Introduction to Nonprofit Management (MPAD-6311)

SYLLABUS

(UPDATED – 08-25-2021)

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Office Hours:	By appointment
Class Schedule:	Wednesdays, 5:30 p.m. to 8:15 p.m., Online via Zoom

MPAD 6311: Introduction to Nonprofit Management (3 credits)

This course is an introduction to nonprofit management. The course provides students with an overview of structure, function, and administration of nonprofit organizations, and covers strategies designed to insure the financial and ethical management of nonprofit organizations. Topics covered include: board & executive leadership, management, legal and financial requirements, program evaluation, fund raising, partnerships, collaboration, competition, marketing, social media advocacy, lobbying, grants and contract management, and strategic planning.

MPA and Certificate students, please be aware:

- Students planning to graduate in December must apply for graduation by September 22, 2021.
- Students need to have a GPA of 3.00 to graduate. Students must be enrolled in the semester or summer term in which they expect to graduate.
- Students who receive 3 C's or 1 U are automatically suspended from the university. If this happens, the MPA and certificate programs will not reinstate you.
- The last day to withdraw from a single class is October 22, 2021.
- Be sure to check your UNCC email regularly for notices distributed on the student list-serve, and additional information about the program requirements are provided the website: http://mpa.uncc.edu/

Zoom

We will meet online synchronously (Wednesdays, 5:30 PM to 8:15 PM). The Zoom Links are:

- https://uncc.zoom.us/j/97828839340?pwd=MnZra0s0RVBlejEwd1FYcEN0N3Yxdz09
  Meeting ID: 978 2883 9340   Passcode: MPAD6311

- If necessary, dial by your location: +1 929 205 6099 US (New York); +1 301 715 8592 US (Washington DC); +1 312 626 6799 US (Chicago); +1 669 900 6833 US (San Jose); +1 253 215 8782 US (Tacoma); +1 346 248 7799 US (Houston);
  Meeting ID: 978 2883 9340   Passcode: 49671067

Textbooks

There are two required textbooks:

- Renz, D. O. & Associates. (2016). *The Jossey-bass handbook of nonprofit leadership and management*. (4th Edition). San Francisco, CA: John Wiley & Sons.
- Libby, P. & Deitrick, L. (2017). *Cases in nonprofit management*. Thousand Oaks, CA: Sage Publications.

APA

Students are required to use APA Style for assignments that require citations and references.

- American Psychological Association (2020). *Publication manual of the American Psychological Association*. Washington, D.C. (7th Edition).

Additional Required Readings

- Students will need to access additional readings on Canvas or through the library.

Learning Outcomes and Competencies

Learning Outcomes	NASPAA Competencies	Assignments
Core Knowledge - knowledge and understanding of the nonprofit sector, including theories of the sector, principles of management and administration, and the unique nature of the nonprofit sector.	4) To articulate and apply a public service perspective	Readings Assignments Midterm Exam Final Exam
Applied Critical Thinking - the ability to identify problems within an organization, in both case studies and real-life settings, and develop and implement appropriate solutions to the problem.	1) To lead and manage public governance 4) To articulate and apply a public service perspective	Assignments Midterm Exam Final Exam
Research Ability - the ability to find research, and to read, analyze, and understand such research at a basic technical level.	3) To analyze, synthesize, think critically, solve problems, and make decisions	Assignments
Communications Skills - the ability to present information to others in both professional and informal environments in an effective manner, whether in written, verbal, or other formats.	5) To communicate and interact productively with a diverse and changing workforce and citizenry	Assignments Presentations

Grades

As noted in the UNCC Graduate Handbook, letters are used to designate the quality of student academic achievement: A Commendable (4.0); B Satisfactory (3.0); C Marginal (2.0); U Unsatisfactory (0.0). Grades will be assigned as follows: 90.00 to 100 = A; 80.00 to 89.99 = B; 70.00 to 79.99 = C; below 70.00 = U. ***Please note: I will not round your grade up or down.***

Resources for Students

UNC Charlotte offers a number of services and supports to its students, including: the Center for Graduate Life, the Writing Resources Center, a Counseling Center, a Career Center, and many others. Students are encouraged to utilize these resources, as needed, and may access additional information about these services and supports on the university website (www.uncc.edu). Of particular interest and importance:

- The Center for Graduate Life offers an array of very useful workshops and resources for graduate students. See: http://gradlife.uncc.edu/

- The Writing Resources Center (WRC) offers a variety of free services and materials to help students to become more effective writers, including: one-on-one writing tutorials; in-class presentations; online research assistance; peer revision groups; online writing tutorials; and a print library of writing resources. Students are strongly encouraged to utilize the Writing Resources Center, as needed. See: http://wrc.uncc.edu/

- The Library offers a variety of services for students, including assistance with research, reference, inter-library loan services and presentation support. The library also has a librarian dedicated to helping students in the Social Sciences: Amanda Binder, 704-687-1771, abinder3@uncc.edu.

- The University Career Center for Work, Service and Internships also provides a variety of services to help students prepare for their careers and participate in experiential learning. See: http://career.uncc.edu/

- The Counseling Center offers individual counseling, group counseling, couples counseling, and consultative services at no charge to students. Students come to counseling to get help for a variety of concerns, including anxiety, symptoms of depression, and relationship issues. To make an initial appointment with a counselor, call 704-687-0311 or stop by the center at 158 Atkins. This first session will help you assess your needs with a counselor and make a plan for how best to address your concerns. The Counseling Center also offers outreach programs including prevention, awareness, and education about mental health treatment: http://counselingcenter.uncc.edu/counseling-and-consultation-services

- UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at 704-687-0040 or visit their office at Fretwell 230.

Some Journals & Periodicals

Given the interdisciplinary nature of nonprofit studies, there are many journals (as well as other sources) that publish research about nonprofit organizations. For your convenience, I have listed some of the journals here:

- ♦ Administration & Society
- ♦ American Journal of Community Psychology
- ♦ American Journal of Evaluation
- ♦ American Review of Public Administration
- ♦ Analyses of Social Issues and Public Policy
- ♦ Community Development Journal
- ♦ Evaluation and Program Planning
- ♦ Health & Social Work
- ♦ Journal of Arts Management, Law, and Society
- ♦ Journal of Community & Applied Social Psychology
- ♦ Journal of Community Practice
- ♦ Journal of Community Psychology
- ♦ Journal of Nonprofit Management
- ♦ Journal of Public Administration Research and Theory
- ♦ Journal of Rural Community

- ♦ Journal of Social Issues
- ♦ New Directions for Philanthropic Fundraising
- ♦ Nonprofit and Voluntary Sector Quarterly
- ♦ Nonprofit Management & Leadership
- ♦ Public Administration Review
- ♦ Social Issues and Policy Review
- ♦ Social Problems
- ♦ Social Work
- ♦ Social Work Abstracts
- ♦ Social Work Research
- ♦ The Chronicle of Philanthropy
- ♦ The Foundation Review
- ♦ The Nonprofit Quarterly
- ♦ The Nonprofit Times
- ♦ Voluntas

Some Websites

Given the growth of nonprofit studies, there are many websites with good information for practitioners. For your convenience, I have listed some of the websites here:

- ♦ Action Without Borders: http://www.idealist.org
- ♦ Association for Research on Nonprofit Organizations & Voluntary Action: http//www.arnova.org
- ♦ Brookings Institution: http://www.brookings.edu
- ♦ Catalogue for Philanthropy: http://www.catalogueforphilanthropy.org

- ♦ Foundation Center and Guidestar are now Candid: https://candid.org/
- ♦ Independent Sector: http://www.indepsec.org
- ♦ Joseph & Matthew Payton Philanthropic Studies Library at Indiana University: http://www.ulib.iupui.edu/special/psl/
- ♦ MAP for Nonprofits: http://www.mapfornonprofits.org
- ♦ National Center for Charitable Statistics: http://nccsdataweb.urban.org
- ♦ National Center for Nonprofit Boards: http://www.ncnb.org
- ♦ National Charities Information Bureau: http://www.give.org
- ♦ National Council of Nonprofit Associations: http://www.ncna.org
- ♦ Nonprofit Genie: http://www.genie.org
- ♦ North Carolina Center for Nonprofits: http://www.ncnonprofits.org/
- ♦ Philanthropic Studies Index (PSI) http://cheever.ulib.iupui.edu/psipublicsearch/
- ♦ Rockefeller Institute of Government: www.rockinst.org
- ♦ The Center for Excellence in Nonprofits: http://www.cen.org
- ♦ The Internet Nonprofit Center: http://www.nonprofits.org.
- ♦ Urban Institute: http://www.urban.org

Assignments:

Please note additional information for each assignment is provided in Canvas under "Assignments" and we will talk about them in class.

