

Fall 2024 – HUMN 4250V/425HV/SCWK 5050V - Strategic Philanthropy
Tu/Th 9:30 – 10:45 AM
Syllabus

Instructors

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Office Hours

Dr. Levine and Dr. Contreras will hold office hours by appointment only. Meeting with both or just one of us is fine.

Course Description

Although this is an ancient practice often founded on deep spiritual and cultural traditions, philanthropy is one of those activities we do not study or reflect about enough. Relative to its relevance, long history and recurrent incidence in Western and non-Western traditions, philanthropy is perhaps one of the most human-centered activities we can ever engage in, contributing to the foundation of peaceful, prosperous and functional societies.

Strategic Philanthropy is an innovative course offering students the opportunity to understand the world of philanthropy, its origins, evolution, attainments, and limitations. Students in this course will learn about ancient philanthropic traditions, the evolution of philanthropic actions and ideas, current best practices in the non-profit and charitable giving fields, and a variety of techniques and methodologies to assess the impact of real organizations in the Northwest Arkansas region and beyond. The class is a collaboration between the J. William Fulbright College of Arts and Sciences, the Sam M. Walton College of Business. At the end of the course, students will have the opportunity to select the charity of their choice and allocate a gift to such charity thanks to the generosity of the Philanthropy Lab.

Course Objectives

The primary objective of this course is to introduce students to the world of philanthropy, its origins, history and current state of affairs. What is philanthropy? Who is a philanthropist? And how can we make the most out of this practice? As students learn about philanthropy, charitable giving, social innovation and non-profit initiatives, the course will engage with regional organizations to learn about their mission, operations, challenges and achievements. Students will be introduced to a variety of impact assessment techniques and methodologies, learning to conduct rigorous impact assessments of the organizations' activities, to determine their effectiveness, efficiency and social return on investment.

A key objective of the course is to help students understand the process through which efficient, sustainable and effective philanthropy is possible. Students will learn to evaluate the performance of an organization in context of its mission, goals, infrastructure, and resources available, but also in context of the overall challenges and priorities posed by the region in which they operate. By offering students the opportunity to evaluate actual organizations in the NWA region and making a decision around the assignment of the funds granted by the Philanthropy Lab, students also will be engaged in impact assessment practices, obtaining concrete, practical and useful project evaluation, risk assessment and project management skills.

Since NWA happens to be one of the most vibrant, innovative and vanguard regions in the country, with a large number of charities, non-profits and social innovation initiatives, a related objective will be to engage as many organizations as possible, with the intention of strengthening relationships and building a sort of community of practice among organizations with similar or complementary goals in the region and beyond.

Student Learning Outcomes

- Students will learn about the origin, evolution and current state of philanthropic practices.
- Students will learn different traditions and approaches to the world philanthropy.
- Students will explore the history, theories, best practices and regulations of non-profits and charitable initiatives in the NWA region;
- Students will learn about selected non-profit, charitable and social innovation initiatives from around the world, with the intention to identify best practices.
- Students will learn to identify best practices in the social impact world, understanding the challenges and limitations of specific organizations;
- Students will learn some practical interpretations of different non-profit tax forms.
- Students will learn to evaluate a variety of theories of change, as well as the effectiveness and efficiency of organizations or initiatives with different resources and circumstances.
- Students will learn some of the most common techniques to measure and assess social impact;
- Students will learn best practices for effective interview sessions.
- Students will learn key project management, project evaluation, and risk assessment techniques.
- Students will learn key techniques, tools, and mechanisms for impact assessment.

