



Course Syllabus Wycliffe College Toronto School of Theology

Course Identification

Course Number : WYP1618H
Course Name: Resource Development for Local Churches and Community-Based Non-Profits
Class Location: Wycliffe College
Class Day & Time: Remote delivery: May 11 – July 17, 2020
Note: The on-line portal for this course will be available on or before April 30, 2020.

Instructor Information

Instructor: Clayton Rowe
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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

Readings, Forum Discussions, Written Assignments

Course Outcomes

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

Required Texts

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

Robinson, Kerry Alys. *Imagining Abundance: Fundraising, Philanthropy, and a Spiritual Call to Service*. New York: Liturgical Press, 2014.

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

Note: Required text can only be purchased through online booksellers

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

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.

<http://www.racialequitytools.org/resourcefiles/klein1.pdf>

Lasby, David, and Cathy Barr. "Talking About Charities 2013: Canadians' Opinions on Charities and Issues Affecting Charities." (The Muttart Foundation and Imagine Canada, 2013): 1-154.

<https://www.muttart.org/wp-content/uploads/2015/11/3.-Talking-About-Charities-Full-Report-2013.pdf>

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

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>

Munoz, Pat. "Monthly Giving Programs: The Basics." *Grassroots Fundraising Journal*, (May-June, 2006): 4-7. <http://www.grassrootsfundraising.org/2013/10/monthly-giving-the-basics/>

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

- This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>. Students who have trouble accessing Quercus should ask the assistant registrar (jhocking@wycliffe.utoronto.ca) for further help.

Class Schedule

Summer 2020				
Week	Topic	Reading	Assignments	Due
1	Intro to Course	Review Syllabus & Quercus	Complete Pre-Class Survey Complete Forum Discussion Connect 1 on 1 with Instructor	Wednesday May 13
	Intro to Resource Development	Weinstein: Chapter 1 Readings on Quercus	Complete Forum Discussion Complete Assignment 1: Evaluating Marketing Materials	Saturday May 16
2	Deeper into Resource Development	Weinstein: Chapters 3 & 16 Readings on Qercus	Complete Forum Discussion Complete Assignment 2: Shared Mandate Action Plan	Wednesday May 20
	Relationships	Weinstein: Chapters 6 & 7 Readings on Qercus	Complete Forum Discussion Complete Assignment 3: Resource Planning Tool	Saturday May 23
3	Case for Support	Weinstein: Chapters 4 & 5 Readings on Qercus	Complete Forum Discussion Complete Assignment 4: Case For Support	Wednesday May 27
	Individual Donors	Weinstein: Chapters 9 & 10 Readings on Qercus	Complete Forum Discussion Complete Assignment 5: Individual Donor Action Plan	Saturday May 30
4	Major Donors	Weinstein: Chapters 8 Readings on Qercus	Complete Forum Discussion Complete Assignment 6: Major Donor Action Plan	Wednesday June 3
	Special Events	Weinstein: Chapters 11 Readings on Qercus	Complete Forum Discussion Complete Assignment 7: Special Events Action Plan	Saturday June 6
5	Grants & Foundations	Weinstein: Chapters 12 Readings on Qercus	Complete Forum Discussion Complete Assignment 8: Grants & Foundations Action Plan	Wednesday June 10
	Planned Giving & Capital Campaigns	Weinstein: Chapters 13 & 14 Readings on Qercus	Complete Forum Discussion Complete Assignment 9: SWOR Analysis	Saturday June 13
6	Catch-up Week			June 15-20
7			Assignment 10: Implementation & Monitoring Plan	Wednesday June 24
8			Connect 1 on 1 with Instructor Assignment: Resource Development Plan	Saturday July 4
9	Christian Resource Development	Read <i>Imagining Abundance</i> , <i>The Spirituality of Fundraising</i> , and Readings and Scriptures on Quercus		July 6-11
10			Assignment: Personal Philosophy on Christian Resource Development	Saturday July 18

Evaluation

Requirements

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

1. On-Line Forum Discussions (20%) – **Complete** 10 forum discussions based on required reading
2. Assignments (40%) - **Complete** 10 assignments covering the essential components of your plan. These elements will comprise your final Resource Development Plan.
3. Resource Development Plan (20%) - **Create** a Resource Development Capacity Plan (20-25 pages) for your organization which will guide its fundraising efforts for the next 3 years.
4. Resource Development Philosophy (20%) - **Write** a philosophy engaging with Robinson's book (*Imagining Abundance*), 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

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances a student may request a short extension to be negotiated with the instructor. Instructors are not obliged to accept assignments that are late. If the instructor chooses to accept an assignment, where an extension has not been requested and approved before the due date, then **one percentage point per day will be deducted**. The absolute deadline for the submission of assignments is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

Students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term are requested to consult with their instructor and request an SDF. The form is available on our website at this link <https://www.wycliffecollege.ca/sites/default/files/Basic%20Degree%20Request%20For%20Extension.pdf> or can be collected from the registrar's office. An SDF request must be submitted, with instructor approval and with an agreed deadline, to the registrar's office no later than the last day of the exam week or the last day of class in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond one year. If a student has not completed work and has not been granted an SDF, a final mark will be calculated that reckons a grade of zero for that component of work that was not submitted.

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

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).

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*, 8th 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.