

Application for a New Course v10.6

Course ID <i>Subject and Number</i>	MGMT 434
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Jim Litton, J.D., MBA / Jim Orr, J.D.
2	Course Teacher	Jim Orr, J.D.
3	Course Title	Strategic Philanthropy
4	Course Abbreviation (if title is over 30 characters)	N/A
5	College	College of Business Administration
6	Department	Management Sciences
7	Number of Credit Hours	3
8a.	Number of contact hours - lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one. Please see Schedule Type definitions above.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation

		This course is a traditional lecture style course however it contains elements of experiential learning through the conducting due diligence and awarding grants to local non-profits.
14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ X Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	25
17	Catalog Description (50 words or less)	Students will practice philanthropy while considering how they can integrate giving back into their faith and career. Topics covered will include philanthropy's role in society, fundraising, charitable giving, stewardship of resources, and how a foundation's board operates. The primary project asks students to evaluate local non-profits as they distribute \$50,000.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Students must have Junior standing and have a minimum GPA of 3.0 or higher, or obtain Instructor approval.
19	List any co-requisites	N/A
20	If the course is cross listed, specify the Course ID(s); MUST have signature in Section V from all Department Chairs	N/A
21	Does this course have any special student costs?	☒ X No ☐ Yes
22a	How frequently will the course be offered in the Fall ? All, even or odd years?	One section of this course will be offered each Fall semester.
22b	How frequently will the course be offered in the Spring ? All, even or odd years?	The course will not be offered in the Spring.
22c	How frequently will the course be offered in the Summer ? All, even or odd years?	The course will not be offered in the Summer.
23	First semester this course will be offered as an approved course <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2018
24	List course/s that should be deleted, (Also, include the last semester for	N/A

	course/s being deleted) <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
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25	Is this course required for a degree/s?	☒ No ☐ Yes
26	Should the addition of this course be retroactively applied to the degree plan it supports?	☒ No ☐ Yes Explanation:
27	Has this course been offered as a Special Topics course?	☐ No ☒ Yes This course was offered as a special topics course under the title "MGMT 440: Strategic Philanthropy" in the Fall of 2016 and Fall 2017 semesters and had 14 and 20 students, respectively.
28	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	N/A

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course will serve as another elective for certain majors in the College of Business Administration.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	See Appendix C

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	The course is designed for high performing students with an interest in giving back in a generous and effective way. The GPA, class standing and/or instructor approval requirements are intended to ensure students have sufficient experience and maturity to complete the course and offer valuable insight in the distribution of the charitable funds.
2	State the overarching course goal(s) in performance terms.	This course is interactive in nature and will require students to work hard individually and collectively. Students pursuing a degree from the College of Business Administration must earn a grade of "C" or better in the course.

2. Competencies and Measurements

	Competency	Measurement
1	To explore God's design for the stewardship of resources, both time and money, and understand the nature of philanthropy--its history, theories, ethics, practices and impact upon society.	<i>Capstone Essay</i> asking students to reflect on the process of researching and evaluating local non-profit organizations, analyzing appropriate funding, and the overall impact on the organization as well as the personal impact from the course (assessment is based on clarity and content of paper). <i>Class Contribution</i> (assessment will be based on student's level of engagement and quality of contribution to discussion, field visit, etc.)
2	To research and understand public concerns in Abilene, specifically in these key areas a) health, wellness and basic human needs; b) education, leadership and mentoring; c) culture, arts and the environment; d) human services and civil rights; and e) community improvement and development.	<i>Research project</i> that analyzes the specific needs of the Abilene community and how each organization responds to those needs as well as how they will use the funding to meet the needs of the community (assessment based on quality of analysis). <i>Presentation</i> of assigned non-profit organizations and how they answer the public concerns within the Abilene community, including the reasoning to fund selected organizations. <i>Class Contribution</i> (assessment will be based on student's level of engagement and quality of contribution to discussion, field visit, etc.)
3	To understand and participate in the grant making process: establishing goals, performing due diligence, writing	<i>Research project</i> that analyzes the specific needs of the Abilene community and how each organization

