Course Syllabus: Nonprofit Fundraising & Grant Development aka Nature of Philanthropy
Dillard College of Business Administration
MGMT 4633 Section J01 / MWSU 4433 1H1
Fall Semester 2025, August 25-December 13, 2025

Contact Information
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Course Description
This course is an introduction and overview of the philanthropic and grant-making process, focusing on philanthropists' motivations, responsibilities, ethics, and expectations. Students have the opportunity to study *and* practice philanthropy by thoughtfully investing $30,000 of donated funds in nonprofit organizations in our community.

Course Objective
This is an upper-division management elective for the non-profit management minor and DCOBA majors and an interdisciplinary topic course for the Redwine Honors program. Students will gain an understanding and appreciation for the meaning and importance of philanthropy. This course is also a service-learning designated course with several learning objectives.

First, students will examine and understand the nature of philanthropy, its history, theories, ethics, practice, and impact on society. Students will compare and contrast historical philanthropic views with current philanthropic views through writing and discussion.

Second, students will research, identify and strive to understand the problems in their communities and beyond. Students will then have the opportunity to solve the identified issues by participating in real philanthropic endeavors, such as grant-making and program evaluations. Students will direct and control $30,000 (donor-funded gifts to the course), awarded to local nonprofits.

Lastly, students will be reflective and conduct self-examination. This process will help students develop a personal philanthropic ethic that considers how one's time, talent, and treasure might benefit the public good.

Learning Goals

Specific Learning Goals
Graduates of this course will:
1. Understand the nature of philanthropy, its history, theories, ethics, practice, and impact on society. This will be evaluated through reflection papers, class participation and engagement, and developing a personal philanthropy philosophy.
2. Research and understand public concerns in our community and beyond, specifically in these critical areas: a) health, wellness, and basic human needs; b) education, leadership, and mentoring; c) human services, social justice, and civil rights; d) culture, arts and the environment; and e) community improvement and development. This will be evaluated through Identifying Needs, Organization Profiles, White Papers, Cases for Support, Class Presentations, class participation, and engagement.
3. Understand and participate in the grant-making process: establishing goals, performing due diligence, writing and vetting proposals, debating priorities, and reaching collective decisions. This will be evaluated through Organization Profiles, White Papers, writing Cases for Support, class presentations, class participation, discussion and engagement, and the grant awarding process.
4. Understand the joy of giving and develop a personal philanthropic ethic that considers how one's time, talent, and treasure might benefit the public good. This will be evaluated through reflection papers, class participation and engagement, and developing a personal philanthropy philosophy.

General Learning Goals
1. Students will demonstrate competency in speaking and writing for common business scenarios. Students will submit written assignments throughout the semester. Assessment will occur through the grading of written assignments throughout the semester.
2. Students will demonstrate problem-solving and decision-making abilities through critical analysis, evaluation, and interpretation of business information. They will develop grant-making criteria and determine which nonprofit to fund and how much to award to the nonprofits.
3. Demonstrate how to be influential team members by using team building and collaboration to achieve group objectives. Students will work in groups and be assigned to work with a local nonprofit to evaluate and assess nonprofit effectiveness.
4. Students will apply and demonstrate ethical reasoning skills within a business environment. Students will learn and apply best practices in real-

life nonprofit business problem(s). Assessment will occur throughout the semester through instructor evaluation.

These general learning goals are among those the Dillard College of Business Administration established. General learning goals represent the skills that graduates will carry into their careers. While assessing student performance in obtaining these general learning goals, Dillard College is evaluating its programs. The assessments will assist us as we improve our curriculum and curriculum delivery.

Course Chronology and Overview

This course is complex, and there are a lot of moving pieces. This semester you will function in several capacities, moving back and forth between different roles. Collectively the class will operate as a *foundation board of directors*, deciding in "Board Meetings" (in-person class time) how and where to give the money. In your work with a smaller group of teammates, you will function as a foundation *program officer*. You will cultivate relationships with nonprofits, assess their needs and effectiveness, and perhaps advocate on their behalf to the larger Board of Directors. Near the end of the course, you'll function like the *employee* of a nonprofit organization, writing proposals and presentations that the larger Board will consider. Finally, you will act as an *individual* as you contemplate and make plans concerning the role philanthropy will play in your own life. In each of these roles, you will be developing experience that will serve you for a lifetime – as a professional, philanthropist, and citizen.

