



Syllabus:

MGMT 4633: Nonprofit Fundraising and Grant Development MWSU 4433: The Nature of Giving & Philanthropy In Person - Fall Semester 2023

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Graduate

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Response

Policy: I always try to respond within 24 hours to an email or phone message. If you contact me after 5pm on Friday, do not expect a reply until Monday; for scheduled University Holidays, I do not look at email and will respond on the next workday.

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.

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.

Optional Material

Arrillaga-Andreessen, Laura. *Giving 2.0; Transforming your giving and our world*. San Francisco, Josey-Bass, 2012.

Can be purchased on many online sources, such as Amazon for about \$20.

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 \$30,000 of donated funds in nonprofit organizations in our community.

Course Objective

This is an upper-division Management elective for the Nonprofit Management Minor and 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.

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, Cases for Support, 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, writing Cases for Support, class presentations, class participation, discussion and engagement, and the grant awarding process.
- 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, 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 groups, 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 EACH organization. The entire Board of Directors (class participants) will read in advance of a Board meeting discussion and vote. After that vote, approximately 10 organizations will move to Phase III as finalists.

Phase III:

In Phase III, each team will have 1-2 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 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 three to four 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 draft evaluation instruments that future classes will use to evaluate the awarded grants. Finally, we'll 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).

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
Phase 1	
Speaker Summaries and Class Activities 10 pts each	50 pts
Organizational profiles (1-2 pages per organization) (2 per individual)	50 pts
Phase 1 participation (no absences, no tardies, class engagement)	50 pts
Phase 2	
Speaker Summaries, Class Activities, Peer evaluations 10 pts each	50 pts
Organization White Papers (3 per group) (group grade)	100 pts
Phase 2 participation (no absences, no tardies, class engagement)	50 pts
Phase 3	
Speaker Summaries, Class Activities, peer evaluations 10 pts each	50 pts
Cases for Support & Presentation (2 per group) (group grade)	100 pts
Class presentations (group grade)	100 pts
Phase 3 participation (no absences, no tardies, class engagement)	50 pts
Final	
Individual Philanthropy Action Plan and Statement (Service Learning Component)	50 pts
Reflection Paper (Service Learning Component)	50 pts
Attendance and participation at awards event (pass/fail) non-attendance/participation will lower class grade by one letter grade	P/F
TOTAL	750 PTS

Actual Points	Letter Grade
626.5 and above	A
556.5-626.4	B
486.5 – 556.4	C
416.5 – 486.4	D
Below 416.4	F

Brief Description of Graded Activities

Class participation (150 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. You will have points deducted if you are late to class or leave early. If you are absent, you will have points deducted.

Class activities and speaker summaries (10 points each/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. There will also be in-class and out-of-class activities assigned which will be turned in during class. You will receive a zero if you are absent when one of these activities is due in class.

Research Assignments (Organizational Profiles) 50 points: Each student will submit a one to two-page Organizational Profile for two nonprofit organizations you nominate 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.**

White Papers (100 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. The other members of the team 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. **Please do not put names of group members on the White Paper document.** Names should appear on peer evaluations but these will remain confidential.

Individual philanthropy action plan and Reflection paper (100 points): This class requires service-learning. The service-learning component consists of:

1. **Completion of a reflection papers discussing your personal growth and thoughts on the course and course objectives**
2. **Completion of a individual philanthropy action plan (IPAP) and statement**

Case for Support (100 points): In Phase III each group will be assigned to 1-2 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 members of the team 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. The Cases for Support will be graded out of 100 points.

Funding Pitch Presentation (100 points):

For the final, each GROUP will create a 7-minute 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 Presentation will be graded out of 100 points. The presentation should include all members of the group presenting the information. Students should dress in business professional.

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 21. 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. The extra points will be added to class participation points.

Official Policies

Academic Integrity

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 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, including AI generating tools, constitutes plagiarism (ChatGPT, 2023). Cheating (using old assignments, using 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 (ChatGPT, 2023). I use plagiarism software and AI detection software to identify instances of using uncited and unattributed sources.

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.

