

**NPM 302.01: Financial Development of Nonprofit Organizations
Fall 2025**

**“To educate a man’s mind but not educate his heart is to make a dangerous man.”
George Pepperdine**

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Office Hours: Tuesdays 2:00-3:00, Wednesday 3:00-4:00, Thursdays 11:00-12:00, and by appointment. Please email to set up an appointment outside of office hours, particularly if you have a conflict with the established office hours.

Course Time: Wednesday 12:00-2:50 **Classroom:** CCB 355

Research Resource: Marc Vinyard of Payson Library – Marc.Vinyard@pepperdine.edu.

Course Overview: This service-learning course is designed to be an introduction to philanthropy. Course topics will include the history of philanthropy, the role of philanthropy and nonprofit organizations play in our economy and culture, and career opportunities in fundraising, philanthropy, and grant management. This course explores philanthropy and civic engagement through giving time, money and effort to a public purpose. In addition to classroom learning, this course includes an exciting and unique experiential component. Over the course of a semester, students will decide on the distribution of actual funds (\$50,000) to support philanthropic goals through a philanthropy project. Students will learn the philanthropic process including creating a giving plan, as well as exploring strategic and creative ways to give that promote civil society and engagement. Students will develop plans for assessment and evaluation of giving including measurements of success that are indicators of impact.

Philanthropy has a long history of making a difference within our communities by taking private resources and developing them with a public purpose. More recently, philanthropic giving has become one of the largest trends in our society with *Giving USA* reporting in 2024, Americans gave over \$557 billion in 2023 to the philanthropic sector. Although philanthropic endeavors tend to be defined through gifts of money and time, the sector extends far beyond in more creative ways including social entrepreneurship to achieve the goal of making the world a better place. With approximately 1.4 million charitable and religious organizations that aid in advocacy, human and social services, research, education, as well as many others, our communities are stronger due to the support of these philanthropic works (*Giving USA Foundation*, 2024).

This course provides an in-depth understanding of philanthropy, including its historical development, ethical implications of philanthropic giving, and normative and structural elements as a driver of social change. By the end of the course, students will have knowledge of the history and structure of civil society, the tradition of competing value commitments in civil society, the modern nonprofit sector and its relationship to government and for-profit arenas, and key challenges facing nonprofit organizations related to philanthropic giving today nationally and globally.

Philanthropy Lab Project: A unique aspect of this course is a lab on philanthropy which incorporates a practical giving exercise focused on grant evaluation and donating in an effective manner. A special feature of this course will be an opportunity for students to apply theoretical knowledge to a real-world decision-making process by determining how to allocate \$50,000 in actual grant funds to nonprofit organizations. Students will learn how to formulate goals to give effectively and learn to assess and evaluate whether the goals have been achieved.

Students will evaluate the role of values in philanthropy and develop funding priorities. In the process of choosing recipients, students will address several key questions:

- How should funds be distributed in a way that optimizes the benefits, meets goals and objectives, and are consistent with one's values?
- What is the basis of private philanthropic giving for the public good?
- To what extent do non-governmental organizations depend on philanthropic giving to operate and achieve goals domestically and globally?
- How should charitable dollars be distributed and what role do nonprofit organizations and philanthropic dollars play in a modern democracy?
- What are the appropriate criteria to be used to select grant recipients?
- How do you assess the success of your giving in accomplishing objectives and goals?

Unique Outcomes: By the end of the course, students should be able to:

1. Critically analyze philanthropy issues from a human ecology perspective.
2. Recognize the social responsibility of individuals within a community and reflect on the role of giving within civil society including corporate, international, & disaster relief philanthropy.
3. Identify multiple stakeholders and describe the possibilities, values, and limitations of philanthropic decisions.
4. Explore philanthropy trends: women and giving, corporate philanthropy, diverse populations, and youth philanthropy.
5. Share fund allocation decisions using written, oral, and visual communication.
6. Explore careers that focus on philanthropy in the nonprofit and corporate settings.

Response to Mission: This course embodies Pepperdine's mission to prepare students for a life of purpose, service, and leadership through the course content and experiential learning components. The content and format are not only to prepare students for leadership roles, but also to provide tools for them to seek justice and love mercy as they meet the needs of a broken world.

Class Format: This class will combine lectures and discussions provided by the professor and other guest speakers, classroom discussions, in class exercises, group and individual presentations and a funding project in which the students apply course topics to a real-life scenario.

Course Goals

1. Provide an opportunity to learn about and apply philanthropic concepts and skills to nonprofit community organizations.
3. Encourage collaborative teamwork with faculty, fellow students, and community personnel.
4. Provide a means for students to grow in their commitment to civic engagement and catch the spirit Pepperdine's motto "freely ye have received, freely give".

Business Administration Division (BA) Program Learning Outcomes (PLO)

1. Core knowledge and skills. Students will demonstrate fundamental knowledge in core functional areas of business by applying business research skills.
2. Critical-thinking. Students will create evidence-based solutions to business problems or opportunities.
3. Ethics. Students will evaluate the ethical implications of business practices.
4. Communication. Students will produce effective written business reports and deliver effective oral business presentations.

