PADM 3010 Foundations in Philanthropy and Nonprofits

Fall 2020

Please attend only on the assigned day for your section.

Section 001, Tuesday from 2:00-3:30 PM, Chilton Hall 270
Section 002, Thursday from 2:00-3:30 PM, Chilton Hall 270

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: Office Hours: By appointment only for ZOOM; Tuesday and Thursday 10:00AM-12:00PM please make an appointment during this time. Please wear a mask to this meeting.

Email: Laura.Keyes@unt.edu

Communication Expectations:

The primary tool of communication for this course is through the Canvas course portal. You should send personal concerns or questions to me 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. It is my intention to post grades within 7 days of completing the assignment, quiz or test. Please visit this site for online communication tips at https://clear.unt.edu/online-communication-tips.

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.

Netiquette

Netiquette, or online etiquette, refers to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:
- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 point font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or ☺.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.

- Be careful with personal information (both yours and other's).
- Do not send confidential information via e-mail

For more information on Netiquette Guidelines:
http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Course Description

PADM 3010 explores the historical perspectives, concepts, activities, and innovations around the nonprofit sector and philanthropy. This course applies to students that are pursuing the Nonprofit Leadership Studies major or minor and are interested in pursuing a career in the nonprofit or public sector. Students will come to know 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 the state of Texas, the second largest number in the nation behind California. Nonprofits contributed $27 billion to the Dallas-Fort Worth regional economy and the employed approximately 103,000 individuals in 2012. Nonprofits play a broad role in the community in the areas of hospitals, education, civil rights, professional associations, museums, arts, etc. They provide leadership in the sectors of 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 is a major category of the nonprofit budget. From a historical lens, religiously influenced cultures provide a backdrop for understanding the tenets for charitable giving and an obligation to serve. A crisis of conscious in the United States led to a growing interest of the wealthy to identify charitable causes. The 1920's ushered in the great family foundations (i.e. the Carnegies, the Rockefellers and the Fords), and major business funding that continue 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 a partial remote learning course with a required face to face in class component and asynchronous Canvas module component. Students in the course are split into 2 sections. Please only attend on your assigned section day:

Section 001, Tuesday from 2:00-3:30 PM, Chilton Hall 270
Section 002, Thursday from 2:00-3:30 PM, Chilton Hall 270

Starting Thanksgiving Day we will move to remote only learning and Canvas. **Section 001 will meet during our normal class time on Tuesday 11/24/2020 from 2:00-3:30 PM.** After Thanksgiving, you will need access to a computer, wifi, and webcam so you can participation in our remaining class meeting. The remaining class periods will be live via ZOOM.

Class Materials for Remote Instruction
The UNT fall schedule requires this course to have fully remote instruction beginning November 28th. Additional remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a

All work with citations should use proper APA format style (see Perdue Owl online or the UNT Writing Lab for assistance with APA citation style). Where applicable, work should be completed with 12-point, standard font, and double-spaced. On Mondays, students will participate in a lecture, discussion, and/or group sharing on key concepts, processes, and tips of nonprofits and philanthropy. On Wednesdays, students will work directly in the computer lab on Course Project Activities associated with the Course Project Paper.

"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 is a violation of 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 need to participate weekly in the course and complete the assignments according to the schedule. Each step builds on to the next step and it is the student's responsibility to 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
• Distinguish between the role of nonprofits and the market
• 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
• Understand the role of organizational mission and the concept of governance in democratic society
• Describe concepts and theories associated with philanthropy and the nonprofit sector
• Apply your understanding of the fundamentals of philanthropy, charitable giving and nonprofit management to a course project.
• Strengthen critical skills in analytical thinking, writing, and public speaking.

Reading Materials
• Wolf, T. (2012). *Managing a Nonprofit Organization: Updated Twenty-First-Century Edition*. Simon and Schuster.

