NOTRE DAME OF MARYLAND UNIVERSITY

Business and Economics Department
School of Arts, Sciences, and Business
NPM 502: Introduction to the Nonprofit Sector
Fall 2020B

Instructor: Heather Carpenter, Ph.D.; **Phone: 925-984-7705;** hcarpenter@ndm.edu,
please mention **NPM502** in the subject line of your Emails
http://www.linkedin.com/in/heathercarpenter2 Office Hours: By appointment (also via skype,
facetime, google hangout). Just Email me and suggest a time.

Credit Hour Statement This 3-credit course complies with federal guidance on student
engagement in learning to meet the required minimum of 6750 minutes of combined direct
instruction, fieldwork, and other preparation work.

Course Information:

Course Title:	*Introduction to Nonprofit Management*
Course Number:	*NPM-502-90*
Course Credits:	*3*
Class Time:	Online

Prerequisites

Prerequisites: None

Course Description

This course is designed to provide current and future nonprofit managers and leaders
with the competencies needed to run effective nonprofit organizations:

- Legal and Regulatory Contexts
- Leadership and Governance
- Human Resource Management and Volunteerism
- Fundraising
- Planning and Evaluation
- Information Management
- Advocacy, Public Policy, and Social Change
- Communications, Marketing, and Public Relations

- Financial Management and Social Entrepreneurship

Course projects and discussions expand students` management skills, analytical tools, and knowledge of these competencies. Students take on the perspectives of nonprofit managers, volunteers, board members, policymakers, donors, and clients.

Program & Course Learning Outcomes:

Program Links: This is a core course in the M.A. in Nonprofit Management degree program and Post Baccalaureate Certificate in Nonprofit Management and provides a foundation for several other courses.

OBJ	Program Goal MA in Nonprofit Management	Course Objective
1	1. Cultivate the skills and knowledge needed to succeed as leaders in nonprofit, philanthropic, social enterprise, and voluntary action.	1a. Apply nonprofit governance and leadership theories and practices to nonprofit, philanthropic, social enterprise, and voluntary organizations. 1b. Analyze theories of leadership, organizational development, and behavior in building effective and sustainable organizations. 1c. Critique human resource issues within both formal and informal nonprofit, voluntary, philanthropic, and social enterprise organizations. 1d. Determine the role, value, and dynamics of volunteerism in carrying out the work and fulfilling the missions of nonprofit, philanthropic, voluntary, social enterprise, and philanthropic organizations as part of strategic human resources management.
2	2. Implement management processes, practices, forms, and structures in nonprofit, philanthropic, social enterprise, and voluntary action organizations.	2a. Select the legal frameworks within which nonprofit, philanthropic, social enterprise, and voluntary organizations operate and are regulated within the United States. 2b. Differentiate between the theories and practices of nonprofit finance, financial decision-making, financial literacy, transparency, and stewardship in the effective oversight and management of nonprofit organizational resources 2c. Investigate various forms and structures in and through which organized fundraising and resource development occurs within

OBJ	Program Goal MA in Nonprofit Management	Course Objective
		philanthropy, nonprofit sector, voluntary action, and social enterprise.
3	3. Understand the theory, context of the nonprofit, philanthropic, social enterprise, and voluntary action sector in a global, national, local, and regional perspective.	3a. Gauge the scope and significance of the nonprofit sector, voluntary action, social enterprise, and philanthropy in the United States. 3b. Analyze history and theories of the nonprofit sector, voluntary action, social enterprise, and philanthropy. 3c Gauge the role of external agencies related to financial scrutiny of nonprofits, voluntary action, social enterprise and philanthropy, and the implications for transparency and accountability
4	4. Express critical thinking through strategic, ethical, socially responsible, well-reasoned action and communication.	4a. Formulate ethical decisions and situations within the nonprofit sector, voluntary action, social enterprise, and philanthropy

OBJ	Program Goal MA in Philanthropy	Course Objective
1	Create persuasive written and oral arguments for support evidenced by the ability to generate effective campaigns, plans, and proposals.	4a. Formulate ethical decisions and situations within the nonprofit sector, voluntary action, social enterprise, and philanthropy
2	Demonstrate knowledge and skills needed for effective ethical and legal philanthropy.	1b. Analyze theories of leadership, organizational development, and behavior in building effective and sustainable organizations. 1c. Critique human resource issues within both formal and informal nonprofit, voluntary, philanthropic, and social enterprise organizations. 1d. Determine the role, value, and dynamics of volunteerism in carrying out the work and fulfilling the missions of nonprofit, philanthropic, voluntary, social enterprise, and philanthropic organizations as part of strategic human resources management.

