PADM 4240: Volunteer Management & Concepts
Online

Instructor: Laura M. Keyes, Ph.D., AICP
Where/When: Online Internet Course
Modality: Online

Instructor Contact
Name: Laura M. Keyes, Ph.D., AICP
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Welcome to UNT!
As members of the UNT community, we have all committed to being 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, or retaliation. UNT’s full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

Course Description
Volunteers are the lifeblood of nonprofit organizations, and this is increasingly true of public organizations as well. Individuals who give of their time and talents to help organizations achieve their missions are extremely valuable human resources. It is important, therefore, that nonprofit personnel are aware of how to utilize these individuals best to achieve important organizational objectives. Volunteer administration requires coordination and management of the processes of the development of volunteer roles and responsibilities within the organization along with recruitment, retention, and recognition. Additionally, the ability to cultivate participation among residents of the community is an important part of ensuring a thriving democracy.

This course is online with a corresponding Canvas course shell for readings, materials, homework assignments, quizzes, and exams. Students will use Packback for some homework assignments. The Packback link is available in the Canvas course. The first Packback assignment is available in Module 2, week 2.
Course Diversity and Inclusion Statement

The Department of Public Administration believes in the fundamental principles of life, liberty, equality, equity, and in doing good to all people as we serve our students and the public interest.

- We believe in the importance of diversity and inclusion
- We believe in fairness and equity for all faculty and students in and out of class
- We believe in mutual respect and civility for all students and faculty
- We believe that faculty and students have a right to a redress of grievances
- We believe that students and faculty should be actively engaged in good works

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Course Objectives

The learning objectives for the course are as follows:

In relation to volunteer programs. Students will be able to...

- Articulate the components of effective volunteer management and effective programs.
- Understand the creation and the role of a vision and mission for volunteer programs.
- Describe the motivations for and design recruitment materials for volunteering pursuits.
- Recognize a method of evaluating individual volunteers and the overall program.

In relation to volunteer management. Students will be able to...

- Analyze the needs for and the components of an effective on-boarding/training process.
- Lay out and effectively handle the issues that come with staff-volunteer relationships.
- Recall professional volunteer management organizations and their ethics statements.
- Evaluate academic readings on volunteer management and determine unique management requirements of special supervisory situations (ex. cyber volunteers)

In relation to the service-learning project. Students will be able to...

- Engage in various aspects of cultural competency relative to the service-learning project.
- Apply cultural knowledge and cultural competency skills to the project
- Demonstrate their understanding of community issues and needs
• Refine and apply course concepts and skills through work on a service-learning project that improves an aspect of volunteer management for a local nonprofit organization.

**Required Reading Materials**

- In addition to this text, there are a number of required readings listed and available via Canvas to support the Packback Career Talk assignments.
- Accessible versions of course material are available upon request.

**Course Writing:**

All writing must utilize the American Psychological Association (APA) Style Guidelines. An excellent resource on APA guidelines is found here: Purdue OWL®-Purdue OWL®-Purdue University. Acceptable 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.

The use of generative AI in this course is allowed, provided you properly cite and use the AI-generated content responsibly. While it is not a requirement, AI can serve as a valuable tool to support your learning experience. You may choose to use generative AI to gain insights, receive feedback, or generate ideas, but always remember to give credit where it is due and ensure your work reflects your originality.

According to UNT Policy 06.003 on Academic Integrity | Office of the Provost (unt.edu), 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 a range of 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.

GRADES/COURSE REQUIREMENTS

Final grades for the course will be assigned according to the points earned throughout the semester (see below) and will NOT be rounded. Final grades for the course will be determined by the following:

Packback Service Learning and Career Oriented Discussion Boards – 10@ 20 points each - 200
Course Projects- 8@30 points each - 240
Assessments – 11@ 10 Points - 110
Volunteer Management Field Observation (requires 12 hours of in person or virtual volunteering) - 100 points
Volunteer Management Field Observation Presentation – 50 Points
Exams - 200 points
Maximum Number of Points Possible - 900

