

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____
	Department Educational Leadership and Research Methodolc College College of Education (To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a> )		Confirmed _____ Banner Posted _____ Catalog _____
Prefix EDA Number 6375	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code N/A	Type of Course Lecture	Course Title Education and Philanthropy
Credits (Review Provost Memorandum) 3.0	Grading (Select One Option) Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description (Syllabus must be attached; see <a href="#">Guidelines</a> ) The study of the integral role that philanthropy and fundraising plays in sustaining education institutions. Practical and theoretical foundations, and emerging trends.	
Effective Date (TERM & YEAR) Summer, 2019	Prerequisites N/A		Corequisites N/A
		Registration Controls (Major, College, Level) None	
<i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course</i>			
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here Drezner, N.D. (2011) (1st ed.). Philanthropy and fundraising in American higher education. ASHE Higher Education Report Series, 37, 2. San Francisco, CA: Jossey Bass.	
Faculty Contact/Email/Phone Dianne A. Wright, Ph.D, dwright, 561.215.4467.		List/Attach comments from departments affected by new course	

<b>Approved by</b> Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	<b>Date</b> <del>10/25/18</del> <del>10/25/18</del> 10/31/18 11-14-18  11/15/18
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

**Florida Atlantic University  
Department of Educational Leadership  
College of Education**

**COURSE Title: Education and Philanthropy**

**COURSE NUMBER: EDA 6375**

**3 Credit Hours**

Course Prerequisites/Co-requisites: N/A  
Term: Summer Term

Education Bldg. #47  
Boca Campus

Instructor: Dr. Dianne A. Wright  
Tel. 561.215.4467 (c)  
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Davie Campus, Rm. 3 224  
Office Hours: Thurs. 1-7 pm  
TA: N/A

**Course Description:** The integral role that philanthropy and fundraising play in sustaining contemporary education institutions is examined, Pre-Kindergarten thru College (P-20) and beyond. Both practical skills and theoretical foundational knowledge related to philanthropy, fundraising, and essential community relations is gained, and considerations for a profession in education (P-20 and beyond) philanthropy and fundraising viewed from multiple and diverse perspectives.

**Course Objectives/Student Learning Outcomes**

In order to successfully complete this course, students will:

1. Be provided with an overview of the content and structure of organized philanthropy and fundraising (P-20 and Beyond).
2. Examine the sufficiency of philanthropic dollars available to meet all of the perceived needs of education, P-20).
3. Learn strategies used to engage (P-20) education in philanthropic activity.
4. Determine the competitive impact of the varying sections of education (e.g., P-12, public, private, research, state and community colleges, etc.) in terms of the amount of philanthropic dollars available that education can rely upon.

5. Learn the main tenets of (P-20 and Beyond) education fundraising.
6. Learn a building-block approach to (P-20 and Beyond) education fundraising.
7. Learn about standard and innovative fundraising tools and strategies to address changing funding priorities and application processes.
8. Learn skills required to engage and obtain support from individual donors, foundations and corporations.
9. Learn what motivates alumni and other donors to make financial contributions to their alma mater.
10. Learn the basic principles of planning sustainable and collaborative projects.
11. Study the world of philanthropy's funding and decision making process through the world of Education Advancement Professionals in public, private, K-12, and Higher Education research, HBCU and Community/State College perspectives.

**Evaluation Criteria/Grading:**

This course will follow FAU's grading policy. Scores are cumulative and the grade scale represents number of total points earned:

A	94-100	B-	80-82	D+	67-69
A-	90-93	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	Below 60

**A grade of Incomplete will not be given except under unusual circumstances and only if the matter has been resolved with the instructor prior to the end of the semester. Rather than an incomplete, grades will be assigned based on work completed.**