OBJ	Program Goal MA in Philanthropy	Course Objective
		2c. Investigate various forms and structures in and through which organized fundraising and resource development occurs within philanthropy, nonprofit sector, voluntary action, and social enterprise. 4a. Formulate ethical decisions and situations within the nonprofit sector, voluntary action, social enterprise, and philanthropy
3	Apply the historical, cultural, and philosophical standards of philanthropy and development to advance the mission of organizations.	1a. Apply nonprofit governance and leadership theories and practices to nonprofit, philanthropic, social enterprise, and voluntary organizations. 2a. Select the legal frameworks within which nonprofit, philanthropic, social enterprise, and voluntary organizations operate and are regulated within the United States. 2b. Differentiate between the theories and practices of nonprofit finance, financial decision-making, financial literacy, transparency, and stewardship in the effective oversight and management of nonprofit organizational resources 3a. Gauge the scope and significance of the nonprofit sector, voluntary action, social enterprise, and philanthropy in the United States. 3b. Analyze history and theories of the nonprofit sector, voluntary action, social enterprise, and philanthropy. 3c Gauge the role of external agencies related to financial scrutiny of nonprofits, voluntary action, social enterprise and philanthropy, and the implications for transparency and accountability.

Required Textbooks and Readings:

There are two required textbooks for this class:

1. Worth (2019) Nonprofit Management: Principles and Practices. 5th Edition. Sage
2. https://study.sagepub.com/worth4e (videos and journal articles are listed in the study site)
3. Eikenberry, Mirabella, and Sandberg (2019). Reframing Nonprofit Organizations:

Democracy, Inclusion, and Social Change. Irvine, CA: Melvin & Leigh Publishers
4. Leap of Reason, Performance Imperative
5. Other readings are available in Joule.

Course Format, Procedures, and Policies:

Methods of Instruction:

Methods of instruction for this course include online discussion, case studies, experiential learning, online quizzes, and assigned readings. The course involves extensive student engagement with the content through commenting, questioning, and probing ideas and solutions. Joule is used to disseminate grades, post-course content, provide reading materials, and submit assignments.

Course Requirements, Grading Scale, and Standards:

ASSIGNMENTS: Course grades are assigned based upon a series of completed assignments. Please see the Appendices for more detailed instructions. The assignments and respective weights are shown below.

ASSIGNMENT VALUE		
Assignment # 1	Project proposal memo	100 points (10% of final grade)
Assignment #2	Completed Questionnaire Paper [pick one questionnaire that most relates to your project]	100 points (10% of final grade)
Assignment #2	Implementation Plan Paper	200 points (20% of final grade)
Assignment #3	Presentation	100 points (10% of final grade)
Discussion Boards	You will complete six discussion posts.	200 points (20% of final grade)
Weekly Online Quizzes	You will take weekly online quizzes for readings from the Worth book	200 Points (20% of final grade)
Other Assignments	Several times you will be required to complete assignments that apply your learnings of the course materials. 1. Inbound exam 2. Pre-Individual Professional Development Assessment	100 Points (10% of final grade)

	3. Evaluation Exercise 4. Information Technology Exercise 5. Post-Individual Professional Development Assessment	
		100% (1000 points)

GRADING Scale: Assigned grades follow the university grading scale for graduate learning, which is provided below. Extra credit and/or additional work options will not be available.

