Washington University- University College
Leading and Engaging Volunteers in Non Profit Organizations
Course U76  545  01

Course Instructor:            Betsy D. Foy, EdD, CHES
Contact:                    314-401-6544     betsy.foy@wustl.edu
Availability to students:   Email or phone. Appointments on request.

This course is a fully online format; there are no class sessions on campus.
This is a 3 credit course.

The first week of class (August 29th-September 4th 2016) I offer an introductory phone call to any student who would like to talk with me, go over the syllabus, or discuss how a fully online class works. This is totally voluntary and has no effect on your grade. Please email me to arrange a time if you would like an introductory phone call.

Course Description:
This course is designed to address the issue of engaging and leading volunteers in nonprofit organizations. This course will provide students with an understanding of planning for, facilitating, and creating an organizational culture favorable to volunteer recruitment, training and retention as well as how to work collaboratively in building projects that engage volunteers in meaningful, goal directed work that correlates with the organization’s mission and goals.

Course Objectives:
- Understand the historical and cultural importance of volunteering in the US
- Understand volunteers’ basic psychological characteristics and motivations
- Distinguish different types of volunteer roles, including service-delivery and policy (governing board) volunteers
- Develop and implement sound strategies for volunteer recruitment, retention, and recognition
- Provide ongoing supervision, training, and management of volunteers
- Learn to apply risk management concepts in volunteer programs
- Evaluate volunteer programs
Course Materials:


Other required articles will be provided on Blackboard.

Tips on Using the Blackboard Classroom

- Blackboard works best in Mozilla Firefox. Some Blackboard features will not work well in Chrome or Internet Explorer. You can visit https://help.blackboard.com/en-us/Learn/9.1.SP.14/Instructor/015_Browser_Support and click on “Browser Support” for more detailed information on which browser works best for Blackboard, based upon your computer’s operating system.

- Be sure you have downloaded the most recent version Java. This free software program helps you to be able to access Blackboard. You can check which version of Java you currently have and update it (if necessary) by visiting www.java.com. Keep Java updated for best results.

Technical Support

This is a fully online, technology-based course. Because computers are not perfect, plan on having technical issues at least once during the term. While this can cause some incredibly frustrating moments, the overall benefits of the technology do outweigh any issues that may arise. Just be ready to contact technical support in the event of difficulties. Send an email to student.technology@wustl.edu or call 935-8200 with any questions/problems concerning Blackboard. (This is technical support for any problems you experience within the Blackboard classroom only, not other external software). For additional Blackboard resources, visit the Blackboard Help Page (https://en-us.help.blackboard.com/Learn/Student).

“Netiquette” statement on Internet communication.

- Remember your audience. If you would not say it in a face-to-face classroom, do not include it in the online discussions either. Consider what you write, as it is a
permanent record and can be retrieved easily. Use courtesy and common sense in all your electronic communications.

- Write in complete sentences and check spelling before you post anything in class.
- DON'T TYPE IN ALL CAPS. This is hard to read and is considered "shouting."
- Respect the opinions of others and be sensitive to the diverse nature of people in the class. Keep in mind that although you cannot "see" your classmates, you can show respect for individual differences. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers, etc.
- No profanity will be allowed. This includes writing in punctuation. For example, ##%$#! is considered profanity and is not permitted. Also, language expressed in inappropriate acronyms is not acceptable.

**Expectations for student attendance** (Blackboard log-ins, response to emails, discussions, hours per week students should expect to devote to the class, etc.)

- You are expected to have an active presence within Blackboard (our online classroom) and that is one of the ways in which I will monitor your attendance in the course. I am able to see when last you logged into Blackboard and how much time you've spent in various areas of the classroom. The class is not self-paced because we have specific due dates for all assignments, but you will work on the course at your own convenience within those parameters. You can work ahead in this class as well if needed. Lack of participation in discussions or not answering email messages sent to you will be considered lack of attendance and will result in a loss of points.
- ***Note:** For a 3-credit class, you should expect to spend a total of 36 “contact hours” in the virtual classroom. For this course that would average three (3) hours each week. On a bi-weekly basis, this includes posting your weekly discussion comments; posting two articles you have located with a brief critique; and reading the articles posted by other students and writing comments. This constitutes our “classroom interaction.” You can do it any time, day or night as long as you get it done within the two week period before the next topic begins. Outside of these “contact hours,” like any other class, you will spend time on the assigned readings, researching the articles you plan to post, and completing two major projects.

