## Course ID/Course Name

## PADM 3010 Foundations in Philanthropy and Nonprofits

**Online**

## Instructor Contact

**Name: Laura M. Keyes, Ph.D., AICP**

**Office Location: Chilton Hall 204 P, Department of Public Administration**

**Phone Number: 940-891-6790**

**Office Hours (Time for students to come to ask questions and discuss things): Tuesdays 9:30-11:30 AM, Tuesdays 1:00-3:00 PM and Thursdays 1-4 PM.**

**E-mail: Always email Dr. Keyes through Canvas. As a backup please use** laura.keyes@unt.edu

## Communication Expectations

The primary communication tool for this course is the Canvas email portal. You should send me personal concerns or questions via Canvas email. You will receive a response within 24 hours of your email. If you email me on Saturday or Sunday, you will receive a response on Monday morning. I intend to post grades within 7 days of completing the assignment, quiz, or test.

## Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT’s full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

## **Course Description**

**PADM 3010** explores the historical perspectives, concepts, activities, and innovations surrounding the nonprofit sector and philanthropy. This course applies to students pursuing the Nonprofit Leadership Studies major or minor and interested in a nonprofit or public sector career. Students will learn about the past, present, and future trends in the industry and profession.

The **Nonprofit** sector accounts for over $880 billion of the national economy in the United States. More than 96,000 nonprofit organizations are located in Texas, the second-largest number in the nation behind California. In 2012, nonprofits contributed $27 billion to the Dallas-Fort Worth regional economy and employed approximately 103,000 individuals. Nonprofits play a broad role in the community in hospitals, education, civil rights, professional associations, museums, the arts, etc. They provide leadership in law, policy, volunteerism, advocacy, etc.

**Philanthropy**is defined as an individual’s desire to promote the welfare and well-being of others through a donation of time, talent, and financial resources. The private contributions through the philanthropic giving of individuals and corporations are a major category of the nonprofit budget. From a historical lens, religiously influenced cultures provide a backdrop for understanding the tenets of charitable giving and an obligation to serve. A crisis of consciousness in the United States led to a growing interest of the wealthy in identifying philanthropic causes. The 1920s ushered in the great family foundations (i.e., the Carnegies, the Rockefellers, and the Fords) and major business funding that continued to influence interests. The media gives ongoing life to the face of poverty and need. Philanthropy plays a vital role in the development and sustainability of nonprofit organizations.

## **Course Structure**

This course is an online course. All content is available in the Canvas course module.

*Class Materials for Participation in the Canvas Platform for this Course:*

This course includes online learning components because we will use Canvas for quizzes, to access additional reading, and to submit assignments. To fully participate in this class, students will need internet access to reference content on the Learning Management System Canvas as well as MS Office and the Internet. Information from UNT [Learn Anywhere](https://online.unt.edu/learn) will help you be successful in an online learning environment.

All work with citations should use the proper **APA format style** (see [Perdue Owl online](https://owl.purdue.edu/) or the [UNT Writing Center](https://writingcenter.unt.edu/) for assistance with APA citation style). Where applicable, work should be completed in 12-point, standard font, and double-spaced format.

Should any class recordings be developed, class recordings are reserved for use only by students in this class for educational purposes. The recordings should not be shared outside the class in any form. Failing to follow this restriction violates the UNT Code of Student Conduct and could lead to disciplinary action.”

## **Course Prerequisites or Other Restrictions**

No prerequisites or restrictions apply for this introductory course.

## **Teaching Philosophy**

Students will develop and demonstrate skills to identify historical perspectives, concepts, activities, and innovations in the nonprofit sector and philanthropy. Students must participate weekly in the course and complete the assignments according to the schedule. Each step builds on to the next step, and the student must complete work on time.

