

Resource Development in Nonprofit Organizations
Political Science 5370, Sec 0; CRN 46783 (3 graduate credit hours)

Fall 2014

August 18, 2014 – December 8, 2014

Online Course

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Office telephone: 423.425.5369

Office hours: Tuesdays and Thursdays, 9 – 12 a.m. It's best to make an appointment.

Email: I will usually respond to you within 24 hours, Monday through Friday.

On the weekends, I'll be available starting Sundays at 5 p.m.

Location: Blackboard online class: <http://www.utc.edu/learn/>

Course Description: The basic concepts and skills to develop community resources for the support of a nonprofit agency. Fundraising, donor development, obtaining and managing grants, and managing the resource activities of an agency. Budgeting and legal aspects that pertain directly to resource development. Activities include planning special events, preparation of a federal grant proposal, and one additional resource development: donor development and management, planned giving, United Way application, or other topics.

Course Themes: Where can nonprofit organizations find money? That is the controlling question of this course. The following components are tied to this theme:

- The importance of money for nonprofits.
- The ways nonprofits raise funds: events, direct mail, major gifts, social media, campaigns and others
- People who give to nonprofits.
- Use of grantwriting as a source of raising funds.

Learning Objectives: There are two main aspects of this course about finding money for your nonprofit organization: fundraising and grantwriting. To gain the most benefit from this course, you will need to identify a nonprofit organization whose executive director or director of development agrees to share information about the organization's governance, resource development, and marketing. (If you need a recommendation for a nonprofit, please let me know.) You will use this information not only as the foundation for the course but also for integration into the specific grantwriting elements of the course, all of which build on each other. Learning objectives include the following:

Fundraising

- F1. Assess your organization's readiness for fundraising activities
- F2. Realize the special responsibilities and issues the Board of Directors have for fundraising
- F3. Identify ways to raise shorter-term funds for current budgets: Special events, direct mailings, social media outreach, and annual campaigns.
- F4. Create and publicize a potential fundraising event
- F5. Identify prospective donors and effective ways to ask them for gifts
- F6. Understand the components of longer-term fundraising: capital campaigns and planned giving.
- F7. Integrate the components of fundraising into an individual interview and final examination

Grantwriting

- G1. Identify the needs of your nonprofit organization
- G2. Identify potential sources (local, state, and federal) of funding
- G3. Learn how to read a request for proposal (RFP)
- G4. Understand the process for writing a grant proposal
- G5. Evaluate a funded proposal
- G6. Write a proposal narrative that meets guidelines of a selected RFP
- G7. Develop a timeline, evaluation method, and budget for the proposal
- G8. Respect the ethical responsibilities of and adhere to the responsible conduct of research
- G9. Integrate the components of grantwriting into an individual chat and a proposal to be reviewed by a few of your class colleagues, external reviewers, and your professor.

Textbooks/Articles:

- Karsh, Ellen and Arlen Sue Fox. The Only Grant-Writing Book You'll Ever Need (3rd edition). New York: Basic Books, 2009.
- Klein, Kim. Fundraising for Social Change (6th ed.). San Francisco, CA: Jossey-Bass, 2011.
- APA Style Book. **Not required.** You may also access this information through the course link at <http://www.apastyle.org/apa-Style-help.aspx>
- Articles and videos will be linked to appropriate week assignments.

Class Expectations. This course is meant to contribute to your professional preparation. Accordingly, the work should reflect professional standards and meet the stated deadlines.

Academic Integrity. In this course there will be individual and a group assignment. It is important that your individual assignments be completed with your thoughts and efforts only. To ensure adherence to this expectation, please read the following definitions regarding academic dishonesty. You will be expected to adopt these definitions and guidelines. If you have any questions, please contact me for clarification.

Cheating is:

- Supplying or using work or answers that are not your own
- Providing or accepting assistance with completing assignments or examinations
- Faking data or results
- Interfering in any way with someone else's work
- Stealing an examination or solution from the instructor

Plagiarism is:

- Copying a paper from a source text without proper acknowledgment
- Buying a paper from a research service or term paper mill or Web site
- Turning in another's student's work with or without that student's knowledge
- Copying materials from a source text, supplying proper documentation, or leaving out quotation marks
- Paraphrasing materials from a source text without appropriate documentation.

