Faculty Information
Name: Hyunrang Han, PhD
Email: hhan2@utep.edu
Office Phone: 915-747-7972
Office: Benedict Hall 105

Office Hours
Wednesday 3:00 pm - 5:50 pm. Individual appointments can also be scheduled. Contact the instructor through email.

COURSE DESCRIPTION
This course is designed to introduce students to a range of volunteer management strategies in nonprofit and public organizations. We begin with an overview of volunteering. Strategies for volunteer program readiness will be examined after that including volunteer position development and recruitment. Strategies for volunteer engagement will also be discussed such as orientation & training and supervision. Strategies for volunteer program impact will be followed including evaluation and risk management.

COURSE OBJECTIVES & EXPECTED LEARNING OUTCOMES
The learning objectives for the course are:

- to gain an understanding of overall volunteer management processes and strategies in nonprofit and public organizations.
- to understand volunteer management issues that organizations are encountering with some specific cases.
- to apply course materials learned in the class in practice.

Upon successful completion of the course, students will be able to:

- demonstrate effective and efficient strategies for volunteer program readiness, volunteer engagement, and volunteer program impact.
- illustrate volunteer management issues and provide suggestions for improvement.
- apply knowledge from the course to evaluate events and conditions in the real world.
COURSE MATERIALS


Additional readings will be provided on the Blackboard.

COURSE ASSIGNMENTS

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Assignments (x 2)</td>
<td>300 points (150 points each)</td>
<td>30% (15% each)</td>
</tr>
<tr>
<td>** (Initial posting &amp; 2 response postings) x 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Assignments (x 2)</td>
<td>300 points (150 points each)</td>
<td>30% (15% each)</td>
</tr>
<tr>
<td>Community Project Presentation &amp; Paper</td>
<td>300 points</td>
<td>30%</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>100 points</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>1000 points</td>
<td>100%</td>
</tr>
</tbody>
</table>

1. Discussion Board Assignments (2 Discussion Board Assignments X 150 points each = 300 points total)

Two discussion board assignments are required in this class. For each discussion board assignment, you will post your initial posting answering discussion board questions and response postings for your classmates. To earn full credit, you must post at least 2 response postings to your colleagues’ posts.

Your response postings to your colleagues’ initial postings can be made in one or more of the following ways:
• Ask thought-provoking questions.
• Provide suggestions.
• Expand on your fellow students’ positing.
• Offer and support an opinion.
• Share your own experiences to validate your fellow students’ ideas.

Your contributions to the discussion board must be substantial and clearly explain that you read the course materials and can integrate the materials with your experience. You should refer to and cite the assigned readings and indicate the source of additional research you conduct to answer the discussion board questions. Simply agreeing with fellow students will not earn you full points.

Students are expected to post discussion board postings that are appropriate for an academic setting. To succeed in this course, students are expected to use professional language and all quotations should be properly cited using APA.

In-text citations --
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_author_authors.html
Reference list --
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_author_authors.html

2. Writing Assignments (2 Writing Assignments X 150 points each = 300 points total)

Two writing assignments are required in this class. These writing assignments would cover specific course topics such as volunteer program readiness strategies and volunteer engagement strategies.

Your writing assignments must clearly explain that you read the course materials and can integrate the materials within your assignments. You should refer to and cite the assigned readings and indicate the source of additional research you conduct to answer the writing assignment questions.

3. Community Project Presentation & Paper (300 points total)

You will select a nonprofit organization of your interest in the community, interview a volunteer manager, analyze the organization’s volunteer management strategies based on course materials, and provide suggestions for improvement on its volunteer management strategies.

Students are required to use both secondary sources (e.g., scholarly articles, website information, news) and primary sources (e.g., personal interviews, observations) for analysis. A more detailed guideline will be provided.
The purpose of the community project is to provide an opportunity for students to apply knowledge from the course to the real world.

For a presentation, each student should prepare a PowerPoint (no more than 10 slides) and submit it electronically before the class. The presentation should take no more than 15 minutes.

4. Class Attendance (100 points)

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by the completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements.
- Participating in engaging discussions with your peers.
- Other activities as indicated in the weekly modules.

GRADE SCALE AND POLICY

Points will be distributed as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90.00 % – 100 %</td>
</tr>
<tr>
<td>B</td>
<td>80.00 % – 89.99 %</td>
</tr>
<tr>
<td>C</td>
<td>70.00 % – 79.99 %</td>
</tr>
<tr>
<td>D</td>
<td>60.00 % – 69.99 %</td>
</tr>
<tr>
<td>F</td>
<td>Below 60.00 %</td>
</tr>
</tbody>
</table>

Late Work: Late work will NOT be accepted unless there is a documented illness or another serious situation. Be prepared to provide documentation or other evidence of medical, work, or family emergencies.

