INTRODUCTION

Welcome to another phase in your public administration educational journey, RPAD 607, the Nonprofit Governance course. This course examines the ways nonprofit boards and the volunteers that serve on them govern and add positive value to their organizations. It also examines common issues that challenge board and volunteer effectiveness.

The course covers the governance environment where boards and the leadership volunteers that serve on them operate. The course focuses on what boards and volunteers do and how they do it to maximize nonprofit organizational effectiveness. The aspect of the course that covers the “what” is the formal roles and responsibilities of boards whereas the “how” refers to the formal and non-formal approaches taken to carry out their roles vis a vis the organization management.

In addition to the what and how, the course covers the who of nonprofit leadership with particular emphasis on competencies and coaching skills to create highly effective boards, leadership volunteers, and chief executive officers.

COURSE LEARNING OUTCOMES

By the end of the course, you will…

- Be able to define nonprofit governance (key concepts) and describe what boards and leadership volunteers do to add positive value to nonprofits (best practices).
- Have assessed the effectiveness of a nonprofit board of directors and identified patterns of effectiveness, including governance strengths and challenges.
- Have reviewed the prescriptive and empirical literature and identified approaches (recommendations) to developing governing board effectiveness that fit the context of the board assessed.
Have made a critical argument for how your recommendations will improve governance effectiveness (i.e. to explain, defend, and/or test them) and return value to the board and organization.

Have developed skills in governance assessment, communication (oral and written), and use of technology to facilitate research, nonprofit database literary searches, as well as professional presentation and report writing.

REQUIRED TEXTS (AVAILABLE FROM UA BOOKSTORE AND MARY JANE BOOKS or ONLINE):


LEARNING ACTIVITIES

Five learning activities have been designed to help you meet the learning outcomes for the course:

1. Team-Based Learning Readiness Assurance Tests (RATS X 4)
2. Nonprofit Leadership Facilitated Discussion (1)
3. Short Nonprofit Governance Paper (1)
4. Board Effectiveness Assessment Reflections (BEARS X 4)
5. Professional Consulting Report and Presentation

1. TBL READINESS ASSURANCE TESTS (4 RATS)— _____ % Total

   • RAT 1—FEB 12th
   • RAT 2—MARCH 5TH
   • RAT 3—MARCH 26TH
   • RAT 4—APRIL 16TH

Team-based learning is an in-class learning activity that consists of in-class Readiness Assurance Tests (RATS) (multiple choice quizzes based on the readings) and 4-S (Significant problem, Same problem, Specific Choice, Simultaneous Report) learning

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activities that test knowledge and application of course concepts. TBL as an instructional strategy is a good fit for the governance course given boards are comprised of individuals who are expected to meet specific duties (e.g. to be informed, take care and be loyal) as board members yet have no authority to make decisions as authority for decision-making rests with the board.

We will have five RATs during the spring semester. Each RAT will be worth % of your course grade (1/2 for individual and team RAT scores). The following is a description of what you can expect during an in-class RAT.

- You will answer a short closed book quiz (10 or 20 questions) based on the assigned readings.

- You will have an opportunity to take the quiz again, though this time as part of a team. Scratch cards will be used to score team answers. 10 points for a correct answer; 6 points for a correct answer on the second try; and 2 points on the third try. No points will be given for a fourth try.

- Incorrect answers can be appealed in writing during the time allotted for test. There are two types of appeals—appeals based on facts or evidence-based or appeals based on question ambiguity. In both types, the appeal must be clearly and cogently stated/argued with supporting evidence (e.g. source and page number if an evidence-based appeal).

- RATs are always followed by a learning activity with simultaneous reporting (everyone answers at the same time).

TBL is particularly useful for knowledge comprehension. It also helps faculty focus in-class time on complex concepts. Note: RATs test concepts from content covered up to the day of the RAT. No RAT will test concepts covered on a previous RAT.

2. **NONPROFIT LEADERSHIP FACILITATED DISCUSSION**— ______ % Total

Another method for course learning is the *Facilitated Discussion*. This learning activity involves facilitating a small group discussion and in-class learning activity based on a *chapter in the Wilson and Gislason text*. Chapter assignments will be negotiated during the first class.