Course Grading
Include the grading scale (A-F) along with the point totals/percentages you will use to calculate the final grade. For example:
A = 100-90%
B = 89-80%
C = 70-70%
D = 69-64%
F = below 64%
All assignments, including Packback 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 Examinations

The course will include two exams – the midterm and the final. The midterm exam will be designed to cover any of the material discussed in class to that point and the final exam will be based on the material covered during the post-midterm period (no comprehensive exams). The exams may include any and all of the material covered in the course during a given period. Both exams will be closed-book and closed-notes. The questions may consist of a combination of multiple choice, short answers or essays. Both the midterm and final exam are online via Canvas. Students are encouraged to diligently prepare for the exam through adequate note-taking, regular course attendance and participation in class discussions.

Course Modules

Packback Career Talks

Each Packback Career Talk tab in Canvas includes either videos or additional reading material to help inspire student question development and to focus our discussions each week around the module topic on volunteer management. A Packback link provided in your Canvas Course Shell. Questions and posts should relate to the assigned reading in the respective Packback tab and the reading assigned for the module. There are a total of 10 Packback Discussions. Each is worth 20 points. All Packback assignments including the student question post and the 2 peer responses are due by Fridays 11:59 PM.

Assessments

There are 11 reading assessments. These quizzes are intended to test the student’s mastery of the material covered thus far in the semester. Also, these quizzes will help the student prepare for the midterm and final exam. Students will have 1 attempt to take the quiz. Quizzes will help the student prepare for the type of questions/format that will be found in the midterm and final exams. Quizzes are each worth 10 points each.

Volunteer Management Field Observation

Students are expected to do 12 hours of volunteer work in a nonprofit organization. The volunteer experience may be virtual or face to face for a nonprofit of the student’s selection. Students will self-identify their experience and inform the instructor of their selection. Students will submit a reflective essay on their volunteer experience illustrating their understanding of the volunteer management concepts from this course. There are many different types of volunteer experiences available on Voly.org https://www.voly.org/causes/all-urgent-needs.html. You can also find experiences for different organizations. Also, the UNT Center for Leadership and Service posts volunteer opportunities. https://studentaffairs.unt.edu/center-for-leadership-and-service. The main purpose is to get at least one experience with a nonprofit
so you can explore the nonprofit through the lens of a volunteer. There is no pressure and I am very flexible on this assignment.

In Module 15, students will upload a short video presentation sharing information about the volunteer experience and present one question to inspire discussion about your presentation information. Each student will respond to the posts of 2 peers.

**Course Project Assignments (Associated with Journey to Dream)**
There are 8 course project deliverables (each worth 30 points) associated with the service learning project with Journey to Dream. These are incorporated into the respective Canvas modules as a course project assignment.

1. Website analysis and strategy – visit J to dream website as a potential volunteer and identify 5 strengths and 5 weakness for every weakness you need to propose a solution. For every strength identify key aspects of website feature – Week 2
2. Volunteer Database Analysis and Recommendations – Week 3 and Week 4
3. Analysis of positions and recruitment strategies – table of information, Week 5 and Week 6
4. Recognition strategies - Table of positions, connection between motivations and recognition events and opportunities and strategies to incorporate recognition into organizational operations – Week 7
5. Org chart with responsibilities under each position – hierarchy chart with each organizational position and each volunteer position. Identify potential hierarchy for volunteer leads for certain roles. Week 9 and Week 10
6. Development of at least one detailed job description for one Journey to Dream volunteer role – Week 11.
7. Risk management strategy – Table with positions, risks, and mitigation strategies -Week 12
8. Social media posts – create a social media post for a specific Journey to dream fundraising event – Instagram, 15 hashtags that support community engagement, Gala and women’s event, Women’s event – Week 14 and Week 15

**Background on Journey to Dream:**

Journey to Dream is a nonprofit located in Denton County, Texas, that provides comprehensive support and services to teens facing challenging situations. It does this by offering teens shelter, support services, counseling, and school prevention programs.

Volunteers are an important part of Journey to Dream’s program service delivery. They are needed to assist in many different areas to support the individual residents of Kyle’s Place and the school events and program services. Other daily tasks, as well as volunteer drivers, are listed on the volunteer page of the Journey to Dream website.