Upon completion of the course, students should be able to:

- Demonstrate proficiency in key terms and concepts related to social innovation, non-profits, charity giving, philanthropy and collective impact strategies;
- Recognize key business and humanities-centered approaches to analyze and assess issues and challenges faced by charity, nonprofits, and social innovation initiatives in the NWA region and beyond.
- Design and – if possible – apply basic business principles to assess the impact of local charities, social innovation initiatives or non-profits, evaluating their financial stability, transparency and accountability;
- Demonstrate general awareness of the problems affecting our communities and the resources available to tackle those problems in an effective, efficient, and sustainable way;
- Demonstrate ability to collaborate, work in teams, and assess impact in a creative, innovative and effective way;
- Debate what constitutes value and value creation, redefine the notion of impact, and contribute to the standardization of impact assessment mechanisms for charities, non-profits and social innovation initiatives.
- Develop a personal philanthropic ethic that takes serious account of how one's time, talent, and treasure might benefit the public good.
- Understand the profile of the average donor – who is a philanthropist? What moves them? Why?;
- Develop a comprehensive and rigorous assessment of the organization of their choice.

Service Learning

This course has been designated as a Service-Learning Course.

Target Audience

Advanced Undergraduate Students interested in a hands-on, service-learning course, devoted to innovative philanthropic strategies, identifying best practices, and evaluating impact.

Course Logistics

A majority of course materials, activities, communications, and instruction will be delivered using the UofA course management software, “Blackboard.” The class begins on **Tuesday, August 20** and ends on **Thursday, December 13**. Class is scheduled for **Tu/Th from 9:30 AM to 10:45 AM**. **Class will meet in person at Science Engineering Classroom 0204**. In the extraordinary event of going into a social distancing contingency again, the class will continue as scheduled, and meetings will be conducted remotely, via Microsoft Teams.

Required Material

MacAskill, W. *Doing good better*. Penguin Random House, New York, 2016.

All other articles, chapters and other required material will be accessible through links or electronic files.

Other required materials:

- Reading, video, audio and multimedia format reports, articles and/or journal papers are required as noted in the class topical schedule, below.
- You may find it helpful to visit the university library’s virtual collection and download copies of reports and/or journal articles for use as discussion guide or for use with assignments or your team project.
- At specific points in the course, we may use course supplements to present information not specifically covered in the assigned reports and/or journal articles. These supplements may be via print, online, or electronic means.
- Most of the required materials will be available on Blackboard under “Content.”

Minimum Prerequisites:

Junior-level standing, or instructor permission.

Required Supplies and Technology

Microsoft Office applications (MS Word, Excel, and PowerPoint), Adobe Reader/Acrobat, and a web browser will be used to develop, document, and report your project. All software necessary for this class is available free of charge for students who wish to install the software on their personal computer or smart device or through remote access in university computer labs.

Teaching Methodology and Class Culture

This class is a hands-on, active-learning project-based course that will **require your active participation in all class sessions** without necessarily being called-upon by name. Students must come to class fully prepared to participate in class discussions of readings, articles, or podcasts. This is not a lecture/exam course. We may, at various times, give readiness and/or attendance quizzes based on the materials assigned. These quizzes may or may not be announced ahead. If you have questions, ask them. If you need help, seek it out. You are in control of your success. You will develop relationships in this class that will stay with many of you throughout your careers. You are expected to hold each other to professional standards and to help each other achieve those standards.

Course Philosophy

We believe in maintaining an open and informal atmosphere in the class. You are encouraged to make observations and comments during the class and to excel in this class this is expected. While we will highlight and explain theory that is relevant to the subject, you are encouraged to constantly think about how the concepts taught can be applied to real life beyond this course. We strongly encourage you to share examples from your work experience, travels, and life experience that you think are related to the material being covered. Feel free to question the concepts that are being taught in class. A free and open discussion of the material will be of benefit to everyone and will increase your learning and understanding.

No theory perfectly approximates the real situations that we face in today’s world. Our primary goal of the course is to make you aware of the most pressing social and environmental problems affecting our communities, and the way in which prominent leaders, activists and social innovation, non-profits, charitable foundations, corporations and more important, philanthropists, are trying to address them. The course should provide you with a comprehensive perspective of what philanthropy is all about and how to make it more sustainable and impactful by improving its effectiveness and efficiency. The world is changing, so it is critical we approach its challenges with responsibility, and creativity.

