netiquette” (see A Guide to Netiquette in Course Information on Moodle).
4. Complete the weekly written assignments that relate to a particular nonprofit organization selected by the student. Through assignments, students will explore aspects of fundraising theory in a practical context. All assignments are due on the dates indicated and will be collected as indicated in the course shell.

5. Complete the final exam. A comprehensive take home final exam will be used to assess student achievement of course objectives.

Instructor Responsibilities:

1. Design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.
2. React 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. Relate relevant resources and updated information for the various topics of interest.
5. Read and critically assess students' assignments, grade the assignment, and provide feedback by Monday (for assignments submitted for the previous Friday deadline).
6. Respond to all student e-mails and calls within 48 hours of receipt.

ASSIGNMENT SPECIFICATIONS**Overview:**

Detailed rubrics for each of the 7 assignments will be available online. The rubric clearly outlines what is expected for each assignment and where points will be awarded and if points will be taken off for lack of grammar, spelling, etc. and APA formatting and citations.

You MUST read through the rubric BEFORE you start your assignment. This will shape how you compose your assignments and how much emphasis should be placed on what topics.

WEEKLY ONLINE DISCUSSION FORUM**Discussion Forum Specifications:**

Each week you will be required to contribute to a discussion forum either individually or as part of a group. For individual week's there are 15 points available. Each post is worth up to a maximum of 3 points for each post (grading per post discussed below) meaning you must post AT LEAST 5 times to get full points for the week and more than likely will need to post more than that. All discussion posts must be posted by Saturday at Noon. You are free to post and respond after that point but they will not be eligible for points.

- 0 POINTS - No response
- 1 POINT - Single entry that answers question directly or response to class mate that builds upon their ideas and digs deeper into the assignment questions or issue
- 2 POINTS – Well thought out response that shows attentiveness to other classmates' responses and progresses the overall class discussion on the subject
- 3 POINTS - The response integrates multiple views, brings in personal experience or references from outside the classroom, shows value as a seed for reflection by including other participants' views.

ASSIGNMENT #1: Nonprofit Selection

Points: 30

Due: Saturday, May 17, 2014

Each student needs to quickly find a nonprofit organization to study for the learning portfolio, including final examination. This could either be the organization that you work for or one that you volunteer for. It could also be a completely new organization.

Here are a few suggestions as you search for your study organization:

- Try not to use a church, unless it is a mega-church with a professional fundraiser. Church fundraising does not usually provide a complex enough setting for study.
- Make sure the organization has at least one full-time fundraising (development office) staff so that there is something to study!
- If you are using a new organization where they are a "cold call", consider just asking for a few (three) interviews with the head of fundraising (Director of Development), rather than asking for a full study experience. You should be able to assemble the questions from some of the assignments together and only "bother" the person a few times during the 7 weeks.
- If you are getting stuck, let me know right away and I'll post to see if others in the class might have suggestions.

Clearly mark each section in your assignment for grading purposes.

The assignment should follow these guidelines; rubric is included for each element.

1. What is the name of the organization you will feature in your learning portfolio? If you haven't made a final decision, list the top contenders. (8 points)
 - a. 8 points: An organization or top contenders are identified by name
 - b. 0 points: An organization is not identified
2. Who will you talk with at this organization (name/title) to gather information for your learning portfolio? (8 points)
 - a. 8 points: Names/Titles of organizational contacts are identified for each possible organization (or the final organization selected) – 4 points for names; 4 points for titles
 - b. 0 points: Names and titles aren't identified
3. How will you interview these organizational representatives? Prepare a preliminary plan based on the information you have now. Include these elements in your plan: who you will interview, where (e.g. - phone/in-person), how often, the purpose of interviews, and key deadlines for the project. (10 points)
 - a. 10 points: A complete interview plan is presented, with each of the following elements worth 2 points: who, where, how often, purpose, three key deadlines. Subtract 2 points for each element not thoroughly described in the plan
4. Assignment length, not including references: 1 page or less (4 points)
 - a. 4 points: 1 page or less
 - b. 0 points: More than one page

Late assignments 5 points off – 1 minute to 1 week late

ASSIGNMENT #2: Organizational Profile

Points: 30

Due: Saturday, May 24, 2014 at Noon

Write an initial organization profile, addressing the points below. Clearly mark each section in your assignment for grading purposes.

The assignment should follow these guidelines; rubric is included for each element.