**Challenge:** Journey to Dream faces various challenges with volunteer recruitment and retention.
• The current volunteer database lists approximately 493 volunteers, but only 20 are consistently reoccurring volunteers.
• The active volunteers have not returned post-COVID; new volunteer applicants are not completing the entire process to become active volunteers in the organization.
• The organization has a new full-time volunteer manager (Community Engagement Coordinator) and is developing a structure for organizing the volunteer opportunities.
• All volunteers must attend orientation first and then have a background check. There is typically a wait time gap between orientation and volunteer placement.
• While volunteer opportunities are listed on the website, Journey to Dream has been emailing their database of contacts their needs and then waiting on potential volunteers to respond. This communication process may influence the time gap between orientation and placing the volunteer in an open volunteer position.
• Communication is an issue in organizing emails to share information about different opportunities and the time gap to do a background check and get an individual volunteer placed. This is a challenge from orientation to placing a volunteer in their position. (Is the way they are communicating effective in communication, how to track the response to the email blast asking for assistance).
• The database includes approximately 493 names of individuals affiliated with Journey to Dream from previous or potential volunteer opportunities, but the organization does not use it efficiently on a day to day basis. This is including board members.
• There are logistics and time delays associated with the background checks, drug checks, and training for various volunteers, especially for volunteers wishing to work at Kyle’s Place.
• Volunteering at Kyle’s Place (shelter) requires approximately 6 hours of training to maintain state requirements.
• A Kyle’s Place shelter volunteer currently must invest in the background and clearance process including a TB test. There is also training for Kyle’s place. Other volunteer positions require a financial investment for a background check. Volunteers currently do not complain about this financial investment as a barrier to participating but new Kyle’s Place shelter volunteers are not completing the process to become active volunteers (potential to post costs, locations, etc., expectations). The perception of what individuals are going to do at Kyle’s Place is different from the reality.
• The training creates a time delay to volunteer placement
• Limited 6 hours training may not be enough to appropriately prepare a volunteer to be successful in their service to the residents of Kyle’s Place.

Strategic Plan Key Priorities for Volunteer Management:

• Functioning Volunteer Recruitment and Training Programs
• Sustaining and increasing an active volunteer database:
  o Since Covid it has been hard for the organization to get individuals back out to volunteer. They used to have volunteers in the shelter weekly. This has substantially decreased.
• Efficient, thriving community advocate program
  o Need to build community awareness about Journey to Dream’s mission and impact. They hope to recruit individuals to serve as ambassadors to both the residents (those served) and the community. For instance, currently there are 19 children in the shelter. It is important to celebrate their birthdays. There is a desire to set up a network to
celebrate the birthdays of the kids in the shelter. Additionally, volunteers could table at community events and build relationships with other community organizations and businesses to build brand awareness.

- They have current volunteers who have the capacity to lead teams of volunteers and tap into their own networks to increase connections and strengthen relationships between Journey to Dream and leaders in the community

**Journey to Dreams Goals for the year to achieve key priorities:**

- Identify volunteer leadership and develop a staff plan
- Efficient Data Management system – Donor-perfect
- Establish volunteer recognition event
- Develop strong community advocacy plan
- Establish efficient volunteer communication
- Establish long-term and short-term volunteer opportunities
- Establish volunteer events calendar on website

Overview of current volunteer positions we may focus on in this course (there is also volunteer driver, fundraising committee, and other miscellaneous, we are going to only focus on 1 or all of these below).

**Kyle’s Place:**

- Basic overview of responsibilities: Volunteers interact directly with the residents after school. During their shift, volunteers can bake, play games, help with homework, hang out, etc. during their shift.
- This used to be 3-4 volunteers weekly pre-Covid
- The shelter is down to zero consistent volunteers to provide support to the teen residents
- This is the least sustainable of all volunteer opportunities because of the requirements:
  - Background check
  - 6 hours of upfront training
  - Ask for $20 donation for the drug test
  - Clinical director may require more training, may not be doing a good job of training upfront which could cause some fear to continue to participate
  - Need to have a TB test and other tests
  - After a volunteer is cleared the scheduling is tricky, they had used google calendar in the past, currently no volunteers to coordinate scheduling but need to think ahead on how to post available and committed slots.
  - Handful of volunteers have completed requirements and then they wait, they don’t get placed right away. They are intimidated because they don’t know what to do when they get there.
  - A healthy pool of volunteers - 10
  - Currently all Kyle’s Place volunteers provide support to the life skills program. Life Skills volunteers prepare and lead an activity based on an identified life skill to teens on Thursday afternoons.