During class sessions we will expose you to short lectures, videos, guest speakers, and we will facilitate active class discussion. The assignments and requirements are designed to provide you with a foundation for understanding social innovation as an approach, a business culture, and a way of life. The course will focus predominantly on practice rather than on theory. It is important students complete *all* requirements during the week for which they are assigned as assignments and concepts will build on and be connected to the previous weeks’ assignments and prepare for the next week’s assignments.

Although we will do everything we can to follow the plan detailed in this syllabus and the associated course *schedule* and *requirements*, sometimes changes are necessary. Please remember that this is a living document, and it is subject to change during the session. You will not be asked to do more than is stated in this document. However, we reserve the right to redistribute activities and/or topics to meet the student’s learning needs. No assignment due dates will be moved up unless there is a consensus within the class. You will be made aware of any changes to this document and updates will be uploaded to Blackboard and clearly indicated as updated documents and you will be notified in a timely fashion via the “Announcements” function in Blackboard.

Remote Meetings Protocol (if need be)

In case we must or want to schedule remote meetings, students must make every reasonable effort to follow this protocol for our virtual meetings:

1. Connect 5 minutes before the class starts.
2. Unless you don’t have a camera, turn on your video. If you cannot, notify the instructors ahead of class.
3. Keep your microphone muted whenever you are not speaking.
4. If you have a comment or a question at any given time during the session, grab our attention through the chat or by using the ‘raise your hand’ feature.
5. Limit the length of your interventions, be civil, considerate of others, attentive, participative, and respectful.

Course Schedule

Although we don’t anticipate any major change in the schedule, some sessions may have to be adjusted.

Month	Date	Day	Tentative topic
August	20	T	Course Introduction: Introductions, Syllabus/Course Expectations. What are we doing? (Course Overview) – \$10 Challenge / Defining Terminology / Reviewing candidates
August	22	Th	Intro to our community partners – Intro to the world of Philanthropy – Philanthropy in the Ancient World and non-Western traditions Read: “The Strange Apeman” – PDF available on BB – Discussion
August	27	T	Read: <i>For Whom are we Responsible</i> Poem – PDF available on BB – Discussion. Discussion on First Assignment - Reflections on \$10 Challenge Due
August	29	Th	Guest speaker – Dr. Molly Jensen, on non-profit practices and tax reports
September	3	T	Reviewing candidates – discussing pros and cons. Selection of Final 8 community partners. Developing the Mission Statement for our class.
September	5	Th	Discussion on Second Assignment: Defining Terminology and Philanthropist of Choice Modern notions of Philanthropy – <i>Doing Good Better</i> – Introduction, Chapters 1 and 5 – Discussion Introducing the Third Assignment: My personal take on Philanthropy

