

Latin American University of Science and Technology School of International Relations

Course name	Management of non-profit organizations
Course code	12-0008
Credits	4
Requirements	N/A
Modality	Virtual
Nature	Theoretical-practical
Period and duration	Quarter, equal to fifteen class weeks
Schedule	Thursday, 2-5 pm
Classroom/Lab	Virtual class
Professors	MBA Luis Dumani ldumanis940@ulacit.ed.cr
Administrative Instructions	This course requires an intensive use of the Internet and the electronic databases for research (EBSCO), which makes it necessary for students to have access to this tool from their home.

PURPOSE OF THE COURSE

In this course students develop the necessary skills to manage non-profit organizations, aiming to fulfill their reason for existence, their mission. Professionals in International Relations must be equipped to be part of these organizations, whether in positions of leadership, or as specialists and consultants. They must possess detailed knowledge of the main aspects for its successful operation. Throughout the course, students will carry out a series of activities to prepare them to lead and be part of the highest levels of these organizations. This is achieved through group discussion, a reflection blog, and by creating and defending the profile of a project seeking funding from a donor, according to the rules for development with effective cooperation. Furthermore, by means of the research report, they will analyze the best practices for fulfilling the mission of non-profits, by studying this type of organization, at a national or regional level.

Thus, for the future professionals in International Relations, this course not only provides the knowledge of the key components to successfully manage a nonprofit organization, in the midst of today's challenges for international cooperation for development, but also hones their skills in preparing project proposals requiring funding, as well as assessing the performance of these entities, both nationally and regionally.

COMPETENCES

Traditional education is based on content, but ULACIT uses a curriculum model based on competences, which means that students will develop the ability to think and react as experts in their discipline, and not only to understand its conceptual or theoretical

framework. The table specifies the disciplinary and general competences as well as the performance criteria that will be developed.

Competences	Subcompetences	Performance criteria
DISCIPLINARY COMPETENCE		
Successfully manage nonprofit organizations towards their mission, and according to the highest standards and international trends.	Lead the organization's activity based on its mission statement.	<p>Gauging the importance of aligning the organization's activities with its mission, through the project profile and the research report, before peers and the professor.</p> <p>Determining, together with peers and the professor, if an organization's actions are in harmony with its mission, through case analysis.</p>
	Promote accountability and organizational transparency, ensuring an ethical and transparent handling of funds and delivery of social products and services.	Defending the importance and benefit of managing a nonprofit under the principle of accountability, in the case analysis and the research report, together with peers and the professor, in order to ensure future sustainability.
	Promote good government practices and organizational management, utilizing new technologies wisely.	<p>Gauging the existence of good government practices and organizational management of a nonprofit, by way of case analysis, the reflections logbook, and the research report, before peers and the professor.</p> <p>Defending the wise application of modern technologies in the case analysis, the project profile, and the research report, before peers and the professor.</p>

	Promote the financial empowerment of the organization, diversifying its funding through traditional and nontraditional sources.	<p>Proposing marketing strategies in the project profile, before peers and the professor, to guarantee the financial sustainability of the organization.</p> <p>Formulating successful project profiles, to be submitted to different agencies and/or individual donors, and defending them before peers and the professor.</p>
GENERAL COMPETENCES		
Innovation	Innovation competence involves the capacity to think in an open, critical and purposeful manner; to experience and reflect; inquire; synthesize and reorganize information; generate new ideas; manage change; take risks and anticipate consequences; use technology; act independently and collaborate with others, among others.	<p>It uses technology to conduct research, organize, evaluate and communicate information through case analysis and resolution.</p> <p>Use creative thinking in proposing solutions to the problems they face in everyday life by simulating scenarios.</p>
Entrepreneurship	Entrepreneurship competence involves the ability to plan systematically, show initiative, geared towards quality, implement problem solving skills, influence, reach agreements, communicate, manage information and other resources, show self-confidence and assertiveness, among others.	<p>Choose the best option according to the context using the information from the readings in the discussions and simulations.</p> <p>Build an implementation plan for your Shark Tank business idea.</p>
Integrity	Integrity competence involves the capacity to sponsor and apply high moral and ethical principles, respect others, and be consistent with their own values in difficult situations, among others.	Collaborate and interact with others effectively and respectfully in class discussions around the conflicts and challenges of intercultural communication.

		Consider and respect other forms of life and cultural patterns that are explored through readings and individual research.
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PLAN OF THE LEARNING EXPERIENCE

In ULACIT, the learning experience is designed around generative topics, capable of provoking polemic and which demand that the pupils raise their own arguments. The topics are broken down in spirals of investigation, or questions, which are related to each other in order to have a deeper understanding of the topic. In the future, if the students are curious about something, they will have to look for the answers themselves. The real art of the education is to be able to present the correct questions, interacting with the students and helping them in their discovery process. Every teacher's objective is to motivate the curiosity of the students, which is the emotional incentive that will allow them to want to learn more along their lives.

