

Course Number: PAD 5356                      Semester: Summer 2020

CRN: 36008

Course Title: Social Entrepreneurship and Nonprofit Management

Instructor: Dr. Eric Boyer  
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915-747-6145

Office Hours: Office Hours will be held virtually on blackboard.

To join the office hours, log onto blackboard on the time of the office hours and click “virtual office hours.” Once you log into blackboard during office hours, you can chat in the chat room, talk by audio, or talk by video in real time.

If you cannot connect to the virtual office hours through an internet connection, you can call the following number with your phone: 1-571-392-7650 (PIN: 663 929 3884).

WEDNESDAYS, 6-8 PM (via Blackboard Collaborate), or please email me for a time to meet.

**Course Description:**

This course is an introduction to strategic management in nonprofit organizations and social enterprises (third sector organizations). The course will review core topics for leading, managing and measuring effectiveness in third sector organizations. The nonprofit sector is increasing in importance in the U.S. and abroad, as the primary provider for a wide range of critical social services. Entrepreneurs are also increasingly experimenting with innovative products and services to address social needs in the for-profit sector. Any major effort to address complex issues in our society requires the engagement, involvement, and leveraging of resources and perspectives from socially oriented organizations that exist outside of government. The material in this course will improve an understanding of the scope and scale of third sector roles in the U.S. economy, and their unique competitive advantages.

This course will primarily consider issues from the perspective of nonprofit and socially oriented organizations, but the content and approach will be relevant for professionals working in public or private sectors who are tasked with understanding, or working with nongovernmental organizations. Specifically, we will examine techniques in strategic stakeholder management, including the mapping of external and internal stakeholders, whose combined contributions can improve program effectiveness. A central theme of

this course is administrative responsiveness, in respect to one's interactions with clients, donors, fellow employees, and executive leadership.

This class will involve an innovative approach to adult learning, including student-led discussions, presentations, and distribution of your written assignments to your peers. The aim of this approach is to cultivate conditions to support peer-to-peer learning by creating greater opportunities for you to express your expertise and understanding to other members of the class. The best outcome of this class is for all of us to learn from your unique perspectives on the course material.

Your role as a leader is the central theme of this course. The aim is to empower you with concepts, case examples, and theory to analyze, critique, and advise strategic management in nonprofit organizations and social enterprises. My goal for this course is to consider management and leadership issues in third sector organizations in a more critical way, and to identify a number of practices and analytical frameworks that will lead to more informed and effective services for the public. The overarching mission of this class is to create opportunities for each of you to develop some personal insights and lessons (whether originating from readings, the instructor, your peers, your contributions to class, guest speakers, or some combination of each) that will empower you to be even more effective in your future career than you already will be.

### **Student Learning Objectives**

The objective of this course is to empower members of this class with the abilities to:

- Recognize, analyze, and critique the strategic orientation of nonprofits and social enterprises.
- Understand the unique capabilities of nonprofit and social enterprises in addressing complex social issues;
- Develop an understanding of strategic management and SWOT analysis, as techniques for improving the planning of social programs;
- Demonstrate an understanding of core topics in leadership and management in respect to the operating constraints of nonprofit and socially oriented organizations;
- Apply an approach to strategic planning to the operations of a nonprofit organization in our community here in El Paso;
- Develop competencies in conducting research interviews and integrating qualitative research into a practical, actionable plan for leaders of nonprofit or social enterprises;

- Demonstrate mastery of course content, through class discussions, in-class presentations, and analytical writing;
- Apply the lessons from this class to analyses of real-world issues and problems;
- Draft professional memos with succinct, actionable recommendations for supervisors, clients, or other professional audiences;
- Develop and present analyses of problems and solutions in professional presentations and analytic writing.

### **Diversity Statement:**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, culture and political ideology. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

### **Course Format:**

Recognizing that students have different learning and working styles, this course will utilize a variety of learning and teaching formats. We will use lectures, discussions, case studies, examples from current events, examples from students' own personal professional experiences, and written assignments. The professor will utilize the UTEP *Blackboard* system to distribute class materials. The classroom sessions will include a combination of classroom discussion, lecture, and group activities. Members of the class are expected to bring examples of administrative challenges in the news to each class session, questions and observations from the weekly course readings, and examples of potential applications of course materials to their own personal experiences. If any student engages in behavior that is seen to be disruptive, condescending or inappropriate in class, the professor may remove credit for participation.

