Mark 10:43: But among you it should be quite different. Whoever wants to be a leader among you must be your servant.

Colossians 3:23: Work hard and cheerfully at whatever you do, as though you were working for the Lord rather than for people.

Instructor Information

Dr. Gary Roberts
Email: garyrob@regent.edu
Office: 757 352-4962
Home: 757 479-8578
Office Hours: Tuesday 11:30 AM to 12:30 PM, Wednesday 1:00 to 5:00 PM, Thursday, 11:30 AM to 12:30 PM

Course Welcome

It is with great enthusiasm that I welcome you to NPRF682 Nonprofit Fund Raising. The nonprofit sector is the pillar of the faith-based and secular social service delivery system. Our main learning objective is to cultivate God-honoring servanthood and stewardship fund raising skills thereby enhancing financial fiduciary competencies and organizational performance utilizing a Christian world-view perspective. This course provides a rigorous and challenging overview of the fundamentals of nonprofit fundraising theory and practice. Faith-based and secular nonprofit organizations are at the cutting-edge of the Christian charge to care for society’s most vulnerable groups, the poor, elderly, the mentally and physically ill, and the disabled, among others. Nonprofit organizational workers are the “salt of the earth” given their passion for serving others under conditions of high job stress, demanding workloads, and low compensation levels. It is both an object of amazement and admiration that nonprofit workers exhibit the highest levels of job satisfaction and work motivation under very difficult working conditions. It is an honor to serve as your instructor, and I pledge to support your learning efforts to the utmost of my ability. The altruistic spirit of nonprofit organizational ministry reverberates through the words of our Lord and Savior Jesus Christ in Matthew 25: 35-40:

For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me.' "Then the righteous will answer him, 'Lord, when did we see you hungry and feed you, or thirsty and give you something to drink? When did we see you a stranger and
invite you in, or needing clothes and clothe you? When did we see you sick or in prison and go to visit you?' 'The King will reply, 'I tell you the truth, whatever you did for one of the least of these brothers of mine, you did for me.'

As this is my first time in teaching this course, I covet both your patience and prayers as I develop the learning materials and course assessment tools. Our goal as Regent instructors is to confer a double portion of anointing on all students, modeling the biblical example of Elijah mentoring Elisha.

**Communication**

It is a joy to serve as your instructor. One of the ways that we demonstrate that we love others (family, employees, anyone) is that we clearly communicate, listen and respond. The preferred method for contacting me is through email as I check my email at least once a day, Monday through Saturday. Sunday is the Sabbath day and I will respond to all emails after 5:00 PM on Saturday on Monday morning, unless they are clearly indicated as an emergency. Please indicate clearly the topic of your inquiry in the subject section. Students should use Blackboard email to communicate with their classmates accessed by clicking on the communication icon at the far left of your Blackboard entry screen. I will be available interactively through Blackboard during my regularly scheduled office hours. Click on “communication”, then “collaboration” and lastly “join”.

**Course Layout**

The curricular foundation for our class is the learning modules in the assignments section of Blackboard (accessed by clicking on the assignments icon at the left side of the blackboard web page). The weekly learning modules contain the major learning objectives, class readings, web sites, and assessment tools (discussion boards, exams, etc.). It is critical for students to access the weekly module in order to meet class learning objectives.

**Announcements:** Click the class announcements icon on the left hand side of the page to access important course information. Please check the announcements section at least twice per week.

**Syllabus:** The course syllabus is accessed by clicking on the left hand side syllabus icon.

**Assignments:** A weekly learning module with a variety of course materials (articles, notes, web sites) is accessed through the left hand icon. The mid-term, final exams and the case study directions are accessed and submitted through Blackboard.

**Discussion Board:** The discussion board assignments are accessed through the discussion board icon. Then click on the respective assignment to read other students threads and post your own.

**General Course Objectives**
This course emphasizes the cultivation and development of key Christian character (servanthood) and managerial behavioral competencies essential for success in nonprofit fund raising administration. Specific course objectives include:

- Cultivate critical self-reflection regarding the relationship (congruence and conflict) between Christian worldview, servant leadership, and God-honoring organizational stewardship values and behaviors.