September	10	T	Modern notions of Philanthropy – <i>Doing Good Better</i> – Chapters 7, 8, 9 – Discussion
September	12	Th	Discussion on Third Assignment: My personal take on Philanthropy – Team Formation Modern notions of Philanthropy – <i>Doing Good Better</i> Conclusion, Afterward and Appendix – Discussion Introducing the Fourth Assignment: Individual Reflections and lessons learned on Community Partners.
September	17	T	Guest Speakers – Community Partners – TBD
September	19	Th	Guest Speakers – Community Partners – TBD
September	24	T	Guest Speakers – Community Partners – TBD
September	26	Th	Guest Speakers – Community Partners – TBD
October	1	T	Discussion on Fourth Assignment: Individual Reflections and lessons learned on Community partners. Discuss SSIR articles: “You could spend your money differently” pp. 26-33; “From doing good to being Good” pp. 48-54 – PDFs on BB. How does this inform our notion of Philanthropy?
October	3	Th	Discuss SSIR articles: “Giving Time vs Giving Money” pp 64; “Where strategic philanthropy went wrong” pp 28-37; “The Invisible Balance Sheet” pp. 31-37 – PDFs on BB How does this inform our notion of Philanthropy – What is Philanthropy for? II
October	8	T	Impact Assessment Techniques and Methodologies I
October	10	Th	Impact Assessment Techniques and Methodologies II Introducing the Fifth Assignment: Reflections on <i>The everyday philanthropist</i>
October	15	T	FALL BREAK
October	17	Th	Discussion on Fifth Assignment: <i>The everyday Philanthropist</i> – Reflections and lessons learned
October	22	T	Meet the Funders Series. Robert Burns, Director Home Region, Work and Family Center – To be confirmed
October	24	Th	Meet the Funders Series. Panel Discussion: Representatives from UnitedWay NWA, Walmart Foundation, the Derek Lewis Foundation – To be confirmed
October	29	T	Assessing Impact – Adapting/Customizing Best practices and methodologies I
October	31	Th	Working Session – Feedback session – Students will have the opportunity to meet with their selected organizations for feedback. Tuning up your proposal. We will be available for questions and feedback. Peer-to-peer conversations and analysis will take place.
November	5	T	Assessing Impact – Adapting/Customizing Best practices and methodologies II
November	7	Th	Working Session – Feedback session – Students will have the opportunity to meet with their selected organizations for feedback. Tuning up your proposal. We will be available for questions and feedback. Peer-to-peer conversations and analysis will take place.
November	12	T	Team’s Choice – Assessment of local organizations
November	14	Th	Team’s Choice – Assessment of local organizations
November	19	T	Working Session 1 – Tuning up your proposal. We will be available for feedback.
November	21	Th	Thanksgiving Holiday
November	26	T	Feedback - Yesterday, Tomorrow and You - Feedback on the course Individual Reflection/Retrospect Essay Due
November	28	Th	Thanksgiving Holiday Working Session - Tuning up your final presentation/report. Teams will meet with instructors and Business Communication Lab (optional)
December	3	T	Presentation on Finalist Organization
December	5	Th	Final Presentation – followed by a final vote
December	--	--	Final Report (All Teams) and Team Management Reports – Award Ceremony

Blue	=	Link to a required material / class activity
Red	=	Due Dates for course requirements
Green	=	Holiday
Black	=	Class activities

Course Communications

In-class announcements, email, Blackboard Announcements, and Microsoft Teams will be primary means of communication. Please check Blackboard (<http://learn.uark.edu>) and your uark email regularly *at least* twice daily (morning, evening).

Student Work and Grading

The course demands constant interaction and communication among students, between students and instructors, and students and community partners. E-mail and announcements through Blackboard will be our preferred method for communication. We will check e-mail for questions and comments regularly throughout the day. We will respond to your questions or requests as soon as possible. Please call or contact us in case you have any question or would like to set up an appointment if you would like to meet (in person or virtually). In the case of our community partners, please be diligent and professional when pursuing, scheduling, and conducting meetings with them, either virtually or in person, following appropriate COVID-19 precautions if necessary.

Late Work

You are expected to submit assignments on time. **Late assignments will not be accepted.** If you must miss class on any of the ordinary or extraordinary sessions, you must inform us in advance. **You are responsible** for completing the required activities for each session and for coming prepared to class to discuss the material.

Attendance

Attendance and active, unprompted participation in class and virtual sessions (whenever these sessions take place) is expected and required for the course. As specified elsewhere in this syllabus, some sessions will include lectures, some will be working sessions, and some will be mentorship sessions focused on making progress on your proposed strategies. All working sessions require students to be present in the classroom (unless otherwise notified), but there is an expectation for teams in the class to work on their projects documenting their progress through the groups created in Microsoft Teams. Active learning sessions (breakout teams sessions) **will not** be recorded even if the lecture section is recorded, though summaries of the breakouts by each team, as appropriate, will be given when the breakouts are over, and records of the accomplished work should be documented in the application. Attendance and participation will have an impact on your final grade. You are expected to attend class, arrive (or connect, if class is remote that day) on time, and inform us in advance in case you cannot attend a particular session and if you cannot have your video on during the class. You are allowed up to three justified absences during the semester (10% of the total number of official sessions). Any other absence in the semester will have a direct impact on your final grade and deductions will be made for each absence, unless the absence is excused, and the instructors are notified in advance.