Because students learn from each other, as well as from the instructors, students are expected to attend all of the required classes. If, due to illness or emergency, you are unable to attend class, you should call or email the instructor before the class you will miss. You can miss up to two classes, with prior approval from the instructor. To the extent that missing class affects your ability to participate in class discussions, excessive absences will substantially affect your grade. Students missing class are responsible for retrieving notes and assignments from classmates. Students are responsible for maintaining access to the blackboard site for this course and their UTEP email accounts. Students are responsible for keeping up to date on email communication from the professor and fellow members of the class through their UTEP email accounts.

Students are expected to deliver their work on time. If, due to illness or personal emergency, you believe your work will be late, you are advised to discuss the matter in advance with the instructor. Late work will normally be penalized at least one-third grade (e.g., from an A- to a B+), but it may be higher if it is more than one week late. If a student will hand in an assignment late, it is his or her responsibility to agree on a revised deadline with the instructor. The best thing to do if your work will be late is to email the instructor to develop a plan to get it done.

### **Netiquette:**

- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a F2F situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).

### **Course Requirements (All assignments are due end of day, 11:59pm):**

1. Reading Assignments (75%): Each person will complete reading assignments, through the assignments tab in Blackboard. Some of the reading assignments may involve presentations and writing reflection papers on the material from the class.
2. Final Project Paper (25%): Each student will submit a 6-8 page research paper at the conclusion of the class, based on 1-2 core themes from class and their application to current issues for nonprofits today. It is possible, though not required, to focus specifically on a single nonprofit's experience in your paper.

### **Required Reading (for purchase):**

#### *Textbook*

1. Tschirhart, Mary, and Wolfgang Bielefeld. 2012. *Managing Nonprofit Organizations*. San Francisco, CA: Jossey-Bass.

#### *Harvard Business School Case Study Course Pack (\$4.25/ea.)*

<http://cb.hbsp.harvard.edu/cbmp/access/59490901>

2. Shorters, Trabian. 2005. *Ashoka: Innovators for the Public*. Stanford Graduate School of Business case P-70.
3. Scott, Esther. 2002. Standards for Child Sponsorship Agencies (A), Kennedy School of Government, Case C16-02-1664.0.

4. Pamela Varley; Christine W. Letts. 2006. Health Care & The Isolated Poor in The Lower Rio Grande Valley: The Quest To Make A Lasting Change. Kennedy School of Government, Harvard University, Case No. HKS572-PDF-ENG.

**Suggested Reading (purchase is optional):**

Guo, Chao, and Wolfgang Bielefeld. 2014. *Social Entrepreneurship: An Evidence-Based Approach to Creating Social Value*. San Francisco, CA: Jossey-Bass.

Grobman, Gary M. 2015. *The Texas Nonprofit Handbook: Everything You Need to Know to Start and Run Your Texas Nonprofit Organization*. Harrisburg, PA: White Hat Communications.

Articles, book chapters, case studies and other required and recommended material not in the required reading list will be available on *Blackboard* or handed out in class.

**I. INTRO TO THE NONPROFIT SECTOR (JANUARY 20, 2021)**

Tschirhart, Mary, and Wolfgang Bielefeld. 2012. *Managing Nonprofit Organizations*. San Francisco, CA: Jossey-Bass.

Chapter 1: Understanding Nonprofit Organizations

**Recommended:**

Brown, William, Suyeon Jo, and Fredrik O. Andersson. 2013. Texas Nonprofit Sector: Describing the Size & Scope. *Report of the Nonprofit Management Program*. College Station, TX: The Bush School of Government & Public Service, Texas A&M University.

McKeever, Brice S., and Sarah L. Pettijohn. 2014. The Nonprofit Sector in Brief 2014. Washington, DC: The Urban Institute, Center on Nonprofits and Philanthropy.

**II. FOUNDING A NONPROFIT (JANUARY 27, 2021)**

Tschirhart, Mary, and Wolfgang Bielefeld. 2012. *Managing Nonprofit Organizations*. San Francisco, CA: Jossey-Bass.

Chapter 3: Founding Nonprofits and the Business Case

Chapter 4: Organization Structure

Blackwood & Roeger. (2010). Here today, gone tomorrow: A look at organizations that might have their tax-exempt status revoked. The National Center for Charitable Statistics. The Urban Institute.