A   100 - 95%
B+   94 - 90%
B   89 - 84%
C+   83 - 79%
C   78 - 70%
F   Below 70%

It is expected that all assignments will be submitted as **Word Documents** electronically through Joule by midnight on designated due date. Assignments received after midnight on the due date – will be marked down one point per day. Late submission of written assignments must have prior approval of the instructor. Without prior permission, late work will be marked down. Your assignments will be graded in Joule and posted within two weeks of the assignment submission.

All written papers and reports should reflect a level of quality that is appropriate for your level of study, including following APA formatting with attention to spelling, punctuation and grammar.

Each assignment has detailed instructions in its rubric (See Appendix). Please follow each rubric carefully, as that is how grades are determined. Written work will be evaluated on content, logical flow of ideas, sentence structure, grammar, and punctuation. Detailed instructions explaining each assignment and the grading mechanisms are provided in the rubric document.

Formal written assignments will be evaluated through anti-plagiarism software prior to grading. Learners will strictly adhere to the school's Honor Code. Please include a signed, honor code statement with each formal paper. Papers lacking the honor code statement will not be graded. **Suspicion of plagiarism on any written assignment (formal or informal) will result in a grade of "F" for the course.**

University Policies:

NDMU Technology Use:

NDMU embraces appropriate technology use as a means to facilitate student learning and recognizes that it is the responsibility of faculty and preceptors to set and enforce expectations

regarding the use of technology in their class, laboratory or experiential site. As a general rule, students may use computers, smart phones, and similar devices in the classroom **only** if they support teaching and learning activities.   Other activities that distract students and prohibit them from fully participating in classroom learning and group work such as accessing social media sites, "surfing" the web, shopping, viewing videos, listening to music, text messaging, emailing, gaming and similar off-task behaviors are not permitted. In addition, all electronic devices must be in the "silent mode" and cell phones, pagers, and text messages should <u>not</u> be answered during class time.

Students should be aware that expectations for appropriate technology use can change based on the unique needs of specific teaching and learning experiences and that they should seek clarification from the instructor if there is any confusion. Violation of NDMU Classroom Technology Use policy is a violation of NDMU honor code policy. Ensuring compliance with these policies is ultimately a shared responsibility between students and faculty.

Policy for Audio Recording in Classrooms
Notre Dame of Maryland University NDMU students may not use recording devices in the classroom without explicit prior permission of the instructor. Instructor permission is not required when the instructor has received an accommodation notification from Disability Services that identifies a student who requires the use of a recording device. However, the instructor may prohibit the use of any recording device when it would inhibit free discussion and free exchange of ideas in the classroom. No recording of any type shall be posted on any social media site. Use of material is restricted to NDMU students.

Disability Support Services:

Learning support services and accommodations are available to students covered under the Americans with Disabilities Act. If you require accommodations in this course, you must immediately contact the Director of Accessibility and Health Promotion, 410-532-5401. The Director will meet with you, review the documentation of your disability, discuss the services offered, and any accommodations you require for specific courses. It is extremely important that you begin this process at the beginning of the semester. Please do not wait until the first test or paper. It is the student's responsibility to share the accommodation plan with the instructor of the course prior to the due date for tests or other assignments.

Emergency Closure Procedures:

In the case of severe weather or other emergencies, the campus might be closed and classes canceled.   Information regarding closings, cancellations, and the re-opening of campus is available from several sources. Students should check the University's Web site (www.ndm.edu) or call 410-532-5151. In addition, a voice mail message will be sent to all campus phone extensions if there is a change in the University's opening status. Students should also sign up for the University's text notification system, which sends messages to registered text-message-capable cell phones, and email addresses. Register for this service at: http://www.ndm.edu/public-safety/e2campus

Academic Integrity Statement/Honor Code:

By enrolling at Notre Dame of Maryland University, every student accepts and is bound by the Honor Code. The Honor Code is based on respect for the individual, personal responsibility, and honesty. It requires students, faculty, staff and administrators to uphold Honor Board procedures, including the reporting of violations. The Honor Code expects academic honesty, and assumes that any work students submit is their own. A full discussion of the Honor Code and an explanation about potential sanctions for violation is found in the current NDMU catalog.