5. Teamwork. Students will demonstrate effective and collaborative interpersonal skills in a team setting.
6. Diversity. Students will understand the dynamics, benefits, and challenges of diversity and inclusion within teams or organizations.

Cultural Competency (CC) Program Learning Outcomes

1. Learn to value diversity and similarities among all peoples.
2. Develop skills in order to effectively respond to cultural differences.
3. Assess their own sociocultural identity and role in broader social and cultural systems
4. Adapt to cultural contexts of communities they serve
5. Demonstrate cultural competence in institutional and community efforts that address social inequality.

Nonprofit Management (NPM) Program Learning Outcomes:

The aforementioned SLOs align with the following Program Learning Outcomes:

1. Demonstrate an understanding of the managerial aspects of working in a nonprofit organization.
2. Evaluate nonprofit issues from the perspective of multiple disciplines and then formulate, communicate and defend recommendation to decision--makers based on those evaluations.
3. Produce clearly written, concise organizational analyses and deliver clear, well--organized, persuasive oral presentations.
4. Integrate their unique cultural backgrounds with those of other students and with faculty members to develop effective interpersonal and group interactions.
5. Analyze situations in keeping with professional standards and moral values and recommend appropriate courses of action.
6. Apply nonprofit management skills and concepts to a service project.

Student Learning Outcomes (SLO)

The aforementioned BA, CC and NM PLO's align with the following SLO's. At the conclusion of this course students will be able to:

1. Exhibit professionalism in presentation of self as manifested in both formal presentations and informal communication to the class, professors, nonprofit staff, and community (assessed through written and oral evaluation by faculty and nonprofit partner-BA 3,4,5, 6; CC 1, 4, 5; NPM 2, 3, 4, 5, 6).
2. Understand the benefits and concepts of philanthropy (assessed through presentations and written assignments-BA 1, 2, 3, 4, 5, 6; CC-4; NPM 1, 2, 3, 6).
3. Develop specific fundraising skills, including how to evaluate grants for a nonprofit organization (assessed through final and written assignments-BA 1, 2, 3, 4; CC-1, 4; NPM 1, 2, 3, 5, 6).
4. Assist a nonprofit organization in fund development by developing a relationship with local nonprofit organizations, identifying its mission, programs, fundraising activities and long-range goals (assessed through grant writing and funding project-BA-1, 2, 3, 4, 6; CC-1, 2, 4, 5; NPM 1, 2, 3, 5, 6).
5. Deepen your understanding or the relationship between faith, love of country, and community, and philanthropy (assessed through written assignments and exams-BA 1, 2, 3, 4, 5, 6; CC-1, 2, 4, 5 NPM 3, 5, 6).

Assessment of student learning will be achieved through written projects and papers, oral presentations, peer and nonprofit professional feedback, and class participation. See below for late assignment policy.

Nonprofit Management Program

The aforementioned SLOs align with the following PLOs:

- Demonstrate an understanding of the managerial aspects of working in a nonprofit organization (SLOs #2, #3, #4).
- Evaluate nonprofit issues from the perspective of multiple disciplines and then formulate, communicate and defend recommendation to decision-makers based on those evaluations (SLOs #1, #4).
- Produce clearly written, concise organizational analyses and deliver clear, well-organized, persuasive oral presentations (SLO #1, #4).
- Integrate their unique cultural backgrounds with those of other students and with faculty members to develop effective interpersonal and group interactions (SLOs #1, #3, #4, #5).
- Analyze situations in keeping with professional standards and moral values and recommend appropriate courses of action (SLO #3, #5)
- Apply nonprofit management skills and concepts to a service project (SLOs #1, #3, #4).

Intellectual Property: Course materials prepared by the Instructor and Nonprofit Organizations, together with content of all lectures and handouts presented by the instructor, are the property of the Instructor, VCCF or the Nonprofit Professional. Video and audio recording of lectures without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person. Electronic devices other than laptops (e.g., cell phones, PDAs, calculators, recording devices) are not to be used during lectures or exams without prior permission of the instructor.

Technology: All you need to complete this course is computer and Canvas access. Typing word documents, and possibly, creating a diagram or table, and familiarity with using Google Docs are the only technical skill you will need. Many of the course materials are in Microsoft Word.doc format. Please be sure that you can access these.

Plan for technology issues and problems. In a perfect world, our cell phones would never drop a call, servers would not go down and Internet connections would be fast and reliable. Given this is not the world we live in, do not wait until the last minute to complete your work. Technology failures will not be considered as a reason for late work.

Academic Integrity and honesty: Academic honesty is expected of all students. All written material must be your original work. Plagiarized material will result in a zero grade and will be reported to the Academic Integrity Committee for further action.

Academic Integrity is the expression of intellectual virtue in human beings as a result of their creation in God's image. It represents the convergence of the best of the human spirit and God's spirit, which requires personal, private and community virtue. As a Christian institution, Pepperdine University affirms that integrity begins in our very created being and is lived out in our academic work.

In order for the code to be effective, the community must maintain its health and vitality. This requires a genuine sense of maturity, responsibility, and sensitivity on the part of every member. In particular, each member of the Seaver College community is expected to pursue his or her academic work with honesty and integrity.