Topic 1: Essential aspects of current nonprofit organizations

- Origin of the nonprofit world
- Three essential principles to better understand nonprofit organizations
- Relationship between nonprofit organizations and their funding partners
- Challenges and trends in the nonprofit organization environment
- Characteristics of a successful nonprofit organizations

Topic 2: The mission statement of the organization as its rationale

- The mission statement as a permanent signpost of all organizational activity
- How to write up an organization's mission statement properly
- Required skills for mission driven managers

Topic 3: Ethical considerations for nonprofit organizations

- Ethical behavior
- Accountability in nonprofit organizations
- Transparency

Topic 4: The governance of nonprofit organizations

- The Board of Directors
- Effectiveness of boards of directors
- Dividing up the roles among the Board members and the staff
- Corporate governance applied to nonprofit organizations

Topic 5: Leading a nonprofit organization

- Effective leadership in a rapidly changing world, in an information driven environment
- The role of communication, assessment, and compensations.

Topic 6: Strengthening the mission statement with technology

- Better service
- Better management
- Better communications
- Better marketing

Topic 7: Creating social entrepreneurship

- How to develop a risk-taking culture responsibly on behalf of the people it serves?
- Criteria to determine social entrepreneurship
- Focusing on its essential competencies in a flexible manner

Topic 8: Marketing in a nonprofit organization

- Aligning the team with the marketing process
- Identifying true marketing and satisfying its needs
- Characteristics of a marketing driven, mission based organization

Topic 9: Financial sustainability in a nonprofit organization

- Nonprofit, yet not prone to bankruptcy
- Judicial regulation of finances in a nonprofit
- Good accounting and financial practice
- Voluntary and mandatory controls
- How to achieve financial sustainability
- Return on investment in terms of finance and the mission

Topic 10: Fundraising for nonprofit organizations

- Types and characteristics of fundraising for nonprofit organizations
- Differences between private and public funding
- Types of private and public funding
- Good strategies and fundraising practices for nonprofit organizations

Topic 11: International cooperation

- Evolution and current status of international cooperation
- Trends in international cooperation
- International cooperation for developing countries
- International cooperation flow and trends for Latin America and Central America
- The Paris Declaration

Topic 12: Nonprofit organizations of the 21st Century

- Planning for the future.
- Ten challenges to achieve the mission of nonprofit organizations in the 21st Century
- New trends in international cooperation

LEARNING ENVIRONMENT

Teaching methodology

To ensure that the course is compatible with the needs, interests and styles of learning of all the participants, we use the methodology of "reversed classroom", or "flipped classroom": the assignments that need minor cognitive effort (remembering and understanding) are done by the students out of the classroom, and those who need major cognitive effort, such as analysis, synthesis and evaluation, are done in different scenarios in the classrooms.

The course provides materials such as readings, videos, narrated presentations and others, via the online learning platform of ULACIT (i.e. *Blackboard*). Students before coming to class are expected to prepare their participation in class, and study the theory at home. The sessions are reserved to practice, reflection and discussion. They revolve around questions, controversies and issues of real business life. With this active, reflective and participative methodology, students are expected to develop inquiry, research and analytical skills. Moreover, they are expected to develop a deep understanding of the subject, participating in the construction of knowledge shared with other students, teachers and other members of society.

Learning resources

The course has the following educational resources to continually support the teaching-learning process:

Classrooms-enabled computers, projection equipment and Internet access.

- Online education platform: Blackboard (Bb).
- Document Camera.
- Recording equipment and sound amplification.
- Virtual Library: EBSCO, from which you can access full-text articles.
- Clickers, wireless personal response systems.
- Computer labs with Internet access and applications for research.
- Articulate Presenter, a tool that converts PowerPoint presentations to Flash and can integrate interactions, animations and narrations synchronized.

Bibliography

Required texts:

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th. Ed.). Washington, D. C.: APA.

Brinckerhoff, P. (2009). Mission based management. Leading your not-for-profit in the 21st century (3rd. Ed.). USA: John Wiley & Sons, Inc.

Czinkota, M., Ronkainen, I. y Moffet, M. (2011). International business. USA: John Wiley & Sons Inc.

Kerin, R., Hartley, S. y Rudelius, W. (2009). Marketing. Mexico City: Mc Graw Hill.