The course will proceed in four phases:
Phase I:
This phase will begin with an overview of prominent philosophies on philanthropy and the history of philanthropy in the United States. Phase I will also involve independent research on identifying the needs in our community and the nonprofits that are addressing these needs. The class will identify needs in the community, discuss these needs as a class, and the class will identify themes that encompass the areas of need. Next, every student will nominate two to three nonprofit organizations that address one of the identified needs for the Board to consider this semester. Each student will research the organization and complete a one to two-page Organization Profile for each nonprofit they nominate. These Organization Profiles will be compiled into a single document for each Board Member (class participant) to read in advance of a Board vote. After that vote, approximately one-third of the organizations will move to Phase II.
Phase II:
In Phase II, each student will be assigned to a group, and each group will conduct deeper research on their assigned organizations. This phase will include financial analysis and every bit of information the internet can provide about an organization. In Phase II, students will work in teams, helping each other research. Each team will draft a 3-5 page White Paper on three organizations.

The entire Board of Directors (class participants) will read in advance of a Board meeting discussion and vote. After that vote, approximately 6 organizations will move to Phase III as finalists.

Phase III:

In Phase III, each team will have 2 organizations. The groups will make site visits to their assigned organizations. Phase III research will entail, asking each organization how they might utilize grants of varying sizes and projecting whether those grants will be successful. Phase III research will attempt to turn over every stone at an organization so that the Board of Directors can make an informed decision about grant awards. These reports will be structured as a case for support around theories of change, goals, and evidence-based practices. Each team of program officers will produce an 8-10-page Case for Support for each organization, and all class members (Board of Directors) will read all Cases for Support. There will be a time for asking questions and seeking clarifications before each team of Program Officers makes a presentation to the Board. Following these presentations, we will have an Executive Session to make our final grant decisions, determining which organizations receive awards and the amounts of the awards. Finally, we will throw a party, inviting all our grant recipients to attend a Grant Awards Reception.

Phase IV

During this phase, each individual will reflect on their own philanthropic journey over the semester with a reflection paper. Each student will also develop their own individual philanthropic action plan (IPAP).

Textbook & Instructional Materials

I do not require a textbook. All materials will be provided in class and come from academic publications, research, and other materials shared in class or posted in D2L. The course content is based on the national model Philanthropy Lab, and some of the content is taken from the book *Giving 2.0: Transforming your giving and our world* by Laura Arrillaga-Andreessen

Service Learning

This class will have a service-learning requirement. MSU defines service-learning as "a teaching method that combines academic coursework with the application of institutional resources to address challenges facing particular communities through collaborative service projects with those communities". This method focuses on critical, reflective thinking to develop students' academic skills, sense of civic responsibility, and commitment to the community.

This course will be different from many other courses you have taken. You are expected to interact with local nonprofits, their staff, and their clients. You will take what you learn from lectures, videos, and assignments and apply that knowledge to think critically about what you observe. You will be asked to analyze and assess. You will be asked to provide your opinion and back up your opinion with the knowledge you have obtained from the course.

If you communicate or visit the nonprofit organization in person, you must dress appropriately and behave professionally. When you communicate in writing with the organization, you should use appropriate salutations, spelling, capitalization, and grammar. You should be punctual and respectful of their time.

