

# NONPROFIT ORGANIZATIONS: THEORY & PRACTICE

## PA 7375

University of Texas at Dallas  
Summer 2007

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### Professor:

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Phone: (972) 883-5342  
Office: WSTC 1.211  
Office hours: Tuesdays 4:00 p.m. to 5:45 p.m. or by appointment

### Class Meeting:

Tuesday, 6:00 p.m. to 9:00 p.m.  
WSTC 1.302

### Course Description:

*Nonprofit Organizations: Theory & Practice* explores the leading theories of the third sector and its nonprofit organizations. The course examines the unique elements of nonprofit organizations and the academic and practical challenges produced by these distinctive elements. Additionally, *Nonprofit Organizations* examines how theory is applied to the practice of management in nonprofit organizations in the U.S. context.

### Course Objectives:

On completing this course, students will be able to:

- Recognize the unique role and attributes of the American nonprofit sector.
- Discuss the historical significance of charitable organizations in America.
- Understand the various theoretical justifications for the existence of the third sector.
- Evaluate the influence and impact of political, legal, economic, and social institutions and processes in nonprofit sector environments.
- Understand the challenges facing modern nonprofit managers including mutual dependencies, resource constraints, and criticality of mission.
- Understand the governance issues associated with volunteers and board members.

### Required Texts (5):

Boris, Elizabeth T. and C. Eugene Steuerle, eds. 2006. *Nonprofits and Government: Collaboration and Conflict, Second Edition*. Urban Institute Press. ISBN 0877667320.

Eberly, Don and Don Eberly. 2000. *The Essential Civil Society Reader*. Rowman & Littlefield Publishers, Inc. ISBN 0847697193.

Hammack, David, ed. 2000. *Making the Nonprofit Sector in the United States: A Reader*. Indiana University Press. ISBN 0253214106.

Powell, Walter and Richard Steinberg, eds. 2006. *The Nonprofit Sector: A Research Handbook, Second Edition*. Yale University Press. ISBN 0300109032.

Putnam, Robert. 2001. *Bowling Alone: The Collapse and Revival of American Community*. Simon & Schuster. ISBN 0743203046.

### **Recommended Reading:**

Bremner, Robert H. 2000. *Giving: Charity and Philanthropy in History*. Transaction Publishers. ISBN 1-56000-884-9/

Brilliant, Eleanor L. 2000. *Private charity and public inquiry: A History of the Filer and Peterson Commissions*. Indianapolis, IN: Indiana University Press.

Carnegie, Andrew. 1900. *The Gospel of Wealth*.

Drucker, Peter F. 2006. *Managing the Nonprofit Organization: Principles & Practices*. ISBN 0060851147.

Edwards, Bob, Michael W. Foley and Mario Diani. 2001. *Beyond Tocqueville: Civil Society and the Social Capital Debate in Comparative Perspective*. University Press of New England. ISBN 1-58465-125-3.

Edwards, Michael. 2004. *Civil Society*. Polity Press. ISBN 0-7456-3133-9.

Frumkin, Peter. 2005. *On Being Nonprofit: A Conceptual and Policy Primer*. Harvard University Press. ISBN 0674018354.

Herman, Robert D. and Associates. 2005 *The Jossey-Bass Handbook of Nonprofit Leadership & Management*, 2<sup>nd</sup> Edition. ISBN 0787969958.

Light, Paul C. 2000. *Making Nonprofits Work: A Report on the Tides of Nonprofit Management Reform*. ISBN 0815752458.

Nanus, Bart and Stephen M. Dobbs. 1999. *Leaders Who Make a Difference: Essential Strategies for Meeting the Nonprofit Challenge*. ISBN 0787946656.

Ott, J. Steven. 2001. *The Nature of the Nonprofit Sector*. Boulder, Colorado: Westview Press.

Salamon, Lester M. 2002. *The State of Nonprofit America*. Brookings Institution Press. ISBN 0-81570-6235.

Salamon, Lester M. 1999. *America's Nonprofit Sector: A Primer*. The Foundation Center. ISBN 0-87954-801-0.

Smith, Bucklin, & Associates, Inc. 2000. *The Complete Guide to Nonprofit Management*, 2<sup>nd</sup> Edition. ISBN 0471380628.

