

PADM 4240: Fall 2020 Volunteer Management Concepts

Instructor: Laura M. Keyes, Ph.D., AICP

Where/When: Wednesday 3:30-4:50pm Chilton 240

Contact Information

Office location: Chilton Hall 204P, Department of Public Administration

Office hours: 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.

E-mail: laura.keyes@unt.edu (best contact)

You are expected to attend in person on your assigned days and Zoom on your assigned days per your assigned section. You cannot attend in person on a day you were not assigned. Please check your schedule.

Section 051- THIS COURSE WILL MEET VIA ZOOM THE FIRST WEEK. STUDENTS IN SECTION 051 WILL MEET ON-SITE EVEN WEEKS 9/2, 9/16, 9/30, 10/14, 10/28 AND 11/11. YOU WILL ATTEND VIA ZOOM ON THE WEDNESDAYS YOU ARE NOT ON-SITE.

Section 052 - THIS COURSE WILL MEET VIA ZOOM THE FIRST WEEK. STUDENTS IN SECTION 002 WILL MEET ON-SITE ODD WEEKS 9/9, 9/23, 10/7, 10/21, 11/4 AND 11/18. YOU WILL ATTEND VIA ZOOM ON THE WEDNESDAYS YOUR ARE NOT ON-SITE.

Welcome to UNT!

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

Course Description

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 best utilize these individuals to achieve important organizational objectives. Additionally, the ability to cultivate participation among citizens is an important part of ensuring a thriving democracy.

This course is a blended course. Students meet in the classroom as scheduled and should have completed the required reading and any assignments prior to class. The second part of the class is an online component students will engage in via Canvas. Each weekly online workshop will open the Monday of each week. The module is approximately 1.5 hours in length. Instructor reserves the right to make modifications, deletions, and additions to this syllabus. Some activities and assessments related to

the Service Learning Project may take slightly longer. I reserve the right to make adjustments to course assignments as necessary. **Students should attend in person on assigned dates and attend via Zoom on assigned dates. Confirm your assigned dates.**

Starting Wednesday 11/25 we will meet remotely via Zoom. From this day until the end of the semester we will continue to meeting on Wednesdays via Zoom from 3:30-4:50 PM for our normal class time. You will need access to a computer 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 computer, wifi, webcam and microphone to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: Internet, Word, Zoom. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>.

Course Objectives

The ***learning objectives*** for the course are as follows:

- Students will be able to articulate components of effective volunteer management and an effective volunteer program.
- Students will be able to articulate how the vision and mission are developed for volunteer programs and why they are important elements.
- Students will learn about various motivations for volunteering and how to design recruitment material to attract volunteers based on those motivations.
- Students will be able to articulate key components of a comprehensive on-boarding and training process and why that is important for effective volunteer management.
- Students will describe a method of evaluating individual volunteers and the overall volunteer program.
- Students will describe issues association with staff-volunteer relationships and offer solutions to effectively handle said situations.
- Students will critically analyze academic readings on volunteer management and offer means of applying research to daily management activities.
- Students will determine unique management requirements of special supervisory situations, such as cyber volunteers, off-site volunteers, youth volunteers, special event volunteers and others.
- Students will be able to describe the major professional volunteer management organizations and their articulated ethical statements.
- Students will refine and apply course concepts and skills in written communication, oral communication, critical thinking and teamwork by working on a service-learning project that improves some aspect of volunteer management for a local nonprofit organization.

Materials

McCurley, Steve and Lynch, Rick. *Volunteer Management: Mobilizing all the Resources of the Community*, 3rd edition, 2011. Interpub Group Corporation, Plattsburgh, NY. CN ISBN: 978-1- 895271-63-8

Seel, Keith (editor), *Volunteer Administration Professional Practice*, 2nd edition, 2013. LexisNexis, Canada. ISBN: 978-0-433-46222-4.

In addition to this text, there are a number of required readings listed on Canvas.

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) (<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) (<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) (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) (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:

Learning Engagement Discussion Boards – 11@ 20 points each - 220

Activities and Practice- 12@30 points each - 360

Assessments – 12 @ 10 Points - 120

Volunteer Enhancement Project (includes final assigned group report and last reflection) - 100

Volunteer Management Field Observation - 100 points

Essay Volunteer Concepts- 100 points

Exams - 200 points

Maximum Number of Points Possible - 1200 total points

Grade Scale

1200-1080 A

1079-960	B
959-840	C
839-768	D
767 and Below	E (failing)

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. The specific format for each exam will be communicated prior to the exam dates. Students are encouraged to diligently prepare for the exam through adequate note-taking, regular course attendance and participation in class discussions. Both exams are online exams included in the Canvas course module.