Students will not be excused from lectures, assignments, quizzes, assessments, final presentations, or exams except in special circumstances for which appropriate documentation and instructor approval is required **prior to the due date**. Special circumstances include illness, COVID-19, University-declared reasons, family emergencies, University-sponsored academic activities, University-related athletic competitions, religious observances, jury duty or subpoena for court appearance and military duty.

Course Requirements—Total (100%)

This course is built around individual research, teamwork, and community engagement efforts. Students are expected to work individually and in teams to complete all requirements for this class.

Group Assignments—Total of 55% include the following:

Team Formation (Binary)

All students must be part of a team. Team formation must be completed by the date noted in the Course Schedule, above. Each team will send a single email, with all members of the team included, to report on the creation of the team to the course instructors.

Team's Choice - Assessment of Local Organizations – Presentation & Report (20%)

After being introduced to each of the of organizations curated for the course, teams will be responsible to assess the impact of two organizations. Teams must conduct complementary research and a detailed assessment on the way these organizations track and assess their own impact. Each of the assessments is equally weighted in value (10% per organization).

Teams will present their argument and make a recommendation to the class on the organization they would choose to support, by virtue of writing a 4-5 pages report and conducting a 12-minute presentation, followed by Q&A.

The presentation will be in class using ppt, prezi, canva or the program of your choice. Aside from preparing a presentation for the class, teams must conduct research on the aspects that work about the organization, and produce a report on the way these organizations fulfill their mission and track their impact. The 12-minute presentation will be complemented by a 4-5-page report including an evaluation of the organization based on the rigor of their impact assessment techniques and its declared mission. To organize your report, you can conduct a SWOT analysis for the assigned organizations, backing up your argument with some research of your own. Some of the factors to consider for the elaboration of your presentation and reports include but are not limited to:

- How does the organization's activities allow assessment of social impact?
- How do they measure the impact of their activities?
- How easy would it be to scale or replicate their activities?
- How does the strategy help advance the SDGs or regional goals?
- How does the non profit compare to other non-profits in the region?
- What is the relevance of the organization's mission for our region?

Due Dates: as noted in the Course Schedule, above.

Rubric for Assessments of the different organizations:

- ◇ The assessment clearly identifies the mission of the organization.
- ◇ The assessment identifies and analyzes the way the organization measures impact.
- ◇ The assessment identifies the KPIs and explain the way organizations track these indicators.

Final Presentation & Report – (30%)

This is a 12-minute presentation (10%) and a 6-8-page document (20% - Times New Roman 12, 1.5 space—exclusive of charts or exhibits) summarizing your assessment of the organization and the reasons for which you recommend to support it. You should followed the same criteria that you will follow for the Team's Choice requirement. Below you will find a rubric for your convenience:

Rubric Final Report and Final Presentation (equally weighted):

- ◇ The report/presentation clearly identifies and state the mission of the organization and the problem they are trying to solve.
- ◇ The report/presentation clearly explains the kind of impact the organization aims to have.
- ◇ The report/presentation clearly states the weaknesses and strengths of the organization, explains how the organization fulfills its mission, mitigates or solves the identified problem, and provides a narrative of its impact assessment process .
- ◇ The report/presentation clearly explains the way the organization tracks its own impact.
- ◇ The report/presentation offers a clear rationale of the reasons for which your team believes the organization deserves to receive the Philanthropy Lab funds.

