



## **Course Syllabus Wycliffe College Toronto School of Theology**

### ***Course Identification***

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Course Number : WYP1618H  
Course Name: Resource Development for Local Churches and Community-Based Non-Profits  
Class Location: Wycliffe College  
Class Day & Time: Online: May 1 – July 7, 2024  
Note: The on-line portal for this course will be available on or before May 1, 2024.

### ***Instructor Information***

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Instructor: W. Clayton Rowe MDiv, MTh, MBA  
E-mail: [clayton.rowe@utoronto.ca](mailto:clayton.rowe@utoronto.ca)

### ***Course Description***

When we answer the call of leadership to an NGO, a community-based non-profit or a local church, we accept the responsibility to raise the necessary financial resources to fulfill its mission. This course focuses on learning and applying resource development good practices within local churches and community-based non- profits. Its premise is that any organization that accepts donations (e.g., individual donations, foundation or government grants, tithes, and other sources) and incurs operating expenses, is accountable to donors (e.g. boards, members, employees, volunteers, clients, or donors). Organizations that discover new ways to communicate the relevance and urgency of the need, the proficiency of their experience, and the right engagement with donors can raise the necessary resources to accomplish their mission.

Through this course, students will reflect on resource development and fundraising from a biblical, ethical, and principled approach, which utilizes good resource development practices.

Students who complete this course, will articulate a personal/organizational philosophy of resource development and create a 3-year resource development plan for a community-based organization, NGO or a local church.

### ***Course Methodology***

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Readings, Forum Discussions, Written Assignments

## *Course Outcomes*

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Wycliffe's MTS-D degree gives an opportunity for more focused and advanced study in the areas of urban and international development. One of the skills sets in this field of study and practice is resource development to support local church and community-based non-profits. This course focuses on faith-based practitioner knowledge and skills in resource development.

### **1. Depth and Breadth of Knowledge.** Course participants will:

- Explore the range of tools, practices, and approaches available to raise financial resources for organizations in both a domestic and international context.

By the end of this course, students will have:

- **Conducted** an audit of his/her organizations Shared Mandate (Values, Mission and Vision) and value proposition
- **Projected** revenue targets through a diverse portfolio of funding streams
- **Considered** the power of mail and e-mail fundraising
- **Built** a case for support
- **Nurtured** donor relationships (Individual and major donors)
- **Developed** new skills in grant-writing
- **Explored** planned giving
- **Investigated** the role of capital campaigns
- **Discussed** the role of the Board in Fundraising
- **Written** a resource development plan for his/her church or community-based non-profit
- **Articulated** her/his own principles and practices of Christian Resource Development

### **2. Application of Knowledge.** Course participants will:

- connect the theory of resource development with its practice and application
- analyze and evaluate resource development tools, practices, and applications
- develop their own philosophy of resource development

### **3. Professional Capacities.** Course participants will:

- reflect and analysis a local church or community-based organization
- create a 3-year Resource Development Plan

### **4. The level of Engagement.** Course participants will:

- create a resource development plan that demonstrates higher levels of Bloom's taxonomy of learning
- demonstrate effective levels of discernment in the appropriate application by discerning the right resource development strategy for their organization

### **5. Awareness of Limits of Knowledge.** Course participants will:

- gain appreciation of the effect of their own faith, personal, and organizational views on resource development
- recognize the critical role of listening and discernment in context
- evaluate anew the importance of gathering other subject matter disciplines and expertise in resource development.

### **6. Research and Scholarship.** Course participants will:

- employ human, organizational, library and knowledge database information resources in developing their personal resource development philosophy

- demonstrate techniques of primary and secondary social research, information gathering, interpretation and analysis for their 3-year Resource Development Strategy.

## ***Course Resources***

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### ***Required Texts***

Nouwen, Henri. *Spirituality of Fundraising*. Nashville: Upper Room Books, 2010.

Weinstein, Stanley. *The Complete Guide to Fundraising Management*. New Jersey: Wiley, 2017. (4<sup>th</sup> Edition)

Note: Required text can be purchased online and all three are available at Amazon.ca

### ***Recommended Reading***

Becker, Richard. "Improving Direct Marketing Response with Online Advertising." Blackbaud (October, 2012): 1-5.

[https://www.blackbaud.com/files/resources/downloads/WhitePaper\\_ImprovingDirectMarketingResponse.pdf](https://www.blackbaud.com/files/resources/downloads/WhitePaper_ImprovingDirectMarketingResponse.pdf)

Klein, Kim. *Fundraising for Social Change*. San Francisco: Jossey-Bass, 2011.

Klein, Kim. "The Correct Use of Special Events." *Grassroots Fundraising Journal* (1999): 1-2.

<https://coco-net.org/the-correct-use-of-special-events/>

Leon, Patricia. "Four Pillars of Financial Sustainability." *Resources for Success 2*. (Nature Conservancy and USAID, 2001): 1-29. [http://pdf.usaid.gov/pdf\\_docs/Pnadf342.pdf](http://pdf.usaid.gov/pdf_docs/Pnadf342.pdf)

Minnis, William. "The Challenge of Sustaining a Grant-Funded Program." *Nonprofit World* 28, no. 6 (November, 2010): 6. <https://www.snpo.org/publications/sendpdf.php?id=1761>

Reuther, Valerie. "Debunking The Myth Of Bill Gates: Finding Major Donors." *Nonprofit World* 16, no.2 (March-April, 1998): 16-17.