Generally, discussants are considered to have expertise in a subject matter. Your job is to read the chapter, become knowledgeable about it, and facilitate an in-class discussion and activity that communicates the theory and practice implications. In addition to increasing knowledge and understanding of a subject/topic by hearing differing perspectives and points of view about it, the FD increases group facilitation skills, a competency of nonprofit leaders. In sum, this in-class learning activity will develop knowledge and

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skills as well as opportunities to discuss strategies for developing nonprofit leadership competency in your assigned board.

Each student will facilitate one small group chapter discussion and class learning activity. Evaluation will be based on the quality of the discussion and a one-page description of the plan and synthesis of the discussion. Append any documents used in the facilitation (e.g. PPT, in-class activity).

**NLFD DOCUMENT DUE**—the Friday week following the facilitation.

3. **SHORT NONPROFITS AND GOVERNANCE PAPER**—______% Total

Write a short three to four page 1.5 spaced paper on nonprofits and governance that answers the following questions:

- What is the nonprofit sector (what does it consist of) and why does it exist (theories)?
- What are private nonprofit corporations and how are they different from for-profit private corporations?
- What function/purpose/value do nonprofit corporations contribute to nonprofit organizations? How are nonprofit governing boards different from for profit boards?
- What are some of the key regulatory issues facing nonprofit organizations? Comment on

Be sure to include an introduction and conclusion that summarizes what you learned about nonprofits and governance through the paper. Use standard writing conventions and APA format. Upload to Assignment Drop Box in Blackboard. **DUE: February 19th**

4. **BOARD EFFECTIVENESS ASSESSMENT REFLECTIONS (BEAR)** __% Total

The BEAR learning activities are focused on developing knowledge about your board and content for your report incrementally.

- **BEAR # 1**

Drawing from the information gathered about your board and the readings, prepare a two-page (single spaced) reflection describing the characteristics of the organization and board you are assessing and the key challenges it is facing this year. For example, what type of nonprofit organization is it? What model and type of board? What challenges does the board and organization face? What are the opportunities and threats in the environment? What are the regulatory issues/changes facing the nonprofit you are working with (e.g. in New York State, USA, Western Australia and Melbourne, Australia, and in British Columbia, Canada)?
Be sure to include an introduction to the reflection AND a description of how it is organized. Use standard writing conventions and APA format. Upload to Assignment Drop Box in Blackboard.

% of Grade—DUE: Tuesday March 5th

• BEAR #2

Drawing from the readings, prepare a two page, single-spaced synthesis that includes a definition of nonprofit governance and the key governance concepts you will assess that relate to board effectiveness (i.e. within the conceptual framework) or the service learning assignment you have been assigned to (e.g. developing bylaws for a nonprofit). In the case of bylaws, what are they in practical terms and what governance concepts do they relate to?

Be sure to include an introduction to the reflection AND a description of how it is organized. Use standard writing conventions and APA format. Upload WORD soft copy to Assignment Drop Box in Blackboard Assignment Folder

% of Grade—DUE: Tuesday March 26th

• BEAR #3

Provide a two page single-spaced synthesis of the methods you used to conduct your assessment (board effectiveness or development of bylaws) and the results of the assessment (e.g. What were the key results?). Findings across methods would have the most reliability and validity (e.g. findings that were perceived (survey and interviews) and observed or noted in document analysis). Be sure to compare findings from the previous assessment to show changes from the previous year. Use a chart to illustrate them. In the end you will want to identify the strengths and challenges for the board this year. If you are creating bylaws, be sure to describe the methods you used to identify what must be included in them (e.g. literature review). The findings would be the results of your review (e.g. you need to include certain things in bylaws).

Be sure to include an introduction to the reflection AND a description of how it is organized. Use standard writing conventions and APA format. Upload WORD soft copy to Assignment Drop Box in Blackboard Assignment Folder

% of Grade—DUE: Tuesday April 9th

• BEAR #4

Identify practical recommendations for your board with a particular focus on the type of organization and board you are trying to develop (based on your findings). From your review of the literature, what “best practices” and other useful suggestions based on the knowledge and expertise you have gained would improve your board’s

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effectiveness. If your assignment is creating bylaws, please provide your recommendations and options for your board based on what you know and have learned about them. Do this in a two-page synthesis document.