Project Management Report (5%)

Teams must keep track of the individual contributions each member of the team makes to the project. This is a good project management practice. Remember to create a [shared google excel sheet](#) documenting your contributions. Each team member is responsible to report on their own contributions. By the end of the semester, teams will share this excel document with us, so we can evaluate individual contributions to the team effort. The excel report will be due on the day and time indicated in the Course Schedule. The excel document should include, at least, the following information, as indicated in the sample below:

Week	Team Number	Name of team member	Action item	deadline	completed	In progress	pending
August 22	1	Student 1	A	Oct 21	x		
		Student 2	B	Oct 21		x	
		Student 3	C	Oct 21			x
September X							

Individual Assignments—Total of 45% include the following:

Attendance (5%)

Attendance is based on three (3) or fewer justified absences (see attendance policy included in this syllabus).

Active Participation and Contributions (5%)

An active participation means thoughtful, well-informed, and documented comments, pertinent to the subjects discussed in class, and without being called-upon by name. Relevant participation also means questions related to your project or to the required material, as well as completing the surveys on the presentation of guest speakers.

First Assignment – \$10 Dollar Challenge (5%)

Students must on their decision around the \$10 Challenge, following the template shared by instructors. Due on the date indicated in the course schedule.

Second Assignment - Defining Terminology and Philanthropist of choice (5%)

Students must research and define key concepts associated with philanthropic work. Instructors will provide the glossary of terms and students are responsible to research these terms and discuss the definition and their own interpretation of the relevance of the term, in class. Due on the date indicated in the course schedule.

Third Assignment – Personal Take on Philanthropy (5%)

Students will write a 1-2 page essay (Times New Roman 12, 1.0 space) on their personal take on Philanthropy. What does philanthropy mean to you? Have you conducted philanthropic work? Yes/No Why? Do you consider Philanthropy to be important?

Fourth Assignment – Individual Reflection and Lessons Learned on Community Partners (5%)

After listening from all community partners involved with the class, students will write a 4 page essay (Times New Roman 12, 1.0 space) on their preferences and concerns in relation to each of the community partners participating in the class. Students must dedicate half a page to each organization, this means you will include two per page.

Fifth Assignment – Reflection on The Everyday Philanthropist (10%)

After reading *The Everyday Philanthropist* by Dan Pallotta, students will write a 2 page essay (Times New Roman 12, 1.0 space) on their personal take of Pallotta’s book. What is Pallotta’s central argument? How is his argument relevant to the work we are planning to do in class? In your opinion, what are his strongest and weakest arguments?

Individual Reflection/Retrospect (5%)

Students are invited to reflect on the content of the course and the impact this course has had on their academic career and their decision to explore philanthropic strategies and make philanthropic decisions. This is a 1-2 page essay (Times New Roman 12, 1.0 space), and it is due on the date indicated in the course schedule.

Course Requirements and Grading Scale

Course Requirements	Weighting
Group Assignment—Social Innovation Strategy Project	55%
Team Formation	*Binary
Team’s Choice – Assessment of Local Organizations	20
Final Report - Recommendation	20
Final Presentation – Recommendation	10
Project Management Report	5
Individual Assignments	45%
Active Participation and Contributions	5
Attendance	5
First Assignment	5
Second Assignment	5
Third Assignment	5
Fourth Assignment	5
Fifth Assignment	10
Individual Retrospect Essay	5
Total	100%

*A “Binary” assignment means that if it is not done, it is a zero. If it is done, it is credited.

Grading Scale

The grading scale shown in the table below and will be used to determine final course grades.

Points	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
<60	F

In this class our official mode of communication is through uark email, Blackboard and MS Teams. Students are responsible for checking their UARK accounts on at least a daily basis. All communication between student and instructor and between student and student should be respectful and professional. Students are also responsible for checking the “Calendar” section of Blackboard to ensure they are aware of all assignments and assignment dates.