Suggested readings:

- Igoe, F., Neylon, S. y Kelly, M. (2010, August). Experiences of a non-governmental organization (NGO) dedicated to the conservation of Arctic char *Salvelinus alpinus* in Ireland. *Hydrobiologia*, 650(1), 213-222. Taken from Academic Search Premier database.
- Raval, H., Mckenney, S. y Pieters, J. (2010, November). A conceptual model for supporting para-teacher learning in an Indian non-governmental organization (NGO). *Studies in Continuing Education*, 32(3), 217-234. Taken from Academic Search Premier database.
- Takahashi, K. (2009, November). Assessing NGO empowerment in housing development frameworks: Discourse and practice in the Philippines. *International Journal of Japanese Sociology*, 18(1), 112-127. Taken from Academic Search Premier database.
- Vanclay, J. K. (2010, November). Hallmarks of an effective non-governmental organization: the formation and management of Australia's Wentworth Group. *Science & Public Policy (SPP)*, 37(9), 719-722. Taken from Academic Search Premier database.
- Yoshida, K. K., Parnes, P., Brooks, D. y Cameron, D. (2009, April). A case study of the changing nature of a non-government organisation: a focus on disability and development. *Disability & Rehabilitation*, 31(8), 675-683. Taken from Academic Search Premier database.

EVALUATION

The total course grade is distributed among the following activities:

Activity	%
Case analysis	15%
Project design: <i>General profile of the project</i> <i>Complete project profile</i> <i>Project presentation</i>	20% 5% 10% 5%
Moxie Project	20%
Reflections logbook	15%

Research: <i>Research advance draft</i> <i>Research report</i> <i>Presentation of research results</i>	25% 5% 15% 5%
Course evaluation (CEPA)	5%

Case analysis: 15%

Aiming for students to achieve course competencies, as a group they must develop one out of five cases presented by the professor, according to the program content. Such cases exhibit situational paradigms and challenges of nonprofit organizations that acted in accordance with their mission or, conversely, acted inconsistently with their mission statement.

Beginning on week 2, the professor will give each group, one week in advance, a case to be analyzed according to the accumulated content covered throughout the course. Each group will present its case analysis to their peers, stressing the topic that corresponds to the week of the presentation. The professor will promote and facilitate a broad discussion by the whole group.

Each group must submit a two-page report with the corresponding case analysis, incorporating the most relevant components of the discussion that sprung from the presentation. Thus, they will submit it via Blackboard, one week after the presentation.

Rubric for assessing case analysis

		1	2	3	4	5
	Criteria	Did not fulfill	Deficient fulfillment	Regular fulfillment	Efficient fulfillment	Excellent fulfillment
1	The analysis correctly applies the content studied up to that point in the course.					
2	The analysis identifies the critical aspects for the case to be consistent with the course proposal.					

3	The document is written clearly and correctly in terms of spelling.					
4	The analysis is structured and organized logically and clearly.					
5	The analysis is sufficiently supported theoretically and practically.					
6	The group presented and defended the case analysis adequately.					
7	The group answered the questions from peers and the professor appropriately.					
8	The group presented a report with the required format and content elements.					
9	The report accurately follows the APA style manual.					
Total		Calculated based on 25 total points. Any work with a grade of only 1 point under any criteria will not be accepted as a passing grade.				

General profile of the project: 5%

Throughout the quarter, students will put together a project profile to be submitted to a donor. This project profile will aim to fulfill the mission statement of a mock nonprofit organization, to be defined freely by each work group. At least one of the groups must present their profile to the following potential donors:

- a company,
- a philanthropist,
- the government
- an international cooperation agency

Accordingly, students must present the following advance drafts:

Week 4: general profile of the project.

Week 10: complete profile of the project.

Week 11: presentation of the project to the evaluation committee.

The general profile of the project, to be submitted on week 4, must contain the following components:

A rationale for the relevance of the project, with regard to the objectives of the donor. One-page long.

The overall objective and at least three specific objectives for the project.

The target population and the project beneficiaries, as well as the geographical and temporal scope of the project.

During the week following each delivery, students will receive feedback from the professor.

To prepare the general profile, as well as the complete profile, students must refer to the reference text of Sergeant (2010) in detail. The general profile of the project is graded according to the following rubric:

Rubric for evaluating the general project profile

		1	2	3	4	5
	Criteria	Did not fulfill	Deficient fulfillment	Regular fulfillment	Efficient fulfillment	Excellent fulfillment
1	The general profile of the project contains the required sections and length.					
2	The document shows a broad theoretical and practical knowledge of the concepts analyzed in the course.					
3	The document is written clearly and correctly in terms of spelling.					
4	The document is structured and organized logically and clearly.					
5	The document is sufficiently supported with literature.					
6	The document is sufficiently supported quantitatively.					

7	The document correctly enunciates the objectives of the project.					
8	The project profile is relevant for the course content and the cooperation for development.					
9	The report accurately follows the APA style manual.					
Total		Calculated based on 50 total points. Any work with a grade of only 1 point under any criteria will not be accepted as a passing grade.				