COURSE POLICIES

Alternative Means of Submitting Work in Case of Technical Issues

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work in a separate Word document as a backup. This way, you will have
evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your backup document as a last resort.

**Accommodations Policy**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

**Scholastic Integrity**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

**Copyright Statement for Course Materials**

All materials used in the course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They should not be further disseminated.

**UTEP COVID-19 Precautions**

Please stay home if you (1) have been diagnosed with COVID-19, or (2) are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instructions will be provided. Information regarding UTEP testing and other COVID-related issues can be found at [https://www.utep.edu/resuming-campus-operations/testing/](https://www.utep.edu/resuming-campus-operations/testing/). If you test positive of COVID-19, please inform UTEP EH&S at 915-747-7162 or COVIDaction@utep.edu.
The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear facemasks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area and frequently on campus. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

**COURSE RESOURCES**

UTEP provides a variety of student services and support:

**Technology Resources**

- **Help Desk**: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

**Academic Resources**

- **UTEP Library**: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- **University Writing Center (UWC)**: Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- **Math Tutoring Center (MaRCS)**: Ask a tutor for help and explore other available math resources.
- **History Tutoring Center (HTC)**: Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- **RefWorks**: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

**Individual Resources**

- **Military Student Success Center**: Assists personnel in any branch of service to reach their educational goals.
- **Center for Accommodations and Support Services**: Assists students with ADA-related accommodations for coursework, housing, and internships.
- **Counseling and Psychological Services**: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments &amp; Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/18 Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/25 An Overview of Volunteering</td>
<td>• McCurley &amp; Lynch, Ch. 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Additional readings (Blackboard)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2/1 Planning a High-Impact Volunteer Program, Organizing a Volunteer Program</td>
<td>• McCurley &amp; Lynch, Ch. 2, 3</td>
<td>Discussion Board Assignment #1 *Initial posting due by 2/4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Additional readings (Blackboard)</td>
<td>*Response postings due by 2/5</td>
</tr>
<tr>
<td>4</td>
<td>2/8 Creating Motivating Volunteer Positions, Recruiting the Right Volunteers</td>
<td>• McCurley &amp; Lynch, Ch. 4, 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Additional readings (Blackboard)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2/15 Matching Volunteers to Work</td>
<td>• McCurley &amp; Lynch, Ch. 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Additional readings (Blackboard)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2/22 Preparing Volunteers for Success</td>
<td>• McCurley &amp; Lynch, Ch. 7</td>
<td>Writing Assignment # 1 due by 2/26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Additional readings (Blackboard)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>3/1 Supervising Volunteers for Maximum Performance</td>
<td>• McCurley &amp; Lynch, Ch. 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Additional readings (Blackboard)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3/8 Supervising the Invisible Volunteer</td>
<td>• McCurley &amp; Lynch, Ch. 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional readings (Blackboard)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3/15 Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/22 Special Supervisory Situations</td>
<td>• McCurley &amp; Lynch, Ch. 10</td>
<td>Discussion Board Assignment #2 *Initial posting due by 3/25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Additional readings (Blackboard)</td>
<td>*Response postings due by 3/26</td>
</tr>
<tr>
<td>11</td>
<td>3/29 Keeping Volunteers on Track</td>
<td>• McCurley &amp; Lynch, Ch. 11</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Additional Readings</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
| 12   | 4/5  | Ensuring that Volunteers Feel Appreciated | McCurley & Lynch, Ch. 12  
Additional readings (Blackboard) | |
| 13   | 4/12 | Building Volunteer and Staff Relationships, Risk Management | McCurley & Lynch, Ch. 13, 14  
Additional readings (Blackboard) | Writing Assignment #2 due by 4/16 |
| 14   | 4/19 | Measuring Volunteer Program Effectiveness | McCurley & Lynch, Ch. 15  
Additional readings (Blackboard) | |
| 15   | 4/26 | Enhancing the Status of the Volunteer Program, Special Topics in Volunteer Management | McCurley & Lynch, Ch. 16, 17  
Additional readings (Blackboard) | Community Project Presentation 1 |
| 16   | 5/3  | | | Community Project Presentation 2  
Community Project Paper due by 5/10 |

*** The class schedule can be changed at the instructor’s discretion. With advanced notice, I may inform specific changes or updates based on the course progress.