Recommended:

Grobman, Gary M. 2015. *The Texas Nonprofit Handbook: Everything You Need to Know to Start and Run Your Texas Nonprofit Organization*. Harrisburg, PA: White Hat Communications.

Chapter 1: The Decision to Incorporate

Chapter 2: Steps to Incorporation

IRS Publication 557: Tax-Exempt Status for Your Organization:

<https://www.irs.gov/publications/p557/>

**III. SOCIAL ENTREPRENEURSHIP (FEBRUARY 3, 2021)**

Guo, Chao, and Wolfgang Bielefeld. 2014. *Social Entrepreneurship: An Evidence-Based Approach to Creating Social Value*. San Francisco, CA: Jossey-Bass.

Chapter 1: The Many Faces of Social Entrepreneurship

Chapter 2: Social Entrepreneurship as Organizational Behavior

Case: Shorters, Trabian (2005) *Ashoka: Innovators for the Public*. Stanford Graduate School of Business case P-70, (HBP coursepack)

Recommended:

Light, Paul C. 2006. Reshaping Social Entrepreneurship, Stanford Social Innovation Review, fall.

Phills, James A and Victoria Chang. 2005. The Price of Commercial Success. *Stanford Social Innovation Review*; Spring: 3, 1: 64-73.

Muhammad Yunus <http://www.nobelprize.org/mediaplayer/index.php?id=88>

Ashoka: <https://www.ashoka.org/>

Grameen Bank: <http://www.grameen-info.org/>

**STRATEGIC MANAGEMENT – LOOKING OUT (OPPORTUNITIES & THREATS)**

**IV. FUNDRAISING & PHILANTHROPY (FEBRUARY 10, 2021)**

Tschirhart, Mary, and Wolfgang Bielefeld. 2012. *Managing Nonprofit Organizations*. San Francisco, CA: Jossey-Bass.

Chapter 6: Resource Acquisition

Chapter 7: Financial Stewardship and Management.

Oster, Sharon M., Charles M. Gray and Charles Weinberg. 2004. To Fee or Not to Fee? (And Related Questions). *The Nonprofit Quarterly*, Summer: 31-35.

Recommended:

Foster, William and Jeffrey Bradach. 2005. Should Nonprofit Seek Profits? *Harvard Business Review*, February: 1-9.

Carroll, D. A., and K. J. Stater. 2009. "Revenue Diversification in Nonprofit Organizations: Does It Lead to Financial Stability?" *Journal of Public Administration Research and Theory* 19 (4):947-966.

**V. NONPROFIT ACCOUNTABILITY AND EVALUATION (FEBRUARY 17, 2021)**

Tschirhart, Mary, and Wolfgang Bielefeld. 2012. *Managing Nonprofit Organizations*. San Francisco, CA: Jossey-Bass.  
Chapter 13: Program Evaluation.

Dean-Coffey, J. (2018). What's Race Got to Do With It? Equity and Philanthropic Evaluation Practice. *American Journal of Evaluation*, 39(4), 527–542.

Case: Scott, Esther (2002). Standards for Child Sponsorship Agencies (A), Kennedy School of Government, Case C16-02-1664.0 (HPB coursepack)

Recommended:

Carnochan, Sarah, Mark Samples, Michael Myers, and Michael J. Austin. 2013. "Performance Measurement Challenges in Nonprofit Human Service Organizations." *Nonprofit and Voluntary Sector Quarterly*.

GuideStar: <https://www.guidestar.org/Home.aspx>  
Charity Navigator: <http://www.charitynavigator.org/>  
Independent Sector, Charting Impact:  
[https://www.independentsector.org/charting\\_impact](https://www.independentsector.org/charting_impact)

**VI. NONPROFIT ACCOUNTABILITY & BENEFICIARIES (FEBRUARY 24, 2021)**

LeRoux, Kelly. 2009. "Paternalistic or Participatory Governance? Examining Opportunities for Client Participation in Nonprofit Social Service Organizations." *Public Administration Review* 69 (3): 504-517.

Freiwirth, Judy. 2007. "Engagement Governance for System-Wide Decision Making." *Nonprofit Quarterly*. Summer.