Include references in APA style and Upload WORD soft copy to Assignment Drop Box in Blackboard Assignment Folder

% of Grade—DUE: Tuesday April 23rd

5. BOARD EFFECTIVENESS ASSESSMENT REPORT AND PPT PRESENTATION

Prepare a ten-page board effectiveness report for the nonprofit board you have been working with. The report will be one and a half spaced, 12 font, that includes the following sections:

1. Introduction to the assessment and organization of the report.
2. Background on the board and organization, including context and any internal and external environmental challenges and opportunities it faces.
3. Conceptual framework for board effectiveness and a description of the key governance concepts assessed.
4. Description of the methodology for assessing board effectiveness (e.g. online survey and procedure).
5. Synthesis of board effectiveness assessment findings, including identification of board effectiveness strengths and weaknesses and comparison of results over time (last year in this case).
6. Comparison of findings to other participating boards.
7. Discussion of significance of findings from a review of the literature with a particular focus on the type of organization and board you are assessing (i.e. to put the findings in context).
8. Recommendations to enhance the effectiveness of the board.
9. Implications of board ineffectiveness.

Prepare a 15-minute client-based professional presentation based on the report. The presentation should be told as a story of what you did, what you found, including changes from previous assessments, and recommendations for improvement. Presentations are due the last day of class. Arrange to present your work to the board outside of class.

- DRAFT PROFESSIONAL REPORT DUE—April 30th
- FINAL REPORT AND IN-CLASS PROFESSIONAL PRESENTATION—DUE—May 7th
- CLIENT PROFESSIONAL PRESENTATION—By May 15th (In person or Skype).

Your grade will be based on the quality of your final written report and in-class presentation. Upload copies to Assignment Drop Box in Blackboard Semester Report Folder.

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LEARNING ACTIVITY EVALUATION RUBRIC

Board Effectiveness Assessment Learning Activities will be evaluated on a 10-point scale. The evaluation rubric was adapted from Bradley’s Criteria for Assessing Levels of Reflection (Campus Compact, 2003, p. 87). Assignments will be assessed at cognitive, content, and competency levels of reflection. Please note examples of indicators of high, moderate and low reflection. Assignments that earn high scores will demonstrate a majority of indicators. It is important to know that writing critically is a learned skill that develops with experience—therefore, do not worry if you do not score a full 10 points right away. The expectation is that by the end of the course you will have reflected at a high level.

Level Three: A—Highest Level of Reflection (10 points)

Cognitive (3.34)

a. Views things from multiple perspectives; able to observe multiple aspects of the situation and place them in context.
b. Perceives conflicting goals and objectives within and among the individuals involved in a situation and recognizes that the differences can be analyzed and evaluated.
c. Recognizes that actions may be situational and understands many of the factors that affect choice of action.
d. Makes appropriate judgments based on reasoning and evidence.
e. Has a reasonable assessment of the importance of the situation and decisions facing the organization and his or her responsibility in maintaining confidentiality.

Content (3.33)

f. Clearly identifies problem;
g. Introduces sections of the paper/report;
h. Provides a purpose and rationale for work;
i. Major elements of policy or management issue/problem described;
j. Prior literature is reviewed;
k. Provides a clear definition of concepts, terms and acronyms used;
l. Problem concepts/policy alternatives are described;
m. Explains how concepts relate within a conceptual framework;
n. Research questions and hypotheses stated/evaluation criteria clearly defined;
o. Findings/alternatives clearly assessed and synthesized;
p. Conclusions and/or recommendations clearly stated;
q. Clear, well-organized, appropriate APA style format for document, tables, figures and references; and
r. Uses standard writing conventions; correct grammar and spelling

Competency (3.33)

s. Independent (e.g. reads material; asks clarifying questions; seeks out appropriate resources (e.g. experts) and guidance;