- Clearly articulate, integrate and apply the foundational Christian worldview values, principles, and practices into the management of nonprofit organizations.

- Develop a Christian holistic understanding of employee and client well-being (spirit, body and mind).

- Develop enhanced oral and written communication skills in the context of group and individual exercises, case studies, and formal presentations.

- Develop analytical skills to critique management policies and practices. Gain expertise in designing surveys and conducting interviews to gather information on program performance.

The goal is enhance student spiritual and secular management competencies to improve both the letter and spirit of nonprofit administration practice.

**Specific Fund Raising Management Competencies**

The meta fund raising competency is to demonstrate an understanding of the principles and practices of nonprofit development in order to a revitalize financially distressed nonprofit ministries utilizing Spirit-led avenues of financial support. Specific objectives:

1. Develop a detailed understanding of the biblical base for fundraising and its relationship to fulfilling the Great Commission.
2. Demonstrate an understanding of the theology, philosophy and ethical issues of fundraising.
3. Craft a fundraising plan including a self-assessment, a case statement, and a strategic plan with an overall systems approach to fundraising.
4. Cultivate an understanding of fund raising organizational skills including financial and organizational prerequisites; understanding how to properly organize trustees, fundraising consultants, legal counsel and fundraising staff into an effective fundraising team; and discerning the right time and place for profit-making ventures as a strategic component in the funding mix.
5. Develop the ability to manage and direct fundraising using timely intervention, building credibility, choosing the proper funding approach, preparing a funding campaign, developing and managing volunteers and directing information systematically and effectively in various media.
6. Cultivate skill in controlling fundraising by properly utilizing controlling instruments - articles of incorporation, by-laws, policies, procedures and accounting systems.
7. To enhance a leader's/manager's analysis, synthesis and evaluation skills as focused on fundraising, public relations, and related development functions in the NPO.
8. Demonstrate the ability to develop a public relations program with effective information systems.
9. Develop a working understanding of nonprofit fundraising cycles, granstmanship and capital campaigns.
10. Discuss how to more effectively minister and serve the various nonprofit stakeholders (donors, board, executive directors, etc.).
11. Enhance program evaluation skills from a biblical, ethical, and professional viewpoint

Course Resources

All resources required to purchase for this course are listed below. Students should purchase and obtain delivery of all resources as soon as possible to prepare for assignments due in the first week of the semester. These resources are available for purchase from the Regent University Bookstore at the Virginia Beach campus or online at http://www.regent.edu/campuses/vb/bookstore/home.cfm. Students may also fax orders to 757-226-4289 (with all information necessary to fill an order, including credit card number, expiration date and email address).

Students may also purchase resources from other online booksellers such as Amazon (http://www.amazon.com), Barnes and Noble (http://www.barnesandnoble.com), or others, provided that great care is exercised to obtain correct editions and timely delivery of the texts. For a partial listing of additional online booksellers, please see http://www.regent.edu/acad/schbus/current/curriculum/ordering_textbooks.htm. We do not guarantee that these companies will carry the resources needed for this course.

Note: We advise students to carefully confirm the correct text and edition, delivery date, and return policies when ordering all resources. Also ensure that all supplemental materials, such as CD-ROM or other additions, are included with any purchase (especially if purchasing used resources).

Additional resources needed for this course will be posted in Blackboard under Course Material, or with Assignments. Research may be conducted via Regent University Library's Databases (http://www.regent.edu/lib/databases/), or through Regent University Library's Electronic Reserve (http://reserve.regent.edu).

**Required texts:** You can purchase these from the Regent University bookstore or from any online bookseller, like www.barnesandnoble.com or www.amazon.com.


**Articles accessed through the Regent University electronic library data bases**

Several of the assigned articles that must be accessed through Regent University’s electronic database. To access the article follow the following steps:

2. Enter the journal title in the Search window
3. Select the data base that contains the full text article
4. Enter the article title to access the file

**Supplemental (free) cases, reports, articles and exhibits:**

Provided by the instructor in the “Course Materials” section of Blackboard.