Curate Content/What is New – 10%
Students will be assigned to small groups and charged with conducting research and giving a presentation about 'what is new' relating to their topic, along with a list of references for their fellow students. These assignments will be due on the day the topics are covered in class.

Case Briefs (2 pages, single-spaced, 2 @ 10%) – 20%
Each student will choose two cases from Libby & Deitrick (2017) and write a brief where they respond to the questions posted at end of the case, citing the relevant literature, research, and/or lecture materials. The first case will be selected among Chapters 2, 3, or 6. The second case will be selected among Chapters 8 or 9.

Nonprofit Organizational Assessment (12 pages, probably more, single-spaced) --25%
Each student is responsible for conducting an organizational assessment. Your organizational choice for the assignment must be approved, and you must cite at least 16 new sources to support and defend your assessment. Each student will give a formal presentation to the class about what they learned in class.

Midterm exam--20%
A midterm exam will be given. It will include questions about all of the material covered in class to date.

Final exam -- 20%
A final exam will be given. It will include questions about all of the material covered in class to date, but there will be more emphasis on the material covered after the midterm.

Attendance/Discussion/Engagement – 5%
- This course is a graduate seminar. Class sessions are based upon the assigned readings, and we will discuss them. Each member of the seminar is expected to come to the class meeting prepared, having done the readings, engage fully in class and online discussions, and participate in class and online activities. Each member of the seminar brings ideas, insights, and a unique perspective – all of which contributes to the dialogue and learning experience. So, please come to class willing to share your thoughts and ideas, and please be respectful and responsive to others. Attendance and participation are factored in here.

- All reading assignments are due the day of class. Written assignments are due at the beginning of class on the due date, unless otherwise specified. Assignments will be marked down a letter grade for each day they are late. Presentations must be emailed to me by 2:00 pm on the day they are due so I can upload them to the Canvas on the day of class.

- Be sure to check Canvas and/or your UNCC email account before class for the Zoom links and PowerPoint slides I will use during class.

A Note about Deadlines

If you are having an issue that is affecting your ability to meet a course deadline, please reach out to me to schedule a time for a phone call or Zoom meeting to discuss and make alternate plans (if possible). While the expectation is that everyone will adhere to schedule of deadlines, I do recognize that things can come up during the course of a semester.

A Note about Supplemental Materials on Canvas

Typically, I will post quite a bit of content on Canvas for each week under the heading of "Supplemental Material." Items posted here are for your added benefit (They are NOT required readings). Items might include additional content or sources to material I think you might be interested in, or they might be sources for material I cover in class (in case you want to see the original source or learn more about what I have discussed). If you have questions or concerns about something we covered in class, or if you are looking for information, this is always a good place to start. My hope is that some of you will find these materials to be helpful.

Communication

By virtue of registering for this course, all students will have access to the Internet and an email account. Please check your UNCC email account regularly, as well as the Canvas website. During the semester, if you have questions or concerns about anything, please do not hesitate to contact me – just send me an email, give me a phone call, and I will get back to you as soon as I can. However, due to FERPA (the Family Educational Rights and Privacy Act), you need to make an appointment for us to have a meeting if you would like to discuss or inquire about your grades or feedback on your progress. Finally, in the event that you will not be attending the class session, please send me an email or leave me a text message beforehand so that I don't keep the class waiting.

CLASS SCHEDULE[1]

1. **August 25, 2021:**   **Introduction to the Nonprofit Sector**

   o Handbook, Chapter 2, Hopkins and Gross

   o Handbook, Chapter 3, Never

   o Cases, pp. 1-4

   o (01) Salamon, L.M., Geller, S. L., & Newhouse, C. L. (2012). What do nonprofits stand for? Renewing the nonprofit value commitment. Johns Hopkins Listening Post Communiqué No. 22. Baltimore, MD: Johns Hopkins University, Center for Civil Society Studies.

