

**INDIANA UNIVERSITY PURDUE UNIVERSITY INDIANAPOLIS
SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS
FALL 2013**

COURSE

Title:	Nonprofit and the Voluntary Sector
Course Number:	V521
Class Number:	11973
Day and Time; Location:	Online, asynchronous

INSTRUCTOR

Instructor:	Suzann Weber Lupton, J.D., PhD. (c).
Office Hours/Location:	Arranged upon request
Telephone:	317-274-2717
E-mail Addresses:	slupton@iupui.edu

Office Hours: I will check e-mails periodically throughout the week. I am available for personal appointments (in-person, by phone, video chat or online) upon request.

COURSE DESCRIPTION

This course will introduce you to the role that voluntary, philanthropic and nonprofit organizations play in American society. Our approach will be multi-disciplinary. We will examine the history, structure and theoretical (economic, political, philosophical and social) underpinnings of the American nonprofit and voluntary sector. Our readings will come from a variety of disciplinary perspectives and will provide you with a rich view of this complicated sector from a variety of vantage points. Many of these readings are considered “classics” in the emerging field of philanthropic studies. Other offerings are contemporary pieces written by academics and practitioners.

Because this course is designed as a survey, you will not develop great depth in any single approach. Rather, this course will serve as a gateway to further exploration in subsequent courses. Occasionally, you may be frustrated by the limited attention that we can pay to any subject. In these cases, please let me know and I will provide additional resources for your consideration. This is a knowledge class and not a methods or skills course. Throughout the class, you will be challenged to explore and constructively critique of the work and ideas of others.

COURSE LEARNING OUTCOMES

Nonprofit and Voluntary Sector is a core class in the MPA for students concentrating in nonprofit management. It satisfies the following learning objectives identified by the MPA faculty. At the conclusion of this course, you should be able to:

- Understand the size, structure and importance of the American philanthropic, nonprofit and voluntary sector.
- Possess a general knowledge of the various scholarly theories (economic, political, social, religious and philosophical) that explain the existence of the sector.
- Recognize the controversies and challenges faced by organizations in the sector.
- Evaluate the reasonableness/legitimacy of competing arguments about the role and importance of the voluntary and nonprofit sector in civil society.
- Understand the basic law of nonprofit organizations and the advantages, challenges and controversies associated with that status.
- Appreciate the role of philanthropic and nonprofit organizations internationally.
- Demonstrate an ability to synthesize wide-ranging information, apply the information to analyze scenarios, and make a cogent written or oral presentation regarding your work.

CLASS FORMAT

This is a web-based course. Our interactions will be via the Internet. These exchanges will also be asynchronous (that is, not at concurrent times). There are disadvantages and advantages to this type of course. One advantage is that this format gives you a good deal of flexibility about when you log in and contribute. It also gives you time to prepare thoroughly and reflect on the issues in the readings and exercises. One of the disadvantages of the format is that replicating the type of lively and spontaneous exchange that you can get in the same room is a challenge. You also have to work a bit harder to get to know your classmates, but this work is worthwhile as your best source of information is often your peers.

Oncourse: How it works

Our class will follow a similar pattern most every week. I will post a "module" for every week of our course. Please note that the modules are often not posted until a few days before the week begins. For example, if week three of the class began on Sunday, September 10, the module would likely be posted and available for viewing by September 7 or 8. Each "module" will contain an introduction to the material that you are responsible for reading (and in a few cases viewing) during the week. It will also contain the assignments for the week as well as questions that you should consider while reading.

The module will include a list of the readings for the week. When possible, I will include hotlinks to take you right to online resources. Please note that occasionally the module reading list may differ slightly from the syllabus. Deviations will not be significant, but sometimes I find an interesting new article to add.

The module will also tell you what assignments are due, when they will be due and how they should be submitted. During weeks that I ask you to engage in group conversations during the week, I will also tell you where and how to participate in those virtual

conversations.

