Syllabus:
MGMT 4633: Nonprofit Fundraising and Grant Development
MWSU 4433: The Nature of Giving & Philanthropy
In Person - Fall Semester 2022

Instructor: Sonia White, M.S.
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Office Hours
Office hours are designed for you, providing a private environment where we may talk about your work, performance in class, etc. If you cannot see me during my office hours, do not hesitate to make an appointment to see me at a different time.

Office Hours: Mondays: 3:30 pm to 5:00 pm; Tuesdays: 8:30 am to 10:30 am; Wednesdays: 8:30 am to 10:30 am; or by appointment.

Recommended Material
Brest, Paul and Hal Harvey. *Money Well Spent: A Strategic Plan for Smart Philanthropy*. New York: Bloomberg, 2008.
Can be purchased on many online sources, such as Amazon for about $25-30.

Additional readings and materials may be assigned and posted to D2L.

Students must own or have access to the following:
Hardware: Computer, laptop, or Ipad with webcam, microphone, and speakers to access Virtual Classroom, Skype, Zoom, Respondus Monitor and Lockdown Browser, etc. **Chromebooks should not be used**. They are incompatible with Lockdown Browser. Please visit the MSU Texas website to review the most up-to-date technology requirements.

Software: Students can get access to Office 365 web edition for free. 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 very well. If you submit documents in Pages or other Mac-specific software, I will likely NOT be able to open the documents. PLEASE convert your

homework assignments to Word documents before submitting them to avoid late submissions or no submission penalties.

Browser: It is highly recommended that you use the following browsers for the best experience: Mozilla Firefox, Google Chrome, or Apple Safari.

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 over $20,000 of donated funds in nonprofit organizations in our community.

Course Objective

This is an upper-division Management elective for the Nonprofit Management Minor 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 debate 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 over $20,000 (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.

Specific Learning Goals

Graduates of this course will:
- 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.
- 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, Briefing Books, Class Presentations, class participation, and engagement.

- 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, briefing books, class presentations, class participation and engagement, and grants awarding.
- 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 DCOBA 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 established by the Dillard College of Business Administration. General learning goals represent the skills that graduates will carry with them 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, dancing back and forth between different roles. Collectively the class will operate as a *foundation board of directors,* deciding in "Board Meetings" 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 three phases:

Phase I:
Phase I will involve independent research on the needs in our community and the nonprofits which are addressing these needs. Each student will identify needs in the community, pitch their identified need to the class, and the class will identify five areas of need. Every student will nominate three nonprofit organizations that address one of the identified needs for the Board to consider this semester. Each student will research the organization on the internet and complete a one to two-page Organization Profile. These Organization Profiles will be compiled into a single document for each Board Member (class participant) to read in advance of a Board vote. Following that vote, approximately one third of the organizations will move forward to Phase II.

Phase II:
In Phase II, each student will be assigned to groups, and each group will conduct deeper research on their assigned organizations. This phase will include financial analysis, along with 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-page White Paper on EACH organization. The entire Board of Directors (class participants) will read in advance of a Board meeting discussion and vote. Following that vote, approximately 5-6 organizations will move forward to Phase III as finalists.

Phase III:
In Phase III, each team will have one organization. The groups will make site visits to their assigned organization. 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 around logic models, goals, and evidence-based practices. Each team of program officers will produce an approximately 10-page Briefing Book for each organization, and all class members (Board of Directors) will read all Briefing Books. There will be a time for asking questions and seeking clarifications before each team of Program Officers then makes a presentation to the Board. Following these presentations, we will have an Executive Session to make our final grant decisions, awarding up to three organizations grants. The first part will occur during class. The second part will happen that evening—a meeting that will last *as long as it takes* for us to make final decisions. After making these decisions, we will work together to draft evaluation instruments that future classes will use to evaluate the grants awarded. Finally, we'll throw a party, inviting all our grant recipients to attend a Grant Awards Reception.

Course Communication
I will provide all course content, updates, readings, handouts, and other communication using D2L. Students may also check their grades via D2L. Students must log in to D2L regularly to stay current with the class. 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 and student MSU e-mail. Ensure your e-mail settings are set up, so you receive communications sent via D2L. It is your responsibility to manage your settings.

You are responsible for logging in to D2L regularly to check for announcements or messages from me regarding the course. If you miss more than one assignment and are not regularly logging into the system, you may be dropped from the class for a failure to attend/participate.

E-mail Communication Guidelines: I expect upper-division students (which you are!) to be able to communicate professionally. You are expected to communicate via e-mail with a nonprofit of your choice. 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. Your e-mail should have proper spelling, punctuation, and capitalization. Your e-mail also should have a "signature," which includes your first name, last name, and your 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.