## **GRADING:**

	<b><u>Pts.</u></b>
<ul style="list-style-type: none"><li>● <b>Class Attendance &amp; Participation</b> -Individual —Identification &amp; Narrative Description of Worthy Cause for Term Project (5) -Draft Prospect Worksheet for Worthy Cause (5) -Case Scenario Analyses (5)</li></ul>	<b>35 pts.</b>
<ul style="list-style-type: none"><li>● <b>Funding Plan/Strategies</b> -Draft/Final Term Project Prospect Sheet (5) -Draft/Final One-page action table outlining the strategies to be pursued to raise funding for selected [college] term project (5) -Draft/Final One-Page Summary of Sequence of Activities or “MOVES” you will take to cultivate and ask a prospect for a major gift. (5) -“Elevator” Speech (5)</li></ul>	<b>20 pts.</b>
<ul style="list-style-type: none"><li>● <b>Midterm Project: Education Fundraising &amp; Philanthropy Leadership Interview Paper</b></li></ul>	<b>10 pts.</b>
<ul style="list-style-type: none"><li>● <b>Book Abstract, Review, &amp; Critique (ARC)</b></li></ul>	<b>15 pts.</b>
<ul style="list-style-type: none"><li>● <b>Reflective Paper: <i>Education Fundraising &amp; Philanthropy, by Sector and As A Profession</i></b></li></ul>	<b>15 pts.</b>
<ul style="list-style-type: none"><li>● <b>Course Portfolio</b></li></ul>	<b>5 pts.</b>
<b>Total</b>	<b>100 pts.</b>

## **Course Requirements:**

**Class Participation:** A high level of student participation is involved and will be expected. Examples include the identification and submission of a “worthy [college] cause” in need of funding, completion of a draft prospect sheet, case scenario analysis role plays, etc.)

**Individual/Group Identification of Worthy Cause for Term Project:** Each student in the class will come up with a worthy (P-20) cause for sponsorship to work on throughout the semester, generally following steps listed below. (Modifications may be required as course progresses):

**Draft/Final Prospect Worksheet for Worthy Cause:** Each student in the class will come up with a worthy [P-20] cause for sponsorship to work on throughout the semester, generally following steps listed below. (Modifications may be required as course progresses):

**Funding Plan and Strategies:**

- Using the Sample Planning Table provided by the professor, each student will develop a draft one-page action table outlining the strategies he/she might pursue to raise funding for selected [college] project.
- Each student will also develop and submit their “Sequence of Moves” One Page Summary: Here you will prepare a **one-page summary** of the sequence of activities or “MOVES” you will take to cultivate and ask a prospect for a major gift. **Attach the prospect worksheet completed during class.**
- **Elevator Speech:** **In addition, each student will develop an Elevator Speech:** Here you will pretend that you are in an elevator with an important funder. Using 45 words, or less, describe your project. If you are requesting funding for **operating support**, briefly describe the organization’s services supported in this particular area. If you are in need of **capital funds**, describe the project’s impact on the target population served. Be prepared to read or present this description to the class.

**Case Scenario Analysis:** Each student, as part of class participation, will be engaged in selected case scenarios for purposes of analysis and discussion.

**Midterm Project - Philanthropy Interview Paper:** Conduct an informational interview of an advancement team member at a college or university of your choice. Should be one of the following:

- President/Principal
- Vice President for Advancement/Development/Fundraising/Designee
- Vice Principal
- Vice President for/Dean of Student Affairs
- College/School Dean
- Foundation President/CEO
- Director/Coordinator  
-Athletics

This **interview** can be conducted face-to-face, on the phone, or via e-mail. The interview should be an in-depth inquiry into their professional position. Example questions might include:

- What does he/she do on a daily basis?
- What is his/her educational background?
- What training have they had for their job?
- Traits of Donors/Potential Donors?
- What are the greatest joys/challenges of the job?
- Can you provide me with an example of one case scenario that you have been faced with? An alternative way you could have handled it? Pros/Cons?

Turn in **up to 5-page paper** that summarizes and analyzes your interviewee's responses.

**Book Abstract, Review, and Critique:** Each student will be responsible for selecting from one of the following books and completing a book abstract, review, and critique (ARC). Topical headings labeled ABSTRACT, REVIEW, and CRITIQUE, following one another, must be included for purposes of this assignment:

1. *Philanthropy and fundraising in American higher Education*, by Noah D. Drezner
2. *Policy patrons: Philanthropy, Education Reform, and the Politics of Influence*, by Megan E. Tompkins-Strange.

**Reflective Paper: Education Philanthropy & Fundraising by Sector and As A Profession:** Each class participant will be expected to prepare a written reflective paper including a description of the describing similarities and differences of Education and Philanthropy, by sector at the end of Session IV, as part of an in-class exercise/activity and expand on this paper to reflect upon the notion of Education (P-20) Philanthropy & Fundraising As A Profession.

**Course Portfolio:** Each student will develop course portfolio contained in a 3-ring clear view binder where he/she will place all class assignments, both graded and ungraded, as well as in-class exercises, to the extent appropriate. The course portfolio is due at the end of the term.

### **Course Expectations:**

**Attendance Policy:** Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance.

Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation

in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities).