Complete project profile: 10%

During week 10 each group must present the complete project profile, incorporating the observations made by the professor, after presenting the general profile. The complete project profile must not be longer than 10 pages, and will include, in addition to the same sections of the general profile presented during week 4, the following components:

- The general implementation strategy for the project.
- A general description of the actions to be carried out.
- A general calendar of implementation, on one page.

This document will be graded according to the following rubric:

Rubric for evaluating the complete project profile

		1	2	3	4	5
	Criteria	Did not fulfill	Deficient fulfillment	Regular fulfillment	Efficient fulfillment	Excellent fulfillment
1	The project profile contains the required sections and length.					
2	The document shows a broad theoretical and practical knowledge of the concepts analyzed in the course.					

COURSE SYLLABUS

3	The document is written clearly and correctly in terms of spelling.					
4	The document is structured and organized logically and clearly.					
5	The document is sufficiently supported with literature.					
6	The document is sufficiently supported quantitatively.					
7	The implementation strategy of the project is reasonable, viable, and feasible.					
8	The actions to be carried out show a logic and direct relationship with the					
	objectives, and are proposed in a logic order of implementation.					
9	The implementation timeline is easy to interpret and thorough, and shows a logic relationship between the actions.					
10	The report accurately follows the APA style manual.					
Total		Calculated based on 50 total points. Any work with a grade of only 1 point under any criteria will not be accepted as a passing grade.				

Project presentation: 5%

During week 11 each group will present their project profile before an Evaluation Committee, previously assembled by the professor. Each week there will be an Evaluation

Committee, made up of four students, who are not part of the group presenting, together with the professor.

At the end of the presentations, the Evaluation Committee will communicate their decision to fund each project totally or partially. Thus, they can make recommendations for improving the project profile, before its final approval. Likewise, the Evaluation Committee may decide not to fund the projects.

Rubric for evaluating the research report presentation

		1	2	3	4	5
	Criteria	Did not fulfill	Deficient fulfillment	Regular fulfillment	Efficient fulfillment	Excellent fulfillment
1	The student, with his/her group, used a creative, well designed audiovisual resource to support his/her presentation.					
2	The student presented a proportionally relevant part of the results of the research, showing a proper distribution, by the group, of the various elements of the presentation.					
3	The student defended the virtues of the project profile strongly and convincingly.					
4	The student answered the questions of the Evaluation Committee satisfactorily.					
5	The student orally communicated ideas using pertinent vocabulary and proper spoken language.					

Total	Calculated based on 50 total points. Any work with a grade of only 1 point under any criteria will not be accepted as a passing grade.
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Reflections logbook: 15%

Students will keep a blog about the conclusions of every course topic, the project profiles presented, and the research reports. Accordingly, they will maintain a detailed register of each week's topic, reflecting on the relevance such conclusions, as far as learning and the development of the expected course skills.

Thus, in a write-up of 250 to 300 words, they will present alternative approaches (regarding the topics, project profiles and research findings) to those presented by their classmates.

Rubric for evaluating the blog

		1	2	3	4	5
	Criteria	Did not fulfill	Deficient fulfillment	Regular fulfillment	Efficient fulfillment	Excellent fulfillment
1	Critically assessed the corresponding topic in depth.					
2	Critically assessed the relationship between the topic and the discipline.					
3	Critically assessed the implications of the topic for the professional development of the discipline.					
4	Offered critical alternative approaches regarding the topic.					
5	The assessment not only included the presentation of the professor and peers, but also the contributions of other in the class.					

6	Restricted his/her participation to between 250 and 300 words.					
Total		Calculated based on 35 total points. Any work with a grade of only 1 point under any criteria will not be accepted as a passing grade.				

Research progress report: 5%

Collectively, students must carry out an investigation including an in-depth analysis according to the course topic, for a national or regional nonprofit organization, selected freely. This organization must ideally have its mission focused on development, in order to be relevant to International Relations.

The research report must follow the research standards of ULACIT, and must begin with a research question formulated by the same group. It shall be a quantitative investigation, with an emphasis on document analysis, where students are expected to use observation sheets, questionnaires (managed or self-managed), as well as in-depth interviews to organizational staff. Furthermore, problems are expected to be sufficiently supported quantitatively with relevant data, and correctly presented and analyzed.

Students will have intense and permanent consultation available from the professor, regarding the design and instruments of the investigation, as well as their application, systematizing, and interpreting the results. In order to ensure that the research is done within the expected competencies and performance of the course, each group must submit a 5-page advance draft of the research during week 6, and having the following elements:

The rationale for selecting the organization, regarding the program content of the course. It must show the relevance of this study for the field. This will be 2 pages long.

