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 add positive value to their organizations. It also examines common issues that challenge board and leadership 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 governance and 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 these roles vis a vis the organization’s management and external environment.

In addition to what and how, the course covers the who of nonprofit leadership with particular emphasis on leadership competencies at the governance level. This includes the leadership competencies of effective boards, CEOs, board chairs, and leadership volunteers.

REQUIRED TEXTS (AVAILABLE FROM UA BOOKSTORE and ONLINE):

COURSE GOALS, LEARNING OUTCOMES, AND LEADERSHIP COMPETENCIES

The goal of this course is to produce competent administrators who are self-aware and capable of helping people, teams, and organizations achieve higher levels of effectiveness.

The learning outcomes below include the measureable things that you will do (means) in the course as well as results (ends) from learning.

- To reflect critically on issues, situations, and events in order to gain mastery of governance concepts.
- To engage in the course by reading content, discussing cases, issues, situations, and events.
- To make persuasive oral and written arguments for courses of action based on evidence.
- To apply knowledge in class learning activities and in interactions with the client and community.
- To develop leadership competency.

The following leadership competencies will serve as a guide for the development of the behaviors and skills expected of professional nonprofit sector managers and leaders:

1. To articulate and apply a public service perspective.
   a. Promote principles of equity, representativeness, responsiveness, transparency and fairness.
   b. Demonstrate these values in interactions with diverse constituencies; and
   c. Acts in a manner that…
      i. demonstrates a sense of duty, ethics, and integrity
      ii. minimizes conflicts of interest, and
      iii. builds public trust

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2. To communicate and interact productively with a diverse and changing workforce and citizenry.
   a. Present information in writing and orally, that is concise, accurate, clear, and informed by evidence.
   b. Tailor presentation to diverse audiences.
   c. Pursue, develop, and weigh diverse perspectives; and
   d. Demonstrate civility, sensitivity, and respect with and for others.

3. To analyze, synthesize, think critically, solve problems and make decisions that will improve governance effectiveness.
   a. Analyze information to define and evaluate problems.
   b. Identify potential solutions to problems based on evidence.
   c. Communicate recommendations in a profession manner that is well documented and will stand up to scrutiny.

4. To lead and manage nonprofit governance work.
   a. Plan and manage projects, both individually and in teams, to meet goals
   b. Prioritize activities in a manner consistent with goals; and
   c. Coordinate actions recognizing competing interests of the individuals, groups, and organization(s) involved.

5. To participate in and contribute to the governance process.
   a. Promote improvement by developing new insights and innovations;
   b. Align policy objectives and priorities with their organization’s mission and values;
   c. Participate in the development of networks spanning organizational to build strategic relationships to achieve goals; and
   d. Balance conflicting interests and demands from multiple constituencies.

COURSE LEARNING METHODOLOGY

The course utilizes two methods to facilitate course learning: Team-Based Learning and Academic Service Learning.

- Team-Based Learning

In the classroom we will use Team-Based Learning (TBL) to test mastery of course concepts (management and OT). In his chapter, Beyond Small Groups: Harnessing the Extraordinary Power of Learning Teams, Dee Fink (2004) provides empirical evidence that links TBL to the following learning outcomes:

- Concept comprehension
- Student motivation
- Social group cohesion
- Student and group accountability
- Superior problem-solving and performance (grades)

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The goal of TB is not to work “well” together but to perform “optimally” as a team. You will experience TBL in class and may observe it in a real organization and group (i.e. if you opt for the ASL semester project).

- **Academic Service Learning**

The other method of learning utilized in the course is Academic Service Learning (ASL). The definition I have adopted is based on Bringle and Hatcher’s (1995) definition. ASL is,

...a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect critically on the service activity in such a way as to gain further understanding of course content and a broader appreciation of the discipline while enhancing their personal development and commitment to individual, group and organizational effectiveness.

The ASL experience is similar to management consulting. Your role is consultant to an organization (herein referred to as “the client”). My role in the ASL process is to guide and support you throughout the ASL experience.

The ASL learning activity in this course is designed around the assessment and production of a report on the state of governance effectiveness of a board of a not for profit organization. The time commitment and requirements have been defined and communicated to the agency you will be working with.

ASL offers students and organizations many benefits in terms of personal and professional, growth and development. ASL requires a commitment of time to the experience. Students who have had the most success with ASL projects in the past have shared the following characteristics:

- **Commitment** to service and the consulting experience
- **Time** to engage in learning activities in and out of class
- **Organized** in managing the demands of the semester project
- **Professional** in communications (emails, meetings, writing products) and interactions with client.