It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

**Counseling and Psychological Services Statement (CAPS):** Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services - - individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

**Disability Policy Statement:** "In compliance with the Americans with Disabilities Act Amendment Act 2008 (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 111 (561-799-8585) —and follow all SAS procedures."

**Code of Academic Integrity Policy Statement:** *Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [http://www.fau.edu/regulations/chapter4/4.001\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).*

## **Required Text(s):**

Drezner, N.D. (2011) (1<sup>st</sup> ed.). *Philanthropy and fundraising in American higher education. ASHE Higher Education Report Series, 37, 2.* San Francisco, CA: Jossey Bass.

Thelin, J., & Trollinger, R. (2014). *Philanthropy and American higher education.* New York: Palgrave MacMillan.

Tompkins-Strange, M.E., (2016). *Policy patrons: Philanthropy, Education Reform, and the Politics of Influence.* Cambridge, Mass: The President and Fellows of Harvard College.

**Supplemental Readings:** Each student will be responsible for selecting from one of the following books and completing a book abstract, review, and critique (ARC). Topical

headings labeled ABSTRACT, REVIEW, and CRITIQUE, following one another, must be included for purposes of this assignment:

1. *Philanthropy and fundraising in American higher Education*, by Noah D. Drezner
2. *Policy patrons: Philanthropy, Education Reform, and the Politics of Influence*, by Megan E. Tompkins-Strange.

### Course Topical Outline

Session	Topic	Required Reading
Session I	<p><b><u>Topic:</u> Part I: Course Overview, Requirements &amp; Expectations:</b></p> <ul style="list-style-type: none"> <li>• Purpose/Overview</li> <li>• Requirements</li> <li>• Expectations</li> </ul> <p><b><u>Topic:</u> Part II: Course Introduction: The History of Philanthropy and Fundraising</b></p>	<p><b><u>Required Reading:</u></b>  <b><u>Text(s):</u></b>  <b>1.Noah D. Drezner:</b>            Philanthropy and fundraising in American higher education (ALL).  <b>2.Megan E.Tompkins-Strange:</b> Policy patrons: Philanthropy, Education Reform, and the Politics of Influence (ALL).</p>
Session II	<p><b><u>Topic:</u> Course Introduction: The History of Philanthropy &amp; Its Fundraising (Cont'd.)</b></p> <ul style="list-style-type: none"> <li>• Philanthropy &amp; Fundraising Defined</li> <li>• Background/Historical Perspectives</li> <li>• Conceptual/Theoretical Perspectives</li> </ul> <p><b>1. Research Dependence Theory</b>  <b>2. The Institutional Theory of Organizations</b>  <b>3. The Theory of Isomorphic Conformity</b>  <b>4. Change Theory</b>  <b>5. Failure Theories</b></p>	<p><b><u>Required Reading:</u></b>  <b><u>Text(s):</u></b>  <b>Thelin &amp; Trollinger:</b>            Introduction: pp. 1-9, &amp; CH: 1: Connecting Past &amp; Present: Historical Background on Philanthropy and American Higher Education, pp. 9-33.</p>
Session III	<p><b><u>The Main Tenants of Philanthropy:</u></b></p> <ul style="list-style-type: none"> <li>• Why Donors Give</li> </ul>	<p><b><u>Required Reading:</u></b>  <b><u>Text(s):</u></b></p>