**Non-profit resource websites**

Below are list of nonprofit websites that provide a wealth of practical information on nonprofit policy and practice. Selected readings from these websites are assigned as well.

**Starting a Nonprofit**

- Minnesota Council on Nonprofits, [http://www.mncn.org/info_start.htm](http://www.mncn.org/info_start.htm)
- The Online Nonprofit Information Center, [http://www.socialworker.com/nonprofit/content/view/18/42](http://www.socialworker.com/nonprofit/content/view/18/42)
• Center for Nonprofit Management, http://www.cnmsocal.org/Services/p_grgs.html
• Nonprofit expert.com, http://www.nonprofitexpert.com/starting_a_nonprofit.htm

**Nonprofit Fundraising**
• Foundation Center, http://fdncenter.org/
• Association of Fundraising Professionals, http://www.afpnet.org/index.cfm
• Texas Commission on The Arts, http://www.arts.state.tx.us/toolkit/samples.asp

**Faith-based Nonprofits**
• Directory of Virginia faith-based nonprofits: http://www.dss.state.va.us/community/faith.html
• Urban Institute, http://www.urban.org/nonprofits/faithbased.cfm

**Nonprofit Management Practice Information Websites**
• Free Management Library, http://www.managementhelp.org/aboutfml/what-it-is.htm
• Center for Nonprofit Excellence, http://www.cfnpe.org/
• Help 4 Nonprofits & Tribes, http://www.help4nonprofits.com/index.htm
• Idealist.org, http://www.idealista.org/
• Maryland Nonprofits, http://www.marylandnonprofits.org/html/support/05_01.asp
• Georgia Center for Nonprofits, http://www.gcn.org/sfx.html
• Standards for Excellence Institute, http://www.standardsforexcellenceinstitute.org/
• Volunteer Management Library, http://energizeinc.com/art.html
• Texas Commission on the Arts, http://www.arts.state.tx.us/toolkit/samples.asp
• Nonprofit expert, http://www.nonprofitexpert.com

**Nonprofit Research**
Principles of God-Honoring Class Engagement

As Christian adult learners, it is critical to manifest a respectful attitude toward the subject and to value the diversity of opinions reflected in your classmates. Learning is facilitated when there is an open sharing of ideas, a reasoned debate. I encourage all students to freely ask questions and to interject their opinions. Be a Barnabas to your fellow students. This does not mean that we unquestioningly accept statements by the professor or a fellow student, but it does require that we disagree respectfully. No single professor, student or “research expert” possesses a monopoly on the truth. True wisdom is founded upon a God fearing humility and Golden Rule behavior. We are striving for a reasoned debate of the subject areas based upon the evidence and the conclusions reached.

I. Student Expectations

A. Assignment Submission Format: All assignments are to be submitted electronically, either through email or blackboard in Word. Use either the APA or Turabian format for citing references.

B. Reading Assignments: Your responsibility is to be an informed and engaged student, and this entails completing the assigned readings. Intelligent discourse is best facilitated by students (and professors) that are familiar with the material! I realize that there is a considerable amount of reading, but the returns in terms of knowledge and understanding will exceed the costs (not to mention a better grade).

C. Class Contributions: The degree of student input is critical to the success of any course. Learning is a process of two-way communication, and this requires your active involvement and value-added contributions. Instructors and students benefit when all class members are motivated and actively participate in the discussion.

D. Assignment Tardiness: All assignments (exams, papers) must be turned in on time. Special dispensation is granted in exceptional circumstances involving sickness, injury, or an extenuating circumstance beyond your control. Student must notify the instructor ahead of time to extend an assignment deadline. I reserve the right to reduce your grade by one letter for every day that an assignment is late.

II. Professor Expectations
The educational process is a partnership between professor and student. As such, professors assume obligations to effectively discharge their duties. The list below is a sampling of performance standards that I strive to meet.