Unfortunately, students do, on occasion, violate Academic Integrity, and this provides a need for discipline and an opportunity for restoration. Consult the Seaver College Student Handbook for descriptions of the various forms of violation recognized by Pepperdine University and the resulting steps that both the student and institution must take.

Academic honesty is expected of all students. Students in possession of any unauthorized materials during an examination and/or students who give or receive unauthorized aid on an examination will receive zeros on the examination. Furthermore, plagiarism, lying, or misrepresenting someone else's work for your own in any way will not be tolerated and will be reported to the Academic Integrity Committee.

In the workplace if an employee working on a team project does not perform his or her assigned duties, after proper warning the employee is fired. The same is true of this course. If you should decide to withdraw from your responsibilities on your team, your team has the right to "fire" you and you could receive an "F" in this course regardless of any other work you have completed.

In this class, I expect you to:

- Conduct your own research.
- Verify your sources and facts.
- Produce your own work.
- While some technologies are allowed, such as University library research databases and word processor spelling and grammar checkers, the use of writing tools or services (AI-based, human, or combinations thereof) is not permitted and will be considered a violation of academic integrity. In the case of group assignments, an AI tool or any outside person, organization, or other service, system, source, or entity cannot be considered a member of the group.

Every document written for this class, whether for the professor, the client, or the team, should be a written manifestation of your work ethic, professionalism, and personal integrity in terms of the quality of work you produce. Your work is a reflection of you.

Disabilities: Any student with a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Main Campus, Tyler Campus Center 264, x6500) as early in the semester as possible. All discussions will remain confidential. Please visit <http://www.pepperdine.edu/disabilityservices/> for additional information.

Expectations of Students and the Instructor:

Participation: Come to class ready to be actively engaged in teaching and learning. Complete all readings and assignments. Engage with your team in a respectful and productive way.

Netiquette: It is expected that everyone will be respectful of others in this class. Whether crafting a response on a message board or sending an email, be thoughtful of your writing and interactions. This means staying on-topic, not engaging in trolling or personal attacks, and using a kind and respectful tone when communicating on-line. For example, do not use all capital letters, as this is often perceived as anger. And one last thing, please use the reply-all function only when appropriate.

Contacting Dr. Bernstein: I will respond to your emails within 24 hours. You may use my cell and call or text between 9am and 9pm M-TH, 9am and 6pm on Friday-Sunday.

3 Before Me: It may be hard to believe, but I do not have all the answers at the tip of the tongue, at midnight, when you need them. More likely, the answers are in the syllabus or spreadsheet, in the text, or beyond the technical scope of members of the class. (I really don't KNOW why a video won't play in Safari on your Acer running Windows 7).

So, what are the magic 3 sources you should go to before thinking about emailing your instructors?

1. **The syllabus and spreadsheet.** 80% of the answers are usually there.
2. The **course announcements**. I will post many announcements that clarify assignments, provide additional materials, etc. Please make sure you read these and refer back to them if you are unclear about something.
3. **Your classmates!** They are there to help you.

Tech Central is there to help you! I would normally say teachers are not the best source of tech support for your device and we shouldn't need to figure out why you can't open a PDF while running Window XP and Google Chrome on a Dell Notebook. You may reach Tech Central by phoning 310.506.4811 or by email at Tech.Central@pepperdine.edu.

If you still can't find the answer and you email me... Please expect a reasonable time for response. I try my best to respond within 24 hours, but if I am traveling, or it is a weekend, you may experience a delayed response. You may also try my cell number, 360-731-7596. But I will only accept calls during the times noted above, unless it is a true emergency.

Attendance, Punctuality, and Class Ground Rules

Attendance: Due to the nature of the class, attendance at all class sessions is critical. You may miss one class without penalty. Your presence is necessary for everyone's success in this class. The second and any subsequent absences results in a penalty of 5-points from your final grade. Note that even with prior notification the excuse for absence must be valid and the instructor has final say as to whether the 5-point penalty will be waived. You may not make up any deducted participation points. ***As professional courtesy, you must notify your professor and your consulting teammates if you plan to miss a class session before the class begins, regardless if it is an excused or unexcused absence.***

Seaver College faculty may not provide long-term (longer than one week in duration) remote access to classes without approval by either the Dean's Office or OSA. *I will not be recording classes unless I have agreed to do so prior to class for an excused absence. If you are an athlete, please submit a schedule of classes to be excused at the beginning of the semester.*

Excused absences must be submitted in writing before the missed class session and meet the guidelines as stated below:

Excused absences are defined by the following University guidelines:

- Participation in an official University activity such as athletics, debate, chorus, etc.;
- Death or major illness in a student's immediate family (*i.e.*, parent, sibling, spouse, child, or grandparent);
- Participation in legal proceedings that require a student's presence;
- Religious holy day;
- Confinement because of illness (documentation required from medical professional);

- Required participation in military duties (documentation required); or
- Natural disaster (e.g., wildfire, earthquake, etc.), which causes the University to close.