A description of the general aspects of the organization, stressing its origin, mission, and organizational structure. It must be no longer than 2 pages.

An assessment of foreseen opportunities, challenges, and difficulties for a successful investigation, which will be described in one page.

A work plan stating specific actions to carry out the research, including who is responsible for each specific one.

This advance draft must be submitted and uploaded to Blackboard during week 6 at least 48 hours before the class. During the class, the professor will meet with each group and highlight the positive aspects, as well as needed improvements in the research design.

One week after this session, each group must upload the adjusted version of the research advance to Blackboard, including the professor's observations and suggestions. This will allow a permanent exchange between the professor and the research groups, to ensure that the report complies not only with the expectations as far as form and content, but also developing the course competencies according to the expected performance standards. The edited advance draft is graded according to the following rubric:

Rubric for evaluating the research progress report

COURSE SYLLABUS

		1	2	3	4	5
	Criteria	Did not fulfill	Deficient fulfillment	Regular fulfillment	Efficient fulfillment	Excellent fulfillment
1	The report contains the required sections and length.					
2	The rationale shows a clear relationship between the purposes, contents, and competencies of the course, and the research problem.					
3	The rationale clearly discusses the relevance of researching the selected organization.					
4	The advance draft clearly details the relevance, opportunities, challenges, and foreseen difficulties to carry out the investigation.					
5	The advance draft presents a work plan that is easy to understand and to follow up on the proposed actions, as well as those responsible.					
6	The document is written correctly, demonstrating language proficiency.					
7	The document follows the prescribed style and format, according to the APA manual.					

8	The advance draft includes the professor's suggestions and recommendations.					
Total		Calculated based on 35 total points. Any work with a grade of only 1 point under any criteria will not be accepted as a passing grade.				

Research report: 15%

During week 13 each group must submit the research report, which must be between 15 and 20 pages long. This report must be uploaded to Blackboard no later than 24 hours before they must submit their report, so the professor and the rest of the group can prepare the corresponding discussion. The professor will give the report an overall score, which must be distributed among the group members, and they must inform the professor accordingly.

The report must contain at least the following sections:

- A description of the general aspects of the organization: origins, mission, organizational structure, and others of a similar nature.
- Internal ethical regulations of the organization.
- Governance model of the organization.
- Use of technology to fulfill the mission.
- Marketing strategies and fundraising for the organization.
- Financial sustainability strategies for the organization.
- General conclusions, stressing mission fulfillment, organizational leadership, and management.
- Recommendations to improve mission fulfillment.

Rubric for evaluating the research report

		1	2	3	4	5
	Criteria	Did not fulfill	Deficient fulfillment	Regular fulfillment	Efficient fulfillment	Excellent fulfillment
1	The report contains the required sections and length.					
2	The report analyzes the organization, and applies the course content with theoretical and practical expertise.					

3	The document is written correctly and clearly, showing spelling accuracy.					
4	The report is structured and organized logically and clearly.					
5	The report is sufficiently supported with literature.					
6	The report is sufficiently supported quantitatively.					
7	The report uses scientific research techniques adequately.					
8	The report offers conclusions and recommendations logically and directly derived from the findings, and are relevant to the course topic.					
9	The report follows the APA style format correctly.					
10	The report includes a bibliography section.					
Total		Calculated based on 50 total points. Any work with a grade of only 1 point under any criteria will not be accepted as a passing grade.				

Presentation of the research results: 5%

During weeks 13 and 14 each group must present, for no longer than 10 minutes, the main findings, conclusions, and recommendations of their research. This presentation must be done by way of a video uploaded to Youtube, or any other easy access platform. It must be

a creative and dynamic presentation, using the audiovisual resources adequately. Traditional Power Point presentations will not be allowed.

All students in the group must participate in the presentation, for which they will distribute their allotted time reasonably, proportionately, and intelligently. Likewise, all group members must answer questions from the professor and the rest of the group.

The grade for the report presentation will be awarded individually to each group member.

Rubric for evaluating the oral presentation of the report on video

Criteria	4	3	2	1
1. Logic of the presentation	The presentation is based on an argumentative conclusion, persuasively supported with statements backed by solid evidence.	The presentation is based on an argumentative conclusion, but not all statements support it, and some evidence is questionable.	The presentation presents an argumentative conclusion, but some statements are not supported by evidence, or are highly questionable.	No argumentative conclusion was presented, that was justified with statements or evidence.
2. Clarity of the oral expression	Speaks clearly and distinctively all (100-95%) the time, and has no bad pronunciation.	Speaks clearly and distinctively all (100-95%) the time, but with bad pronunciation.	Speaks clearly and distinctively most (94-85%) of the time. Does not have bad pronunciation.	Slurs often or cannot be understood, or has bad pronunciation.
3. Body posture and eye contact	Has good posture, looks relaxed and self-confident. Makes eye contact with everyone in the room during the presentation.	Has good posture and makes eye contact with everyone in the room during the presentation.	Sometimes has good posture and makes eye contact.	Has bad posture and/or does not look at people during the presentation.
4. Volume	The volume is loud enough to be heard by the whole audience throughout the entire presentation.	The volume is loud enough to be heard by the whole audience at least 90% of the time.	The volume is loud enough to be heard by the whole audience at least 80% of the time.	The volume is often too weak to be heard by the whole audience.