1. Present a well-structured and concise weekly learning module.
2. Stimulate class discussion by inviting students to participate (ask questions).
3. Treat students with respect and dignity. Encourage a variety of views and opinions on key issues (open-mindedness).
4. Present clear and specific feedback on all assignments. Explicitly describe areas that require revision while offering specific suggestions for improvement.
5. Grade exams in a timely manner. All exams and case studies returned within two weeks of their final due date (target of one week).
6. Return student phone calls and emails within 24 hours.

**Method of Evaluation**

**Requirements:** The key to success in any endeavor is determined by several factors portrayed in the following formula:

\[
\text{Success (f)} = \text{Ability} + \text{Effort} + \text{Time} + \text{Random Factors}
\]

Student grades are determined by a combination of factors:

1. Quality of work  
2. Quantity of work  
3. Timeliness of work

<table>
<thead>
<tr>
<th>Class Requirements</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Strategic Long-Range Development Plan</td>
<td>65%</td>
</tr>
<tr>
<td>(First 6 assignments are worth 10% of grade, assignment 7 is 5%)</td>
<td></td>
</tr>
<tr>
<td>Consulting Case Statement</td>
<td>20%</td>
</tr>
<tr>
<td>Five in class Exercises</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Course requirements and evaluation methods**

**Strategic Long Range Development Plan:** Your assignment will be a Strategic Long Range Development Plan (SLRDP) with a proposal to the director/president of an actual NPO to consider the SLRDP, including all the dimensions and funding options covered in this course. Choose one program within your NPO to write assignments #1 – #6, or if you are just beginning, write on your NPO overall.

1. **Organizational Documents** (5 to 7 pages). Mission and Vision Statement, Long and short-range goals, community needs assessment, organizational strengths, weaknesses, opportunities and threats (SWOT), and stakeholder identification (constituents, board members etc.) for 10% of your grade due the end of week three.
2. **Written Case Statement** (5 to 7 pages). Your paper will consist of writing a thoroughly thought out Case Statement for 10% of your course grade due the end of week five.
3. **Annual Fund and UBI (5 pages)**. Written Annual Fund plans for your general operating expenses and Unrelated Business Income Plan for starting a for-profit or other UBI income for 10% of your course grade due the end of week seven.

4. **Capital Campaigns, Grants, and Planned Giving (5 to 8 pages)**. Written Restricted Funds plan for specific programs, buildings, and other assets due the end of week nine.

5. **Fundraising Plans, Goals, Strategies and Budget (5 pages)**. Develop fund raising goals, objectives, and strategies utilizing one or more fund raising programs (capital fund, annual fund, planned giving, etc.) and then develop both an operational and fundraising budget for your program for 10% of your grade due the end of week eleven. The Excel budget work sheet is optional.

6. **Communication, Training, and Evaluation Plan (10 to 16 pages)**. Develop a communication, training and evaluation plan for your fundraising programs for 10% of your grade due at the end of week thirteen.

7. **Strategic Long-Range Development Plan**. Combine the above six assignments, after making corrections, into one comprehensive plan to submit to the NPO of choice for 10% of your grade due at the end of week fourteen.

*Prior SLRDP plan examples can be found in the Assignments Section of Blackboard.*

**Case Statement Development Project:** The student will develop a fundraising case statement for an existing or a start-up nonprofit organization. The case statement should be presented in web and print versions. Your group should approach the assignment as the role of a consultant assisting the organization. As such, your case statement should meet the needs of clients. With the case statement you will need to develop a fundraising power point presentation.