1. Introduction to the nonprofit organization: mission, age, size, location, type of nonprofit, additional information. (5 points)
 - a. 5 points 1 point for each element accurately described: mission, age, size, location, type of nonprofit,
2. Description of the basic sources for funding – alumni, grateful patients, attendees, board members, corporations, foundations, etc. How much is typically raised from each source each year? Use actual dollars and percents. (6 points)
 - a. 3 points Fundraising sources
 - b. 3 points Dollars and percents
3. How is the fundraising organized to reach each source? Who is involved in fundraising (number of staff, titles for staff, use of volunteers, CEO involvement, etc.)? What are their roles and what type of fundraising activities do they perform? (9 points)
 - a. 3 points Key fundraising roles – staff and volunteers)
 - b. 3 points Key fundraising activities
 - c. 3 points General description of how fundraising is organized
4. Complete a constituency model chart for this organization, referencing the blank form. The inner rings represent groups of individuals or organizations who are closest to the organization (for fundraising purposes). The outer rings are less close. Do not include government funding sources. Do not use gift types (e.g., don't say "Foundation Grants" but instead say "Foundations"). No need to use graphics to give your answer. Just list groups from closest to furthest away from the organization. (6 points)
 - a. 3 points At least 6 constituency groups are listed (two constituency groups earn one point
 - b. 3 points The order (closest to furthest) is logical based on the organizational profile
5. Assignment length: 3 – 5 pages, not including reference, abstract, or cover pages (4 points)
 - a. 4 points: 3 – 5 pages
 - b. 0 points: Less than 3 or more than 5 pages

Late assignments 5 points off – 1 minute to 1 week late

ASSIGNMENT #3: Top Donors - Motivation and Theory

Points: 30

Due: Saturday, May 31, before Noon

Select five of the top ten individual (not corporate or foundation) donors to your selected organization to review with the executive director or development officer of your organization regarding possible motivations for giving. Relate the motivations to the theoretical context from your readings (Carnegie, Gates, Franklin, Walker, Sage, Schervish, Mixer, etc.) and presented in the texts (Lindahl and Ostrower). Keep the names strictly confidential. Use APA format.

The assignment should follow these guidelines; rubric is included for each element:

1. Description of the motivations for giving for each of five donors, without names mentioned (5 points)
 - a. 5 points: 1 point for each donor studied and described
2. Description of how these relate to the theory and ideas from class discussions and texts. Does the theory work in practice? (10 points)
 - a. 2 points Did you use a bunch of theory and not just one idea?
 - b. 6 points Did you connect theory and practice?
 - c. 2 points Was analysis logical?
3. Basing your answer in theory, how could nonprofit organization(s) do a better job to motivate you (the student personally) to give? (5 points)
 - a. 5 points Use at least one theory to relate how an organization could motivate you to give (earn 2 points if theory is not used)
4. Assignment length: 3 – 5 pages, not including reference, abstract, or title pages (4 points)
 - a. 4 points: 3 – 5 pages
 - b. 0 points: Less than 3 or more than 5 pages
5. APA format used (6 points)

Late assignments 5 points off (1 minute to 1 week late).

ASSIGNMENT #4: Gift Acceptance Policy

Points: 30 Due: Saturday, June 7 before Noon

If your selected organization has a gift acceptance policy, critique it and draft an updated version that includes your suggestions for changes. (please attach the old and new versions) If your organization doesn't have a gift acceptance policy, draft one for the organization. In either case, use course materials to understand elements of gift acceptance policies.

The assignment should follow these guidelines; rubric is included for each element:

1. Research best practices and sample gift acceptance policies to supplement course materials. Cite all sources used. (30 points)
 - a. 2 points Clearly indicate if the assignment is a critique of the existing policy, or if you are drafting a new policy
 - b. 10 points The gift acceptance policy or the critique is complete. At least five possible gift types are referenced in the policy or critique
 - c. 5 points The policy is logically stated, or specific suggestions have been made in the critique
 - d. 5 points The policy reflects the organization's needs, or specific suggestions have been made in the critique; different organizations will have different policies
 - e. 3 points: The policy can be easily understood by donors, or specific suggestions have been made in the critique
 - f. 3 points Grammar is correct and there are few typos, or specific suggestions for grammar/typos have been made in the critique
 - g. 2 points Any references used in the critique/draft have been cited using APA format
 - h. Late assignments 5 points off (1 minute to 1 week late)

ASSIGNMENT #5: Fundraising History and Models with Timeline & Elevator Case

Points: 30

Due: Saturday, June 14 before Noon

Explore the history of fundraising for the organization you are studying. Pay attention to the models used for fundraising in the past, as well as currently. With this historical knowledge, create a case for support that you could use in a short elevator ride. Imagine you have this short period of time to tell someone about your organization and why it is worthy of support.

The assignment should follow these guidelines; rubric is included for each element.

Part I: History of Fundraising (15 points)

Explore the history of fundraising at the organization you have selected.

Report which of the three models of fundraising (sales, product or marketing orientation) best describes the past and current methods. Give examples of actual events that might serve to support your analysis.