<https://www.snpo.org/members/Articles/Volume16/Issue2/V160216.pdf>

Waasdorp, Erica. "Monthly Giving Marketing Kit: The Secrets to Gaining and Retaining Monthly Donors." (Donor Perfect Fundraising Growth Platform, n.d.): 1-14.

<https://www.donorperfect.com/pdf/monthly-giving-marketing-kit2016.pdf>

Plus selected others located on Quercus our learning platform

### ***Course Website***

- Quecus <https://toolboxrenewal.utoronto.ca/>. This course uses Quercus for its course website. To access it, go to the UofT portal login page at <https://toolboxrenewal.utoronto.ca/> and login using your UTORid and password. Once you have logged into the portal using your UTORid and password, look the file for this course **WYP1616** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Quercus Students who have trouble accessing Quercus should ask [thomas.power@wycliffe.utoronto.ca](mailto:thomas.power@wycliffe.utoronto.ca) for further help.

Class Schedule

Summer 2024					
Week	Topic	Reading	Assignments	Due	
1	Intro to Resource Development	Review Syllabus & Quercus Weinstein: Chapter 1	Complete Pre-Class Survey Who's Who	Tuesday May 7	
		Online class Wednesday May 8 ( 9:00 to 12:00 pm)			
			Complete Action Plan A: Evaluating the 4 Elements of Fundraising	Saturday May 11	
2	Building the Systems and Structures	Weinstein: Chapters 3 & 15 Readings on Quercus	Complete Forum Discussion A	Tuesday May 14	
		Online class Wednesday May 15 ( 9:00 to 12:00 pm)			
			Complete Action Plan B: Shared Mandate	Saturday May 18	
3	Relationships	Weinstein: Chapters 6 & 7 Readings on Quercus	Complete Forum Discussion B	Tuesday May 21	
		Online class Wednesday May 22 ( 9:00 to 12:00 pm)			
			Complete Action Plan C: Community Need & Missional Response	Saturday May 25	
4	Major Donors	Weinstein: Chapters 8, 13, 14 Readings on Quercus	Complete Forum Discussion C	Tuesday May 28	
		Online class Wednesday May 29 ( 9:00 to 12:00 pm)			
			Complete Action Plan D: Donor Profiles	Saturday June 1	
5	Individual Donors	Weinstein: Chapters 9 Readings on Quercus (Social Media)	Complete Forum Discussion D	Tuesday June 4	
		Online class Wednesday June 5 ( 9:00 to 12:00 pm)			
			Complete Action Plan E: Annual Fundraising Calendar	Saturday June 8	
6	Case for Support	Weinstein: Chapters 4 & 5 Readings on Quercus	Complete Forum Discussion E	Tuesday June 11	
		Online class Wednesday June 12 ( 9:00 to 12:00 pm)			
		Work on Case for Support			
7	Grants & Special Events	Weinstein: Chapters 11 & 12 Readings on Quercus	Submit Case for Support	Tuesday June 18	
		Online class Wednesday June 19 ( 9:00 to 12:00 pm)			
		Work on Grant Application Assignment			
8 & 9	My Philosophy of Fundraising	Spirituality of Fundraising	Submit Grant Application	Tuesday June 25	
		Online class Wednesday June 26 ( 9:00 to 12:00 pm)			
		Complete Personal Philosophy on Christian Resource Development			Sunday July 7

## Evaluation

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### Requirements

*The final grade for the course will be based on evaluations in these areas.*

1. On-Line Forum Discussions (25%) – **Complete** 5 forum discussions based on required reading
2. Action Plans (25%) - **Complete** 5 Action Plans covering the essential components of your plan. These elements will comprise your Case for Support..
3. Case For Support (10%) - **Create** a Case for Support (5-6 pages) for your organization which supports its fundraising efforts.
4. Complete A Grant Application (15%) – Complete a grant application for your organization based on a template provided
5. Resource Development Philosophy (25%) - **Write** a philosophy engaging with Nouwen's book (*The Spirituality of Fundraising*), selected readings and relevant scriptures (6-8 pages).

### Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty

AEG May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

### ***Policy on Assignment Extensions***

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

**One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.**

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) or college grading policy.

### ***Policies***

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**Accessibility.** Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

**Plagiarism.** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>), a student who plagiarizes in this course. Students will be assumed to have read the document “Avoidance of plagiarism in theological writing” published by the Graham Library of Trinity and Wycliffe Colleges ([http://www.trinity.utoronto.ca/Library\\_Archives/Theological\\_Resources/Tools/Guides/plag.htm](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm)).

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

**Writing Style.** The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 8<sup>th</sup> edition (Chicago: University of Chicago Press, 2013), which is available at Crux Books.

**Course Evaluations.** At the end of the course students are expected to complete a course evaluation. The evaluation is done online and instructions will be contained in an e-mail message that will be sent out by the Wycliffe College registrar.