Important Dates
Student registration: Early April 2025 – August 24, 2025
Classes begin: August 25, 2025
Labor Day Holiday: September 1, 2025 (No face-to-face classes)
Change of Schedule and Late Registration: August 25-28, 2025
Census Day (12th Class Day): September 8, 2025
Deadline for December graduates to file for graduation: September 22, 2025
The last day for students to drop with a grade of "W": 4:00 p.m., November 24, 2025. Drops after this deadline will receive grades of "F"
Thanksgiving Holiday break November 26-28. (Face-to-face classes resume Dec 1)
Last regular day of classes: December 5, 2025
Final examinations begin: December 6, 2025
(for this class, Monday, December 8, 4:00 – 5:30 pm, Awards Reception)
Commencement: December 13, 2025

Desire-to-Learn (D2L)
Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. To report D2L problems, visit the Online Problem Reporting System and be sure you are using d2l.msutexas.edu to access D2L.

All assignments should be submitted through D2L. Please only submit typed **Word documents** unless otherwise specified. If you use Pages (or another word processor), please convert your document first**.** If you fail to submit your document in the correct format, and I cannot open or read your document, your homework will be considered late, and I will NOT accept the assignment. Submissions by e-mail will not be accepted*.*

Software Requirements
Students can get free access to the Office 365 web edition. Students should contact the helpdesk at 940-397-4680 or helpdesk@msutexas.edu to get more information about accessing the software. **Please note that the D2L learning management system does not handle Pages or other Apple Mac software well.** If an assignment requires you to submit a document to D2L, please convert your homework assignments to Word documents or PDF before submitting them to avoid late submissions or no submission penalties.

Students must use Grammarly software or similar spelling/grammar software for all assignments. If you do not have a subscription to Grammarly, the Dillard College of Business Administration (DCOBA) provides FREE paid-version subscriptions for its students. Please let me know if you need access to Grammarly so I can assist you.

Grading

Course Grade – Course grade is determined by the number of points accumulated by the student over the semester. Each assignment is worth an allocated number of points.

Table 1: Points allocated to each assignment

Assignments Phase 1	Points
Syllabus and service-learning acknowledgment form	50
Speaker summaries and classroom activities, 5 at 10 pts each	50
Organizational profiles, 2 per individual	100
Phase 1 participation & engagement	50
Assignments Phase 2	Points
Speaker summaries, classroom activities, peer evaluations	50
Organization white papers, 3 per group (Group grade)	100
Phase 2 participation & engagement	50
Assignments Phase 3	Points
Speaker summaries, classroom activities, peer evaluations	50
Cases for support, 2 per group (Group grade)	100
Cases for support presentations, 2 per group (Group grade)	100
Phase 3 participation & engagement, includes site visits	100
Assignments Phase 4	Points
Individual philanthropy action plan (IPAP) service-learning	100
Reflection paper, service learning	100
Attendance and participation at the awards event	*P/F
*Non-attendance or low participation will lower the final grade	
TOTAL	1000

Table 2: Points required for final letter grade in course

Letter Grade	Points
A	900 or higher
B	800-899
C	700-799
D	600-699
F	599 or below

Class Participation and Engagement – 200 points total

Attendance will be taken, and active class participation is expected. This means that I expect you to ask questions, comment on questions, and come to class

prepared to discuss reading materials and engage with speakers. Points are deducted if you do not speak up in class or participate in group discussions. You will have points deducted if you are late to class, leave early, or step out of class momentarily and return. If you attend class in person, arrive promptly, stay the entire time, and contribute to class discussions, you will earn full participation points for that class session.

Attendance is extremely important for this class to be successful and for students to achieve the learning goals. You will have 10 points deducted from your participation & engagement points for each absence. If you attend via Zoom, you will have 5 points deducted because this limits your class engagement. Three or more absences will result in being dropped from the course.

Site visits make up a large component of this class. Participation in site visits is critical and not optional. Inattentiveness, tardiness, or not showing up to a site visit may result in severe point deductions.

Service Learning Activities – 250 points total

The service-learning component consists of several parts (please see D2L and syllabus for due dates)**:**

Syllabus and Service-Learning Acknowledgement Form" (50 points).
 This form outlines the course's and service learning criteria and requirements and acknowledges that you understand these guidelines.

Individual philanthropy action plan and statement (100 points)
The student must complete a document that outlines their future philanthropy action and goals, as well as a statement that encompasses their overall philosophy around personal philanthropy.

