UNIVERSITY OF THE DISTRICT OF COLUMBIA
SCHOOL OF BUSINESS & PUBLIC ADMINISTRATION

PROPOSAL FOR PROGRAM REVISION

MASTER’S IN PUBLIC ADMINISTRATION (MPA)

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Appendix A
Introduction to Public & Non-Profit Management I
PART I: COURSE SPECIFICATION -
Course No.:2215-5__
CATALOG ENTRY:
2215-5__

COURSE DESCRIPTION:

This course serves as the introductory course to government and non-profit organization management practices and problems. The general effectiveness of major agencies including their relationships with legislative bodies, clientele, other governmental units and public and non-profit bodies are addressed. It establishes the broad parameters of what constitutes public and non-profit managers’ roles, responsibilities and major activities and influencing factors. Stress is placed on the understanding theories and development of analytical techniques that are useful in the identification and resolution of commonly occurring problems in public management and non-profit administration.

REQUIRED & SUPPLEMENTAL TEXTS:


COURSE OBJECTIVES

- Outline the parameters of the field of Public and Nonprofit Administration.
- Outline relevant theories and models in the practice of Public Administration.
- Explore the roles, activities and responsibilities of public and Non-profit Administrators.
- Explore trends and recurring issues in the field of Public Administration.
Present beginning set of tools for analysis, synthesis, critical thinking and solving problems in the field of Public Administration.

MEASURABLE STUDENT OBJECTIVES

- Describe the nature and the parameters of the fields of Public and Non-profit Administration.
- Clarify the roles, responsibilities and activities of public and non-profit Administrators.
- Describe relevant factors that enhance or constrain managerial role performance in the public sector.
- Begin to use tools for analysis, synthesis, critical thinking and solving problems in public administration.
- Compare and contrast public, business and nonprofit management practices.
- Identify trends and recurring issues in the field of Public and Non-profit Administration.

MPA CORE COMPETENCIES

- 1a Capacity to understand accountability / democratic theory
- 1b Capacity to understand the governance structures of government, non-profits and for-profits
- 1c Capacity to identify and eventually manage public, private, non-profit collaboration/overcome conflicts
- 1d Capacity to understand and apply administrative authority (top down/bottom up/lateral)
- 2a Capacity to understand political theory & practice
- 3d Capacity to understand and apply sound performance measurement & management practices
- 4a Capacity to understand the value of authentic citizen participation & engagement in PA practice
- 4b Capacity to understand the value of social & economic equity in PA practice
- 4c Capacity to understand the value of professional integrity/ethics in PA practice
- 4e Capacity to be or become a reflective practitioner
- 5a Capacity to undertake high quality oral & written communication
- 5b Capacity to understand and appreciate the value of pluralism, multiculturalism & cultural diversity

OFFICE HOURS
Professor can be contacted in office, telephone and e-mail at published times.

EVALUATION, GRADING, AND COURSE EXPECTATIONS

Description of Evaluation Process:

- Assignments will be graded on: Substantive content
- Ability to state points clearly and concisely in both oral and written presentations.

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<th>GRADING</th>
<th>GRADE DISTRIBUTION</th>
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<tr>
<td>Examinations (2 @ 20%)</td>
<td>A = Above 89.5%</td>
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<tr>
<td>Midterm (Week 7)</td>
<td>B = 80 - 89.4%</td>
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<td>Final (Final Examination Week)</td>
<td>C = 70 - 79.4%</td>
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<td>Case Presentations (per sign-up sheet)</td>
<td>F = Below 70%</td>
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<td>Debate Presentation</td>
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10%
Debate Analysis (es) 10%
Reaction Paper 5%
Term Project (Week 10) 20%
  Part 1 - 9th week (3/24)
  Part 2 - 12th week (4/14)
Class Participation* and Attendance 5%

1.1 100%

* Written responses to selected end-chapter questions and short writing assignments included.

DESCRIPTION OF CLASS PROCESSES:

- A minimum of two examinations are given during the semester. There will be no “make-up” exams. The midterm and final examinations are administered at the officially scheduled time established by the University.
- Oral presentations, debating, short written assignment, short presentations and term projects are required during the semester.
- Students are expected to complete all assigned readings and cases prior to class to derive maximum benefit from class sessions. Group study is encouraged.
- Assignments are due at the beginning of the class. LATE assignments are subject to a 10 percentage point deductions EACH CALENDAR DAY LATE.
- Assignments are graded on: (1) Substantive content and (2) students’ ability to state points clearly and concisely in both oral and written presentations.
- Written assignments must be typed in a standard format (one-inch margins and double spaced). Manual of Style such as Kate Turabian’s or a comparable writing guide.
- Student grades must be obtained directly from the professor or from the registrar. Privacy laws prohibit posting of grades in public areas. Grades cannot be disclosed over the telephone.

1.2 Department of Management, Marketing and Graduate Studies

1.3 School of Business and Public Administration

University of the District of Columbia
Term Project

Case Study Guidelines

Purpose: To provide a vehicle to assist in understanding of the parameters of public and nonprofit administration and to assist in the integration, and application of concepts, principles and processes of public and non-profit programs.

Directions: The Case Study will entail both library research and original data collection (i.e. key informant interviews with public and nonprofit administrators.)

Students should contact a public or non-profit/program in one of the following areas:
  - Education
  - Health
- Social /Human Services
- Housing
- Transportation
- Environment
- Community or Economic Development
- Justice / Law Enforcement
- Safety / Security
- Science & Technology
- Transportation
- Emergency Management
- Others (Student should consult instructor before proceeding.)

Student should contact program/agency no later than the 3rd class. Request an interview with the agency/program official, explaining the purpose and your areas of interest.

Areas to be covered: Part I- Program Origins and Program Management

Program Origins, Structure and Management:

- Enabling Legislation
- Legislative History
- Mission Statement, Objectives, Age
- Clientele, Special Interest Groups
- Organization Structure
- Intergovernmental Relations
- Program Management

Thank you letters should be sent to respondents and copies should be included in the appendix of your paper.

**METHODS OF INSTRUCTION**

- Highly interactive group instructional approaches are used.
- "Mini Lectures". The lecture will primarily provide conceptual frameworks; will explain major themes.
- Students are responsible for all material covered in class and in the assigned readings. Class participation is expected to be meaningful and reflect relevance, accuracy, analysis and application of theory and concepts to area under discussion.
- Case Analysis. Case studies of actual public administration scenarios are integral each unit.
- Individual and small group problem-solving exercises and case analysis.
- Student written assignments.
- Guest lecturers (Practitioners, Researchers, Elected and Appointed Officials)
- Internet-based assignments and activities
- Student Oral presentations:
  - PowerPoint is required for formal presentations – case analysis, synopsis of assigned articles and debating.
  - Cases
    - Present synopsis of the main points of the case.
    - Identify relationship of case and questions to underlying principles/theories/models noted in related chapters.
- Present answers to case questions
  - Articles
    - Present synopsis of the article (key concepts, propositions with the basic theme/thesis, the problem or question, main points covered.
    - Identify relationship of article to principles/theory and/or conceptual frameworks elaborated in related chapter

**CAMPUS-BASED STUDENT RESOURCES**
Library Resources, Writing Labs, Blackboard Instruction for students, Student 4.0 Lounge, Health Center, Counseling Services (Academic and Personal)

**BLACKBOARD**
You must have access to the class Blackboard site.
- Many announcements, class related documents (readings, discussion questions, class handouts, etc.) will be posted there. Your account must be activated to access Blackboard.
- Some class announcements may also be distributed via e-mail. Thus, it is important that you actively use your UDC e-mail account.
- You will need Adobe Acrobat Reader in order to view and print some of the materials on Blackboard. If you do not already have this (free) software installed on your computer, go to [adobe.com/products](http://adobe.com/products) and follow the download instructions.

**STUDENT ACADEMIC INTEGRITY**
Some of the processes of this course may be conducted on the Honor System. This Honor System contains two primary responsibilities:
- Each student must respect the rights of all other students by personally performing all class processes and specifying the source of any material or concept that is not personally generated.
- Each student has the duty to report any incident where another student cheats or plagiarizes. Plagiarism and cheating are unfair to students as well as to the University. Therefore, a student suspected or found guilty of these offenses may be subject to penalties as directed by the Student Handbook. The instructor will promptly inform the student of any allegation, and of any punitive action taken.

**AMERICAN WITH DISABILITIES ACT STATEMENT**
If you are a student who is disabled as defined under the American with Disabilities Act and requires assistance or support services, please seek assistance through the Office for Services to Students with Disabilities, Building 38, Room A-11.

**EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION STATEMENT**
The University of the District of Columbia actively subscribes to a policy of equal opportunity in education.

**SEXUAL HARASSMENT AND RACIAL DISCRIMINATION POLICY STATEMENT**
It is the policy of the University of the District of Columbia that sexual harassment and racial discrimination in any way, of its students, staff, and applicants for admission to the University are prohibited.
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<tr>
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<th>Topics</th>
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<td>Thinking: Concepts and Tools.</td>
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<td>Administration*.</td>
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<td>3</td>
<td>Overview and Understanding of the Nonprofit Sector</td>
<td>Worth, Michael J. (2009) Nonprofit Management: Principles and Practice</td>
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<td>Chapters 1 &amp; 2.</td>
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<td>Midterm Examination</td>
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<td>8</td>
<td>The Political and Legal Environment of Public and Nonprofit Administration</td>
<td>Starling, Grover (2011) Managing the Public Sector, Chapter 2- Political</td>
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<td>and Legal Environment</td>
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<td>Ethics in Public and Nonprofit Administration</td>
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<td>14</td>
<td>Key Decision Makers and Competing Bureaucratic Systems</td>
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<td>15</td>
<td>FINAL EVALUATION</td>
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Appendix B
Political Economy of Public Administration
University of the District of Columbia
School of Business and Public Administration

Course Syllabus
Political Economy of Public Administration
Instructor:
Office Phone: on-campus (202) 274-7040
Email:
Office Address:

Course Description
This course examines the interrelationship of political and economic factors that influence both public political and economic outcomes. Key means of analyses will include application of micro- and macro-economic theories to obtain better understandings of political and administrative decision-making processes. Topics will include the theory of collective action, comparative economic performance, political business cycles, and theories of economic voting.

Student Learning Outcomes:
Students will be expected to develop the ability to utilize the concepts introduced in the assigned readings to analyze public policy particularly focusing on interaction of the public and private sectors of the American economy with the political environment in which they function. By the end of the term, students will have experienced or developed an ability to:

1. Engage systematically in analysis of economic and public policy problems and issues:
   a. ability to identify and articulate economic issues in a policy question;
   b. ability to analyze the policy question, to identify and categorize the issues which are questions of fact and those which are conflicts in economic perspectives or values;
   c. ability to formulate creative alternatives, to preserve the pursuit of basic program purposes as constrained by fundamental economic principles;
2. relate economic criteria to one’s own work and performance, and one’s own agency/organization;
3. exercise skill in oral deliberation:
   a. listen in a perceptive, learning way, to the comments and presentations of others in the class;
   b. engage in self-expression which shares understanding of the important facts and uncertainties;
   c. encourage and facilitate continuing and constructive dialogue;
4. conduct a case studies research project on a topic related to economics at one’s own agency or related governmental service.

By the end of the term, students should be able to ask and answer:
1. How does government intervene in the economy?
2. How does government intervention in the economy affect prosperity?
3. How does government intervention in the economy affect freedom?
4. How does government intervention in the economy affect personal security?
5. How does government intervention in the economy affect justice?
6. What values should most determine government's intervention in the economy?
7. Who should make decisions about government's role in the economy?

**Instructional Method:**

This course consist of a weekly lecture grounded in the assigned readings (see course outline below). While the lecture format will be the dominant method of conveying information, an opportunity for a group oriented form of interaction and information exchange where the students will assume an instructional-participant role.

The lectures, class discussions and class reports will mostly be based on the “Required Readings.” Students are expected not only to complete the assigned readings but they are also advised and encouraged to attend classes regularly because the analysis of the literature, made through lectures and intellectual interaction, provided through class discussions, are part and parcel of the course. Student would be encouraged to employ other resources (such as consortium libraries and the Library of Congress) within the Washington metropolitan area. This makes the course an engaging and rewarding educational experience. Students will be expected to read all assigned readings, participate in class discussions and submit written assignments in a timely manner. The most prevalent student product will be in the form of written analyses and written discussion of the assigned readings.

A mid-term examination and a final examination will be given. A research paper on a topic in political economy of public administration is required. A list of suggested topics will be posted, but students may choose any political economy topic in their particular area of interest subject to prior approval by the instructor.

**Specific topics of Interest include:**

I. What is Political Economy: Why is it important that U.S. Public Administrators consider this topic?
II. Assumptions about Human Nature: Economic Man and American Political Economy
III. Political Structure: Models for Separation of Powers, Controlling Factions and Avoiding Tyranny of the Majority
IV. Market Structure: Models of Perfect Competition, Monopoly, Monopolistic Competition
V. Market Failure and Bureaucratic Failure: Recognition, Comparison and Contrast
VI. Socio-economics: Models of Encapsulated Competition and Interventionist Power
VII. Polyarchy: Volition Formation, Precept Control, Organizational and Elite Power
VIII. Democratic Values: The issue of Corporate Power in a “Freely Competitive” Market System
IX. The New Public Management: Formal Relationships between Government and Business, i.e., contractual and regulatory governance of the private sector.
X. Contracting Out/Privatization of service production in the U. S.: Is privatization simply a revisionist version of planner sovereign markets and centralized control? What is the impact of interventionist power on privatization and public/private partnerships?
XI. Who Shall Guard the Guardians?

**Required texts:**

*Gary J. Miller, Managerial Dilemmas: The Political Economy of Hierarchy (Political Economy of Institutions and
Sackrey, C. and Schneider, G., with Knoedler, J., Introduction to Political Economy,
Savas, E.S., Privatization and Public-Private Partnerships (2000), Chatham House,
ISBN 1-56643-073-9 (pbk.)

Student performance will be evaluated as follows:

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<thead>
<tr>
<th>Item</th>
<th>Weight</th>
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<tr>
<td>Mid-term Exam</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td>Discussion/Analysis*</td>
<td>25%</td>
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<tr>
<td>Written Research Paper</td>
<td>25%</td>
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<td>Total</td>
<td>100%</td>
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Reading Assignments:

Written Assignments:

Case Studies Research Project
Each student will prepare a case studies research project, relating our course studies to the
student’s workplace sector. The project should run 4,500 words (20-25 doubled spaced pages),
analyzing in depth at least two (2) and no more than four (4) separate cases constructed from a
public administrative/non-profit working environment. (A team of two may be permitted to
prepare a single joint project.) Project drafts should be cleared with the instructor no later than
the 5th week of class, so sufficient time will remain to complete the work. No specific organization
of material is required, save that the project begin with an Executive Summary (a 1-2 page
précis), which will be presented as part of an oral report to the class during the final session. [The
written project will be marked as 40% of your final grade; the presentation as 5%.] The
final draft should be submitted digitally and in hardcopy to the instructor per the syllabus
due date. Note that late submissions are not normally permitted; only the most severe
interferences with one’s ability to perform will lead to permission to submit after close of the
course. Arrangements to complete this work must be confirmed with the instructor before the
end of the final class for late submission to be authorized. In no case can presentation component
be made-up, since opportunity to perform during a live class session will have passed.

Book Review
Each student will choose/be assigned formally to review either the book by Komesar or Miller.
The individual review should run 1500 words (i.e. 3-5 pages), highlighting at least one strength
and one weakness of the book’s analyses in relation to the student’s workplace sector. The book
review should be submitted digitally and in hardcopy to the instructor per the syllabus due date.
Note that late submissions are permitted, but late penalties will apply.

In addition to the individual reviews, one student team of up to four (4) persons for each book
can elect to present a formal oral review to the class, and so earn up to 5% bonus towards each
individual’s review mark (same earned bonus applied to all team members). If there are more
persons wishing to participate than slots available, consultations will be taken to determine a
team’s membership.

**Expectations for Academic Conduct/Plagiarism Policy:**

**Policies on Attendance and Punctuality:**

1. If a student wishes to explain his or her absence, tardiness or early departure from class, he or she must do so in writing, stating the reason for such action and attaching, if possible, documentary proof that is verifiable. The written explanation is due *within 3 days* of that event; otherwise it is not acceptable.

1. A student who misses to take the midterm or final examination on time is given *one chance* to make it up *within 3 days* of that date. For example, if the examination is on a Tuesday, the student has until Friday of the same week to take it. Failure to abide by this rule will result in a grade of “F” this requirement.

3. No term reports and papers will be accepted *3 days or later after the deadline*. Points shall be deducted for late papers.

**Statement of Plagiarism and Cheating Policy**

Students enrolled at the University of the District of Columbia assume the obligation to maintain standards of academic integrity. Violations of this obligation would include all forms of academic dishonesty i.e. plagiarism, cheating, falsification and the facilitation of such acts.

Acts of cheating would include the actual giving and/or receiving aid and/or assistance of any unfair advantage on any form of academic work. On the other hand, plagiarism is the use of another person’s words, phases and/or ideas without giving the proper credit.

Any student who engages in any of the above act(s) of academic violation will receive an automatic grade of “F”.

**Classroom Related Matters**

a) Turn-off all cellular phone before the start of class.

b) There shall be no eating and/or drinking during class time/lectures.

c) All assignment must be submitted as requested by the instructor. Late assignments will not be accepted except there is clear and documented evidence as to why the assignment is late.

d) The midterm and final examination will be comprehensive. Dates and times spelled out by the instructor.

I will like to take this opportunity to welcome all of you back from the holidays. I look forward to working with you all.

**Note:** It is highly recommended that students visit the following web sites. Be prepared to discuss what you found on each of these locations: (1) [http://thomas.loc.gov](http://thomas.loc.gov) (2) [http://www.house.gov](http://www.house.gov) (3) [http://www.senate.gov](http://www.senate.gov) (4) [http://www.nga.org](http://www.nga.org) (5) [http://www.policy.com](http://www.policy.com) and (6) [http://www.cbpp.org](http://www.cbpp.org)

**OTHER MATTERS**

**American With Disabilities Act:**
Students with disabilities, defined under the Americans with Disabilities Act, may seek assistance through the Office for Services to Students with Disabilities. Building 38, RM A-11.