2. **September 1, 2021:**   **Board & Executive Leadership**

   o Handbook, Chapter 5, Renz

   o Handbook, Chapter 6, Herman

   o Cases, pp. 25-29; 46-48

   o (02) Cornelius, M., Moyers, R., & Bell, J. (2011). Daring to Lead 2011: A National Study of Nonprofit Executive Leadership. http://daringtolead.org/wp-content/uploads/Daring-to-Lead-2011-Main-Report-online.pdf

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[1] In order to keep the syllabus brief, complete citation information does not appear on the syllabus for most of the readings.

- o (03) Case: Hungry for Feedback

3. **September 8, 2021:** **Good Governance, Financial Controls and Risk Management**

- o Handbook, Chapter 17, Bell and Ellis

- o Handbook, Chapter 21, Bowman

- o Cases, pp. 120 – 122, 175-177

- o (04) Independent Sector and BoardSource (2015). The principles for good governance and ethical practice: A guide for charities and foundations. https://independentsector.org/programs/principles-for-good-governance-and-ethical-practice/

- o (05) BoardSource and Independent Sector (2006). The Sarbanes-Oxley Act and implications for nonprofit organizations. BoardSource.

- o (06) Case: Northwest Side

4. **September 15, 2021:** **Managing People** **[Case Brief 1]**

- o Handbook, Chapter 22, Watson and Abzug

- o Handbook, Chapter 24, Brudney

- o Cases, pp. 101-103

- o (07) Dass-Brailsford, P., Thomley, R., & de Mendoza, A. H. (2011). Paying it forward: The transformative aspects of volunteering after Hurricane Katrina, *Traumatology, 17*(1), 29–40

- o (08) Silverman, L. & Taliento, L. (Summer, 2006). What business execs don't know -but should-about nonprofits. *Stanford Social Innovation Review*. 37-43.

5. **September 22, 2021:** **Ethics and Accountability**

- o Handbook, Chapter 7, Jeavons

- o Handbook, Chapter 4, Ebrahim

- o (09) Rhode, D. L. & Packel, A. K. (Summer, 2009). Ethics and nonprofits. *Stanford Social Innovation Review*, 29-35.

6. **September 29, 2021:** **[Midterm Exam]**

7. **October 6, 2021:** **Program Evaluation** **[Organizational Assessment – Choice Due]**

- o Handbook, Chapter 16, Thomas

- o Cases, pp. 67-70

- o (10) Mitchell, G. E. & Berlan, D. (2017): Evaluation in nonprofit organizations: An empirical analysis. *Public Performance & Management Review, 41*(2), 415-437.

- o (11) Philliber, S. (1998). The virtue of specificity in theory of change evaluation. In K. Fulbright-Anderson, A. C. Kubisch, & J. P. Connell (Eds.), *New approaches to evaluating community initiatives, Vol. 2: Theory, measurement, and analysis*. (pp. 87-100). Queenstown, MD: The Aspen Institute, Roundtable on Comprehensive Community Initiatives for Children and Families.

8. **October 13, 2021: Foundations and Philanthropy**

   o (12) Carman, J. G. (2001). Community foundations: A growing resource for community development. *Nonprofit Management and Leadership, 1*2 (1), 7-24.

   o (13) Eikenberry, A. M. (2008). Fundraising in the new philanthropy environment: The benefits and challenges of working with giving circles. *Nonprofit Management and Leadership, 19* (2), 141-152

   o (14) Lenkowsky, L. (2001). Foundations and corporate philanthropy. In L. M. Salamon (Ed.). *The state of nonprofit America*. Washington, D.C.: Brookings Institution Press.

   o (15) Browzowski, C. & Blabey, T. (Fall, 2015). Lessons from a sunsetting fund. *Stanford Social Innovation Review*, 18-21.

   o *In Class: Discussion of different foundations*

9. **October 20, 2021:**   **Fundraising**

   o Handbook, Chapter 19, Young and Soh

   o Cases, pp. 158-170

   o (16) Gregory, A. G. & Howard, D. (Fall, 2009). The nonprofit starvation cycle. S*tanford Social Innovation Review*, 49-53.

   o (17) Foster, W. L., Peter, K. & Christiansen, B. (Spring, 2009). Ten nonprofit funding models. *Stanford Social Innovation Review*, 32-39.

   o (18) Feldmann, D. (2015). A generation for causes: A four-year summary of the Millennial Impact Project. http://www.themillennialimpact.com/research/

   o (19) Case: The Color of Money (Canvas)

10. **October 27, 2021:**   **Grants and Contract Management**   **[Case Brief 2]**

   o Handbook, Chapter 20, Smith

   o (20) Van Slyke, D. M. (2007). Agents or stewards: Using theory to understand the government-nonprofit social service contracting relationship. *Journal of Public Administration Research and Theory*, 17, 157–187.

   o (21) Alexander, J. & Nank, R. (2009). Public–nonprofit partnership: Realizing the new public service. *Administration & Society, 41*(3), 364-386.