Tocqueville, Alexis de. *Democracy in America*.

**A Note on Reading Materials:**

Students are expected to purchase all required reading materials. Books should be acquired well-before any reading from them is assigned. Recommended reading materials are optional but recommended strongly, especially for doctoral students. Some required and recommended texts are available on reserve in UTD's McDermott Library. Please note, however, that the library does not own all books required for this course.

Students are also responsible for acquiring all reserve materials and other non-text required reading. In some cases, the professor will distribute copies of reading assignments, but students should not rely solely on the professor to provide supplemental reading materials.

**Requirements & Grading:**

Annotated Bibliography	15%
Midterm Exam	20%
Final Exam	20%
Term Paper	25%
Group Presentation	5%
Class Attendance & Participation (Includes WebCT)	15%

Students are expected to attend class and to arrive punctually and prepared to contribute to discussions. Active class participation is mandatory. Note that the quality, tone, and timeliness of class comments are more important than their frequency and length. If you know in advance that you will be more than 15 minutes late or unable to attend class, please alert the professor via phone or email. More than two unexcused absences or excessive tardiness will adversely affect your grade.

Students are responsible for ALL material presented in class. There will be material presented in the classroom that cannot be found in the textbook or course readings. It is your responsibility to get notes from other students after an absence. The professor will not provide class notes to students. Use the space below to collect information from a fellow student you may contact in the event you must miss class.

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Name	Email	Phone
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Students are expected to produce work of doctoral-level quality. This includes careful attention to grammar, punctuation, and spelling in all written assignments. Additionally students should craft clear and deliberate arguments and present their work in a well-organized format.

When participating in groups, students are expected to contribute fully to the production of competent and complete work. If problems arise with the contribution(s) of one or more group members, students should first try to resolve the issue within the group. Group members should involve the professor in instances of negligence when necessary.

**Extensions & Special Exceptions:**

As a rule, no extensions are granted for written work. Unexcused late papers will be penalized one full grade per day (including weekends). Note that unless otherwise specified, all assignments must be submitted in hard-copy during class meetings. Special exception must be granted to submit assignments via email. In other words, you may not submit an assignment via email without prior permission from the professor (no spontaneous email submissions). If you are in need of special consideration or extension of deadlines, you should address your situation with the professor in private (by email or in person). Please do not ask for exceptions before, during, or after class.

**Email Communication Policy:**

Email is an efficient and effective mode of communication, especially given the busy lives of university students and faculty. Therefore it is recommended that students contact the professor via email when appropriate. Please use “PA 7375” in the subject line of any email sent to the professor regarding this class. In certain instances, it will be necessary for students to use either WebCT or their UTD email account to contact the professor. All graded assignments submitted electronically (when permitted) must originate from an official UTD account. More information regarding email communication may be found in the “University Disclaimer” section of the syllabus.

**Scholastic Dishonesty Policy:**

Cheating in any form will simply not be tolerated. Suspicions of academic dishonesty will be investigated and pursued to the fullest extent of the university’s policy. More information regarding academic integrity may be found in the “University Disclaimer” section of the syllabus.

**Disabilities and Accommodations:**

If you have a condition that requires accommodation in this course, please speak with the professor after class or during the first week of office hours. Any necessary or appropriate accommodations will be made provided timely notice and that the arrangement is consistent with recommendations from Disability Services, when applicable. Disability Services may be reached at (972) 883-2098. The syllabus and other course materials can be made available in alternative formats. More information regarding disability services may be found in the “University Disclaimer” section of the syllabus.

**General Disclaimer:**

The course syllabus may be amended at any time by the professor. If necessary, the updated syllabus will be posted on WebCT and its changes discussed in class.