Students should write and sign on any item submitted for a grade: "I hereby affirm that I have neither given nor received help in this exam, paper or assignment." (Signature)

Students are expected to adhere to the University's standards for academic honesty. A statement of the Honor Code is in the University catalog. Violations of the Honor Code include cheating, plagiarism, and falsification of records or data, unauthorized reuse of work, misrepresentation in bibliography/reference and citations, as well as dishonest use of computer facilities, student I.D., Moodle and student emails accounts, etc. It is the learner's responsibility to be aware of behaviors that constitute academic dishonesty: i.e., **ignorance is not an acceptable excuse for honor code violations**.

Each student is expected to do his or her own work. Students may discuss approaches to assignments, and use software or others to proofread work; but using someone else's words, calculations, figures, or ideas with the student's name as author is plagiarism. Suspicion of plagiarism will result in a grade of "F" for the assignment. If the student has violated the honor code one or more times before, the student will be given a final grade of "F" for the course.

Plagiarism is considered a very serious honor code violation. If there are any questions about the nature of plagiarism (what you can and cannot do), please consult one or more of the following: the professor, a Loyola/Notre Dame reference librarian, a staff member of The Writing Center or at the Career Center. Students will be held fully accountable if they are found to have plagiarized. Always credit your source when you use anyone else's language, ideas, tables, charts, pictures, or even music/sounds.

Student Responsibilities

Joule & email (*Every course has a Joule course management site, and a minimum of a syllabus and any relevant course documents (assignments, readings, etc.) must be posted there. Specific instructions for Joule use in your course may be added here*)

- ♦ Students must check Joule every day for additional announcements, assignments etc.
- ♦ Students must use email account provided through Notre Dame of Maryland University for all course correspondence
- ♦ Students must be aware of all due dates for assignments.
- ♦ If student is absent from class, (see attendance policy), student is responsible for obtaining all course handouts. Handouts will be posted on Joule unless otherwise noted.

Note for Business and Economics Department:
A reference list is required for research projects, article reviews, most homework, and all case

reports. **APA reference style must be followed.**

Course Schedule/Outline

Assignments are due as indicated in the course schedule below. Submission times are midnight, Eastern Time. Here is what you can expect:

Week/Date	Topic(s)	Readings Due	Assignments Due [Initial discussion posts due Thursday, 2 replies and ALL other assignments and quizzes due Sunday]
Week 1 – October 26- November 1	• Introductions Overview of the Nonprofit Sector & Nonprofit Management Competencies • Theories of the Nonprofit Sector and Nonprofit Organizations • Consulting Project Overview	• Worth Ch. 1, 2, 3 • Eikenberry Ch. 1, 2, 3 • Practice Makes Perfect • Leap of Reason pages 1-74 • Stage 1: Consulting for Nonprofits • Health of the U.S. Nonprofit Sector	• Introduction Discussion • Discussion Post 1 Inbound Exam
Week 2 – November 2nd- 8th	• Legal and Regulatory Contexts • Governance • Leadership	• Ch 4, 5, 6 Worth • Ch. 7, 8 Eikenberry • BBB Standards for Charity Accountability • Standards for Excellence Code • Charity Navigator – How do we Rate Charities • Daring to Lead, A National Study of Nonprofit Executive Leadership by CompassPoint • Performance Practice Learning Module 1: Leadership • Performance Practice Learning Module 5: Learning Culture	• Discussion Post 2 • Online Quiz Ch. 4-6 • Individual Professional Development Assessment • Project Proposal Memo
Week 3 – November 9th-15th	• Planning & Evaluation • Collaboration & Partnerships;	• Ch. 7, 8, 9 Worth • Ch. 6, 9, 10, 15 Eikenberry • Leap of Reason pages 95-132 • Center for Nonprofit Management Logic Model Template	• Discussion Post 3 • Online Quiz Ch. 7-9 • Evaluation Assignment

