

## **ENTR 430.01**

### **TOPICS IN ENTREPRENEURSHIP: STRATEGIC PHILANTHROPY**

#### **SYLLABUS – SPRING 2025**

**W 1:00 - 1:50 PM**

**COBA ROOM 116 / 1 CREDIT HOUR**

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

*To educate business and technology professionals 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."*

### **Faculty Contact Information**

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### **Partner Contact Information**

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### **Course Description (from ACU Course Catalog)**

Short course, interdisciplinary, varying topics. See semester schedule for current offerings. May be repeated as content varies. Some courses may charge fees for materials, travel, and/or equipment.

### **About This 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 philosophy on giving 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 receive approval from the course instructor.

### **Course Objectives**

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

<b>Objective</b>	<b>Related Assignment(s)</b>
Examine issues related to a specific area of or current development in entrepreneurship	Group Project; Discussions
Identify and reflect on the subject matter's role in the student's entrepreneurial journey	Discussions; Final Reflection

### **Course Materials**

A collection of articles and video lectures will be available on Canvas. In addition, a list of supplemental materials will be posted.

### **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.

<b>Assignment</b>	<b>Individual / Group</b>	<b>Percentage of Final Grade</b>
Group Project	Group	60%
Discussions	Individual / Group	25%
Final Reflection	Individual	15%

While I am happy to discuss any grade that you receive, please note that you must wait 48 hours before talking with us 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.

Because this class meets only eight times during the semester, if you reach two (2) unexcused absences, **you will be dropped from the course.**

With respect to university excused absences, it is your responsibility to look through the course schedule and inform us at least one week in advance of any conflict you may have. It is very important that we are made aware of your absence prior to class.

### **ADA Compliance Policy**

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or email alpha@acu.edu.

### **Academic Integrity**

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Business Administration, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link.

### **Anti-Harassment Policy**

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions,

in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the ACU Counseling Center. All of your options are available for review by clicking on the link to ACU's policy.

## **Other Policies**

### *Minimum Course Grade*

- If you are majoring in business, you must earn a course grade of “C” or higher.

### *Late Work Policy*

- Assignments will not be accepted late.
- 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., 1:00) it would be considered late if a student arrived to class late (e.g., 1:30) and submitted the assignment.

## **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.

## **Description of Assignments**

### *Group Project (60% of Final Grade)*

The course is designed around an evaluation process of grant applications from local nonprofits. Teams and applicants will be assigned by the faculty. The project includes a significant amount of

work outside of class combined with class discussions and presentations in class. There are a number of outlined steps and assignments, which you and your team will complete in parts over the course of the semester. All of your work will be stored in a shared Google Drive folder that will serve as a summary of your work for the semester. The folder will include such things as:

- grant applications
- 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

### *Discussions (25% of Final Grade)*

Throughout the semester you will be asked to review a reading, podcast or video prior to class, which we will evaluate and discuss as a group. At times you may be asked to provide an initial analysis prior to class. We also may host guest experts and/or philanthropists as part of our discussions as well. Additional instructions for each assignment will be provided on Canvas.

### *Final Reflection (15% of Final Grade)*

At the end of the semester, you will be asked to prepare a giving goal for your future giving as well as a reflection paper that summarizes your key takeaways from the class and group project. Additional instructions for each assignment will be provided on Canvas.

## **Course Schedule**

A schedule of graded assignments is included below. All due dates are subject to change. Any changes will be communicated by a Canvas announcement. It is your responsibility to regularly check Canvas for any updates.

## Course Summary:

<b>Date</b>	<b>Details</b>	<b>Due</b>
Wed Jan 22, 2025	Discussion #1	due by 1pm
Wed Jan 29, 2025	Discussion #2	due by 1pm
Wed Feb 5, 2025	Sample Site Visit	due by 1pm
Wed Feb 12, 2025	Discussion #3	due by 1pm
	Evaluation Metrics	due by 1pm
Wed Feb 19, 2025	Discussion #4	due by 1pm

<b>Date</b>	<b>Details</b>	<b>Due</b>
Wed Feb 26, 2025	Discussion #5	due by 1pm
Wed Mar 5, 2025	Discussion #6	due by 1pm
Wed Mar 19, 2025	Discussion #7	due by 1pm
	Discussion #8	due by 1pm
	Group Presentations (Groups 1-3) (Group 1)	due by 1pm
Wed Mar 26, 2025	Group Presentations (Groups 1-3) (Group 2)	due by 1pm
	Group Presentations (Groups 1-3) (Group 3)	due by 1pm
	Group Site Visits	due by 1pm
	Group Presentations (Groups 4-6) (Group 4)	due by 1pm
Wed Apr 2, 2025	Group Presentations (Groups 4-6) (Group 5)	due by 1pm
	Group Presentations (Groups 4-6) (Group 6)	due by 1pm
Wed Apr 9, 2025	Grant Decision Meeting	due by 2pm
Wed Apr 23, 2025	Discussion #9	due by 1pm
	Discussion #10	due by 1pm
Wed Apr 30, 2025	Giving Goal Assignment	due by 1pm
	Reflection Paper	due by 1pm
Mon May 5, 2025	Giving Ceremony	due by 3pm