

V525: MANAGEMENT IN THE NONPROFIT SECTOR

SPRING 2007

Wednesday 6:00-8:40, BS 2004

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The nonprofit sector in the United States contains well over a million organizations and is growing rapidly. Nonprofits are an important part of our society, operate in many diverse areas of our economy, and are important for the initiation and implementation of many government programs and services. It has been recognized that one of the biggest issues facing the nonprofit sector today is the quality of management. Nonprofits are faced with a multitude of challenges and the leaders of today's nonprofits must be prepared to face a complex environment which is rapidly changing on many fronts.

This course is designed to provide current and future nonprofit managers and leaders with an overview of a range of nonprofit management concerns and practices. Course projects and discussions expand students' management skills, analytical tools, and knowledge. Students take the perspectives of nonprofit managers, volunteers, board members, policy makers, donors, and clients.

This course is built on the assumption that students learn more if they are actively engaged with the material. Exercises and discussions allow students to test knowledge, formulate ideas and strategies, respond to management dilemmas, and get immediate feedback from classmates and the instructor.

Upon successful completion of this course, students can expect to have:

- familiarity with major works in the nonprofit management literature
- knowledge of nonprofit management methods and practices
- understanding of laws and standards applicable to nonprofit organizations
- experience in analyzing management dilemmas and proposing responses
- experience in presenting and defending positions
- familiarity with resources useful for further investigation of nonprofit management

READINGS

Texts:

- Herman, Robert and Associates. *The Jossey-Bass Handbook of Nonprofit Leadership and Management, Second Edition*. San Francisco: Jossey-Bass, 2005. This will be designated as “**Handbook**” in the course schedule which follows.

Electronic Readings in Oncourse:

Additional readings are available electronically. They can be accessed through Oncourse (<http://oncourse.iu.edu>) and will be designated as “**Oncourse**” in the course schedule. After logging in to Oncourse, click on the “Calendar” tab. The semester's classes will be listed (they can also be viewed by the week or by the month). When you click on and open a class, the readings will be attached. They can be viewed, printed, or downloaded.

Additional Occasional Readings: In addition, other material (articles, newspaper stories, links, etc) may become available during the semester. This material will be made available through Oncourse and will be announced. Links to this material will usually be found in “Resources” in Oncourse.

GRADING

There will be 220 points available in the class. They will be distributed as shown below.

Case Papers (Best 4 – can do up to 6)	30%
Exam 1	15%
Journal or Exam 2	15%
Team Participation & Case Write-up	20%
Team Discussion Facilitation	5%
Class Participation	15%

The following grading scale will be used for final grades.

97 – 100% = A+	77 – 79.9% = C+
93 – 96.9% = A	73 – 76.9% = C
90 – 92.9% = A-	70 – 72.9% = C-
87 – 89.9% = B+	67 – 69.9% = D+
83 – 86.9% = B	63 – 66.9% = D
80 – 82.9% = B-	60 – 62.9% = D-
	Below 60% = F

USEFUL WEB SITES – SEE APPENDIX

COURSE ACTIVITIES

Email Communication

In order to make it easier for me (and you) to send messages to class members as well as to allow me to keep class email messages separate from other email communication, we will use the **Oncourse email system** for all class email. This email system can only be accessed within Oncourse. In Oncourse, click on “Message Center” to access email. Oncourse Message Center can also be configured to forward your Oncourse email to another email address (your IUPUI address, AOL, Hotmail, etc). On the Oncourse Message Center page, use “Settings” to activate private messages and to autoforward your Oncourse email if you prefer.

Class Participation and Discussion

This class will require active student involvement. This has been shown to be a highly effective method for promoting learning, especially for applied topics such as management. The class is, therefore, organized to promote student involvement in order to most meaningfully explore management issues, apply ideas, and practice management tools. Students who prepare for and attend classes and, while there, engage in exercises and discussions will learn the most and contribute to the learning experience of their fellow class mates. Each student is a valuable resource for all of us in terms of insights, questions, and “real life” experiences. The extent to which a student serves as a resource and the quality of the student’s contribution to class discussions (including case discussions) will determine the student’s participation grade. Attendance in class is necessary but not sufficient for a good class participation grade.

Case Papers

A number of cases are included in the course in order to illustrate management situations and allow students to apply course concepts to them. Students submitting a case paper for grading will prepare a 2 – 2 ½ page typed, double-spaced analysis. **The paper for a particular case is due the class session in which the case is discussed. Late papers will not be accepted.** Please note that the questions to answer for a particular case paper are included in the syllabus (under “CASE PAPER QUESTIONS”). This means that any questions included as part of the written case material on Oncourse or reserve are **not** the questions to be used for the case papers.