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t. Works at a high level in groups (e.g. listens reflectively, shows interest in what others have to say, shares ideas and information, contributes to discussion, resolves conflict respectfully etc)
u. Responsible (e.g. hands in assignments on time, proactive communication; seeks appropriate guidance on issues/problems experienced);
v. Communicates professionally (e.g. oral and written communication; respects people, time, and limits; puts effort into drafts; responsive to feedback);
w. Engages (e.g. attends class; demonstrates leadership; good work effort in and outside of class) during the learning experience;
x. Manages time and learning (balances schedule/work; school/personal life; copes well with uncertainty; works toward targets); and
y. Produces (e.g. targets met; shows development of knowledge and skills in learning activities; meets learning outcomes)

**Level Two: B—Moderate Level of Reflection (7.5 points)**

*Cognitive (2.5)*

a. Observations are fairly thorough and nuanced although they tend not to be placed in a broader context.
b. Provides a cogent critique from one perspective, but fails to see the broader system in which the aspect is embedded and other factors that may make resolution of the problem difficult.
c. Uses both unsupported personal belief and evidence but is beginning to be able to differentiate between them.
d. Perceives legitimate differences from different viewpoints.
e. Demonstrates a beginning ability to interpret evidence.

*Some Content (2.5) and Competency (2.5) Deficiencies*

**Level One: C—Lowest Level of Reflection (4.5 points)**

*Cognitive (1.5)*

a. Gives examples of observed behaviors or characteristics of the organization, situation, or setting, but provides no insight into the reasons behind the observation;
b. Observations and evidence tend to become one dimensional and conventional or unassimilated repetitions of what has been heard.
c. Tends to focus on just one aspect of the situation.
d. Uses unsupported personal beliefs as frequently as “hard” evidence.
e. May acknowledge differences of perspective but does not discriminate effectively among them.

Numerous *Content (1.5) and Competency (1.5) Deficiencies* 

**COURSE SCHEDULE**

The course schedule communicates the meeting dates, readings and learning activities due dates. Many of the readings outside of the text are available in the content folder of Blackboard (BB). Look for board related articles in the board readings folder and volunteer articles (latter part of the course) in the volunteer readings folder.

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Updates to the reading list below may be made from time to time. In most cases, updates to the reading list will be announced in class or through email. To be sure you have the most up to date list, please check the online syllabus weekly for course meeting schedule, reading and assignment updates.

Table 2

**Course Schedule**

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<th>Session Topic</th>
<th>Readings</th>
<th>Assignment</th>
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<td>• Course Overview</td>
<td>• Salamon, <em>What is the Nonprofit Sector and why do we have it?</em> (BB)</td>
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<td></td>
<td>• Nonprofit Organizations</td>
<td>• McCambridge, R, <em>Underestimating the Power of Nonprofit Governance</em> (BB)</td>
<td>PRACTICE RAT</td>
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<td></td>
<td>• Nonprofit Governance</td>
<td>• Barber, P. (2012), <em>Regulation of US Charitable Solicitations</em> (BB)</td>
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<td>• Phillips, S. (2012), <em>From Regulating Charitable Fundraising to Co-Regulating Good Governance</em> (BB)</td>
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<td>MEETING 2</td>
<td>• Nonprofit Governance Context</td>
<td>• Chait, Chpt 1: <em>First Principles</em>, pp. 1-10</td>
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<td>• Legal Framework</td>
<td>• Gill, <em>Governance Basics</em> pp. 15-22; <em>Legal Framework</em>, pp. 71-78</td>
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<td>• Conceptual Framework</td>
<td>• Review of Constitution and Bylaws (BB)</td>
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<td>• Murray’s <em>Conceptual Framework for Board Effectiveness</em> (BB)</td>
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<td>• Rohrbaugh’s <em>Conceptual Framework for Group Effectiveness</em> (BB)</td>
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<td>• Murray and Harrison (2012), <em>Guidelines for Reviewing Board Performance</em>, p. 1</td>
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<td>MEETING 3</td>
<td>• Patterns of Board Behavior</td>
<td>• Chait, Chpt. 2, <em>Problem Boards or Board Problems</em>?</td>
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<td>• Gill, <em>Signs of a Board in Trouble</em>, pp. 9-13</td>
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<td>• Renz (2006), <em>Reframing Governance</em></td>
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<td>• Chair, Holland, Taylor (1996), <em>The New Work of the Board</em></td>
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<td>• Murray (2004), <em>Prescriptive and Empirical Approaches to Governance Effectiveness</em> (BB)</td>
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MEETING 5
- Boards and Organizational Governance
- Issues that Challenge Boards: Meetings
- Gill, Essential Board Tasks and Models of Boards, p. 23-43; 155-162
- Chait et al. Chpt. 3, Type I Governing
- Murray and Harrison (2012), Guidelines for Reviewing Board Performance, Board Meetings Chapter