Reflection Paper (100 points).
The student must also complete a reflection paper. This paper should reflect on the service-learning experience and answer the provided prompts.

Class Activities, speaker summaries, peer evaluations – 150 points total

Each student will have the opportunity to demonstrate their comprehension of the material presented in class. Students will be expected to take notes and provide speaker summaries when guest speakers present. You will receive a zero if you are absent when a speaker presents. Each speaker summary is worth 10 points. In-class and out-of-class activities will also be assigned and turned in during class. You will receive a zero if you are absent when one of these activities is due in class. Each class activity required to be turned in is worth 10 points. For group activities, students will prepare and submit peer evaluations. Each peer evaluation is worth 10 points. See the due dates on the syllabus.

Organizational profile papers– 100 points total

Each student will submit a one to two-page Organizational Profile on multiple nonprofits that the student identifies for the Board's (classmates) consideration this semester. In advance of the assignment, I will provide specific guidance on formatting and content. You will submit the profiles via D2L. See the due dates on the syllabus.

White papers– 100 points total (group grade)

Each **group** will submit a three-page White Paper on each Phase II organization for which you serve as Program Officer. Before the assignment, I will provide specific guidance on formatting and content. The other team members will assess each member of the team through a peer evaluation (counts for 10pts as a class activity assignment for individual grade) form to ensure that everyone carries sufficient weight. You will submit the profiles and the peer evaluations via D2L. See the due dates on the syllabus.

Case for support – 100 points total (group grade)

In Phase III each group will be assigned to 2 organizations—the group will submit 6-10 page Case for Support for the organizations assigned. The Case for Support will be organized around a theory of change and SMART goals. In advance of the assignment, I will provide specific guidance on formatting and content. The other team members will assess each team member through a peer evaluation (counts for 10pts as a class activity assignment for individual grade) form to ensure that everyone carries sufficient weight. The Cases for Support will be graded out of 100 points. See the due dates on the syllabus.

Case for support presentation – 100 points (group grade)

For the final, each GROUP will create a 7-minute presentation to be presented to the class and used to determine the final awardees and the amount to be awarded to each finalist. The presentation will include a visual, informative, professional presentation, making a "pitch" to support and/or invest in your nonprofit. Before the assignment, I will provide specific guidance on formatting and content. Each Presentation will be graded out of 100 points. The presentation should include all members of the group presenting the information. Students should dress in the business professionally. See the due dates on the syllabus.

Award Event – P/F

Students will organize and plan a grant rewards reception for the nonprofit organizations that hosted site visits, and the award recipients will be announced at the event. The students will M/C the event, write the script, plan the event, and invite the guests. Donors will also be recognized at the event. Attendance at this event is mandatory for all students. If a student does not attend the event or only attends a portion of the event, or has poor contribution of effort at the event, their final grade will be lowered up to a full letter grade.

Extra Credit

There will be multiple opportunities for extra credit this Fall semester. The following will be opportunities for extra credit:

- Job I Love lunch presentations, up to 3 points for each event. Dates TBD and will be posted in D2L
- October 18, 8:00 am – 12 pm, Together We Make a Difference community-wide service event, 10 pts
- October 1-31, Mustang Pantry Canned Food and Hygiene Product drive: collection will occur in the Center for Nonprofit Management office, located on the first floor of Dillard, across from Einstein's. 1 pt for each item, up to 5 pts.

Instructor Class Policies

Academic Integrity

Academic dishonesty (cheating, collusion, and plagiarism) is taken seriously and will be investigated. **Please understand that integrity is very important to me. Instances of academic dishonesty will be handled quickly and severely.** Cutting and pasting text from the internet without citing the source, including AI-generating tools, constitutes plagiarism. Cheating (using old assignments and/or exams, original thoughts/words from another source) on a written assignment is considered academic dishonesty. Copying or using other people's work, including AI tools, is considered academic dishonesty in this course. I use plagiarism software and AI detection software to identify instances of using uncited and unattributed sources. Additional guidelines on procedures in these matters may be found in the Office of Student Conduct (see University Policies). Any assignment found to have resulted from cheating, collusion, and/or plagiarism will be given a grade of zero, at a minimum. Repeated offenses may result in failing the course.