The best four case papers will be used to compute the case paper grade for the course. You may turn in up to six case papers for grading. Papers will receive a 0, 1, or 2 grade. Students may discuss assignments with other students outside of class but must write case papers independently.

A grade of 2 indicates that the paper was of high quality. A high quality paper will show excellent understanding of course ideas and the case as well as the correct application of appropriate frameworks and tools to analyze the case. The discussion should not be excessively theoretical or excessively descriptive, but move between these two levels. What determines a high quality paper is the appropriate application of concepts from the class readings/discussions to the case under consideration. **This needs to be done explicitly, citing specific readings.** The paper will offer a clear, direct response to the questions assigned to be answered in the paper and include a concise and compelling justification of the writer’s position(s).

A grade of 0 indicates that the paper does not reflect an acceptable level of understanding of the case and the management issues, does not apply or significantly misuses course concepts and tools, offers recommendations that are not feasible to implement, and/or shows little or poor effort in answering the questions posed for the paper.

A grade of 1 indicates that a case paper responded to the questions and provides some justifications, but the paper has one or more of the following problems: errors related to case facts, weak use of course tools and frameworks, incomplete responses to paper questions, inadequate justifications of positions or conclusions, or lack of citations to the readings.

Case Discussion

Each case will also be discussed in class. The case discussions will go beyond the questions assigned for the case paper write-ups. In the case discussion, students will identify management issues in the case, analyze problems the organization in the case is experiencing, and make suggestions for addressing the current problems and avoiding similar problems in the future. A case discussion may also explore the questions included as part of the case.

Exams and Journal

Students will take a mid-course exam and may take a final exam. Students should not discuss exam questions with anyone and their answers must be their own work. Students have the option of substituting a journal for the final exam.

To prepare a journal, a student should work or volunteer at least part-time (an average of at least three hours a week) for a nonprofit during the semester. The journal should contain thoughtful essays **relating course ideas** to the student’s experiences in and knowledge of the organization. As with the case papers, the journal essays should not be excessively descriptive, but move beyond description and apply course ideas. What determines a high quality essay is the appropriate

consideration of concepts from the class readings/discussions to the organizational situations examined. **This needs to be done explicitly, citing specific readings.** The journal should contain at least four essays and be a minimum of ten typed, double-spaced pages. Examples of journal entries include, but are not limited to:

- discussion of a management problem in the organization and a proposed response based on course ideas
- an analysis of current management practices in the organization in light of course ideas
- an evaluation of the feasibility of applying a course tool to the host organization

Inform the instructor early in the semester (no later than the date when the midterm is handed out) if you plan to take the journal option, briefly outlining your work or volunteering. Your plan to do a journal must be approved.

Team Case Write-up and Discussion Facilitation

Students will work in teams of four or five people to investigate a management challenge in an actual nonprofit organization and write a case exploring that dilemma. Sources of information which can be used to identify and examine a management dilemma include, but are not limited to, personal experience, interviews of participants, media accounts, annual reports, and internal documents. The case should provide readers with questions relevant for discussion in the course. The cases used as part of the course are longer models for the team-written cases. Team case write-ups should be 10-12 pages in length, be clearly written, tell a story, and provide data that has enough detail for a rich analysis. They should not be a close duplication of a case examined as part of the course material. The organization and any individuals discussed in the case **MUST** be disguised in the case write-up and discussion. Information on researching and writing a case can be found in the chapters from Lynn and Lawrence (“Writing a Case: The Basics”, Research for a Teaching Case”, and “Writing a Case Draft”). These are in Oncourse Resources.

Students should divide themselves into teams in the first few weeks of the class and be in a team no later than the 4th class period (January 31). The instructor will assign students to teams if need be. The experience of working in a team is an important learning objective of the course. Each team member’s participation will be assessed by the team and members not participating adequately in the team’s work will lose credit for this portion of the course.

In addition to preparing the case to be read by the students in the class, the team will prepare a note about the case for the instructor. In this 2-3 page note, the team will explain the lesson(s) they want their classmates to get out of the case, the team’s preferred response to the challenge(s) presented in the case, and a justification of the response.