The instructor of this class reserves the right to submit papers to the UTC Learn (Blackboard) text-matching software (SafeAssign) for review and analysis of originality and intellectual integrity. If the results of the

review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTC Student Handbook.

Course Requirements:

- Sign on to the course space and participate a minimum of three times per week on different days. (p.3)
- Be actively involved in online discussions and class activities, always in a professional manner.
- Prepare all assignments in a professional and competent way, following the prescribed format. (p.3)
- Complete and submit all assignments by the listed due dates, having first labeled them properly. (p. 3; pp. 10 – 12)
- Notify the instructor promptly of any technical or other concerns/problems.
- Adhere to all the guidelines regarding academic honesty and netiquette.
- Respect the time constraints of the CEO or development officer whose organization you have “adopted.”
- Read your UTC email regularly.

Assignments, acceptable format:

Place to Submit: All assignments must be submitted through the Assignments area in Blackboard unless otherwise indicated.

Saving Files: All submissions, attachments, and assignments must have your name in both the text of the document (inside, so I can see it when I have the file open) and in the file name as well (so I can see whose it is when it sits on my desktop). Please place your name on each page of the assignment, preferably in the top right hand corner.

Very important: *Labeling Your Work:* Please label your submitted files in the following manner:

Week#YourLastNameName of the assignmentextension.(doc, etc.)

For example: Week2ArfkenInterview.doc

Attachments NOT submitted in this format with NOT be graded (I won't be able to identify them).

NOTE:

As the instructor for the course, I reserve the right to submit papers to the UTC Online (Blackboard) text-matching software (SafeAssign) for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken as outlined in the UTC Student Handbook.

Attendance and Participation

Obviously, this is an online course. So, you should be actively involved in the online discussions and class activities every week. You are also expected to turn in your assignments on the assigned due dates in the

prescribed format. Late assignments will be accepted only at my discretion and will receive a lower grade, usually a full grade lower. (See the section below on Late Work for more information.)

Please check into this class often--a *minimum* of three times on different days per week. You might want to consider setting up a plan for completing the items in this course, even scheduling your "class" time. For example, you might consider blocking time in your schedule on Mondays, Wednesdays, and Saturdays to check into the discussion forums. In addition, remember to block time to complete your homework.

Email Policy

The University of Tennessee at Chattanooga uses a standard email format and assigns an address to each student. You are expected to check your UTC email regularly; for security reasons, the University uses only this email address. If you have any difficulty accessing your account, please contact the Help Desk at 423.425.4000.

If you contact me by email, I will usually respond to you within 24 hours, Monday through Friday. On the weekends, I'll be available starting Sundays at 5 p.m.

Reminder: Be sure to check for email regularly since it's the main way I have of reaching you.

ADA STATEMENT: Attention: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall

<http://www.utc.edu/Administration/DisabilityResourceCenter/>.

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438 or

<http://www.utc.edu/Administration/CounselingAndCareerPlanning/>.

Grading Criteria. Grading will be based on a **370** point system, with your final grades equal to earned points divided by total possible points. Final grades will be converted to letter grades according to the following scale:

Grading Scale:

A = 90-100% (333 - 370 pts.)

B = 80-89% (296 - 332 pts.)

C = 70-79% (259 - 295 pts.)

D = 60-69% (222 - 258 pts.)

Failing = 59% or below (221pts. and below)

• Discussion forums (9 @ 10 points)	90 points
• Examination (1 @ 50 points)	50 points
• Grant Proposal (1 @ 50 points)	50 points
• Assignments	180 points
(4 @ 20 points)	80 points
(7 @ 10 points)	70 points
(6 @ 5 points)	30 points

Total points

370 points

Note: A grade of Incomplete (I) “may be given to a student whose work has been or passing quality and who has valid reason for not complete some requirement of the course.” (2014-2015 Graduate Catalog at http://catalog.utc.edu/content.php?catoid=13&navoid=354#Extension_of_Incomplete_and_In-Progress_Grades. Giving an incomplete grade is totally at the discretion of the professor. I will not be supportive of an incomplete unless the reason indicates an extreme hardship. Much of the work in this online class involves activities that can’t be replicated because they are so dependent on class colleagues, nonprofit executive directors, and external reviewers. This course will not be offered again for probably a year.