<p><b>Session III (Cont'd.)</b></p>	<ul style="list-style-type: none"> <li>• The Important Role Individual Giving Plays in the Development Process</li> <li>• Conducting Donor Research</li> <li>• Establishing an accurate <i>database</i> of donor contact information</li> <li>• Conducting <i>prospect research</i></li> <li>• <i>Building support</i> from within the organization</li> </ul> <p><b><u>Assignment:</u></b>  <i>Term Project Identification for Worthy Institutional [College] Cause</i>  -Conceptual/Theoretical Basis  Undergirding Worthy Cause  -<i>Writing a Case for Institutional Support</i>  -<i>Prospect Sheet</i>  -<i>Rating Prospects</i></p>	<p><b>1.Noah D. Drezner:</b> Philanthropy and fundraising in American higher education (<b>ALL</b>).</p> <p><b>2.Megan E.Tompkins-Strange:</b> Policy patrons: Philanthropy, Education Reform, and the Politics of Influence (<b>ALL</b>).</p> <p><b>3.Thelein &amp; Trollinger:</b> CH: 2: Giving &amp; Receiving: Major Philosophical Concepts and Theoretical Issues in Philanthropy</p>
<p><b>Session IV</b></p>	<p><b>Philanthropy, Foundations and Corporate Partnerships</b></p> <p style="text-align: center;"><b><i>(In-Class Activity)</i></b></p> <p><b><u>Elevator Speech:</u></b>  <i>Class participants will role paly being in an elevator with an important funder. Using 45 words, or less, describe your project. If requesting funding for operating support, they will briefly describe the organization's services supported in this particular area. If they are in need of capital funds, they will describe the project's impact on the target population served. Each class participant, as selected, will prepared to read or present their description to the class.</i></p> <p><b><u>Assignment:</u></b> Work on Philanthropy Leadership Interview.</p>	<p><b><u>Required Reading:</u></b>  <b><u>Text(s):</u></b>  1.Noah D. Drezner: Philanthropy and fundraising in American higher education (ALL)  2.Megan E.Tompkins-Strange: Policy patrons: Philanthropy, Education Reform, and the Politics of Influence (ALL)  3.Thelein &amp; Trollinger  CH: 3: Philanthropists and Their Foundations, pp., 67-93.  4.Letts, Ryan &amp; Grossman (March-April 1997). Virtuous Capital: What Foundations can learn from venture capitalists.  <i>Harvard Business Review.</i></p>
<p><b>Sessions V – VI</b></p>	<p><b><u>Topic: The Philanthropic Environment</u></b></p> <ul style="list-style-type: none"> <li>• Philanthropy &amp; Public Research Institutions</li> <li>• <i>Private H.E., &amp; Philanthropy</i></li> <li>• <i>HBCUs &amp; Philanthropy</i></li> </ul>	<p><b><u>Required Reading:</u></b>  Donald E. Craig: The Tango of solicitation.  <a href="https://eric.ed.gov/?id=EJ534351">https://eric.ed.gov/?id=EJ534351</a></p>

<p><b>Sessions V – VI (Cont'd.)</b></p>	<ul style="list-style-type: none"> <li>• The Community College &amp; Philanthropy</li> </ul> <p><b>In-Class Activity:</b></p> <ul style="list-style-type: none"> <li>• Written Reflection on Similarities/ Differences btw.Public/Private, HBCUs &amp; Community College Philanthropy</li> </ul>	
<p><b>Sessions VII - VIII</b></p> <p><i>I have found that among its other benefits, giving liberates the soul of the giver (Maya Angelou (National Philanthropic trust, n.d.).</i></p>	<p><b>Topic: Major Gifts, Capital Campaigns, and the Role of Endowments</b></p> <ul style="list-style-type: none"> <li>• The Annual Fund as a Marker for Future Major Gifts</li> <li>• Major Gifts</li> <li>• Capital Campaigns Four Phases of a Major Gift or Capital Campaign</li> <li>• Planned Giving</li> <li>• The Role of Endowments</li> </ul>	<p><b>Required Reading:</b></p> <p><b>Text:</b></p> <ol style="list-style-type: none"> <li>1. Noah D. Drezner: <i>Philanthropy and Fundraising in American Higher Education</i> - ALL</li> <li>2. Megan E.Tompkins- <i>Strange: Policy patrons: Philanthropy, Education Reform, and the Politics of Influence</i> - ALL</li> <li>3. Thelin &amp; Trollinger -CH: 4: Endowments: Colleges and the the Stewardship of Good Fortune, pp., 95-117.</li> </ol>
<p><b>Session IX-X</b></p>	<p><b>Topic: Engaging Non-Traditional Donors</b></p> <ul style="list-style-type: none"> <li>• <i>Overview of Where We Are Today</i></li> <li>• <i>Need to Expand the Donor Base</i></li> <li>• <i>Baby Boomers &amp; Millennial Giving</i></li> <li>• <i>Women and Other Constituents as Donors</i></li> </ul>	<p><b>Required Reading:</b></p> <p>Thelin &amp; Trollinger: CH: 7 Colleges and their Constituencies, pp. 167-191</p>
<p><b>Session XI</b></p> <p><i>If you want money, ask for advice; if you want advice, ask for money.</i></p>	<p><b>Topic: The Ask:</b></p> <ul style="list-style-type: none"> <li>• Determining <i>the ask</i> amount and who should make the ask</li> </ul>	<p><b>Recommended Reading:</b></p> <p>Panas. J. (2013). <i>Asking: A 59-minute guide to everything board members, volunteers, and staff must know to secure the gift.</i></p>
<p><b>Session XII</b></p> <p><i>True generosity must benefit both parties. Suze Orman (National</i></p>	<p><b>Topic: Building Donor Loyalty/ Stewardship</b></p> <ul style="list-style-type: none"> <li>• Using donor segmentation to enhance loyalty</li> <li>• Growing Monthly Giving</li> <li>• Recognition &amp; Rewards</li> </ul>	<p><b>Recommended Reading:</b></p> <p>Sargeant, A., and Jay. E. (2004). <i>Building donor loyalty: The fundraiser's guide to increasing lifetime value.</i></p>