The cases written by the teams will be distributed to the class members to be read and discussed in a subsequent class session. Each team will lead the class in a discussion of their case. The discussion should last 15 – 20 minutes, depending on the number of teams. For the presentation, the team should assume that the case has been read by the class and, therefore, not simply repeat case facts. The team’s goal should be to generate productive analysis and discussion of key management issues in the case, encourage participation of all class members in the discussion, and help their classmates develop feasible and reasonable recommendations for the organization an/or individuals examined in the case. The team may also use a few minutes of their class time to update their classmates on the real life responses to the challenges presented in the case and consequences of the responses.

COURSE SCHEDULE

January 10 – (1) Introduction to Course and (2) Management of Organizations

Oncourse:

Ronstadt, Robert. *The Art of Case Analysis*. Pp 1-39. Dover, Mass: Lord Publishing, 1980.

NOTE: This is important material about the case method. Please read carefully.

DuBrim, Andrew. "The Manager's Job." Pp. 1-15 in, *Essentials of Management* South-Western College Publishing, 2000.

Scott, W. Richard. "The Subject is Organizations." Pp. 15-28 in, *Organizations: Rational, Natural, and Open Systems*, 4th edition, Prentice Hall, 1998.

Schon, Donald. "Preparing Professionals for the Demands of Practice." (Chapter 1) and "Teaching Artistry Through Reflection-in-Action." (Chapter 2) in *Educating the Reflective Practitioner*. Jossey-Bass, 1987.

January 17 – (1) The Nonprofit Sector, (2) Nonprofit Organizations, and (3) Start-up

Handbook:

Preface, xv - xvii

Nonprofit Organizations and Social Institutions, Chapter 2 (Van Til)

The Legal Framework of the Nonprofit Sector in the United States, Chapter 3 (Silk)

The Changing Context of American Nonprofit Management, Chapter 4 (Salamon)

Oncourse:

Knoke, David. "The Political Economies of Associations." *Research in Political Sociology*, 1985, Vol I, 211-227.

"Overview of the Private Nonprofit Sector."

Hummel, Joan. "A Checklist of Things to be Done When Starting a Nonprofit Organization." Pp 5-7 in *Starting and Running a Nonprofit Organization*. Minneapolis: University of Minnesota Press, 1996.

Olenick, Arnold and Philip Olenick. "Becoming-and Staying-Tax Exempt." Pp. 3-9, 21-29 in, *A Nonprofit Organization Operating Manual*. New York: The Foundation Center, 1991.

Fishman, James and Stephen Schwarz. "Sample Articles of Organization." and "Sample Bylaws." Pp. 716-723 in, *Nonprofit Organizations: Statutes, Regulations, and Forms*. Westbury, NY: The Foundation Press, 1995.

Grobman, Gary. "Indiana." Pp 210-211 in, *The Nonprofit Handbook – National Edition*. Harrisburg, PA: White Hat Communications, 1997.

January 24– Leadership

Handbook:

Board Leadership and Development, Chapter 6 (Axelrod)

Executive Leadership, Chapter 7 (Herman & Heimovics)

Oncourse:

Burgess, Barbara. "The Board of Directors." Pp. 195 - 227 in Tracy Daniel Connors (ed.), *The Nonprofit Management Handbook: Operating Policies and Procedures*. New York: John Wiley & Sons, 1993. (Reference material – see forms)

CASE: Leslie, Diana, et al. *Living with Complexity: The Lincoln Hill Experience*. National Center for Nonprofit Boards, 1994.

CASE PAPER QUESTIONS: What weaknesses and strengths were exhibited by

the Lincoln Hill board and/or executive director during the time reported in the case? At the conclusion of the case, what steps should the board and executive director take to further their development and effectiveness? Explain why these steps should be taken.

January 31 – Managing Staff and Volunteers

ALL TEAMS ESTABLISHED

Handbook:

Designing and Managing Volunteer Programs, Chapter 13 (Brudney)
Keeping the Community Involved: Recruiting and Retaining Volunteers, Chapter 22 (McCurley)

Oncourse:

Review: Scott, pages 17-20 (Social structure, Participants), 24-27 (Rational System, Natural System)
Olenick, Arnold and Philip Olenick. "Organization Building." Pp. 59, 67-75 in, *A Nonprofit Organization Operating Manual*. New York: The Foundation Center, 1991.
CASE: Oster, Sharon. "American Red Cross." Pp. 218-232 in *Strategic Management for Nonprofit Organizations*. New York: Oxford University Press, 1995.
CASE PAPER QUESTIONS: How can the SCCC Red Cross better recruit and retain volunteers? Propose a recruitment and retention plan and justify it.