Acceptable and Unacceptable Use of AI Tools

While AI-based tools can aid in research and learning, it is crucial to understand the limits and appropriate use of such tools. Students are encouraged to leverage AI tools for tasks like data analysis, language translation, and correcting spelling and grammar (such as Grammarly). Learning to use AI *responsibly and ethically* is an important skill in today's business community. However, using AI tools to generate content submitted as your original work and not citing or attributing AI as a source is a breach of academic integrity and constitutes plagiarism in this course.

Generative AI tools can be helpful tools in the academic setting as well as in the professional setting. However, they are NOT a substitute, nor should they be used as a replacement for your own original thoughts and academic work. The use of generative AI tools (ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas
- Fine-tuning your research questions

- Finding information on your topic
- Drafting an outline to organize your thoughts, and
- Checking grammar and style

The use of generative AI tools is <u>not</u> permitted in this course for the following activities:
- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you, to answer essay or short-answer questions on quizzes or tests, or content you post on D2L or Zoom chat.
- Completing group work that your group has assigned to you.
- Writing a draft of a writing assignment.
- Writing an entire sentence, paragraph, or paper to complete class assignments.

You are responsible for the information you submit based on an AI query (e.g., that it does not violate intellectual property laws or contain misinformation or unethical content). Your use of AI tools must be appropriately documented and cited, as would any use of someone else's work or thoughts, to stay compliant with university policies on academic dishonesty. Any assignment that used generative AI tools in unauthorized ways will be given a grade of zero. Repeated offenses may result in failing the course. When in doubt about permitted usage, please ask for clarification. All instances of academic dishonesty will be reported to the Department Chair, the Dean of Dillard College of Business, and the Dean of Students. If you as a student need guidance on how to cite and reference AI sources, I have provided the following resource:
https://apastyle.apa.org/blog/how-to-cite-chatgpt

Attendance and Class Participation
Regular and active participation is an essential aspect of this course. Attendance is extremely important for this class to be successful and for students to achieve the learning goals. You will have 10 points deducted from your participation & engagement points for each absence. If you attend via Zoom, you will have 5 points deducted because this limits your class engagement. Three or more absences will result in being dropped from the course.

Course Communication
I will provide all course content, updates, readings, handouts, and other communication using D2L. Students may also check their grades via D2L. I will provide feedback on homework assignments via D2L. If you have any questions or need help, the best way to reach me is via e-mail. I will communicate with the class through D2L, student MSU e-mail and by making announcements in class. Note: Ensure your e-mail settings are set up so you receive communications via D2L. It is your responsibility to manage your settings.

Course Syllabus

This syllabus is a guide for the course and is subject to change. Syllabus changes will be communicated via D2L, e-mail, and announced in class if applicable.
***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

E-mail Communication Guidelines
I expect upper-division students (which you are!) to be able to communicate professionally. Occasionally, you may have to communicate with me. When communicating with me via e-mail, always include your first and last name and the course name in the subject line. Be sure to have a proper salutation in your e-mail to me. You can address me as Ms. White, Instructor White, or Professor White. Do not address me by my first name or leave out the salutation, as that is not considered professional or appropriate. Your e-mail should have proper spelling, punctuation, and capitalization. Your e-mail should also have a "signature," including your first name, last name, and M#. If your e-mail does not follow these guidelines, I may not answer your e-mail. All of these guidelines reflect business-appropriate and professional e-mail communication standards. Many of you use your phones to send emails, so you may have to adjust your typical responses to reflect a more professional tone.

Grading and Feedback
All the course activities will generally be graded one week or less after the set due date. You can check your grades by going to Gradebook. If you are not able to see your grade or my feedback, please let me know so that I can correct the situation. If there is any discrepancy in the grade, you must contact me immediately.