**Five Class Exercises:** Students will complete five in-class exercises to reinforce key learning principles. These exercises will require some outside work.
## Text Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEFR</td>
<td>Achieving Excellence in Fundraising</td>
</tr>
<tr>
<td>PPF</td>
<td>People to People Fundraising</td>
</tr>
<tr>
<td>MPPW</td>
<td>Models of Proposal Planning and Writing</td>
</tr>
<tr>
<td>GGH</td>
<td>Growing Givers’ Heart</td>
</tr>
<tr>
<td>TP</td>
<td>Treasure Principle</td>
</tr>
</tbody>
</table>

## Course Schedule / Requirements

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Graded Assignments</th>
<th>Readings for this week</th>
</tr>
</thead>
</table>
| **Week 1** Learning Unit, 1/7 | **Biblical Basis For Fundraising, Context, and Philosophy** | Assignment 1 - Organizational Documents Due 1/16 at 11:59 PM, peer feedback by 1/20 | 1. The Lutheran Church--Missouri Synod  
[http://www.lcms.org/graphics/assets/media/DCS/BSP-EngFulltextEd.pdf](http://www.lcms.org/graphics/assets/media/DCS/BSP-EngFulltextEd.pdf)  
2. Eternal Perspectives Ministries  
[http://www.epm.org/articles/stewardship.html](http://www.epm.org/articles/stewardship.html)  
3. Cookson Hills Christian Ministries Principles of Fundraising  
4. PPF Chapter 1  
5. TP Chapters 1 to 3  
6. GGH, Introduction and Chapter 1  
| **Week 2** Learning Unit 1/14 | **Organizational Documents** | Assignment 2 – Written Case Statement Due 1/30 11:59 PM, peer feedback by 2/3  
Group Case Statement Organizational Description and Action Plan due at 1/30 at 11:59 PM, Peer feedback by 2/4 | 1. AEFR Chapters 1, 2, 3, 4, 30  
2. PPF Chapter 2  
3. TP Chapters 4 to 6  
4. GGH Chapter 2 |
| **Week 3** Learning Unit, 1/21 | **Fundraising Fundamentals & Donor Relations** | In Class Exercise #1 | 1. AEFR Chapters 5, 16, 18 & 32  
2. PPF Chapter 3  
3. GGH Chapter 3 |
| **Week 4** Learning Unit, 1/28 | **Internal/External Case Statement** | Assignment 3 – Written Case Statement Due 1/30 11:59 PM, peer feedback by 2/3  
Group Case Statement Organizational Description and Action Plan due at 1/30 at 11:59 PM, Peer feedback by 2/4 | 1. AEFR Chapters 6, 7, 26, 27  
2. PPF Chapters 4 and 5  
3. MPPW, Chapter 1  
4. GGH Chapter 4 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Graded Assignments</th>
<th>Readings for this week</th>
</tr>
</thead>
</table>
| Week 5    | **Fundraising Methods**                    | In Class Exercise #2                                     | 1. AEFR Chapter 8 and Part Five  
2. PPF Chapters 6 and 7  
3. MPPW, Chapter 2  
4. GGH Chapter 5 |
| Learning  |                                            |                                                          |                                                |
| Unit, 2/4 |                                            |                                                          |                                                |
| Week 6    | **Non-Restricted Funds**                   | Assignment 3 - Annual Fund and UBI Due 2/13 at 11:59 PM, peer feedback by 2/17 | 1. AEFR Chapters 9, 13  
2. PPF Chapter 8  
3. MPPW, Chapter 3  
4. GGH Chapter 6 |
| Learning  |                                            |                                                          |                                                |
| Unit, 2/11|                                            |                                                          |                                                |
| Week 7    | **Capital Campaigns, Grants, and Planned Giving** | In Class Exercise #3                                     | 1. AEFR Chapters 10-12, 17  
2. PPF Chapter 9  
3. MPPW, Chapter 4  
4. GGH Chapter 7 |
| Learning  |                                            |                                                          |                                                |
| Unit, 2/18|                                            |                                                          |                                                |
| Week 8    | **Designated (Restricted) Funds**          | Assignment 4 - Capital Campaigns, Grants, and Planned Giving Due 3/13 at 11:59 PM , peer feedback on 3/17 | 1. AEFR Chapters 14, 15.  
2. PPF Chapter 10  
3. MPPW, Chapter 5  
4. GGH Chapter 8 |
| Learning  |                                            |                                                          |                                                |
| Unit, 2/25|                                            |                                                          |                                                |
| Week 9    | **Spring Break**                           | Assignment 5 - Fundraising Plans, Goals, Strategies and Budget Due at 3/20 at 11:59 PM, peer feedback by 3/24 | 1. PPF, Chapter 12  
2. MPPW, Chapter 6  
3. GGH Chapter 10  
4. AEFR Chapter 28 |
| Week 10   | **Leading/Managing/Stewardship**           | In Class Exercise #4                                     | 1. AEFR Chapters 23-25, 31  
2. PPF Chapters 10 and 11  
3. GGH Chapter 9 |
| Learning  |                                            |                                                          |                                                |
| Unit, 3/11|                                            |                                                          |                                                |
| Week 11   | **Fundraising Strategy, Goals, Objectives, & Budget/Technology** | Assignment 5 - Fundraising Plans, Goals, Strategies and Budget Due at 3/20 at 11:59 PM, peer feedback by 3/24 | 1. PPF, Chapter 12  
2. MPPW, Chapter 6  
3. GGH Chapter 10  
4. AEFR Chapter 28 |
| Learning  |                                            |                                                          |                                                |
| Unit, 3/18|                                            |                                                          |                                                |
| Week 12   | **Fundraising Consultants, Fund Raising as a Career** | In Class Exercise #4                                     | 1. AEFR Chapters 29, 32, 33  
2. PPF, Chapter 13 and 14  
3. GGH Chapter 11 |
<p>| Learning  |                                            |                                                          |                                                |
| Unit, 3/25|                                            |                                                          |                                                |
| Week 13   | <strong>Communication, Training, &amp; Evaluation (Control Methods)</strong> | Assignment 6 - Fundraising Plans, Goals, Strategies and Budget Due on 4/3 at 11:59 PM, Peer feedback due 4/7 | 1. PPF, Chapter 15 |
| Learning  |                                            |                                                          |                                                |
| Unit, 4/1 |                                            |                                                          |                                                |</p>
<table>
<thead>
<tr>
<th>Week 14/15 Learning Unit, 4/8</th>
<th>Topic</th>
<th>Graded Assignments</th>
<th>Readings for this week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Long Range Development Plan</td>
<td>In Class Exercise #5 Assignment 7 - PM Strategic Long-Range Development Plan Due on 4/12 at 11:59 PM Group Case Statement Due on 4/12</td>
<td>No readings</td>
<td></td>
</tr>
</tbody>
</table>
Academic Policies