**SYLLABUS: CLASS AGENDAS & READINGS**

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Week 1	<i>Introduction, Course Overview &amp; Objectives</i>
May 15	<i>Why Nonprofit?</i>
	<i>Early Historical Perspectives</i>
	Powell & Steinberg Introduction and Chapters 1 & 2
	Frumkin pp.1-28 (on reserve)
	Hammack Chapters 1, 2, 4, 10, 11, 14

WebCT Week 2	<i>Dartmouth College</i> Hammack Chapter 21 Full Text <i>Dartmouth</i> Opinions (Decision and Concurring) at FindLaw.com Lee, Mordecai. 2007. Revisiting the <i>Dartmouth</i> Court Decision: Why the US has Private Nonprofit Agencies Instead of Public Non-Governmental Organizations (NGOs). ASPA Conference Paper.
Week 2 May 22	<i>More History</i> <i>The Scope of the Sector</i> Hammack Chapters 22, 39 Powell & Steinberg Chapter 3
WebCT Week 3	<i>Introduction to Civil Society</i> Eberly Chapter 1
Week 3 May 29	<i>Civil Society</i> <i>Project Discussion &amp; Formation of Groups</i> <i>Term Paper Discussion</i> Eberly Chapters 3, 6, 8, 17 & 18
WebCT Week 4	<i>Theory of the Commons</i> Lohmann, Roger. And Lettuce is Nonanimal: Toward a Positive Economics of Voluntary Actions. <i>Nonprofit and Voluntary Sector Quarterly</i> . 18(4): 367. (electronic library reserve)
Week 4 June 5	<i>Third Sector Theories</i> Powell & Steinberg Chapter 5 & 9
WebCT Week 5	<i>Introduction to Social Capital</i> Newton, Kenneth. 2001. Social Capital and Democracy. In <i>Beyond Tocqueville: Civil Society and the Social Capital Debate in Comparative Perspective</i> . 225-234. Wollebaek, Dag and Per Selle. 2002. Does Participation in Voluntary Associations Contribute to Social Capital? The Impact of Intensity, Scope, and Type. <i>Nonprofit and Voluntary Sector Quarterly</i> . 31(1): 32-61.
Week 5 June 12	<i>Social Capital</i> <i>Midterm Exam Review</i> Putnam, <i>Bowling Alone</i> (entire)
June 19	<b>Midterm Exam Due (in class)</b>

- Week 6  
June 19  
*Nonprofits as Organizations*  
*Mission, Management & Governance*  
**Paper Topic Due (email)**  
Powell & Steinberg Chapters 25 & 26  
Miller-Millesen, Judith L. 2003. Understanding the Behavior of Nonprofit Boards of Directors: A Theory-Based Approach. *Nonprofit and Voluntary Sector Quarterly*. 32(4): 521-547.  
Brooks, Arthur C. 2002. Can Nonprofit Management Help Answer Public Management's Big Questions? *Public Administration Review*. 62(3): 259-266.
- WebCT  
Week 7  
*Faith-Based Organizations*  
Farnsley, II Arthur E. 2001. Can Faith Based Organizations Compete? *Nonprofit and Nonprofit Sector Quarterly*. 31(1): 99-111.  
Ebaugh, Helen R., Janet S. Chafetz and Paula F. Pipes. 2005. Faith Based Social Service Organizations and Government Funding: Data from a National Survey. *Social Science Quarterly*. 86(2): 273-292.
- Week 7  
June 26  
*Nonprofit Sectors*  
*Foundations*  
Powell & Steinberg Chapters 15, 19 & 20
- WebCT  
Week 8  
*The Three Sectors*  
Powell & Steinberg Chapter 10
- Week 8  
July 3  
*Intersectoral Relationships*  
*Nonprofits & Government*  
Powell & Steinberg Chapters 8 and 12  
Boris & Steuerle Introduction & Chapters 1-10  
Hammack Ch. 41 (*Rust v. Sullivan*)  
Bryson, John M., Barbara C. Crosby, and Melissa M. Stone. 2006. The Design and Implementation of Cross-Sector Collaborations: Propositions from the Literature. *Public Administration Review*. 66(November Supplement): 44-55.
- WebCT  
Week 9  
*Outcome Evaluation*  
Fine, Allison H., Colette E. Thayer, and Anne T. Coghlan 2000. Program Evaluation Practice in the Nonprofit Sector. *Nonprofit Management and Leadership*. 10(3): 331-339.  
*Jossey-Bass Handbook* Chapter 16
- Week 9  
July 10  
*Fundraising & Grantwriting*  
*Giving Theory*  
**Annotated Bibliography Due (in class)**  
Powell & Steinberg Chapters 23 & 24  
Carnegie, Andrew. 1900. Chapter 1: The Gospel of Wealth. *The Gospel of Wealth*.