## **Course Objectives**

By the end of this course, students will be able to:

* Understand the evolution and growth of the nonprofit and philanthropic sectors
* Understand and discuss the importance of cultural competency in nonprofit program design and diversity in the context of our case studies
* Examine and apply political theories and legal frameworks of nonprofit and philanthropic organizations
* Describe and participate in key activities and innovation of nonprofit and philanthropic organizations
* Distinguish between the role of nonprofits and the public and private sectors
* Apply your understanding of the fundamentals of philanthropy, charitable giving, and nonprofit management through case study methods teaching approach
* Demonstrate critical skills in analytical thinking through case study teaching methods through writing and public speaking.

## **Reading Materials**

* Wolf, T. (2012). *Managing a Nonprofit Organization: Updated Twenty-First-Century Edition*. Simon and Schuster.
* Case studies posted in the respective Canvas course module.
* Other readings as provided by the instructor via Canvas in the corresponding Canvas module

## Course Writing

All writing must utilize the American Psychological Association (APA) Style Guidelines. [Perdue Owl](https://owl.purdue.edu/) is a good resource for APA guidelines. Work should be completed with 12-point, standard font, and double-spaced.

This course has a generative AI policy to acknowledge that technology, including AI, can play a supportive role in the learning and feedback process. While the course does not mandate the use of generative AI, I am open to its application, provided that you **provide proper citations** and acknowledge the assistance from AI tools. The goal is to encourage you to explore various learning aids, including generative AI-powered tools, while maintaining academic integrity.

Permitted Use In this course, you are encouraged to use Generative AI (GenAI) tools such as Claude, ChatGPT, Gemini to support your learning and develop skills for a GenAI-oriented workforce. This use will help us stay technically proficient and ethically grounded. However, GenAI should complement, not replace, your critical thinking or our course materials. If something seems unclear, please seek clarification. I use GenAI to enhance materials, streamline tasks, generate prompts, create scenarios, etc). I will always disclose how I use GenAI, and I expect the same from you. In line with the UNT Honor Code, all work you submit must be your own. Using GenAI tools without attribution or relying on them to complete assignments violates academic integrity and will be addressed according to university polic

**Assignments submitted with a high AI level (over 75% on Canvas assignments) will be returned to students. If not corrected to a reduced percentage with proper citations, they are subject to receiving a failing grade. Assignments submitted with a medium AI (50-75%) level may have points deducted if the work is not cited correctly.**

According to UNT Policy 06.003 on [Academic Integrity | Office of the Provost (unt.edu)](https://vpaa.unt.edu/ss/integrity), academic dishonesty occurs when students engage in behaviors including, but not limited to: cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. Using proper AI disclosure protects one from academic dishonesty which may result in academic penalties or sanctions ranging from admonition to expulsion from the University.

## Course Technology & Skills

### Minimum Technology Requirements

Provide a list of the minimum technology requirements for students, such as:

* Computer
* Reliable internet access
* Speakers
* Microphone
* Plug-ins
* Microsoft Office Suite
* [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements)

### Computer Skills & Digital Literacy

Provide a list of course-specific technical skills learners must have to succeed in the course, such as:

* Using Canvas
* Using email with attachments
* Downloading and installing software
* Using spreadsheet programs
* Using presentation and graphics programs

### Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk**: [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm)

**Email**: helpdesk@unt.edu

**Phone**: 940-565-2324

**In Person**: Sage Hall, Room 130

**Walk-In Availability**: 8am-9pm

**Telephone Availability**:

* Sunday: noon-midnight
* Monday-Thursday: 8am-midnight
* Friday: 8am-8pm
* Saturday: 9am-5pm

**Laptop Checkout**: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328)

### Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

* While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal, or state law will not be tolerated.
* Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
* Ask for and use the correct name and pronouns for your instructor and classmates.
* Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
* Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
* Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
* Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
* Avoid using “text-talk” unless explicitly permitted by your instructor.
* Proofread and fact-check your sources.
* Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) for more information.

## **Course Requirements**

The syllabus details the module per week, the module topic, and the textbook readings associated with the module, class discussion, assignments, and quizzes. This is also accessible through Canvas.