COURSE EXPECTATIONS

Here are our basic responsibilities to one another. It is your responsibility to do the following:

- Be prepared to contribute each week to the online discussions
- Complete assignments on time
- Inform me of any problem or situation that may be interfering with your learning or performance in the course
- Provide feedback on the strengths and weaknesses of the course in a professional manner

It is my responsibility to do the following:

- Provide activities designed to accomplish course objectives
- Assist in providing an atmosphere conducive to learning
- Grade and return assignments in a timely fashion and appraise students of their progress on a regular basis
- Respond to student concerns in a prompt, fair and productive way

REQUIRED COURSE MATERIALS

Required Texts: The following books are required reading and available at the campus bookstore or through a number of online retailers. You can likely find good used copies through these same sources.

The Nonprofit Sector: A Research Handbook, 2nd Edition. Walter W. Powell and Richard Steinberg, Editors. Yale University Press, 2006. ISBN 0-300-10903-2

Understanding Philanthropy. Robert Payton and Michael Moody. Indiana University Press, 2008. ISBN 978-0-253-35049-7

Additional Materials: Additional readings will be provided throughout the semester. They will be accessible directly through the weekly modules for our course. Readings will also be posted under the resources tab on Oncourse. Many readings are listed on the course schedule below. As a general rule, we will always complete the text readings.

Recommended Resources: These items are not required, but can prove very useful in both understanding the sector and preparing papers.

Strunk Jr., William and E.B. White. *The Elements of Style*. (Any edition)

The University Writing Center. 274-2049.

America's Nonprofit Sector: A Primer, 2nd Edition. Lester M. Salamon. The Foundation Center, 1999.

COURSE REQUIREMENTS, ASSESSMENT AND GRADING

A course calendar, which covers reading assignments and the topics to be covered in individual class sessions, is attached. This schedule may be changed occasionally to incorporate new, relevant materials. I will try to keep such additions to a minimum, but you would be wise to avoid reading too far ahead of the class. Changes to the calendar will be announced in class and posted on Oncourse as soon as practical.

I will assign grades for the following:

1. Class participation and online assignments 30%
2. Research project: 25%
4. Exam I: 25%
5. Exam II: 20%

Active, Constructive Class Participation and Weekly Assignments (30%)

This portion of your grade considers your participation in class as evidence by your completion of assignments and your contributions to virtual discussions. The class is organized to promote student involvement by applying ideas from course readings, exploring issues and diverse opinions, and generating social capital through networking with others. Preparation for classes and engagement in the assigned activities and conversations will increase your learning and contribute to the learning experience of others. Each student is a valuable resource in terms of insights, questions, and life experiences. The extent to which a student serves as a well-informed resource, which is different from highly opinionated or outgoing, and contributes to the quality of class discussions will determine the student's participation grade.

Participation is necessary but not sufficient for an excellent class participation grade.

There will be assignments and/or group discussions during twelve weeks of our session. You are responsible for participating during ten of those weeks. A prudent student would

participate in all twelve opportunities. I will take the ten highest of your grades. Participating in additional weeks will not be considered "extra credit."

Take-Home Exam(s) (45%)

There will be two take-home essay exams. These are not cumulative exams. Exam questions will be handed out one week before they are due. Exam due dates are in the class schedule. Exams are to demonstrate your understanding, analysis, integration, and application of course readings and class notes. Accurate citation, (authors last name, date of publication) (class notes, date of class) of ideas, quotes, statistics, are expected. A strong answer will demonstrate familiarity with a variety of sources. Qualities of excellent writing (e.g., critical thinking standards, topic sentences, introduction, strong paragraph structure, transitional phrases between paragraphs, clear train of thought, evidence for assertions, conclusion) are expected.

Research Project (25%)

You will submit written assignments, including one research paper (12-15 pages), which will be considered your final project. For your topic, you will select a topic that interests you or that will further your knowledge of issues relevant to our course and to your particular area of study. You may, for example, choose to create a detailed profile of a single nonprofit or voluntary organization, of an entire segment of the nonprofit sector. You may explore an issue or controversy in the nonprofit and voluntary sector. More detail about this assignment will be provided separately.

All written assignments will be graded on the following components:

- Organization: clearly stated positions based on reference to credible resources;
- Evidence-based decision-making reflecting knowledge and appreciation of available data and potential data problems;
- Writing mechanics: grammar; word choice; sentence structure; and,
- Style: appropriate format; accurate citations; adheres to requirements of length, etc.

Grade Scale

The following grading scale will be used for final grades.