**School programs/groups/Events**

**Basic Overview of Responsibilities:**
School program volunteers: are currently not on-site at a school. Volunteers make art therapy packets to support the counseling sessions led by the therapist at the school. Journey to Dream refers to the art packets as Peace Packs. This activity is performed in your own home or may be held at the Journey to Dream offices. Journey to Dream provides volunteers with the content and directions on how to assemble the Peace Packs. This is perfect for individuals or large groups.

Fundraising Event volunteer: Every year, Journey to Dream organizes a few key fundraising events. These help to create and facilitate a feeling of community for the organization with fun, engaging events for donors, as well as provide us with much-needed financial resources to support our programming.

Currently, they have an annual golf tournament in April, an annual gala in June, an annual casino night in the fall, and are re-introducing an annual women’s luncheon, date TBD. We always need volunteers on the planning committees for these events (doing various tasks including silent auction, food and beverage, décor, advertising and signage) as well as day-of volunteers to help register participants, setup, tear down, etc.

Community Engagement Ambassador volunteer: This is a new volunteer role we hope to develop soon. We have realized that the volunteers who become heavily involved naturally tend to become ambassadors for our organization by bringing their friends and family into the fold and telling everyone they know about what they are doing. We would like to channel that energy and give them an official title and job description so that they can be intentional about sharing the message of Journey to Dream’s mission and activities with their social network and the surrounding community. We have a lot of churches and community groups we would like to engage but find staff does not have enough time to do so. This would help grow our network and we anticipate a snowball effect of resources and engagement.

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assigned Readings</th>
<th>Module Components and Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Welcome and Introduction /The Necessity for Volunteer Administration 8/30 9/1</td>
<td>Syllabus</td>
<td>Module 1 In Class</td>
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<td>- Self introductions; previous nonprofit and volunteer experiences</td>
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<td>- Review of syllabus and service learning project</td>
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<td>- Review of Packback software and assignments</td>
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<td>Assessment – Syllabus Quiz</td>
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<td>2</td>
<td>Introduction to volunteer involvement 9/6 9/8</td>
<td>• Chapter 1 – McCurley &amp;Lynch Introduction and Chapter 1 – Ellis, Why Volunteers?</td>
<td>Module 2 In Class</td>
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<td>- Lecture on reading concepts</td>
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<td>- JtD volunteer orientation, Jessica Pool 9/6</td>
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<td>- Journey to Dream Case Study - Who is the JtD target population being served</td>
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<td>- Journey to Dream Orientation – Volunteer orientation introduction</td>
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<td>Assignment/Deliverable</td>
<td>Description</td>
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| **Week 3**             | **The Professionalization of Volunteer Administration** 9/13 9/15  
| 3                      | Considerations in Planning Eills  
| 2 readings on Canvas   | Module 3  
| In Class               | - Lecture on reading concepts  
|                        | - Review of website analysis findings  
|                        | - Journey to Dream Case Study – Who volunteers?  
| 3                      | Packback Career Talk – see article posted in Canvas  
| 4                      | Assignment/Deliverable 2 – JtD Volunteer Database Analysis Part 1, see Canvas for assignment details and rubric (2 week assignment, due 9/23)  
| 4                      | Assessment |
|                        | **Elements of an Effective Volunteer Program** 9/20 9/22  
| 4                      | Preparing for Diversity reading (handout posted on Canvas)  
| • Chapter 2 – McCurley & Lynch  
| • Chapter 3 – McCurley & Lynch  
| Ellis Chapter 3 Budgeting and Allocating Resources | Module 4  
| In Class               | - Lecture on reading concepts  
|                        | - Case study – JtD What are volunteer needs and goals of the volunteer program?  
| Assignment/Deliverable | Packback Discussion Board – Creating a culturally competent volunteer program – preparing for diversity and inclusion – Post and resposnes due 9/21  
| 5                      | Assignment/Deliverable 2 – Part 2 from Week 3, complete data analysis and summary recommendations, See canvas for assignment details and rubric, due/23  
|                        | Assessment |
| **Week 4**             | **Understanding Volunteer Motivations and Effective Volunteer Recruitment** 9/27  
| 5                      | • Chapter 4 – McCurley and Lynch  
| • Chapter 5 – McCurley and Lynch | Module 5:  
| In class               | - Lecture on reading concepts  
|                        | - Case Study – JtD Volunteer roles and opportunities  
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment/Deliverable 3 – Table of positions, motivations, recruitment strategies,</th>
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<td>Assessment</td>
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**Module 6:**
- Lecture on reading concepts
- Case Study – JtD finding the right fit for volunteers