**Sexual Harassment and Racial Discrimination Policy**

The university strongly prohibits all forms of sexual and racial discrimination against its students and applicants for admission.

**ASSISTANCE: Student Resources**

Offer a list of standard academic and student resources/supports. Include any resources that support this particular course. These are examples.

- **Academic Support Center.** “Here you may have a trained English major or English professional proofread your work. Visit Building 32, B-level.”
- **Blackboard.** “From [http://udc.blackboard.com](http://udc.blackboard.com), you can review and complete assignments, view your grades, send messages to your professor or your classmates, access course content, print another syllabus, or read sample essays.”
- **UDC Email.** All students must use a UDC e-mail account. UDC e-mail is the only e-mail for academic use and will be the address that instructors use to communicate with students from inside Blackboard.
- **Computer Labs.** (list locations) Writing Center Lab: (list location)

Appendix C
Public Administration Capstone
Course Syllabus for the  
Public Administration Capstone  
BLDG/RM/DAY  
Fall, 201  
Instructor:  
Office:  
Office Phone:  
E-mail:  
Office Hours:  

Course Description  
This course is intended only for students who are completing their Masters of Public Administration (MPA). It is offered as an alternative to comprehensive examinations for MPA students. The Capstone Project offers each student the opportunity to demonstrate mastery of the theory and practice of public administration by applying the knowledge and skills gained in the MPA program to a project of the student’s choice with the approval of the instructor. This involves completing a project report reflecting the cumulative knowledge gained from their educational experiences in their program of studies. The prerequisites for this course are PA Research Methods, or its equivalent, the completion of 30 hours in the MPA program, and School permission.  

Course Objectives  
• To demonstrate knowledge gained throughout the MPA program and to apply that knowledge to a relevant public management, nonprofit management, or policy problem.  
• To produce a report that demonstrates critical thought, exhibits a level of analysis appropriate to a Masters degree, and that displays a high level of professionalism and competence in presentation.  
• To assess the effectiveness of the MPA program in achieving its mission, goals and objectives.  

Student Learning Outcomes  
• Demonstrate the knowledge gained throughout the MPA program and apply that knowledge to a relevant public management or policy problem.  
• Produce a learning portfolio as a means of assessing student learning in the MPA program, as well as to provide insights into how students construct knowledge.  
• Present reports, orally and in writing that is clear, concise and addresses various constituencies.  
• Write a project report from a service learning project or research paper that demonstrates the students ability to define specific problems or policy issues, conduct research, prepare data and findings, and convey results to a non-technical audience.  

Possible Project Approaches  
• Case study  
• Action research  
• Program evaluation  
• Management analysis study  
• Policy analysis study  
• Work process analysis/process improvement  
• Organizational analysis/organizational development
• Strategic plan

**Possible Project Techniques/Methodologies**
• Surveys
• Content analysis
• Interviewing
• Cost/benefit analysis
• Focus groups
• Performance measurement
• Forecasting
• Observation
• Quantitative data analysis
• Analysis of secondary data

**Project Outline**
Regardless of the project approach and methodology used, the final project should explicitly apply concepts drawn from MPA course work, reading and practice that aid in understanding the political, social, economic, managerial or other factors relevant to understanding the context and issues of the project. The outcome should be improved understanding of professional practice in a public or non-profit organization or program. The project may also result in recommendations for action that could change an organization, policy, or program.

All materials will be posted on Blackboard electronically in attached files readable by Word. The format will be Times New Roman 12 point font, single-spaced. In addition to input and comment from the course instructor, peer review processes will be employed. Several discussion groups will be created according to subject area. Students will post their assignment on their Discussion Group Page to receive input from peers as well as the instructor. In your smaller groups, you are required to post one comment for each posting of each of the members of your small groups.

Each student’s final product will be a report divided into six sections as described below.

1. **Executive Summary**: Written when all other sections of the report are completed, this section provides the reader an overview of sections of the paper below.

2. **Introduction**: Describes the issue studied including its development over time and the political and organizational context (or other relevant context). It describes the relevance or significance of the issue, problem, or project. It also presents a concise and clear statement of the research question, as well as the likely outcome(s) of not addressing the issue/problem.

3. **Analytic Framework**: Presents a full and balanced review of theoretical and practice-oriented concepts drawn from the appropriate scholarly and professional literature, comparing and contrasting different perspectives and analyzing their application to the research question. This is sometimes referred to as the —literature review! The purpose of a review of previous research and various theoretical approaches to a topic is to develop an analytic framework that establishes the elements of the project, lays out the theoretical basis of the project, and integrates the project into the larger body of systematic knowledge about public management and public policy.

4. **Methodology**: Articulates specific research questions/hypotheses and describes the research methodology, such as selection of persons interviewed, use of survey techniques, or data analysis. Carefully describes the specific steps taken to ensure the validity of the research design or project methodology, and the credibility and utility of the research results.

5. **Findings**: Describes findings relative to the hypotheses or research questions with analysis and interpretation of the data or evidence collected.

6. **Conclusion**: Discusses the potential impact of the research on practice and the public interest;
relates findings to previous research, and existing theory and practice; identifies areas for future research, as well as —best practices. Presents implications and recommendations derived from the findings as appropriate.

7. References: A complete and accurate list of references must be included, in the style of the Chicago style of Manual. A departure from the style guide will be that all tables, figures and graphics should be included in the body of the report as close as possible to the text discussion of the item. Appendices may be used to include lengthy and detailed material not directly discussed in the body of the report. This might include material such as transcripts of in-depth interviews, frequency distributions of survey items, and special computations related to the project (e.g., details of a benefit/cost analysis). When submitting each section, please submit all prior sections so that I may examine the continuity among the sections.

Selected Resource Materials
- Chava Frankfort Nachmias and David Nachmias, Research Methods in the Social Sciences,
- Arlene Fink, Conducting Research Literature Reviews, Sage, 1998.
- Also a dictionary, a thesaurus, and a writer’s guide/college-level English composition text.
- Kate L. Turabian, A Manual for Writers (Chicago, IL: The University of Chicago Press, 2010).

Note: Wikopedia is not an acceptable source of information for the capstone project.

Course Procedures and Expectations
In accordance with policy established by the School of Public Administration MPA Committee, the Capstone Project course has three mandatory meetings: (1) an initial orientation session early in the semester, (2) a milestone meeting in the middle of the term at a date specified by the professor and (3) the final session at which students present their project. You may not miss any of these meetings and you must attend the entire meeting. All students are expected to be on hand for the entire class session.

Each student will work independently, and since the project is intended to represent the culmination of the student’s work in the MPA program, each student will be responsible for designing and conducting all aspects of the project. During the semester the professor will be available as a coach, mentor, and resource person. In
particular, the professor will review a written draft of each principal section of the student’s report and provide detailed comments and suggestions to the student when appropriate. Once the professor reviews a given draft section of the report, the student should use the comments and suggestions in the development and preparation of the final report. The professor will generally not review and comment on a student’s revision of a given section; it is the student’s responsibility to make appropriate revisions and to integrate each section into a final written report.

The student is expected to conduct research that meets professional standards for quality and validity. The final report is expected to meet professional standards for writing and style. The oral report may be presented using overhead transparencies or software such as PowerPoint and will not exceed 10 minutes in length. A hard copy of the final written report is due at the time set for the oral presentation. Students are required to send an electronic copy of the report by e-mail attachment readable in Word, 24 hours before the time of the presentation.

Because of the independent nature of the capstone project, much communication between students and the professor will be via e-mail. Draft sections for review should be submitted by the dates and time indicated on the course schedule listed below. Students may also discuss their project in a telephone call with the professor or may arrange an appointment at a mutually convenient time.

**Assignment Information**

All assignments are due the day given on the syllabus. Please make a copy (or electronic backup) of your assignments before submitting them to me. Please submit assignments in hard copy the day they are due in class.

*Excused later papers will be allowed only for significant and verifiable personal emergencies (serious personal illness, etc.) Unexcused late assignments will be penalized a half of a full letter grade for each day it is late.* (Ex. After 3 days a paper goes from an A to a B). Please contact the instructor if you will not be able to complete an assignment on time. If you are not able to attend class, you still must turn in the assignment via e-mail by the due date. No un-penalized extensions will be granted due to pressures of academic life (such as work due in other classes).

**Assignment Formatting**

For the written assignments, please use standard fonts (times new roman, size 12) and 1-inch margins and double spacing. If you send a paper via e-mail, please make sure to get a confirmation message from me to ensure that I was able to download the file and read it. Sometimes there are difficulties with software or system compatibility. Please send all documents to me in MS Word. Please submit them in word (.doc) format. Please ensure your name is on all documents submitted.

For the research paper, students are expected to use the Chicago style formatting and include proper citations, title sheet, list of references, and page numbers. Papers are expected to be written using Standard English. References or sources of information for papers must consist of scholarly articles or journals, government reports or legal citations, or the readings for the class..

**Student Evaluation**

To graduate from the MPA program, students must receive a B or higher in this course or they will be given an incomplete or grade of F by the MPA faculty. To obtain a grade of incomplete, students must have completed at least 70% of the assignments with a passing grade. Students receiving an incomplete must work with faculty to complete their research papers or projects to the standards set forth by the MPA faculty by the end of the next complete semester or the I will
revert to a grade of “F”. Thus, those getting an incomplete in the Fall term will have to complete their papers with a B or higher grade by the end of the Semester. Those receiving a failing grade will need to register and retake the MPA Capstone course. Each student will complete a written report of their project and will make an oral presentation of the project to other members of the Capstone course. Participation at all sessions is required. Timely completion of each assignment according to the course schedule listed below is required for the student to continue on to the next phase of the project. Students who fall behind in the course or whose work is not deemed to be sufficiently completed at each stage may be asked to withdraw at the professor’s discretion. Students who are unable to complete their project, but have been both timely and maintained good-faith efforts to complete each phase of their project, may be approved by the professor to receive a grade of —IP—in progress) at the end of the semester. This grade requires professor approval.

**Grade Proportion**

1. **Capstone Prospectus** 15%
2. **Research Paper/Project** 80%
3. **Final Oral Presentation** 5%

**Grading Scale**

- 90-100: A
- 80-89: B
- 70-79: C
- 60-69: D
- 59 or below: F

**Student Performance Requirements**

Regardless of the project approach or methodology used, the final research paper should explicitly apply concepts drawn from MPA coursework. Students doing the major research paper must complete a Capstone Prospectus by the third week of class. The final project paper is due the 15th week of class and must be formatted as a Word document using Times New Roman 12 point font, double-spaced using Chicago formatting. Papers should not exceed 90 pages or be less than 30 pages long. The paper must include a bibliography and be a final product of the student’s work. Late papers will not be accepted.

1. **Final Oral Presentation**

The ability to communicate difficult and complex issues effectively to policy makers and elected officials is a critical skill for all MPA students. Thus, students will be required to give a professional 10-minute presentation on their service learning project or research paper during the final week of classes. Students will be expected to dress professionally and use Powerpoint slides or other types of multimedia. A scoring rubric will be provided to students. The presentation will be worth 5% of the final grade.

2. **Research Paper**

To complete the requirements of the Capstone course for the MPA degree, students must write a major research paper of relevance to the public or nonprofit sectors or participate in a significant service-learning project. This assignment will be worth 80% of the final grade. Students will
receive a grade of Incomplete if any part of the research paper is graded as unacceptable by the MPA Faculty. Failure to turn in chapters for review on the designated days may lead to a grade of F or “failure” for the course.

To ensure student progress in writing the Research paper, students will be expected to have rough drafts of specific parts or chapters of their paper completed by the following deadlines:

**Deliverable Due Date**
1. Capstone Prospectus Week ..

2. Chapters 1 & 2: Theoretical Framework and Literature Review. Week…

3. Chapter 3: Policy Alternatives, Week…

**Research Methodology, Data Analysis**
1. Chapter 4: Recommendations, Week …

**Conclusions, Further Research**
Final Paper w/Bibliography Week ..
Practice Oral Presentation
Final Oral Presentation

**Assignment Due Dates**
**Week Due Date Research Paper Portfolio Class/Student Meetings**
1 Class Meets
2 Read Syllabus
3 Capstone Prospectus Class Meets
**Class Meets**
Wk 6-8 **Students need to see instructor in person to discuss research**
Class Meets
Letter
**Class Meets**
Final Paper & Practice
Final Oral Presentation

**Academic Honesty**
All written work done for this course is to be the product of a student’s own efforts with proper academic attribution to sources. Students are expected to do their own work and abide by the Texas A & M Corpus Christi Student Code of Conduct.

Students will be expected to provide the proper identification of source data including language, ideas, and products of another author using APA style in all written assignments. Plagiarism, which includes the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment, or the purchase and selling of academic papers, or cutting and pasting items from the internet without proper citation will not be tolerated in this course. Students found to be plagiarizing will be given a minimum of 0 points for the assignment and will be reported on the Student Misconduct Form and reported to the Vice Provost of Student Affairs in accordance with UDC policies.

**STUDENTS WITH DISABILITIES**
The University of the District of Columbia complies with the American with Disabilities Act in
making reasonable accommodations for qualified students with disabilities. If you suspect that you have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in.... If you need disability accommodations in this class, please see me as soon as possible.
Appendix D
Syllabus: Introduction to the Nonprofit Sector
Introduction to the Nonprofit Sector
Department of Management, Marketing & Information Systems
School of Business & Public Administration

[Semester/Year]
[Class location] and [Class Meeting time(s)]
[Course level and # of credit hours]

I. Course Description
This course provides an overview of historical development, role and importance of philanthropy, nonprofits and civil society. It also addresses the unique characteristics such as size, impact, types, organization structures and mission driven orientation that make-up the nonprofit sector. This is a prerequisite course.

II. Program Objectives and Student Learning Outcomes:
1. Program Objective:
   By the conclusion of this course students will be to demonstrate a clear understanding of the nonprofit sector’s historical development, the foundation theories, the role and importance of philanthropy, nonprofits and civil society

<table>
<thead>
<tr>
<th>Learning Outcome 1</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to apply an organization’s historical development to its existing organizational culture</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome 2</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to advocate the role of nonprofits in society, revise judgments, change behavior to recognize oneself as nonprofit professional</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome 3</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construct an organizational history</td>
<td></td>
</tr>
</tbody>
</table>

(Nonprofit Leadership Alliance competency-based Rubrics, 2012)

2. Program Objective:
   By the end of this course students be able to demonstrate their understanding of the size or scope of the nonprofit sector, the types of organizations in the sector, the variety of organizational structures and the differences or similarities between the American sector and the international NGO.
Learning Outcome 1
Be able to conduct presentations on the size, scope and diversity of the types of organizations in the nonprofit sector

Learning Outcome 2
Be able to advocate the role of nonprofits in society, revise judgments, change behavior to recognize oneself as nonprofit professional

Learning Outcome 3

(Nonprofit Leadership Alliance competency-based Rubrics, 2012)

3. Program Objective
By the conclusion of this course students will be able to apply their comprehension of the mission-driven orientation of the nonprofit organization.

Learning Outcome 1
Synthesize relevant literature as it pertains to mission statements

Learning Outcome 2
Be able to hypothesize the impact of the mission statement on various stakeholders

Learning Outcome 3
Be able to design a program relevant to an organization’s mission

(Nonprofit Leadership Alliance competency-based Rubrics, 2012)

4. Program Objective:
By the end of the course students will be able to demonstrate the unique characteristics and management complexities of a nonprofit organization.

Learning Outcome 1
Be able to apply management skills and
techniques to the nonprofit sector

<table>
<thead>
<tr>
<th>Learning Outcome 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to question, modify and adopt a personal management style</td>
</tr>
<tr>
<td>Corresponding Class Work, Assignments, Assessments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to evaluate the strengths and weaknesses of management techniques</td>
</tr>
<tr>
<td>Corresponding Class Work, Assignments, Assessments</td>
</tr>
</tbody>
</table>

(Nonprofit Leadership Alliance competency-based Rubrics, 2012)

III. Course Requirements:

A. Course content:

Overview of Course topics:
- History, philosophy and theories
- The role and Function of the Nonprofit Sector
- Challenges
- Accountability
- Growth and scale of the nonprofit sector
- Building a nonprofit infrastructure
- The Diversity and Scope of the Sector
  - Health care
  - Education
  - Human Services
  - Arts and Culture
  - Housing and Community Development
  - Faith-based organizations
  - Civic participation and Advocacy organizations
  - Infrastructure Organizations
  - Foundations and Corporate Giving

(1) Student focused learning using adult learning theory engaging students in discussions, exercises, and applied learning exercises – minimum of lecture methodology uses - A speakers series introducing nonprofit professionals representing diverse areas such as the environment, health care, education to name a few

(2) Required texts – examples of potential texts

Nonprofit Management: Principles and Practice
Michael J. Worth (ISBN: 978 1-4129-3778-8), Sage Publications
Nonprofit Management 101: A complete practical guide for Leaders and Professionals
Edited by Darian Rodriquez Heyman, Jossey-Bass Publisher

The State of Nonprofit America
Lester Salaman, Brookings Institute – Publisher

(3) Background readings will be posted on BlackBoard. Students will also be required to bring additional readings or information to be shared with fellow students. Download and bring handouts to class.

(4) Expectations for involvement in field experiences (as dictated by content). These should be clearly tied to expected outcomes.

5. Course delivery methods and any expectations for involvement in field experiences (as dictated by content).

6. Class attendance and participation policy, including rules about assignment/assessment deadlines

7. Required supplies:
(a) Type of dictionary? (b) access to computer? (c) writing/reflection portfolio?

IV. Format and Procedures:
The primarily the course will meet as scheduled in the assigned classroom. In addition to discussions and small group activities a series of nonprofit profit professionals will be invited to give brief presentations on topics relevant to the scope, structure and diversity of the nonprofit organizations in the Sector. These presentations will be followed by discussions and summary papers. Class will also conduct research on the current role and status of the nonprofit sector. Student participation will include individual and team projects.