Inclement Weather/Closing of Campus
If the campus is closed due to inclement weather, and class falls on the day that the campus is closed, then we will not have class in person. I may communicate with you via email or through D2L about an alternate assignment or with special instructions. Please check your email and D2L for updates regarding class closure and alternate assignments.

Late Work - Makeup Work/Tests
No late submissions will be accepted or graded. All course activities must be submitted before or on set due dates and times. If the student is unable to abide by the due dates and times, it is her/his responsibility to contact the instructor immediately. It is the instructor who decides if the situation warrants special consideration or any extensions, not the student. If the instructor makes any concessions for late submission, valid documentation is needed for the acceptance of late assignments. If the student does not provide the documentation, they will receive a score of zero for all late submissions.
Your computer being down is not an excuse for missing a deadline, as there are many places to access this class and D2L. Our online classes can be accessed from any computer in the world that is connected to the Internet. Being out of town or traveling (e.g. such as university sponsored athletics) is also not an

excuse for missing deadlines, as activities are made available for a full-week before they are due.
Note: The due dates and times for the activities will adhere to the Central Time Zone.

Midterm Progress Report
In order to help students keep track of their progress toward course objectives, the instructor for this class will provide a Midterm Progress Report through each student's WebWorld account or Navigate account. Only at-risk students will receive the Midterm Progress Report. Midterm grades will not be reported on the students' transcript; nor will they be calculated in the cumulative GPA. They give students an idea of where they stand at the midpoint of the semester. Students earning below a C at the midway point should schedule a meeting with the course instructor.

Response Policy
I always try to respond within 24 hours to an email or phone message left during regular business hours, which I consider Monday through Friday, 8:00 am – 5:00 pm. As I strive to maintain healthy life-work boundaries, if you contact me after 5 pm on Friday, do not expect a reply until Monday. For scheduled University Holidays, I try not to look at email on those scheduled holidays but I will respond on the next scheduled workday. If I am out of the office for a planned absence, I try to have an out-of-office reply on my email or post my planned absence on D2L. A planned absence my affect my normal response time.

Turnitin or Similar Detection Tools
This course may utilize plagiarism or AI detection tools to evaluate assignments. If you are found to have more than 25% of similarity or AI detection, and/or you fail to disclose the use of AI or cite any sources properly, you may be at risk of academic dishonesty and plagiarism, which will be dealt with as explained above**.**

University Policies
Academic Integrity and Academic Misconduct
Academic integrity involves upholding ethical standards in all academic activities. This encompasses originality in work, proper attribution of sources, and honesty in assessments and assignments. Concerning university-wide academic integrity, students are referred to the [Student Honor Creed](#) in the undergraduate catalog and in the MSU Student Handbook. The procedures outlined in this policy will be followed for alleged incidents of Academic Dishonesty. Academic dishonesty is cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work, not the individual to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct
[Office of Student Conduct](#)

Campus Carry Rules/Policies
Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy
College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated smoking areas at each location.

Alcohol and Drug Policy
To comply with the Drug-Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibit the unlawful possession, use, or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity.

Campus Carry
For more information, visit [Campus Carry](#).

Active Shooter
For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled "*Run. Hide. Fight."* which may be electronically accessed via the University police department's webpage: *["Run. Hide. Fight."](#)*

Student Handbook
The Midwestern State University Student Handbook is a source of valuable information regarding student responsibilities, obligations, and privileges while attending the university. This handbook is available online from the Midwestern State University website at https://msutexas.edu/site-policies and within the myMSUTexas portal. Copies are available at the Clark Student Center Information Desk and Residence Hall offices. Failure to read this handbook does not excuse students from the requirements and regulations described within
Refer to: [Student Handbook](#)

Grade Appeal Process
Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Course Schedule:

Week	Topics	Read	Assignment due
Week 1 - Aug 25-31 Start Here! Module Module 1 – Phase 1	Syllabus and Syllabus Acknowledgement Course Introductions & Objectives Why We Give	Read the syllabus carefully & sign Syllabus Acknowledgement Form Gulati-Partee, "A Primer on Nonprofit Organizations" Council of Nonprofits, "Myths About Nonprofits"	Monday -Lecture/Class Activity Wednesday – Lecture/Class Activity Friday - HW Syllabus Acknowledgement Form due by 11:59 pm
Week 2 - Sep 1-7 MONDAY, SEP 2 LABOR DAY HOLIDAY Module 1 – Phase 1	What is Philanthropy? Charity vs. Philanthropy Texoma Gives	Texoma Gives Begin identifying local needs and issues that need addressing	Monday - NO CLASS – Labor Day Holiday Wednesday – Lecture/Class Activity Thursday – Texoma Gives Challenge Activity/Must complete by 10:00 PM! TexomaGives.org **Friday – Texoma Gives Challenge Activity due by 11:59 pm**
Week 3 - Sep 8- 14 Module 1 – Phase 1	Philanthropy history and trends Ethics of philanthropy	Gospel of Wealth, Andrew Carnegie Peter Singer, "The Why and How of Effective Altruism" video Will MacAskill, "What are the Most Important Moral Problems of Our Time" video "What is the Giving Pledge" video MacKenzie Scott, "Seeding by Ceding" article	Monday -Lecture/Class Activity Wednesday – lecture/Class Activity **Friday: Philanthropy Ethics Discussion prompt due by 11:59 pm;**
Week 4 - Sep 15-21 Module 1 – Phase 1	Issue Area Selection Philanthropic Strategy & Theory of Change	Identify the Need assignment Read, "Making Change Happen: Creating an Outcome Based Strategy"	Monday -Lecture/Class Activity Wednesday – Guest Speaker TBD Friday: **Speaker due by 11:59 pm**

Week	Topics	Read	Assignment due
Week 5 - Sep 22-28 Module 1 – Phase 1	Intervention Strategies Sourcing Nonprofits Philanthropy Research	"Give Smart: How to Research a Nonprofit, Phase 1, Light-Touch Approach Rubric/Template for Organization Profiles	Monday – Lecture/Class Activity Wednesday – Guest Speaker, TBD **Friday - Organization Profiles Assignment (2 per student) due by 11:59 pm; Speaker summary due by 11:59 pm** EXTRA CREDIT OPPORTUNITY: Together We Make a Difference community service event, Saturday, Oct 18. Sign-up ahead is required! Hygiene & Food Drive October 1-31 collection bins in Center for Nonprofit Mgmt & Leadership.
Week 6 - Sep 29-Oct 5 Module 2 – Phase 2	Nonprofit Assessment	Read, "Your Philanthropy Roadmap" Rubric/template for White Papers	Monday – Lecture/Class Activity **==Wednesday – Guest Speaker, Dr. Shelley Sweatt, President & CEO The Priddy Foundation==** **Friday – Top 15 ranking of nonprofits due by 11:59 pm; Speaker summary due by 11:59 pm**
Week 7 - **Oct 6-12** Module 2 – Phase 2	Nonprofit Assessment: Finances and the Form 990	"Give Smart: How to Research a Nonprofit – Deep Dive Approach" Focus on the "Phase 2: Limited Inquiry." "Give Smart: Researching a Nonprofit: Financial Resources" Focus on the IRS Publication 78, Annual Report, and Form 990	Monday -Lecture/Class Activity Wednesday- 2024 Nature of Philanthropy Awardee Panel
Week 8 - Oct 13-19 Module 2 – Phase 2	Nonprofit Assessment Deep dives and soft-touch	"Give Smart: How to Research a Nonprofit – Deep Dive Approach" Focus on the "Phase 2: Limited Inquiry." "Give Smart: Researching a Nonprofit: Financial Resources" Focus on the IRS Publication 78, Annual Report, and Form 990	Monday -Lecture/Class Activity Wednesday - Guest Speaker, TBD **Friday - Speaker Summary due by 11:59 pm** **==SUNDAY - White Papers for EACH nonprofit are due for EACH group by 11:59 p.m.==** **==Peer evaluations due by 11:59 pm==**