**Assignment/Deliverable 3 – Continued from week 5 part 2**

**Assessment**
- Report location for volunteer activity

**Module 7**
- Lecture on reading concepts
- Case Study - JtD Current recognition strategies


**Assignment/Deliverable 4 – Table of positions and recognition strategies**

**Assessment**

<table>
<thead>
<tr>
<th>Date</th>
<th>See Canvas for readings</th>
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<tr>
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<td>Module 8</td>
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<td>In Class</td>
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<td></td>
<td>- Lecture on reading concepts</td>
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<td>- Case study – JtD ethical issue</td>
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Midterm – Available...October 18th at 5:00 PM through October 20th at 11:59 PM. The exam is 2 hours.
| 9 | Supporting and Supervising Volunteers | • Chapter 8 – McCurley & Lynch  
• Chapter 10 – McCurley & Lynch  
Ellis Ch 4  
Staffing Volunteer Involvement  
Canvas reading – Ward and Greene (2018) |
| Module 9 –  
In class  
- Lecture on reading concepts  
- Case Study – JtD current supervision experiences |
Too much of a good thing? The emotional challenges of managing affectively committed volunteers. *Nonprofit and Voluntary Sector Quarterly*, 47(6), 1155-1177.  
Assignment/Deliverable 5 - Develop volunteer org chart with responsibilities under each position and include all columns for student to complete. This could be the org chart for both the organization and how to structure a volunteer led org chart if they could delegate some of the roles to long term volunteers that would then build up pools for those areas. Provide rationale for placement of volunteer leads and positions. |
| 10 | Special Issues in Volunteer Management: Difficult Volunteers, Handling Conflict | Chapter 5 – Ellis  
(Understanding the Volunteer-Employee Relationship)  
Review the concepts about conflict on these pages:  
http://www.cios.org/encyclopedia/conflict/Dvariables9_style.htm  
http://www.cios.org/encyclopedia/conflict/Asignificance1_dailylife.htm  
https://web.mit.edu/colla |
| Module 10 | In class  
- Lecture on reading concepts  
- Case Study – JtD specific supervision issue or opportunity |
| | | Packback discussion board  
https://engagejournal.org/Shut_Down_Volunteer_Conflict  
Continue - assignment/Deliverable 5 - Develop volunteer org chart with responsibilities under each position and include all columns for student to complete |
<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Assigned Reading</th>
<th>In Class</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>12</td>
<td>Risk Management</td>
<td>• Chapter 14 – McCurley &amp; Lynch Chapter 9 – Ellis (Risk, Liability, and Other Legal Issues)</td>
<td>Module 12 In Class - Lecture on reading concepts - Case Study – JtD issue for prevention</td>
<td>Assignment/Deliverable 7 - Risk management strategy – Table with positions, risks, and mitigation strategies</td>
</tr>
<tr>
<td>13</td>
<td>Evaluating Volunteer Programs</td>
<td>• Chapter 15 – McCurley &amp; Lynch • Chapter 10 – Ellis (Evaluating the Impact of Volunteers) Chapter 11 Ellis the Financial</td>
<td>Module 13: In Class - Lecture on reading concepts - Logic model review</td>
<td>Assignment in class – Logic model on JtD program Volunteer Observation Reflection assigned, due 12/2. This is on your 12 hours of volunteering required for this course.</td>
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<tr>
<td>Chapter</td>
<td>Module Title</td>
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| 14      | **Being an Advocate for Volunteer Management and Resource Allocation** | 11/29
12/1 - 
- Chapter 15 and 16 – McCurley & Lynch (Enhancing the Status of the Volunteer Program)
- Chapter 18 – McCurley & Lynch (Some Final Suggestions)
Chp 7 Ellis – Taping into the full spectrum of resources
- Module 14
  - In class Lecture on reading concepts
  - Assignment/Deliverable 8 - Assignment - create a social media post for a specific Journey to dream fundraising event – Instagram, 15 hashtags that support community engagement, Gala and women’s event, Women’s event |
| 15      | **Volunteer Enhancement Project**   | 12/6
12/8 - 
- Volunteer Location Observation Reflection – by class on 12/2
- Volunteer Observation Presentation and Peer Response Posts
- Complete Assignment/Deliverable 8 - create a social media post for a specific Journey to dream fundraising event – Instagram, 15 hashtags that support community engagement, Gala and women’s event, Women’s event |
| 16      | **Final Exam**                      | 12/10-12/16
12/13
12/15 - 
- Final Exam (online)
- Final exam will open on 12/13 and close by 11:59 on 11/15. |