WebCT Week 10	<i>Social Capital and Philanthropy</i> Brown, Eleanor and James M. Ferris. 2007. Social Capital and Philanthropy: An Analysis of the Impact of Social Capital on Individual Giving and Volunteering. <i>Nonprofit and Voluntary Sector Quarterly</i> . 36(1): 85-99.
Week 10 July 17	<b>Group Presentations</b>
WebCT Week 11	<i>Volunteers in Voluntary Organizations</i> <i>Jossey-Bass Handbook</i> Chapter 22 Isham, Jonathan, Jane Kolodinsky, and Garrett Kimberly. 2006. The Effects of Volunteering for Nonprofit Organizations on Social Capital formation: Evidence from a Statewide Survey. <i>Nonprofit Voluntary Sector Quarterly</i> . 35(3): 367-383.
Week 11 July 24	<i>The Future of the Nonprofit Sectors</i> <i>Concluding Remarks</i> <b>Term Paper Due (in class)</b> Eikenberry, Angela and Jodie D. Kluver. 2004. The Marketization of the Nonprofit Sector: Civil Society at Risk? <i>Public Administration Review</i> . 64(2): 132-140.
SUNDAY July 29	<b>Final Exam Due</b> Submit via WebCT email by 11:59 p.m.
FRIDAY August 3	Summer Semester Grades Due

## COURSE COMPONENTS

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### Web CT – Threaded Discussions\*

Threaded discussions provide a learning opportunity for students to discuss important topics outside of the classroom environment. Threaded discussions follow a directed set of questions and require separate reading assignments. ***Students are required to participate in all threaded discussions.*** Each week discussion questions will be posted to WebCT. Class members are encouraged to share ideas, resources, and insights on the week's topic.

Weekly postings may begin as early as Wednesday morning and continue until midnight on Sunday night. If a posting is made within ten minutes after the deadline, there will be a one (1) point deduction for each minute after midnight. Postings made after 12:10 a.m. Monday morning will be given a grade of zero (0). It is crucial that each student stays up to date on the readings in order to get his/her posting completed on time. The professor may post some final comments and thoughts after all students have submitted their comments.

When posting a response, please keep the following guidelines in mind:

1. For all discussion threads, students should be careful to respond to all aspects of the original question(s). Two formats will be used: general discussions and posts.
  - For general DISCUSSION, do not pretend you are in a vacuum. Acknowledge and react to what others have already said. Students are encouraged to support or take issue with points raised by other students.
  - For DISCUSSION POSTS, students are encouraged to read other posts, but should compose an answer independent of what others have said. Do not rely on what others have said for your answer.
2. Similar to the discourse in any doctoral class, substantive contributions are imperative. Participants are expected to have read the material in advance of their postings so they can share insightful comments, criticism, and perspectives with the class. Some students may find it useful to compose the posting in a Word document to facilitate editing prior to making the actual posting via WebCT. Be sure to include specific references to the assigned readings to demonstrate your grasp of the concepts. In other words, students should demonstrate that they have read and understood the assigned materials.
3. The quality of the posting is more important than quantity. Two to four paragraphs should be sufficient to get the point across. Postings should include a descriptive and appropriate phrase in the "Subject" field to help organize the discussion.
4. Students are expected to be involved in the discussion throughout the week. Participants should visit the discussion several times each week to keep up with the discussion taking place. Making one post is often not adequate to receive full credit. Each student should make one "main" posting addressing the weekly question AND have at least one other posting demonstrating engagement in the discussion as it occurs.



*A helpful hint: If someone makes reference to your contribution or takes issue with something you have stated, you will want to respond before the time has elapsed for the week. If you do not respond, it is obvious that you are not checking back on the threaded discussion as it develops.*

5. Since the threaded discussions are part of our class discussions, the same rules apply as in class. In general, these include the following: become engaged in class discussion, be honest, do not posture, be respectful, and do not ramble. In addition, each participant is expected to employ all conventions of good English composition, including, but not limited to capitalization, grammar, spelling, punctuation, format, and referencing.
6. During discussions, there may be professional disagreement. Do not make discussions personal. A fundamental premise underlying both academic freedom and public administration is respect for the individual. Disagree with respect – not with contempt.
7. Do not get in a habit of waiting until the end of the discussion to make your posting. Each student will be expected to make some “early in the week” postings. Grades will be reflective of when the posts are made.