**COURSE LEARNING ACTIVITIES**

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

1. **Readiness Assurance Test (RAT)** (5 % individual; 5 % team X 3 = 30 %)
2. **Class Facilitated Discussion** (10 %)
3. **Nonprofits and Governance Paper** (15 %)
4. **Board Effectiveness Assessment Reflection (BEAR)** (5 % X 3 BEARS = 15 %)
5. **Professional Consulting Report and Presentation** (30 %)

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1. TBL READINESS ASSURANCE TESTS (3 RATS)—30% Total

- RAT 1—February 23
- RAT 2—March 29
- RAT 3—April 26

Michaelson’s method of teaching and learning known as 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 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 three RATs during the spring semester. Each RAT will be worth 10% of your course grade (5% for individual and 5% for team RAT scores). The following is a description of what you can expect during an in-class RAT.

- You will answer two short closed book tests (10 questions each). Both are based on the assigned readings—one tests knowledge comprehension and the other application of knowledge.

- After you complete the individual tests, you will have an opportunity to take the same tests again 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.

- Teams (not individuals) can appeal incorrect RAT answers in writing during the time allotted at the end of the testing period. There are two types of appeals—appeals based on facts or evidence and 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). Team and individual test scores will be adjusted if successful. Appeals will not be reviewed outside of the appeal time period.

TBL is particularly useful for developing critical thinking skills and active learning engagement with course content. It has also been associated with higher levels of student learning. It also mirrors how board members interact in the governance process. Note: RATs test concepts relating to content covered up to the day of the RAT. No RAT will test concepts covered on a previous RAT or content scheduled after the RAT.
2. CLASS FACILITATED DISCUSSION—10 % Total

Class Facilitated Discussion

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 Cornforth and Brown text or article in the Special Governance Issue of the Nonprofit Quarterly.

Generally, discussants are considered to have expertise in a subject matter. Your job is to facilitate an in-class discussion that relates to the chapter you have been assigned. In addition to encouraging the sharing of differing perspectives and points of view, the FD asks you to use group facilitation skills to actively engage the class in a learning activity to further develop and apply knowledge or resolve a practical problem in governance.

Evaluation will be based on the quality of the facilitation and the discussion. Upload your facilitation plan, handouts, and synthesis of the class discussion to the Facilitated Discussion folder in BB by the due date.

DUE: Variable—One week after facilitation

3. NONPROFITS AND GOVERNANCE PAPER—15 % Total

Write a short single spaced three to four page 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 the different types of nonprofit corporations? What function/purpose/value do they serve?
- What is nonprofit governance? How is it different from for-profit corporate governance? What are the types of nonprofit governing boards? What factors influence governance model choice (e.g. policy only; mixed and working board) type?
- How are nonprofits regulated? What regulatory issues exist? How have governments, the nonprofit sector, and organizations responded to these issues to improve accountability and trust in the nonprofit sector?

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: March 9
4. BOARD EFFECTIVENESS ASSESSMENT REFLECTIONS (BEAR) –15 %
Total

As you will learn through this course, there are no one-size fits all approaches to improving nonprofit governance effectiveness. What works for one board may not work for another as each organization and board has a unique set of characteristics, situations, opportunities and challenges.

The BEAR assignment is designed and structured as an applied learning experience to foster knowledge and skill development as well as to produce information that you can be use to develop a professional report on the state of board effectiveness for a board of directors.

Each BEAR should be prepared for the board you are working with—communicating information it may or may not know. For example, most boards are aware they are a board of directors but may not be unaware of the type of board and model used to govern. They may also have differing views about nonprofit governance, how to assess it, the issues that challenge the board, and what makes for an effective governing board. Each BEAR will help you, and ultimately, the board you are working with, get clear on the concepts.

To this end, we ask that each BEAR be structured and formatted in APA style, with particular attention to the use of headers to separate content and cite references within the text. An effective document is organized and efficient for the reader to review and evaluate.

• BEAR #1

Drawing from the information gathered about your board and the readings, prepare a three-page (single spaced) reflection describing the characteristics of the organization and board you are assessing and the key governance 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 internal and external environment?

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.

5 % of Grade—DUE: February 23

• BEAR #2

Drawing from the readings, prepare a three page, single-spaced synthesis that includes a definition of nonprofit governance and the key governance concepts you assessed that relate to board effectiveness (i.e. within the conceptual framework).

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Next, describe the methods you used to conduct your assessment of board effectiveness.

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

**5 % of Grade—DUE: March 29**

- **BEAR # 3**

  This BEAR (three page, single spaced) is focused on the results of the assessment and recommendations for improving the effectiveness of the board. 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 any prior 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.

  From your results, identify practical recommendations to improve board effectiveness from your review of the best practices literature. From your review of the literature, which “best practices” and other useful suggestions based on the knowledge and expertise you have gained would improve your board’s effectiveness?