February 7 – (1) Setting Missions and Visions and (2) Oversight and Ethics

Handbook:

Ethical Nonprofit Management, Chapter 9 (Jeavons)

Oncourse:

Drucker, F. P. "PART ONE: The Mission Comes First: and your role as a Leader." Pp. 3 – 49 in, *Managing the Nonprofit Organization: Principles and Practices*. New York: Harper Collins, 1990.
Migliore, R. et al. "Defining Organizational Purpose." Pp. 35-49 in, *Strategic Planning for Nonprofit Organizations*. New York: Haworth Press, 1995.
Lucas, James. "Vision: 'Having a Mission Statement Means We Know Who We Are'." Pp. 39-48 in, *Fatal Illusions: Shredding a Dozen Unrealities that can Keep Your Organization from Success*. NY: American Management Association, 1997.
Situations for Reflection
Bothwell, Robert. "Trends in Regulation and Transparency of Nonprofits in the US." *The International Journal of Not-For-Profit Law*, Volume 2, Issue 3. Web site: http://www.icnl.org/journal/vol2iss3/Arn_bothwell.htm
INDEPENDENT SECTOR. *Obedience to the Unenforceable: Ethics and the Nation's Voluntary and Philanthropic Community*. 2002.
National Charities Information Bureau. "NCIB Standards in Philanthropy." NCIB Web Site, www.give.org.
Conflict of Interest. Charities Review Council of Minnesota.

February 14 – Strategic Planning

Handbook:

The Strategy Change Cycle: An Effective Strategic Planning Approach for Nonprofit Organizations, Chapter 8 (Bryson)

Oncourse:

Kearns, Kevin P. "From Comparative Advantage to Damage Control: Clarifying Strategic

Issues Using SWOT Analysis.” *Nonprofit Management and Leadership*, 3: 3 – 22, 1992.

Migliore, R. E. Stevens, D. L. Loudon, S. Williamson. “Sample Strategic Plan.” Pp. 161-195 in, *Strategic Planning for Nonprofit Organizations*. New York: Haworth Press, 1995

CASE: Simmons, F. Bruce III. “Akron Zoological Park 1991.” Pp. 128-140 in *Nonprofit Management Case Collection*. San Francisco: University of San Francisco, 1994.

CASE PAPER QUESTIONS: What are the strengths (S), weaknesses (W), opportunities (O), and threats (T) for the zoo? Prepare lists for each element of your SWOT analysis. Also, what is one of the most important strategic issues facing the zoo? Why is this an important strategic issue?

February 21 – Organizational Evaluation

EXAM 1 HANDOUT

Handbook:

Evaluating the Effectiveness of Nonprofit Organizations, Chapter 14 (Murray)

Oncourse:

Herman, Robert, and Renz, David. *Nonprofit Organizational Effectiveness: Practical Implications of Research on an Elusive Concept*. Kansas City: University of Missouri-Kansas City, Midwest Center for Nonprofit Leadership, 2002.

Note: Utilitarian and Normative Nonprofits

Stone, Melissa M., and Cutcher-Gershenfeld, Susan. “Challenges of Measuring Performance in Nonprofit Organizations.” Pp. 33 – 57 in P. Flynn and V. A. Hodgkinson (eds.), *Measuring the Impact of the Nonprofit Sector*. Kluwer Academic/Plenum Publishers, 2001.

February 28 – Competition and Cooperation

EXAM 1 DUE

Handbook:

Strategic Alliances, Chapter 11 (Yankey & Willen)

Oncourse:

Herman, Robert. “Conclusion: Preparing for the Future of Nonprofit Management.” Pp. 616 – 626 in Herman and Associates, *Jossey-Bass Handbook of Nonprofit Leadership and Management, First Edition*, 1994.

Oster, Sharon. “Structural Analysis of a Nonprofit Industry.” Pp. 29-45 in *Strategic Management for Nonprofit Organizations*. New York: Oxford University Press, 1995.

Oster, Sharon. “Competition and Cooperation Among Nonprofits.” Pp. 47-64 in *Strategic Management for Nonprofit Organizations*. New York: Oxford University Press, 1995.

INDEPENDENT SECTOR: Changing Roles, Changing Relationships: The New Challenge for Business, Nonprofit Organizations, and Government.

INDEPENDENT SECTOR: Working Better Together.