<p>Philanthropic Trust, n.d.).</p>	<ul style="list-style-type: none"> <li>Retention</li> </ul> <p><b>Due:</b> Book Abstract, Review, &amp; Critique (ARC)</p>	
<p><b>Session XIII</b></p>	<p><b>Topic: Educational Philanthropy and Fundraising as a Profession:</b></p> <p><b>Part I: Institutional leadership and who shoulders major responsibility:</b></p> <ul style="list-style-type: none"> <li>Fundraising: Shared Responsibility</li> <li>How Education Manages the Fundraising Process Within Their Organization <ul style="list-style-type: none"> <li>-Expenses</li> </ul> </li> <li>The cost of doing the organization's Business <ul style="list-style-type: none"> <li>-Investment Management Costs</li> </ul> </li> </ul> <p><b>Case Scenario:</b> "What Development Officers (DOs) Gain From Collaboration with Academic Leaders"</p> <p><b>Part II: Challenges in Higher Education Philanthropy and Fundraising</b></p> <ul style="list-style-type: none"> <li>Legislation and Policies in Philanthropy &amp; Education</li> <li>Legal Trends and Challenges Affecting Philanthropy</li> </ul>	<p><b>Required Reading:</b> <b>Text(s):</b></p> <p>1.Thelein &amp; Trollinger CH: 5: Government Relations and the Nonprofit Sector: Legislation &amp; Policies in Philanthropy and Higher Education, pp., 119-141.</p> <p>2.Thelein &amp; Trollinger CH: 6: Professionalism of Philanthropy: Fund-Raising and Development, pp., 145-166.</p> <p><b>Required Reading:</b> <b>Text(s):</b></p> <p>1.Thelein &amp; Trollinger CH: 5: Government Relations and the Nonprofit Sector: Legislation &amp; Policies in Philanthropy and Higher Education, pp., 119-141.</p> <p>2.Thelein &amp; Trollinger CH: 6: Professionalism of Philanthropy: Fund-Raising and Development, pp., 145-166.</p>
<p><b>Session XIV</b></p>	<p><b>Topic: Ethical Issues in Philanthropy and Fundraising</b></p> <ul style="list-style-type: none"> <li>Standards</li> <li>Principles</li> </ul> <p><b>Class Activity:</b></p> <ul style="list-style-type: none"> <li>Case Study</li> </ul>	<p><b>Recommended Reading:</b></p> <p>1.AFP Code of Ethical Principles and Standards of Professional Practice.</p> <p>2.Donor Bill of Rights.</p>

<p><b>Session XIV (Cont'd.)</b></p>	<p><b><u>Assignment(s) Due Next</u></b>  <b><u>Session: Course Portfolio</u></b>  <b><i>Including:</i></b>  a.Prospect Worksheet.  b.One-page summary of the Sequence of activities or "MOVES" you will take to cultivate and ask a prospect for a gift. Identify the type of gift.  c.Elevator Speech  d.Case Scenario Analysis(es)  e. Book ARC  f. Reflective Paper re: Education Philanthropy &amp; Fundraising, by Sector and as A Profession.</p>	
<p><b>Session XV</b></p>	<p><b><u>Assignment(s) Due:</u></b>  <b>Course Portfolio Including:</b>    a.Prospect Worksheet.    b.One-page summary of the Sequence of activities or "MOVES" you will take to cultivate and ask a prospect for a gift. Identify the type of gift.    c.Elevator Speech    d. Case Scenario Analysis(es)    e. Book ARC    f. Final Reflective Paper re: Education Philanthropy &amp; Fundraising, by Sector and As a Profession.</p>	<p><b><u>Required Reading:</u></b>  <b><u>Text(s):</u></b>  1.Noah D. Drezner: Philanthropy and fundraising in American higher education (ALL).    2.Megan E.Tompkins-Strange: Policy patrons: Philanthropy, Education Reform, and the Politics of Influence (ALL).</p>

**Teaching Method(s) Used:** Lecture, Regular discussion of readings and cases, Class Activities (e.g., role plays, simulations, demonstrations), guest speakers, and student presentations.