98 – 100% = A+	77 – 79.9% = C+
93 – 97.9% = 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-	Below 62.9% = failing

INSTRUCTOR'S CLASSROOM POLICIES

Plagiarism and Intellectual Honesty

All assertions of fact in written work must be supported by appropriate citations. Written submissions must be more than a collection of phrases and text blocks copied from some electronic source. They must include your words, thoughts and even paraphrasing of the ideas of others, properly cited, of course. Plagiarism and other forms of intellectual dishonesty will be severely sanctioned consistent with the attached SPEA policies. Please review these policies carefully as these are the rules of the realm

Submission of Work and Late Papers

All papers and exams are to be submitted on Oncourse via the electronic drop-box. Papers are due by 11:59 on the assigned due date. A deduction of one letter grade will be taken for all late papers. The instructor may make exceptions in exceptional circumstances. Failing to plan ahead is a common problem, not an exceptional one.

Withdraws and Incomplete

A grade of "Incomplete" may be arranged for a student who is unable to complete the course for reasons beyond his or her control. The instructor reserves the right to refuse to issue an incomplete in cases where sufficient cause or evidence is missing. Poor performance does not provide a basis for an Incomplete. A "W," for withdrawal, will be given in conformance with university policy.

COURSE SCHEDULE

Session Schedule

Week 1: August 19-24 Course Introduction

- Payton & Moody, *Understanding Philanthropy*, Chapters 1
- “The Charitable Industrial Complex,” Peter Buffett, New York Times, July 26, 2013. (Oncourse)

Session 2: August 25 - 31

Size, Scope and Current Status - What is the Nonprofit Sector?

- Board Source, “What is the Nonprofit Sector?” Chapter 1 in *The Nature of the Nonprofit Sector*. (Oncourse)
- Frumkin, “The Idea of A Nonprofit and Voluntary Sector.” Chapter 3 in *Nature*.
- Boris & Steuerle, “Scope and Dimensions of the Nonprofit Sector in the U.S.,” Chapter 3 in *The Nonprofit Sector: A Research Handbook*, 2nd ed. (*Hereafter referred to as NSRH*).
- Smith, “The Rest of the Nonprofit Sector” NVSQ, 26(1997), 114-131 (Oncourse)
- “Snapshot of Today’s Philanthropic Landscape,” CCS, 2013 (Oncourse).
- National Center for Charitable Statistics: <http://nccs.urban.org/statistics/index.cfm> Follow links to three sections; “Quick Facts & Figures”, “Overview by 501 (c) category, and “Classifications”

SKIM

The New Nonprofit Almanac IN BRIEF. (Oncourse)

REFERENCE MATERIAL (please locate and review)

- Center on Philanthropy Panel Study (COPPS) website: <http://www.philanthropy.iupui.edu/Research/COPPS/>
- Review Giving USA (annual). Philanthropic Library Reference or online
- Review the National Taxonomy of Exempt Entities. National Center for Charitable Statistics, Center for Nonprofits & Philanthropy, The Urban Institute, Washington DC.) This is your major resource for subsector identification.

Session 3: September 1-7

History of Philanthropy

- Robbins, Kevin. “The Nonprofit Sector in Historical Perspective: Traditions of Philanthropy in the West,” Chapter 1 in *NSRH*.
- Hall, Peter Dobkin, “A Historical View of Philanthropy, Voluntary Associations, and Nonprofit Organizations in the United States,” Chapter 2 in *NSRH*.
- Burlingame, Dwight. “Timeline of Important Events.” *American Philanthropy*. Chicago: University of Chicago Press. (ONCOURSE)
- Carnegie, *The Gospel of Wealth* (originally 1889, reprinted as IU Center on

- Philanthropy Essay, 1993)(Oncourse)
- Payton & Moody. *Understanding Philanthropy*. Chapter 5.