Grading Criteria (Total points = 100)
20 pts. – Class participation and attendance
15 pts. – Reflection journals
15 pts. – Active and effective participation in community-based learning or research project
20 pts. – Mid Term Presentations or written examination
30 pts – Final presentations and written summaries
A= 90-100   B= 80-89   C= 70-79   D= 60-69   F= Below 60

Dates for Submission of Assigned Work:
See Attached Weekly Class Schedule and Assignments (TBD)

V. Student Resources

Offer a list of standard academic and student resources/supports. Include any resources that support this particular course. These are examples.
- **Academic Support Center.** Here you may have a trained English major or English professional proofread your work. Visit Building 32, B-level.
- **Blackboard.** “From [http://udc.blackboard.com](http://udc.blackboard.com), you can review and complete assignments, view your grades, send messages to your professor or your classmates, access course content, print another syllabus, or read sample essays.”
- **UDC Email.** All students must use a UDC e-mail account. UDC e-mail is the only e-mail for academic use and will be the address that instructors use to communicate with students from inside Blackboard.
- **Computer Labs.** (list locations)
  - Foundation Center Cooperating Collection – LRD 5th Floor

  Writing Center Lab:  (list location)

Student Manual and Academic Policies and Procedures Manual (soon on website)

**VI. Assessment Procedures and Alignment:**

The Nonprofit Leadership Alliance’s competency-based rubrics based on Bloom’s Taxonomy will determine overall level learning, basic, practice and mastery and type of learning cognitive, affective and psychomotor.

A mid-term essay exam will be distributed to determine the level achievement to that point in the course.

The course final: A presentation and paper.

Students will select a and research a particular size type, structure and category of nonprofit and incorporate the most appropriate management techniques for that nonprofit organization.
Appendix E
Syllabus: Governance and Executive Leadership
I. Course Description
This course will focus on the importance of the Executive Director and effective Board
development and management to the successful governance of nonprofit organizations.
Students will learn about the roles of the Board and Executive Director in accomplishing the
mission and vision of the organization; the legal rights, responsibilities, and obligations of
Directors and Board members; various models of Board governance, and best practices in Board
development and management; and the challenges of executive leadership in a nonprofit
organization.

II. Program Objectives and Student Learning Outcomes:

1. Program Objective:
By the conclusion of this course students will be to demonstrate through analysis and
application the roles and responsibilities of a nonprofit board and its committees.

<table>
<thead>
<tr>
<th>Learning Outcome 1</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to analyze the role of and responsibility of nonprofit board of directors to include strategic guidance, and fiduciary responsibility.</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome 2</td>
<td>Corresponding Class Work, Assignments, Assessments</td>
</tr>
<tr>
<td>Be able to articulate the responsibility of the Board to ensure the organization is in alignment with the mission.</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome 3</td>
<td>Corresponding Class Work, Assignments, Assessments</td>
</tr>
<tr>
<td>Be able to demonstrate the key factors in establishing a functioning Board of Directors.</td>
<td></td>
</tr>
</tbody>
</table>

(Nonprofit Leadership Alliance competency-based Rubrics, 2012)

2. Program Objective:
By the end of this course students be able to demonstrate their understanding of Board design, and ongoing Board performance

<table>
<thead>
<tr>
<th>Learning Outcome 1</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1</td>
<td>Learning Outcome 2</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Be able to complete a project demonstrating competency in at least one aspect of governance</td>
<td>Be able to demonstrate the need to adopt &amp; regularly review organizational code of ethics and conflict of interest policies</td>
</tr>
<tr>
<td>Learning Outcome 3</td>
<td></td>
</tr>
<tr>
<td>Be able to demonstrate the value of effective Board self-assessment process.</td>
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</tbody>
</table>

(Nonprofit Leadership Alliance competency-based Rubrics, 2012)

3. Program Objective
By the conclusion of this course students will be able to differentiate between management and leadership across the nonprofit organization.

<table>
<thead>
<tr>
<th>Learning Outcome 1</th>
<th>Learning Outcome 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to compare and contrast the impact of leadership and management on organizational effectiveness &amp; efficiency</td>
<td>To demonstrate the role of leadership in establishing short and long term goals to attain the mission</td>
</tr>
<tr>
<td>Learning Outcome 3</td>
<td></td>
</tr>
<tr>
<td>Be able to critique frameworks of thought such as ‘Governance as Leadership”</td>
<td></td>
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</tbody>
</table>

(Nonprofit Leadership Alliance competency-based Rubrics, 2012)

4. Program Objective:
By the end of the course students will be able to demonstrate the function of strategic planning for effective operation and sustainability.

<table>
<thead>
<tr>
<th>Learning Outcome 1</th>
<th>Learning Outcome 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to demonstrate the value of board directed strategic planning designed to align stakeholders with the organizational mission</td>
<td></td>
</tr>
</tbody>
</table>
Learning Outcome 2
Be able to express how to affect opportunities to improve and sustain organizational performance through strategic thinking and management

Corresponding Class Work, Assignments, Assessments

Learning Outcome 3
Be able to conduct an environmental scan, stakeholder analysis, assessing internal & external environments

Corresponding Class Work, Assignments, Assessments

(Nonprofit Leadership Alliance competency-based Rubrics, 2012)

III. Course Requirements:

A. Course content:

(1) Student focused learning using adult learning theory engaging students in discussions, exercises, and applied learning exercises – minimum of lecture methodology uses -, Case studies involving local Washington DC nonprofit organizations.

Overview of Course topics:

- Board structures
- Board Responsibilities
- Fiduciary responsibility
- Hiring and performance review of Executive Director
- Board & Executive Director relationships
- Governance Leadership development
- Responsibilities of Executive Director
- Leadership and Management of the Organization
- Strategic Planning
- Sustainability

(2) Required texts – examples of potential texts

Nonprofit Board: Answer Book: Practical Guide for Board Members and Chief Executives
Robert C. Andringa and Ted Engstrom – Publisher Board Source
Nonprofit Management: Principles and Practice
Michael J. Worth (ISBN: 978 1-4129-3778-8), Sage Publications
Nonprofit Management 101: A complete practical guide for Leaders and Professionals
Edited by Darian Rodriguez Heyman, Jossey-Bass Publisher

(3) Background readings will be posted on BlackBoard. Students will also be required to bring additional readings or information to be shared with fellow students. Download and bring handouts to class.

(4) Expectations for involvement in field experiences (as dictated by content). These should be clearly tied to expected outcomes.
5. Course delivery methods and any expectations for involvement in field experiences (as dictated by content).
6. Class attendance and participation policy, including rules about assignment/assessment deadlines

7. Required supplies:
   (a) Type of dictionary? (b) access to computer? (c) writing/reflection portfolio?

IV. Format and Procedures:
The primarily the course will meet as scheduled in the assigned classroom. In addition to discussions and small group activities a series of nonprofit profit professionals will be invited to give brief presentations on topics relevant to the Board development, the role of the executive Director and strategic planning in the nonprofit organizations. These presentations will be followed by discussions and summary papers. Class will also conduct research on the current structures of Boards in the nonprofit sector.
Student participation will include individual and team projects.

Grading Criteria (Total points = 100)
20 pts. – Class participation and attendance
15 pts. – Reflection journals
15 pts. – Active and effective participation in community-based learning or research project
20 pts. – Mid Term Presentations or written examination
30 pts – Final presentations and written summaries
A= 90-100   B= 80-89   C= 70-79   D= 60-69   F= Below 60

Dates for Submission of Assigned Work:
See Attached Weekly Class Schedule and Assignments (TBD)

V. Student Resources
Offer a list of standard academic and student resources/supports. Include any resources that support this particular course. These are examples.

 Academic Support Center. “Here you may have a trained English major or English professional proofread your work. Visit Building 32, B-level.”
 Blackboard. “From http://udc.blackboard.com, you can review and complete assignments, view your grades, send messages to your professor or your classmates, access course content, print another syllabus, or read sample essays.”
 UDC Email. All students must use a UDC e-mail account. UDC e-mail is the only e-mail for academic use and will be the address that instructors use to communicate with students from inside Blackboard.
 Computer Labs. (list locations)
  Foundation Center Cooperating Collection – LRD 5th Floor
  Writing Center Lab: (list location)
Student Manual and Academic Policies and Procedures Manual (soon on website)

VI. Assessment Procedures and Alignment:
The Nonprofit Leadership Alliance’s competency-based rubrics based on Bloom’s Taxonomy will determine overall level learning, basic, practice and mastery and type of learning cognitive, affective and psychomotor.

A mid-term essay exam will be distributed to determine the level achievement to that point in the course.

The course final: A presentation and paper.

Students will select and research a particular size type, structure and category of nonprofit and incorporate the most appropriate management techniques for that nonprofit organization.
Appendix F
Syllabus: Strategic Revenue Development
I. Course Description
This course provides an overview of the components and implementation of diversified revenue sources. In today’s economic environments, in addition to traditional fundraising methods, it is critical to be able to practice a variety of revenue generating methods to include earned income streams, social entrepreneurship and other cutting edge trends. Students will be provided opportunities for practical applications in revenue generation.

II. Program Objectives and Student Learning Outcomes:
1. Program Objective:
By the conclusion of this course students will be able to analyze methods and motivations for raising funds from traditional sources

<table>
<thead>
<tr>
<th>Learning Outcome 1</th>
<th>Corresponding Class Work:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to explain the theory behind various fundraising methods</td>
<td>Course assignments, research assignments, guest speakers and field assignments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome 2</th>
<th>Corresponding Class Work:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the ability to write a case for support statement and grant proposal</td>
<td>Course assignments, research assignments, guest speakers and field assignments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome 3</th>
<th>Corresponding Class Work:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan a fundraising strategy that includes multiple methods and local rationale for meeting a goal</td>
<td>Course assignments, research assignments, guest speakers and field assignments</td>
</tr>
</tbody>
</table>

(Nonprofit Leadership Alliance Competency-based Rubrics, 2012)

2. Program Objective:
By the conclusion of this course students will be able to identify and apply emerging trends in revenue resource development.

<table>
<thead>
<tr>
<th>Learning Outcome 1</th>
<th>Corresponding Class Work:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to integrate</td>
<td>Course assignments, research assignments, guest speakers and field assignments</td>
</tr>
</tbody>
</table>
**emerging and innovative strategies with traditional strategies as a part of a comprehensive understanding of resource development**

<table>
<thead>
<tr>
<th>Learning Outcome 2</th>
<th>Corresponding Class Work:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to justify risky strategies in terms of threats to financial resources, public image, and stakeholders.</td>
<td>Course assignments, research assignments, guest speakers and field assignments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome 3</th>
<th>Corresponding Class Work:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to specify a new strategy for an existing resource development plan based on existing organizational capacity.</td>
<td>Course assignments, research assignments, guest speakers and field assignments to include current work environment.</td>
</tr>
</tbody>
</table>

(Nonprofit Leadership Alliance Competency-based Rubrics, 2012)

**III. Course Requirements:**

**A. Course content:**

Sample Overview of Course topics Sample
- The cost or investment of Fundraising Campaign
- Required IT infrastructure
- Traditional fundraising techniques
- Individual Ask
- Major Gifts
- Corporate Giving
- Foundations
- Capital Campaigns
- Planned Giving
- Special Events
- Earned Income Streams
- Social Entrepreneurship
- Cause related marketing
- Fees for Service

(1) Student focused learning using adult learning theory engaging students in discussions, exercises, and applied learning exercises – minimum of lecture methodology uses.
(2) Required texts – examples of potential texts:

**Fundraising Basics, a complete guide**, 3rd Edition
- Barbara L. Ciconte, & Jeanne G. Jacobs (ISBN 0834218909)
- Jones & Bartlett Publishers

**Beyond Fundraising: New Strategies for Nonprofit Innovation and Investment**
- Kay Sprinkel Grace
- AFT Fund Development Series

**Achieving Excellence in Fundraising: 3rd Edition**
- Timothy L. Seiler
- Wiley & Sons Publishers

**Winning Grants, Step by Step, 2nd Edition**
- Mim Carlson, (ISBN 078795876X)
- Wiley & Sons Publisher

(3) Background readings will be posted on BlackBoard. Students will also be required to bring additional readings or information to be shared with fellow students. Download and bring handouts to class.

(4) Expectations
1. Regular on-time class attendance
2. Active class & nonprofit site participation
3. On-time completion of assignments
4. Professional and timely interaction with colleagues and guest speakers

5. Course delivery methods
The course will utilize basic adult learning theory steeped in an interactive experiential method. The course will be equally divided between classroom instruction and participation in service learning projects with assigned nonprofit organizations. The classroom instructor will make use of lecture, small group work. The community-based-learning component will consist of students working directly with a selected and approved nonprofit organization. The students will apply the theory learned in the classroom to working with the project assigned by the nonprofit organization. It will culminate in each student presenting a report on his or her experience with the assigned nonprofit organization as a part of the cohort final report.

6. Required supplies: N/A

IV. Format and Procedures:
How is the course structured to include traditional class meetings, in the field experiences with nonprofit organizations and research in the Cooperating Collection Lab. Weekly assignments will be posted on BlackBoard. Reflection journals will also be posted to be used in conjunction with the field experience assignment.

Make-up examinations/Late assignments:
Grading Criteria (Total points = 100)
20 pts. – Class participation and attendance
15 pts. – Reflection journals
15 pts. – Active and effective participation in community-based learning or research project
20 pts. – Mid Term Presentations
30 pts – Final presentations and written summaries
A= 90-100   B= 80-89   C= 70-79   D= 60-69   F= Below 60

Dates for Submission of Assigned Work:
See Attached Weekly Class Schedule and Assignments (TBD)

V. Student Resources
Offer a list of standard academic and student resources/supports. Include any resources that support this particular course. These are examples.

- **Academic Support Center:** “Here you may have a trained English major or English professional proofread your work. Visit Building 32, B-level.”
- **Blackboard:** “From [http://udc.blackboard.com](http://udc.blackboard.com), you can review and complete assignments, view your grades, send messages to your professor or your classmates, access course content, print another syllabus, or read sample essays.”
- **UDC Email:** All students must use a UDC e-mail account. UDC e-mail is the only e-mail for academic use and will be the address that instructors use to communicate with students from inside Blackboard.
- **Computer Labs:**
  - Foundation Center Cooperating Collection – LRD 5th Floor
  - Writing Center Lab: Bldg 32 B-level

Student Manual and Academic Policies and Procedures Manual (soon on website)

VI. Assessment Procedures and Alignment:
The Nonprofit Leadership Alliance’s competency-based rubrics based on Bloom’s Taxonomy will determine overall level learning, basic, practice and mastery and type of learning cognitive, affective and psychomotor.
A mid-term essay exam will be distributed to determine the level achievement.
The students will work either individually or in teams with an assigned Nonprofit organization to develop a fundraising strategy. This will serve as the course final demonstrating how they can apply the courses learning outcomes.
Appendix G
Syllabus: Public Policy, Advocacy and Social Change
I. Course Description
This course focuses on the unique role of nonprofit organizations in affecting social change and influencing public policy. Students will gain an understanding of how nonprofits shape public policy through strategies such as community organizing, public education, policy research, and lobbying and litigation; the role of Board members, staff, and volunteers as agents of and for social change; and examine case studies of effective and ineffective nonprofit social change initiative.

II. Program Objectives and Student Learning Outcomes:
Program Objective: 1
By the conclusion of this course students will be able to articulate a clear understanding of the development of public policy, how public policy impacts communities served by nonprofit organizations and how nonprofit organizations can impact the outcome of public policy.

<table>
<thead>
<tr>
<th>Learning Outcome 1</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to articulate the basic components of developing a policy</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome 2</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to identify current policy examples that have impacted the local community</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome 3</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to identify community issues that were the result directly or indirectly the result of public policy</td>
<td></td>
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</tbody>
</table>

Program Objective: 2
By the conclusion of this course students will be able to demonstrate how nonprofit organizations identify advocate and/or lobby for community issues.
<table>
<thead>
<tr>
<th>Learning Outcome 1</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to articulate the legal difference between advocacy and Lobbying</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome 2</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will research and identify potential issues being addressed by the local government policy</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome 3</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop an advocacy plan for an identified issue</td>
<td></td>
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</tbody>
</table>

**Program Objective: 3**

By the conclusion of this course students will be able to demonstrate community development tools to build awareness and stakeholder relations in nonprofit organizations.

<table>
<thead>
<tr>
<th>Learning Outcome 1</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to illustrate the use of tools to collect data to inform community development strategy</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome 2</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to demonstrate how to ensure community voice to identify local needs and assets to develop strategies</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome 3</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to apply the appropriate tools needed to sustain community voice</td>
<td></td>
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</tbody>
</table>
III. Course Requirements:
A. Course content.
Sample Overview of Course topics Sample
- Understanding Public Policy
- Advocacy
- The laws governing advocacy & lobbying
- Identifying community issues
- Building community by-in or support
- How to identify stakeholders
- Tools for community development
- How to impact public policy

(1) Student focused learning using adult learning theory engaging students in discussions, exercises, and applied learning exercises – minimum of lecture methodology uses -, Case studies involving local Washington DC nonprofit organizations, review of current policies before the city council, and guest speakers.

(2) Required texts – potential texts & resources include
    The Lobbying and Advocacy Handbook for Nonprofit Organizations: Shaping Public Policy and the State & Local Level
    Marcia Avner Publisher
    Forces for Good: Six Practices for High-Impact Nonprofits
    Leslie Crutchfield and Heather McLeod Grant Publisher Jossey-Bass
    The Center for Lobbying in the Public Interest

(3) Background readings will be posted on BlackBoard. Students will also be required to bring additional readings or information to be shared with fellow students. Download and bring handouts to class. Background readings will be posted on BlackBoard. Students will also be required to bring additional readings or information to be shared with fellow students. Download and bring handouts to class.

(4) Expectations for involvement in field experiences (as dictated by content). These should be clearly tied to expected outcomes.

(5).Class attendance and participation policy, including rules about assignment/assessment deadlines

(6). Required supplies:
(a) Type of dictionary?(b) access to computer? (c) writing/ reflection portfolio?

IV. Format and Procedures:
How is the course structured and how will classes be carried out (face-to-face, online, hybrid)? If the course has multiple formats (like lecture, lab, research, service learning, and/or immersion experience) these should be described in terms of the course
purpose. If there will be online components, clearly describe what they are, how to access them, and what the rules for using them are. What behavioral expectations does the instructor have for the students in class?