COURSE SYLLABUS

5. Complete sentences	Speaks in complete sentences (99100%) always.	Mostly (80-98%) speaks using complete sentences.	Sometimes (7080%) speaks using complete sentences.	Rarely speaks using complete sentences.
6. PowerPoint	Projects a slide every 20 seconds; the slides have little text, with at least a 30-point font size; the presentation is very pleasant and informative, and the student does not read it.	Projects a slide after more than 21 seconds, but under one minute; the slides have little text, but with smaller than a 30-point font size; the presentation is very pleasant and informative, and the student does not read it.	Projects a slide about every 2 minutes; some slides have too much text, with some letters smaller than a 30-point font size; the presentation does not flow naturally and the student sometimes reads his/her notes.	Takes too much time between slides; places too much text in them; reads directly from the presentation; uses smaller than a 30-point font size; it is clear that the student did not practice.
7. Vocabulary	Uses appropriate vocabulary for the audience. Increases the vocabulary for the audience by defining words that could be new for them.	Uses appropriate vocabulary for the audience. Includes 1-2 words that could be new for most of the audience, but does not define them.	Uses appropriate vocabulary for the audience. Does not include vocabulary that could be new for the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
8. Content	Shows a complete understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
9. Tone	The tone used expresses emotions appropriately.	The tone used sometimes expresses emotions appropriately for the content.	The tone used expresses emotions inappropriately for the content.	No tone was used to express emotions.

COURSE SYLLABUS

10. Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic.	Facial expressions and body language are used to try to generate enthusiasm, but appear to be faked.	Very little facial expressions or body language. The way the topic is presented does not generate much interest.
12. Video images	The quality of the video images is optimal.	The quality of the video images is good.	The quality of the video images is average.	The quality of the video images is bad.
13. Video sound	The quality of the video sound is optimal.	The quality of the video sound is good.	The quality of the video sound is average.	The quality of the video sound is bad.
14. Duration of the video	The video is 8:00 to 10:00 minutes long.	The video is 6:00 to 7:59 minutes long.	The video is 4:00 to 5:59 minutes long.	The video is only 2:00 to 3:59 minutes long or longer than 10 minutes.
TOTAL	Calculated based on 52 total points. Any work with a grade of only 1 point under any criteria will not be accepted as a passing grade.			

Moxie (20%)

From 2020, ULACIT will have its own Web channel, called Moxie, produced by students, in alliance with the journalistic medium Delfino.cr, with the purpose of providing them with a space to generate and disseminate their ideas, as well as serve as a showcase to exhibit their academic projects nationwide.

It's called Moxie - which in urban English means having the ability to face difficulties with intelligence, boldness and courage - in honor of our students, whose "moxie" characterizes them.

If before there were printed student publications, now these initiatives are transferred to the digital space, which allows our students to experiment, not only with digital publishing, but with audiovisual production, graphic design, digital marketing and web technology, among others.

This course contributes to the audiovisual content of the Moxie Canal, through a publication of an article of about 3000 characters around problems or dilemmas defined by the teacher in the previously selected courses. The project must be delivered before October 30, 2019 (week 8 of the semester) and will be evaluated according to the following rubric:

MOXIE Rubric

Criteria	Description of Criteria	1	0.5	0
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COURSE SYLLABUS

		Meets	Incomplete	Fails
A. Extension and Writing	1. The article has an extension of 550 words), distributed in four paragraphs (1 introductory paragraph, 2 development paragraphs, 1 conclusion paragraph).	1	0,50	0
B. Title	2. It Has a title that suggests the topic and provokes the interest of the reader	1	0,50	0
C. Introductory paragraph is well written (paragraph 1)	3.The author draws the reader's attention by using one of the following resources: tell an anecdote, presents a fact, make a metaphor, a provocative question, evokes a famous image, scene or phrase	1	0,50	0
	4. Locate in the geographic, political or social context the subject that it addresses.	1	0,50	0
	5. Let the reader know: Why it is important to address the problem or the dilemma. The originality of the perspective with which it deals. It says explicitly, clearly and forcefully what your position is about it.	1	0,50	0
D. Development of authors position (paragraph 2 and 3)	In the first paragraph of the development, the author presents the evidence (statistical data, proven facts, definitions ...) that support his position and makes it clear why it is adequate to respond to the problem or dilemma and should be accepted by the reader.	1	0,50	0
	In the second paragraph of the development, the author anticipates the questions that readers could ask about your position regarding the problem or dilemma. Therefore, the student says what those possible arguments could be against and declares to what extent they could be right or true, and how in spite of that his/her position remains valid.	1	0,50	0