11. **November 3, 2021:**   **Collaboration, Coalitions, and Advocacy**

   o Handbook, Chapter 14, Avner

   o Handbook, Chapter 15, Austin and Seitanidi

   o Cases, pp. 192-194

   o (22) Fischer, R. L., Vadapalli, D., & Coulton, C. (2017). Merging ahead, increase speed: A pilot of funder-driven nonprofit restructuring. Journal of Public and Nonprofit Affairs, 3(1), 40-54.

   o (23) Kania, J. & Kramer, M. (Winter, 2001). Collective impact. *Stanford Social Innovation Review*, 36-41.

12. November 10, 2021:   **Marketing and Social Enterprise**

- Handbook, Chapter 13, Gainer

- Handbook, Chapter 11, Nash

- Handbook, Chapter 12, Helm

- Cases, pp. 207-209

- (24) Eikenberry, A. M. (Summer, 2009). The hidden costs of cause marketing. *Stanford Social Innovation Review,* 51-55.

- (25) Haigh, N. & Hoffman, A. J. (2012). Hybrid organizations: The next chapter of sustainable business. *Organizational Dynamics, 41*, 126—134

13. November 17, 2021:   **Session TBD, Dr. Carman should be at a conference, but this may change.**

14. **November 24, 2021:**   **Thanksgiving Break (no class)**

15. December 1, 2021:   **Organizational Assessment Presentations** **[Assessment and Presentation Due]**

16. **December 8, 2021:**   **Strategic Planning and Management (and Recap/Review)**

- Handbook, Chapter 8, Brown

- Handbook, Chapter 9, Bryson

- Cases, pp. 83-85

- (26) Mittenthal, R. A. (2002). *Ten keys to successful strategic planning for nonprofit and foundation leaders.* https://www.tccgrp.com/resource/ten-keys-ten-years-later-successful-strategic-planning-for-foundation-leaders/

17. December 15, 2021:   **Final Exam [Exam Period set by the Registrar is 5:00 PM to 7:30 PM]**

Important Dates

Date	Event
August 11, 2021	Payment Due Date/Cancellation for non-payment * Payment Info
August 16, 2021	Academic Year Begins
August 22, 2021	New Student Convocation
August 23, 2021	First day of classes
August 28, 2021	Saturday classes begin
August 30, 2021	Last day to change Grade Type (P/NC or Audit)
August 30, 2021	Last day to add, drop a course with no grade* @ 11:59 pm
August 31, 2021	Second Cancellation for Non-payment Payment Info
September 02, 2021	Grade Replacement auto selection process run Policy Info.
September 03, 2021	Census date for Fall Enrollment
September 04, 2021	No Saturday Classes
September 06, 2021	Labor Day - University Closed
September 17, 2021	Early Alert Deadline
September 22, 2021	Deadline to apply for December 2021 Graduation*
September 23, 2021	Founder's Day - No Classes
September 30, 2021	Unsatisfactory web Mid-Term Grading access available for Fall 2021
October 04, 2021	Spring 2022 Schedule of Classes available on the web
October 04, 2021	Student registration appointment times available on the web
October 05, 2021	Master's Thesis Proposal Defense Deadline for December 2021 Graduation
October 11-12, 2021	Student Recess - No Classes
October 15, 2021	Unsatisfactory Mid-term Grades due for Fall 2021 by noon
October 21, 2021	Unsatisfactory Mid-Term Grade notices emailed to students for Fall 2021
October 22, 2021	Last day to withdraw from course(s); grade subject to Withdrawal Policy*
October 22, 2021	Last day to Change or Opt-Out of Grade Replacement Policy Info.
November 01, 2021	Registration for Spring 2022 begins* Registration Info.
November 13, 2021	Optional Reschedule Date for Possible Interruptions
November 15, 2021	Doctoral Dissertation Defense Deadline
November 22, 2021	Last day to submit doctoral dissertations for December 2021 graduation
November 24 - 27, 2021	Thanksgiving Break - No Classes
November 25- 26, 2021	Thanksgiving Break - University Closed
November 29, 2021	Faculty Final web grading access available
December 08, 2021	Last day of classes
December 09, 2021	Reading Day
December 10- 11, 2021	Final Examinations
December 11, 2021	Final Examinations for Saturday classes
December 13, 2021	Master's Thesis Defense Deadline
December 13- 16, 2021	Final Examinations Continued
December 16, 2021	Last day to submit Master's Thesis for December 2021 graduation
December 17, 2021	Summer 2022 Schedule of Classes Available on the web
December 17, 2021	Commencement
December 18, 2021	Commencement
December 20, 2021	Final Grades due by noon
December 22, 2021	Fall 2021 Probation/Suspension notifications sent to students