In contrast, the following are not considered excusable:

- Technological problems (e.g., alarm clock, printer malfunction, etc.);
- Parking or traffic problems (barring aforementioned natural disasters);
- Caregiving for individuals outside of immediate family (e.g., significant other, friend, other).
- Vague, undiagnosed illnesses
- Job/graduate school interviews
- Shuttle was too full or slow or not on schedule

Punctuality is expected! **Please be on time to class.** I provide course announcements and changes to the spreadsheet, etc. at the very beginning of class. In addition, your participation is important and many of the activities require the involvement of everyone. If you are tardy, your participation grade will be reduced. Arriving to class significantly late or leaving class significantly early is considered an absence.

Respect for everyone in the class is expected. *Electronic devices are welcome (encouraged) in class, to support learning. Please be mindful that they do not serve as a distraction to you or those around you.* Please silence your cell phones and do not text or call during class sessions (online or in person). However, out of respect for your classmates and professor do not text, email, Facebook, or otherwise use your phones while in the classroom, unless asked to do so. Habitual failure to recognize this request will result in points deducted from your participation grade.

On-line expectations will be provided, if we are forced to return to on-line teaching.

Course Materials:

One book is required: It is available on Amazon and inexpensive!

1. **The Price of Humanity: How Philanthropy Went Wrong and How to Fix it** by Amy Schiller
Additional readings will be uploaded to Canvas.

Assignments: During this semester there will be a variety of assignments and you will be assessed on your participation in class. Please note that assignments may be run through “Turnitin”.

Note: All assignments will be graded based on your demonstration of your knowledge of the course concepts and materials. Grades will be based on total points earned on each assignment. For graded assignments, expect one week for grades to be posted in Canvas. Late work is penalized and is not accepted after five days. Cheating or plagiarism will result in a failing grade on the assignment and disciplinary action. To maintain a fair context for grading across all students, no opportunities for extra credit or makeup work are provided to individual members of the class.

Completion and submission of all the deliverables are required to pass the class.

Late submissions will be subjected to a penalty (20% per day). Excessively late submissions (greater than five days) will not be graded and will receive zero points.

All deliverables, unless otherwise noted, will be submitted on Canvas. A word of advice: do not do your assignments directly in Canvas, they have a way of disappearing just when you are ready to submit. Do the assignment in word and then upload. Save your work in case of a Canvas problem.

If you find that Canvas is not cooperating just when you are trying to upload your assignment at the last minute, you may email it to me with a note. However, I must receive the email and assignment before it is officially due. Then, resubmit the assignment on Canvas as soon as you are able so that I may grade it in Canvas.

References/citations: MLA or APA. Consistently use which ever you choose within each assignment.

1. **Philanthropy in the News:** See assignment posted on Canvas
2. **Homework Assignments:** Each homework assignment is described and posted in Assignments on Canvas.
3. **Class Participation:** You will complete an evaluation of your participation in the class and the professor will assign your participation grade using your feedback and her observations and notes.

Grading: All assignments should be turned in by **8:00 am on the day due** unless otherwise noted on the assignment. Failure to complete any of the assignments will forfeit the student’s ability to earn A or A- for the course. Exceptional work will receive an A. Completing the minimum requirements on each assignment will result in a C or lower grade.

***Please note that student work from this course may be used anonymously for program assessment purposes.

Grading Performance: Your grade on the various class activities/exercises, assignments, and cases will be based on your team’s overall performance and your individual performance/contribution. Grades will be based on a curve, if necessary. The curve, **if added, will be applied at** the end of the quarter. If you believe you have been awarded a grade in error, you must let me know in writing within one week of the reported discrepancy. Please note that you must complete all work to receive a passing grade. Final grades are not negotiable.

Letter Grade Criteria:

<u>Letter:</u>	<u>Percentage:</u>	<u>Letter:</u>	<u>Percentage:</u>
A	94 – 100	C+	77 – 79.99
A-	90 – 93.99	C	73 – 76.99
B+	87 – 89.99	C-	70 – 72.99
B	83 – 86.99	D+	67 – 69.99
B-	80 – 82.99	D	63 – 66.99

Assignments are due by 8:00 am on the day noted, unless otherwise stated on the assignment. This assignment summary is also posted on Canvas.

Homework Assignments & Grading	Due Date	Point value
HW #1 Syllabus Quiz and Introduction	8/27	5
HW #2 Nonprofit Nomination Papers	8/31 @ 6:00 pm	10
HW #3 \$10 Challenge	9/3	5
HW #4 Giving USA Analysis	9/10	10
HW #5 Your Giving Goals	9/17	10
HW #6 Your Giving Plan	10/15	10

HW #7 Briefing Book	11/9 @ 6:00 pm	20
HW #8 Final Reflection	12/3	5
HW # 9 Class Participation & Evaluations	12/3	20
Philanthropy in the News	As assigned	5
Total Points for course		100

Online Course Evaluations: Please remember that online evaluations will be required for each course. We take the evaluations very seriously at Pepperdine. Your comments will affect how I change my classes and I (as well as my future students) would really appreciate your thoughtful evaluations. **You will be given time in class to complete the evaluations.** When you complete the evaluation, take a screen shot, so that you can show me you completed it.

The class spreadsheet is posted on Canvas. This is your session-by-session guide to the class!