###  Discussion Board Posts

There are 5 Discussion Board assignments (each worth 20 points). You should stay current on news on philanthropy and the nonprofit sector. Please read or watch this assignment's assigned article or video and follow the directions posted in Canvas under the heading Assignment Criteria. Please post a question in our Discussion Board to inspire discussion on the topic with your peers, and please respond to 2 peer posts. You should cite references to the course material in your question post and two peer response posts. All posts are typically due on Fridays at 11:59 PM. Please review the assignment criteria in the assignment tabs on Canvas.

### Case Study Responses

Throughout the course, students will explore a variety of case studies based on actual operational management problems of Denton area nonprofits. These case studies are designed to help students apply concepts and theories from the reading and lecture material to help solve nonprofit management problems presented in the case scenarios. Students will explore the cases in the online class lecture discussion and then can learn from the nonprofit through an online guest lecture the week that case is discussed. Students will have 8 assignments related to the respective nonprofit management topic and case study discussion throughout the course. Students will respond to a series of questions provided in the respective Canvas module assignment. Each assignment includes a table which you can copy and paste to Word and complete. Please upload the table with your responses to the Canvas assignment tab. Assignments are typically **due on Fridays at 11:59PM**. Please pay attention to Canvas due dates.

Each full completed table is worth 30 points. Your essay should follow all prompts including a a direct reference to the course material cited in APA style and a direct reference to the case study interview. Your direct reference should support your argument. You should follow the direct reference with a statement that elaborates on why the reference is important to the nonprofit management issue.

**Sample excerpt of solid reference to and elaboration** (Not a complete response only a sample to show you how to use references from our course material to support your argument): … As Worth (2017) emphasizes, effective budgeting is crucial for aligning a nonprofit's resources with its mission and goals, ensuring that funds are allocated efficiently to maximize impact. During an interview on CISNT's case study, it was noted that strategic budgeting enables the organization to adapt to fluctuating funding levels while prioritizing core programs and services (Smith, 2022). By adopting a robust budgeting process, CISNT can better anticipate financial challenges, allocate resources to high-priority areas, and make informed decisions that support long-term sustainability and program effectiveness….

**Sample APA References:**

Smith, J. (2022). Nonprofit Interview: Insights into Strategic Growth. CISNT Case Study, Course Module.

Worth, M. J. (2017). Nonprofit management: Principles and practice (5th ed.). SAGE Publications.

### Reading Quizzes

The reading quiz is a weekly assessment of key concepts from all assigned reading(s). All questions are based on the respective module's required reading(s). Quizzes are available in Canvas and will open on Saturday and close on Friday of the module week. There are 11 quizzes worth 10 points each.

### Volunteer Observation

To best understand the function of nonprofits and volunteer organizations, involve yourself directly. This course requires 6 hours of volunteer work over the semester, including a reflection answering the questions below. Students are encouraged to explore the [Center for Leadership and Service | Division of Student Affairs (unt.edu)](https://studentaffairs.unt.edu/center-for-leadership-and-service) to find a volunteer opportunity. Other opportunities will be posted throughout the semester. Please email me to discuss them if you have any questions.

Reflection questions to guide your essay response:

* Please list the name of the organization where you volunteered
* What need in the community is this nonprofit mission addressing?
* Is this organization accessible to a general member of the public?
* Please describe your volunteer role and discuss three things you learned about the organization or social issue through this experience
* What recommendations do you have to improve this volunteer experience?
* Please provide one direct reference to the course material, making a connection between your experience and one key component of this course. Please cite your reference APA style in the text and a list of references.

The volunteer hours and observation are worth a total of 50 points (volunteer hours 25, volunteer reflection 25). The assignment is due in weeks 14 and 15.

### Exams

This course includes a midterm and final exam. The midterm will be completed online and will cover content from previous readings, discussions, and case studies. The final exam will be online (see Module 16 for details). Subject matter to be determined. Each exam is worth 100 points.

I reserve the right to make any adjustments to course assignments, as necessary.