Assignment Submissions
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*.***

Late Work
Assignments are due at the specified day and time in the syllabus. Late assignments are a reflection of your professionalism or lack thereof. By definition, professionals are not late with their work. At the Instructor's discretion, an assignment may be accepted late. If an assignment is accepted late, it will incur the following penalties: up to 24 hours late receives a 10% deduction from the final grade; 24-48 hours late receive a 25% deduction from the final grade, and after 48 hours, there is a 50% deduction from the final grade. Assignments more than three days late will receive zero points. **The Instructor is not obligated to accept late work at all.**

Course Grades

Activities	Points
Individual Assignments:	
Class participation	55 pts
Comprehension Quizzes and Speaker Summaries (10 at 5 points each)	50 pts
Research Assignments (Organization Profiles)	45 pts
Personal Philanthropy Statement/Reflection Paper (Service Learning Component)	100 pts
Group Assignments:	
Organization White Papers (includes peer evaluations)	50 pts
Briefing Books (includes peer evaluations)	100 pts
Group Presentation (includes peer evaluations)	100 pts
TOTAL	**500 PTS**

Actual Points	Letter Grade
447.5 and above	A
397.5-447.4	B
347.5 – 397.4	C
297.5 – 347.4	D
Below 297.4	F

Brief Description of Graded Activities

Class participation (55 points): Attendance will be taken, and active participation in class 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. If you do not speak up in class or participate in group discussions you will have points deducted. If you are late to class, or leave early, you will have points deducted. If you are absent, you will have points deducted.

Comprehension quizzes and speaker summaries (10 at 5 points each; 50 points total): Each individual student will have the opportunity to demonstrate their comprehension of materials being presented in class. Quizzes over videos, reading assignments and lectures will be given throughout the semester. Additionally, when speakers present, students will be expected to take notes, and provide speaker summaries. If you are absent when a speaker presents, you will receive a zero. If you are absent when there is a quiz, you will receive a zero.

Research Assignments (Organizational Profiles) 45 points: Each individual students will submit a one to two-page Organizational Profile for three nonprofit organizations you are nominating for the Board's consideration this semester. In advance of the assignment, I will provide specific guidance on formatting and content. You will submit the profiles via D2L but **please do not put your name on the document**. Each document will be graded out of 15 points.

White Papers (50 points): Each group will submit a three-page White Paper on each of the Phase II organizations for which you are serving as Program Officer. In advance of the

assignment, I will provide specific guidance on formatting and content. Each member of the team will be assessed by the other members of the team through a peer evaluation form to ensure that everyone carries sufficient weight. You will submit the profiles and the peer evaluations via D2L. **Please do not put names of group members on the White Paper document**. Names should appear on peer evaluations but these will remain confidential.

Philanthropy Statement/Reflection (100 points): This class will have a service-learning requirement. The service-learning component consists of:
1. **Completion of a reflection papers specific to developing a personal philanthropy statement and reflection on philanthropy in general**

Briefing Books (100 points): In Phase III each group will be assigned to one organization—the group will submit 10-page Briefing Book for organization assigned. The Briefing Book will be organized around a logic model, and in advance of the assignment, I will provide specific guidance on formatting and content. Each member of the team will be assessed by the other members of the team to ensure that everyone carries sufficient weight. Each Briefing Book/Presentation will be graded out of 100 points.

Funding Pitch Presentation (100 points):
For the final, each GROUP will create a 10-15 minute multi-media presentation which will be presented to the class and be 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. In advance of the assignment, I will provide specific guidance on formatting and content. Each member of the team will be assessed by the other members of the team to ensure that everyone carries sufficient weight. Each Presentation will be graded out of 100 points. The class presentation will be due, during the designated final examination day. The presentation should include all members of the group presenting the information. Students should dress in business professional.
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Extra Credit
There is an opportunity to gain extra credit points. There are two different ways to earn points. The first is by participating in *Together We Make a Difference Community Service Day* on October 22. You must register at least one week BEFORE the event, and you must show up to the community service site and remain there the entire time of the event. This opportunity will be worth 10 points. The second opportunity is to donate up to 5 food or hygiene items to the *Dillard College Food & Hygiene Drive* during the month of October worth 5 points. The maximum total number of extra credit points is 15 points.

