

**NPM 302.01: Financial Development of Nonprofit Organizations
Fall 2026**

**“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 2025, Americans gave over \$617 billion in 2025 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*, 2025).

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.

Copyright 2025 (Ruth Sessler Bernstein) as to this syllabus and all lectures. Students shall not sell notes (or receive remuneration for taking notes) during this course to or by any person or commercial entity without the express written permission of the professor teaching this course.

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.

Students Accessibility Office:

Any student with a documented disability (chronic medical, physical, learning, psychological, or temporary) who requires academic accommodations should contact the Office of Student Accessibility (Main Campus, Tyler Campus Center 264, 310.506.6500) as early in the semester as possible. All discussions will remain confidential. Please visit <http://www.pepperdine.edu/student-accessibility/> for additional information.

No animals allowed in class except those registered as service animals with SAO.

Pepperdine University's Office of Student Accessibility (OSA) provides accommodations to students with disabilities through an interactive process, including appropriate documentation and discussion of the nature of the student's disability and academic needs. To apply for accommodations, students should contact OSA, ideally prior to the beginning of the academic term. OSA can be reached at (310) 506-6500 or the OSA website at <https://www.pepperdine.edu/student-accessibility/>, which contains further information regarding OSA's policies and procedures.

In cases where accommodations are approved by OSA, the student can either send, or ask OSA to send, the accommodation letter to the faculty member(s) for the class(es) in which the student would like to utilize the accommodations, at which point the faculty member(s) will have the opportunity to object if the approved accommodation is inappropriate for the particular class(es). Should the need for accommodation arise during the term, students are encouraged to get in touch with OSA as soon as possible to discuss potential accommodations and appropriate implementation for the remainder of the course. Kindly note that disability-related accommodations are not available unless and until approved by OSA and, when approved, such accommodations do not operate retroactively.

Email and Canvas:

Each person is expected to check his or her Pepperdine email account as this is the email account used with Canvas. Once the teams are formed, much of the communication between the team and the instructor will take place on email and through Canvas. Any changes to the class schedule or other relevant information will be posted on the Announcements page of Canvas. In addition, all of your assignments are posted on Canvas. You may also check your grades, correspond with your classmates, and use other tools. **Please note: You will be held responsible for any information posted on Canvas regarding the course schedule, assignments, activities, etc.**

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 teammates if you plan to miss a class session before the class begins, regardless if it is an excused or unexcused absence.***

The Giving Ceremony attendance is required. Participation in the ceremony—before, during, and after—is required as part of this class.

NPM 302 students lose 3 points for missing the 1:1 meeting with the Professor.

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:

Two books are required: They are available on Amazon and inexpensive!

1. **The Price of Humanity: How Philanthropy Went Wrong and How to Fix it** by Amy Schiller
2. **The Everyday Philanthropist** by Dan Pollatta

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. **Homework Assignments:** Each homework assignment is described and posted in Assignments on Canvas.
2. **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.

Participation: You will receive a participation grade based on your team/partner's evaluation of you, a self-assessment of your participation in the course, and my assessment of your participation. **Note:** You are expected to participate outside of class by conducting site visits and by helping with the Giving Ceremony.

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	9/2	5
HW #2 Nonprofit Nomination Papers	9/9	10
HW #3 \$10 Challenge	9/9	5
HW #4 Giving USA Analysis	9/16	10

HW #5 Your Giving Goals	9/23	10
HW #6 Everyday Philanthropist	10/21	10
HW #7 Philanthropist Interview	10/28	10
HW #8 Briefing Book	11/18	20
HW #9: Complete Grant Evaluation Tool	12/2	10
HW #10 Final Reflection	12/11 @6:00 pm	10
HW #11 Class Participation & Evaluations	12/11 @6:00 pm	10
Total Points for course		110

Online Course Evaluations: Please remember that online evaluations will be required for each course. We take the evaluations very seriously at Pepperdine. Online course evaluations are conducted for all Seaver courses. The course evaluation period opens at 3 a.m. on Monday of the penultimate week of regular instruction and closes before final exams begin (3 a.m. on the Monday of final exam week). 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.