E. Conclusion (Paragraph 4)	8.The conclusion is clear in addressing how the evidence provided is the basis for maintaining the author's position-solution and why readers should accept it.	1	0,50	0
	9. It suggest that the solution you propose: is an effective and feasible plan, which does not offer significant or unforeseen inconveniences, or justifies that the balance is favorable to the advantages, in relation to the disadvantages, or suggests results or consequences, or states that no solution is perfect, but the one it offers is the best.	1	0,50	0
F. The development meets criteria of style and form.	10.The reading of the article is fluid because ideas relate to each other, making good use of transitional words and phrases, as well as a correct punctuation.	1	0,5	0
	11.The author gives reason for th3e origin of outside ideas and data based on which he supports his position, following the APA standards (references in the text and list of references) and criteria from the VERAS rubric.	1	0,50	0
	12.The source of the data you use is solid and primary when available.	1	0,5	0
	13.Uses professional vocabulary, not colloquial.	1	0,50	0
	14.Reflects linguistic economics, expressing what is necessary to say with the least number of words.	1	0,50	0
G. Image	The image is a photograph or illustration, directly related to the content of the article, capable of communicating the emotion and message.	1	0,50	0
	The original image is attached in a separate high-resolution file in PNG or JPG format at 72 dpi.	1	0,50	0

COURSE SYLLABUS

	The image has characteristics of composition, depth of field and lighting, which facilitate its visualization and interpretation.	1	0,50	0
H. Audiovisual	19.The audiovisual is a video, audiopodcast, or a slidedeck between 4 and 8 minutes with clarity in sound and image (in the case of a video) oriented towards going deeper in the content of the article.	1	0.50	0
	The format of the video and audio files is MP4, uncompressed, of 16-32 bits, with a resolution of 1.920 X 1.080 pixels HD (using compressor H264 o H265). WAV files are recommended, when possible.	1	0.50	0
Total	This performance has three components: the opinion piece, the image and the video. The absence of one of the three, excludes the MOXIE contribution from being evaluated, and leads to the complete loss of the score.			

VERAS rubric for information evaluation

Use the rubric below to evaluate your sources. Answer the questions appropriately and then rate each of the 5 parts from 1 to 10 (1 = poor, 10 = excellent). Add all the points to determine if you should use this source.

CRITERIOS	PTS.
Validity: Current information	
<ul style="list-style-type: none"> • Do you specify a publication date? • When was the information published? • Was the information reviewed or updated by an authority in the field? • Is the information current or does it contain outdated data? 	
Accuracy: the veracity and reliability of the information	
Where does the information come from? Is the source academic, specialized or scientific? Is the information supported by evidence? Does the author cite reliable sources? Was the information validated by a panel of experts? Is the tone objective and unbiased? Does the text fully comply with the rules of grammar, spelling, and other qualities of written language?	
Relevance: the relevance of the information to your needs	
Is the information relevant to the topic and directly related to your research question? What audience are you targeting? Is the information appropriate to the level of the reader? Did you look for other sources before choosing the current one?	

Could you say that the source represents the ideal option to support your points of view?	
Authority: the source of the information	
Who is the author / publisher / source / sponsor? What are the credentials of the author or publisher? Are they published? Does the author have other publications on the same topic? Does the author work in a recognized organization, university or company? Is there contact information, such as email? Does the URL reveal information about the author or source?	
Meaning: the purpose of existing information	
What was the author's purpose in publishing the information? Do the authors or promoters state their intentions transparently? Is the information made up of facts? Opinions? Propaganda? Do the views seem objective and unbiased? Does it reflect political, ideological, cultural, religious, institutional or personal biases?	
TOTAL	
Rating scale: 45-50 Excellent 40-44 Good 35-39 Average 30-34 Barely Acceptable -30 Unacceptable	

Course assessment (CEPA): 5%

As an integral activity of the course, the student will have the opportunity of assessing its different components: the didactic competencies of the professor, the quality of the materials, the educational environment, the competencies of the ULACIT graduate, the effective use of Blackboard, the assessment system, the level of challenge and requirement. Also, as a central element of Teaching for Understanding (TfU), the educational model that ULACIT privileges, the student will have a space with the CEPA to reflect on his/her own performance (self-assessment) and that of his/her classmates (co-assessment). This intellectual exercise allows the student to identify his/her strengths and weaknesses, and to perform actions to continuously improve his/her processes of knowledge construction. When assessing his/her classmates, the student assumes an active role as a member of a learning community, committed with the educational task. Because it is about a self-reflection space within the course and due to the value it has for academic decision making, it is awarded a value of 5% within the final grade of the course. In order to earn this evaluative category, the student is expected to take his/her time, analyzing responsibly each question and answering the questionnaire in full.