March 7 – Bringing Programs and Services to Clients - Marketing

Handbook:

Marketing for Nonprofit Managers, Chapter 12 (Gainer & Moyer)

Oncourse:

Unterman, I and R. Davis. “Blood Bank Focus Group Market Research.” Pp. 289-308 in

Strategic Management of Not-for-Profit Organizations. New York: Praeger Special Studies, 1984.

CASE: Papke, P. III, Jon M. Hawes, and Thomas L. Baker. "The Arthritis Foundation." Pp. 100-106 in *Nonprofit Management Case Collection*. San Francisco: University of San Francisco, 1994.

CASE PAPER QUESTIONS: From a marketing standpoint, which Arthritis Foundation programs should be eliminated? Why? What additional information/data are needed before a comprehensive marketing plan is developed? Why?

March 14 – SPRING BREAK

March 21 – Program Evaluation

Handbook:

Outcome Assessment and Program Evaluation, Chapter 16 (Thomas)

Oncourse:

CASE: Oster, Sharon. "The Good Faith Fund." Pp. 233-250 in *Strategic Management for Nonprofit Organizations*. New York: Oxford University Press, 1995.

CASE PAPER QUESTIONS: How should the performance of the loan representatives and the effectiveness of the Good Faith Fund be evaluated? Be specific and justify your plans.

March 28 – Advocacy Management

Handbook:

Nonprofit Lobbying, Chapter 10 (Smucker)

Oncourse:

The Aspen Institute. "Advocacy in Action" *Snapshots*, No 2, March 1999. Washington, DC: The Aspen Institute.

Smith, Bucklin and Associates. "Getting Political Support for Your Cause." Pp. 201-217 in *The Complete Guide to Nonprofit Management*. NY: John Wiley, 1994.

CASE: Oster, Sharon. "People for the American Way." Pp. 160-175 in *Strategic Management for Nonprofit Organizations*. New York: Oxford University Press, 1995.

CASE PAPER QUESTIONS: Which of the strategic alternatives presented in the last two pages of the case do you support? Justify your choice. What management challenges will need to be addressed if your choice of strategic alternatives is implemented?

April 4 – Risk Management and Crisis Management

Handbook:

Risk Management, Chapter 21 (Herman)

Oncourse:

Smith, Bucklin and Associates. "Using Public Relations Tools Effectively." Pp. 167-200 in *The Complete Guide to Nonprofit Management*. NY: John Wiley, 1994.

Lauer, Larry. "How to Handle a Crisis." *Nonprofit World*, Vol 12 No 1, 1994, 34-40.

Giaccalone, Robert. "An Introduction to Organizational and Employee Spin Doctoring." From, The Organizational Spin Doctoring Home Page, <http://www.uncc.edu/ragiaccal/spinframes.html>.

Tips for Giving a Media Interview. Ontario Confederation of University Faculty Associations.

Interview Tips- Talking Back to the Media

CASE: Paas, David. "Shark Fundraising at the Foundation." *Nonprofit Management Case Collection*. San Francisco: University of San Francisco, 1994.

CASE PAPER QUESTIONS: Should the Children's Family Foundation (CFF) use the 5 minutes at the end of Suzie's show for a rebuttal? If yes, why and how. If no, why not and what should be done? What are two policies the CFF should put in place to help prevent future problems? Justify these policies.

April 11 – Fund Development, Earned Income, and Government Contracting

Handbook:

Designing and Managing the Fundraising Program, Chapter 17 (Fogal)
Enterprise Strategies for Generating Revenue, Chapter 18 (Massarsky)
Managing the Challenges of Government Contracts, Chapter 15 (Smith)

Oncourse:

A Donor Bill of Rights
Olenick, Arnold and Philip Olenick. "Income-Producing Ventures." Pp. 193-213 in, *A Nonprofit Organization Operating Manual*. New York: The Foundation Center, 1991.

April 18 – Managing Change

EXAM II HANDOUT

ALL TEAM CASE WRITE-UPS DUE

Oncourse:

Perlmutter, Felice, and Burton Gummer. "Managing Organizational Transformations." Pp. 227 – 246 in Herman and Associates, *Jossey-Bass Handbook of Nonprofit Leadership and Management, First Edition*, 1994.

Dawson, Patrick. "Dimensions of Change." Pp. 11 – 25 in *Understanding Organizational Change*. Thousand Oaks, CA: Sage, 2003.

CASE: Milofsky, Carl and Nancy Morrison. "The Evolving Board-Executive Relationship at a Women's Shelter." Pp. 99-116 in M. Wood, *Nonprofit Boards and Leadership*. San Francisco: Jossey-Bass, 1996.