Date-Class Session	Schedule Fall 2025
<p>Session 1 Wednesday 8/20</p> <p><u>8/22: Last day of Add/Drop period; last day 100% refund period</u></p> <p><u>8/23: Withdrawal period begins; refund percentage applies</u></p>	<p>Topics and Activities: Topics and Activities: Class Overview and Introduction to the Philanthropy Lab, the Nonprofit sector and roles of Board, Program Directors, ED/CEO, etc.</p> <p>In-class: Lovers of the Poor by Gwendolyn Brooks and OKAY Poem (Canvas→Files→Readings)</p> <p>For next session:</p> <ol style="list-style-type: none"> 1. Order required book from Amazon: The Price of Humanity: How Philanthropy Went Wrong and How to Fix It by Amy Schiller Amazon new-\$24; used about \$20). 2. Sign up for one-on-one time with Dr. Bernstein during office hours over next couple of weeks. https://docs.google.com/document/d/19JIKzBIrXeMxSljkM1PIs_FPW69dwLoKeReLNMuB79Q/edit 3. Sign up for Philanthropy in the News. https://docs.google.com/document/d/1g-tW4yFEfullaXYUzW4Q9DU4y75wnYJMo6VDmoF0dzw/edit 4. HW #1 Syllabus Quiz and Introduction 5. Read: 10-Questions Posed by Philanthropists: https://www.bridgespan.org/insights/the-top-10-questions-posed-by-philanthropists; 6. Read: The Future of Philanthropy (Canvas→Files→Readings). Be prepared to discuss which type of philanthropist you relate to. 7. Review: Mission vs Vision (Canvas→Files→Readings)
<p>Session 2 Wednesday 8/27</p> <p><u>9/1: Last day to change Cr/NC status</u></p>	<p>Topics and Activities: Tour of Pepperdine with Ian Ermatinger-Salas from Advancement; Create class mission, vision, and values; By-laws for decision-making and roles assigned.</p> <p>Due today:</p> <ul style="list-style-type: none"> • Assigned readings • HW #1 Syllabus Quiz and Introduction • Sign up for Philanthropy in the News and 1:1 meeting with Prof. Bernstein <p>For Sunday night, 8/31 @ 6:00 PM:</p> <ul style="list-style-type: none"> • HW #2: Nonprofit Nomination Papers: Each team (groups of 2-3) will learn about 3-4 nonprofits writing a 1-2-page organizational summary for each nonprofit. <p>For Next session:</p> <ol style="list-style-type: none"> 1. Read all the one-pager summaries of the nonprofits. Be prepared to discuss in class. 2. Read: What is effective Altruism by Peter Singer (Canvas→Files→Readings) 3. Watch Peter Singer’s “The Why and How of Effective Altruism” https://www.ted.com/talks/peter_singer_the_why_and_how_of_effective_altruism 4. HW #3: \$10 challenge with one-page write up includes photo

<p>Session 3 Wednesday 9/3</p> <p>9/8: <u>Last day of 75% refund period</u></p>	<p>Topics and Activities: Discuss \$10 challenge; Effective Altruism; decide who to invite for pitch day and send invites/declinations. Invite nonprofits to do a power point and anything else that will help convince us to move them to the next level (site visit).</p> <p>In class (part 1): Student Grant Letter Review (10-15m) and Pre-course survey (20-30 minutes) in PL portal.</p> <p>In-class (part 2): Discuss \$10 challenge-create vision board(s); Determine who is coming to Pitch Day; Discuss Peter Singer’s “The Why and How of Effective Altruism” and reading; Watch: Effective Altruism Charity clip with Ronnie Chang (6 minutes): https://www.youtube.com/watch?v=VNbIKtGMoaA</p> <p>News:</p> <p>Discuss: Who should we invite to final awards ceremony? Send out save the dates.</p> <p>Due today:</p> <ul style="list-style-type: none"> • HW #3: \$10 Challenge <p>For Session 4, 9/10:</p> <ul style="list-style-type: none"> • HW # 4: Giving USA Analysis <p>For Session 5, 9/17</p> <ol style="list-style-type: none"> 1. The Promise of Strategic Philanthropy (pp. 3-19) in Money Spent Well by Brest and Harvey (Canvas→Files→Readings) 2. <u>Due Diligence Done Well: A Guide For Grantmakers:</u> https://www.lapiana.org/wp-content/uploads/2020/06/Due-Diligence-Done-Well.pdf 3. Philanthropic Intervention in Inspired Philanthropy, 276-277 (Canvas→Files→Readings) 4. Philanthropic Sourcing, diligence, and Decision Making: An Equity Oriented Approach: https://www.bridgespan.org/insights/philanthropic-sourcing-diligence-and-decision-making-an-equity-oriented-approach 5. HW #5: Your Giving Goals (create from p. 65, 89-90, of Inspired Philanthropy- post with the HW assignment)
<p>Session 4 Wednesday 9/10</p> <p>9/15: <u>Last day of 50% refund period</u></p>	<p>Topics and Activities: Pitch Day</p> <p>Due today: HW #4: Giving USA Analysis</p> <p>For Next Session:</p> <ol style="list-style-type: none"> 1. Read: Chapter 1 of The Price of Humanity by Amy Schiller (pp. 3-30) 2. The Promise of Strategic Philanthropy (pp. 3-19) in Money Spent Well by Brest and Harvey (Canvas) 3. <u>Due Diligence Done Well: A Guide For Grantmakers:</u> https://www.lapiana.org/wp-content/uploads/2020/06/Due-Diligence-Done-Well.pdf