**Grading Criteria** (Total points = 100)
- 20 pts. – Class participation and attendance
- 15 pts. – Reflection journals
- 15 pts. – Active and effective participation in community-based learning or research project
- 20 pts. – Mid Term Presentations
- 30 pts – Final presentations and written summaries

A= 90-100   B= 80-89   C= 70-79   D= 60-69   F= Below 60

Dates for Submission of Assigned Work:
See Attached Weekly Class Schedule and Assignments (TBD)

V. Student Resources

**Academic Support Center.**
“Here you may have a trained English major or English professional proofread your work. Visit Building 32, B-level.”

Blackboard. “From http://udc.blackboard.com, you can review and complete assignments, view your grades, send messages to your professor or your classmates, access course content, print another syllabus, or read sample essays.”

UDC Email.
All students must use a UDC e-mail account. UDC e-mail is the only e-mail for academic use and will be the address that instructors use to communicate with students from inside Blackboard.

Computer Labs. (list locations)   Writing Center Lab: (list location)
Student Manual and Academic Policies and Procedures Manual (soon on website

VI. Assessment Procedures and Alignment:
The Nonprofit Leadership Alliance’s competency-based rubrics based on Bloom’s Taxonomy will determine overall level learning, basic, practice and mastery and type of learning cognitive, affective and psychomotor. (see attached rubrics)

A mid-term essay exam will be distributed to determine the level achievement to that point in the course.

The course final :A presentation and paper.
Students will select and research an issue to develop an Advocacy and Lobbying Plan.
Appendix H
Syllabus: Volunteer Management as a Nonprofit Human Resource
I. Course Description
This course provides a comprehensive examination of the strategic value of volunteers to the mission-driven operation of a nonprofit organization. Leading and managing the process of assessment, design, implementation, recruitment, training, maintaining and sustaining a viable volunteer program

II. Program Objectives and Student Learning Outcomes:

1. Program Objective:
   By the conclusion of this course students will be to demonstrate the process from organizational readiness to implementation of a volunteer program

<table>
<thead>
<tr>
<th>Learning Outcome 1</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
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</thead>
<tbody>
<tr>
<td>Be able to determine the organization’s purpose for a volunteer program and gain support of the Board &amp; Administration</td>
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</table>

<table>
<thead>
<tr>
<th>Learning Outcome 2</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
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</thead>
<tbody>
<tr>
<td>Be able to assess the organization’s readiness for a volunteer program and identify the appropriate stakeholders for designing the program</td>
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</table>

<table>
<thead>
<tr>
<th>Learning Outcome 3</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
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</thead>
<tbody>
<tr>
<td>Be able to develop the framework for a volunteer program</td>
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</table>

(Nonprofit Leadership Alliance competency-based Rubrics, 2012)

2. Program Objective:
   By the end of this course students be able to demonstrate the components to start an effective nonprofit volunteer program.

<table>
<thead>
<tr>
<th>Learning Outcome 1</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
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</thead>
<tbody>
<tr>
<td>Be able to design the volunteer process from developing job descriptions,</td>
<td></td>
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</table>
applications, interviews to placement

<table>
<thead>
<tr>
<th>Learning Outcome 2</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
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<tbody>
<tr>
<td>Be able to develop volunteer orientation and training program</td>
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</table>

<table>
<thead>
<tr>
<th>Learning Outcome 3</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
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</thead>
<tbody>
<tr>
<td>Be able to illustrate various methods of ongoing recognition</td>
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</table>

(Nonprofit Leadership Alliance competency-based Rubrics, 2012)

3. **Program Objective**
   By the conclusion of this course students will be able to illustrate how to strategically implement and manage an effective volunteer program.

<table>
<thead>
<tr>
<th>Learning Outcome 1</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
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</thead>
<tbody>
<tr>
<td>Be able to train staff to effective work with and utilize volunteer talents</td>
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</table>

<table>
<thead>
<tr>
<th>Learning Outcome 2</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
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</thead>
<tbody>
<tr>
<td>Be able to use the tools needed to retain volunteers</td>
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</table>

<table>
<thead>
<tr>
<th>Learning Outcome 3</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
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</thead>
<tbody>
<tr>
<td>Be able to use formative evaluation to continually improve the volunteer program</td>
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</table>

(Nonprofit Leadership Alliance competency-based Rubrics, 2012)

4. **Program Objective:**
   By the end of the course students will be able to apply recognition methods, sustain and evaluate a viable volunteer program.

<table>
<thead>
<tr>
<th>Learning Outcome 1</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to apply various methods of ongoing recognition of Volunteers</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome 2</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to articulate the various methods needed to sustain a viable volunteer program</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome 3</th>
<th>Corresponding Class Work, Assignments, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to evaluate the strengths and weaknesses of the Volunteer program</td>
<td></td>
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</tbody>
</table>

(Nonprofit Leadership Alliance competency-based Rubrics, 2012)
III. Course Requirements:

A. Course content:

Sample Overview of Course topics

- History and Foundation of Volunteerism
- Trends, Motivations and types of Volunteers
- Assessment of Organization for a volunteer program
- Purpose & Expectations
- Identifying appropriate stakeholders to develop a program
- Preparations for recruitment, developing job descriptions
- Applications, interviews
- Designing an Orientation
- Training Volunteers & staff
- Volunteer & Staff relations
- Effective placement
- Volunteers as donors
- Recognition
- Sustainability

(1) Student focused learning using adult learning theory engaging students in discussions, exercises, and applied learning exercises - minimum of lecture methodology uses – Guest speakers and working with assigned nonprofit organizations to conduct an assessment of a volunteer program

(2) Required texts – examples of potential texts

The Volunteer Management Handbook: Leadership Strategies for Success
Edited by Tracy Daniel Connors Publisher John Wiley & Sons, Inc.

The Nonprofit’s Guide to Human Resources: Managing your Employees and Volunteers
Jan Masaoka, Published by NOLO

Volunteer Administration Professional Practice
Editor Keith Seel Published by LexisNexis & the Council for Certification in Volunteer Administration.

(3) Background readings will be posted on BlackBoard. Students will also be required to bring additional readings or information to be shared with fellow students. Download and bring handouts to class.

(4) Expectations for involvement in field experiences (as dictated by content). These should be clearly tied to expected outcomes.

5. Course delivery methods and any expectations for involvement in field experiences (as dictated by content).

6. Class attendance and participation policy, including rules about assignment/assessment deadlines

7. Required supplies:
(a) Type of dictionary? (b) access to computer? (c) writing/reflection portfolio?

IV. Format and Procedures:
The primarily the course will meet as scheduled in the assigned classroom. In addition to discussions and small group activities nonprofit profit professionals will be invited to give brief presentations on topics relevant to the scope, structure and diversity of the volunteer programs in the Sector. These presentations will be followed by discussions and summary papers. Class will also identify nonprofit organization with organized volunteer programs, review the programs and write reports on their findings in the organizations. Student participation will include individual and team projects.

Grading Criteria (Total points = 100)
20 pts. – Class participation and attendance
15 pts. – Reflection journals
15 pts. – Active and effective participation in community-based learning or research project
20 pts. – Mid Term Presentations
30 pts – Final presentations and written summaries
A= 90-100  B= 80-89  C= 70-79  D= 60-69  F= Below 60

Dates for Submission of Assigned Work:
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- **Computer Labs.** (list locations)
  - Foundation Center Cooperating Collection – LRD 5th Floor
  - Writing Center Lab: (list location)

*Student Manual and Academic Policies and Procedures Manual (soon on website*

VI. Assessment Procedures and Alignment:
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A mid-term essay exam will be distributed to determine the level achievement to that point in the course. The course final: A presentation and paper. Students will select a and research nonprofit organizations with organized volunteer programs, review the programs and write a paper on their findings with recommendations for the program.
Appendix I
Syllabus: Contract Administration
Contract Administration
COURSE SYLLABUS
Semester

PART I: COURSE SPECIFICATION - Contract Administration

Course No.:

CATALOG ENTRY: 

COURSE DESCRIPTION:
Contract Administration
Studies the government’s system of contract management; structure and use of contract administration functions; coordination between the contracting office, the technical people, the users and the audit agencies. The duties and responsibilities of the contracting personnel based on the federal acquisition regulations and the type of contract. Students will learn to use various computer programs to aid in the administration of the contract such as MS Project.

REQUIRED TEXT:
Federal Acquisition Regulations

MEASURABLE STUDENT OBJECTIVES
Explain the duties and roles of all government personnel involved in administering a contract.
Explain what computer applications are available for monitoring a contracts progress, how they are used.
Demonstrate the use of MS Project in a contractual situation.
Explain the importance of risk allocation in contracting.
Explain how changes from the original contract terms are performed, such a modifications, delays, price adjustments, default and other terminations.
Prepare a plan for monitoring contract performance using the appropriate computer tools

OFFICE HOURS
Completed each semester by the instructor

ATTENDANCE POLICY
All students are expected to attend all classes. There are no excused absences.
Students are responsible for all information covered during the missed class. If you cannot be in class you should arrange with another student to get notes on the missed information. Students who miss more than five classes will have their grade reduced by one letter grade.

STUDENT OUTCOME ASSESSMENT:
Assessment is a continuous ongoing effort in the SBPA. It may include a pretest at the start of the course to see what the students already know and then assessment at the end and during the course to see what the students learned. The SBPA also has goals beyond course content. For undergraduate students these objectives are:

a. Objective 1: Students will demonstrate effective written and oral communication skills.

b. Objective 2: Students will demonstrate critical thinking and problem solving skills including quantitative skills.

c. Objective 3: Students will demonstrate ethical understanding and reasoning.

d. Objective 4: Students will demonstrate basic computer skills.

e. Objective 5: Students will demonstrate competency in their academic majors and minors.

All courses should be contributing to Objective 5 and all courses should be contributing toward Objective 1. This course also addresses Objective 4 Basic Computer Skills. Rubrics have been developed to assess these objectives and should be used in the course.

For this course
1. Communication skills will be demonstrated by the preparation and assessment of a paper in which the student will show their writing ability, if presentations are required they will be assessed according to the rubric.
2. Basic computer skills are demonstrated through the problems which require the use of the computer to perform the analysis and monitoring of the project, as well as the paper presentation and oral presentation.
3. The student will demonstrate subject matter competency through the written assignments and the comprehensive final exam.
METHODS OF INSTRUCTION:
This will include lecture, class discussion, role playing, questions, case analyses and written assignments. Students are expected to use Blackboard on a regular basis to check for assignments, announcements, submit assignments, and other information. Significant portions of the course may be performed using UDC’s Blackboard website. Blackboard may be used for the class assignments and study, students are expected to turn in homework using Blackboard. Students are expected to use the chat room. Each student is expected to come to class prepared to participate. The reading of assignments and other relevant sources is required before coming to class. Students are expected to use the Internet resources and Compact Disk that comes with the text in fulfilling the course requirements. Each student is expected to turn in written assignments on time; these assignments will be turned in by e-mail using Blackboard.

SUPPLEMENTARY READING:
Students are expected to read the professional publications in the field.

GRADING:
There will be three examinations during the semester, these will be taken online using Blackboard. One of the examinations is the final which is administered at the officially scheduled time during final examination week. Take home final exams are not appropriate because it is impossible to verify that the student answered the test without help. All persons must take the examinations at the regularly scheduled time. Students coming late to the examination will only be allowed until the end of the time scheduled for the examination to complete the examination. No one will be allowed to start the examination more than 15 minutes after the scheduled start of the examination. is required during each semester. All papers, projects, or other assignments must be handed in on time; late assignments will not be accepted. Quizzes may be given at any time.

Student grades must be obtained directly from the registrar not from the instructor. Privacy laws prohibit posting of grades in public places. However, students should be able to determine their grade by referring to Blackboard. Grades CANNOT be disclosed over the telephone or by e-mail!! DO NOT CALL either the department or the instructor!! Most of the success or failure of any student lies with pre-class preparation. Students should come to class armed with questions concerning the material which has caused concern during study. Attempts to answer some of the questions at the end of each chapter will help to focus on problem areas. Small group discussions of areas in questions prior to class or between classes are encouraged.

The grades will be weighted as follows:
Mid-term 20%
Comprehensive Final 20%
Papers and problems 40%
Online Quizzes, instructor Evaluation etc 20%

Grades
A 90-100
B 80-89
C 70-79
D 60-69
F 0-59

STUDENT ACADEMIC INTEGRITY
Some of the procedures for this class may be conducted on the HONOR SYSTEM. This Honor System contains two primary responsibilities:
1. Each student must respect the rights of all other students by personally performing all class processes and specifying the source of any material or concept that is not personally generated.
2. Each student has the duty to report any incident where another student cheats or plagiarizes.
Plagiarism and cheating are unfair to students as well as the University. Therefore, a student suspected or found guilty of these offenses may be subject to penalties as directed by the student handbook. The instructor will promptly inform the student of any allegation and of any punitive action taken.

AMERICAN WITH DISABILITIES ACT
If you are a student who is disabled as defined under the American with Disabilities Act and require assistance or support services, please seek assistance through the Office for Services to Students with Disabilities, Building 38 Room A-11 (202-274-6000) or TTY 202-274-6152).
Students with diagnosed learning disabilities should report to the same office.

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION STATEMENT
The University of the District of Columbia actively subscribes to a policy of equal opportunity in education.

SEXUAL HARASSMENT AND RACIAL DISCRIMINATION POLICY STATEMENT
It is the policy of the University of the District of Columbia that sexual harassment and racial harassment in any way of its students, staff, and applicants for admission to the University are prohibited.

WRITING CENTER
The writing center is available for students. It will aid you in preparing your written assignments.

SMARTTHINKING
Smarthinking is an online tutorial program available to help students with their
writing and other problems. Instructions for its access is found on the courses Blackboard site.

Common Professional Components
The following summarizes the CPC areas covered in the courses. To see the chapters where they apply, see the detail chapter objectives. Approximately 15 minutes are spent on ethics in each chapter.
2 SESSION TOPICS TO BE COVERED

1 Contract Administration and Personnel
   Problem 1
2 Contract Interpretation and Subcontracts
3 Risk Allocation
   Paper 1
4 Changes
   Problem 2
5 Differing Site Conditions
6 Delays
   Problem 3
7 Mid Term
8 Government Property
   Paper 2
9 Pricing of Adjustments
   Problem 4
10 Inspection, Acceptance and Warranties
11 Default, Termination, Damages and Liquidated Damages
   Paper 3
12 Termination for the Convenience of the Government
13 Payment and Discharge
   Paper 4
14 Disputes
15 Final

Instructions for Papers
By Dr. William B. White

All papers will be
1. 8 ½ x 11 paper
2. Papers must also be submitted in electronic format in addition to the paper format, they must be emailed to the instructor, or submitted through Blackboard.
3. Margins shall be 1 inch on each side
4. Font Times New Roman 12 points
5. Each page number shall be in the bottom center
6. Stapled once in the upper left hand corner
7. Do not use file folders, sheet protectors, etc

Unless otherwise directed all papers must have:
1. Title page
2. Table of contents
3. Executive summary
4. Table of acronyms
5. Body of paper (should be at least five pages)
6. The document should be prepared in accordance with APA style guide, the style guides are available on the internet
7. Bibliography

Paper must be submitted to Smarthinking for review and the reviewers comments, the draft and the final paper turned in on the assignment due date. It is suggested that the paper be submitted to the reviewer one week before the due date to permit adequate time for revisions.
It is important to follow the above directions; they will count significantly toward your grade.
You will need to run spell check and grammar checks on them, careless errors of this nature will cause deductions.