Course Modules

Learning Engagements (pre-class assignments)

To assist students in applying concepts learned in this course, students have an opportunity to participate in Learning Engagement activities during the online portion of class. Assignments will open the week that the material is presented in class and will be due the start of class each Wednesday. Student are strongly encouraged to pay close attention to due dates on Canvas. All assignments close at the time they are due so be diligent and turn your work in prior to the due date/time.

Activities and Practice

Most Activities and Practice assignments relate to the Service Learning Project. Students will build a volunteer management plan for the organization identified as our service learning partner. Assignments will be presented for all students to complete each week. Students will also be organized into small groups and assigned a particular part of the volunteer management plan that will include the assignments. The student group will have the responsibility to elaborate and formalize their particular topic in their identified section of the volunteer management plan. This is explained in more detail below.

Volunteer Management Field Observation

Students are expected to do **6 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. You are welcome to participate in a virtual experience. There are many different types of virtual experiences available on Voly.org <https://www.voly.org/causes/all-urgent-needs.html>. You can do virtual experiences for different organizations. 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. Please be sure to let me know what you decided to do for this 6 hours. There is no pressure and I am very flexible on this assignment.

Essay on Volunteer Concept

Students are expected to select a concept, issue or question in volunteer management and prepare an essay response. The essay should be no more than 5 pages double spaced and include at least 6 references (APA style). Required reading material may serve as two literature sources to support response. The instructor and/or the UNT Writing Lab will provide feedback on all draft proposal components throughout the course. The Writing lab and instructor feedback is expected to be incorporated into the final proposal. *Visiting the UNT Writing Lab for tutoring, either physically or online, is highly recommended.*

Activities and Practice Assignments - Service Learning – Hearts for Home

To appropriately apply concepts learned during the course to real-world activities, students will participate in a service learning project Hearts for Home. Students will be assigned to small groups of 4-5 students and a particular part of the volunteer management plan. All students in the course will complete weekly assignments associated with each report section. The group assignment is to formalize the section adding additional information and research as necessary to provide a complete response to the assigned section. A rubric will be provided. Students will submit their section by the assigned due date. Student groups will develop a 5-8 minute power point presentation and record their presentation via Zoom. Each group will upload their power point and recorded Zoom presentation to Canvas.

Service Learning Project

Objective: Prepare a comprehensive volunteer management plan for organization

What we know:

Hearts for Home: “The mission of Hearts for Homes is to improve the living conditions of low-income senior homeowners in Denton County.” <https://heartsforhomes.org/>

- From 2006-2016 the organization was run by 100% volunteer effort
- Currently employ a full time direct and 2 part time administrators through grant funding
- Volunteers are able to apply directly through the website application
- Website application allows individuals to self-grade themselves based on their skillset
- Volunteer applications connect directly to Customer Relations Management system in Salesforce
- Two main types of volunteer positions:
 - Project Volunteers- for home repair, building, rehab, etc.
 - Case management – ongoing follow up and support for clients; establish database of family information in Salesforce; provide daily phone call check-in
- Secondary volunteer roles
 - Gala/ungala – fundraising event
 - Christmas baskets/home decorating
- Original plans were to hire a part-volunteer coordinator; plans currently on hold due to budget

Service Learning Objectives: Students will participate, research, and develop a component of a comprehensive volunteer plan to support the mission of the organizations and the growth of the current volunteer positions (project and case management).

Part 1: History and Context of the Volunteer Program

- SWOT of current program and structure
- Who are current volunteers – demographics, motives
 - **Determine why** organization wishes to involve volunteers → types of positions, volunteer contributions, explanation to full time staff, and evaluation of effectiveness
 -
- Current, policies and procedures
- General best practices
- Identification of volunteer position needs by organization
- Identification of volunteer motivations per the job needs and responsibilities

Part 2 – Recruitment and selection based on motivations and values

- Current volunteer recruitment process, policies and procedures
- Current selection process
 - **Create a sense of purpose** for volunteers → create connection between staff and volunteers
 - Statement of purpose: involve community in solutions, be involved in delivery of services, direct and indirect services
 - Current **Staff involvement** in volunteer program design → vital if volunteers are going to work alongside staff, create understanding of level of experience, level of comfort, alleviate fears
 - **Secure top management support** → formal position statement
 -
- Best practices for example policies, procedures, processes
- Cultural competency, diversity in recruitment
- Identification of relationship between positions, motivations, and recruitment techniques (see Module 5).
- Proposed strategies and messages for recruitment, website updates, social media, screening, etc.