Spreadsheet (Calendar) Fall 2026

Session 1 Wednesday 8/26 <u>8/28: Last day of Add/Drop period; last day 100% refund period</u> <u>8/29: Withdrawal period begins; refund percentage applies</u>	Topics and Activities: Topics and Activities: Introductions; Class Overview; Introduction to the Nonprofit Sector; Religious/cultural philosophies of philanthropy; review results of RFP; What would you do with \$10,000? In-class: Lovers of the Poor by Gwendolyn Brooks (Canvas→Files→Readings) For next session: 3. Meet at noon at the fountain in Mullen Square 4. 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) and The Everyday Philanthropist by Dan Pollatta 5. HW #1 Syllabus Quiz and Introduction 6. Read: 10-Questions Posed by Philanthropists: https://www.bridgespan.org/insights/the-top-10-questions-posed-by-philanthropists; 7. Read: Ubuntu Philosophy: Wealth Resides in the Health of the Community 8. Read: The Future of Philanthropy (Canvas→Files→Readings). Be prepared to discuss which type of philanthropist you relate to. 9. Review: Mission vs Vision (Canvas→Files→Readings)
Session 2 Wednesday	Topics and Activities:

9/2 9/8: <u>Last day to change Cr/NC status</u> 9/8: <u>Last day of 75% refund period</u>	Philanthropic Tour of Pepperdine with Ian Ermatinger-Salas; Introduction to Nonprofit Sector (cont.); Ubuntu Philosophy of Philanthropy; What type of Philanthropist are you? Prepare for: 1. HW #2 with each team (groups of 2-3) learning about 3-4 nonprofits and writing a 1-2-page organizational summary for each nonprofit. 2. HW #3 Due today: 1. Assigned readings 2. HW #1 Syllabus Quiz and Introduction 3. Sign up 1:1 meeting with Prof. Bernstein For Next session: 1. Read: What is effective Altruism by Peter Singer (Canvas→Files→Readings) 2. 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 3. HW #2: Nonprofit Nomination Papers 4. HW #3: \$10 challenge with one-page write up includes photo
Session 3 Wednesday 9/9 9/14: <u>Last day of 75% refund period</u> Rosh Hashanah Sept 11–13, 2026	Topics and Activities: Discuss \$10 challenge; Create class foundation (mission, vision, and values) with by-laws (?) and roles assigned; Donor advised funds; Types of Philanthropy sheet; Philanthropy Lab portal and Pre-course requirements. Discuss 1. Peter Singer's "The Why and How of Effective Altruism" and reading. 2. GIVING USA assignment Watch: Effective Altruism Charity clip with Ronnie Chang (6 minutes): https://www.youtube.com/watch?v=VNbIKtGMoaA Due today: • HW #2: Nonprofit Nomination Papers • HW #3: \$10 Challenge Philanthropy Lab-In class: Privacy Policy, Student Grant Letter Review, and Pre-course survey in PL portal. For Next Session: 1. HW # 4: Giving USA Analysis 2. Read all the one-pager summaries of the nonprofits. Be prepared to discuss in class. 3. Read: Chapter 1 of The Price of Humanity by Amy Schiller (pp. 3-30)
Session 4 Wednesday 9/16	Topics and Activities: Decide who to invite for pitch day and send invites/declinations; Logistics of Pitch Day; Discuss first chapter of Schiller book. Due today:

Today: Founder's Day Yom Kippur Sept 20–21, 2026	• HW # 4: Giving USA Analysis Due Next Session: • HW #5: Your Giving Goals
Session 5 Wednesday 9/23 9/28: <u>Last day of 25% refund period</u>	Topics and Activities: Pitch Day—invite the nonprofits to class for XX minutes of pitch with PP if want. Due Today: HW #5: Your Giving Goals For next session: Site Visit Preparation. 1. Read: Chapter 2 of The Price of Humanity by Amy Schiller (pp. 31-52) 2. The Promise of Strategic Philanthropy (pp. 3-19) in Money Spent Well by Brest and Harvey (Canvas→Files→Readings) 3. Read: Site Visits in Inspired Philanthropy, pp. 205-206 (Canvas→Files→Readings) 4. Eight Questions to Ask a Nonprofit Leader in Your Nonprofit Due Diligence: https://www.bridgespan.org/insights/eight-questions-to-ask-a-nonprofit-leader-in-your-nonprofit-due-diligence 5. site visits: https://www.bridgespan.org/getmedia/ba8e3cd6-bae1-4528-aa5d-7bcb25db2a4a/GiveSmart-Nonprofit-Due-Diligence-How-to-Conduct-a-Site-Visit.pdf 6. Guide to Interviewing a Nonprofit's CEO (Canvas→Files→Readings) For future sessions: 7. Start working on HW #6: Everyday Philanthropist due on 10/21 8. Start working on HW #7: Philanthropist Interview due on 10/28
Session 6 Wednesday 9/30 10/1: Seaver Undergraduate Spring 2027 application deadline. 10/2: Faculty and Staff Leadership Conference, no classes	Topics and Activities: Determine which NPs should become semi-finalists and which should be excluded (send declination and \$500); Site visit protocol; Learn about Joni and Friends; arrange carpools; Everyday Philanthropist; who should we provide with Save-the-date email for Giving Ceremony? Watch and discuss: Dan Pollatta's, The Everyday Philanthropist Due today: • Assigned readings Read: <u>Defining Success</u> Bridgespan group. This will help with HW#6.
Session 7 Wednesday	Topics and Activities: Site Visit to Joni and Friends. Depart 12:00 sharp.