Sample Rubric for Court Cases

<table>
<thead>
<tr>
<th>Introduction</th>
<th>10</th>
<th>8</th>
<th>6</th>
<th>4 or less</th>
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</thead>
<tbody>
<tr>
<td>Summarizes the case facts and legal proceedings</td>
<td></td>
<td>Shows a thorough understanding of the facts and how the case proceeded through the legal system</td>
<td>Show an understanding of the facts and how the case proceeded through the legal system</td>
<td>Shows an understanding of the facts or how the case proceeded through the legal system, but not both.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis</th>
<th>30</th>
<th>24</th>
<th>18</th>
<th>12 or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Discuss the reasons and reasoning supporting the court’s majority opinion</td>
<td></td>
<td>Thoroughly and succinctly discusses the reasoning supporting the court’s majority opinion.</td>
<td>Thoroughly and discusses the reasoning supporting the court’s majority opinion, However, the discussion is wordy.</td>
<td>Discusses the reasoning supporting the court’s majority opinion. However, part of the analysis is missing.</td>
</tr>
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</table>

<p>| b. Discusses the reasons and reasoning for not supporting the court’s majority opinion |    | Thoroughly and succinctly discusses the reasoning supporting the court’s dissenting opinion. | Thoroughly discusses the reasoning supporting the court’s dissenting opinion, However, the discussion is wordy, or | Discusses the reasoning supporting the court’s dissenting opinion. However, part of the analysis is missing. | Discusses the reasoning supporting the court’s dissenting opinion. However, much of the analysis is missing. |</p>
<table>
<thead>
<tr>
<th></th>
<th>15</th>
<th>12</th>
<th>9</th>
<th>6 or less</th>
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<tbody>
<tr>
<td><strong>Ethics</strong></td>
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<tr>
<td><strong>Ethical issue</strong></td>
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<tr>
<td>recognition</td>
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<td>Recognizes the complex and gray</td>
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<td>ethical issues in the case</td>
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<td>and recognizes the cross relationships among the issues</td>
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<td>Recognizes the ethical complex and gray issues in the case or can grasp cross relationships among the issues</td>
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<td>Recognizes basic and obvious issues and grasps incompletely complex relationships among the issues</td>
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<td>Recognizes basic and obvious ethical issues, but fails to grasp the complexity among the issues</td>
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<td>Recognizes basic and obvious ethical issues, but fails to grasp the complex relationships among the issues</td>
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<td>Recognizes basic and obvious ethical issues, but fails to grasp the complexity among the issues</td>
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<tr>
<td><strong>Evaluation of different ethical perspectives</strong></td>
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<tr>
<td>State an ethical position and the objections, assumptions and implications both for and against the position to defend it.</td>
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<tr>
<td>State an ethical position and the objections, assumptions and implications both for and against the position to defend it, but misses some important points.</td>
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<tr>
<td>State an ethical position and the objections, assumptions and implications for or against the position to defend it.</td>
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<tr>
<td>State an ethical position, the defense is weak and the objections, assumptions and implications are incomplete or missing.</td>
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<tr>
<td><strong>Conclusion</strong></td>
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<td>Summarize the reasons for the court’s decision and its impact on business</td>
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<td>Succinctly and effectively summarizes the effect of the case and its importance to business</td>
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<td>Summary is ineffective and includes the major points of the case</td>
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<td>Misses one of the major reasons for the importance of the case.</td>
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<td>Misses more than one of the major reasons for the importance of the case.</td>
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<tr>
<td><strong>Communication</strong></td>
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<tr>
<td><strong>Organization of paper</strong></td>
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<td>Report is professional in appearance; includes title page, headings/subheadings, exhibits are creative and informative; external sources are properly cited; easy to read, comprehend; persuasive</td>
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<td>Report is acceptable in appearance; includes title page, headings/subheadings; exhibits are clear and informative; external sources are properly cited; easy to read and comprehend.</td>
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<tr>
<td>Report has content but sections are confusing to follow; insufficient headings/subheadings; exhibits are informative but not integrated into text; sources not properly cited.</td>
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<tr>
<td><strong>Basic Computer Skills</strong></td>
<td><strong>EXEMPLARY</strong></td>
<td><strong>COMPETENT</strong></td>
<td><strong>MARGINAL</strong></td>
<td><strong>UNSATISFACTORY</strong></td>
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<td><strong>Technology Mastery</strong></td>
<td>Shows exceptional skills in creating accurate electronic documents and/or materials with technologies appropriate for the assignment or context. Documents/presentations exhibit excellent layout, formatting, and accuracy.</td>
<td>Shows good skills in creating accurate electronic documents and/or materials with technologies appropriate for the assignment or context. Documents/presentations exhibit proficient layout, formatting, and accuracy.</td>
<td>Shows fair skills in creating accurate electronic documents and/or materials with technologies appropriate for the assignment or context. Documents/presentations exhibit satisfactory layout, formatting, and accuracy.</td>
<td>Shows minimal skills in creating accurate electronic documents and/or materials with technologies appropriate for the assignment or context. Documents/presentations exhibit poor layout, formatting, and accuracy.</td>
</tr>
<tr>
<td><strong>Information Retrieval</strong></td>
<td>Uses technology extremely effectively to research, evaluate, inform, and communicate information from very appropriate resources.</td>
<td>Uses technology very effectively to research, evaluate, inform, and communicate information from mostly appropriate resources.</td>
<td>Uses technology somewhat effectively to research, evaluate, inform, and communicate information from appropriate resources.</td>
<td>Uses technology ineffectively to research, evaluate, inform, and communicate information from often inappropriate resources.</td>
</tr>
</tbody>
</table>
## Basic Computer Skills

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EXEMPLARY</th>
<th>COMPETENT</th>
<th>MARGINAL</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual Collaboration Engages in electronic collaboration (email, online conferences, chats, or web meetings), as appropriate to the assignment or context.</td>
<td>Demonstrates an excellent ability to engage in electronic collaboration as appropriate for the assignment.</td>
<td>Demonstrates a good ability to engage in electronic collaboration as appropriate for the assignment.</td>
<td>Demonstrates an adequate ability to engage in electronic collaboration as appropriate for the assignment.</td>
<td>Demonstrates a lack of or no ability to engage in electronic collaboration as appropriate for the assignment.</td>
</tr>
<tr>
<td>Technology Management Shows consideration of legal, ethical, privacy, and security laws that may apply when using technology, handling and exchanging information, and collaborating virtually, as appropriate for the assignment.</td>
<td>Shows superior consideration of legal, ethical, privacy, and security laws that may apply when using technology, handling and exchanging information, and collaborating virtually, as appropriate for the assignment.</td>
<td>Shows very good consideration of legal, ethical, privacy, and security laws that may apply when using technology, handling and exchanging information, and collaborating virtually, as appropriate for the assignment.</td>
<td>Shows some consideration of legal, ethical, privacy, and security laws that may apply when using technology, handling and exchanging information, and collaborating virtually, as appropriate for the assignment.</td>
<td>Shows little or no consideration of legal, ethical, privacy, and security laws that may apply when using technology, handling and exchanging information, and collaborating virtually, as appropriate for the assignment.</td>
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</tbody>
</table>
Appendix J
Syllabus: Contract Source Selection, Pricing and Negotiation
Contract Source Selection, Pricing and Negotiation

COURSE SYLLABUS

Semester

PART I: COURSE SPECIFICATION - Contract Source Selection, Pricing and Negotiation

Course No.:

CATALOG ENTRY:

???

COURSE DESCRIPTION:

2215-5?? Contract Source Selection, Pricing and Negotiation

Preparation of requirements, bidders lists and other methods to assure competition. Emphasis is placed on the quantitative aspects of conducting cost and price analysis in preparation for negotiation. Discusses cost types and behavior of different costs as well as learning curve and total cost of ownership concepts. Plan a negotiation using the best strategy, tactics and techniques to implement a successful negotiation based on the situation and type of contract.

REQUIRED TEXT:


Understanding Government Contract Source Selection,
By: Margaret G. RuMPAugh, Management Concepts

MEASURABLE STUDENT OBJECTIVES

Explain the sort selection process and how it is designed to assure competition
Determine if Cost or Price Analysis is required for a particular contract
Perform a price analysis for a given set if facts
Explain how cost behave and the effect on the contract price
Perform a cost analysis from a given set of facts
Explain the types of contracts that are subject to negotiation
Develop a negotiation strategy from a given set of facts
Determine the appropriate rates form a given data set.

OFFICE HOURS
Completed each semester by the instructor

ATTENDANCE POLICY
All students are expected to attend all classes. There are no excused absences. Students are responsible for all information covered during the missed class. If you cannot be in class you should arrange with another student to get notes on the missed information. Students who miss more than five classes will have their grade reduced by one letter grade.

STUDENT OUTCOME ASSESSMENT:
Assessment is a continuous ongoing effort in the SBPA. It may include a pretest at the start of the course to see what the students already know and then assessment at the end and during the course to see what the students learned. The SBPA also has goals beyond course content. For undergraduate students these objectives are:
Objective 1: Students will demonstrate effective written and oral communication skills.
Objective 2: Students will demonstrate critical thinking and problem solving skills including quantitative skills.
Objective 3: Students will demonstrate ethical understanding and reasoning.
Objective 4: Students will demonstrate basic computer skills.
Objective 5: Students will demonstrate competency in their academic majors and minors.
All courses should be contributing to Objective 5 and all courses should be contributing toward Objective 1. This course also contributes toward the mastery of Objectives 2 and 4. Rubrics have been developed to assess these objectives.
For this course
Communication skills will be demonstrated by the preparation and assessment of a paper in which the student will show their writing ability, if presentations are required they will be assessed according to the rubric.
Objectives 2 and 4 require data analysis and the use of the computer to perform the analysis these are met by problems and papers.
The student will demonstrate subject matter competency through the comprehensive final exam.
METHODS OF INSTRUCTION:
This will include lecture, class discussion, role playing, questions, case analyses and written assignments. Students are expected to use Blackboard on a regular basis to check for assignments, announcements, submit assignments, and other information. Significant portions of the course maybe performed using UDC’s Blackboard website. Blackboard may be used for the class assignments and study, students are expected to turn in homework using Blackboard. Students are expected to use the chat room. Each student is expected to come to class prepared to participate. The reading of assignments and other relevant sources is required before coming to class. Students are expected to use the Internet resources and Compact Disk that comes with the text in fulfilling the course requirements. Each student is expected to turn in written assignments on time; these assignments will be turned in by e-mail using Blackboard.
ONLINE QUIZES:
Students are required to take the online quizzes found on Blackboard.

SUPPLEMENTARY READING:
Students are expected to read the professional publications in the field.

GRADING:
There will be three examinations during the semester, these will be taken online using Blackboard. One of the examinations is the final which is administered at the officially scheduled time during final examination week. Take home final exams are not appropriate because it is impossible to verify that the student answered the test without help. All persons must take the examinations at the regularly scheduled time. Students coming late to the examination will only be allowed until the end of the time scheduled for the examination to complete the examination. No one will be allowed to start the examination more than 15 minutes after the scheduled start of the examination. is required during each semester. All papers, projects, or other assignments must be handed in on time; late assignments will not be accepted. Quizzes may be given at any time.

Online quizzes must be submitted within the week the chapter is covered in class. Student grades must be obtained directly from the registrar not from the instructor. Privacy laws prohibit posting of grades in public places. However, students should be able to determine their grade by referring to Blackboard. Grades CANNOT be disclosed over the telephone or by e-mail!! DO NOT CALL either the department or the instructor!!

Most of the success or failure of any student lies with pre-class preparation. Students should come to class armed with questions concerning the material which has caused concern during study. Attempts to answer some of the questions at the end of each chapter will help to focus on problem areas. Small group discussions of areas in questions prior to class or between classes are encouraged.

The grades will be weighted as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Mid-term Chapters</td>
<td>20%</td>
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<tr>
<td>Comprehensive Final</td>
<td>20%</td>
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<tr>
<td>Papers</td>
<td>40%</td>
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<tr>
<td>Online Quizzes, instructor</td>
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<tr>
<td>Evaluation etc</td>
<td>20%</td>
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<td>100%</td>
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Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<td>B</td>
<td>80-89</td>
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<td>C</td>
<td>70-79</td>
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<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>0-59</td>
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</table>

STUDENT ACADEMIC INTEGRITY
Some of the procedures for this class may be conducted on the HONOR SYSTEM. This
Honor System contains two primary responsibilities:
1. Each student must respect the rights of all other students by personally performing all class processes and specifying the source of any material or concept that is not personally generated.
2. Each student has the duty to report any incident where another student cheats or plagiarizes.
Plagiarism and cheating are unfair to students as well as the University. Therefore, a student suspected or found guilty of these offenses may be subject to penalties as directed by the student handbook. The instructor will promptly inform the student of any allegation and of any punitive action taken.

AMERICAN WITH DISABILITIES ACT
If you are a student who is disabled as defined under the American with Disabilities Act and require assistance or support services, please seek assistance through the Office for Services to Students with Disabilities, Building 38 Room A-11 (202-274-6000) or TTY 202-274-6152.
Students with diagnosed learning disabilities should report to the same office.

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION STATEMENT
The University of the District of Columbia actively subscribes to a policy of equal opportunity in education.

SEXUAL HARASSMENT AND RACIAL DISCRIMINATION POLICY STATEMENT
It is the policy of the University of the District of Columbia that sexual harassment and racial harassment in any way of its students, staff, and applicants for admission to the University are prohibited.

WRITING CENTER
The writing center is available for students. It will aid you in preparing your written assignments.

SMARTTHINKING
Smarthinking is an online tutorial program available to help students with their writing and other problems. Instructions for its access is found on the courses Blackboard site.

Common Professional Components
The following summarizes the CPC areas covered in the courses. To see the chapters where they apply, see the detail chapter objectives. Approximately 15 minutes are spent on ethics in each chapter.
<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPICS TO BE COVERED</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Introduction, FAR, Contract Types</td>
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<tr>
<td>2</td>
<td>Source Selection</td>
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<td></td>
<td>Case Study</td>
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<td>3</td>
<td>Price Analysis</td>
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<td></td>
<td>Problem 1</td>
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<td>4</td>
<td>Quantitative Methods</td>
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<td>Problem 2</td>
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<td>5</td>
<td>Cost behavior</td>
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<td></td>
<td>Problem 3</td>
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<td>6</td>
<td>Cost Analysis</td>
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<td>Paper 1</td>
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<tr>
<td>7</td>
<td>Analysis of Direct Labor</td>
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<td>Problem 4</td>
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<td>8</td>
<td>Mid Term</td>
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<td>9</td>
<td>Analysis of Direct Materials</td>
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<td>Problem 5</td>
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<td>10</td>
<td>Analysis of Overhead-unallowable costs</td>
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<td>Problem 6</td>
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<td>11</td>
<td>Analysis of Profit</td>
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<td>Problem 7</td>
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<td>12</td>
<td>Negotiation-Preparation</td>
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<td>Paper 2</td>
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<tr>
<td>13</td>
<td>Negotiation Conduct and Ethics</td>
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<td></td>
<td>Paper 3</td>
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<tr>
<td>14</td>
<td>Modification</td>
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<tr>
<td>15</td>
<td>Final</td>
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</tbody>
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Instructions for Papers
By Dr. William B. White

All papers will be
8 ½ x 11 paper
Papers must also be submitted in electronic format in addition to the paper format, they must be emailed to the instructor, or submitted through Blackboard.
Margins shall be 1 inch on each side
Font Times New Roman 12 points
Each page number shall be in the bottom center
Stapled once in the upper left hand corner
Do not use file folders, sheet protectors, etc

Unless otherwise directed all papers must have:
Title page
Table of contents
Executive summary
Table of acronyms
Body of paper (should be at least five pages)
The document should be prepared in accordance with APA style guide, the style guides are available on the internet
Bibliography

Paper must be submitted to Smarthinking for review and the reviewers comments, the draft and the final paper turned in on the assignment due date. It is suggested that the paper be submitted to the reviewer one week before the due date to permit adequate time for revisions.
It is important to follow the above directions; they will count significantly toward your grade.
You will need to run spell check and grammar checks on them, careless errors of this nature will cause deductions.

Sample Rubric for Court Cases

<table>
<thead>
<tr>
<th>Introduction</th>
<th>10</th>
<th>8</th>
<th>6</th>
<th>4</th>
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<tbody>
<tr>
<td>Summarizes the case facts and legal proceedings</td>
<td>Shows a thorough understanding of the facts and how the case proceeded through the legal system</td>
<td>Shows an understanding of the facts and how the case proceeded through the legal system</td>
<td>Shows an understanding of the facts or how the case proceeded through the legal system, but not both.</td>
<td>Misses important fact of the case and an understanding of the legal process is lacking and confused.</td>
</tr>
<tr>
<td>Analysis</td>
<td>30</td>
<td>24</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>a. Discuss the reasons and reasoning supporting the court’s majority opinion</td>
<td>Thoroughly and succinctly discusses the reasoning supporting the court’s majority opinion.</td>
<td>Thoroughly and discusses the reasoning supporting the court’s majority opinion, However, the discussion is wordy.</td>
<td>Discusses the reasoning supporting the court’s majority opinion. However, part of the analysis is missing.</td>
<td></td>
</tr>
<tr>
<td>b. Discusses the reasons and reasoning for not supporting the court’s majority opinion</td>
<td>Thoroughly and succinctly discusses the reasoning supporting the court’s dissenting opinion.</td>
<td>Thoroughly discusses the reasoning supporting the court’s dissenting opinion, However, the discussion is wordy, or part of the analysis is missing.</td>
<td>Discusses the reasoning supporting the court’s dissenting opinion. However, part of the analysis is missing.</td>
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</table>

<table>
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<tr>
<th>Ethics</th>
<th>15</th>
<th>12</th>
<th>9</th>
<th>6</th>
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<tbody>
<tr>
<td>Ethical issue recognition</td>
<td>Recognizes the complex and gray ethical issues in the case and recognize and explains the cross relationships among the issues.</td>
<td>Recognizes the ethical complex and gray issues in the case or can grasp cross relationships among the issues.</td>
<td>Recognizes basic and obvious issues and grasps incompletely complex relationships among the issues.</td>
<td>Recognizes basic and obvious ethical issues, but fails to grasp the complexities of the relationships.</td>
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<td>Evaluation of different ethical perspectives</td>
<td>State an ethical position and the objections, assumptions and implications both for and against the position to defend it.</td>
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<td>Report has content but sections are confusing to follow; insufficient headings/subheadings; exhibits are informative but not integrated into text; sources not properly cited.</td>
<td>Report lacks headings, subheadings, summary; logic difficult to follow; exhibits are sloppily presented and confusing; sources not cited.</td>
</tr>
<tr>
<td>Writing style</td>
<td>Clear and persuasive; uses appropriate technical and business terms; logical and well-supported proposals; exhibits are well-integrated into the text; report is well-edited.</td>
<td>Clear and well-written but lacks conviction; uses appropriate technical and business terms; logical and well-supported proposals; exhibits are not always integrated into the text; report is well-edited.</td>
<td>Readable; lacks appropriate technical and business terms; editing is uneven; proposals are logical but not well-supported.</td>
<td>Poor grammar, sloppy presentation, many typographical errors; logic is weak and difficult to follow.</td>
</tr>
<tr>
<td>CRITERIA</td>
<td>EXEMPLARY</td>
<td>COMPETENT</td>
<td>MARGINAL</td>
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<td>Demonstrates a good ability to engage in electronic collaboration as appropriate for the assignment.</td>
<td>Demonstrates an adequate ability to engage in electronic collaboration as appropriate for the assignment.</td>
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<td>Technology Management</td>
<td>Shows superior consideration of legal, ethical, privacy, and security laws that may apply when using technology, handling and exchanging information, and collaborating virtually, as appropriate for the assignment.</td>
<td>Shows very good consideration of legal, ethical, privacy, and security laws that may apply when using technology, handling and exchanging information, and collaborating virtually, as appropriate for the assignment.</td>
<td>Shows some consideration of legal, ethical, privacy, and security laws that may apply when using technology, handling and exchanging information, and collaborating virtually, as appropriate for the assignment.</td>
<td></td>
</tr>
<tr>
<td>CRITERIA</td>
<td>EXEMPLARY</td>
<td>COMPETENT</td>
<td>MARGINAL</td>
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</tr>
<tr>
<td>Technology Mastery</td>
<td>Shows exceptional skills in creating accurate electronic documents and/or materials with technologies appropriate for the assignment or context. Documents/presentations exhibit excellent layout, formatting, and accuracy.</td>
<td>Shows good skills in creating accurate electronic documents and/or materials with technologies appropriate for the assignment or context. Documents/presentations exhibit proficient layout, formatting, and accuracy.</td>
<td>Shows fair skills in creating accurate electronic documents and/or materials with technologies appropriate for the assignment or context. Documents/presentations exhibit satisfactory layout, formatting, and accuracy.</td>
<td></td>
</tr>
<tr>
<td>Information Retrieval</td>
<td>Uses technology extremely effectively to research, evaluate, inform, and communicate information from very appropriate resources.</td>
<td>Uses technology very effectively to research, evaluate, inform, and communicate information from mostly appropriate resources.</td>
<td>Uses technology somewhat effectively to research, evaluate, inform, and communicate information from appropriate resources.</td>
<td></td>
</tr>
<tr>
<td>Virtual Collaboration</td>
<td>Demonstrates an excellent ability to engage in electronic collaboration as appropriate for the assignment.</td>
<td>Demonstrates a good ability to engage in electronic collaboration as appropriate for the assignment.</td>
<td>Demonstrates an adequate ability to engage in electronic collaboration as appropriate for the assignment.</td>
<td></td>
</tr>
<tr>
<td>Technology Management</td>
<td>Shows superior consideration of legal, ethical, privacy, and security laws that may apply when using technology, handling and exchanging information, and collaborating virtually, as appropriate for the assignment.</td>
<td>Shows very good consideration of legal, ethical, privacy, and security laws that may apply when using technology, handling and exchanging information, and collaborating virtually, as appropriate for the assignment.</td>
<td>Shows some consideration of legal, ethical, privacy, and security laws that may apply when using technology, handling and exchanging information, and collaborating virtually, as appropriate for the assignment.</td>
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</tbody>
</table>
## Critical Thinking