	and vetting proposals, debating priorities, and reaching collective decisions.	responds to those needs as well as how they will use the funding to meet the needs of the community (assessment based on quality of analysis). <i>Individual Proposal</i> of selected non-profit to award funding to and reasoning for the selection (assessment is based on clarity and content of proposal and the ability to effectively communicate). <i>Class Contribution</i> (assessment will be based on student's level of engagement and quality of contribution to discussion, field visit, etc.)
4	To understand the joy of giving and develop a personal philanthropic ethic that takes serious account of how one's time, talent, and treasure might benefit the public good.	<i>Capstone Essay</i> asking students to reflect on the process of researching and evaluating local non-profit organizations and the overall impact of stewardship as well as the personal impact from the course (assessment is based on clarity and content of paper). <i>Class Contribution</i> (assessment will be based on student's level of engagement and quality of contribution to discussion, field visit, etc.)

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

The assigned readings for the course will be:

Civil Society, Philanthropy, and the Fate of the Commons by Bruce R. Sievers (Medford, MA: Tufts University Press, 2010)

Strategic Giving: The Art and Science of Philanthropy by Peter Frumkin (Chicago: University of Chicago Press, 2006)

The Insider's Guide to Grantmaking: How Foundations Find, Fund, and Manage Effective Programs by Joel J. Orosz (San Francisco: Jossey-Bass, 2000)

We Make a Life by What We Give by Richard B. Gunderman (Bloomington, IN: Indiana University Press, 2008)

Additional articles, case studies and other readings may be assigned during the course as well. These will be made available on Canvas.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

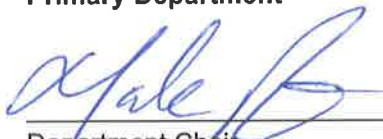
Supporting Documentation	Location
Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.	Appendix A
Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.	Appendix B
Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.	N/A
Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.	N/A
Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.	N/A
Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.	N/A
Justification — Attach all documents referred to in Section II-2	Appendix C
Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.	Appendix D
Provide documentation for all additional attachments here.	N/A

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name MGMT 434: Strategic Philanthropy

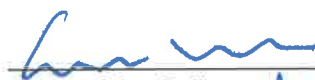
Primary Department



Department Chair

4-19-18

Date



Dean of the College *Assoc. DEAN*

4/20/18

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Actions *Place all actions on one page.*

Course ID: MGMT 434

Course Title: Strategic Philanthropy

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐  4-18-18
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

APPENDIX A

Library Report
(attached hereto)

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: April 9, 2018
TO: Jim Litton
FROM: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for MGMT 434 – Strategic Philanthropy

After reviewing the course application and syllabus, the library can adequately support the proposed course. Please let assigned faculty know that they can contact the library liaison Mark McCallon(mccallonm@acu.edu) to suggest specific resources that the library needs to purchase for future revisions to the course. Thank you for letting us examine the course proposal.

APPENDIX B

Adams Center Report
(Attached hereto)

Dr. Jim Orr

Hunter Welcome Center, Room 190

325-674-2984

jim.orr@acu.edu

Dear Dr. Orr,

Thank you for the submission of MGMT 434. I reviewed the syllabus based on the ACU application requirements and the syllabus meets most of those requirements. Please also see the attached checklist and make changes as needed. Specifically, here is one item for possible revision:

- It's apparent that faith and learning are connected in this course. Consider pointing out the unique Christian perspective in the syllabus to highlight that unique integration.

Other than this, the syllabus is exemplary! However, this letter is not meant to be a final approval in the course application process. Instead it is intended as a reference, which will be read by your department chair and members of the council, who may also have questions or comments of their own.

We would like to thank you for allowing the Adams Center team to review your course application. The instructional design team would love to work with you on your syllabus, as well as the design, development or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,

A handwritten signature in cursive script that reads "Amy Boone".