COLLABORATIVE PROJECT CONTRACT

The collaborative project is a way of articulating the work activities of a human group around a set of goals, objectives and results to be achieved. This implies an active interdependence between the members of a group that share and assume a work mission. As a learning methodology for ULACIT students, collaborative projects value interaction, collaboration and solidarity among members, as well as negotiation skills to reach agreements and face potential conflicts.

Among the characteristics of a collaborative project is the smooth communication channels, based on relationships of trust and mutual support. It focuses on the goals set in a climate of trust and reciprocal support among its members, where the movements are synergistic.

Therefore, the ultimate goal of a collaborative project is to obtain results with greater impact, where the whole is greater than the contribution of each member. In this way, as part of the process of creativity and innovation in education, for each collaborative project students must create, negotiate and draw up a work contract among the members of the group.

No evaluable collaborative project can be started until all the members of the group have signed the work contract. On the BLACKBOARD platform students can find a guide to formulate their own contract.

INSTITUTIONAL POLICIES

Academic Honesty Policy

ULACIT aims for the highest and most rigorous standards of academic life. In this course you are expected to avoid dishonest conducts such as fraud or plagiarism. Fraud constitutes making up data, forge bibliography, use projects done by another person, and obtain unauthorized help to do your course work. Plagiarism includes copying textually from another source into your document; it includes phrases, sentences, paragraphs obtained on the Internet, book or any other sources without the appropriate reference. Paraphrasing without references is also considered plagiarism. Whether the fraud or plagiarism is performed voluntarily or involuntarily, in an individual or group work, it will cause you to fail the course immediately. In case the student is found guilty of fraud or plagiarism on a second course, the student will be expelled from the institution.

Creating a culture of respect

In ULACIT, we set high expectations for conduct of members of the university community. Therefore, we emphasize the value of mutual respect and expect everyone to treat others as they want to be treated. We define respect as the consideration and appreciation we can show others without exceptions, so do not tolerate disruptive actions such as:

- Tardiness to class or early leave.
- Constantly disrupting the class, rising from their seat.
- Eating and drinking in the classroom.
- Attending phone calls during the class period.
- Packing your belongings before the teacher has completed the lesson.
- Falling asleep in the classroom.
- Reading newspapers.
- Using mobile devices for purposes other than those of the class, promoting distractions.
- Coming unprepared to class.
- Making negative or taunting comments about their classmates and/or the teacher.
- Talking out of turn.
- Showing unwillingness to listen to others.
- Using vulgar language on campus.

We ask teachers to take corrective measures to ensure a respectful coexistence environment conducive to learning and habits of respect, fundamental to the comprehensive and professional training of students. At the beginning of each period,

students should consult with their faculty for specific regulations and sanctions that could be implemented.

Attention to diversity

The curricular approach at ULACIT focuses on the development of competences through the completion of projects, allowing students to fulfil the academic requirements based on their own learning styles, abilities, and individual interests. The primary responsibility of learning is placed on the student; the instructor is responsible for setting course expectations from start, offering the required support to satisfy them, and awarding a level of flexibility that allows each student to choose how he or she will fulfil the course goals and work at his own pace in the completion of the projects assigned. Furthermore, the instructor will provide the required learning materials, along with continuous feedback using the rubrics designed for each project. The feedback is of a qualitative as well as quantitative nature. The use of technological tools and collaborative work allows the professor to tailor the educational process to the abilities of each student. If you have any additional special educational needs, please contact diversidad@ulacit.ac.cr

Claims

ULACIT safeguards your rights as a student and guarantees due process in cases of claims regarding grades, for which it must follow the process established by the Regulation of Student System, available on the website of ULACIT, Vice President of Student Services, Student Regulations, chapter 16.

Check that the qualifications posted in your academic record are the correct ones. To do this, you will receive in your mail account @ulacit.ed.cr the report card from the previous period in Week 1. If the grade is not the correct one, contact the course instructor, who within 3 business days must justify your grading. If no response is given by the teacher, or the justification does not satisfy you, address the complaint to the Dean along with the response of the teacher. The issue should be resolved within 3 business days and exhaust administrative regulations.

Claims regarding qualifications can only be reviewed during the next academic period, so it is very important to assume responsibility of the strict control of your own qualifications.