## **Course Point System**

| **Assignment** | **Points Each****Possible** | **Points Total** **Possible** |
| --- | --- | --- |
| **Reading Quiz (11)** | 11 @10 | 110 |
| **Case Study Essays/fully completed tables** | 8 @30 | 240 |
| **Discussion Board posts and peer responses**  | 5@20 | 100 |
| **Volunteer Observation** | 50 | 50 |
| **Midterm** | 100 | 100 |
| **Final** | 100 | 100 |
| **Total Points Possible** |  | 700 |

## **Course Grading**

**Grade Scale**

Final course grades will be assigned on the basis of a percentage breakdown of the 800 points in the course as follows: 100-90%= A, 89-80%= B, 79-70%= C, 69-64%%= D, and 63% and below= F.

All assignments including discussion posts, assignments, projects, quizzes, and tests are due on the scheduled due date. I will not accept late work. I will offer extra credit at my discretion.

## **Course Outline**

| ***Week*** | ***Module*** | ***Module Content*** | ***Assigned Readings*** |
| --- | --- | --- | --- |
| ***Part I:******Nonprofits*** | Module 1Introduction History of Philanthropy and Charity part 1 | Syllabus reviewIn class lectureIn class nonprofit mission review assignment #1Syllabus Quiz#1 | * Wolf 1: Understanding Nonprofits Organizations
* [Historical Perspectives on Nonprofit Organizations in the US chapter](https://libproxy.library.unt.edu:9443/login?url=https://ebookcentral.proquest.com/lib/unt/reader.action?docID=4643512&ppg=41)
* Please do not download the book. Please only read online via UNT library ebooks.
* [The Nonprofit Sector Trends in 2022](https://nonprofitresourcehub.org/2022-nonprofit-trend-report-overview/)
* [A Brief History of the Tax Exempt Sector (supplemental reading, good resource for terms and dates)](https://www.irs.gov/pub/irs-soi/tehistory.pdf)
 |
| ***Week 2*** | Module 2:History Part 2Cultural Competency in Nonprofit Services | Overview and materialsLecture Case Study #1 – Cultural Competency in Nonprofit Services Case Study 1Discussion 1Quiz 2 – History of wealth | * [Ford Foundation Blog -Toward a new gospel of wealth](https://www.fordfoundation.org/news-and-stories/stories/posts/toward-a-new-gospel-of-wealth/)
* [Jane Addams: A Hero for Our Time | The National Endowment for the Humanities (neh.gov)](https://www.neh.gov/article/jane-addams-hero-our-time)
* [Culture, Inclusion, and Nonprofit Competence: The Unbreakable Links - Non Profit News | Nonprofit Quarterly](https://nonprofitquarterly.org/culture-inclusion-nonprofit-competence-unbreakable-links/)
*
* [Examining Cultural Competency in the Nonprofit Organization](https://socialinnovationsjournal.org/editions/issue-42/75-disruptive-innovations/2720-examining-cultural-competency-in-the-nonprofit-organization#:~:text=The%20culturally%20competent%20nonprofit%20organization%20engages%20in%20strategic,that%20is%20responsive%20and%20reflective%20of%20their%20needs.)
 |
| **Week 3** | Module 3:Theories ofNonprofits | Overview and MaterialsLecture Case Study #2 – Why Nonprofit Services – Shanan Spencer, United Way Denton CountyQuiz 3 – Nonprofit theoriesCourse Project (1.1) - note: cultural competency in program design vs one size fits all  | [Nonprofit Organizations (Definition and Examples) | Learning to Give](https://www.learningtogive.org/resources/nonprofit-organizations-definition-and-examples) Steve Dubb (2018) [Culture, Inclusion, and Nonprofit Competence: The Unbreakable Links - Non Profit News | Nonprofit Quarterly](https://nonprofitquarterly.org/culture-inclusion-nonprofit-competence-unbreakable-links/) Community Toolbox – Enhancing Cultural Competence [9. Enhancing Cultural Competence | Community Tool Box (ku.edu)](https://ctb.ku.edu/en/enhancing-cultural-competence) [Theories – Introduction to the Nonprofit Sector (uoregon.edu)Links to an external site.](https://opentext.uoregon.edu/intrononprofit/chapter/2-theories/) Introduction to the Nonprofit Sector Copyright © 2022 by Dyana P. Mason is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International LicenseLinks to an external site.](https://creativecommons.org/licenses/by-nc/4.0/)[, except where otherwise noted.)](https://opentext.uoregon.edu/intrononprofit/chapter/2-theories/) |
| ***Week 4*** | Module 4:Mission andAdvocacy | In class discussionLecture Case Study #3 – Marketing and Mission, Debbie Jenson, CASA DentonCourse Project Activity 2 (1.2) – Program design for target population; promotion and messaging that reflects cultural competency in narrativeQuiz 4: Wolf Chapter 5 | - Wolf Chapter 5: Marketing1. Readings available in Canvas
2. Susan Gooden, Lindsey Evans & Yali Pang (2018) [Making the invisible visible in nonprofit courses: A case study of African American-led nonprofits](https://www-tandfonline-com.libproxy.library.unt.edu/doi/full/10.1080/15236803.2018.1488485), Journal of Public Affairs Education, 24:4, 490-517, DOI: 10.1080/15236803.2018.1488485