Amy Boone
alb17a@acu.edu

APPENDIX C

Justification for MGMT 434

This course fulfills the Griggs Center's mission to teach entrepreneurship and the idea of faithful stewardship effectively. It also fulfills the university's goals of experiential learning and spiritual formation through a unique opportunity that is offered by a limited number of aspirational universities through the Philanthropy Lab. The Philanthropy Lab has partnered with a total of 23 schools to offer this course.

Course Descriptions from peer and aspirational universities

A&M:

BUSN 432 (Strategic Philanthropy)

Examination of historical trends in philanthropy; participation in grant making process through the lens of a private foundation; engagement with local and national philanthropic leaders; development of personal philanthropic ethic through a grant making simulation that includes due diligence, writing grants and reaching collective decisions.

Baylor:

PPS 4310 (Philanthropy and the Public Good)

The role of philanthropy and civil society in public problem solving with an introduction to ethics and importance of financial giving and community investments. Students will spend significant time outside class working with foundations and nonprofits.

Rice:

LEAD 340 (Giving to Learn: Philanthropy in Theory and Practice)

Study of the history, philosophy, and practice of philanthropy in addressing public need with an introduction to ethics and importance of financial giving and community investment. Students will spend substantial time working with local nonprofits in order to select a recipient for a grant awarded by the class.

Vanderbilt:

HODC 3352 (Philanthropy and Social Problem Solving)

This course provides an opportunity to engage in the practice of philanthropy, while learning about charitable giving/fundraising, social problem-solving, and the non-profit sector. The semester will be divided into four sections: I. Problem identification; II. Approaches to change; III. Evaluating organizational effectiveness/impact and fit with theories of change; and IV. Decision making.

APPENDIX D

Course Syllabus
(attached hereto)

MGMT 434.01
STRATEGIC PHILANTHROPY
SYLLABUS – FALL 2018
M 3:00 – 5:50 PM, COBA ROOM 316 / 3 CREDIT HOURS



GRIGGS CENTER
FOR ENTREPRENEURSHIP & PHILANTHROPY

To educate students for Christian service and leadership throughout the world. (ACU Mission)

To glorify God by creating a distinctively Christian environment in which excellent teaching, combined with scholarship, promotes the intellectual, personal, and spiritual growth of business students, and educates them for Christian service and leadership throughout the world. (ACU COBA Mission)

To explore God's design for the stewardship of resources, both time and money, for Kingdom purposes. To ignite and accelerate the joy of giving and provide meaningful opportunities for philanthropic engagement. (Course Mission)

1 Chronicles 29:11: "Yours, O Lord, is the greatness and the power and the glory and the victory and the majesty, for all that is in the heavens and in the earth is yours. Yours is the kingdom, O Lord, and you are exalted as head above all."

Professor's Contact Information

Professor: Jim Orr, J.D.
Vice President for Advancement
Phone: 325.674.2984
Email: jim.orr@acu.edu (Email is the preferred form of communication.)
Office: Hunter Welcome Center, Room 190
Office Hours: By appointment only

Course Description (from ACU Course Catalog)

In this course, students will explore God's design for the stewardship of resources, both time and money, and have meaningful opportunities to experience the impact of giving, both individually and collectively. Students will also work to develop a personal approach to philanthropy that is effective and consistent with their faith, passions, and future plans after ACU. The primary project will ask students to work as a foundation board and evaluate how to distribute \$50,000 to area non-profits. Throughout the course, the class will also engage with a variety of highly-qualified experts and guests – directors of foundations, experts on fundraising, biblical scholars, seasoned givers, and more.

About the Course

This course is designed for high performing students with an interest in giving back in a generous and effective way. This course will be interactive in nature and require you to work hard, both individually

and in groups. You will be responsible for class preparation, completing assigned readings, and other deliverables that are described elsewhere in this syllabus. High performance in this course requires participation and preparation in all aspects of the course.