Classroom Expectations
This syllabus contains the policies and expectations I have established for MPAD 6311. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

Changes to the Syllabus
The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be posted on the Canvas website.

Classroom Conduct
I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

Credit Hours
This 3-credit course requires 2.5 hours of classroom or direct faculty instruction and 5 hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to reading, library and internet research, written assignments and papers, and studying for exams.

Non-discrimination in the Classroom
All students and the instructor are expected to engage with each other respectfully.   Unwelcome conduct directed toward another person based upon that person's actual or perceived race, actual or perceived gender, color, religion, age, national origin, ethnicity, disability, or veteran status, or for any other reason, may constitute a violation of University Policy 406, The Code of Student Responsibility. Any student suspected of engaging in such conduct will be referred to the Office of Student Conduct.

Preferred Gender Pronoun
This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is indicated on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me.

Academic Integrity Violations, Including Plagiarism
All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code and on the Student Conduct and Academic Integrity website. The Code is available from the Dean of Students Office or online at legal.uncc.edu/policies/up-407. Additional resources are available on the Student Conduct and Academic Integrity website.

University policy on Withdrawals
Students are expected to complete all courses for which they are registered at the close of the add/drop period. If you are concerned about your ability to succeed in this course, it is important to make an appointment to speak with me as soon as possible. The University policy on withdrawal allows students only a limited number of opportunities available to withdraw from courses. It is important for you to understand the financial and academic consequences that may result from course withdrawal.

Students Rights and Responsibilities in Obtaining Disability Accommodations
Students in this course seeking accommodations to disabilities must first consult with the Office of Disability Services and follow the instructions of that office for obtaining accommodations.

Title IX reporting expectations re: incidents of sexual harassment, sexual assault, dating violence, domestic violence, or stalking

UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with civil protective orders, and more.

Please be aware that all UNC Charlotte employees, including faculty members, are expected to relay any information or reports of sexual misconduct they receive to the Title IX Coordinator. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I am expected to report the information to the Title IX Coordinator. Although I am expected to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can contact the following on-campus resources, who are not required to report the incident to the Title IX Coordinator: (1) University Counseling Center (counselingcenter.uncc.edu, 7-0311); or (2) Student Health Center (studenthealth.uncc.edu, 7-7400). Additional information about your options is also available at titleix.uncc.edu under the "Students" tab.

Mental Health Services
It is common for college students to experience challenges that may interfere with academic success such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, we strongly encourage you to seek support. Helpful, effective resources are available on campus at no additional cost.
- Visit the Counseling and Psychological Services website at caps.uncc.edu for information about the broad range of confidential on-campus mental health services, online health assessments, hours, and additional information.
- Call CAPS at (704) 687-0311 if interested in scheduling an appointment with a counselor. After-hours crisis support is also available through this phone number.

Copyright
My lectures and course materials, including presentations, tests, exams, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. I encourage you to take notes and make copies of course materials for your own educational use. However, you may not, nor may you knowingly allow others to reproduce or distribute lecture notes and course materials publicly without my express written consent. This includes providing materials to commercial course material suppliers such as CourseHero and other similar services. Students who publicly distribute or display or help others publicly distribute or display copies or modified copies of an instructor's course materials may be in violation of University Policy 406, The Code of Student Responsibility. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will request your written permission.