MEETING 6
- Issues that Challenge Boards: Board Responsibilities
- Basic, Planning Performance Assessment and Fundraising Roles
- Gill, Board Responsibilities Framework pp. 45-78,
- Murray and Harrison (2012), Guidelines for Reviewing Board Performance, Chapters 1-4
- Chait, Chpt. 4, Type II Governing

MEETING 7
Guest Speaker: Lynette Stark, Komen for the Cure
- Issues that Challenge Boards: Leadership on the Board
- Herman and Heimovics, Executive Leadership
- Axelrod, Board Leadership
- Harrison and Murray (2012), Perspectives on the Leadership of Board Chairs (BB)
- Murray and Harrison (2012), Guidelines for Reviewing Board Performance, Leadership Chapter

MEETING 8
- Issues that Challenge Boards: Human Side of Governance and Board Culture
- Chait, Chpt 5, Type III Generative Thinking
- Fredette and Bradshaw (2012), Social Capital and Nonprofit Governance Effectiveness
- Murray and Harrison (2012), Guidelines for Reviewing Board Performance, Culture Chapter

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<th>RAT 3</th>
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<td>Gill, Structuring the Board and Committees, pp. 79-94</td>
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<td>Murray and Harrison (2012), Guidelines for Reviewing Board Performance, Structures and Processes Chapter</td>
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<td>MEETING 10</td>
<td>Issues that Challenge Boards: Composition and Development</td>
<td>Preston and Brown, Commitment and Performance of Board Members, NML (BB)</td>
<td>NLFD #5</td>
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<td>Bradshaw and Inglis, Diversity on Nonprofit Boards: Rethinking Frameworks, Conference Paper (BB)</td>
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<td>MEETING 11</td>
<td>Board Members as Volunteers and Governing Volunteerism</td>
<td>Herman, Board Members of Nonprofit Organizations as Volunteers</td>
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<td>Brudney and Hager, Calculating the Net Benefits of Volunteerism</td>
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<td>DEWEY LIBRARY DATABASE SEARCH</td>
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<td>Chait, Chpt 7, Working Capital That Makes Governance Work</td>
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<td>MEETING 13</td>
<td>Review of Board Best Practices</td>
<td>Gill, Results Essentials, pp. 115-120</td>
<td>BEAR 4</td>
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<td>Gill, Tools to Assist You, pp. 121-152; 167-170.</td>
<td>NLFD #6</td>
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<td>MEETING 14</td>
<td>Review Draft Reports</td>
<td>Cover Missed Readings/Concepts</td>
<td>NLFD #7</td>
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<td>Review Reports/Presentations</td>
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<td>MEETING 15</td>
<td>In-Class Presentations of Consulting Work</td>
<td>Class Presentations</td>
<td>DRAFT REPORT DUE PRESENTATION</td>
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<td>OUT OF CLASS MEETING</td>
<td>Presentation to Client</td>
<td>Board Presentation (in-person or virtual)</td>
<td>FINAL REPORT DUE (May 14th)</td>
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Academic Practices and Policies

• Office Hours

I encourage you to use office hours to discuss your project and the effectiveness challenges you or your board is experiencing.

• Writing Support

The University at Albany provides writing support with many phases of the writing process – brainstorming, organizing, drafting, revision, and editing. It is staffed by friendly and informative writing consultants who believe that anyone can learn to write well and any draft can be developed to serve its writer well. Writing consultants prize lively conversation in a supportive and challenging environment that inspires students to produce their best writing. Primarily not a remedial service, the Writing Center encourages students to visit early and often in their writing process.

• Use of Technology

Blackboard will be used to facilitate course communication. I will upload the syllabus to the site and create folders to assign and assess course learning activities. Within these folders you will be able to upload your assignments which I will grade according to the course rubric.