This course presents a very unique educational opportunity – one which is found in only a handful of select universities. An anonymous donor has given you a generous gift – \$50,000, to give away. What a blessing and joy it will be for you and your classmates to impact the lives of others! Yet, it will also require much from you – such as an examination of your own giving philosophy and interests as well as the philosophy and interests of others. It will require an examination of the intended recipient(s) of charity and the proposed impact of the gift. First, we'll ask some foundational questions: What is philanthropy, and from whence did it come? Who is a philanthropist? Why do philanthropy and how is it done? We will also explore God's design for the stewardship of resources, both time and money, for Kingdom purposes.

We will also take a look at our own community. What are its needs and how are those needs being met? What are the needs not being met, and what might be done to fill these gaps? With the dollars the class has been given, how might we most strategically meet these needs?

Further, we must also ask a few questions of ourselves: What have I been given? How have I stewarded the resources that I have? What can I give? What are the values I most want to pass along? What impact does my faith have upon my personal philanthropic ethic?

This semester you will function in a few capacities, dancing back and forth between different roles. Collectively we'll operate as a *foundation board of directors*, deciding in our "Board Meetings" how and where to give our money. In your work with a smaller group of teammates, you'll function like a foundation *program officer*, cultivating relationships with nonprofits, assessing their needs and effectiveness, and perhaps advocating 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 grant evaluations to be considered by future classes. Finally, you will be functioning as an individual as you contemplate and make plans concerning the role philanthropy will play in your life.

In each of these roles you'll be developing experience that will serve you for a lifetime – as a professional, as a philanthropist, and as a citizen.

Prerequisites

Students must have junior standing and have a GPA of 3.0 or higher, or obtain permission of the professor.

Course Objectives

The primary learning objectives of this course are listed below along with the assignments used to assess your achievement of each objective.

Objective	Related Assignment(s)
To explore God's design for the stewardship of resources, both time and money, and understand the nature of philanthropy – its history, theories, ethics, practice and impact upon society.	Capstone Essay, Class Contribution
To research and understand public concerns in Abilene, specifically in these key areas: (a) health, wellness and basic human needs; (b) education, leadership and mentoring; (c) culture, arts and the environment; (d) human services and civil rights; and (e) community improvement and development.	Briefing Book and Presentation, Class Contribution
To understand and participate in the grant making process: establishing goals, performing due diligence, writing and vetting proposals, debating priorities, and reaching collective decisions.	Briefing Book and Presentation, Individual Proposal, Class Contribution
To understand the joy of giving and develop a personal philanthropic ethic that takes serious account of how one's time, talent, and treasure might benefit the public good.	Capstone Essay, Class Contribution

Canvas

The learning management system for this course is Canvas. It is important that you are familiar with this system and how it operates. You will receive an email with a link that will allow you to access the course. You will be required to setup an account or use an existing one. You will need access to the Internet and a supported Web browser. If you need technical assistance at any time during the course or to report a problem with Canvas, please contact Team 55.

Course Materials

Sievers, Bruce R. *Civil Society, Philanthropy, and the Fate of the Commons* (Medford, MA: Tufts University Press, 2010).

Frumkin, Peter. *Strategic Giving: The Art and Science of Philanthropy* (Chicago: University of Chicago Press, 2006).

Orosz, Joel J. *The Insider's Guide to Grantmaking: How Foundations Find, Fund, and Manage Effective Programs* (San Francisco: Jossey-Bass, 2000).

Gunderman, Richard B. *We Make a Life by What We Give* (Bloomington, IN: Indiana University Press, 2008).

Grades and Assignments

All grades will be given on a 100 point scale. Final grades will be determined as follows: A = 90 or higher; B = 80 – 89; C = 70 – 79; D = 60 – 69; F = below 60.

Class assignments and the percentage of the final grade represented by each assignment are listed below. Detailed descriptions of the assignments are included later in this syllabus.