- Broad, G. (2016). *More than just food: Food justice and community change* (Vol. 60). Univ of California Press. Available in the UNT Library e-books.
- Other supplemental readings as provided by instructor via Canvas

Course Writing:

All writing must utilize the American Psychological Association (APA) Style Guidelines. A good resource on APA guidelines is found here: http://owl.english.purdue.edu/owl/resource/560/01/. Where applicable, work should be completed with 12-point, standard font, and double-spaced.

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

Each week students will work through a module. Modules open on Saturdays so you can read the material prior to our weekly class sessions. Some modules are designed to take longer than a week to complete. Check Canvas for due dates. In general, the schedule of due dates will typically be 1) Critical Thinking Assignments, Philanthropy News Assignments, and any other activity discussions are due on Wednesdays by the start of class, and 3) Quizzes are due on Fridays. Each Activity and Practice is due the following Sunday. 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. Below is a description of each:

Activity Discussions

We will engage in three different types of Activity Discussion Boards in our class. These are outlined below and identified on the syllabus. Each student is responsible for their in class answer (sometimes

these are posted as a group response.) All students are required to respond to one peer student's post. Each post should include a direct reference to the course reading (cited APA style).

1. *General Activity Discussion Boards* – Students will respond to a discussion question posted by the instructor.

2. *Critical Thinking Assignment* – Following the assigned reading (More than Just Food, Garrett Broad), students will complete a *Critical Thinking Assignment* for **8** of the modules. The objective of this assignment is to help the student better consider and understand a key concept or component of the reading. Each assignment will be composed of four parts: (1) According to the author, (2) In your own words, (3) For example, and (4) Illustrate with a graphic analogy. This assignment is short-answer style; however, answers should demonstrate the student's thorough examination of the subject matter. Students are encouraged, and at times may be required, to bring a copy of all, or some, of the assignment to class to share. Critical Thinking Assignments are available in Canvas.

3. *Philanthropy News* – There are a total of 3 Philanthropy News assignments. You should stay current on news on philanthropy and the nonprofit sector. There are sources provided below. Your summary should have 2 paragraphs, and can be presented in essay. The first paragraph should summarize the article. The second paragraph should connect the issue in the article to your readings. You should provide at least 1 direct reference to the reading (any required reading for the course is acceptable). Be sure to properly cite both the news article and the reading with APA. We will share our work in class and incorporate it into the discussion. Each Philanthropy News is due on a Wednesday before the start of class. Students will share findings in class. Each is work 20 points.

   Philanthropy News Sources:
   - *https://www.conversationsonphilanthropy.org – found through UNT Library e-journals*
   - *Stanford Social Innovation Review - https://ssir.org*
   - New York Times https://www.nytimes.com/topic/subject/philanthropy
   - The Entrepreneur https://www.entrepreneur.com/topic/philanthropy
   - An article shared on our Nonprofit Leadership twitter account, @np_unt

Course Project Activity and Practice Assignments – 8 Modules include a Course Project Activity. The Course Project Activity is mostly designed to help you complete your overall Course Project (see below) by guiding research, deepening understanding, and providing valuable feedback in incremental contributions. Course Project Activities are available in Canvas with submission directions provided in the Module section. This activity is set up as a discussion board so your peers can review and learn from your work and the items you find. From time to time, you may be asked to find an item related to the module topic in the news, interview, journal, book, video, etc.

Course Project – The course project is designed to introduce students to a basic understanding of the framework, goals and operations of a nonprofit. The Course Project will also introduce students to the concept of philanthropy through the work of foundations or charitable trusts. The project is comprised of two parts:
- In the first part of the project, students will select a nonprofit (from a provided list) to research the organization's background, mission, finances, and donor portfolio. The student will select a specific service of the nonprofit as the basis for seeking foundation financial support (2nd part of project).

- In the second part of the project, students will receive a brief tutorial on the Foundation Center Software and will locate a foundation with a similar mission for giving as the nonprofit the student selected. Students will research its background, governance, connection, and influences.

Individual Students will prepare a 6 page report detailing their findings. Paired Groups will prepare a 10 page report. Page count does not include the list of references or the title page, and an abstract page is not needed. All reports should be completed with 12-point, standard font, and double spaced. All work should be cited with APA format style.