Respect for Diversity Statement

The Sam M. Walton College of Business and the J. William College of Arts and Sciences value the diversity of its students, faculty and staff as a strength that is critical to our educational mission. Our Colleges strive to be EPIC in valuing our differences, respecting everyone, and welcoming all. We promise to provide a rich intellectual community that includes differences in race, ethnicity and national origin, gender and gender identity, age, disability, sexual identity, social class, and religion. We expect differences in values and opinions and welcome community members to share those. We promise to create an inclusive environment (in classrooms, work environments, and at events) in which each person is heard and treated with respect. We strive to create an environment of speaking up when challenges arise and of learning together.

Academic Honesty:

The application of the University of Arkansas Academic Honesty Policy will be fully adhered to in this course. Please see the UA Academic integrity page: <https://honesty.uark.edu/policy>

Guidelines for Testing Accommodations for Students with Disabilities:

Reasonable accommodations will be made for students with disabilities. Students must request any accommodations from their instructor in addition to requesting accommodations from the Center for Educational Access (CEA). Please contact the CEA for details on seeking accommodations for disabilities. Please see the uA Center for Educational Access page: <https://cea.uark.edu/>

Unauthorized Use of Class Recordings:

In certain instances, or in case social distancing is reinstated for whatever reason, instructors reserve the right to record class and make class available to students through Blackboard. These recordings may be used by students ONLY for the purposes of the class. Students may not download, store, copy, alter, post, share, or distribute in any manner all or any portion of the class recording, e.g., a 5-second clip of a class recording sent as a private message to one person is a violation of this provision. This provision may protect the following interests (as well as other interests not listed): faculty and university copyright; FERPA rights; and other privacy interests protected under state and/or federal law. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Recording by Student:

Recording, or transmission of a recording, of all or any portion of a class is prohibited unless the recording is necessary for educational accommodation as expressly authorized and documented through the Center for Educational Access with proper advance notice to the instructor. Unauthorized recordings may violate federal law, state law, and university policies. Student-made recordings are subject to the same restrictions as instructor-made recordings. Failure to comply with this provision will result in a referral to the Office of Student Standards and Conduct for potential charges under the Code of Student Life. In situations where the recordings are used to gain an academic advantage, it may also be considered a violation of the University of Arkansas' academic integrity policy.

Unauthorized Use of Technology for a Quiz or Examination:

Students are not permitted to collaborate on any quiz or examination without specific permission from the instructor in advance. This includes collaboration through GroupMe, WhatsApp, or any other form of technology to exchange information associated with a quiz or examination.

Unauthorized Use and Distribution of Class Notes:

Third parties may attempt to connect with you to buy your notes and other course information from this class. We will consider distributing course materials to a third party without my authorization a violation of my intellectual property rights and/or copyright law as well as a violation of the University of Arkansas' academic integrity policy. Continued enrollment in this class signifies your intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity. Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of Student Success Center. If a third party should contact you regarding such an offer, we would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity. [Do we want to amend this paragraph to eliminate the “me” and “my” and “Teaching Assistant”?

Emergency Procedures:

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

Unauthorized Websites or Internet Resources:

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of our University's Academic Integrity and Code of Student Life policies. These websites include (but are not limited to) Quizlet, Bartleby, Course Hero, Chegg, and Clutch Prep. The U of A does not endorse the use of these products in an unethical manner. These websites may encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization.

Furthermore, paying for academic work to be completed on your behalf and submitting it for academic credit is considered 'contract cheating' per the Academic Integrity Policy. Students found responsible for this type of violation face a grading penalty of 'XF' and a minimum one-semester academic suspension per the University of Arkansas Sanction Rubric. Please let your instructor(s) know if you are uncertain about the use of a website.

Violence / Active Shooter (CADD):

- **CALL-** 9-1-1
- **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Syllabus Changes:

Syllabus content and course schedule may change at the discretion of the instructors. Such changes will be announced by email, on Blackboard, and/or in class.