Subjective grading will follow these general guidelines:

A (90 – 100%) = Excellent; all expectations are met or exceeded; performance explicitly demonstrates thorough understanding; no substantive shortcomings or only minor shortcomings; presentations are well organized, help other students learn course content, and add value above existing course content; writing is well organized and adheres to rules of grammar, spelling, and syntax with no or very few exceptions.

B (80 – 89%) = Good; most or all expectations are met; performance explicitly or implicitly demonstrates good, if not thorough, understanding; only minor substantive shortcomings; presentations are well organized and help other students learn course content; writing is generally well organized and mostly adheres to rules of grammar, spelling, and syntax.

C (70 – 79%) = Satisfactory; directions are followed, most expectations are met but with at least one significant shortcoming; despite any shortcomings, performance demonstrates basic level of understanding; presentations demonstrate understanding of the content but do little to help other students learn the content; writing is generally organized and with enough technical accuracy to be understandable.

D (60 – 69%) = Passing, but less than satisfactory; directions are only partially followed; there is more than

one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding; presentations demonstrate poor preparation and do not contribute to other students' learning; and/or writing is difficult to understand.

F (0 – 59%) = Failing; work is not completed or directions not followed; deficiencies indicate lack of understanding; presentations waste others' time; and the writing is incoherent and replete with errors in spelling, grammar, and syntax.

Late Work. Since this is a course for professionals, it is expected that work will be submitted on time and in a professional writing style and format. Late work may be submitted only for severe extenuating reasons, with my prior permission, and within a one-week extension. At that time, I will lower the grade one level; e.g. from A to B, and such work will be graded at a time convenient to my grading schedule. Often this means that the grade for the assignment will lag by two weeks' time.

Extra Credit. There is no extra credit work.

Discussion Forum, Guidelines for Participating

The discussion forum will begin on Mondays at 9 a.m. and close the following Sunday evening at 11:59 p.m. Your grade for the discussion forums will be based on the following: the *frequency* of the interaction, the *timeliness* of the interaction, the *direction* of the interaction, the *language quality* of the interaction, and the *quality of contribution* of the interaction.

Some general guidelines: Your postings should extend the discussion and conversation about the particular topics. This will only happen if you avoid first time posts on Sunday evenings. All postings should be relevant to the topics under discussion. The number of postings is not so important as the quality of the postings, but you should post at least three times in a given week on different days so that I get the sense that you are actually participating on a regular basis. I will probably not respond to all of the postings, but be assured that I am monitoring them, at least once a day, including weekends. Your participation in the discussion forums should be able to be classified into one of the following categories.

- New ideas or individual perspectives on the topics being discussed. These postings could also include an in-depth discussion of the readings.
- Comments that offer more information, outside experience or specific examples of the content under discussion.
- New references, links, or resources that relate to the discussion with some mention of their value to other members of the class. These postings can include URLs, articles, or other research that provides a justification for viewpoints or more information.
- Intriguing questions that set the stage for conversation or push the discussion to new, related areas. These are not postings for clarification of other postings, but ones that direct the conversation in new directions and to new (but related) topics.

Avoid any postings that are just comments, unsubstantiated agreement, unsubstantiated disagreement, off topic, or rude in any way. Offer examples, but please do not belabor the points. If you make a claim or offer an example, be sure to relate it to the readings or the course content. As the professor, I need to see how you are processing, analyzing, and synthesizing the readings and others' remarks. Please respect your fellow students, their ideas, and their experiences. As graduate students, you recognize the value of netiquette.