CASE PAPER QUESTIONS: What type of leader and leadership/management style does the shelter need at the end of the case? Why? What should be the key priorities of the new leader? Why?

April 25 – Team Presentations and EXAM II/JOURNAL DUE

May 2 – Team Presentations

Syllabus Insert on SPEA and Campus Policies

SPEA 2007 Policies

Syllabus Addendum

Academic Misconduct

Students are responsible for upholding and maintaining academic and professional honesty and integrity (*IUPUI Code of Student Rights, Responsibilities, and Conduct*, available at <http://www.iupui.edu/code/>, Part II Student Responsibilities, G). All faculty have the responsibility of fostering the “intellectual honesty as well as the intellectual development of students” and part of this responsibility means that faculty must investigate cases of potential academic misconduct promptly and thoroughly. Faculty members also have the responsibility of taking appropriate action when academic misconduct occurs. The penalties for academic misconduct include but are not limited to lowering a grade on an assignment, lowering a course grade, or failing a student for a course. SPEA faculty take their responsibilities seriously and do not tolerate cheating, plagiarism, or any other form of academic misconduct. If you have not done so, you should read about your responsibilities in the *IUPUI Code of Student Rights, Responsibilities, and Conduct* to ensure that you understand what these terms mean and what penalties can be issued for academic misconduct. Significant violations of the *Code* can result in expulsion from the University. If you have any questions about what constitutes academic misconduct for a course you are taking, be sure to ask the instructor for an explanation.

The *IUPUI Code of Student Rights, Responsibilities, and Conduct* defines four areas of academic misconduct: cheating, fabrication, plagiarism, and interference. The prohibited activities and actions include the following:

1. Cheating. A student must not use or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise, including, but not limited to, the following:

- a. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.
- b. A student must not use another person as a substitute in the taking of an examination or quiz.
- c. A student must not steal examinations or other course materials.
- d. A student must not allow others to conduct research or to prepare work for him or her without advance authorization from the instructor to whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or from files of papers prepared by other persons.
- e. A student must not collaborate with other persons on a particular project and submit a copy of a written report which is represented explicitly or implicitly as the student's individual work.
- f. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on field work.
- g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.
- h. A student must not alter a grade or score in any way.

2. Fabrication. A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations to the sources of information.

3. Plagiarism. A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

- a. Quotes another person's actual words, either oral or written;
- b. Paraphrases another person's words, either oral or written;
- c. Uses another person's idea, opinion, or theory; or
- d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

4. Interference.

- a. A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
- b. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

Classroom Etiquette and Disorderly Conduct

SPEA, which is a professional school, expects students to conduct themselves in a courteous and civil manner in interactions with professors and fellow students. Examples of discourteous behavior during class include reading the newspaper, working crossword puzzles, listening to headphones, using computers to surf the web or for other non-class activities, talking or laughing with others, arriving late, and so forth. These behaviors are distracting to the instructor and to classmates, and SPEA faculty will address these problems as they arise either in class or on an individual basis.

Disorderly conduct that interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be reported immediately to the Office of the Dean of Students for disposition, which may result in disciplinary action, including possible suspension and/or expulsion from the university. Students should read the *IUPUI Code of Student Rights, Responsibilities, and Conduct*, which can be accessed at <http://life.iupui.edu/help/code.asp> in order to understand your responsibilities as a student.

Communication between Faculty and Students

In order to verify the identity of all parties involved, effective September 1, 2004, all email communication from current SPEA students to SPEA staff must originate from an Indiana University email account. For email communication with SPEA faculty, current SPEA students should refer to course syllabi for instructors' preferences (Oncourse, Webmail, etc.). This policy applies to current students only. Instructions for forwarding your IUPUI email to another account can be found at <http://uits.iu.edu/scripts/ose.cgi?berh.def.help>

Course Withdrawals

Students who stop attending class without properly withdrawing from the class may receive a grade of F. It is important to withdraw from a course within specified timeframes (see chart below). Note that withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. **Poor performance in a course is not grounds for a late withdrawal.**

Withdrawal forms will not be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, SPEA does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case. See the Office of the Registrar's website at <http://registrar.iupui.edu/withdraw.html> for more information. To withdraw, obtain a withdrawal slip (DROP/ADD Form) from the SPEA Student Services window. Instructions for completing it are given on the form.