Part 3 – Volunteer training, assessment, and feedback on current training

- Compilation of job descriptions (Module 6 Activities and Practice)
- Development of organizational chart – reflecting volunteer roles
- Review of current training, orientation processes, procedures, etc.
 - **Assessing the organizational climate** → Acceptance and appreciation
 - **Policies and Procedures** → basic personnel related systems
 - **Program evaluation** → uncover problems, reward accomplishments
- Best practices of policies, processes, etc.
- Recommendations for training videos/role play scenarios to support training program
- Work with current volunteers and staff to create videos, role play, etc.

Part 4 – Volunteer retention

- Current processes in place
- Review available data
- Alignment of positions, motivations, recruitment and retention strategies
- Best practice of volunteer retention, policies, recommendations for improvement
- Recognition practices
- Recommendations for programs, policies, procedures

Part 5 – Supervising volunteers

- Roles and responsibilities
- Staff involvement
- Org chart – reflect relationships with committees
- Planning for different situations

Part 6 – Risk Management

- Current processes
- Screening volunteers
- Assessing risks, etc.
- Involvement of staff
- Inventory of issues related with risks, recommendations or improvement
- Best practices

Part 7 – Enhancing the Program – Building Social Capital Presence

- Data collection review – identification of additional data collection points relative to Seel's Life Cycle of a Volunteer
- Review and recommendations for Volunteer Opportunities and Volunteer Application web pages
- Review and recommendations on building public awareness around volunteer and donor opportunities on the website and social media
- Review and recommendation for volunteer recognition on social media– building media content around volunteer recruitment, community awareness, testimonies of clients, etc.
- Potential outcomes from our logic model exercise

Week	Topic	Assigned Readings	Online Assignments – Due dates are all listed in Canvas
1	<i>Welcome and Introduction /The Necessity for Volunteer Administration August 26th</i>	Syllabus Case Study: See posting online	Module 1 In Class Learning Engagement - Self introductions – 8/30/3019 Assessment – Syllabus Quiz Activities and practice - Self-reflection on volunteerism
2			Module 2 Learning Engagement Discussion Board In Class – Susan Frank, Hearts for Home Guest Speaker

	<i>Introduction to volunteer involvement September 2</i>	<ul style="list-style-type: none"> Chapter 1 – McCurley & Lynch 	Activities and practice- Reflection essay 1 – Hearts for Home Problem Statement
3	<i>The Professionalization of Volunteer Administration September 9</i>	<ul style="list-style-type: none"> Chapter 1 – Seel <p>Read - • Chapter 18 – Seel</p>	<p>Module 3</p> <p>Learning Engagement In Class</p> <p>Assessment</p> <p>Activities and Practice: Review, analyze and draw conclusions about volunteer data from Hearts for Home</p>
4	<i>Elements of an Effective Volunteer Program September 16</i>	<ul style="list-style-type: none"> Introduction – Ellis (Provided on Canvas) Chapter 2 – McCurley & Lynch Chapter 3 – McCurley & Lynch <p>Read: • Chapter 5 – Seel</p>	<p>Module 4</p> <p>Learning Engagement Discussion Board In Class</p> <p>Activities and practice – Review demographic data for Denton and Greater Denton County, identify potential recruitment pool. Review, analyze and draw conclusions about potential volunteer pool.</p> <p>Assessment</p>
5	<i>Understanding Volunteer Motivations and Effective Volunteer Recruitment September 23</i>	<ul style="list-style-type: none"> Chapter 4 – McCurley and Lynch Chapter 5 – McCurley and Lynch Chapter 7 – Seel pages 183-193 	<p>Module 5:</p> <p>In class – Learning Engagement Discussion Board – NPS Case Study</p> <p>Activities and practice: Develop qualitative interview questions for current volunteer pool</p> <p>Assessment</p>
6	<i>Placing Volunteers Effectively September 30</i>	<p>Guest Speaker - TBD -</p> <ul style="list-style-type: none"> Chapter 6 – McCurley & Lynch Chapter 7 – McCurley & Lynch 	<p>Module 6:</p> <p>Learning Engagement Discussion Board – training and role playing</p> <p>In Class - Susan Frank – Via Zoom to discuss our findings from data analysis and discuss interview questions</p> <p>Activities and practice: Prepare org chart, write 1 job descriptions for volunteer management plan, develop interview questions, and devise a training outline.</p> <p>Assessment</p>