	<ol style="list-style-type: none"> 4. Philanthropic Intervention in Inspired Philanthropy, 276-277 (Canvas→Files→Readings) 5. Philanthropic Sourcing, diligence, and Decision Making: An Equity Oriented Approach: https://www.bridgespan.org/insights/philanthropic-sourcing-diligence-and-decision-making-an-equity-oriented-approach 6. HW #5: Your Giving Goals
<p>Session 5 Wednesday 9/17</p> <p>Founder's Day</p> <p>9/22: Priority application deadline for International Programs Academic Year and Summer</p> <p>9/22: Last day of 25% refund period</p>	<p>Topics and Activities: Determine which NPs should become semi-finalists and which should be excluded (send declination and \$500.) Survey class, where are you now? Do you see clear winners? Losers? Create giving criteria as a class. "Rules" social service organizations and minimum \$5K and maximum \$25K award.</p> <p>In-Class: Watch and discuss Dan Pollatta's, The Everyday Philanthropist. Compare to Strategic Philanthropy and Effective Philanthropy. Discuss first chapter of Schiller book.</p> <p>News:</p> <p>Due today:</p> <ul style="list-style-type: none"> • Assigned readings • HW #5: Your Giving Goals <p>For next session:</p> <ol style="list-style-type: none"> 1. <u>Form 990</u>: https://chronicle-assets.s3.amazonaws.com/7/items/biz/pdf/COP_MiningThe990_Guide_v3.pdf 2. Look at Guidestar to get familiar with the site: Highlights of IRS Form 990 3. <u>How to Research a Nonprofit</u>: https://www.bridgespan.org/getmedia/1b14265f-8115-4acb-be8e-70303fbf2658/GiveSmart-How-to-Research-a-Nonprofit-DeepDive.pdf 4. HW#6: Your Giving Goals
<p>Session 6 Wednesday 9/24</p> <p>Rosh Hashanah (day 2)</p> <p>9/26: Faculty and Staff Leadership Conference, no classes</p> <p>10/1: Seaver Undergraduate Spring 2025 application deadline.</p>	<p>Topics and Activities: Finances and 990s</p> <p>Guest: Tatum Miller Barnes: Understanding the significance of the budget and 990 in the assessment process.</p> <p>Due today:</p> <p>Assigned readings HW #5 Your Giving Goals and be sure to have uploaded to PL portal!</p> <p>For next session: Site Visit Preparation.</p> <ol style="list-style-type: none"> 1. Read: Chapter 2 of The Price of Humanity by Amy Schiller (pp. 31-52) 2. Read: Site Visits in Inspired Philanthropy, pp. 205-206 (Canvas→Files→Readings) 3. <u>Eight Questions to Ask a Nonprofit Leader in Your Nonprofit Due Diligence</u>: https://www.bridgespan.org/insights/eight-questions-to-ask-a-nonprofit-leader-in-your-nonprofit-due-diligence 4. site visits: https://www.bridgespan.org/getmedia/ba8e3cd6-bae1-4528-aa5d-7bcb25db2a4a/GiveSmart-Nonprofit-Due-Diligence-How-to-Conduct-a-Site-Visit.pdf 5. Guide to Interviewing a Nonprofit's CEO (Canvas→Files→Readings)

	6. “Smarter Site Visits” LINK
<p>Session 7 Wednesday 10/1</p> <p>Yom Kippur Kol Nidre</p> <p>10/3: Waves Weekend</p>	<p>Topics and Activities: Pepperdine Gives; Create interview protocol for site visits. This you will send out in advance (at least general subject areas) when the site visits are determined. Develop questions for directors beyond the ED/CEO. Arrange carpool, as parking is very limited.</p> <p>Learn about James Storehouse.</p> <p>News:</p> <p>Due today: Assigned readings</p>
<p>Session 8 Wednesday 10/8</p> <p>10/10: Fall Break-4 days</p> <p>10/13: Last day to withdraw with a grade of W</p>	<p>Topics and Activities: Site Visit to James Storehouse. Depart 12:00 sharp.</p> <p>For Next Session:</p> <ol style="list-style-type: none"> 1. Read: Chapters 3-4 of The Price of Humanity by Amy Schiller (pp. 53-106) 2. Skim: The Gospel of Wealth-Andrew Carnegie https://media.carnegie.org/filer_public/0a/e1/0ae166c5-fca3-4adf-82a7-74c0534cd8de/gospel_of_wealth_2017.pdf?_gl=1*1utk7jw*_gcl_au*MTE5NDQ3MzQwNS4xNzQ0OTc3MjUw 3. Read: “Toward a New Gospel of Wealth.” Darren Walker. (2015), Ford Foundation. https://www.fordfoundation.org/news-and-stories/stories/toward-a-new-gospel-of-wealth/ 4. GiveSmart Donor decision tool (Canvas→Files→Readings) 5. HW #6: Your Giving Plan
<p>Session 9 Wednesday 10/15</p>	<p>Topics and Activities: Discuss class site visit. Tweaking of site visit protocol? Introduce the Briefing Books; Discuss readings; How will you evaluate the site visit and the org as whole?</p> <p>News:</p> <p>Due today: Assigned readings HW #6: Your Giving Plan</p> <p>For Next Session:</p> <ol style="list-style-type: none"> 1. Read: Chapters 5-6 of The Price of Humanity by Amy Schiller (pp. 107-152) 2. Defining Success Bridgespan group 3. Imagining Philanthropy in We Make a Life by What we Give, pp. 1-12 (Canvas→Files→Readings) 4. What Should a Billionaire Give - And What Should You? Peter Singer 5. Listen to Money for Nothing and Your Cows for Free on NPR 6. Mapping Change: Using a Theory of Change to Guide Planning and Evaluation at GrantCraft
<p>Session 10 Wednesday</p>	<p>Topics and Activities: Theory of Change/logic models</p>