Academic Integrity
The Regent University community of teachers and scholars affirms that the biblical principles of truth and honesty are absolutely essential. Indeed, the Bible contains numerous admonitions against false witness, dishonesty and cheating. Upholding the standard of academic integrity with its reliance on honesty is a responsibility of both faculty and students. Conduct that violates academic integrity includes:

1. Dishonesty. This is lack of integrity exhibited through lying, cheating, defrauding or deceiving. Examples of dishonesty include: copying from the examination paper of another, allowing one’s own examination paper to be copied, reading without the instructor’s consent a copy of the examination prior to the date it is given, giving or receiving unauthorized aid on a take-home examination; use of unauthorized aids; submitting the same work product in more than one course without the express permission of the instructor(s); or disclosing or accepting information if one takes a test at a different time than other students in the same course.

2. Plagiarism. This is stealing or using the ideas or writings of another as one’s own. It involves failure to acknowledge material copied from others or failure to acknowledge one’s indebtedness to another for the gist of important thoughts in a formal statement, written or oral.

Charges of violating academic integrity shall be handled according to established student discipline procedures published in the Catalog and the Student Handbook.

Grading Policy
According to the Regent University catalog, letter grades are to be interpreted as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>GPA Points</th>
<th>Explanation Of Grading Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You can normally expect the grade distribution in your classes to be bell-shaped, with 70 percent B pluses and B’s and 15 percent above and below this range. Although we do not follow a rigid forced distribution policy, and although some class sections may vary from this distribution, we do reserve grades of A+, A, and A- for truly “superior” performance. Most students earn B’s and B pluses, —grades that we consider indicators of “good” and even excellent performance.