Sexual Harassment
All students are required to abide by the UNC Charlotte Sexual Harassment Policy and the policy on Responsible Use of University Computing and Electronic Communication Resources. Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Neutral Video Backgrounds
Video backgrounds must be neutral, and cameras should be positioned in a manner that prevents the introduction of distracting objects, messages, symbols, or other people. Alternatively, students may choose to blur their background, utilize one of the default Zoom virtual backgrounds, or use one of the UNC Charlotte branded backgrounds. Students who

do not abide by this policy will be removed from the Zoom session [and counted absent or receive a reduction in their participation grade] and will be referred for potential disciplinary action under the Code of Student Responsibility.

Recording in the Classroom
Electronic video, image capture, and/or audio recording is not permitted during class, whether conducted in person or online, unless the student obtains permission from the instructor. If permission is granted, any distribution of the recording is prohibited. Students with specific electronic recording accommodations authorized by the Office of Disability Services do not require instructor permission; however, the instructor must be notified of any such accommodation prior to recording. Any distribution of such recordings is prohibited.

Analytics on Canvas
This course uses Canvas, which provides the instructor with analytics and data on student engagement with the Canvas page, including page views, participation, submissions, timeliness, etc. I will be monitoring student activities on Canvas to ensure successful engagement and participation in the course. If I notice that a student's activities on Canvas indicate issues with pedagogically appropriate engagement, I may reach out to the student to discuss improving course engagement and participation.

FERPA Notification
In establishing University Policy 402, Student Education Records, UNC Charlotte adheres to a policy of compliance with the Family Educational Rights and Privacy Act of 1974, also known as FERPA, a federal law that affords students the following rights with respect to their education records. For details, see the FERPA Annual Notification posted on the Office of Legal Affairs website. All questions concerning this FERPA Annual Notification may be directed to the attention of the Office of the Registrar.

Food Insecurity
Food insecurity is defined by the USDA as "a lack of access to enough food for an active, healthy life." Food insecure categories include: reduced caloric intake, reduced food quality, lack of variety in diet, disrupted eating patterns, and hunger. Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC Charlotte offers assistance to students facing food insecurity through an on- campus food pantry. The Jamil Niner Student Pantry (JNSP) is located on the east edge of campus at 1224 John Kirk Road. It has regular hours which may change from semester to semester; please see the website at https://ninerpantry.uncc.edu/ for schedule and details on its services, as well as resources about hunger and food insecurity among college students.

Absences and COVID-19

Students are encouraged to work directly with their instructors regarding their absence(s). For absences related to COVID-19, please adhere to the following:

- **Complete your Niner Health Check** each morning.
- **Do not come to class if you are sick**. Please protect your health and the health of others by staying home. Contact your healthcare provider if you believe you are ill.
- **If you are sick**: If you test positive or are evaluated by a healthcare provider for symptoms of COVID-19, indicate so on your Niner Health Check to alert the University. Submit a copy of your Niner Health Check notification email to your instructors. Upon learning that you have tested positive or have been diagnosed for symptoms of COVID-19, either from your reporting or from Student health Center testing or diagnosis, representatives from Emergency Management and/or the Student Health Center will follow up with you, and your instructors will be notified of the need for accommodations, as necessary.
- **If you have been exposed** to COVID-19 positive individuals and/or have been notified to self-quarantine due to exposure, indicate so on your Niner Health Check to alert the University. Representatives from Emergency Management and/or the Student Health Center will follow up with you as necessary. Submit a copy of your Niner Health Check notification email to your instructors. If you need any additional support verifying your absence after you have communicated with your professors, contact Student Assistance and Support Services.

To return to class after being absent due to a period of **self-quarantine**, students should submit a copy of their Niner Health Check clearance email to their instructor(s). To return to class after being absent due to a COVID-19 **diagnosis**, students should submit an online request form to Student Assistance and Support Services (SASS). Supporting documentation can be attached directly to the request form and should be from a student's health care provider or the Student Health Center, clearly indicating the dates of absences and the date the student is able to return to class. Instructors will be notified of such absences.

If you are absent from class as a result of a COVID-19 diagnosis or quarantine, I will work with you to develop a plan so you can continue to make progress in the course The final decision for approval of all absences and missed work is determined by the instructor.