Session 4: September 8-14

Religion, Gender, Race and Philanthropy

- Cadge, Wendy & Wuthnow, Robert. "Religion and the Nonprofit Sector" Chapter 20 in *NSRH*.
- Payton & Moody. *Understanding Philanthropy*. Chapter 3.
- Pearson, Birger. "Ancient Roots of Western Philanthropy: Pagan, Jewish and Christian," I.U. Center on Philanthropy working paper. (Oncourse)
- McChesney, R.D. "Charity and Philanthropy in Islam: Institutionalizing the Call to do Good," I.U. Center on Philanthropy Essay #14. (Oncourse)
- Maimonides (in Neusner), "Laws Concerning Degrees of Tzedakah." (Oncourse).
- Carson, "The Roles of Indigenous and Institutional Philanthropy in Advancing Social Justice," Chapter 12 in Charles Clotfelter and Thomas Ehrlich (eds.), *Philanthropy and the Nonprofit Sector in a Changing America*, Bloomington, Indiana: Indiana University Press, 1999. (Oncourse)
- Clegg, Claudia. "Philanthropy, the Civil Rights Movement, and the Politics of Racial Reform." Chapter 16 in *Charity, Philanthropy, and Civility in American History*.
- McCarthy, Kathleen. "Women and Political Culture." Chapter 8 in *Charity, Philanthropy, and Civility in American History*.
- Smith et al., "Philanthropy in Communities of Color," Chapter 26 in *Nature*.

Session 5: September 15-21

Normative Theories of Giving and Volunteering

- Burlingame, "Altruism and Philanthropy: Definitional Issues," IU Center on Philanthropy, Essays on Philanthropy #10 (1993). (Oncourse)
- Wolfe, "What is Altruism?" Chapter 23 in *Nature*.
- Smith, "Doing Good." Chapter 24 in *Nature*.
- Ostrander, Susan A. "The Growth of Donor Control; Revisiting the Social Relations of Philanthropy" and Schervish, P.G. "Is Today's Philanthropy Failing Beneficiaries?" and Ostrander's Response to Schervish, *NVSQ*, 36(2007), 356-382. (Oncourse)
- Schervish, P.G. "The New Physics of Philanthropy: The Supply-Side Vectors of Charitable Giving," (Oncourse - 2 parts) Also at <http://www.bc.edu/research/cwp/>.

Skim:

- Guo, C. and Peck, L.R., "Giving and Getting: Charitable Activity and Public Assistance." *Administration and Society*, 41(2009), 600-627. (Oncourse)
- Guo, C., Webb, N., Abzug, R., and Peck, L.R., "Religious Affiliation, Religious Attendance and Participation in Social Change Organizations." *NVSQ*, in press. (Oncourse)

Session 6: September 22-28

Institutions and Philanthropy & Researching philanthropy

- Prewitt, “Foundations,” Chapter 15 in *NSRH*.
- Galaskiewicz & Colman, "Collaboration Between Corporations and Nonprofit Organizations," Chapter 8 in *NSRH*.
- Frumkin, Peter. “Inside Venture Philanthropy.” (Oncourse)
- Young & Burlingame, "Paradigm Lost: Research Toward a New Understanding of Corporate Philanthropy," in *Corporate Philanthropy at the Crossroads* (1996), pp.155-176. (Oncourse)
- Guo, Chao, and William A. Brown, “Community Foundation Performance: Bridging Community Resources and Needs.” *NVSQ*, 35(2006), 267-287. (Oncourse).

Session 7: September 29 - October 5

Economic Theories of the Nonprofit Sector

- Young, “Government Failure Theory,” Chapter 12 in *Nature*.
- Young, “Contract Failure Theory,” Chapter 13 in *Nature*.
- Steinberg, "Economic Theories of Nonprofit Organizations," Chapter 5 in *NSRH*.
- Brown & Slivinski, “Nonprofit organizations and the market,” Chapter 6 in *NSRH*.

Session 8: October 6 - 12

- Exam I
No readings for this week. The take home mid-term exam will be distributed on Sunday October 13 and will be due on Sunday, October 19 at 11:59 p.m.

Session 9: October 13 - 19

Political Theories and Legal Structure of the Nonprofit Sector

- Guo, Chao, and Juliet A. Musso, “Representation in Nonprofit and Voluntary Organizations: A Conceptual Framework.” *NVSQ*, 36(2007), 308-326. (ONCOURSE)
- Clemens, Elisabeth, "The Constitutions of Citizens: Political Theories of Nonprofit Organizations," Chapter 9 in *NSRH*.
- Smith & Gronbjerg, “Scope & Theory of Government-Nonprofit Relations”, Chapter 10 in *NSRH*.
- Brody, “The Legal Framework for Nonprofit Organizations,” Chapter 11 in *NSRH*.