Plagiarism and Attribution

Plagiarism, which includes using someone else's work, ideas, or AI-generated content without proper acknowledgment (ChatGPT-4, 2023), is strictly prohibited. When using other's ideas or content, including AI-generated ideas, students must clearly attribute the contribution of sources used (ChatGPT, 2023). When integrating AI-generated

content or insights from AI tools and any other sources, students must provide appropriate citations and references to relevant sources (ChatGPT-4, 2023). Failure to properly cite any sources, including AI tools, will be considered a violation of academic integrity. For example, I used ChatGPT-4 when crafting these specific syllabus policies on AI tools and I have appropriately cited that source in my text, as well as including the full reference below:

ChatGPT-4. (2023, August 21). "Write a syllabus policy about the academic integrity of students using ai-based tools." Generated using OpenAI.
<https://chat.openai.com/>

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>

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 in the Academic Misconduct and Penalties section below.

Academic Misconduct and Penalties

If I discover that a student has engaged in academic dishonesty (cheating, collusion, unauthorized use of AI software, or plagiarism) on any work for this course, **AT A MINIMUM**, they will receive an F (0 points) for that assignment 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 regular 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.

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 28-31, 2023.**

Deadline to file for December graduation: **September 25, 2023**

The last day for students to drop with a grade of "W": is **by 4:00 p.m., October 30, 2023.** Drops after this deadline will receive grades of "F"

Thanksgiving Holidays begin: **10:00 p.m., November 21, 2023**

Last day of classes: **December 8, 2023**

Final examinations begin: **December 9, 2023**

Commencement: **December 16, 2023**

Module	Topics	D2L - Read/Review	Assignments Due/in-class activities
Week 1 Aug 28-Sep 3 Start Here! Module Module 1	Syllabus and Syllabus Acknowledgement Course Introductions & Objectives Why We Give	Module ‘Start Here! Read the syllabus carefully & sign Syllabus Acknowledgement Form Module 1/Phase 1 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 4-10 NO CLASS MONDAY Labor Day Holiday Module 1	What is Philanthropy? Charity vs. Philanthropy Texoma Gives	Module 1/Phase 1 Texoma Gives & ArtWalk Flyer 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 Sept 11-17 Module 1	Philanthropy history and trends Ethics of philanthropy	Module 1/Phase 1 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 18-24 Module 1	Issue Area Selection	Module 1/Phase 1 Identify the Need assignment	Monday -Lecture/Class Activity Wednesday – Lecture/Class Activity

Module	Topics	D2L - Read/Review	Assignments Due/in-class activities
	Philanthropic Strategy & Theory of Change	Read, "Making Change Happen: Creating an Outcome Based Strategy"	Friday - Identifying the Need Discussion Prompt due by 11:59 pm
Week 5 Sep 25 – Oct 1 Module 1	Intervention Strategies Sourcing Nonprofits Philanthropy Research	Module 1/Phase 1 "Give Smart: How to Research a Nonprofit, Phase 1, Light-Touch Approach" Rubric/Template for Organization Profiles	Monday -Lecture/Class Activity; Students select two nonprofits to research, no duplicates allowed Wednesday – Guest Speaker, Dr. Shelley Sweat, President & CEO of The Priddy Foundation Thursday – Speaker Summary due by 11:59 pm Friday - Organization Profiles Assignment (2 per student) due by 11:59 pm
Week 6 Oct 2-8 Module 2	Nonprofit Assessment	Module 2/Phase 2 Read, "Your Philanthropy Roadmap" Rubric/template for White Papers	Monday -Lecture/Class Activity; Assign to groups Wednesday - Guest Speaker, Macy Hill, President of Tailwind Philanthropic Advisors, and Vicki McCoy, President James N. McCoy Foundation Thursday - Speaker Summary due by 11:59 pm Friday – Top 3 ranking of nonprofits (each individual ranks top 3 in group) due by 11:59 pm
Week 7 Oct 9-15 Module 2	Nonprofit Assessment: Finances and the Form 990	Module 2/Phase 2 "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 <i>IRS Publication 78, Annual Report, and Form 990</i>	Monday -Lecture/Class Activity Wednesday - Lecture/Class Activity
Week 8 Oct 16-22	Nonprofit Assessment	Module 2/Phase 2	Monday -Lecture/Class Activity