Assignment	Individual / Group	Percentage of Final Grade
Briefing Book and Presentations	Individual / Group	40%
Class Contribution	Individual	30%
Reading Quizzes/Grant Evaluation	Individual	10%
Capstone Essay/Giving Goal	Individual	20%

While I am happy to discuss any grade that you receive, please note that you must wait **48 hours** before talking with me about your grade on a particular assignment.

Attendance Policy

Class attendance and participation are extremely important. You cannot participate if you are absent and therefore should plan on attending every class. Please notify me at least 24 hours in advance if you know that you will miss a class session.

If you reach **three (3)** unexcused absences, **you will be dropped from the course. This number will be reduced on a pro rata basis for university excused absences.** Please note that being late to class two (2) times will also be considered one (1) unexcused absence. While there is no “attendance grade,” please note that absences can have a significant impact on your class contribution grade. **Because this class meets only one time per week in a three-hour block, more than two (2) unexcused absences will reduce your letter grade.**

I recognize that some students may have to miss class due to university excused absences such as athletics or for personal or family emergencies. With respect to university excused absences, it is your responsibility to look through the course schedule and inform me **at least one week in advance** of any conflict you may have. It is very important that I'm made aware of your absence prior to class.

Academic Accommodations

If you want to request academic accommodations, contact the ACU Student Disability Services Office (a part of Alpha Academic Services). To receive accommodations you must be registered with Disability Services and complete a specific request for individual classes. Call 325.674.2667 for an appointment with the Director of Disability Services.

Title IX Policy

At ACU, we strive to comply with all applicable legal requirements prohibiting, preventing and responding to harassment against any member of the ACU community (e.g., Title VI, VII, and IX). Moreover, as a Christian community, ACU has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected.

Our Anti-Harassment Policy outlines specific definitions and procedures related discriminatory and sexual harassment, sexual misconduct, assault, stalking and relationship violence. If you experience harassment in any of these forms, we encourage you to report it so that we can help maintain a work and academic environment free of unlawful harassment. To report, contact 325-674-6802.

COBA Honor Code

Objective

COBA faculty, staff and students will strive to proclaim in their lives competence, character and community. In joining COBA, students, faculty, and staff covenant to abide by the following ethical principles.

Competence

To lead and serve well requires competence. And to become competent requires diligence and hard work. We owe it to all who have prepared the way and who will follow in our footsteps, to be good stewards of opportunities and resources. Thus, in all you do: set priorities, seek excellence and professionalism in your work, satisfy requirements, and take responsibility for your learning and performance. You cannot build competence if you lie, cheat, steal, or tolerate those who do.

Character

A reputation of good character is built slowly through testing, yet can be destroyed in an instant by compromise or careless work, just as it can through injustice. Guard your character; it is worth more than a grade or promotion. "A good name is more desirable than great riches; to be esteemed is better than silver or gold" (Proverbs 22:1). You cannot build character if you lie, cheat, steal, or tolerate those who do.

Community

A spirit of fellowship and mutual encouragement holds each community member accountable. Accountability leads to a healthy community through adequate preparations for the tasks at hand,

respectful truthfulness in all situations, and adding value to the tasks at hand. As a community, we must hold each other accountable to the principles of competence, character, and community. You cannot build community if you lie, cheat, steal, or tolerate those who do.

Academic Integrity Policy

We support ACU's Academic Integrity Policy located at:

<http://www.acu.edu/academics/provost/documents/academic-integrity-policy.pdf>

This important policy offers examples of academic infractions and a process for assigning consequences and voicing appeals. Ignorance of this policy is never an excuse. Individual instructors will define course specific definitions, however, in general you should avoid:

- Plagiarism: Copying or even paraphrasing words or ideas from another source (including current or past students) without giving adequate credit.
- Lying: Inventing data or sources or making false attributions about the origin of material or offering a deceptive reason for an absence or delay in the completion of academic work.
- Cheating: Facilitating or participating in any process that circumvents the intent of any exam, test, quiz, paper, or assignment.