- Sales orientation: Fundraising counts on a lot of special events where there is high pressure to give a gift. The materials are very emotional in nature. Guilt is used to get people to give. Competition is used to get people to give. Everything is in the promoting. Very little interest in understanding the donor.
- Product orientation: Fundraising counts on explaining the organization and mission to the donor. Charts, data, accountability are all a part of this. People will give if they just understood how great a job we are doing! Information will help to raise money.
- Marketing orientation: (also see page 14 and 15 in Lindahl) Starts with understanding the donor. Segmentation of the market. Case developed with donor input. Willing to adjust the "product" within reason to get the gift. Promotion, product, place and recognition are all important. Major gift fundraising and planned giving would be a part of this.

Create a time-line chart showing the start and stop points for each model (approximations are fine)

- 5 points Provided good clear summary of history, with at least five key events (one point is earned for each event clearly described)
- 3 points Used models of fundraising correctly. One point is earned each time a model is used accurately. In most organizations, each of the models can be applied.
- 5 points Created time-line chart which clearly shows at least five actual events, when they occurred, and the model which most closely describes the fundraising event. One point is earned for each model/event/timeline combination.
- 2 points Part 1, including timeline, is 3 – 5 pages in length

Part II: Elevator Case (15 points)

Write a short elevator "case" for why someone should give to your organization. There are several possible formats for this (questions to answer as a part of the case statement). Here are some possible ones: What human issue do you face? Why is it important? How will your organization be able to make a difference? Why your organization instead of another? Why should I support your organization? What should I do next to help?

Practice this speech with a colleague or trusted friend when you have a moment. Are you able to give the speech within a 60 second time-frame of an elevator ride?

- 5 points: Was inspiring to read (I'm pumped to make a gift!)
- 5 points: Some of the suggested questions were answered within the case
- 5 points: Length is correct for an elevator ride

ASSIGNMENT #6: Final Exam

Due: Saturday, June 28 before Noon – no points if late!

For the final examination, each student will answer the three questions below. The guidelines for each question are stated, and rubric is included for each element.

NOTE FOR ALL QUESTIONS: All references need to be properly documented using APA format. Page counts do not include abstract (one needed for the entire exam), reference, and title pages.

Question 1: Comprehensive Giving Theory (50 points) 3 pages

Create your own comprehensive theory for why people (individuals/families) give and do not give to charitable organizations. Name your theory. Incorporate a wide variety of course materials from each class session to support your argument. Use examples from the organization you have studied this quad *and* other nonprofit organizations to illustrate how your theory can be applied to fundraising best practices. Lastly, analyze your theory's shortcomings and weaknesses.

- 10 points: Present and describe your named theory. Be creative.
- 10 points: Utilize at least 5 different course materials to support your theory. Describe how your theory is unique.
- 10 points: Illustrate your theory in relation to effective fundraising, using at least 5 examples.
- 15 points: Analyze your theory's weaknesses. Identify at least 3 weaknesses
- 5 points: Use correct grammar and proofread for typos; cite and document references correctly.

Question 2: Organizational Structure (35 points) 3 pages

Analyze the effectiveness of the organizational structure of the nonprofit organization that you have studied for this course, focusing on fund development.

- 10 points: Is the structure of fundraising at your organization central or decentral? Clearly connect the fundraising work of the organization with the people (staff/Board/Other volunteers) who are involved in fundraising.
- 10 points: Provide a detailed analysis of what would happen if your organization moved both ways (more central, more de-central).
- 10 points: What changes would you recommend be made to this organization's structure? Make at least two recommendations. If you do not recommend any changes, list two reasons for maintaining the existing structure.
- 5 points: Use correct grammar and proofread for typos; cite and document references correctly.

Question 3: Organizational Ethics (25 points) 3 pages

Interview the CEO, Executive Director, or another organizational leader at your chosen nonprofit organization to find whether or not the organization follows a "donor's rights" statement. Ask open ended questions to determine if the elements outlined in the Donor's Bill of Rights document have been considered by the organization. Grade your organization (A – F) for each item in the document.

- 20 points: Indicate a letter grade for each item and present an argument for each grade, referencing your interview with the CEO/Executive Director/Other Organizational Leadership
- 5 points: Use correct grammar and proofread for typos; cite and document references.

Question 4: Fundraising Strategy Suggestions (40 points) 3 pages

Recommend three specific fundraising strategies for this organization to consider implementing on a weekly, monthly, or annual basis. Incorporate course material, such as donor motivation, theory, the fundraising cycle etc. Be specific and provide steps for implementation.

- 12 points: Identified at least 3 strategies and an argument for why each strategy is recommended.
- 12 points: Identify specific steps for implementation, for each strategy.
- 12 points: Identify how each strategy fits within the organizational structure, or what changes will need to be made in order to implement the strategy.
- 6 points: Use correct grammar and proofread for typos; cite and document references.

NOTE: for all grading rubric, partial points will be awarded. For example, when grammar is worth 10 points, your points can range between 0 and 10 points.

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 on Disability Services at North Park, please visit this website <http://www.northpark.edu/Campus-Life-and-Services/Disability-Resources>.