



Below is a sample student philanthropy program timeline of the possible stages that a class could go through during a 16-week semester. This description was part of a class taught on Spanish film (in which the professor identified ahead of time four demographic groups that students would study for the student philanthropy program and, in class, watch films about: immigrants, adolescents, people with disabilities, and women). This class met once per week:

### **Sample Timeline – 16 Week Course.**

**Week 1:** Students reviewed the social groups related to the student philanthropy program and picked the two that most interested them.

**Week 2 – Week 5:** The class was divided into four “community boards.” Students conducted preliminary research about their assigned social theme and the films that they would be watching about it. They prepared a 2-page report in Spanish and answered the following questions: What are the films about? (very brief summary) and how are they associated with your assigned social theme? What nonprofits are there in the [local] area that are connected with your social theme, and how do they service needs related to this theme and the movies we will see in class? What do they do? What nonprofit do you find most valuable or interesting? Why?

**Week 5:** During class, students met in their community boards to discuss their reaction papers. Each student picked their preferred agency and came prepared with the agency’s name, contact information, mission, information about their clientele, and how this particular nonprofit related to the course content. After discussing, the community board selected the organization for which they would advocate. The community board also chose a second organization as a back-up choice.

**Week 5 – Week 11:** One community board member contacted the chosen agency, explained the student philanthropy program and that the minimum award amount would be \$1,000, and invited the nonprofit to collaborate. The organization had to be a 501c3 nonprofit, a government organization, or public school. They were also required to fill out a brief Mayerson application. A copy of that document, along with a script about how to approach the organization and tell them about the student philanthropy program, was posted to the online course management system. After confirming with the organization, the community board made arrangements to conduct a site visit in pairs or, ideally, as a group.

**Week 11:** Students completed a 2-3 page reaction paper in Spanish that gave their impressions of the site visit. They also explained the agency’s mission and programs, how they would spend the grant money, and how the nonprofit relates to the course content.

**Week 11 – Week 13:** The community boards prepared for the group presentation. Students were instructed that the presentation should be persuasive and synthesize

materials gathered from the site visit and the course material. Students were also asked to provide visual aids in the form of a Power Point, video, pamphlets, or handouts.

**Week 13:** The entire class session was dedicated to the four group presentations. At the end of class, students voted for one of the four nonprofits and then discussed the results. The community boards were given a choice to share the voting outcome with their nonprofit. In the Hispanic film class, the student representative from the winning community boards chose to make contact. The professor wrote the rejection letters to the other two nonprofits. A template for an award letter and a rejection letter were posted on the online course management system for students to view and use.

**Week 15:** Students in the class, and the winning nonprofit(s) were invited to the student philanthropy award ceremony. This was a campus-wide event where all student philanthropy award classes, their professors, students, and chosen nonprofits convened to give testimonials about the impact of this learning experience. The awards ceremony is perhaps one of the most crucial moments of the student philanthropy project as students learn about the larger impact of the student philanthropy program on campus and within the community.