10/7 10/9: Waves Weekend	For next session: 1. Form 990: 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. How to Research a Nonprofit: https://www.bridgespan.org/getmedia/1b14265f-8115-4acb-be8e-70303fbf2658/GiveSmart-How-to-Research-a-Nonprofit-DeepDive.pdf
Session 8 Wednesday 10/14 10/16: Fall Break-4 days 10/19: Last day to withdraw with a grade of W	Topics and Activities: Pepperdine Gives 2026; Finances and 990s For Next Session: 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: Everyday Philanthropist For future session: 1. HW #7: Philanthropist Interview—due on 10/28
Session 9 Wednesday 10/21	Topics and Activities: Discuss class site visit. Tweaking of site visit protocol? Introduce the Briefing Books. How will you evaluate the site visit and the org as whole? Due today: • Assigned readings • HW #6: Everyday Philanthropist For Next Session: 1. Read: Chapters 5-6 of The Price of Humanity by Amy Schiller (pp. 107-152) 2. Imagining Philanthropy in We Make a Life by What we Give, pp. 1-12 (Canvas→Files→Readings) 3. What Should a Billionaire Give - And What Should You? Peter Singer 4. Listen to Money for Nothing and Your Cows for Free on NPR. We will discuss this in class! 5. Mapping Change: Using a Theory of Change to Guide Planning and Evaluation. https://search.issuelab.org/resource/mapping-change-using-a-theory-of-change-to-guide-planning-and-evaluation.html 6. HW #7: Philanthropist Interview
Session 10 Wednesday 10/28	Topics and Activities: Theory of Change/logic models; vision exercise; Corporate Social Responsibility Case (Canvas → readings); Money for Nothing and Your Cows are Free; Discuss HW #7. Due today:

	- Assigned readings - HW #7: Philanthropist Interview For next session: - 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/ - Read: The Billionaire Backlash Against a Philanthropic Dream (Canvas→Files→Readings) - Skim: 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 #8: Briefing books-start
Session 11 Wednesday 11/4	Topics and Activities: Event Planning for Giving Ceremony; Create program and invitations and other press for Giving Ceremony. Guests: John Gardner and Brenda DeMartino Due today: Assigned readings For next session: - 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 #8 Briefing Books
Session 12 Wednesday 11/11	Work on Giving Ceremony; TBD. Finalize Giving Ceremony
Session 13 Wednesday 11/18	Topics and Activities: No class--cooking with Kay Due Today: HW # 8: Briefing books

ARNOVA 2026	For Next Session: • Read all briefing books • HW #9: Complete Grant Evaluation Tool for Briefing Book
Monday-Friday Nov. 25-29 11/30: Course Evals Open- This will be done in class 11/30: Last day to submit Change of Final Exam form	Thanksgiving Holiday
Session 14 Wednesday 12/2 12/4: Last day to withdraw with a grade of WP/WF	Topics and Activities: Grant Decision Day. Send letters of Acceptance and Declination. Due today: • Reading of all Briefing Books • HW #9: Complete Grant Evaluation Tool for Each Briefing Book For next session: • Read “Where strategic Philanthropy went wrong” by Kramer and Phillips (Canvas→Files→Readings) for completing HW #10, final reflection in class. • Read the following which are all on Canvas→Files→Readings. • 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
Session 15 Wednesday 12/9	Topics and Activities: Giving Ceremony rehearsal (MC script, review slides, program, gifts, etc.); Philanthropy Lab Post-Course survey, etc.; Final Reflection in class. Due today: • HW #10: Final Reflection-at end of class Due Friday, December 11 at 6:00 pm. • HW #11: Class Participation and Evaluations.

FINAL EXAM	Topics and Activities: GIVING CEREMONY at 5:00
Wednesday 12/16 from 4:30-7:00	*** 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 30-point deduction</u> (no exceptions).

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>
- Foundation Review <https://scholarworks.gvsu.edu/tfr/>

Nonprofit Networking

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