**Guidelines for Written Work:** Please insert pages on all written work, use double spacing and put your email address on cover sheet of all papers. Use of the *Publication Manual of the American Psychological Association (APA) Editorial Style Manual* (6<sup>th</sup> edition), as a resource for writing ALL papers required and

**submitted for this course.** You are also encouraged to take advantage of a service available to all graduate students. The University Center for Excellence in Writing (UCEW) is "devoted to the support and promotion of writing for current members of the FAU community." Visit the website: [www.fau.edu/UCEW](http://www.fau.edu/UCEW) and click on the "make an appointment" link.

**CANVAS:** This class is web supported with CANVAS – and you may be expected to use the electronic CANVAS for group activities and for obtaining other relevant class information ([CANVAS.fau.edu](http://CANVAS.fau.edu)). Study groups can arrange to meet in real time on Blackboard (Go to "Groups"). Study Groups can also arrange to meet face-to-face as individual members' schedules permit and as agreed upon.

It is a good idea to check your email on a regular basis for e-mails that may be sent out regarding this course. When communicating with professor and classmates, please remember to identify yourself (identity of email author is not always obvious) and

**Be Sure to Cite COURSE TITLE ON SUBJECT LINE *or your email/message may inadvertently be deleted!***

**ALSO, all electronic communication for this course will and should exclusively use FAU email addresses.**

**Use of/Helpful Hints from CANVAS:** Your student username is your FAUNet ID. If you do not know your FAUNet ID you should go to <http://accounts.fau.edu> (you will need to enter their social security # and PIN in order to obtain your FAUNet ID). Your initial password for CANVAS is your PIN (PINs are by default set to 2 zeros followed by the 2-digit DAY and 2-digit YEAR of birth). Your email address in CANVAS is set as your FAU email address (to forward email to another account you should go to MyFAU email and select "auto forward" under options).

**Library Information:** All students are expected to have online access to the University Library. Through the FAU Libraries EZ Proxy, you can access full-text articles from hundreds of journals. Go to the FAU Libraries home page and click on EZProxy. You must have a valid student Owl Card to access the Proxy Server on your home computer. The USER ID is (the 14-digit ID number on the Owl Card minus the letter "A" before and after the number) and the PASSWORD is the three-letter acronym for the school: (FAU). For an introduction, go to <http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm>.

**Religious Holidays:** "In accordance with the rules of the Board of Regents and Florida law, students have the right to reasonable accommodations...to observe religious practices and beliefs with regard to...class attendance, and the scheduling of examinations and work assignments." Please notify professor in advance in writing of your intention to participate in religious observation and request an excused absence. I will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievance will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

**University Policy Regarding Non-Degree Credits:** Florida Atlantic University regulations state that ONLY up to one-third of the degree requirements earned as a non-degree-seeking student may be applied to a graduate program. At the master's level, for example, this translates to 12 transferrable credit hours toward the masters' degree.

This means that all students currently taking courses within the Department of Educational Leadership as non-degree students must have applied and been accepted into a master's degree program prior to exceeding the 12 credit hours, or else risk not having additional credit hours accepted for the program.

Students who have completed more than 12 credit hours without being accepted into the program will only have their first 12 credit hours counted. Consult graduate catalog for more information about transfer policy.

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**Additional Resources:**

Association of Fundraising Professionals (AFP):

Council for the Advancement and Support of Education (CASE)

Center for Philanthropy at Indiana University-Purdue University, Indianapolis

Center for the Study of Philanthropy- Duke University

Chronicle of Higher Education (CHE)

Chronicle of Philanthropy, The

Council for Aid to Education (CAE)

International Journal of Educational Advancement

National Society of Fundraising Executives (NSFRE)

Regional Economist, The

04 5 18 /dw  
Updated 10 25 18 /dw



## Safeeia Azam

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**From:** Robert Shockley  
**Sent:** Tuesday, October 2, 2018 2:31 PM  
**To:** Paul Peluso  
**Cc:** Patricia Maslin Ostrowski; Dianne Wright; Jarrett Warshaw; Phillip Buckley; Sunny Gross; Safeeia Azam  
**Subject:** FW: New Philanthropy Course - COE Graduate Programs Committee  
**Attachments:** Philanthropy - Syllabus.FIFTEEN WEEK VERSION for Curriculum Approval 04 19 18.docx; New Course - Philanthropy.Graduate Form 04 19 18.pdf