Week	Topics	Read	Assignment due
Week 9 - Oct 20-26 Module 3 – Phase 3	Nonprofit Assessment Site visit evaluation	Read/refer to, *"Give Smart: Quick Guide to Conducting a Nonprofit Site Visit"*	**SUNDAY - White Papers for EACH nonprofit are due for EACH group by 11:59 p.m.** **Peer evaluations due by 11:59 pm** Monday – In class, students will read white papers, making notes, asking questions for clarity. Short lecture on next steps (site visits). Wednesday – In Class, students will discuss as a class which nonprofits move to next round. Groups will make recommendations from their research, and class will vote/come to a consensus. **Each group will schedule a site visit for their selected nonprofit.** EXTRA CREDIT OPPORTUNITY: Together We Make a Difference community service event, Saturday, Oct 18. Sign up ahead required!
Week 10 – Oct 27-Nov 2 **Module 3 – Phase 3**	**NO IN-PERSON CLASS WEDNESDAY!** Schedule a site visit with your nonprofit and provide times/dates to Ms. White	Read/refer to, *"Give Smart: Quick Guide to Conducting a Nonprofit Site Visit"*	**MONDAY –Students discuss as groups format/structure of site visits. By end of class – Determine questions/structure for site visits based on criteria for case for support/grant proposal.** **WEDNESDAY –** Site Visits, no in-person class **FRIDAY –** Site visits if necessary, optional if unable to visit on Monday or Wednesday
Week 11 - Nov 3-9 Module 3 – Phase 3	**NO IN-PERSON CLASS MONDAY OR WEDNESDAY.** Schedule a site visit with your nonprofit and provide times/dates to Ms. White	Read/refer to, *"Give Smart: Quick Guide to Conducting a Nonprofit Site Visit"* Presentation Rubric/Template	**MONDAY –** Site Visits, no in-person class **WEDNESDAY –** Site Visits, no in person class **FRIDAY –** Site visits if necessary, optional if unable to visit on Monday or Wednesday

Week	Topics	Read	Assignment due
Week 12 - Nov 10-16 Module 3 – Phase 3	Presentations	Presentation Rubric/Template	**Monday** – Lecture. Written Case for Supports/Grant Proposals DUE by 11:59 pm for ORG A for each group in D2L. **Wednesday** –Class presentation for ORG A for each group. Each group advocates for their group, making a funding recommendation. PPT presentations DUE for Org A before start of class in D2L. **Friday** – Written Case for Support/Grant Proposal DUE by 11:59 pm for ORG A for each group in D2L.
Week 13 - Nov 17-23 Module 3 – Phase 3 Module 4 – Phase 4	Discussion & determination of awardees and amounts. Reflection and individual philanthropic action plan	Reflection rubric/template and individual philanthropic action plan rubric/template	**Monday** – Class presentation for ORG B for each group. Each group advocates for their group, making a funding recommendation. PPT presentations DUE for ORG B prior to start of class in D2L. **Wednesday** – Class discussion to determine the dollar amount of awards.
Week 14 - Nov 24-30 THANKSGIVING BREAK NO CLASS WEDNESDAY, **Module 4 – Phase 4**	Reflection and individual philanthropic action plan	Reflection rubric/template and individual philanthropic action plan rubric/template	Monday: No in person class. D2L video lecture to watch. WEDNESDAY: No in-person class
Week 15 - DEC 1-7 Nov 27-Dec 3 Module 4	No new assignments. Planning of awards celebration.	No new assignments. Planning of awards celebration.	Monday –Lecture/Class Activity – **Due by 11:59 pm, DEC 1, 2024: 1-Reflection paper 2-Individual Philanthropy Plan and Personal Philanthropy Statement Wednesday** –Work on the agenda/speaker parts for awards ceremony
FINAL – AWARDS PRESENTATION EVENT Module 4	**Date & Time TBD: TENTATIVE, MONDAY, DEC. 8 AT 4:00 – 5:30**	**Awards Celebration**	**MANDATORY ATTENDANCE & PARTICIPATION! Monday, December 9, Dillard 189, 4:00 – 5:30 pm**