<p>10/22</p>	<p>News:</p> <p>Due today:</p> <ul style="list-style-type: none"> Assigned readings <p>In-class: Do logic models and theory of change.</p> <p>For next session:</p> <ol style="list-style-type: none"> Read: Chapters 7-9 of The Price of Humanity by Amy Schiller (pp. 153-217) Read, Answers on Grant Proposals if Nonprofits were Brutally Honest with Funders: https://nonprofitaf.com/2021/03/answers-on-grant-reports-if-nonprofits-were-brutally-honest-with-funders/ Overcoming the Racial Bias in Philanthropic Funding: https://ssir.org/articles/entry/overcoming_the_racial_bias_in_philanthropic_funding Evaluating for Funding in Inspired Philanthropy: p. 94-95 (Canvas→Files→Readings) HW #7: Briefing books-start
<p>Session 11 Wednesday 10/29</p>	<p>Topics and Activities: Create program and invitations and other press for Giving Ceremony.</p> <p>Guest: Brenda De Martino from Chrisitan Foundation of America</p> <p>Due today: Assigned readings</p> <p>News:</p> <p>For next session:</p> <ol style="list-style-type: none"> Philanthropic Sourcing, Diligence, and Decision-Making: An Equity-Oriented Approach: https://www.bridgespan.org/insights/philanthropic-sourcing-diligence-and-decision-making-an-equity-oriented-approach Effective philanthropy: https://www.bridgespan.org/insights/six-questions-to-more-effective-philanthropy The Price of Humanity, interview with Amy Schiller https://www.youtube.com/watch?v=bAxMcfX6NPU or https://www.ctpublic.org/show/the-colin-mcenroe-show/2024-01-29/a-look-at-the-state-of-philanthropy Inspired Philanthropy in Inspired Philanthropy, p. 13-15 and 274 (Canvas→Files→Readings) Results and Impact in Inspired Philanthropy, p. 125-126 (Canvas→Files→Readings) Work on HW #6: Briefing Books
<p>Session 12 Wednesday 11/5</p>	<p>Topics and Activities: Inspired philanthropy; More decision-making; Work on briefing books.</p> <p>News:</p> <p>Due today: Assigned readings</p>

	<p>In-class: Watch: Bill Gates Harvard Commencement (35 minutes): https://www.youtube.com/watch?v=zPx5N6Lh3sw</p> <p>For Sunday, 11/9 @ 6:00 PM:</p> <ol style="list-style-type: none"> HW # 7: Briefing books Due <p>For Next Session:</p> <ul style="list-style-type: none"> Read all briefing books
<p>Session 13 Wednesday 11/12</p> <p>11/17: Course Evals Open- We will do these in class!</p>	<p>Topics and Activities: Grant Decision Day. Send letters of Acceptance and Declination.</p> <p>Due today:</p> <ul style="list-style-type: none"> Reading of all Briefing Books <p>For session 15 (12/3/25): All on Canvas→Files→Readings</p> <ul style="list-style-type: none"> The Golden Rule in We Make a Life by What we Give, pp. 13-18 Four Gifts in We Make a Life by What we Give, pp. 19-29 The Seven Deadly Sins in We Make a Life by What we Give, pp. 73-77 Hoarding and sharing in We Make a Life by What we Give, pp. 99-107 Maimonides in The Philanthropy Reader, p. 257 HW # 8: Final reflection HW #9: Class Participation and Evaluations
<p>Session 14 Wednesday 11/19</p> <p>11/21: Last day to submit Change of Final Exam form</p>	<p>Topics and Activities: TBD</p> <p>For Next session: All on Canvas→Files→Readings</p> <ul style="list-style-type: none"> The Golden Rule in We Make a Life by What we Give, pp. 13-18 Four Gifts in We Make a Life by What we Give, pp. 19-29 The Seven Deadly Sins in We Make a Life by What we Give, pp. 73-77 Hoarding and sharing in We Make a Life by What we Give, pp. 99-107 Maimonides in The Philanthropy Reader, p. 257 HW # 8: Final reflection HW #9: Class Participation and Evaluations
<p>Monday- Friday Nov. 25-29</p>	<p>Thanksgiving Holiday</p>
<p>Session 15 Wednesday 12/3</p> <p>12/5: Last day to withdraw with a grade of WP/WF</p>	<p>Topics and Activities: Discuss readings; Work on presentations for Giving Ceremony and event details! Order checks, etc. Final reflection.</p> <p>In-Class:</p> <ul style="list-style-type: none"> Pepperdine Course Evaluations, Philanthropy Lab Post-Giving Goals, and Philanthropy Lab Post-Course Survey Evaluation Leaders Selection Share your story – optional activity on Philanthropy Lab portal. <p>News:</p>