Benjamin, Lehn M. 2020. Bringing Beneficiaries More Centrally into Nonprofit Management Education and Research. *Nonprofit and Voluntary Sector Quarterly*.

Recommended:

Benjamin, Lehn M. (2012). The Potential of Outcome Measurement for Strengthening Nonprofits' Accountability to Beneficiaries. *Nonprofit and Voluntary Sector Quarterly*.

Eikenberry, A. M., and J. D. Kluver. 2004. "The Marketization of the Nonprofit Sector: Civil Society at Risk?" *Public Administration Review* 64 (2): 132-140.

Polson, Edward C. 2014. "Social Diversity and Civic Engagement: The Effects of Ethnic and Social Heterogeneity on the Community Involvement of American Congregations." *Nonprofit and Voluntary Sector Quarterly*.

**VII. MARKETING AND COMMUNICATIONS (MARCH 3, 2021)**

Tschirhart, Mary, and Wolfgang Bielefeld. 2012. *Managing Nonprofit Organizations*. San Francisco, CA: Jossey-Bass.  
Chapter 8: Marketing.

Briones, Rowena L., Beth Kuch, Brooke Fisher Liu, Yan Jin. 2011. Keeping up with the digital age: How the American Red Cross uses social media to build relationships. *Public Relations Review*, 37(1) pp: 37-43.

Case: Pamela Varley; Christine W. Letts. 2006. Health Care & The Isolated Poor In The Lower Rio Grande Valley: The Quest To Make A Lasting Change. Kennedy School of Government, Harvard University, Case No. HKS572-PDF-ENG (HPB coursepack)

Recommended:

McDougle, Lindsey M., and Marcus Lam. 2014. "Individual- and Community-Level Determinants of Public Attitudes toward Nonprofit Organizations." *Nonprofit and Voluntary Sector Quarterly* 43 (4):672-692.

Arnett, D. B., S. D. German, and S. D. Hunt. 2003. "The Identity Salience Model of Relationship Marketing Success: The Case of Nonprofit Marketing." *Journal of Marketing* 67 (2):89-105.

**STRATEGIC MANAGEMENT – LOOKING IN (STRENGTHS & WEAKNESSES)**

**VIII. STRATEGY AND MISSION (MARCH 10, 2021)**

Tschirhart, Mary, and Wolfgang Bielefeld. 2012. *Managing Nonprofit Organizations*. San Francisco, CA: Jossey-Bass.  
Chapter 5: Formulation of Strategy.

Jäger, Urs P., and Karin Kreutzer. 2011. "Strategy's Negotiability, Reasonability, and Comprehensibility: A Case Study of How Central Strategists Legitimize and Realize Strategies without Formal Authority." *Nonprofit and Voluntary Sector Quarterly* 40 (6):1020-1047.

Byruck, Mischa 2015. Business Plans and Planning for Social Entrepreneurs and Nonprofits, Social Good Guides. <http://www.socialgoodguides.com/business-plans-and-planning-for-social-enterprises-and-nonprofits-guide/>

Recommended:

Frumkin, P., and M. T. Kim. 2001. "Strategic Positioning and the Financing of Nonprofit Organizations: Is Efficiency Rewarded in the Contributions Marketplace?" *Public Administration Review* 61 (3):266-275.

Grobman, Gary M. 2015. *The Texas Nonprofit Handbook: Everything You Need to Know to Start and Run Your Texas Nonprofit Organization*. Harrisburg, PA: White Hat Communications.

Chapter 5: Mission and Vision Statements.

**NO CLASS – SPRING BREAK (MARCH 17, 2021)**

**IX. STRATEGIC HUMAN RESOURCE MANAGEMENT AND MANAGING VOLUNTEERS (MARCH 24, 2021)**

Tschirhart, Mary, and Wolfgang Bielefeld. 2012. *Managing Nonprofit Organizations*. San Francisco, CA: Jossey-Bass.

Chapter 11: Strategic Human Resource Management

Chapter 12: Motivation and Performance.

Case: Bussell, Helen, and Deborah Forbes. 2007. "Volunteer Management in Arts Organizations: A Case Study and Managerial Implications." *International Journal of Arts Management* 9 (2):16-28.

Recommended:

Studer, Sibylle. 2015. "Volunteer Management: Responding to the Uniqueness of Volunteers." *Nonprofit and Voluntary Sector Quarterly*.