Paul,

Attached is a proposed new course being submitted for review to the COE Graduate Programs Committee. I have circulated this new course proposal to the COE department chairs and have statements of no conflict from Counselor Education, CCEI, Teaching and Learning, and from Exercise Science and Wellness. I do not have responses from the other two departments. Please find attached the New Course Proposal form and the proposed syllabus. We have offered this course as a special topics course and it has been well received by our students. Please let me know if there are further questions or clarifications needed. Thanks. Bob

## Mikaela Kursell

---

**From:** Barbara Ridener  
**Sent:** Monday, September 17, 2018 4:56 PM  
**To:** Robert Shockley  
**Subject:** RE: New Philanthropy Course

No conflict for Teaching and Learning.

Barbara

---

**From:** Robert Shockley  
**Sent:** Thursday, September 13, 2018 5:05 PM  
**To:** Barbara Ridener <BRIDENER@fau.edu>; Deena Wener <wener@fau.edu>; Dilys Schoorman <dschoorm@fau.edu>; Michael Brady <mbrady@fau.edu>; Michael Whitehurst <whitehur@fau.edu>; Paul Peluso <ppeluso@fau.edu>  
**Cc:** Safeeia Azam <Sazam1@fau.edu>; Sunny Gross <sgross20@fau.edu>; Valerie Bristor <BRISTOR@fau.edu>; Patricia Maslin Ostrowski <pmaslin@fau.edu>; Dianne Wright <dwright@fau.edu>  
**Subject:** FW: New Philanthropy Course

Chairs,

Attached is a proposed new course being submitted for review to the COE Graduate Programs Committee. Please find attached the New Course Proposal form and the proposed syllabus. We have offered this course as a special topics course and it has been well received by our students. Please let me know if there is a conflict of this course in your department. Thanks. Bob

## Mikaela Kursell

---

**From:** Dilys Schoorman  
**Sent:** Monday, September 17, 2018 7:54 AM  
**To:** Robert Shockley  
**Subject:** Re: New Philanthropy Course

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

No conflict from CCEI.

Take care,  
Dilys



Dilys Schoorman, Ph.D.

Professor and Chair

Department of Curriculum, Culture and

Educational Inquiry

Florida Atlantic University

777 Glades Road

Boca Raton, FL 33431-0991

Tel: 561 297-3965

Fax: 561 297 2925

<http://www.coe.fau.edu/faculty/dschoorm/>

Visit our department website:

<http://www.coe.fau.edu/academicdepartments/ccei/>

Visit our Facebook Page:

<https://www.facebook.com/fauCCEI?ref=ts&fref=ts>

---

**From:** Robert Shockley <[SHOCKLEY@fau.edu](mailto:SHOCKLEY@fau.edu)>

**Date:** Thursday, September 13, 2018 at 5:05 PM

**To:** Barbara Ridener <[BRIDENER@fau.edu](mailto:BRIDENER@fau.edu)>, Deena Wener <[wener@fau.edu](mailto:wener@fau.edu)>, Dilys Schoorman <[dschoorm@fau.edu](mailto:dschoorm@fau.edu)>, Michael Brady <[mbrady@fau.edu](mailto:mbrady@fau.edu)>, Michael Whitehurst <[whitehur@fau.edu](mailto:whitehur@fau.edu)>, Paul Peluso <[ppeluso@fau.edu](mailto:ppeluso@fau.edu)>

**Cc:** Safeeia Azam <[Sazam1@fau.edu](mailto:Sazam1@fau.edu)>, Sunny Gross <[sgross20@fau.edu](mailto:sgross20@fau.edu)>, Valerie Bristor <[BRISTOR@fau.edu](mailto:BRISTOR@fau.edu)>, Patricia Maslin Ostrowski <[pmaslin@fau.edu](mailto:pmaslin@fau.edu)>, Dianne Wright <[dwright@fau.edu](mailto:dwright@fau.edu)>

**Subject:** FW: New Philanthropy Course

Chairs,

Attached is a proposed new course being submitted for review to the COE Graduate Programs Committee. Please find attached the New Course Proposal form and the proposed syllabus. We have offered this course as a special topics course and it has been well received by our students. Please let me know if there is a conflict of this course in your department. Thanks. Bob

## Mikaela Kursell

---

**From:** Paul Peluso  
**Sent:** Thursday, September 13, 2018 8:22 PM  
**To:** Michael Whitehurst  
**Cc:** Robert Shockley; Barbara Ridener; Deena Wener; Dilys Schoorman; Michael Brady; Safeeia Azam; Sunny Gross; Valerie Bristor; Patricia Maslin Ostrowski; Dianne Wright  
**Subject:** Re: New Philanthropy Course

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Bob

No conflicts with Counselor Ed. However, I noticed that the OSD statement is out of date. There is a newer one with their updated name. That will need to be changed.