		<ul style="list-style-type: none"> • Chapter 7 – Seel pages 195 -209 	Report location for volunteer activity
7	<i>Recognizing Volunteers in Meaningful Ways</i> <i>October 7</i>	<ul style="list-style-type: none"> • Chapter 12 – McCurley & Lynch • Chapter 7 – Seel pages 233-236 	Module 7 Learning Engagement Discussion Board - Develop recognition strategy per job/motivational approach In Class Activities and practice – Service Learning Reflection 2 Assessment Reflection 2 Service Learning Project
8	<i>Ethical Issues in Volunteer Management And Midterm exam (online)</i> <i>October 14</i>	<ul style="list-style-type: none"> • Chapter 3 – Seel • Chapter 4 – Seel 	Learning Engagement Discussion Board – Case study on ethical dilemmas In Class Midterm – Available...October 14 th at 5:00 PM through October 16 th 11:59 PM. The exam is 2 hours.
9	<i>Supporting and Supervising Volunteers</i> <i>October 21</i>	<ul style="list-style-type: none"> • Chapter 8 – McCurley & Lynch • Chapter 10 – McCurley & Lynch • Chapter 7 – Seel pages 210 – 229 	Module 9 - Learning Engagement Discussion Board – Supervisory Plan for a volunteer position with our Service Learning Organization In Class - Susan Frank – Via Zoom to discuss our findings from data analysis and discuss interview questions Activities and practice - –Analysis of interview findings for Hearts for Home current volunteers Assessment
10	<i>Technology and volunteer management & Writing Review</i> <i>October 28</i>	Assigned reading	Module 10 – Learning Engagement Discussion Board – Tech App In class – Susan Frank – Via Zoom to discuss our findings from data analysis and discuss interview questions Activities and Practice – Data collection and data management review and recommendations Assessment
11	<i>Special Issues in Volunteer Management: Difficult Volunteers, Handling Conflict</i> <i>November 4</i>	Group 2 Presentation <ul style="list-style-type: none"> • Chapter 5 – Ellis (Understanding the Volunteer-Employee Relationship) • Chapter 7 – Seel pages 	Module 11: Learning Engagement Discussion Board – The possibilities of conflict In Class Assessment Activities and Practice – Social media review, story and narrative recommendations, messages to volunteers and donors.

		229-232 (Conflict Resolution)	
12	<i>Risk Management November 11</i>	<ul style="list-style-type: none"> • Chapter 14 – McCurley & Lynch Chapter 9 – Ellis (Risk, Liability, and Other Legal Issues) • Chapter 12 – Seel 	<p>Module 12:</p> <p>Learning Engagement Discussion Board – Risk Management Case Study, applying the framework</p> <p>In Class</p> <p>Activities and practice – Risk management assessment for at least one activity or program of the service learning organization</p> <p>Assessment</p>
13	<i>Evaluating Volunteer Programs November 18</i>	<ul style="list-style-type: none"> • Chapter 15 – McCurley & Lynch • Chapter 11 – Seel • Chapter 10 – Ellis (Evaluating the Impact of Volunteers) 	<p>Module 13:</p> <p>In Class – Tentative Susan Frank – Via Zoom to discuss our findings from data analysis and discuss interview questions</p> <p>Activities and practice – Logic Model and recommended outcomes for service learning organization</p> <p>Assessment</p> <p>Essay – Volunteer Concepts – 11/20/2020 11:59PM</p>
14	<i>Being an Advocate for Volunteer Management and Resource Allocation November 25</i>	<ul style="list-style-type: none"> • Chapter 15 and 16 – McCurley & Lynch (Enhancing the Status of the Volunteer Program) • Chapter 18 – McCurley & Lynch (Some Final Suggestions) 	<p>Module 14:</p> <p>Pre-class assignment -</p> <p>In Class:</p> <p>Activities and practice- Reflection 3 Service Learning</p> <p>Final Service Learning Project Report Submission and Reflection 3</p> <p>– Submit to E-portfolio – 11/29/2020</p>
15	<i>Volunteer Enhancement Project December 2</i>	Group 3 Presentation	Volunteer Location Observation Reflection – <u>by class on</u> 12/2

		Volunteer Experience Discussion	
16	Final Exam 12/5-12/11	Final Exam (online)	12/9 at 8 AM and Closes 12/9 at 11:59 PM – You will have 2 hours to complete once exam begins.

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 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.

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Section 052 - THIS COURSE WILL MEET VIA ZOOM THE FIRST WEEK. STUDENTS IN SECTION 002 WILL MEET ON-SITE ODD WEEKS 9/9, 9/23, 10/7, 10/21, 11/4 AND 11/18. YOU WILL ATTEND VIA ZOOM ON THE WEDNESDAYS YOUR ARE NOT ON-SITE.

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 exit 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.

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. Students are typically given seven full days to complete the quizzes and exercises. Regardless of the circumstances, students who miss quizzes or exercises will not be allowed to make them up.

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

Late assignments: Late assignments will not be accepted.

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 \(https://disability.unt.edu/\)](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) (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) (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/) (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 seo@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/) (<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) (<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) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/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) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

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