More specifically, below are the following descriptors for grades:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>GPA</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>4.00</td>
<td>Superior on all criteria, and extraordinary on some aspect of creativity, research, reasoning, presentation, or writing.</td>
</tr>
<tr>
<td>A</td>
<td>94-96.9</td>
<td>4.00</td>
<td>Superior on all criteria.</td>
</tr>
<tr>
<td>A-</td>
<td>90-93.9</td>
<td>3.67</td>
<td>Superior on most, and good on the other criteria.</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
<td>3.33</td>
<td>Excellent on most criteria, but minor deficiencies on one or more areas.</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
<td>3.00</td>
<td>Good or excellent on most criteria, but deficiencies in more than one area.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
<td>2.67</td>
<td>Good on most criteria, but significant deficiencies in more than one area.</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9</td>
<td>2.33</td>
<td>Good on some criteria, but significant deficiencies in most areas.</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9</td>
<td>2.00</td>
<td>Poor on most criteria, and seriously deficient on some.</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
<td>1.67</td>
<td>Seriously deficient on many criteria.</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9</td>
<td>1.33</td>
<td>Significantly missed the point of the assignment in one or more areas, and/or omitted some important parts of the assignment.</td>
</tr>
<tr>
<td>D</td>
<td>63-66.9</td>
<td>1.00</td>
<td>Significantly missed the point of the assignment in one or more areas, and/or omitted several important parts of the assignment.</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9</td>
<td>0.67</td>
<td>Significantly missed the point of the assignment in one or more areas, and/or omitted many important parts of the assignment.</td>
</tr>
<tr>
<td>F</td>
<td>0-59.9</td>
<td>0.00</td>
<td>Missed the mark completely, usually in responsiveness to assignment, but also in quality of response.</td>
</tr>
</tbody>
</table>

**Incomplete Grades**

Students desiring an incomplete must submit their request to the course instructor prior to the end of the term. An incomplete grade (“I”) will be given in a regular course only for legitimate deficiencies due to illness, emergencies, or extraordinary reasons acceptable to the professor including equipment breakdown or shortages, and not because of neglect on the student’s part. Students must submit a *Request for Incomplete/Extension* form to the professor prior to the end of the term. This form is located at the Registrar’s Office website under Academic Forms/Student Forms or at the following link:


Incomplete grades require the final approval of the school dean or his or her authorized representative. A regular grade will be given by the instructor if all requirements for the course are submitted by the end of the following academic term. The instructor will submit the new grade to the Registrar’s Office no later than two weeks after the beginning of the subsequent term. If all work is not submitted by the end of the term following the granting of the incomplete, a grade of FX (NP for pass/fail courses) will be posted automatically unless a Request for
Extension of Incomplete has been approved and submitted to the Registrar’s Office. The FX shall be counted as an F in the computation of the GPA. Any student desiring reinstatement to the course after an FX or NP has been posted must register for the course in a subsequent term and pay the full current tuition for the course.

Withdrawal from Course Grades
A grade of W or WF is given to a student who withdraws from a course after the authorized add/drop period up to the end of the term registered. The designation WF is counted as an F in the computation of the GPA; the designation of W is not counted in the computation of the GPA. Any student who seeks to complete a course to which a W grade has been posted must register in a subsequent term and pay the full current tuition for the course.

Course Evaluations
Students are provided an opportunity to evaluate instructors and curriculum after the completion of each course. All course evaluations are completed online. Instructions and reminders will be sent to students via e-mail. Student evaluation reports are held in confidence until the instructor submits course grades and are submitted to faculty anonymously. After grades have been submitted, the instructor will be provided a copy of all evaluations for review and comment. The Associate Dean of Academic & Student Affairs reviews all evaluations and follows up with individual instructors as necessary.

THIS IS A DRAFT SYLLABUS SUBJECT TO CHANGE