Any dishonest act observed or reported will be investigated and, if proven, reported in administrative offices and records, and may be subject to any or all of the following outcomes:

- A zero for the assigned work
- A reduction of one letter grade for the course
- A failing grade for the course
- Dismissal from the university

Late Work Policy

Deadlines are important. As a result, assignments should be submitted as instructed before the start of class and will not be accepted late. Please note that if an assignment is due at the beginning of class, it is considered late if it is submitted after the beginning of class. For example, if an assignment is due at the start of class (*e.g.*, 3:00) it would be considered late if a student arrived to class late (*e.g.*, 3:30) and submitted the assignment.

Electronic Device Policy

Use of cell phones is not allowed during class. Everyone, including the professor, will turn their cell phone off and place it in a designated area until class is over. Use of other electronic devices, such as tablets and laptops, are appropriate in regular class sessions and at certain points during case discussions. However, no devices are allowed when we are hosting a foundation board. **Failure to comply with this policy may result in a reduction of your final grade.**

Description of Assignments

The following are summaries of the graded assignment for the course.

BRIEFING BOOK & PRESENTATIONS (40%):

Your biggest assignment for the semester comes in the form of a briefing book, about 40-50 pages in length, which you and your team will complete in parts over the course of the semester. This briefing book is basically a summary of your work for the semester. In it you will describe the public concern(s) that your team has focused on, analyzing the dimensions and constituents of those concerns, as well as the process and rationales by which you made funding decisions to address those concerns. The book will include such things as: data about the concern(s) you're addressing; what's happening in Abilene programmatically to address those concerns; what innovations and best practices can be found elsewhere to address those concerns; what gaps in services exist in Abilene; your theories of change, leverage and/or scale for addressing these concerns; information about the nonprofits you've assessed; evaluation metrics; your process for selecting finalists; funding letters; letters declining funding; grant applications; and a host of other items.

CLASS CONTRIBUTION (30%):

Your informed participation is vital to the success of this class and, more importantly, to the success of this unique venture. For our purposes, class contribution is far more than just participation in classroom discussion. That will be important, but I am also including a more subjective assessment of the degree to which you are invested in this process. What we're doing is important work. For that reason, you must be engaged in all aspects of the course.

ASSIGNED READING QUIZZES/GRANT EVALUATION (10%):

There will be assigned reading assignments throughout the semester. Quizzes may be given to the class in regard to the assigned reading. Later in the semester you will submit an individually authored 3-page grant evaluation in which you will describe how the recipient(s) of class grant(s) should prove and measure the effectiveness and impact of the grant(s).

CAPSTONE ESSAY/GIVING GOAL (20%):

Your final assignment is a capstone essay exploring your own personal views on philanthropy and how do you intend to approach philanthropy going forward. This essay will draw from your reading throughout the semester and our class discussions.

Course Schedule

This schedule is tentative and subject to change. It is your responsibility to consult Canvas on a regular basis for updates regarding daily class preparation, cases, readings, and assignments.

August 27: Introduction

- Watch (in class) Bill Gates's 2007 Harvard Commencement Address (available from: <http://www.youtube.com/watch?v=zPx5N6Lh3sw> or <http://news.harvard.edu/gazette/story/2007/06/remarks-of-bill-gates-harvard-commencement-2007/>)
- Biblical text: I Chronicles 29:1-20
- Initial giving assignment
- Pre-course survey

Sept. 3: What is a Civil Society? What are the Institutional Structures that impact society?