Vantilborgh, Tim, Jemima Bidee, Roland Pepermans, Jurgen Willems, Gert Huybrechts, and Marc Jegers. 2011. "Volunteers' Psychological Contracts: Extending Traditional Views." *Nonprofit and Voluntary Sector Quarterly*.

**X. EXECUTIVE BOARDS AND EXECUTIVE LEADERSHIP (MARCH 31, 2021)**

Tschirhart, Mary, and Wolfgang Bielefeld. 2012. *Managing Nonprofit Organizations*. San Francisco, CA: Jossey-Bass.

Chapter 9: Boards and Governance

Chapter 10: Executive Directors and Leadership

Case: Sontag, Deborah (2001). "Who Brought Bernadine Healy Down?" *The New York Times Magazine*, December 23.

Recommended:

Freiwirth, Judy. 2013. "Community-Engagement Governance: Engaging Stakeholders for Community Impact." In *Routledge Contemporary Corporate Governance : Innovative Perspectives and Approaches*, edited by Chris Cornforth and William Brown. New York: Taylor and Francis.

BoardSource. 2010. *The Handbook of Nonprofit Governance*. San Francisco, CA: Jossey-Bass.

Chapter 2: What is Governance

O'Regan, K., and S. M. Oster. 2005. "Does the Structure and Composition of the Board Matter? The Case of Nonprofit Organizations." *Journal of Law Economics & Organization* 21 (1):205-227.

## **XI. NONPROFIT LEADERSHIP (APRIL 7, 2021)**

Tschirhart, Mary, and Wolfgang Bielefeld. 2012. *Managing Nonprofit Organizations*. San Francisco, CA: Jossey-Bass.

Chapter 16: Organizational Change and Innovation

Chapter 17: The Future of Nonprofit Leadership and Management.

Case: Leading Island Wood (on blackboard)

Recommended:

Kolpakov, A., & Boyer, E. (2020). Examining Gender Dimensions of Leadership in International Nonprofits. *Public Integrity*, 1-14.

Winkler, Mary K., and Saunji D. Fyffe. 2016. Strategies for Cultivating an Organizational Learning Culture. In *Metropolitan Housing and Communities Policy Center*. Washington, DC: The Urban Institute.

Andrews, K. T., M. Ganz, M. Baggetta, H. Han, and C. Lim. 2010. "Leadership, Membership, and Voice: Civic Associations That Work." *American Journal of Sociology* 115 (4):1191-1242.

## **CONTEMPORARY ISSUES**

## **XII. NONPROFIT PARTNERSHIPS (APRIL 14, 2021)**

Tschirhart, Mary, and Wolfgang Bielefeld. 2012. *Managing Nonprofit Organizations*. San Francisco, CA: Jossey-Bass.

Chapter 14: Public and Government Relations

Chapter 15: Partnerships, Alliances, and Affiliations.

Holly, Danielle. 2018. "El Paso's Public-Private Partnership: An Exemplar, or Another Cautionary Tale in the Making?" *Nonprofit Quarterly*, May 29.

Perez, Elida S. 2018. "El Paso Children's Museum: What you need to know on the now \$60 million project." *El Paso Times*, July 27.

El Paso Children's Museum: Strategic Master Plan.

### Recommended:

Boyer, Eric J. (forthcoming). "Community Consultation and the Case of the El Paso Children's Museum." In *The Intersector: How the Public, Nonprofit, and Private Sectors can Address America's Challenges*, edited by Daniel Gitterman and Neil Britto. Washington DC: Brookings Institution Press.

Cornforth, Chris, John Paul Hayes, and Siv Vangen. 2014. "Nonprofit–Public Collaborations: Understanding Governance Dynamics." *Nonprofit and Voluntary Sector Quarterly*.

## **XIII. INTERNATIONAL NGOs (APRIL 21, 2021)**

Provan, Keith G., Jennel Harvey, and Jill Guernsey de Zapien. 2005. "Network Structure and Attitudes toward Collaboration in a Community Partnership for Diabetes Control on the U.S.-Mexican Border." *Journal of Health Organization and Management* 19 (6):504-18.

Schmitz, H.P. and Mitchell, G.E. 2016, The Other Side of the Coin: NGOs, Rights-Based Approaches, and Public Administration. *Public Administration Review*, 76: 252-262.