Withdrawal Deadlines	
Course deleted from record, no grade assigned, 100% refund (Advisor signature IS NOT required)	Week 1 (last day)
Withdrawal with automatic grade of W (Advisor signature IS required)	Week 2– Week 7 (regular session) Week 2 – Week 3 (summer session)
Withdrawal with grade of W or F (Advisor and instructor signatures ARE required)	Week 8 – Week 12 (regular session) Week 3 – Week 4 (summer session)

Incompletes

A grade of incomplete (I) indicates that a ‘substantial portion’ of the work in a course has been satisfactorily but not entirely completed by the student as of the end of the semester. The incomplete can be given to a student facing a hardship such that it would be unjust to hold the student to the established time limits for completing the work. To be eligible for the incomplete in a SPEA course, the student’s work must be of passing quality, and the student must have completed 75% of the course requirements. **Poor performance in a course is not grounds for an incomplete.** SPEA follows the campus guidelines, which may be accessed at the Office of the Registrar’s website at <http://registrar.iupui.edu/incomp.html>, in awarding incompletes. Incompletes must be removed within a time period not to exceed one year after the semester in which the student was enrolled in the course. The incomplete will revert to an ‘F’ if the work is not completed within the allotted timeframe established by the instructor.

Grade Changes

Under certain circumstances, students can seek grade changes for previously taken courses if they believe that a grade has been calculated or assigned incorrectly. A student who is seeking a grade change must first contact the instructor and ask for the grade change. In the event the instructor does not change the grade, the student can file a Change of Grade Petition with the Registrar’s Office. **In SPEA, a student has 90 days after the conclusion of a course to appeal a grade.** In cases of extenuating circumstances, SPEA may consider petitions filed after this date. SPEA will review the request and make a final decision on a case-by-case basis. The Change of Grade petition form is located at the Office of the Registrar’s website at <http://registrar.iupui.edu/grdfm.html>.

Students Called to Active Duty

SPEA encourages any student who is in the Indiana Military Reserves and is called to active duty to finish his/her coursework if at all possible. Students who cannot complete their courses have the option of withdrawing with 100% fee refund, but this request must be made within one week of being called to active duty. Students who are called to active duty may qualify for an incomplete (provided that all the above criteria have been met). For further information, please see the Office of the Registrar’s website at <http://registrar.iupui.edu/activeduty.html>.

Final Exam Schedule

If a final exam is given, it must be held on the day and time set in the final exam schedule. If an instructor has changed the final exam date, the student should first consult with the instructor. Students who have more than three final exams in one day or insufficient time to get from one exam to another should consult with their instructors to resolve these conflicts. Exams may not be given in the week before the final exam week. If a student is not able to resolve a final exam problem with the instructor, the student may report the problem to the Director of Undergraduate or Graduate programs. See the Office of the Registrar’s website at <http://registrar.iupui.edu/accal.html> for the final exam week schedule.

APPENDIX -- USEFUL WEB SITES (Partial listing)

Nonprofit Databases and Related Listings

- **Guidestar:** <http://www.guidestar.org/>, web database of all IRS-registered charitable nonprofits. See articles on reading Form 990, fundraising, and legal issues at <http://www.guidestar.org/npo/nparticles/index.jsp>
- **IRS:** <http://www.irs.gov/> and follow link for charities and nonprofits for additional see links to a variety of resources for organizations seeking exempt status as well as codebook and downloadable list of registered nonprofits.
- **Urban Institute:** <http://www.urban.org>, see National Center for Charitable Statistics and the links under <http://nccs.urban.org/links.htm>
- **Maryland Secretary of State:** <http://www.sos.state.md.us/>, see links to other states and to a variety of nonprofit resource listings.
- **Eric Mercer:** <http://www.muridae.com/publicaccess/>, provides IRS forms with instructions for nonprofits, including Form 990 and registration forms and samples (see also Guidestar links above).
- **United Chart of Accounts:** <http://nccs.urban.org/ucoa/nccs-ucoa.htm> nformation on financial reporting formats for nonprofit organizations.
- **Quality 990:** <http://www.qual990.org/>, efforts to improve quality of reporting on Form 990.
- **Raffa & Associates:** www.iknow.org, accounting firm specializing in nonprofits (this does not constitute an endorsement of the firm).
- **Better Business Bureau:** <http://www.bbb.org/about/pas.html>, ratings of nonprofits.
- **National Charities Information Bureau:** <http://www.give.org/>, information for donors.
- **The Johns Hopkins Third Sector Project:** <http://www.jhu.edu/~ccss/>, see links to the Center for Civil Society, the Comparative Nonprofit Sector Project, and the Nonprofit Employment bulletins.
- **Saguaro Seminar:** <http://www.ksg.harvard.edu/saguaro/>, major survey on civic engagement in the U.S. in collaboration with Robert Putnam. **For results of Post 9/11-survey on civic engagement, see <http://www.prospect.org/print-friendly/print/V13/3/putnam-r.html>**
- **American Religion Data Archive:** <http://www.thearda.com/>, links to major data sources on religion.