It is strongly suggested that students use their previous "Course Project Activities" to help form the final report. The Course Project Activities are given on Thursdays in the lab, and are designed to follow the Course Project's Outline (See Canvas). This time is available for research, collaboration, and creation of your rough draft in a step-by-step process over the course of this semester. A final copy will be turned in via Canvas during Module 14/15. Students are also required to submit their final report on their e-portfolio page. A link will be provided.

In addition, each student or pair will prepare a 5-7 minute presentation (PowerPoint) highlighting the findings in their report to be presented to the class during Module 15. The Course Project and Final Power Point slide is worth 100 points.

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

Exams – This course includes a midterm and final exam. The midterm will be completed online and will cover content from previous readings, discussions, and guest speakers. 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
Discussion Board Activities	*13 @20*	*260*
Reading Quiz (10)	*11 @10*	*110*
Course Project Activity (8)	*8 @20*	*160*
Course Project & Project Power point slide	*100*	*100*
Final Report and Project Presentation Video	*160*	*160*
Midterm	*100*	*100*
Final	*100*	*100*
Total Points Possible		*890*

Course Grading

Include the grading scale (A-F) along with the point totals/percentages you will use to calculate the final grade. For example:

890-801   A
800-712   B
711-623   C
622-569   D
568 and below E (failing)

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

Class Meeting Date	Module	Module Content	Assigned Readings
Part I: Nonprofits Week of 8/24	Module 1 Introduction	Return to Learn Video In class review Activity Discussion **Syllabus Quiz**	- Wolf 1: Understanding Nonprofits Organizations - A Brief History of the Nonprofit Sector - https://nccs.urban.org/ publication/nonprofit-sector-brief-2018#giving-amounts
Week of August 31st	Module 2: History of Philanthropy and Charity	In class discussion Activity Discussion Quiz – History of wealth Course project – pick your nonprofit	On Her Own Ground Chapters 1-3. - Andrew Carnegie: The History of Wealth -What is Charity? NYT
Week of September 7th	Module 3: Theories of Nonprofits	**In class discussion** **Activity discussion:** Critical Thinking 1 Quiz 2: Nonprofit Course Project (1.1)	- Nonprofit Organizations, Theories of Nonprofit Organizations (see Overview and Materials Tab for reading) On Her Own Ground Chapters 4-6
Week of 9/14	Module 4: Mission and Advocacy	**In class discussion** Activity discussion: Critical Thinking 2 Course Project Activity 2 (1.2) Quiz 3: Wolf 5	- Wolf 5: Marketing On Her Own Ground Chapters 4-6
Week of 9/21	Module 5: Financial Management	In class discussion **Activity Discussion: Phil News 1** Course Project Activity 3 (1.3)	- Wolf 6 & 7: Financial Management, Statements, Fiscal Procedures