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Marginal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to identify decision problems &amp; key issues</td>
<td>Able to distinguish symptoms from problems and diagnose causes; able to identify items requiring management attention are well articulated.</td>
<td>Able to identify areas requiring management attention; problems are clearly identified.</td>
<td>Able to identify some areas requiring management attention; problems are clearly identified.</td>
</tr>
<tr>
<td>Accuracy, relevance and clarity of statements and analysis</td>
<td>Analysis is creative; utilizes appropriate techniques and tools from business disciplines and interprets findings clearly and at a sophisticated level.</td>
<td>Analysis utilizes appropriate tools and techniques; explanations and interpretations are adequate and cover most major issues; explanations are clear.</td>
<td>Analysis does not demonstrate familiarity with available tools and techniques; level of analysis is over-simplified.</td>
</tr>
<tr>
<td>Logic and reasoning; ability to support recommendations with data</td>
<td>Arguments and evidence presented are logical and compelling; analysis and discussion are supported by appropriate evidence and/or theories. All relevant facts have been considered in analysis.</td>
<td>Arguments and evidence presented are logical and adequate; analysis and discussion incorporate some evidence and/or theories.</td>
<td>Arguments and evidence presented are inconsistent; insufficient evidence to support claims or arguments.</td>
</tr>
<tr>
<td>Breadth and depth of answer in addressing complex issues facing individuals or the firm.</td>
<td>Solutions/recommendations are comprehensive in scope and address all relevant aspects of the decision problems facing the firm. Solutions include significant details that enhance credibility of solutions.</td>
<td>Solutions/recommendations address major issues with adequate coverage of significant issues.</td>
<td>Solutions/recommendations fail to address some key issues; discussion lacks breadth/depth.</td>
</tr>
<tr>
<td>Ability to integrate business concepts and theories in formulating credible solutions</td>
<td>Solutions/recommendations address all of the major issues and recognize the inter-relationships and effects of decisions across multiple areas. Solutions incorporate business theories.</td>
<td>Solutions/recommendations address most of the major issues; satisfactory treatment of the inter-relationships and effects of decisions across multiple areas.</td>
<td>Solutions/recommendations fail to address most major issues; inter-effects of decisions are not discussed adequately.</td>
</tr>
</tbody>
</table>
Appendix K
Syllabus: Government Contract Performance
Government Contract Performance
COURSE SYLLABUS
Semester

PART I: COURSE SPECIFICATION - Government Contract Performance

Course No.:

CATALOG ENTRY:
???????

COURSE DESCRIPTION:
Government Contract Performance
Emphasizes the use of performance based contracting starting with the contract requirements, the statement of work, the proposals, evaluations of past performance, risk evaluation, mitigation and performance.

REQUIRED TEXT:
At the time this is prepared there are no text books on this subject matter.
Federal Acquisition Regulations
GSA Publications on Performance Standards

MEASURABLE STUDENT OBJECTIVES
Describe the difference between performance based contracting and specification based contracting.
Explain what is meant by measurable performance standards.
Explain the importance of a contractor's quality control plan and how it should be evaluated.
Explain the incentives and disincentives used in government contracting and how they are incorporated into a contract.
Explain how the various computer programs are used to monitor and evaluate performance.

OFFICE HOURS
Completed each semester by the instructor

ATTENDANCE POLICY
All students are expected to attend all classes. There are no excused absences. Students are responsible for all information covered during the missed class. If you cannot be in class you should arrange with another student to get notes on the missed information. Students who miss more than two classes will have their grade reduced by one letter grade.

**COURSE OBJECTIVES:**

**STUDENT OUTCOME ASSESSMENT:**
Assessment is a continuous ongoing effort in the SBPA. It may include a pretest at the start of the course to see what the students already know and then assessment at the end and during the course to see what the students learned. The SBPA also has goals beyond course content. For undergraduate students these objectives are:

f. Objective 1: Students will demonstrate effective written and oral communication skills.

g. Objective 2: Students will demonstrate critical thinking and problem solving skills including quantitative skills.

h. Objective 3: Students will demonstrate ethical understanding and reasoning.

i. Objective 4: Students will demonstrate basic computer skills.

j. Objective 5: Students will demonstrate competency in their academic majors and minors.

All courses should be contributing to Objective 5 and all courses should be contributing toward Objective 1. This course also contributes toward Objectives 2 and 4. Rubrics have been developed to assess these objectives.

For this course

4. Communication skills will be demonstrated by the preparation and assessment of a paper in which the student will show their writing ability, if presentations are required they will be assessed according to the rubric.

5. The student will demonstrate subject matter competency through the comprehensive final exam that shall include:
METHODS OF INSTRUCTION:
This will include lecture, class discussion, role playing, questions, case analyses and written assignments. Students are expected to use Blackboard on a regular basis to check for assignments, announcements, submit assignments, and other information. Significant portions of the course maybe performed using UDC’s Blackboard website. Blackboard may be used for the class assignments and study, students are expected to turn in homework using Blackboard. Students are expected to use the chat room. Each student is expected to come to class prepared to participate. The reading of assignments and other relevant sources is required before coming to class. Students are expected to use the Internet resources and Compact Disk that comes with the text in fulfilling the course requirements. Each student is expected to turn in written assignments on time; these assignments will be turned in by e-mail using Blackboard.

SUPPLEMENTARY READING:
Students are expected to read the professional publications in the field.

GRADING:
There will be three examinations during the semester, these will be taken online using Blackboard. One of the examinations is the final which is administered at the officially scheduled time during final examination week. Take home final exams are not appropriate because it is impossible to verify that the student answered the test without help. All persons must take the examinations at the regularly scheduled time. Students coming late to the examination will only be allowed until the end of the time scheduled for the examination to complete the examination. No one will be allowed to start the examination more than 15 minutes after the scheduled start of the examination.

All papers, projects, or other assignments must be handed in on time; late assignments will not be accepted. Quizzes may be given at any time. Student grades must be obtained directly from the registrar not from the instructor. Privacy laws prohibit posting of grades in public places. However, students should be able to determine their grade by referring to Blackboard. Grades CANNOT be disclosed over the telephone or by e-mail!! DO NOT CALL either the department or the instructor!!

Most of the success or failure of any student lies with pre-class preparation. Students should come to class armed with questions concerning the material which has caused concern during study. Attempts to answer some of the questions at the end of each chapter will help to focus on problem areas. Small group discussions of areas in questions prior to class or between classes are encouraged.

The grades will be weighted as follows:
Mid-term 20%
Comprehensive Final 20%
Papers 40%
Quizzes, instructor Evaluation etc 20%

Grades
A 90-100
B 80-89
C 70-79
D 60-69
F 0-59

STUDENT ACADEMIC INTEGRITY
Some of the procedures for this class may be conducted on the HONOR SYSTEM. This Honor System contains two primary responsibilities:
1. Each student must respect the rights of all other students by personally performing all class processes and specifying the source of any material or concept that is not personally generated.
2. Each student has the duty to report any incident where another student cheats or plagiarizes.
Plagiarism and cheating are unfair to students as well as the University. Therefore, a student suspected or found guilty of these offenses may be subject to penalties as directed by the student handbook. The instructor will promptly inform the student of any allegation and of any punitive action taken.

AMERICAN WITH DISABILITIES ACT
If you are a student who is disabled as defined under the American with Disabilities Act and require assistance or support services, please seek assistance through the Office for Services to Students with Disabilities, Building 38 Room A-11 (202-274-6000) or TTY 202-274-6152.
Students with diagnosed learning disabilities should report to the same office.

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION STATEMENT
The University of the District of Columbia actively subscribes to a policy of equal opportunity in education.

SEXUAL HARASSMENT AND RACIAL DISCRIMINATION POLICY STATEMENT
It is the policy of the University of the District of Columbia that sexual harassment and racial harassment in any way of its students, staff, and applicants for admission to the University are prohibited.

WRITING CENTER
The writing center is available for students. It will aid you in preparing your written assignments.
SMARTHINKING
Smarthinking is an online tutorial program available to help students with their writing and other problems. Instructions for its access is found on the courses Blackboard site.

COMMON PROFESSIONAL COMPONENTS
The following summarizes the CPC areas covered in the courses. To see the chapters where they apply, see the detail chapter objectives. Approximately 15 minutes are spent on ethics in each chapter.
Government Contract Performance

3 SESSIONTOPICS TO BE COVERED

1. Performance Based Contracting, What it is and How it Works
   Paper 1
2. Advantages of Performance Based Contracting-results not methods
   Paper 2
3. Evaluations of Past Performance
   Problem 1
4. Setting Measurable Performance Standards
   Problem 2
5. Quality Assurance Plans and Performance
   Paper 3
6. Assurance of Goals
   Problem 3
7. Student Presentations
8. Mid Term
9. Incentives to Assure Quality of Work
   Paper 4
10. Computer Aids Used in Evaluation of Performance
    Problem 4
11. Risk Evaluation
12. Mitigation
    Paper 5
13. Performance
14. Student Presentations
15. Final Exam
Instructions for Papers  
By Dr. William B. White

All papers will be
8. 8½ x 11 paper
9. Papers must also be submitted in electronic format in addition to the paper format, they must be emailed to the instructor, or submitted through Blackboard.
10. Margins shall be 1 inch on each side
11. Font Times New Roman 12 points
12. Each page number shall be in the bottom center
13. Stapled once in the upper left hand corner
14. Do not use file folders, sheet protectors, etc

Unless otherwise directed all papers must have:
8. Title page
9. Table of contents
10. Executive summary
11. Table of acronyms
12. Body of paper (should be at least five pages)
13. The document should be prepared in accordance with APA style guide, the style guides are available on the internet
14. Bibliography

Paper must be submitted to Smarthinking for review and the reviewers comments, the draft and the final paper turned in on the assignment due date. It is suggested that the paper be submitted to the reviewer one week before the due date to permit adequate time for revisions.
It is important to follow the above directions; they will count significantly toward your grade.
You will need to run spell check and grammar checks on them, careless errors of this nature will cause deductions.
### Sample Rubric for Court Cases

<table>
<thead>
<tr>
<th><strong>Introduction</strong></th>
<th>10</th>
<th>8</th>
<th>6</th>
<th>4 or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarizes the case facts and legal proceedings</td>
<td>Shows a thorough understanding of the facts and how the case proceeded through the legal system</td>
<td>Show an understanding of the facts and how the case proceeded through the legal system</td>
<td>Shows an understanding of the facts or how the case proceeded through the legal system, but not both.</td>
<td>Misses important facts of the case, and understanding of the legal proceedings is lacking.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Analysis</strong></th>
<th>30</th>
<th>24</th>
<th>18</th>
<th>12 or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Discuss the reasons and reasoning supporting the court’s majority opinion</td>
<td>Thoroughly and succinctly discusses the reasoning supporting the court’s majority opinion.</td>
<td>Thoroughly and succinctly discusses the reasoning supporting the court’s majority opinion, However, the discussion is wordy.</td>
<td>Discusses the reasoning supporting the court’s majority opinion. However, part of the analysis is missing.</td>
<td>Discusses the reasoning supporting the court’s majority opinion. However, much of the analysis is missing.</td>
</tr>
<tr>
<td>b. Discusses the reasons and reasoning for not supporting the court’s majority opinion</td>
<td>Thoroughly and succinctly discusses the reasoning supporting the court’s dissenting opinion.</td>
<td>Thoroughly discusses the reasoning supporting the court’s dissenting opinion, However, the discussion is wordy, or</td>
<td>Discusses the reasoning supporting the court’s dissenting opinion. However, part of the analysis is missing.</td>
<td>Discusses the reasoning supporting the court’s dissenting opinion. However, much of the analysis is missing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Ethics</strong></th>
<th>15</th>
<th>12</th>
<th>9</th>
<th>6 or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical issue recognition</td>
<td>Recognizes the complex and gray ethical issues in the case and recognizes the cross relationships among the issues.</td>
<td>Recognizes the ethical complex and gray issues in the case or can grasp cross relationships among the issues</td>
<td>Recognizes basic and obvious issues and grasps incompletely complex relationships among the issues</td>
<td>Recognizes basic and obvious ethical issues, but fails to grasp the complexities of the ethical relationships.</td>
</tr>
<tr>
<td>Evaluation of different ethical perspectives</td>
<td>State an ethical position and the objections, assumptions and implications both for and against the position to defend it.</td>
<td>State an ethical position and the objections, assumptions and implications both for and against the position to defend it, but misses some important points.</td>
<td>State an ethical position and the objections, assumptions and implications for or against the position to defend it.</td>
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<tr>
<td>-------------------------------------------</td>
<td>-------------------------------------------------</td>
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<td>-------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Summary is ineffective and includes the major points of the case.</td>
<td>Misses one of the major reasons for the importance of the case.</td>
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<td>4 or less</td>
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</tr>
<tr>
<td>Summarize the reasons for the court’s decision and its impact on business</td>
<td>Succinctly and effectively summarizes the effect of the case and its importance to business.</td>
<td>Summary is ineffective and includes the major points of the case.</td>
<td>Misses more than one of the major reasons for the importance of the case.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>8 or less</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>20</td>
<td>16</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Report is professional in appearance; includes title page, headings/subheadings, exhibits are creative and informative; external sources are properly cited; easy to read, comprehend; persuasive.</td>
<td>Report is acceptable in appearance; includes title page, headings/subheadings; exhibits are clear and informative; external sources are properly cited; easy to read and comprehend.</td>
<td>Report has content but sections are confusing to follow; insufficient headings/subheadings; exhibits are informative but not integrated into text; sources not properly cited.</td>
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<td>8 or less</td>
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</tr>
<tr>
<td>Organization of paper</td>
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<td></td>
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</tr>
<tr>
<td>Report is professional in appearance; includes title page, headings/subheadings, exhibits are creative and informative; external sources are properly cited; easy to read, comprehend; persuasive.</td>
<td>Report is acceptable in appearance; includes title page, headings/subheadings; exhibits are clear and informative; external sources are properly cited; easy to read and comprehend.</td>
<td>Report has content but sections are confusing to follow; insufficient headings/subheadings; exhibits are informative but not integrated into text; sources not properly cited.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>8 or less</td>
<td></td>
</tr>
<tr>
<td>Writing style</td>
<td>Clear and persuasive; uses appropriate technical and business terms; logical and well-supported proposals; exhibits are well-integrated into the text; report is well-edited.</td>
<td>Clear and well-written but lacks conviction; uses appropriate technical and business terms; logical and well-supported proposals; exhibits are not always integrated into the text; report is well-edited.</td>
<td>Readable; lacks appropriate technical and business terms; editing is uneven; proposals are logical but not well-supported.</td>
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<td></td>
<td>6 or less</td>
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</tr>
<tr>
<td>Poor grammar, sloppiness, presentation, many typographical errors, weak and difficult to follow.</td>
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</tbody>
</table>
### Oral Communication

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Sections are well integrated; premise, reasoning and conclusions are convincing. Transition between team members is smooth.</td>
<td>Evidence and arguments flow logically. Team members are coordinated.</td>
<td>The flow of evidence and arguments lacks consistency. Team members unable to transition smoothly.</td>
<td>Arguments and evidence are difficult to follow. Presentation not coordinated among team members.</td>
</tr>
<tr>
<td><strong>Use of Communication Aids</strong></td>
<td>Communication aids complement and enhance presentation; key points are highlighted; visuals are creative and of professional quality.</td>
<td>Communication aids are appropriate to the topics discussed; key points are understandable; visuals are clear and readable.</td>
<td>Communication aids do not fully relate to items being presented;</td>
<td>Communication aids are inappropriate or detract from presentation.</td>
</tr>
<tr>
<td><strong>Speaking Skills</strong></td>
<td>Delivery is consistently smooth, fluent, and professional. Speaks with poise and conviction. Relates well with audience. Projected voice well.</td>
<td>Well-prepared and clear delivery; some eye contact with audience; able to explain ideas and reasons clearly.</td>
<td>Presentation was understandable but did not relate well with audience; too much reading of script; uneven in explaining concepts.</td>
<td>Unable to project voice or relate to audience; appear unprepared.</td>
</tr>
<tr>
<td><strong>Personal Appearance/Demeanor</strong></td>
<td>Team members display care and creativity in dressing appropriately and interacting</td>
<td>Members are dressed neatly; appear well groomed; behave professionally.</td>
<td>Members do not display team spirit; some appear unprepared; uneven in way</td>
<td>Team members seem not to care in dressing appropriately for presentation;</td>
</tr>
</tbody>
</table>
with each other. Team spirit is evident. | team members are dressed or behave. | behavior/demeanor is unprofessional.