Lecture Case Study |
| ***Week 5*** | Module 5:Financial Management | Overview and MaterialsLecture Case Study #4 – Financial Management, Katie Clifford, CISNTCourse Project Activity 3 (1.3)Quiz 5: Wolf 6 & 7 | * Wolf 6 & 7: Financial Management, Statements, Fiscal Procedures
* [Department of Justice Brief](https://www.justice.gov/usao-ma/pr/former-financial-officer-non-profit-charged-embezzling-over-13-million)

Lecture Case Study – see module |
| ***Week 6*** | Module 6:ResourcingNonprofits | Overview and MaterialsDiscussion Community #2Quiz 6: Wolf 3 | * Wolf 8: Fundraising
* [Charitable Giving Statistics.](https://www.nptrust.org/philanthropic-resources/charitable-giving-statistics/)
* [Is philanthropy driven by altruism, ego, or something else? (fastcompany.com)](https://www.fastcompany.com/90313641/is-philanthropy-driven-by-altruism-ego-or-the-human-desire-to-cheat-death)

Lecture Case Study – see module. |
| ***Week 7*** | Module 7:Why Give,Why Serve | Overview and MaterialsCourse Project 1.4Quiz 7: Wolf 8 | * Wolf 3: Assembling the Workforce
* [BLS Report on Volunteerism, CNN article](https://www.cnn.com/2018/07/19/us/volunteering-statistics-cfc/index.html#:~:text=The%20data%2C%20from%20a%20survey%20released%20by%20the,volunteers%20as%20well%20as%20who%20does%20the%20volunteering.)
* [Community Service: Opportunity or Exploitation? | Education World](https://www.educationworld.com/a_curr/curr037.shtml)
 |
| ***Week 8*** | Module 8: LegalFramework | Overview and Materialslegal aspects of starting a nonprofitDiscussion Community #3*Midterm – Online for*  | Chapter 2: The Legal Framework of the Nonprofit Sector in [ProQuest Ebook Central - Reader](https://ebookcentral.proquest.com/lib/unt/reader.action?docID=4643512&ppg=140)Please do not download the book. Please only read online via UNT library ebooks.* [Pay.gov - Streamlined Application for Recognition of Exemption Under Section 501(c)(3)](https://www.pay.gov/public/form/start/62759871)
* [Charitable Organizations | Internal Revenue Service (irs.gov)](https://www.irs.gov/charities-non-profits/charitable-organizations)
 |