	<p>Due today:</p> <ul style="list-style-type: none"> • Assigned readings • HW #8: Final Reflection • HW #9: Class Participation and Evaluations <p>For Next session: Prepare for the Giving Ceremony</p>
<p>FINAL EXAM Wednesday 12/10@4:30-7:00</p>	<p>Topics and Activities: GIVING CEREMONY. Attendance is REQUIRED because this is the final exam; this is not an optional session but required by the university. <u>Failure to attend will result in a 100-point deduction (no exceptions).</u></p>

Philanthropy Resources

Web Sites:

- BoardSource: <https://www.boardsource.org>
- Board Check-up: <http://www.boardcheckup.org>
- Midwest Center for Nonprofit Leadership, University of Missouri-Kansas City: <http://bloch.umkc.edu/mwcnl/resources/default.aspx>
- Nonprofit Times: <http://www.thenonprofittimes.com>
- Urban Institute's national Center for Charitable Statistics: The Nonprofit Sector in Brief <https://nccs.urban.org/publication/nonprofit-sector-brief-2018-the-nonprofit-sector-in-brief-2018-public-charities-giving-and-volunteering>
- Guidestar by Candid <https://www.guidestar.org/>
- Foundation Center <https://foundationcenter.org/>
- National Council of Nonprofits <https://www.councilofnonprofits.org/> (lists all the state associations)
- Independent Sector <https://independentsector.org/>
- Council on Foundations <https://www.cof.org/>
- Grantmakers for Effective Organizations <https://www.geofunders.org/>
- Foundation Center by Candid <https://foundationcenter.org/>
- Idealist https://www.idealists.org/en/?searchMode=true&searchType=MAIN_SEARCH&types=JOB
- Nonprofit Speak 101 <https://Idealistcareers.org/nonprofit-speak-101/>
- Voluntary Sector Knowledge Network: <http://www.vskn.ca/lead/gov.htm>
- Charity Navigator www.charitynavigator.org

News Sites and Journals

- [Chronicle of Philanthropy https://www.philanthropy.com/](https://www.philanthropy.com/)
- [Nonprofit quarterly https://nonprofitquarterly.org/](https://nonprofitquarterly.org/)
- [Nonprofit Times https://thenonprofittime.com/](https://thenonprofittime.com/)
- [Nonprofit Voluntary Sector Quarterly https://journals.sagepub.com/home/nvs](https://journals.sagepub.com/home/nvs)
- [Nonprofit Management and Leadership https://www.iupress.indiana.edu/pages.php?pID=101&CDpath=4](https://www.iupress.indiana.edu/pages.php?pID=101&CDpath=4)

- [Journal of Nonprofit Education and Leadership](https://js.sagamorepub.com/jnel/) <https://js.sagamorepub.com/jnel/>
- [Journal of Public and Nonprofit Affairs](https://www.jpna.org/index.php/jpna) <https://www.jpna.org/index.php/jpna>
- [Philanthropy Journal](https://philanthropyjournal.org/) <https://philanthropyjournal.org/>
- [Philanthropy and Education](https://www.inpress.indiana.edu/pages.php?pID=101&CDpath=4) <https://www.inpress.indiana.edu/pages.php?pID=101&CDpath=4>
- [International Journal of Voluntary and Nonprofit Organizations](https://onlinelibrary.wiley.com/journal/1479103x) <https://onlinelibrary.wiley.com/journal/1479103x>
- [Voluntas: International Journal of Voluntary and Nonprofit Organizations](https://www.springer.com/social+sciences/journal/11266) <https://www.springer.com/social+sciences/journal/11266>
- [Foundation Review](https://scholarworks.gvsu.edu/tfr/) <https://scholarworks.gvsu.edu/tfr/>

Nonprofit Networking

- [Alliance for Nonprofit management](https://allianceonline.site-ym.com/) <https://allianceonline.site-ym.com/>
- [Council on Foundations](https://www.cof.org) <https://www.cof.org>
- [Young Nonprofit Professional Network](https://www.ynpn.org/) <https://www.ynpn.org/>
- [Emerging Practitioners in Philanthropy](https://www.epip.org/) <https://www.epip.org/>
- [Upswell](https://upswell.org/) <https://upswell.org/>
- [State Association Conferences](https://councilofnonprofits.org/) <https://councilofnonprofits.org/>
- [Association for Research on Nonprofit Organizations and Voluntary Action \(ARNOVA\)](https://arnova.org/) <https://arnova.org/>
- [International Society for Third Sector Research](https://istr.org/) <https://istr.org/>