Note: An extensive rubric for grading is posted separately under Student Resources on the course site.

Other Discussion Boards

- **Ask the Professor and Your Colleagues.** Some of the generic course questions can be asked and answered in the discussion forum entitled "Ask the Professor and your Peers." Use this forum to communicate with your professor and your classmates about any course question, assignment issues, technical help, and so forth.
- **Out and About with Nonprofits**
This is a place where we can place information about employment possibilities, seminars, and general information pertinent to the course.

Selected Web Site Resources

Fundraising:

www.boardsource.org

For members, this Web site offers a handy search box where you can look for information by topics, such as *fundraising*.

www.guidestar.org

This site is highly useful for obtaining Forms 990. To access them fully, you will need to complete a free registration, but you can get basic information via the search bar.

www.nonprofitquarterly.org

This is a magazine that publishes timely articles by leaders in the nonprofit world; one section focuses on philanthropy.

www.nptimes.com

This business newspaper about nonprofit organizations requires a subscription; but, even without one, you can access a number of interesting short articles, particularly on *fundraising*.

www.philanthropy.com The Chronicle of Philanthropy

This major newspaper strives to be the "newspaper of the nonprofit world." It is a comprehensive source, including announcements of open positions; and a subscription provides full access to its Web site. Even without a subscription, you will be able to gain summaries of major events.

Grantwriting:

www.cfda.gov/

The Catalog of Federal Domestic Assistance provides information on more than 1400 federal programs.

<http://fdncenter.org/pnd/rfp>

The Foundation Center sponsors Philanthropy News Digest, RFPs, and notices of awards. It is a free online listing of upcoming proposal deadlines from foundations, industries, associations, and nonprofit organizations. New entries with brief descriptions of the program and links for more information are added frequently.

<http://grants.gov/>

Grants.gov is a key source to locate federal government grants; the U.S. Department of Health and Human Services is the managing partner for this site. Not only does the site provide notices of grant opportunities, but it also receives grant submissions.

www.tgci.com

The Grantsmanship Center, a subscription service, provides training sessions for grantwriting. There are free articles on “Getting the Grant: 101,” “Where’s the Money?” and “Managing Your Grant.”

Selected Book Resources

Fundraising

- Grace, Kay Sprinkel. Over Goal! What You Must Know to Excel at Fundraising Today. 2nd ed. Medfield, MA, 2006.
A comprehensive but readable guide with plenty of tips from an authority in the field.
- Hogan, Cecilia. Prospect Research: A Primer for Growing Nonprofits. 2nd. Ed. Boston: Jones and Bartlett Publishers, 2008.
A detailed guide for implementing an advancement research plan.
- Kihlstedt, Andrea. Capital Campaigns: Strategies that Work. 3rd edition. Boston: Jones and Bartlett Publishers, 2010.
So thorough and detailed that it will be valuable to those with little experience as well as those more practiced.
- Panas, Jerold. Asking: A 59-Minute Guide to Everything Board Members, Volunteers, and Staff Must know to Secure the Gift. Medfield, MA: Emerson & Church, 2013.
- Panas, Jerold. Finders Keepers: Lessons I’ve Learned about Dynamic Fundraising. Chicago: Bonus Books, 1999. Also available in Kindle format, 2013.
A highly readable book chock full of tips from one of the nation’s master fundraisers.

Grantwriting

- Brewer, Ernest and Charles Achilles. Finding Funding (5th ed.). Thousand Oaks, CA: Corwin Press, Inc., 2008. This textbook is chock full of explanations and examples and is particularly important for those who plan to write federal grant proposals, especially for the Department of Education.
- Koch, Deborah. How to Say It: Write Proposals That Grantmakers Want to Fund. Prentice Hall Press, 2009.
- Schladweiler, Kief. Ed. The Foundation Center’s Guide to Grantseeking on the Web. The Foundation Center, 2003.
Excellent chapters on researching prospective donors, sources for funding, and useful Internet sites.

Course Schedule

Note: As instructor, I reserve the right to make minor adjustments to this syllabus as needed and will notify you accordingly.