| **Week 9** | Module 9:PhilanthropyIn Action | Overview and MaterialsJen Rowe– Foundation Center Database ReviewCourse Project: Activity 6 (1.5) (in class #8 – identify a foundation for case study nonprofit, prepare justification based on statistics in FDO) |  [A Failure of Philanthropy (ssir.org)](https://ssir.org/articles/entry/a_failure_of_philanthropy) [The Role of Evaluation in Strategic Philanthropy - Non Profit News | Nonprofit Quarterly](https://nonprofitquarterly.org/the-role-of-evaluation-in-strategic-philanthropy/) [Innovating Philanthropy (ssir.org)](https://ssir.org/articles/entry/innovating_philanthropy) [Enhancing Nonprofit Capacity](https://nnsi.northwestern.edu/nonprofit-capacity-a-guide-for-foundations/)[Board Role in Building Nonprofit Capacity](https://nnsi.northwestern.edu/how-do-boards-of-directors-influence-nonprofit-capacity/) |
| **Week 10** | Module 10:Stakeholder,Governance,Accountability | Overview and MaterialsLecture Case Study from previous weekDiscussion Community #4Quiz 8: Wolf 2,  | - Wolf 2: The Board- Governance and Accountability  |
| ***Week 11*** | Module 11:ManagementTools and Strategies | Overview and MaterialsLecture Case Study #8, Strategic Planning, Tracy Eubanks, Metrocrest Servicescase study - #10Course Project Activity 7 (1.6) Quiz 9: Wolf Chapter 9  | * Wolf 9: Planning
* [Nonprofit Service Continuity and Responses in a Pandemic](https://untexas.summon.serialssolutions.com/#!/search?bookMark=eNqNkl1v0zAUhi00xLqxG34AisQNgnb4Oy53VfiaNME02LXluCetp9TuYmfQf4_T8DEmhEikKDp53nP8vjlH6MT0aQ0-OWsSLBF6QvApyderbW-6U8Ko4A_QhAiOZ5ISfIAmGDM2Y0zQQ3QU4zXGhBKuHqFDRhWTXMwnyH8MftuFxqXiM3S3zkJRhTzD9y7tCuOXxSXEbfARYuF8kQ9QXOQqbJx9Xbxxseu3yeXP02Kxqd1qUE2LM-_DrRnq032Lam3aFvwK4mP0sDFthBN0kLoejtHVu7dfqg-z80_vz6rF-czykvLZHISSJa55IxtTi5IbNgc8F9ms4kwKC8pYTLEhtJ4zMA2zFJq6bmQtKcVLdoyej32ztZseYtIbFy20rfEQ-qgpZyWhXAqS0Wf30OvQdz4fMlNcKs5zoJk6HamVaUE734TUGZvvfRLBQ-NyfSGZVDllNQie_kWg7wLTO0DdR-ch5kd0q3WKK9PH-Ge_FyNuuxBjB43edm5jup0mWA9boIct0PstyLAa4a9QhyZaB97CLwHGWEhaCsHyGyaVS_tfVYXepyx9-f_STBcjHW3Y5lx_cnTgypKV4rfP-4iOVGOtBFZKstwL6_RtmE9-zM-B7v5hUl9cLS5Hu98BSGjvog)
* [What Business Execs Don’t Know—but Should—About Nonprofits (ssir.org)](https://ssir.org/articles/entry/what_business_execs_dont_know_but_should_about_nonprofits)