| **Interacting with audience** | Members are poised and fluent and participate equally. Persuasive. | Questions handled competently but less persuasive. Only some participate in Q&A. | Unsure responses; Lack confidence in defending proposals. | Unable to answer questions or understand issues raised. |
### 3.1 Critical Thinking

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
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<tbody>
<tr>
<td>Ability to identify decision problems &amp; key issues</td>
<td>Able to distinguish symptoms from problems and diagnose causes; able to identify items requiring management attention are well articulated.</td>
<td>Able to identify areas requiring management attention; problems are clearly identified.</td>
<td>Able to identify some areas requiring management attention; problems are clearly identified.</td>
</tr>
<tr>
<td>Accuracy, relevance and clarity of statements and analysis</td>
<td>Analysis is creative; utilizes appropriate techniques and tools from business disciplines and interprets findings clearly and at a sophisticated level.</td>
<td>Analysis utilizes appropriate tools and techniques; explanations and interpretations are adequate and cover most major issues; explanations are clear.</td>
<td>Analysis does not demonstrate familiarity with available tools and techniques; level of analysis is over-simplified.</td>
</tr>
<tr>
<td>Logic and reasoning; ability to support recommendations with data</td>
<td>Arguments and evidence presented are logical and compelling; analysis and discussion are supported by appropriate evidence and/or theories. All relevant facts have been considered in analysis.</td>
<td>Arguments and evidence presented are logical and adequate; analysis and discussion incorporate some evidence and/or theories</td>
<td>Arguments and evidence presented are inconsistent; insufficient evidence to support claims or arguments.</td>
</tr>
<tr>
<td>Breadth and depth of answer in addressing complex issues facing individuals or the firm.</td>
<td>Solutions/recommendations are comprehensive in scope and address all relevant aspects of the decision problems facing the firm. Solutions include significant details that enhance credibility of solutions.</td>
<td>Solutions/recommendations address major issues with adequate coverage of significant issues.</td>
<td>Solutions/recommendations fail to address some key issues; discussion lacks breadth/depth.</td>
</tr>
<tr>
<td>Ability to integrate business concepts and theories in formulating credible solutions</td>
<td>Solutions/recommendations address all of the major issues and recognize the inter-relationships and effects of decisions across multiple areas. Solutions incorporate business theories.</td>
<td>Solutions/recommendations address most of the major issues; satisfactory treatment of the inter-relationships and effects of decisions across multiple areas.</td>
<td>Solutions/recommendations fail to address most major issues; interaction effects of decisions are not discussed adequately.</td>
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</table>
3.2 Basic Computer Skills

<table>
<thead>
<tr>
<th>CRITERIA</th>
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<th>MARGINAL</th>
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</thead>
<tbody>
<tr>
<td>Technology Mastery</td>
<td>Shows <strong>exceptional</strong> skills in creating accurate electronic documents and/or materials with technologies appropriate for the assignment or context. Documents/presentations exhibit <strong>excellent</strong> layout, formatting, and accuracy.</td>
<td>Shows <strong>good</strong> skills in creating accurate electronic documents and/or materials with technologies appropriate for the assignment or context. Documents/presentations exhibit <strong>proficient</strong> layout, formatting, and accuracy.</td>
<td>Shows <strong>fair</strong> skills in creating accurate electronic documents and/or materials with technologies appropriate for the assignment or context. Documents/presentations exhibit <strong>satisfactory</strong> layout, formatting, and accuracy.</td>
</tr>
<tr>
<td>Information Retrieval</td>
<td>Uses technology <strong>extremely effectively</strong> to research, evaluate, inform, and communicate information from <strong>very appropriate</strong> resources.</td>
<td>Uses technology <strong>very effectively</strong> to research, evaluate, inform, and communicate information from <strong>mostly appropriate</strong> resources.</td>
<td>Uses technology <strong>somewhat effectively</strong> to research, evaluate, inform, and communicate information from <strong>appropriate</strong> resources.</td>
</tr>
<tr>
<td>Virtual Collaboration</td>
<td>Demonstrates an <strong>excellent</strong> ability to engage in electronic collaboration as appropriate for the assignment.</td>
<td>Demonstrates a <strong>good</strong> ability to engage in electronic collaboration as appropriate for the assignment.</td>
<td>Demonstrates an <strong>adequate</strong> ability to engage in electronic collaboration as appropriate for the assignment.</td>
</tr>
<tr>
<td>Technology Management</td>
<td>Shows <strong>superior</strong> consideration of legal, ethical, privacy, and security laws that may apply when using technology, handling and exchanging information, and collaborating virtually, as appropriate for the assignment.</td>
<td>Shows <strong>very good</strong> consideration of legal, ethical, privacy, and security laws that may apply when using technology, handling and exchanging information, and collaborating virtually, as appropriate for the assignment.</td>
<td>Shows <strong>some</strong> consideration of legal, ethical, privacy, and security laws that may apply when using technology, handling and exchanging information, and collaborating virtually, as appropriate for the assignment.</td>
</tr>
</tbody>
</table>
Appendix L
Syllabus: Green Contracting in the Government
PART I: COURSE SPECIFICATION - Green Contracting in the Government

CATALOG ENTRY:

COURSE DESCRIPTION:
Green Contracting in the Government
Emphasizes the importance of green procurement including the need to include environmental considerations as a normal part of the purchasing process, commonly used tools and standards in the green marketplace, pollution prevention, multiple environmental aspects of a life cycle cost, compare environmental impacts when selecting products or services, and collect accurate and meaningful information about the environmental performance of a procurement. The course emphasizes the use of quantitative analysis to justify green procurement.

REQUIRED TEXT:
This is a new area of procurement and text books are not yet available. The government has issued various "green" guides and these are being constantly changed and updated to reflect advances in the area. There will be a series of required reading on the topic.

MEASURABLE STUDENT OBJECTIVES
Explain the laws and regulations of the federal government green contracting initiatives.
Calculate the difference in price between a green contract and a normal contract, using present value concepts and lifetime costs.
Explain the existing green standards and where they are found.
Explain the importance of going green in source selection, particularly in proposal evaluation.
Explain how going green effect performance evaluation.
Develop a procurement plan and explain how to incorporate green purchasing
into an agency’s procurements.

**OFFICE HOURS**
Completed each semester by the instructor

**ATTENDANCE POLICY**
All students are expected to attend all classes. There are no excused absences. Students are responsible for all information covered during the missed class. If you cannot be in class you should arrange with another student to get notes on the missed information. Students who miss more than five classes will have their grade reduced by one letter grade.

**COURSE OBJECTIVES:**

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Assessment is a continuous ongoing effort in the SBPA. It may include a pretest at the start of the course to see what the students already know and then assessment at the end and during the course to see what the students learned. The SBPA also has goals beyond course content. For undergraduate students these objectives are:

k. Objective 1: Students will demonstrate effective written and oral communication skills.

l. Objective 2: Students will demonstrate critical thinking and problem solving skills including quantitative skills.

m. Objective 3: Students will demonstrate ethical understanding and reasoning.

n. Objective 4: Students will demonstrate basic computer skills.

o. Objective 5: Students will demonstrate competency in their academic majors and minors.

All courses should be contributing to Objective 5 and all courses should be contributing toward Objective 1. This course also contributes toward Objectives 4 and 2. Rubrics have been developed to assess these objectives.

For this course

6. Communication skills will be demonstrated by the preparation and assessment of a paper in which the student will show their writing ability, if presentations are required they will be assessed according to the rubric.

7. Computer proficiency will be demonstrated through the assigned problems and papers which require analytic work.
8. Critical thinking skills will be demonstrated through the papers, problems and final exam.
9. The student will demonstrate subject matter competency through the comprehensive final exam and written papers.

METHODS OF INSTRUCTION:
This will include lecture, class discussion, role playing, questions, case analyses and written assignments. Students are expected to use Blackboard on a regular basis to check for assignments, announcements, submit assignments, and other information. Significant portions of the course maybe performed using UDC’s Blackboard website. Blackboard may be used for the class assignments and study, students are expected to turn in homework using Blackboard. Students are expected to use the chat room. Each student is expected to come to class prepared to participate. The reading of assignments and other relevant sources is required before coming to class. Students are expected to use the Internet resources. Each student is expected to turn in written assignments on time. Failure to meet deadlines will result in significant reductions in the grade and some papers may not be accepted.

ONLINE QUIZES:
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SUPPLEMENTARY READING:
Students are expected to read the professional publications in the field.

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There will be three examinations during the semester, these will be taken online using Blackboard. One of the examinations is the final which is administered at the officially scheduled time during final examination week. Take home final exams are not appropriate because it is impossible to verify that the student answered the test without help. All persons must take the examinations at the regularly scheduled time. Students coming late to the examination will only be allowed until the end of the time scheduled for the examination to complete the examination. No one will be allowed to start the examination more than 15 minutes after the scheduled start of the examination.
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Student grades must be obtained directly from the registrar not from the instructor. Privacy laws prohibit posting of grades in public places. However, students should be able to determine their grade by referring to Blackboard.
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**AMERICAN WITH DISABILITIES ACT**

If you are a student who is disabled as defined under the American with Disabilities Act and require assistance or support services, please seek assistance through the Office for Services to Students with Disabilities, Building 38 Room A-11 (202-274-6000) or TTY 202-274-6152).

Students with diagnosed learning disabilities should report to the same office.

**EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION STATEMENT**

The University of the District of Columbia actively subscribes to a policy of equal
opportunity in education.

**SEXUAL HARASSMENT AND RACIAL DISCRIMINATION POLICY STATEMENT**

It is the policy of the University of the District of Columbia that sexual harassment and racial harassment in any way of its students, staff, and applicants for admission to the University are prohibited.

**WRITING CENTER**

The writing center is available for students. It will aid you in preparing your written assignments.

**SMARTTHINKING**

Smarthinking is an online tutorial program available to help students with their writing and other problems. Instructions for its access is found on the courses Blackboard site.

**COMMON PROFESSIONAL COMPONENTS**

The following summarizes the CPC areas covered in the courses. To see the chapters where they apply, see the detail chapter objectives. Approximately 15 minutes are spent on ethics in each chapter.
Green Contracting in the Government

4 SESSION TOPICS TO BE COVERED

1 Introduction to green procurement
2&3 Laws, regulations, and policies for green procurement
   Paper 1
4 Green standards
   Paper 2
5&6 Present value and other calculations
   Problem 1
7 Mid Term
8 Green source selection
9 Drafting Green RFP's
   Paper 3
10 Evaluation of Green proposals
   Problem 2
11 Monitoring green contract performance
12 Performance evaluations and rating
   Paper 4
13 Developing a green procurement plan for an agency
14 Student Presentations
15 Final
Instructions for Papers
By Dr. William B. White

All papers will be
15. 8 ½ x 11 paper
16. Papers must also be submitted in electronic format in addition to the paper
   format, they must be emailed to the instructor, or submitted through Blackboard.
17. Margins shall be 1 inch on each side
18. Font Times New Roman 12 points
19. Each page number shall be in the bottom center
20. Stapled once in the upper left hand corner
21. Do not use file folders, sheet protectors, etc

Unless otherwise directed all papers must have:
15. Title page
16. Table of contents
17. Executive summary
18. Table of acronyms
19. Body of paper (should be at least five pages)
20. The document should be prepared in accordance with APA style guide, the style
    guides are available on the internet
21. Bibliography

Paper must be submitted to Smarthinking for review and the reviewers comments, the
draft and the final paper turned in on the assignment due date. It is suggested that the
paper be submitted to the reviewer one week before the due date to permit adequate
time for revisions.

It is important to follow the above directions; they will count significantly toward your
grade.

You will need to run spell check and grammar checks on them, careless errors of this
nature will cause deductions.
### Sample Rubric for Court Cases

<table>
<thead>
<tr>
<th><strong>Introduction</strong></th>
<th>10</th>
<th>8</th>
<th>6</th>
<th>4 or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarizes the case facts and legal proceedings</td>
<td>Shows a thorough understanding of the facts and how the case proceeded through the legal system</td>
<td>Show an understanding of the facts and how the case proceeded through the legal system</td>
<td>Shows an understanding of the facts or how the case proceeded through the legal system, but not both.</td>
<td>Misses important fact of the case and an understanding of the legal process is lacking and confused.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Analysis</strong></th>
<th>30</th>
<th>24</th>
<th>18</th>
<th>12 or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Discuss the reasons and reasoning supporting the court’s majority opinion</td>
<td>Thoroughly and succinctly discusses the reasoning supporting the court’s majority opinion.</td>
<td>Thoroughly and discusses the reasoning supporting the court’s majority opinion, However, the discussion is wordy.</td>
<td>Discusses the reasoning supporting the court’s majority opinion. However, part of the analysis is missing.</td>
<td>Discusses the reasoning supporting the court’s majority opinion. However, much of the analysis is missing.</td>
</tr>
<tr>
<td>b. Discusses the reasons and reasoning for not supporting the court’s majority opinion</td>
<td>Thoroughly and succinctly discusses the reasoning supporting the court’s dissenting opinion.</td>
<td>Thoroughly discusses the reasoning supporting the court’s dissenting opinion, However, the discussion is wordy, or</td>
<td>Discusses the reasoning supporting the court’s dissenting opinion. However, part of the analysis is missing.</td>
<td>Discusses the reasoning supporting the court’s dissenting opinion. However, much of the analysis is missing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Ethics</strong></th>
<th>15</th>
<th>12</th>
<th>9</th>
<th>6 or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical issue recognition</td>
<td>Recognizes the complex and gray ethical issues in the case and recognize and explains the cross relationships among the issues.</td>
<td>Recognizes the ethical complex and gray issues in the case or can grasp cross relationships among the issues.</td>
<td>Recognizes basic and obvious issues and grasps incompletely complex relationships among the issues.</td>
<td>Recognizes basic and obvious ethical issues, but grasps incompletely the relationships.</td>
</tr>
<tr>
<td>Evaluation of different ethical perspectives</td>
<td>State an ethical position and the objections, assumptions and implications both for and against the position to defend it.</td>
<td>State an ethical position and the objections, assumptions and implications both for and against the position to defend it, but misses some important points.</td>
<td>State an ethical position and the objections, assumptions and implications both for and against the position to defend it, but misses some important points.</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Summarize the reasons for the court’s decision and its impact on business</td>
<td>Succinctly and effectively summarizes the effect of the case and its importance to business.</td>
<td>Summary is ineffective and includes the major points of the case.</td>
<td>Misses one of the major reasons for the importance of the case.</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>20</td>
<td>16</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8 or less</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization of paper</td>
<td>Report is professional in appearance; includes title page, headings/subheadings, exhibits are creative and informative; external sources are properly cited; easy to read, comprehend; persuasive.</td>
<td>Report is acceptable in appearance; includes title page, headings/subheadings; exhibits are clear and informative; external sources are properly cited; easy to read and comprehend.</td>
<td>Report has content but sections are confusing to follow; insufficient headings/subheadings; exhibits are informative but not integrated into text; sources not properly cited.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 or less</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing style</td>
<td>Clear and persuasive; uses appropriate technical and business terms; logical and well-supported proposals; exhibits are well-integrated into the text; report is well-edited.</td>
<td>Clear and well-written but lacks conviction; uses appropriate technical and business terms; logical and well-supported proposals; exhibits are not always integrated into the text; report is well-edited.</td>
<td>Readable; lacks appropriate technical and business terms; editing is uneven; proposals are logical but not well-supported.</td>
<td></td>
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<tr>
<td></td>
<td>6 or less</td>
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</tbody>
</table>
4.1 Critical Thinking

Critical/integrative thinking may be defined as a mode of thinking in which the student skillfully incorporates logic, objectivity, and knowledge from appropriate business and other disciplines in evaluating business problems and issues and proposing solutions.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to identify decision problems &amp; key issues</td>
<td>Able to distinguish symptoms from problems and diagnose causes; able to identify items requiring management attention are well articulated.</td>
<td>Able to identify areas requiring management attention; problems are clearly identified.</td>
<td>Able to identify some areas requiring management attention; problems are not clearly identified.</td>
<td>Able to identify areas requiring management attention; problems are clearly identified.</td>
</tr>
<tr>
<td>Accuracy, relevance and clarity of statement and analysis</td>
<td>Analysis is creative; utilizes appropriate techniques and tools from business disciplines and interprets findings clearly and at a sophisticated level.</td>
<td>Analysis utilizes appropriate tools and techniques; explanations and interpretations are adequate and cover most major issues; explanations are clear.</td>
<td>Analysis does not demonstrate familiarity with available tools and techniques; level of analysis is over-simplified.</td>
<td>Analysis is inappropriate or inadequate.</td>
</tr>
<tr>
<td>Logic and reasoning; ability to support recommendations with data</td>
<td>Arguments and evidence presented are logical and compelling; analysis and discussion are supported by</td>
<td>Arguments and evidence presented are logical and adequate; analysis and discussion incorporate some</td>
<td>Arguments and evidence presented are inconsistent; insufficient evidence to support</td>
<td>Arguments and proposals are unsupported by evidence or theory.</td>
</tr>
<tr>
<td><strong>Breadth and depth of answer in addressing complex issues facing individuals or the firm.</strong></td>
<td>Solutions/recommendations are comprehensive in scope and address all relevant aspects of the decision problems facing the firm. Solutions include significant details that enhance credibility of solutions.</td>
<td>Solutions/recommendations address major issues with adequate coverage of significant issues.</td>
<td>Solutions/recommendations address some key issues but discussion lacks breadth/depth.</td>
<td>Solutions/recommendations are superficial in scope; do not address key issues.</td>
</tr>
<tr>
<td><strong>Ability to integrate business concepts and theories in formulating credible solutions</strong></td>
<td>Solutions/recommendations address all of the major issues and recognize the inter-relationships and effects of decisions across multiple areas. Solutions incorporate business theories.</td>
<td>Solutions/recommendations address most of the major issues; satisfactory treatment of the inter-relationships and effects of decisions across multiple areas.</td>
<td>Solutions/recommendations fail to address most of the major issues; interactive effects of decisions are not discussed adequately.</td>
<td>Solutions/recommendations are poorly stated; do not demonstrate grasp of concepts and theories.</td>
</tr>
</tbody>
</table>
## Oral Presentation Rubric