If you experience technical difficulties accessing Blackboard, please contact ITS Helpdesk. It is their job to ensure that you can connect to course learning management systems. One quick check is to have your system settings (e.g. browser and JAVA script) reviewed in the Blackboard web site. There is a function on the top right hand corner of the web page to assess system and compatibility issues.

We will be using the iClicker as a means of assessing reading comprehension. Comprehension will be measured and tracked as a measure of student learning and achievement. You will need to purchase an iClicker through the university bookstore.

• Disability

The Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973 have helped students to become much more aware of their needs and their rights. Both the ADA and Section 504 of the Rehabilitation Act protect any individual with a physical or mental impairment that substantially limits that person in some major life activity, and any individual who has a history of, or who is regarded as having, such an impairment.

These terms are further defined as follows:
• Physical or mental impairment: in order to meet ADA guidelines, impairment must be categorized as a physiological or mental disorder.
• **Substantially limits:** impairment substantially limits an individual in a major life activity if the person cannot perform the life activity at all, or if the individual is limited in the condition, manner or duration of that activity.

• **Major life activity:** examples of the kind of activities that would be considered “major life activities” include, but are not limited to, walking, seeing, breathing, learning, working or performing manual tasks.

• **Qualified person with a disability:** this is defined as one who meets the academic and technical standards requisite to admission or participation in the University’s programs and activities. This includes, but is not limited to, students with any of the following disabilities:

<table>
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<tr>
<th>AIDS</th>
<th>Head Injury</th>
<th>Multiple Sclerosis</th>
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<td>Alcoholism/Chemical Dependency**</td>
<td>Hearing Impairment</td>
<td>Muscular Dystrophy</td>
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<td>Cancer</td>
<td>Heart Disease</td>
<td>Orthopedic Impairment</td>
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<td>Cerebral Palsy</td>
<td>Learning Disabilities</td>
<td>Perceptual Impairment</td>
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<td>Diabetes</td>
<td>Mental Illness</td>
<td>Psychiatric</td>
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<td>Epilepsy</td>
<td>Mental Retardation</td>
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If you have, or think you may have, a disability that interferes with your performance as a student in this class, you are encouraged to register with the Disability Resource Center located in Campus Center 137.

• **Late Assignments**

Unexcused late assignments will result in a failing grade. To avoid penalty, please communicate through Blackboard as soon as is reasonable i.e. before the missed class. If you are experiencing challenges of life, please do not hesitate to talk to me about them. I am a source of support and help.

• **Standards of Conduct**

“Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the rights and privileges of others is prohibited” (SU Academic Honesty Policy, January 2004, p. 1). A non-exhaustive list of prohibited conduct drawn from this policy includes:

A. Committing Plagiarism

Plagiarism is the unacknowledged use of the work or intellectual property of other persons, published or unpublished, presented as one’s own work. Examples of plagiarism include but are not limited to copying, paraphrasing, summarizing, or borrowing ideas, phrases, sentences, paragraphs, or an entire paper from another person’s work without proper reference and/or acknowledgement. While different academic disciplines have different modes for attributing credit, all recognize and value the contributions of individuals to the general corpus of knowledge and expertise. Students are responsible

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for educating themselves as to the proper mode of attributing credit in any course or field. Note that plagiarism can be said to have occurred without any affirmative showing that a student’s use of another’s work was intentional.

B. Cheating on Assignments

Cheating is acting dishonestly or deceptively in connection with an assignment, examination or other activity related to a course.

Examples of cheating include but are not limited to:

- Copying another person’s work;
- Allowing another person to copy one’s work;
- Having someone else complete one’s work; and
- Failing to complete assigned group work. If you are working in a group, it is the responsibility of the student to consult with the faculty member concerning what constitutes permissible collaboration in group work.

C. Submitting False Data

The submission of false data is academic fraud. False data are data that have been fabricated, altered, or contrived in such a way as to be deliberately misleading.

Whether the violation is intentional or not, breach of standards of conduct as outlined in the policy above is a serious situation that can result in a failing grade and other penalties as outlined in the University at Albany, SUNY policy on academic honesty.