Indiana Resources

- **Indiana Nonprofit Sector:** <http://www.indiana.edu/~nonprof/>, description and analysis of Indiana nonprofit sector.
- **Center on Philanthropy at Indiana University:** . <http://www.philanthropy.iupui.edu/> Linkages and program information.
- **Indiana Grant Makers Alliance:** <http://www.indonors.com/>, regional association of grantmakers, includes a listing of Indiana community foundations.
- **Indiana Association of United Ways:** <http://www.iauww.org>; state association of United Way organizations, includes a listing of Indiana United Ways.
- **Access Indiana:** <http://www.state.in.us/index.html>, gateway to State of Indiana and related web sites.
- **Indiana Humanities Council:** <http://www.ihc4u.org/>, list of cultural resources for the state.
- **NPower Indiana:** <http://www.npowerin.org/>, new organization providing technology support for IN npos.

Nonprofit Professional Associations and Infrastructure Organizations

- **ARNOVA:** <http://www.arnova.org/>. Association for Research on Nonprofit Organizations and Voluntary Action - the major scholarly association in the field. Also moderated discussion group for researchers in the field (contact Roger Lohman at rlohman@wvnm.wvnet.edu and request that you be added to the ARNOVA_L list)

- American Society of Association Executives: <http://www.asaenet.org/main/>, professional association of association executives.
- Alliance for Nonprofit Management: <http://www.allianceonline.org/>, association of nonprofit managers and consultants to nonprofits - from merger of Support Centers of America and Nonprofit Management Association.
- American Association of Fund-Raising Counsel: <http://www.aafrc.org/>, affiliated group, AAFRC Trust for Philanthropy, publishes Giving USA, see <http://www.aafrc.org/giving/index.html>
- Association of Fundraising Professionals: <http://www.nsfre.org/index.cfm>, professional association of fundraisers
- Independent Sector: <http://www.indepsec.org/>, trade association for national nonprofits (ignore request for password, e.g., press <escape> button).
- Nonprofit Sector Research Fund at the Aspen Institute: <http://nonprofitresearch.org/>, reports and summaries of funded research projects.
- Foundation Center: <http://fdncenter.org/>, search foundations. See also "Literature of the Nonprofit Sector": <http://lnps.fdncenter.org/>
- Council on Foundations: <http://www.cof.org/>, information about foundations.
- National Council of Nonprofit Associations: <http://www.ncna.org/>, network of state and regional associations of nonprofit organizations.
- The Nonprofit Gateway <http://www.nonprofit.gov/>, a network of links to the federal government.
- Internet Nonprofit Center: <http://www.nonprofits.org/>, a variety of resources and links.
- **National Center for Nonprofit Entrepreneurship**: <http://www.nationalcne.org/>, **provides information and technical assistance on non-profit entrepreneurship.**
- The Internet Prospector: <http://www.internet-prospector.org/>
- The Chronicle of Philanthropy: <http://philanthropy.com/>, major publication in the field
- NonProfit Times: <http://www.nptimes.com/>, news media outlet focusing on the nonprofit sector.
- American Philanthropy Reviews <http://charitychannel.com/>, career opportunities, discussion forums, etc.
- International Center for Nonprofit Law: <http://www.icnl.org/>, resource on international nonprofit developments.
- Philanthropic Studies Index: <http://cheever.ulib.iupui.edu/psipublicsearch/> searchable database for publications on philanthropy.
- Action Without Borders: <http://www.idealists.org/>, nonprofit resources.
- Common Wealth: <http://tap.epn.org/commonwealth/>, highlights key debates in the field.
- Organizers Collaborative: <http://www.organizenow.net/links.html>, resource links for those involved in advocacy and organizing activities.
- Charity Village <http://www.charityvillage.com>, Canadian site of nonprofit resources.
- New York City Nonprofits Project: <http://www.nycnonprofits.org/>, resource site for NYC nonprofits.
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