SKIM

- Miller, *The Legal Foundations of American Philanthropy, 1776-1844* (1961), pp. 1-39. (ONCOURSE) – Ch. 1: A Tradition in Transition to Ch. 4)

- Simon, Dale, & Chisolm, “The Federal Tax Treatment of Charitable Organizations,” Chapter 12 in *NSRH*.

Session 10: October 20 - 26

Civil Society, Social Capital, and Mediating Structures

- Bielefeld, Wolfgang. "Social Capital." In Burlingame, Dwight F., ed. *Encyclopedia of Philanthropy in the US*. San Francisco: ABC-CLIO Publishing, 2004. (Oncourse)
- Putnam, Robert D. *Bowling Alone*, Simon & Schuster, 2000: Thinking About Social Change (Ch 1) & What Killed Civic Engagement (Ch 15).
- Berger & Neuhaus, “To Empower People: The Role of Mediating Structures in Public Policy,” Chapter 16 of *Nature*.
- Skocpol, Theda & Morris Fiorina. "Making Sense of the Civic Engagement Debate," Chapter 1 in *Civic Engagement in American Democracy*, Brookings Institution Press, 1999. (Oncourse)

SKIM

- Waltzer, "The Concept of Civil Society," in *Toward a Global Civil Society* (1995), pp. 7-27. (Oncourse)
- Starr, Paul. "The Public Vanishes," in *The New Republic*, August 14, 2000, pp. 35-37. (Oncourse)
- Tocqueville, “Of the Use which American make of Public Associations in Civic Life” available at available at http://xroads.virginia.edu/~HYPER/DETOC/ch2_05.htm. *Democracy in America* available at <http://xroads.virginia.edu/~HYPER/DETOC/home.html>

Session 11: October 27 - November 2

Issues: Public Policy, Sector Blurring and Challenges

- Salamon, Lester. "The Resilient Sector: The State of Nonprofit America." Chapter 1 in *The State of Nonprofit America*. (Oncourse)
- Young, Dennis, and Lester Salamon. "Commercialism, Social Ventures, and For-Profit Competition." Chapter 13 in *The State of Nonprofit America*. (Oncourse)
- Gronbjerg, Kirsten, and Lester Salamon. "Devolution, Marketization, and the Changing Shape of Government - Nonprofit Relations." Chapter 14 in *The State of Nonprofit America*. (Oncourse)

Session 12: November 3 - 9

Subsectors: Education, Arts/Culture, Advocacy

- DiMaggio, "Nonprofit Organizations and the Intersectoral Division of Labor in the Arts, Chapter 18 in *NSRH*.
- Jenkins, “Nonprofit Organizations and Political Advocacy,” Chapter 13 in *NSRH*.
- O’Neil, Michael. “Education and Research.” Chapter 6 in *Nonprofit Nation*. (Oncourse)
- Independent Sector, summary chart of campaign & lobbying laws by type of organization: Follow link to “Tax-Exempt Organizations and Campaign

- Activities” at <http://www.independentsector.org/programs/gr/campaign.htm> or paste direct link in browser: <http://www.independentsector.org/PDFs/campfin.pdf>
- NPAction: <http://www.npaction.org/>, review information on links to "How to" and "Legal Information" pages.

Session 13: November 10 - 16

Cross-national perspectives; International assistance as philanthropy or community development

- Anheier, Helmut & Salamon, Lester. “The Nonprofit Sector in Comparative Perspective.” Chapter 4 in *NSRH*.
- Boli, John. “International Nongovernmental Organizations”, Chapter 14 in *NSRH*.
- Salamon, “Government-Nonprofit Relations from an International Perspective,” Chapter 31 in *Nature*.
- Guo, C., and Smith, D.H., “Civil Society, Chinese Style: The Rise of the Nonprofit Sector in Post-Mao China.” *The Nonprofit Quarterly*, in press.
- Anheier, Helmut. "Dimensions of the nonprofit sector: A comparative perspectives of structure and change." In Helmut Anheier and Avner Ben-Ner (eds.), *The Study of the Nonprofit Enterprise*. New York: Kluwer Academic/Plenum Publishers, 2003. (Oncourse)

RECOMMENDED SUPPLEMENTAL READINGS

- The Comparative Nonprofit Sector Project, <http://www.jhu.edu/~cnp/>. Review “About CNP”, “Project Findings”, and “Methodology and Data Sources”
- Rosenberg, Emily. “Missions to the World: Philanthropy Abroad.” Chapter 11 in *Charity, Philanthropy, and Civility in American History*. (Oncourse)

Session 14: November 17-23

Exam II

- Exam II
No readings for this week. The take home exam will be distributed on Sunday November 17 and will be due on Sunday, October 23 at 11:59 p.m.