- Sievers, *Civil Society, Philanthropy, & the Fate of the Commons*, pp. 1-30, 45-62
- Deuteronomy 15:7-11
- Report on initial giving assignment
- Study group assignments/briefing book
- Philanthropy Lab opportunities and initiatives

September 10: Imagining Philanthropy/Role of Faith in Giving

- Gunderman, *We Make a Life by What We Give*, pp. 1-12
- Andrew Carnegie, "The Gospel of Wealth" (Canvas)
- Frumkin, *Strategic Giving*, pp. 1-11
- Matthew 6:19-21; and 25:31-46
- Initial review of grant applications and distribution of application among each study group

September 17: Developing a Framework for Philanthropy

- Frumkin, *Strategic Giving*, 29-54
- Gunderman, *We Make a Life by What We Give*, pp. 19-29
- Listen to "I Was Just Trying to Help," *This American Life*, episode 503 (starting at 06:15 through

33:36 – part of Act One) (available from: <http://www.thisamericanlife.org/radio-archives/episode/503/i-was-just-trying-to-help>)

- Matthew 20:1-16

September 24: Creating Value and Achieving Intended Objectives – Theories of Change and Leverage

- Frumkin, *Strategic Giving*, 174-203
- Luke 11:5-13
- Briefing book work
- Panel of experts: corporate philanthropy (public companies/faith communities)
- Set up site visits with grant applicants

October 1: Creating Value and Achieving Intended Objectives – Theories of Scale

- Frumkin, *Strategic Giving*, pp. 203-216
- Matthew 14:13-21
- Development of metrics for evaluation of grant applications (by each small group), assessment of community needs

October 8: Institutions and Vehicles for Philanthropy (Types of Foundations)

- Frumkin, *Strategic Giving*, pp. 217-252
- Orosz, *The Insider's Guide to Grantmaking*, pp. 1-24
- Panel of Experts - various public/private foundations
- ****Briefing Book Draft #1 Due****

October 15 and 22: Due Diligence/Site Visits

****Site visits will occur during these two weeks. To ensure there will be sufficient planned and shared time for each study group to visit the sites of the applicants for funding, there will be no official class meetings on October 16 and 23. Please take time to read:**

- Orosz, *The Insider's Guide to Grantmaking*, pp. 130-142

October 29: Giving Styles and Ethics/Report of Site Visits

- Gunderman, *We Make a Life by What We Give*, pp. 19-29, 132-139
- Frumkin, *Strategic Giving*, pp. 253-266
- Panel of Experts – individual donors/family foundation
- Report of site visits (by study group)

- Luke 21:1-4; Proverbs 3:27

November 5: Board Meeting #1; Presentations

- Presentation (by study group) recommending applicants for distribution of awards
- Board Meeting # 1 – review of presentations and evaluation of requests
- Frumkin, *Strategic Giving*, pp. 331-362
- Abilene Communities Foundation participation
- *****Briefing Book Draft #2 Due/Presentations*****

November 12: Board Meeting #2; Determining our Grant Recipients

- Board Meeting # 2 – final determination of grant recipients
- Panel of experts – evaluation of grants
- Participation in Griggs Center Entrepreneurship events
- Gunderman, *We Make a Life by What We Give*, pp. 99-107
- Luke 18:18-30

November 19: Evaluation Metrics

- Development of metrics for evaluation of grants awarded (by study group)
- Gunderman, *We Make a Life by What We Give*, pp. 78-88
- Preparation of denial of grant letters/awarding of grant letters
- Mark 12:41-44

November 26: The Joy of Giving and Personal Philanthropic Ethics

- Gunderman, *We Make a Life by What We Give*, pp. 191-197
- Arthur Brooks, *Why Fund-Raising is Fun*
(http://www.nytimes.com/2014/03/30/opinion/sunday/why-fund-raising-is-fun.html?_r=0)
- Henri Nouwen, *The Spirituality of Fundraising*, pp. 1-40
- Hebrews 12:1-2
- *****Evaluation Essay Due*****

December 3: Giving Ceremony

- Giving Ceremony with award recipients
- *****Briefing Book Final Copy Due*****

December 10: Final Exam

- *****Capstone Essay Due*****
- Post-course survey