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<tr>
<td><strong>Organization</strong></td>
<td>Sections are well integrated; premise, reasoning and conclusions are convincing. Transition between team members is smooth.</td>
<td>Evidence and arguments flow logically. Team members are coordinate d.</td>
<td>The flow of evidence and arguments lacks consistency. Team members unable to transition smoothly.</td>
<td>Arguments and evidence are difficult to follow. Presentation not coordinated among team members.</td>
</tr>
<tr>
<td><strong>Use of Communication Aids</strong></td>
<td>Communication aids complement and enhance presentation; key points are highlighted; visuals are creative and of professional quality.</td>
<td>Communication aids are appropriate to the topics discussed; key points are understandable; visuals are clear and readable.</td>
<td>Communication aids do not fully relate to items being presented;</td>
<td>Communication aids are inappropriate or detract from presentation.</td>
</tr>
<tr>
<td><strong>Speaking Skills</strong></td>
<td>Delivery is consistently smooth, fluent, and professional. Speaks with poise and conviction. Relates well with audience. Projected voice well.</td>
<td>Well-prepared and clear delivery; some eye contact with audience; able to explain ideas and reasons clearly.</td>
<td>Presentation was understandable but did not relate well with audience; too much reading of script; uneven in explaining concepts.</td>
<td>Unable to project voice or relate to audience; appear unprepared.</td>
</tr>
<tr>
<td>Personal Appearance/Demeanor</td>
<td>Team members display care and creativity in dressing appropriately and interacting with each other. Team spirit is evident.</td>
<td>Members are dressed neatly; appear well groomed; behave professionally.</td>
<td>Members do not display team spirit; some appear unprepared; uneven in way team members are dressed or behave.</td>
<td>Team members seem not to care in dressing appropriately for presentation; behavior/demeanor is unprofessional.</td>
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<tr>
<td>Interacting with audience</td>
<td>Members are poised and fluent and participate equally. Persuasive.</td>
<td>Questions handled competent but less persuasive. Only some participate in Q&amp;A.</td>
<td>Unsure responses; Lack confidence in defending proposals.</td>
<td>Unable to answer questions or understand issues raised.</td>
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### Basic Computer Skills

<table>
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<th>CRITERIA</th>
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<tr>
<td><strong>Technology Mastery</strong></td>
<td>Shows <em>exceptional</em> skills in creating accurate electronic documents and/or materials with technologies appropriate for the assignment or context. Documents/presentations exhibit <em>excellent</em> layout, formatting, and accuracy.</td>
<td>Shows <em>good</em> skills in creating accurate electronic documents and/or materials with technologies appropriate for the assignment or context. Documents/presentations exhibit proficient layout, formatting, and accuracy.</td>
<td>Shows <em>fair</em> skills in creating accurate electronic documents and/or materials with technologies appropriate for the assignment or context. Documents/presentations exhibit satisfactory layout, formatting, and accuracy.</td>
<td>Shows minimal skills in creating accurate electronic documents and/or materials with technologies appropriate for the assignment or context. Documents/presentations exhibit poor layout, formatting, and accuracy.</td>
</tr>
<tr>
<td><strong>Information Retrieval</strong></td>
<td>Uses technology <em>extremely effectively</em> to research, evaluate, inform, and communicate information from <em>very appropriate</em> resources.</td>
<td>Uses technology <em>very effectively</em> to research, evaluate, inform, and communicate information from <em>mostly appropriate</em> resources.</td>
<td>Uses technology <em>somewhat effectively</em> to research, evaluate, inform, and communicate information from <em>appropriate</em> resources.</td>
<td>Uses technology <em>ineffectively</em> to research, evaluate, inform, and communicate information from <em>often inappropriate</em> resources.</td>
</tr>
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<td><strong>Virtual Collaboration</strong></td>
<td>Demonstrates an <em>excellent</em> ability to engage in electronic collaboration as appropriate for the assignment.</td>
<td>Demonstrates a <em>good</em> ability to engage in electronic collaboration as appropriate for the assignment.</td>
<td>Demonstrates an <em>adequate</em> ability to engage in electronic collaboration as appropriate for the assignment.</td>
<td>Demonstrates a lack of or no ability to engage in electronic collaboration as appropriate for the assignment.</td>
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<td><strong>Technology Management</strong></td>
<td>Shows <em>superior</em> consideration of legal, ethical, privacy, and security laws that may apply when using technology, handling and exchanging information, and collaborating virtually, as appropriate for the assignment.</td>
<td>Shows <em>very good</em> consideration of legal, ethical, privacy, and security laws that may apply when using technology, handling and exchanging information, and collaborating virtually, as appropriate for the assignment.</td>
<td>Shows <em>some</em> consideration of legal, ethical, privacy, and security laws that may apply when using technology, handling and exchanging information, and collaborating virtually, as appropriate for the assignment.</td>
<td>Shows minimal consideration of legal, ethical, privacy, and security laws that may apply when using technology, handling and exchanging information, and collaborating virtually, as appropriate for the assignment.</td>
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Appendix M
Syllabus: Legal and Ethical Aspects of Government Contracting
PART I: COURSE SPECIFICATION - Legal and Ethical Aspects of Government Contracting

Course No.: 

CATALOG ENTRY: 

REQUIRED TEXT: 

Federal Acquisition Regulations
Understanding Government Contract Law, Terrence M. O'Conner, 2007, Management Concepts

MEASURABLE STUDENT OBJECTIVES 

Identify and explain the law that govern the formation of a government contract.
Explain the role of the contracting officer and other parties involved in the formation of a government contract.
Explain the common clauses found in government contracts and their meaning.
Explain the government dispute process and how it operates.
Explain the ethical responsibilities of all parties involved in a government contract.
Explain fraudulent conduct and how to recognize it in contractual situations.

OFFICE HOURS
Completed each semester by the instructor

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All courses should be contributing to Objective 5 and all courses should be contributing toward Objective 1 this course also contributes to Objective 3. Rubrics have been developed to assess these objectives and are used in the course.

For this course

10. Communication skills will be demonstrated by the preparation and assessment of a paper in which the student will show their writing ability, presentations are required they will be assessed according to the rubric.
11. The student will demonstrate an understanding of the ethics for government contracting officers by analyzing situations and identifying ethical problems.
12. The student will demonstrate subject matter competency through the written assignments and a comprehensive final exam.

METHODS OF INSTRUCTION:
This will include lecture, class discussion, role playing, questions, case analyses and written assignments. Students are expected to use Blackboard on a regular basis to check for assignments, announcements, submit assignments, and other information. Significant portions of the course may be performed using UDC’s Blackboard website. Blackboard may be used for the class assignments and study, students are expected to turn in homework using Blackboard. Students are expected to use the chat room. Each student is expected to come to class prepared to participate. The reading of assignments and other relevant sources is required before coming to class. Students are expected to use the Internet resources and Compact Disk that comes with the text in fulfilling the course requirements. Each student is expected to turn in written assignments on time; these assignments will be turned in by e-mail using Blackboard.

ONLINE QUIZZES:
Students are required to take the online quizzes found on Blackboard.

SUPPLEMENTARY READING:
Student are expected to read the literature of their profession.

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<td>20%</td>
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Plagiarism and cheating are unfair to students as well as the University. Therefore, a student suspected or found guilty of these offenses may be subject to penalties as directed by the student handbook. The instructor will promptly inform the student of any allegation and of any punitive action taken.

**AMERICAN WITH DISABILITIES ACT**

If you are a student who is disabled as defined under the American with Disabilities Act and require assistance or support services, please seek assistance through the Office for Services to Students with Disabilities, Building 38 Room A-11 (202-274-6000) or TTY 202-274-6152.

Students with diagnosed learning disabilities should report to the same office.

**EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION STATEMENT**

The University of the District of Columbia actively subscribes to a policy of equal opportunity in education.

**SEXUAL HARASSMENT AND RACIAL DISCRIMINATION POLICY STATEMENT**

It is the policy of the University of the District of Columbia that sexual harassment and racial harassment in any way of its students, staff, and applicants for admission to the University are prohibited.

**WRITING CENTER**

The writing center is available for students. It will aid you in preparing you’re
your written assignments.

**SMARTTHINKING**

Smarthinking is an online tutorial program available to help students with their writing and other problems. Instructions for its access is found on the courses Blackboard site.

**COMMON PROFESSIONAL COMPONENTS**

The following summarizes the CPC areas covered in the courses. To see the chapters where they apply, see the detail chapter objectives. Approximately 15 minutes are spent on ethics in each chapter.
Legal and Ethical Aspects of Government Contracting

5 SESSION TOPICS TO BE COVERED

1 Introduction FAR and its organization
2 General Contract Law
   Paper 1 Takoma Park Case
3 The role of the contracting officer
   Paper 2 CO Responsibilities
4 Types of Government Contract and the legal differences
5 Contract Interpretation
   Paper 3 Case Study
6 Environment of Contract litigation
6 Midterm Exam
7 Protest, Claims, Paying cost of Litigation
   Paper 4 Contract Termination
8 Ethics rules for Obtaining a Contract
   Paper 5 Playing Favorites
9 Ethical Rules for Administering a Contract
10 Federal Employee Conduct
   Paper 6 Conflicts of Interest
11 Federal Laws governing Contractors Conduct
12 Common Fraudulent Activities
13 Student Presentations
15 Final Exam

Instructions for Papers
By Dr. William B. White

All papers will be
22. 8 1/2 x 11 paper
23. Papers must also be submitted in electronic format in addition to the paper format, they must be emailed to the instructor, or submitted through Blackboard.
24. Margins shall be 1 inch on each side
25. Font Times New Roman 12 points
26. Each page number shall be in the bottom center
27. Stapled once in the upper left hand corner
28. Do not use file folders, sheet protectors, etc

Unless otherwise directed all papers must have:
22. Title page
23. Table of contents
24. Executive summary
25. Table of acronyms
26. Body of paper (should be at least five pages)
27. The document should be prepared in accordance with APA style guide, the style guides are available on the internet
28. Bibliography

Paper must be submitted to Smarthinking for review and the reviewers comments, the draft and the final paper turned in on the assignment due date. It is suggested that the paper be submitted to the reviewer one week before the due date to permit adequate time for revisions.

It is important to follow the above directions; they will count significantly toward your grade.

You will need to run spell check and grammar checks on them, careless errors of this nature will cause deductions.
## Sample Rubric for Court Cases

<table>
<thead>
<tr>
<th><strong>Introduction</strong></th>
<th><strong>10</strong></th>
<th><strong>8</strong></th>
<th><strong>6</strong></th>
<th><strong>4 or less</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarizes the case facts and legal proceedings</td>
<td>Shows a thorough understanding of the facts and how the case proceeded through the legal system</td>
<td>Show an understanding of the facts and how the case proceeded through the legal system</td>
<td>Shows an understanding of the facts or how the case proceeded through the legal system, but not both.</td>
<td>Misses important facts of the case and an understanding of the legal proceedings is lacking and confusing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Analysis</strong></th>
<th><strong>30</strong></th>
<th><strong>24</strong></th>
<th><strong>18</strong></th>
<th><strong>12 or less</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Discuss the reasons and reasoning supporting the court’s majority opinion</td>
<td>Thoroughly and succinctly discusses the reasoning supporting the court’s majority opinion.</td>
<td>Thoroughly and discusses the reasoning supporting the court’s majority opinion, However, the discussion is wordy.</td>
<td>Discusses the reasoning supporting the court’s majority opinion. However, part of the analysis is missing.</td>
<td>Discusses the reasoning supporting the court’s majority opinion. However, much of the analysis is missing.</td>
</tr>
<tr>
<td>b. Discusses the reasons and reasoning for not supporting the court’s majority opinion</td>
<td>Thoroughly and succinctly discusses the reasoning supporting the court’s dissenting opinion.</td>
<td>Thoroughly discusses the reasoning supporting the court’s dissenting opinion, However, the discussion is wordy, or</td>
<td>Discusses the reasoning supporting the court’s dissenting opinion. However, part of the analysis is missing.</td>
<td>Discusses the reasoning supporting the court’s dissenting opinion. However, much of the analysis is missing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Ethics</strong></th>
<th><strong>15</strong></th>
<th><strong>12</strong></th>
<th><strong>9</strong></th>
<th><strong>6 or less</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical issue recognition</td>
<td>Recognizes the complex and gray ethical issues in the case and recognize and explains the cross relationships among the issues.</td>
<td>Recognizes the ethical complex and gray issues in the case or can grasp cross relationships among the issues.</td>
<td>Recognizes basic and obvious issues and grasps incompletely complex relationships among the issues</td>
<td>Recognizes basic and obvious ethical issues, but lacks grasp of complex relationships among the issues.</td>
</tr>
<tr>
<td>Evaluation of different ethical perspectives</td>
<td>State an ethical position and the objections, assumptions and implications both for and against the position to defend it.</td>
<td>State an ethical position and the objections, assumptions and implications both for and against the position to defend it, but misses some important points.</td>
<td>State an ethical position and the objections, assumptions and implications for or against the position to defend it.</td>
<td>State an ethical position; defense is weak and the objections, assumptions and implications are incomplete or missing.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Conclusion</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>4 or less</td>
</tr>
<tr>
<td>Summarize the reasons for the court’s decision and its impact on business</td>
<td>Succinctly and effectively summarizes the effect of the case and its importance to business.</td>
<td>Summary is ineffective and includes the major points of the case.</td>
<td>Misses one of the major reasons for the importance of the case.</td>
<td>Misses more than one of the major reasons for the importance of the case.</td>
</tr>
<tr>
<td>Communication</td>
<td>20</td>
<td>16</td>
<td>12</td>
<td>8 or less</td>
</tr>
<tr>
<td>Organization of paper</td>
<td>Report is professional in appearance; includes title page, headings/subheadings, exhibits are creative and informative; external sources are properly cited; easy to read, comprehend; persuasive.</td>
<td>Report is acceptable in appearance; includes title page, headings/subheadings; exhibits are clear and informative; external sources are properly cited; easy to read and comprehend.</td>
<td>Report has content but sections are confusing to follow; insufficient headings/subheadings; exhibits are informative but not integrated into text; sources not properly cited.</td>
<td>Report lacks headings, subheadings, summary; logic difficult to follow; exhibits/sloppy presentation; sources not cited.</td>
</tr>
<tr>
<td>Writing style</td>
<td>Clear and persuasive; uses appropriate technical and business terms; logical and well-supported proposals; exhibits are well-integrated into the text; report is well-edited.</td>
<td>Clear and well-written but lacks conviction; uses appropriate technical and business terms; logical and well-supported proposals; exhibits are not always integrated into the text; report is well-edited.</td>
<td>Readable; lacks appropriate technical and business terms; editing is uneven; proposals are logical but not well-supported.</td>
<td>Poor grammar, sloppy presentation, many graphing errors, weak, difficult to follow.</td>
</tr>
</tbody>
</table>
Rubric for Oral Communications

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Sections are well integrated; premise, reasoning and conclusions are convincing. Transition between team members is smooth.</td>
<td>Evidence and arguments flow logically. Team members are coordinated.</td>
<td>The flow of evidence and arguments lacks consistency. Team members unable to transition smoothly.</td>
<td>Arguments and evidence are difficult to follow. Presentation not coordinated among team members.</td>
</tr>
<tr>
<td><strong>Use of Communication Aids</strong></td>
<td>Communication aids complement and enhance presentation; key points are highlighted; visuals are creative and of professional quality.</td>
<td>Communication aids are appropriate to the topics discussed; key points are understandable; visuals are clear and readable.</td>
<td>Communication aids do not fully relate to items being presented;</td>
<td>Communication aids are inappropriate or detract from presentation.</td>
</tr>
<tr>
<td><strong>Speaking Skills</strong></td>
<td>Delivery is consistently smooth, fluent, and professional. Speaks with poise and conviction. Relates well with audience. Projected voice well.</td>
<td>Well-prepared and clear delivery; some eye contact with audience; able to explain ideas and reasons clearly.</td>
<td>Presentation was understandable but did not relate well with audience; too much reading of script; uneven in explaining concepts.</td>
<td>Unable to project voice or relate to audience; appear unprepared.</td>
</tr>
<tr>
<td><strong>Personal Appearance/Demeanor</strong></td>
<td>Team members display care and creativity in dressing</td>
<td>Members are dressed neatly; appear well groomed;</td>
<td>Members do not display team spirit; some appear unprepared;</td>
<td>Team members seem not to care in dressing appropriately for presentation;</td>
</tr>
</tbody>
</table>
appropriately and interacting with each other. Team spirit is evident. | behave professionally. | uneven in way team members are dressed or behave. | behavior/demeanor is unprofessional.

| **Interacting with audience** | Members are poised and fluent and participate equally. Persuasive. | Questions handled competently but less persuasive. Only some participate in Q&A. | Unsure responses; Lack confidence in defending proposals. | Unable to answer questions or understand issues raised. |

**Rubric Ethical Thinking**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>EXEMPLARY</th>
<th>COMPETENT</th>
<th>MARGINAL</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical issue recognition</td>
<td>Recognizes the complex and gray ethical issues in the case and recognizes and explains the cross relationships among the issues.</td>
<td>Recognizes the ethical complex and gray issues in the case or can grasp cross relationships among the issues.</td>
<td>Recognizes basic and obvious issues and grasps incompletely complex relationships among the issues.</td>
<td>Recognizes basic and obvious ethical issues, but fails to grasp the complexity of the relationships.</td>
</tr>
<tr>
<td>Evaluation of different ethical perspectives</td>
<td>State an ethical position and the objections, assumptions and implications both for and against the position to defend it.</td>
<td>State an ethical position and the objections, assumptions and implications both for and against the position to defend it, but misses some important points.</td>
<td>State an ethical position and the objections, assumptions and implications for or against the position to defend it.</td>
<td>States an ethical position, the defense is weak and the objections, assumptions and implications are incomplete or missing.</td>
</tr>
<tr>
<td>Evaluation of Different Ethical Perspectives/Concepts</td>
<td>States a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective</td>
<td>States a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate</td>
<td>States a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts</td>
<td>States a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts and does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)</td>
</tr>
</tbody>
</table>