Lecture Case Study – see module |
| ***Week 12*** | Module 12:Policy Issues,Trends, andDevelopment | Overview and MaterialsLecture Case Study Trey Harper, Community LinkPhilanthropy News #2Course Project Activity (1.7 ) Quiz 10: Venture Capital | * [Leading Philanthropy: Emerging Trends and the Future of GivingLinks to an external site.](https://www.chandlerfoundation.org/news-and-insights/leading-philanthropy-emerging-trends-and-the-future-of-giving)
*
* [The Future Of Giving: Trends Shaping Next-Gen Philanthropy (forbes.com)Links to an external site.](https://www.forbes.com/sites/forbesnonprofitcouncil/2021/12/27/the-future-of-giving-trends-shaping-next-gen-philanthropy/?sh=51a163de1b88)
* [What can we learn from the latest International Giving trends? (candid.org)Links to an external site.](https://blog.candid.org/post/what-we-can-learn-from-the-latest-international-giving-trends/)
* [Ten trends for Philanthropy in 2022 | UBS GlobalLinks to an external site.](https://www.ubs.com/global/en/ubs-society/philanthropy/blog/2022/ten-trends-for-philanthropy-in-2022.html)
* [Venture Philanthropy: Combining Capital and Compassion – Equity Report](https://equity.report/venture-philanthropy-combining-capital-and-compassion/)
* [Social Impact Venture Capital Examples](https://better.net/chicago/philanthropy/the-best-venture-philanthropy-nonprofits-foundations/)
 |
| ***Week 13*** | Module 13:Nonprofit Sustainability andCivil Society | Overview and MaterialsLecture Case Study #10, Select scenario from Community LinkCourse Project Activity (1.8) Quiz 11: Wolf 11  | * Wolf 10: Leadership and Sustainability
* Wolf 11: Making Things Better
 |
| ***Week 14*** | Module 14:The Role ofTechnology | Overview and MaterialsDiscussion Community #5 | [Can Technology Transform the Nonprofit Sector? | Yale Insights](https://insights.som.yale.edu/insights/can-technology-transform-the-nonprofit-sector) |
| ***Week 15*** | ***Volunteer Observation*** ***Study guide review*** | Recap on major course themesVolunteer Observation | *Canvas Project Assignment**Study guide for review* |
| ***Week 16*** | ***Final*** | Final exam *online* | *Online* |

# **Course Policies**

### **Assignment Policy**

Please see the Canvas course module for all information regarding official due dates are for each assignment, assignment instructions, the file type assignments should be saved as (e.g., .DOC or .RTF), where/how files should be submitted (i.e. Assignment drop box). I will use Turnitin or similar software for assignment submission. The University is committed to providing a reliable online course system to all users. In the event of any unexpected UNT server outage or any UNT unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

### **Examination Policy**

Tests and quizzes are closed book. If you lose Internet connection during an exam, please contact helpdesk@unt.edu or 940.565.2324 and get a ticket number and email me immediately notifying me of the situation. There are no make-ups for the midterm or final exam.

**Instructor Responsibilities and Feedback**

Instructors or TA will provide office hours for assistance students are encouraged to attend. Students can anticipate a response regarding emails, discussion board posts (if applicable), feedback for assignment feedback and grades within 48-72 hours of the due date. The instructor or TA will post feedback and comments via Canvas or Canvas email.

**Late Work**

Late assignments will not be accepted unless otherwise noted by the instructor. In general, I do not accept late work, but if you discuss your situation, I may accept your work. I will follow this policy below. **Time management is critical for your development.** This is not just a statement on a syllabus. I will not accept late work. However, if a doctor’s note or other reason aligns with those accepted by the Dean of Students, we can discuss an accommodation below.

*Make-up policy*: Students who miss an exam will be allowed to take a make-up only in cases of university-approved absence or one approved in advance by the instructor.

*Late assignments accommodation*:

* Late work is not accepted for the midterm or final exam
* If you turn in the assignment **AFTER** the due date, I will automatically deduct **20% off** your grade for that assignment.
* All late work for the first half of the semester is due on or before midnight on the date the midterm is due. Late work from the first half of the semester submitted after this date will be a **zero**.
* All late work for the second half of the semester is due on or before midnight on date the final is due. Late work from the second half of the semester submitted after this date will be a zero.

*Extra credit*: There are no opportunities for extra credit in this course unless otherwise determined by the instructor.

Attendance Policy
This is an online course. You are expected to keep pace with each module and submit assignments on time.

Syllabus Change PolicyI reserve the right to make any necessary changes the syllabus, points, course information, and due dates, and other matters as appropriate.