Case: The Transformation of Save the Children (on blackboard)

### Recommended:

Neal, Rachael. 2008. "The Importance of the State: Political Dimensions of a Nonprofit Network in Oaxaca, Mexico." *Nonprofit and Voluntary Sector Quarterly* 37 (3):492-511.

Doh, J. P., and T. R. Guay. 2006. "Corporate Social Responsibility, Public Policy, and NGO Activism in Europe and the United States: An Institutional-Stakeholder Perspective." *Journal of Management Studies* 43 (1):47-73.

**XIV. RESEARCH PRESENTATIONS (APRIL 28, 2021)**

**XV. FINAL PAPER DUE VIA BLACKBOARD (MAY 12, 2021)**

**Regional nonprofits you may choose to study:**

United Way of El Paso County: <http://www.unitedwayelpaso.org/>

Kids Excel, El Paso: <http://www.kids-excel.org/home/mission>

YWCA El Paso Del Norte Region: <http://www.ywcaelpaso.org>

National Alliance on Mental Illness: <http://namielpaso.org/>

Paso Del Norte Health Foundation: <http://www.pdnhf.org>

Annunciation House: <http://annunciationhouse.org>

Frontera Women's Foundation: <http://www.fronterawomensfoundation.org>

Project Vida: <http://www.pvida.net/>

Youth with a Mission El Paso-Juarez: [www.ywamepj.org](http://www.ywamepj.org)

League of United Latin American Citizens: [www.ywamepj.org](http://www.ywamepj.org)

El Paso Food Bank <http://www.elpasoansfightinghunger.org>

Border Network for Human Rights: <http://bnhr.org/>

## **Websites for References:**

National Center for Charitable Statistics: <http://nccs.urban.org/index.cfm>

Texas Association of Nonprofit Organizations: <http://tano.org/nonprofit-info-page/texas-nonprofit-sector/>

Texas Nonprofits: <http://www.txnp.org/>

The Johns Hopkins Center for Civil Society Studies:  
<http://www.ccss.jhu.edu/index.php?section=content&view=20>

Nonprofit Policy Forum: <http://www.bepress.com/npf/vol1/iss1/>

JustMeans (about corporate social responsibility): <http://www.justmeans.com/>

International Society for Third Sector Research:  
<http://www.istr.org/resources/centers.htm>

Independent Sector: <http://www.independentsector.org/>

National Council of Nonprofits: <http://www.councilofnonprofits.org/>

The Foundation Center: <http://foundationcenter.org/>

Volunteering in America: <http://www.volunteeringinamerica.gov/>

International NGO Training and Research Centre: <http://www.intrac.org/>

Volunteering Action Center, El Paso: <http://www.volunteereelpaso.org/>

Ford Foundation: 75 Years of Social Change:  
<http://www.fordfoundation.org/about-us/timeline>

The Independent Sector: [https://www.independentsector.org/our\\_sector](https://www.independentsector.org/our_sector)

## Course Policies

1. Incompletes: A student must consult with the instructor to obtain a grade of “I” (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the contract for incompletes and submit a copy to the Program Director. Please consult the Student Handbook for the complete policy on incompletes.
2. Submission of Written Work Products Outside of the Classroom: It is the responsibility of the student to ensure that an instructor receives each written assignment, even those submitted online through SafeAssign.
3. Submission of Written Work Products after Due Date: Policy on Late Work: All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor.
4. Academic Honesty: Please consult the “policies” section of the student handbook for the university code of academic integrity. Note especially the definition of plagiarism: “intentionally representing the words, ideas, or sequence of ideas of another as one’s own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.”
3. Changing Grades After Completion of Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.
4. The Syllabus: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, change content and requirements during the semester.
5. Accommodation for Students with Disabilities: In order to receive accommodations on the basis of disability, a student must give notice and provide proper documentation to the Office of Disability Support Services at UTEP.
6. Instructor’s Policy on Grade Contestation: Students wishing to contest a grade are required to draft a brief memo explaining the reasoning behind their dispute, and to then schedule a meeting with the instructor to discuss it.

## Grading Criteria

### **A**

Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.

### **B**

Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.

### **C**

Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for the course. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.

### **F**

Unacceptable: Work fails to meet minimal expectations for course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses and limitations are pervasive.