**Statement regarding academic honesty**

Students are bound by the University College policy on academic integrity in all aspects of this course. All references to ideas and texts other than the students' own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the
document regarding the university academic integrity policy: http://ucollege.wustl.edu/faculty/academic_integrity

All students are expected to abide by the citation and attribution techniques explained here: https://owl.english.purdue.edu/owl/section/2/

Academic Support:

All University College students are encouraged to take advantage of the following Academic Support services on campus:

- **Cornerstone**: Cornerstone provides access to academic peer mentoring, assists students with essential study and test-taking skills, and offers disability resources to students in need. In addition, Cornerstone connects first-generation college students to leadership programs and offers academic, research and career opportunities. Visit http://cornerstone.wustl.edu/ for more information.

- **Writing Center**: The Writing Center staff members are writers helping writers through the process of revision. They are undergraduate students, graduate students and faculty members who love to write and to help others clarify their thoughts and ideas. The Writing Center and The Speaking Studio at Washington University in St. Louis provide free, one-on-one tutoring to all WUSTL students for any writing or public speaking project. Students interested in using the Writing Center should call in advance to make an appointment. Visit http://writingcenter.wustl.edu/ for more information.

- **Arts & Sciences Computing**: Arts & Sciences Computing operates two labs that are open to students, faculty, and staff. Visit http://computing.artsci.wustl.edu/labs for more information.

- **Library**: Washington University Libraries boast an impressive array of services, including course reserves, interlibrary loan, reserved study spaces, the Arc Computing Lab, and so much more. Visit http://library.wustl.edu/ for more information.

Student Accommodations

Washington University is committed to providing equal opportunity for students with disabilities. The Disability Resource Center (DRC) assists students with disabilities by providing services and arranging for reasonable accommodations to ensure equal access and equal academic opportunities. Students wishing to request services or accommodations must register and provide appropriate documentation to the DRC at cornerstone.wustl.edu. The DRC serves as a resource and advisor to students with disabilities and welcomes opportunities to consult with students, families, faculty, and staff. This online course has been designed with accessibility in mind. Be sure to visit
Blackboard’s accessibility statement at:  
http://www.blackboard.com/platforms/learn/resources/accessibility.aspx

Guidelines for weekly discussion comments

1. Be sure to write in the **subject** line to whom your message is addressed. Changing the subject line is the number one way to make sure your post is noticed by the intended recipient.
2. Be sure to **sign your name** at the bottom of your messages. Writing your name at the end of each message helps to clarify the author and helps your classmates remember who you are.
3. Be sure to take your time and write meaningful weekly discussion comments. Your ideas and content are important, and issues such as grammar, spelling, vocabulary, and sentence structure count as well.
4. Finally, the discussion forums are meant to be **fun!** Check in often to communicate with me and your classmates.

Course Activities

All work is due Sundays at midnight.

This course is offered in an on-line format. Students will participate in the course by logging on to the class Blackboard page. Every two weeks, students will be expected to complete the following:

1. Read assigned texts and articles on topic. Instructor will post lectures every 2 weeks related to the topic and the readings.
2. Engage in online discussion of the topic by providing thoughtful responses to questions posed by instructor, class readings, and reading classmates’ responses or on the articles posted (see #4 below). I expect at least 4 thoughtful discussion comments from each student during each 2 week period, **the first discussion comments are due the first Sunday night of each 2 week period. You will write 2 discussion comments where you are the primary author, and 2 discussion comments where you are commenting on another student’s comment. More than 4 comments are appreciated.**

3. Twice during the course each student will post an article.

Find a newspaper, magazine or journal article that discusses some aspect of leading or engaging volunteers. Post the article in the Discussion Board Article Folder and comment about the article. Your comments must include:

- Why you selected the article
- What you learned from the article
- Does it relate to anything in our readings thus far
- Criticisms or comments about the article,
- Questions you have after reading the article
Due dates for the articles are:

September 18, 2016  Article 1
October 2, 2016  Article 2

4. Volunteer Interview Project: Student will locate and interview someone who has volunteered at an NPO for a minimum of one year. You will write up the interview and then comment, based on class readings, what you thought the NPO did well with this volunteer, what you thought could have been improved with this volunteer, and what you would have done differently with this volunteer. Project guidelines will be provided on Blackboard

Due Date: October 16, 2016

5. Final Project: Student will develop a comprehensive Volunteer Plan for an NPO they create for this project. This plan will include a brief description of your NPO including the mission statement and a philosophy statement of volunteer engagement. Additional items to be included are how you would recruit volunteers, description of training plans, ideas on retaining volunteers, and how you would evaluate your volunteers. Project guidelines will be provided on Blackboard.