**COURSE POLICIES AND PROCEDURES**

**Policies and Procedures**

**General expectations:** I expect students to attend all course sessions: complete required readings prior to class time, participate in class discussions and case studies, and complete the written assignments, mid-term and final examinations.
Attendance Policy

Students are allowed 2 unexcused absences. Ten points will be deducted from overall grade for each unexcused absence after this point. Only students with a university or instructor excused absences may make up an exam. Examples of University excused absences include those necessitated by University sponsored events, military orders, or an illness which results in some form of visit to a medical doctor. Such absences require written documentation, etc. (i.e., medical doctor notes, military orders, etc.) and must be submitted within one week of the student’s return to participation. The instructor may also excuse a student on a case-by-case basis.

Assignment Policy

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any 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.

Late Work
Late assignments will not be accepted unless otherwise noted by 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 there is a doctor’s note or other reason that 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 before the opening of the Midterm. 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 the opening of the final. Late work from the second half of the semester submitted after this date will be a zero.
• **This situation should be rare.**

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

*Problems, Questions, Concerns:* I strongly encourage you to talk to me if you are having problems with the course or if you have other concerns. The best way to reach me outside of class is by e-mail via CANVAS email.

*Examinations:* Students must take examinations when they are given to the class; makeup exams will be scheduled only for extraordinary circumstances. No one can be excused from an exam without notifying the instructor prior to the scheduled exam. **If you miss an exam, I will assume that you have chosen to receive a "0" for your grade on that exam. The final exam is mandatory; no one will receive a passing grade without having taken it.** The final exam will not be returned to students but may be reviewed by the student after the instructor has submitted final grades.

*Withdrawals:* Students have the right to withdraw from courses. I urge you to maintain your commitment to this course, however, if you decide to withdraw, please see the instructor and review the academic calendar to observe UNT’s withdraw dates.

*Syllabus Change Policy*
I reserve the right to make changes to the syllabus, course information, due dates.

**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. [Insert specific sanction or academic penalty for specific academic integrity violation.]

**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. 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) 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.

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 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 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://studentaffairs.unt.edu/)
- [UNT ID Card](https://studentaffairs.unt.edu/)
- [UNT Email Address](https://studentaffairs.unt.edu/)

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• Legal Name

*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 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?
- How do I use pronouns?
- How do I share my pronouns?
- How do I ask for another person’s pronouns?
- How do I correct myself or others when the wrong pronoun is used?

Additional Student Support Services

- Registrar (https://registrar.unt.edu/registration)
- 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)
- 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/)