	• Human Resources Management and Volunteerism	• How Do We Build the Capacity of Nonprofits to Evaluate, Learn and Improve • Stage 2: Consulting for Nonprofits • Performance Practice Learning Module 3: Programs and Strategies • Performance Practice Learning Module 2: Management • Performance Practice Learning Module 6: Internal Monitoring	
Week 4 – November 16th-22nd	• Communications, Marketing, and Public Relations • Advocacy, Public Policy, and Social Change	• Ch. 10, 11 Worth • Ch. 9, 11, 16 Eikenberry • Ch. 8, 10 Libby (Joule) • Nine Valuable Marketing Lessons from a Nonprofit: Charity Water	• Discussion Post 4 • Online Quiz Ch. 10-11 • Work on project
Week 5 – November 23rd-24th, 28th, 29th	• Information Technology	• # Feldman (Joule) • Expanding Organizational Capacity through Social Media • Nonprofit Technology and Staffing Report	• Information Technology Assignment
Week 6 – November 30th-December 6th	• Financial Management & Social Entrepreneurship	• Ch. 12, 16 Worth • Ch. 13, 14 Eikenberry • San Diego Opera Reports deficit, future plan (Joule) • PIOSA Module 4: Financial Sustainability (Joule)	• Discussion Post 5 • Online Quiz Ch. 12 & 16 • Completed Questionnaire
Week 7 – December 7th-13th	• Fundraising	• Ch. 13, 14, 15 Worth • Ch. 12 Eikenberry • The Essential Fundraising Guide for the Rest of 2020 • Stage 3 Consulting for Nonprofits (Joule)	• Discussion Post 6 • Online Quiz Ch. 13, 14 & 15
Week 8 - December 14th-19th	• Presentations		• Presentation • Post IPDA • Complete Course Evaluation • Implementation Plan

Appendices

Appendix A. Consulting Project
Appendix B. Discussion Board Post
Appendix C. Other Assignments

Appendix A (Assignments 1 – 4)
Research shows that 70% of learning is done by experiencing challenging assignments and on-the job learning (Lombardo & Eichinger, 2000). This is one of the reasons why I assign experiential projects in all my classes. I've also been researching the subject of experiential learning for many years and have assigned you several of my published articles to read so that you understand why I assign experiential class projects.

In NPM502 you will complete an implementation plan for a nonprofit organization. You will gather data through a high performance nonprofit questionnaire and then based on that data create a plan for the organization. You will follow a modified version of stages 1-3 as identified in "The process" within the book Consulting for Nonprofits: A Practitioners Guide (Available in Joule). At the end of the project, the organization will evaluate you as a consultant and you will reflect about the experience.

Please note that this project is meant to be a plan for an organization. You will be providing tools, templates and resources so the organization can implement the plan effectively. For example, if you are helping with their volunteer recruitment plan. You can recommend specific places where the organization can post the volunteer job description and even create a sample job description, however the organization will need to send the job descriptions to the organizations you have identified in the recruitment plan. Additionally, if you are doing a social media plan, you can provide sample tweets and identify the days of the week those tweets will go out, and resources for how to track tweet responses. However, the organization will need to actually send out the tweets. It is important to tie your recommendations to the data you gathered.

Here are some ideas:
- A Board Manual
- Marketing Plan
- Social Media Plan
- Employee Training and Development Plan
- Fundraising Plan
- Financial Management Policies
- Volunteer Recruitment and Management Plan
- Advocacy Materials

Assignment 1: Project proposal memo (5%) (Reading: Stage 1)
The first step in the consulting project is identifying the organization, determining the project topic and writing a memo to Dr. Carpenter and the organization with your project plan idea. This is a 1-2 page memo. The memo should include the following components.
- Background [how the project idea came about]
- Project Objectives [what your implementation plan will achieve]
- Work Plan [dates and key action items you will take to complete project]
- Credentials: A brief bio about yourself.
    - No need to include billing section

Assignment 2: Completed Performance Questionnaire (Reading: Stage 2)
You will submit the completed performance imperative questionnaire, along with a 1 page memo stating what information that was collected that will inform your project. The memo can

contain bulleted list of things that you will include in your implementation plan. The memo should include the following components.
- The process you took to get the questionnaire completed.
- Any additional resources you plan to review to inform your implementation plan
- Summary of questionnaire responses
- 3-5 items that arose from the questionnaire results that you will address in your implementation plan