		Quiz 4: Wolf 6 & 7	
Week of 9/28	Module 6: Why Give, Why Serve	In-Class Case Study Activity Discussion Critical Thinking 3 Course Project Activity 4 (1.4) Quiz 5: Wolf 3	- More than Just Food, Ch. 2, pgs. 33-51 - Wolf 3: Assembling the Workforce - BLS Report on Volunteerism - "Community Service: Opportunity or Exploitation?"
Week of 10/7	Module 7: Resourcing Nonprofits	**In class discussion** Activity Discussion: Critical Thinking 4 Philanthropy News 2 Quiz 6: Wolf 8	- More Than Just Food, Ch. 3, pgs. 79-100 - Wolf 8: Fund Raising - Is Philanthropy driven by Altruism? - http://generousityforlife.org/ generosity-data/data-tools/ generosity-reports Monday 2/24 Megan Heber Guest Lecturer
Week of 10/12	Module 8: Legal Framework	In-Class discussion case study *Midterm – Online*	- Wolf 4: Personnel Policy - Thomas Silk –The Legal Framework of the Nonprofit Sector
Part II: Philanthropy **Week of 10/19**	Module 9: Philanthropy In Action	**In class discussion: Jen Rowe – Foundation Center Database Review** Activity Discussion: Critical Thinking 5 Course Project: Activity 6 (2.1)	- More Than Just Food, Ch. 3, pgs. 60-79 - Debates over Helping the Poor - Hard Lessons in Philanthropy and Helping the Poor
Week of 10/26	Module 10: Stakeholder, Governance, Accountability	In Class discussion Activity Discussion: Critical Thinking 6, Course Project Activity 7 (2.2) Quiz 7: Wolf 2,	- More Than Just Food, Ch. 5, pgs. 153-164 - Wolf 2: The Board - Governance and Accountability
Week of 11/2	Module 11: Management Tools and Strategies	In-Class Case Study Activity Discussion: Critical Thinking 7, Quiz 8: Wolf 9	- More Than Just Food, Ch. 6, pgs. 165-177 - Wolf 9: Planning - What Business Execs Should Know about Nonprofits - Nonprofits as Contractors
Week of 11/9	Module 12: The Role of Technology	In-Class Case Study**, and potential** Guest Speaker Jesse McBroom, Raiser's Edge Demo Activity Discussion: Phil News 3	- More Than Just Food, Ch. 5, pgs. 146-152

		Course Project Activity (2.3)	
Week of 11/16	Module 13: Policy Issues, Trends, and Development	**In class discussion, potential** Guest Speaker, Gary Henderson, United Way Denton Co. Course Project Activity 10 (2.4) **Activity Discussion:** Critical Thinking 8, Quiz 9: Venture Capital,	- More Than Just Food, Ch. 6, pgs. 177-193 - "Donors of the Future" - Folton and Blau, "Looking out for the Future" - Venture Capital (Venture Philanthropy)
Week of 11/23 (No class on 26 Thanksgiving)	Module 14: Nonprofit and Civil Society	**In class discussion** Nonprofit and Civil Society PowerPoint Presentation Activity discussion board Quiz 10: Wolf 11, Thursday	- More than Just Food: Conclusion Pages 194-209 - Wolf 11: Making Things Better - http://cspcs.sanford.duke.edu/ learning-resources/case-study-database - http://cppp.usc.edu/speakers-series-conversations/jennifer-and-peter-buffett
Module 15 Week of 11/30		Course Project Paper- Final due Course project presentation due *Study guide review*	
Module 16 Week of 12/7	**Final Exam**	**Final online available from 12/8-12/10/2020**	

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)
- 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.

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 that 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 on Canvas or through Canvas email.

Late Work

Late assignments will not be accepted unless otherwise noted by instructor. **I do not accept any late assignments. 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.

Attendance Policy

Attendance Requirements: Attendance is a key requirement of this course. You are expected to attend in person on your assigned days and Zoom on your assigned days per your assigned section.

Please attend only on the assigned day for your section.

Section 001, Tuesday from 2:00-3:30 PM, Chilton Hall 270
Section 002, Thursday from 2:00-3:30 PM, Chilton Hall 270

Please remain lined up in the hallway until your Instructor invites you into the classroom. On the first day you will be assigned a seat for your use the rest of the term. You will be given a number based on your seat assignment. Students should self-organize by numbers in line for all remaining classes and remain in the hallway until you are invited into the classroom.

Please do not leave during class. If you need to leave for some reason during the scheduled class time please alert your instructor so proper exist plans may be implemented. It is highly recommended that you take care of any phone calls or other items before entering the classroom. It is strongly encouraged to arrive to class on time.

COVID-19 Impact on Attendance
While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Class Materials for Remote Instruction
The UNT fall schedule requires this course to have fully remote instruction beginning November 28th. Additional remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn.

Statement on Face Covering
Face coverings are required in all UNT facilities. Students are expected to wear face coverings during this class. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

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.

Class Participation

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.

Syllabus Change Policy

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

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.

Class Recordings & Student Likenesses
Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

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
- UNT ID Card
- UNT Email Address

- [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/)