Thanksgiving Break November 24 - 30

Session 16: December 1-7

The Future of Philanthropy

- Guo, Chao, and Gregory D. Saxton. (in press) “Tweeting Social Change: How Social Media are Changing Nonprofit Advocacy.” *Nonprofit & Voluntary Sector Quarterly*. (Oncourse)
- Exam Part II distributed. Due at 6:00 p.m. on April 22.

Final Projects Due Friday December 6

Additional Resources

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/index.cfm>
- **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> (<http://nccs.urban.org/projects/ucoa.cfm>) information 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.iauw.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)

SPEA 2013 Policies Syllabus Addendum

There are a number of campus-wide policies governing the conduct of courses at IUPUI. These can be found at http://registrar.iupui.edu/course_policies.html. Additional information for SPEA courses is below.

Civility 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. This requires each person to be courteous, tolerant, and respectful during interactions with one another in all interactions, including face-to-face interactions, e-mail, and telephone conversations. Examples of discourteous behavior during class include reading the newspaper, working crossword puzzles, listening to headphones, talking or laughing with other, arriving late, using computers to surf the web, allowing cell phones to ring or sending text messages, or other non-class activities. The use of language, tone, or gestures that are inappropriate or offensive is also discourteous. These behaviors are not acceptable, and SPEA faculty and staff 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. Responsibilities and expectations of students and faculty can be found at <http://registrar.iupui.edu/misconduct.html>.

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).

Plagiarism is the most common academic misconduct violation, and some students, who have been disciplined for plagiarism, have said they were not aware that they had plagiarized their work. Be aware that ‘not knowing’ does not excuse academic misconduct – every student is responsible for knowing the rules. The IU School of Education’s ‘How to Recognize Plagiarism’ is an on-line tutorial that can help you avoid plagiarism. It can be accessed at <http://www.indiana.edu/~istd/>. 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.

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. Significant violations of the *Code* can result in expulsion from the University.

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.

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.

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>.

Students Needing Support From Counseling and Psychological Services

SPEA encourages any student who has concerns about their personal welfare to seek assistance with the professionally trained counselors of the IUPUI Counseling and Psychological Services (CAPS). CAPS provides direct professional psychological services, including crisis response, counseling, assessment and referral to all IUPUI students. More information can be found at <http://life.iupui.edu/caps/>.

Students Needing Support From Adaptive Educational Services

Students needing accommodations because of a disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in Taylor Hall, UC 100. You can also reach the office by calling 274-3241.

Visit <http://aes.iupui.edu/> for more information.

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://veterans.iupui.edu/resources/withdrawal/>.

FLAGS System

SPEA faculty will be using IU's FLAGS System (Fostering Learning, Achievement, and Graduation Success) to provide real-time feedback on student performance in the course. Periodically throughout the semester, data on factors such as class attendance, participation, and success with coursework, etc. will be entered with suggestions on ways to improve performance.

Students may access this information in the student center: Onestart > Student Services page > Student Center > My Academics and Grades > My Grades.

Administrative Withdrawal (AW)

If this class is utilizing the Administrative Withdrawal (AW) Policy, a student could be withdrawn from the class if they miss more than half of the required class activities within the first 25% of the course. More information can be found in the attendance and/or assessment portion of the syllabus if this policy is being used.

Course Withdrawals

Students who stop attending class without properly withdrawing from the class will 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>.

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. 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 the program. Tests or major writing assignments may not be required during the week before the formal final exam week unless assigned or announced at the beginning of the semester. See the Office of the Registrar's website at <http://registrar.iupui.edu/final-policy.html> for the policy and final exam week schedule.