  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

**5 % of Grade—DUE: April 26**

5. **BOARD EFFECTIVENESS ASSESSMENT PROFESSIONAL CONSULTING REPORT AND PRESENTATION**

While the BEAR assignment provided an opportunity to develop and apply knowledge, the semester project report is an opportunity to transfer that knowledge to a board in order to further develop it. Through your work, the board will learn about governance and develop through your work; therefore it is important your final report be as effective as it can be.

Drawing content from your BEARS, 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.

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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.

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.

40 % OF GRADE—Final Paper and Presentation Due May 3

EXTRA CREDIT: WEEKLY COMMENTARY AND CASE STUDY BLOG POSTINGS—UP TO 15 % OF COURSE GRADE

Weekly Commentaries (6 out of 9)

Read the content for the week and post a commentary between 4 and 6 sentences long on the course blog. Your commentary should focus on assertions and ideas that relate to the week's topic and readings. For example, comments can be based on insights from the readings that helped you understand a situation or event you have experienced. Anything from the reading that you found confusing or unclear could also be posted. Remember the basic goal of these blog posts is to help you "connect the dots" so to speak by linking your ideas and questions to the topic by drawing on what you learned from the readings and applying it to your own experience. Post your blog before class.

Weekly Case Studies (6 out of 9)

Reflect on the assigned nonprofit board case study from the BoardSource (2011), Wrestling with Board Dilemmas book. A case study is based on a 'real world' situation. Like the real world there is usually no single correct answer to the issues raised. The cases assigned in this course are intended to provide you with a chance to reflect on the issues and apply concepts from the course to enable you to understand and resolve practical problems in governance. Read the assigned case. Assume you are an expert in the field who has been asked to provide advice on the situation in the case.

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Use the following framework of questions as the basis for your response and post it to the course blog before class.

- What are the issues in the case?
- Why do these issues exist?
- What can be done about them?

Keep a record of all you postings and upload into the BB Assignment folder by May 4.

LEARNING ACTIVITY EVALUATION RUBRIC

The rubric below consists of performance criteria in cognitive (critical thought), content (course content), and competency (engagement and application of knowledge) dimensions. Evaluation criteria in the critical thought dimension in the rubric below comes from Bradley’s Criteria for Assessing Levels of Reflection (Campus Compact, 2003, p. 87). Additional levels and criteria have been added to provide a holistic framework to evaluate learning.

**Level Three: Highest Level of Reflection**

**Cognitive (3.34 points)**
- Views things from multiple perspectives;
- Observes multiple aspects of the situation and places them in context;
- Assertions based on reasoning and evidence; and
- Has a reasonable assessment of the importance of the situation and decisions facing the board and organization.

**Content (3.33)**
- Content meets assignment requirements;
- Concepts, terms and acronyms are clearly defined and appropriately applied;
- Document is organized and formatted in APA (e.g. includes an introduction, headers to separate content, conclusion); and
- Uses Standard English writing conventions (e.g. grammar and style).

**Competency (3.33)**
- Communicates professionally (e.g. oral and written communication; respects people, puts effort into submission);
- Produces work on time;
- Applies knowledge appropriately; and
- Shows development of leadership competency (i.e. nonprofit knowledge, leadership skills, attitudes and behaviors) in class, client interactions and coursework.

**Level Two: B—Moderate Level of Reflection—Some Deficiencies in Cognitive (2.5), Content (2.5), and Competency (2.5) Dimensions**
Level One—*Lowest Level of Reflection*—Numerous Deficiencies in *Cognitive (1.5), Content (1.5), and Competency (1.5) Dimensions*

**COURSE SCHEDULE**

The course schedule communicates the meeting dates, readings and learning activity due dates. 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 1

*Course Schedule, Topics, Content and Assignment Due Dates*

<table>
<thead>
<tr>
<th>Class</th>
<th>Session Topic</th>
<th>Content</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Jan. 26</td>
<td>Course Overview</td>
<td>Preview of Course</td>
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</table>
| February 2 | The Nonprofit Sector                | • Salamon, L. M. *What is the Nonprofit Sector and why do we have it?* (BB);  
                          |   • Gill, *Who Owns the Organization*, pp. 71-78; *Organizational Forms*, pp. 163-166  
                          |   • Murray and Harrison (2014), *Guidelines for Reviewing Board Performance*,  
                          |   Chapter 1  
                          |   • Chait et al, Chpt 1  
                          |   • Boardsource Case #2  | PRACTICE RAT  
                          | February 9 | Nonprofit Boards of Directors    | • Renz & Andersson (2013), *Nonprofit Governance (C&B, Chpt. 2)*  
                          |   • Chait et al, Chpt 2  
                          |   • Gill, *Essential Board Tasks*, p. 9-30; *Gill, Models of Boards*, p. 31-43; *Board Types* 155-162  
                          |   • Ryan et al (2012), Board Problems or Problem Boards, NPQ, p. 6  
                          |   • Boardsource Case #44  
                          |   • Murray and Harrison (2014), *Guidelines for Reviewing Board Performance, Issues Related to the Board’s Role and Responsibilities in Governance*, Chapter 2  | FD # 2 (CB)  
|          |                                      |                                                                        |                  |
### Elements of the Governance Process:

1. The Legal Role and Authority of Nonprofit Boards
   - Chait et al, Chpt. 3, *Fiduciary Governance*
   - Murray and Harrison (2014), *Guidelines for Reviewing Board Performance, Issues Related to the Board’s Role and Responsibilities in Governance*, Chapter 2
   - Boardsource Case #1

2. Strategic Planning
   - **Freiwirth, J. (2014). Community Engagement Governance, Chapter 10 in C&B**
   - Gill, *Board Responsibilities Framework*, pp. 45-48,
   - Chait, Chpt. 4, *Type II Governing*

3. Performance Assessment
   - **Guo et al. (2014). Out of the Shadows, Chapter 3 in C&B**
   - Murray and Harrison (2014), *Guidelines for Reviewing Board Performance, The Board’s Role in Performance Assessment*, Chapter 4,
   - Chait, Chpt. 4, *Type II Governing*
   - Gill, Board Responsibilities—Performance Assessment, Financial, Human Resources, and CEO pp. 49-63

4. NO CLASS—SPRING BREAK

5. Fundraising and Resource
   - Murray and Harrison (2014), *Guidelines for Reviewing Board Performance,*

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Speaker: Mark Weintraub

Chapter 5, The Board’s Role in Fundraising

- Barber, P. (2012), Regulation of US Charitable Solicitations (BB)

March 29

Concept Testing and Application

RAT 2
BEAR 2

April 5

Factors the Influence the Governance Process:

- Murray and Harrison (2014), Guidelines for Reviewing Board Performance, Structures and Procedures and Meetings Chapter 6, pp. 32-48
- Gill, Structuring the Board and Committees, pp. 79-94; Tools to Assist You 121-152.
- Chait, et al, Chpt 5, Type III Generative Thinking

FD #7 (C&B)

April 12

- Brown, Antecedents to board member engagement in deliberation and decision-making, Chapter 5 in C&B
- Fredette and Bradshaw (2012), Social Capital and Nonprofit Governance Effectiveness, NPQ (BB)
- Bradshaw and Inglis, Diversity on Nonprofit Boards: Rethinking Frameworks, Conference Paper (BB)

FD # 8 (C&B)

April 19

- Murray and Harrison (2014), Culture Chapter 9.
- Chait, Chpt 6, Type III Generative Governing
- Reid (2013). Beneath the Surface and Around the Table: Exploring Group Dynamics in Boards, Chpt. 8 in C&B

FD #9 (C&B)

April 26

- Murray and Harrison (2014), Leadership Chapter 10, pp. 63-68

RAT 3
FD #10 (C&B)
• Chait et al, Chapter 7
• Herman and Heimovics, *Executive Leadership (BB)*
• Axelrod, *Board Leadership (BB)*
• **Harrison and Murray (2014), The Role and Impact of Chairs of Nonprofit Boards Chpt 4 in C &B.**

<table>
<thead>
<tr>
<th>May 3</th>
<th>Excellence Lessons for Governance Research and Practice</th>
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<tbody>
<tr>
<td></td>
<td>• Concept Testing and Application</td>
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<td></td>
<td>• Chait, Chpt 7, Working Capital That Makes Governance Work</td>
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<tr>
<td></td>
<td>• Gill, <em>How Boards Work, The Four Pillars of Excellence</em>, pp. 95-113</td>
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**Final Report & Presentation**

**Academic Policies and Support Practices**

- **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.

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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>
<thead>
<tr>
<th>AIDS</th>
<th>Head Injury</th>
<th>Multiple Sclerosis</th>
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<tbody>
<tr>
<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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<tr>
<td>Diabetes</td>
<td>Mental Illness</td>
<td>Psychiatric</td>
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<tr>
<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**

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“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 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.

For more information on academic writing standards of conduct, see Roig, M. (2003). Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing, accessible from [http://facpub.stjohns.edu/~roigm/plagiarism/Index.html](http://facpub.stjohns.edu/~roigm/plagiarism/Index.html).

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• **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. 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>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
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<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>
</tbody>
</table>

Yvonne D. Harrison, PhD
C-  70-72  Minimally acceptable work. Consistently low level of reflection in cognitive, content, and competency areas.

D  <72  Unacceptable work in all areas.

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