Assignment 3: Implementation Plan (Reading: Stage 3) This assignment is a plan for implementing the recommendations based on the information collected in the questionnaire. This is NOT a plan for the organization to create a plan. Should be a 12+ double spaced report, not including the resources, templates and appendices and include the following components.
- Background
- Goals and Strategies
  o Recommendations based on the completed questionnaire
- Action Plan
  - Who is responsible for the actions.
  - Communications
  - Resources
  - Monitoring
    § Provide outside resources and best practice examples for the organization.
You may reference some of the course readings; however you must incorporate outside sources other than course readings for the implementation plan (you can reference resources found on the web, through twitter etc.).

Assignment 4: Presentation
You will also conduct a 5-10 minute video presentation via screencast.com, zoom or some other video tool that records you speaking [and possible visually] shows your PPT presentation. This presentation will include:
- 1 slide on proposal memo
- 1 slide questionnaire results
- 2-3 slides implementation plan

This rubric will be used to assess assignments 1-3.

Element	Excellent 100%	Good 90%	Basic 80%	Rudimentary 70%	Unacceptable 0%
Paper length and required components (20%)	The paper is over the required length and includes all the required components.	The paper is at least the required length. The paper includes the required components.	The paper barely meets the minimum requirement for length and is missing one required component.	The paper is less than required page length and/or the paper is missing many required components.	The report is not appropriate or acceptable.

Introduction and conclusion (20%)	Has a strong introduction and/or conclusion.	Has a good introduction and/or conclusion.	Contains a basic introduction and/or conclusion.	Introduction and/or conclusion is weak.	Not appropriate or not acceptable.
Body (20%)	Accurately and incisively summarizes the purpose. Main points are emphasized and synthesized.	Accurately summarizes the purpose. Important points are emphasized and somewhat synthesized.	Summarizes the purpose. Some points are emphasized, but there is little synthesis.	The body is weak, but appears earnest.	The body is sloppy and poorly crafted in the extreme.
Integration of course concepts (10%)	Thoroughly and seamlessly integrates the course materials.	Integrates the course materials.	Missing substantial evidence of integration of course material.	Superficial integration of course materials.	No integration or integration is sloppy and poorly crafted in the extreme.
Mechanics/ Grammar (20%)	Structure is evident and understandable. Writing is fluid, grammar is correct, and spelling is flawless.	Structure is evident and generally understandable, although certain areas may contain errors. Writing is solid, grammar is competent, and spelling errors are rare.	Lacks a solid structure, which makes certain points difficult to follow. Contains many spelling, punctuation, and grammatical errors.	Poorly written or difficult to follow from point to point. Spelling, punctuation, and grammatical errors are widespread.	Poorly written AND difficult to follow from point to point. Spelling, punctuation, and grammatical errors are rampant.
APA Style (10%)	References, citations, and parenthetical documentation are appropriate and correct.	References, citations, and parenthetical documentation are appropriate and usually correct.	References, citations, and parenthetical documentation contain errors.	References, citations, and parenthetical documentation are incorrect or missing.	Most references, citations, and parenthetical documentation are incorrect or missing.

Appendix B Discussion Posts

Each week there will be a discussion post based on the course readings. The content of your discussions should be posted directly in the discussion area (type directly or copy/paste from an existing file); it should be a <u>minimum of 350 words in length</u>. All discussion content must be posted by the deadline. Each discussion requires you to answer a specific question. In addition to answering a question in the content of your discussion, you must comment on the discussion of at least <u>one</u> other learner. Your responses to other learners must be focused, respectful, and professional; each should be a minimum of 100 words in length. Your response should continue and extend the conversation about the case, not merely affirm the ideas of others. Specifics of grading are described in the table below:

Element	Excellent (100%)	Good (85%)	Basic (75%)	Rudimentary (65%)	Unacceptable (0%)
Content (60%)	Discussion content is well-focused on the topic. It adds insight from a scholarly as well as a personal perspective. It references key points from assigned readings and draws linkages.	Discussion content is focused on the topic. It blends and scholarly and personal perspectives. It references key points from assigned readings.	Discussion content addresses the topic. Scholarly and personal perspectives may not be balanced. Key points from assigned readings may not be integrated.	Discussion content does not adequately address the topic. The scholarly and personal perspectives may not be balanced. There is little evidence that the assigned readings have been mastered.	Discussion not on topic or not substantive.
Mechanics / citations (20%)	Discussion is at least 350 words in length, flows smoothly, and is free of spelling, grammar, and citation errors.	Discussion is at least 350 words in length, flows smoothly, and contains only a few minor spelling, grammar, or citation errors.	Discussion may be less than 350 words in length, may not flow smoothly, or may contain several minor spelling, grammar, or citation errors.	Discussion is less than 350 words, is poorly phrased, or contains significant spelling, grammar, or citation errors.	Sentence fragments distract from the work. Citations or references are missing.
Response (20%)	Thoughtful, respectful, insightful reply of at least 100 words to at least one other learner.	Respectful comments of at least 100 words to at least one other learner that address the topic, but lack insight.	Respectful comments of fewer than 100 words to one other learner that address the topic, but lack insight.	Respectful comments of fewer than 75 words that do not address the topic.	Missing or not substantive.

Appendix D. Other Assignments

Several times you will be required to complete assignments that apply your learnings of the course materials.

1. Inbound exam See instructions below
2. Pre-Individual Professional Development Assessment
    a. You will receive credit for taking the assessment
    b. https://goo.gl/forms/76ySVG0HsaIlHcLb2
3. Evaluation Assignment
4. Information Technology Assignment
5. Post-Individual Professional Development Assessment
    a. You will receive credit for taking the assessment
    b. https://goo.gl/forms/L2jrtpsWLadzPp6k2

Peregrine Academics Inbound Exam

To begin the registration process, please follow the on-screen instructions found at the following URL. http://www.peregrineacademics.com/ndm
Your password is: NDMU-1001
The registration process should take no more than 5 minutes to complete. Upon completion of your registration you will receive a confirmation email with your exam/course link for taking the exam, at the email address you provide. If you have any problems with the registration process, please visit the technical support page at: http://www.peregrineacademics.com/support
Note: The inbound exam is provided at no cost to students. The APA writing module is $46.65 (the bookstore can sell you a key, but there is a 30% markup). If you wish to take any other self-paced
tutorials, each is $35. Once you register, this is what you will see:

Notre Dame of Maryland University / **Course List**

The following is a listing of courses where our online testing services are included as a requirement in the course. Please select the course/exam that corresponds to your current class and then proceed with registration.

Completion of the assessment is required for your course. Please do your best in order to provide your institution with the best possible information to guide academic decision-making. Please refer to your course syllabus for the grading requirements of this assessment.

NOTRE DAME
OF MARYLAND
UNIVERSITY

Undergraduate Degree Programs

Select your course

☐ Inbound Business and Finance - Women's College/Traditional

☐ Outbound Business and Policy - Women's College/Traditional

☐ Inbound Business and Finance - CAUS/Blended/evening

☐ Outbound Business and Policy - CAUS/blended/evening

☐ Inbound Business and Finance - Online/Learning House

☐ Outbound Business and Policy - Online/Learning House

Graduate Degree Programs

Select your exam

☐ MALM Inbound Exam   Free for students

☐ MALM Outbound Exam

☐ Non-Profit Inbound Exam

☐ Non-Profit Outbound Exam

Select your training or module

☐ Write & Cite: An Academic Writing Readiness Course and Exam   Students pay the fee

☐ Foundations of Accounting

☐ Foundations of Business Ethics

☐ Foundations of Business Finance

☐ Foundations of Business Integration and Strategic Management

☐ Foundations of Business Leadership

☐ Foundations of Global Dimensions of Business

☐ Foundations of Human Resource Management

☐ Foundations of Information Management Systems

☐ Foundations of Legal Environment of Business

☐ Foundations of Macroeconomics

☐ Foundations of Marketing

☐ Foundations of Microeconomics

☐ Foundations of Operations/Production Management

☐ Foundations of Organizational Behavior

☐ Foundations of Quantitative Research Techniques and Statistics