- Personal Safety

The University at Albany Police Department (UPD) is responsible for maintaining the safety and well-being of all persons on campus. In the event of a dangerous or hazardous condition, such as physical danger due to potential violence or suicide, bomb threats, or similar situations, call UPD at 911 (from an on-campus phone) or 442-3131 (from a cellular phone or off-campus phone).

Final Course Grade

The course grade is a calculated grade which is the sum of calculated learning activity grades. Calculated learning activity grades are derived assignment scores which are evaluated on the 10 point course rubric. E.g. earning 10 points for the Board Centered Reflection #1 assignment is calculated as a full 10 % of the course grade. I have programmed Blackboard to translate numeric values (10 point rubric) into calculated grades (percentage of course). You will be able to view this information in Blackboard.

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An overall course grade is simply the sum of calculated grades to a maximum of 100. A corresponding letter grade will be issued based on the following scale.

<table>
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<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94+</td>
<td>Outstanding work. The type of work expected from students with a particular talent or expertise in the field. Demonstrates a consistently high level of reflection in cognitive, content and competency areas.</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>Very good work. Shows a depth of knowledge and analytical ability normally attributable to someone with advanced study in the area. Demonstrates a moderate to high level of reflection in cognitive, content, and competency areas.</td>
</tr>
<tr>
<td>B+</td>
<td>86-89</td>
<td>Good work. Consistently demonstrates a moderate level of reflection in cognitive, content, and competency areas.</td>
</tr>
<tr>
<td>B</td>
<td>83-85</td>
<td>Competent work. Generally demonstrates a moderate level of reflection the majority in the majority of cognitive, content, and competency areas.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>Satisfactory work. Shows some lack of knowledge and ability in the area. Demonstrates a moderate to low level of reflection in cognitive, content, and/or competency areas.</td>
</tr>
<tr>
<td>C+</td>
<td>76-79</td>
<td>Acceptable work. Demonstrates a lower level of Reflection at times in cognitive, content, and/or competency areas.</td>
</tr>
<tr>
<td>C</td>
<td>73-75</td>
<td>Marginally acceptable work. Inconsistent level of reflection in cognitive, content, and competency areas.</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>Minimally acceptable work. Consistently low level of reflection in cognitive, content, and competency areas.</td>
</tr>
<tr>
<td>D</td>
<td>&lt;72</td>
<td>Unacceptable work in all areas.</td>
</tr>
</tbody>
</table>

Please report any discrepancy between assigned numeric grades and your calculated course grade.

**Board Effectiveness Assignments**

Please review the boards for volunteer sign-up below. In some cases a point of contact has been established, in others it has not. Use the information below to contact your board. Review section 1 above for a description of the timeline and process.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Contact</th>
<th>Assignment</th>
</tr>
</thead>
</table>

Yvonne D. Harrison, PhD
| 1. Aids Council; Michele McClave, ED | Mark Mulsun, Chair, 213-1557 (w); 459-7780 (h) mmulson@firstcardinal.com | Pavel |
| 2. Neighborhood Preservation Coalition of NYS, Inc. www.npcnys.org; Jessica Vasquez, ED, 432-6757 | j.vasquez@npchnys.org | Mark |
| 3. Capital Regional Theological Center, Martha Reisner, ED, 518-462-2470 | Norm Tellier, Chair norm@Tellier.com | Emily and Hyo-Shin |
| 4. Autism Society of Greater Capital Region; Janine Kruiswijk, ED | jkruiswijk@albanyautism.org, 518-355-2191 | Santiago |
| 5. Big Brothers and Sisters of the Capital Region; Mary Ibbetson | maryj@lavelleandfinn.com, | John/Jamie |
| 6. Capital District Habitat for Humanity, Mike Jacobsen, ED, 462-2993 | Al DeSalvo, Chair adesalvo@mtb.com | Nick |
| 7. Empire Justice Center, Anne Erickson, Pres and CEO | aerickson@empirejustice.org, 518-462-6831 | Kate |
| 8. Northeastern New York Affiliate of Susan G. Komen for the Cure; Lynette Stark, ED | lstark@nycap.rr.com, 518-250-5379 | Benjamin |