### **Student Support Services**

* [Registrar](file:///C%3A/Users/jdl0126/AppData/Local/Temp/OneNote/16.0/NT/0/Registrar)
* [Financial Aid](https://financialaid.unt.edu/)
* [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services)
* [Career Center](https://studentaffairs.unt.edu/career-center)
* [Multicultural Center](https://edo.unt.edu/multicultural-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)
* [Student Affairs Care Team](https://studentaffairs.unt.edu/care)
* [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center)
* [Pride Alliance](https://edo.unt.edu/pridealliance)

### **Academic Support Services**

* [Academic Resource Center](https://clear.unt.edu/canvas/student-resources)
* [Academic Success Center](https://success.unt.edu/asc)
* [UNT Libraries](https://library.unt.edu/)
* [Writing Lab](http://writingcenter.unt.edu/)

## **Course Evaluation**

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. SPOT evaluations are usually become available 2-3 weeks prior to the end of the semester.

## UNT Policies

### Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

### ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](https://disability.unt.edu/).

### Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

### Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

### Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### Acceptable Student Behavior

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) to learn more.

### Access to Information - Eagle Connect

Students’ access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu/). All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect).

### Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](file:///C%3A/Users/jdl0126/AppData/Local/Temp/OneNote/16.0/NT/0/no-reply%40iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) or email [spot@unt.edu](file:///C%3A/Users/jdl0126/AppData/Local/Temp/OneNote/16.0/NT/0/spot%40unt.edu).

### Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](file:///C%3A/Users/jdl0126/AppData/Local/Temp/OneNote/16.0/NT/0/SurvivorAdvocate%40unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](file:///C%3A/Users/jdl0126/AppData/Local/Temp/OneNote/16.0/NT/0/oeo%40unt.edu) or at (940) 565 2759.

### Important Notice for F-1 Students taking Distance Education Courses

**Federal Regulation**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

**University of North Texas Compliance**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

### Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002).

### Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

* The work is used only once.
* The work is not used in its entirety.
* Use of the work does not affect any potential profits from the work.
* The student is not identified.
* The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Download the UNT System Permission, Waiver and Release Form

**Transmission and Recording of Student Images in Electronically-Delivered Courses**

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

## Academic Support & Student Services

### Student Support Services

#### Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

* [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)
* [UNT Care Team](https://studentaffairs.unt.edu/care)
* [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
* [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

#### Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

* [UNT Records](https://registrar.unt.edu/transcripts-and-records/update-your-personal-information)
* [UNT ID Card](https://sfs.unt.edu/idcards)
* [UNT Email Address](https://sso.unt.edu/idp/profile/SAML2/Redirect/SSO;jsessionid=E4DCA43DF85E3B74B3E496CAB99D8FC6?execution=e1s1)
* [Legal Name](https://studentaffairs.unt.edu/student-legal-services)

*\*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

#### Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns.

You can [add your pronouns to your Canvas account](https://community.canvaslms.com/docs/DOC-18406-42121184808) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

* [What are pronouns and why are they important?](https://www.mypronouns.org/what-and-why)
* [How do I use pronouns?](https://www.mypronouns.org/how)
* [How do I share my pronouns?](https://www.mypronouns.org/sharing)
* [How do I ask for another person’s pronouns?](https://www.mypronouns.org/asking)
* [How do I correct myself or others when the wrong pronoun is used?](https://www.mypronouns.org/mistakes)

#### Additional Student Support Services

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* [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services)
* [Career Center](https://studentaffairs.unt.edu/career-center)
* [Multicultural Center](https://edo.unt.edu/multicultural-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)
* [Pride Alliance](https://edo.unt.edu/pridealliance)
* [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry)

### Academic Support Services

* [Academic Resource Center](https://clear.unt.edu/canvas/student-resources)
* [Academic Success Center](https://success.unt.edu/asc)
* [UNT Libraries](https://library.unt.edu/)
* [Writing Lab](http://writingcenter.unt.edu/)