In grading weekly threaded discussion contribution, the professor will consider the following three (3) components:

1. How well students respond to the specific discussion question
2. How well students integrate the assigned readings into their answer
3. How well students respond/react to what others say (if required)

\* Portions adapted from Dr. Douglas Watson.

### **Examinations**

There will be two non-cumulative exams this semester. Students will complete both exams outside of class (Take Home Exams). The midterm exam is due in class on Tuesday, June 19. The final exam is due via WebCT email on Sunday, July 29. Exams will consist of a set of essay questions. Students may use textbooks and other materials to complete their exams, but students may NOT consult each other. Students are encouraged to organize reading and class notes diligently in order to access them for the exam. No outside research will be necessary to complete the examinations.

### **Annotated Bibliography**

An annotated bibliography is a directed list of citations to journal articles, books, and other important documents pertaining to a particular subject of intellectual interest. Each citation is followed by a brief (~150 word) examination of the work’s relevance. Annotations should include an abstract-like summary, a reflection on the quality of the piece, and a discussion of its place in the greater literature.

Students should choose a topic from the list below. If you would like to divert from the provided list for your bibliography subject, you must get your topic approved by the professor no later than June 5.

Annotated Bibliography Topics

Volunteerism  
Nonprofit Donors (philanthropy, demographics, motivations, and/or giving theory)  
Nonprofit Sector Leadership (theory and practice)  
Human Resource Challenges in the Nonprofit Sector  
Social Capital and/or Civil Society  
Tax Exemption  
Governance  
Collaboration/Intersectoral Issues  
Accountability  
Ethics in Nonprofit Organizations  
Law and Nonprofits (courts, administrative law, etc.)  
Foundations  
Outcome Evaluation  
Nonprofit Life Cycles  
Nonprofits in Crisis  
International Non-governmental Organizations

**Group Presentations**

Group Presentations will take place in class on July 17. Students will work in groups of three to four (3-4) members. Everyone in the group will receive the same grade for the presentation. Groups will consist of members with similar intellectual/research interests, and all members of the group will be required to write their Term Paper on a related subject. More specific information about the project will be discussed in class on May 29. If necessary, the professor will also facilitate group selection that evening.

**Term Paper**

Term Papers should be 12-15 pages in length and follow all aesthetic requirements. Term Papers should evaluate a current subject pertinent to nonprofit organizations (theory and/or practice) and include a review of current literature on the subject as well as an intellectual analysis of the research. Students should be creative in choosing their subject matter, as this is an opportunity to explore an area of interest that may not be pursued in class. Students should email their chosen research topic to the professor no later than June 19. Students will be graded on their ability to integrate thorough research into the final paper while lending a unique perspective to the subject. The overall writing style is expected to be academic and directed to a university audience; this is not a journalistic assignment. More specific information about the project will be discussed in class on May 29.

### **Aesthetic Requirements & Citations**

The Public Affairs Graduate Faculty has adopted the Turabian *Manual for Writers...* as its exclusive reference manual. Beginning summer 2007, professors expect PA graduate students to use Turabian for all written assignments. Citations must be used in all assignments where appropriate. Students should only use footnotes for further explanation of a topic in the paper; footnotes should not be used for reference citations.

All written assignments should follow the following aesthetic guidelines.

One-inch margins on all sides

12 point font size

Times New Roman or comparable sized font style

Double spacing

Indented paragraphs

Left justification (right justification is optional)

Numbered pages

Cover page including, at a minimum, student name, ID number, assignment title, and date

Last name in the upper right corner of every page (use header function)

One blank sheet of paper at the end of the assignment

Stapled (no paper clips or other creative paper-connecting mechanisms)

## **ADDITIONAL UNIVERSITY DISCLAIMERS**

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### **Student Conduct & Discipline**

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

### **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

### **Email Use**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

### **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

## **Student Grievance Procedures**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

## **Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

## **Disability Services**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

### **Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.