Official Policies
Academic Integrity
Concerning academic honesty, students are referred to the "Student Honor Creed" in the undergraduate catalog. 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 constitutes plagiarism. Cheating (using old quizzes, using notes, trying to circumvent video recording) on a quiz is considered academic dishonesty. Not following the Respondus guidelines is considered academic dishonesty (See Quiz section for specifics). Copying or using other people's work is considered academic dishonesty. I use plagiarism software to identify instances of using uncited sources. If I discover

that a student has engaged in academic dishonesty (cheating, collusion, and plagiarism) on any work for this course, **AT A MINIMUM,** they will receive an F (0 points) for that work, and at the **MAXIMUM** failure of the course. All instances of academic dishonesty will be reported to the Dean of Students.

Americans with Disabilities Act
If a student has an established disability as defined by the Americans with Disabilities Act and would like to request an accommodation, the student should first contact Disability Support Services at 940-397-4140 in room 168 Clark Student Center. Once that office has determined the accommodation, the student should contact me as soon as possible with the documentation.

If you have concerns about being in a classroom and are unable or unwilling to attend face-to-face classes because of concerns about COVID-19, you can apply for a formal COVID-19 adjustment or accommodation based on your individual health concerns or situation. Any student requesting accommodations should contact Disability Support Services at 940-397-4140 in room 168 Clark Student Center to document and coordinate accommodations. As an instructor, I cannot grant accommodations without guidance or recommendations from the office of Disability Support Services.

Attendance / Participation
Attendance and Participation will be heavily weighted in this class. You cannot be successful in this class if you do not attend class regularly; if you come to class late and/or leave class early; or do not participate, discussion or activities. In particular, students will be assessed for their preparation for class and engagement in discussions and activities. Significant class time will be given to complete and work on group assignments, therefore regularly attendance, promptness and class participation is a must. Attendance, being well prepared and full engagement in group/class activities will earn up to 4 pts per week. Tardiness, leaving class early, being unprepared and/or poor contribution to group/class will earn 3 pts OR LESS. Absent and/or disruptive or non-contribution to group/class will earn 0 points. If a student misses class more than three times, they may be dropped from the course.

Late Work
Assignments are due at the specified time scheduled in the syllabus. Late assignments are a reflection of your professionalism or lack thereof. By definition, professionals are not late with their work. At the Instructor's discretion, an assignment *__may__* be accepted late with the following penalties: up to 24 hours late receive a 10% deduction from final grade; 24-48 hours late receive a 25% deduction from final grade, and after 48 hours there is a 50% deduction from the final grade. Assignments later than three days will receive a zero. **The Instructor is not obligated to accept late work at all.**

"Valid, documented" excused absences fall in the following categories: medical, legal, or a serious personal issue beyond your control (e.g., relative's death or severe illness; jury duty; car accident). A valid, documented excuse **MUST BE DOCUMENTED.** Understand you will be expected to provide appropriate documentation, such as a doctor's note, insurance or police reports, hospital admission paperwork, obituary, travel documentation, etc. Excuses that are not valid include: having deadlines in other classes or at work, having a bad day, oversleeping or running late, not feeling well, roommate issues, internet issues, computer issues, etc.

In most circumstances, since this is an online course, students with excused absences can meet homework assignments and due dates on time. If it appears that this will not be possible, the student **must** discuss alternative arrangements with me in advance of the due date AND you **must** provide written documentation **before** the event.

Communication
I will provide all course content, updates, readings, handouts, and other communication using D2L and e-mail. All e-mail communication between students and Instructor should occur using MSU e-mail addresses. **Ensure your e-mail settings are set up, so you receive communications sent via D2L. It is your responsibility to manage your settings.** When e-mailing me, PLEASE use professional communication etiquette, such as proper salutations, and identify yourself by name and which class you are communicating about. Also, please use correct punctuation, grammar, and spelling. Getting into the habit of using professional communication skills is essential NOW. Students may also check their grades via D2L. Students must log in to D2L regularly to stay current with the class. If you have any questions or need help, the best way to reach me is via e-mail.

Concealed Carry
For information regarding campus carry, please refer to the University's webpage on Campus Carry Rules and Policies.

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.

COVID-19 Procedures
Please visit the MSU Texas Coronavirus webpage for the most up-to-date information about COVID-19 and MSU Texas policies and procedures.

Grades
Grades will be entered into the grade book on D2L. It is the student's responsibility to keep copies of submitted assignments. Any request to change a grade must be made to the Instructor via e-mail within one week after the grade was posted to D2L.
To help students keep track of their progress toward course objectives, the Instructor will provide a Midterm Progress Report through each student's WebWorld account. At the mid-semester point, the Instructor will review each student's current average. Midterm grades are not reported on transcripts, nor will they be calculated in the cumulative GPA. They give the student an idea of where they stand at the semester's midpoint. Students earning below a C at the midway point should schedule a meeting with Ms. White to discuss ways to improve performance.