Rough Draft of Final Project  DUE  October 30, 2016
Final Project  Due  December 4, 2016

Course Grading
Weightings toward final course grade are:

Thoughtful online discussion (6 topics @ 5% each)  30%
Posting and discussion of articles (2 @ 10% each)  20%
Volunteer Interview Project  20%
Final Project: Create a Comprehensive Volunteer Plan.  30%

Grades will be given on this scale:
A: superior work with excellent analysis
B: good work that meets the requirements of the assignment
C: good work but does not meet all requirements of the assignment
D: passing but marginal work

Assigned Readings and Assignments

Introductory Week  (August 29th to September 4th)

Readings:
- Intro Lecture found in Course Documents
- Make a paper copy of your Syllabus and carefully read it and highlight items or dates that you think are important. Refer to the Syllabus often during the semester, it is very complete and will guide you to a positive outcome in this course.

Assignments:
- Introduce yourself in writing on the Discussion Board in the folder marked Introductions.
- Email Dr. Foy (betsy.foy@wustl.edu) if you would like to have a personal introductory phone call this week.
- Written Assignment 1. Write a brief description of any previous experience and/or education you have had related to Volunteer Engagement or Leadership. Conclude with what you hope to learn in this class. Submit in the Assignment Section of Blackboard.

Topic 1 History and Current State of Volunteerism  (September 5-September 18)

Reading
- Lecture 1 found in Course Documents
- Textbook Ellis Chapters 1-4

Assignments
- Weekly Discussion Comments (Minimum of 4)
- Include in one of your discussion comments an experience you have had as a volunteer
- Article 1

Topic 2 Understanding Volunteers’ basic psychological characteristics and motivations. Identify different types of Volunteer roles  (September 19-October 2)
Reading:
- Lecture 2
- Textbook McKeen Chapters 1-8

Assignments:
- Weekly Discussion Comments (Minimum 4)
- Article 2

---

**Topic 3  Develop and Implement Sound Strategies for Volunteer Recruitment, Retention, and Recognition**  
(October 3-October 16)

Reading:
- Lecture 3
- Textbook Ellis Chapters 5-8

Assignments:
- Weekly Discussion Comments (Minimum 4)
- Volunteer Interview Project

---

**Topic 4  Learn to Apply Risk Management Concepts in Volunteer Programs**  
(October 17-October 30)

Reading:
- Lecture 4
- Textbook Ellis Chapter 9, Chapter 12, Appendix A, Appendix B

Assignments:
• Weekly Discussion Comments (Minimum 4)
• Rough Draft/Outline of Final Project

Topic 5  Learn to Evaluate Volunteer Programs  (October 31-November 13)

Reading:
• Lecture 5
• Textbook Ellis Chapter 10

Assignments:
• Weekly Discussion Comments (Minimum 4)

Topic 6  Bringing It All Together  (November 14-December 4)

Reading:
• Lecture 6
• McKee Chapters 9 and 10 and Browse Section 4 Resources

Assignments:
• Weekly Discussion Comments (Minimum 4)
• Final Project Due
**Assignment Due Date Checklist**

Check off each assignment as you turn it in. If you will be late with an assignment you must get prior approval from the instructor.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-4-16</td>
<td>Written Introduction</td>
</tr>
<tr>
<td>9-11-16</td>
<td>Weekly Discussion Comments</td>
</tr>
<tr>
<td>9-18-16</td>
<td>Weekly Discussion Comments</td>
</tr>
<tr>
<td>9-25-16</td>
<td>Weekly Discussion Comments</td>
</tr>
<tr>
<td>10-2-16</td>
<td>Weekly Discussion Comments</td>
</tr>
<tr>
<td>10-9-16</td>
<td>Weekly Discussion Comments</td>
</tr>
<tr>
<td>10-16-16</td>
<td>Weekly Discussion Comments</td>
</tr>
<tr>
<td>10-23-16</td>
<td>Weekly Discussion Comments</td>
</tr>
<tr>
<td>10-30-16</td>
<td>Weekly Discussion Comments</td>
</tr>
<tr>
<td>11-6-16</td>
<td>Weekly Discussion Comments</td>
</tr>
<tr>
<td>11-13-16</td>
<td>Weekly Discussion Comments</td>
</tr>
<tr>
<td>11-20-16</td>
<td>Weekly Discussion Comments</td>
</tr>
<tr>
<td>11-27-16</td>
<td><strong>NO ASSIGNMENT</strong></td>
</tr>
<tr>
<td>12-4-16</td>
<td>Weekly Discussion Comments</td>
</tr>
</tbody>
</table>