Module	Topics	D2L - Read/Review	Assignments Due/in-class activities
Module 2	Deep dives and soft-touch	<p><i>“Give Smart: How to Research a Nonprofit – Deep Dive Approach”</i> Focus on the “Phase 2: Limited Inquiry.”</p> <p><i>“Give Smart: Researching a Nonprofit: Financial Resources”</i> Focus on the <i>IRS Publication 78, Annual Report, and Form 990</i></p>	<p>Wednesday - Guest Speaker, Ms. Leslie Schaffner, President & CEO of Wichita Falls Area Community Foundation</p> <p>Thursday - Speaker Summary due by 11:59 pm</p> <p>Friday - White Papers for EACH nonprofit are due for EACH group by 11:59 p.m.</p> <p>Peer evaluations due by 11:59 pm</p>
Week 9 Oct 23-29 Module 3	Nonprofit Assessment Site visit evaluation	Module 3 – Phase 3 Read/refer to, <i>“Give Smart: Quick Guide to Conducting a Nonprofit Site Visit”</i>	<p>Monday -Students discuss as groups who top 2 nonprofits will be</p> <p>Wednesday – Students discuss as groups format/structure of site visits</p> <p>Wednesday end of class – Determine questions/structure for site visits</p>
Week 10 Oct 30-Nov 5 Module 3	NO IN-PERSON CLASS. Schedule a site visit with your nonprofit and/or a face-to-face meeting with Ms. White	Module 3 – Phase 3 Read/refer to, <i>“Give Smart: Quick Guide to Conducting a Nonprofit Site Visit”</i>	<p>Make site visits. Each group will schedule a site visit for their selected nonprofit.</p> <p>MONDAY – Site Visits, no in-person class</p> <p>WEDNESDAY – Site Visits, no in person class</p> <p>FRIDAY – Site visits if necessary, optional if unable to visit on Monday or Wednesday</p> <p>Friday – group summaries of site visits/progress due by 11:59 pm</p>
Week 11 Nov 6-12 Module 3	NO IN-PERSON CLASS. Schedule a site visit with your nonprofit and/or a face-to-face meeting with Ms. White	Module 3 – Phase 3 Read/refer to, <i>“Give Smart: Quick Guide to Conducting a Nonprofit Site Visit”</i> Presentation Rubric/Template	<p>Make site visits. Each group will schedule a site visit for their selected nonprofit.</p> <p>MONDAY – Site Visits, no in-person class</p> <p>WEDNESDAY – Site Visits, no in person class</p> <p>FRIDAY – Site visits if necessary, optional if unable to visit on Monday or Wednesday</p> <p>Friday – group summaries of site visits/progress due by 11:59 pm</p>

Module	Topics	D2L - Read/Review	Assignments Due/in-class activities
Week 12 Nov 13-19 Module 3		Module 3/Phase 3 Presentation Rubric/Template	Monday – Class discussion and in class activity. Wednesday - Class presentation of the grant proposals and cases for support. Each group advocates for their nonprofit. Friday – Peer evaluation due by 11:59 pm
Week 13 Nov 20-26 THANKSGIVING BREAK NO CLASS WEDNESDAY, Nov 22-24 Module 3		Module 3/Phase 3 Evaluation criteria and selection process	Monday – Class discussion to determine final 3-4 awardees and amounts Wednesday – NO CLASS
Week 14 Nov 27-Dec 3 Module 4	Reflection and individual philanthropic action plan	Module 4 Reflection rubric/template and individual philanthropic action plan rubric/template	Monday -Lecture/Class Activity – Thank you notes to donors; Rejection letters to non-awardees; Wednesday – Guest Speakers previous Awardees will discuss their impact Thursday – Grant evaluations (based on guest speakers) due at 11:59 p.m. Friday - Reflection Paper due by 11:59 pm
Week 15 Dec 4-10 Module 4	Reflection and individual philanthropic action plan	Module 4 Reflection rubric/template and individual philanthropic action plan rubric/template	Monday -Lecture/Class Activity - evaluation matrix for grantees Wednesday – Lecture/Class Activity – speaker parts for awards ceremony Friday - Individual Philanthropy Plan and Personal Philanthropy Statement due by 11:59 pm
FINAL – AWARDS PRESENTATION EVENT Module 4	Date & Time TBD: Monday, December 11, 3:30-5:30 OR Wednesday, December 13, 5:45-7:45pm	Module 4 Awards celebration	MANDATORY ATTENDANCE & PARTICIPATION! Dillard 189