Grade Appeals
See the MSU Student Handbook for University policy on grade appeal.

Zoom Etiquette
If you and I are meeting via Zoom or live stream, my expectations of you are as follows:
1. I expect you will be in the Zoom live stream at the designated start time, and I will allow you into the meeting when I am ready to meet.
2. I expect your Zoom video to be turned on at all times during the meeting;
3. I expect that you will be visible in the video at all times and pay attention;

4. I expect that you are proficient at muting and unmuting your microphone, as I expect to interact with you.
5. I expect you to be attired just as you would if you were sitting in the classroom or the office during live office hours.

Important Dates
Change of schedule or late registration: **August 19-21, 2022.**
Deadline to file for December graduation: **September 26, 2022**
The last day to drop with a grade of "W": is **by 4:00 p.m., October 24, 2022.**
Last day of classes: **December 2, 2022**
Final examinations begin: **December 3, 2022**

DATES	ACTIVITIES
Week 1 – **August 22 & 24** *Introduction to Philanthropy and Issue Identification*	**MONDAY – Introduction To Course; Syllabus Overview** **PRE-CLASS READING** - Gulati-Partee, "A Primer on Nonprofit Organizations" - Council of Nonprofits, "Myths About Nonprofits" **WEDNESDAY** - United Nations Sustainable Goals, Watch video in class - MacAskill, "What are the Most Important Moral Problems of Our Time" Watch video in class - Peter Singer, The Why and How of Effective Altruism", watch video in class
Week 2 **August 29 & 31** *Strategic Giving and Issue Analysis*	**PRE-CLASS READING** - Brest & Harvey Ch. 1 The Promise of Strategic Philanthropy (pp. 5-27) - Brest & Harvey Ch. 2 Problem Analysis (pp. 29-47) **MONDAY** **ASSIGNMENT** "Identify the Need" Begin working on identifying the most pressing and relevant needs in our community, refer to Brest & Harvey, Chapter 2. Written portion due on Sunday, September 4, by 11:59 pm (individual assignment) and class/group presentation due on Wednesday, Sept 7 in class. **WEDNESDAY** - Guest Speaker, TBD **GUEST SPEAKER SUMMARY #1** due by Friday, September 2, by 11:59 pm
Week 3 **September 5 & 7** *Approaches to Philanthropy*	**NO CLASS ON MONDAY DUE TO LABOR DAY HOLIDAY** **PRE-CLASS READING & VIEWING** - Carnegie, A. (1900). *The gospel of wealth* - Gates, B. (2007). Remarks at Harvard Commencement, 2007. (VIDEO) "The Giving Pledge." ABCnews. https://youtu.be/AE_qr3LADrc, 4:08 minutes (VIDEO) - What is the Giving Pledge? 2021, 6:20 minutes, (VIDEO) https://youtu.be/riOhh-g6R50 - Scott, M. (2021) Seeding by ceding. Blog post, Medium.com **WEDNESDAY:** - Identify the Need Pitch. Be prepared to convince your group that your identified problem is the top priority in the community

	• **READING/VIDEO QUIZ #1**
Week 4 **September 12 & 14** *Identifying best practices and opportunities for change*	**PRE-CLASS RESEARCH** • Identify nonprofits in the community who are doing good work to address problems in our community (Nonprofits can work in any field or area). • Come to class with at least FIVE names of nonprofits **MONDAY:** • Students will share nonprofit names, no duplicate nonprofits will be allowed. Each student will narrow down to three nonprofits to create organization profiles • Organization Profiles will be due Sunday, September 18 by 11:59 pm **WEDNESDAY**: • Guest speaker, TBD • **GUEST SPEAKER SUMMARY #2** due by Friday, September 16 at 11:59 pm
Week 5 **September 19 & 21:** *Theories of Change and Logic Models*	**PRE-READING** • Brest & Harvey Ch. 3 Developing Solutions (pp. 48-60) • Brest & Harvey Ch. 4 From Theory to Action (pp. 61-75) • Brest & Harvey Ch. 7 Preparing to Open for Business (pp.115-128) **MONDAY**: • Logic Models, Theory of Change, SMART Goals • Provide copies of Organization Profiles to class • **READING QUIZ #2** **PRE-READING** • Read Organization Profiles, ranking and scoring profiles as you go. Do not score/consider your OWN profiles. Which profiles seem to be addressing one of the identified needs in the community? **WEDNESDAY:** • Come to class with rank and score of organizational profiles. Who are your top ten? • Be prepared to discuss and share your comments with class • Vote on top 1/3 of nonprofits to move to next stage