Paul

Sent from my iPhone

On Sep 13, 2018, at 7:47 PM, Michael Whitehurst <[whitehur@fau.edu](mailto:whitehur@fau.edu)> wrote:

Bob,  
ESHP has no conflict with the proposed course.  
Mike

---

**From:** Robert Shockley  
**Sent:** Thursday, September 13, 2018 5:05 PM  
**To:** Barbara Ridener; Deena Wener; Dilys Schoorman; Michael Brady; Michael Whitehurst; Paul Peluso  
**Cc:** Safeeia Azam; Sunny Gross; Valerie Bristor; Patricia Maslin Ostrowski; Dianne Wright  
**Subject:** FW: New Philanthropy Course

Chairs,

Attached is a proposed new course being submitted for review to the COE Graduate Programs Committee. Please find attached the New Course Proposal form and the proposed syllabus. We have offered this course as a special topics course and it has been well received by our students. Please let me know if there is a conflict of this course in your department. Thanks. Bob

## Mikaela Kursell

---

**From:** Robert Shockley  
**Sent:** Tuesday, October 30, 2018 8:00 AM  
**To:** Steven Bourassa  
**Cc:** Paul Peluso; Dianne Wright; Patricia Maslin Ostrowski; Mikaela Kursell  
**Subject:** RE: Education & Philanthropy course infor

Thanks for the quick response Steve. Bob

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**From:** Steven Bourassa  
**Sent:** Monday, October 29, 2018 5:23 PM  
**To:** Robert Shockley <SHOCKLEY@fau.edu>  
**Subject:** RE: Education & Philanthropy course infor

Robert,

We've reviewed the syllabus for your proposed course and determined that it does not duplicate anything that we teach in our Master of Nonprofit Management program.

Sincerely,  
Steve

Steven C. Bourassa, Ph.D.  
Henry D. Epstein Professor of Urban and Regional Planning  
Director, School of Public Administration

Florida Atlantic University  
777 Glades Road, SO 284-J  
Boca Raton, FL 33431

Phone: (561) 297-4164  
Email: [sbourassa@fau.edu](mailto:sbourassa@fau.edu)  
Web: [cdsi.fau.edu/spa](http://cdsi.fau.edu/spa)

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**From:** Robert Shockley  
**Sent:** Monday, October 29, 2018 3:43 PM  
**To:** Steven Bourassa <[sbourassa@fau.edu](mailto:sbourassa@fau.edu)>  
**Subject:** FW: Education & Philanthropy course infor

Dr. Bourassa,

As chair of the department of Educational Leadership and Research Methodology in the College of Education I am sharing a new course proposal that will soon be reviewed by the Graduate Programs Committee. We recently noticed that you have a course PAD 6206 – Fundraising for Nonprofit Organizations. Our proposed course focuses on fundraising, as well as Philanthropy, college and university alumni and external relations, as well as specificity to K-20 education, including the similarities and differences in each of these areas in different types of educational institutions (i.e., public, private, K-12 Schools, Community Colleges, HBCU's, Research Universities, etc.). We are asking you to review the attached proposed course in relation to any conflict that you may have with this proposal. Thank you for getting back to me on this request.

Robert Shockley, Chair  
Educational Leadership and Research Methodology

**From:** Robert Shockley  
**Sent:** Monday, October 29, 2018 10:44 AM  
**To:** Mikaela Kursell <[MKURSELL@fau.edu](mailto:MKURSELL@fau.edu)>  
**Cc:** Sunny Gross <[sgross20@fau.edu](mailto:sgross20@fau.edu)>; Paul Peluso <[ppeluso@fau.edu](mailto:ppeluso@fau.edu)>; 'Dianne Wright' <[dwright@fau.edu](mailto:dwright@fau.edu)>; 'Pat Maslin-Ostrowski' <[pmaslin@fau.edu](mailto:pmaslin@fau.edu)>  
**Subject:** FW: Education & Philanthropy course infor

Mikaela,

Here is the updated syllabus for the Philanthropy course, as well as the updated and signed form. I believe you already have the documentation for emails from Chairs that I had sent earlier. Please let me know if there is anything else needed for Graduate Programs review. RS