Week Begins	Course Aspect	Weekly Topic	Assignments and Activities to Complete This Week NOTE: See the Weekly Schedule for complete details.	Points	Due Date For all aspects of this week's work.
Week 1 August 18	Fundraising Objective F1: Assess NPO's readiness	Introductions of self and NPO; role of philanthropy	<input type="checkbox"/> Reply to Dr. Arfken's welcome email <input type="checkbox"/> Sign on to UTC Online and become familiar with the syllabus <input type="checkbox"/> Read Klein, chapters 1-3,5 <input type="checkbox"/> View the PowerPoint about NPOs, philanthropy, fundraising <input type="checkbox"/> Obtain permission of the np organization you plan to "adopt" <input type="checkbox"/> Review the Form 990 and the Web site of your adopted nonprofit <input type="checkbox"/> Begin interview process for CEO or development officer of your adopted np organization. Assess the NPO's method of development. Due in Week 3 <input type="checkbox"/> Introduce yourself to your class colleagues by participating in the discussion forum	10 pts.	August 24
Week 2 August 25	Fundraising Objective F1: Assess NPO's readiness; F3: Identify shorter-term funds for current budgets; F4: create a potential fundraising event	Fundraising (FR) principles	<input type="checkbox"/> Read Klein, chapters 13,14 <input type="checkbox"/> Read the PowerPoint about types of fundraising events <input type="checkbox"/> 1) View the video interview with Holly Ashley on events management 2) read Ms. Ashley's notes <input type="checkbox"/> List and analyze 10 fundraising events in your community <input type="checkbox"/> Create a fundraising event. Use criteria to explain selection of event. <input type="checkbox"/> Participate in the discussion forum	10 pts. 10 pts. 10 pts.	August 31
Week 3 September 1 (Sept. 1 is the Labor Day holiday.)	Fundraising Objectives F2, F3: Identify ways to raise funds including use of social	Types of FR events	<input type="checkbox"/> Read Klein, chapters 8 – 12 <input type="checkbox"/> View the Power Point on social media <input type="checkbox"/> Develop a publicity plan for the event you developed in	10 pts.	September 7

	media		Week 2 including the use of social media <input type="checkbox"/> Write and submit a narrative of your interview including the interview form	20 pts.	
Week Begins	Course Aspect	Weekly Topic	Assignments and Activities to Complete This Week	Points	Due Date For all aspects of this week's work.
Week 4 September 8	Fundraising Objective F3: identify ways to raise shorter-term funds, including direct mail; F5: Identify/ask prospective donors for gifts	Strategies for marketing	<input type="checkbox"/> Read Klein, chapters 18, 37-40, 45 <input type="checkbox"/> Analyze your NPO's Web site <input type="checkbox"/> Write a direct mail letter/envelope for prospective donors. Explain key elements of your letter/envelope <input type="checkbox"/> Participate in the discussion forum	10 pts. 10 pts.	September 14
Week 5 September 15	Fundraising Objective F2: Realize responsibilities and issues for the Board; Objective F5: Identify and ask donors for gifts	Special concerns for board members; Identification of donors; Making the ask	<input type="checkbox"/> Read Klein, chapters 6,7;19-20 <input type="checkbox"/> View the PowerPoint on special concerns for the board <input type="checkbox"/> View the PowerPoint on identifying donors <input type="checkbox"/> View and listen to the video on identifying donors with Dr. Kelley <input type="checkbox"/> Listen to the narrated PowerPoint on "making the ask" <input type="checkbox"/> Write a summary of this week's PowerPoints and video <input type="checkbox"/> Participate in the discussion forum <input type="checkbox"/> Schedule an individual chat	10 pts 10 pts.	September 21
Week 6 September 22	Fundraising Objectives F4, F5, F6: Identify and ask donors for gifts; Understand longer-term fundraising, including capital campaigns and planned giving; integrate components of fundraising into individual chat	Raising capital funds; planed giving; chat	<input type="checkbox"/> Read Klein, chapters 21-27 <input type="checkbox"/> View and listen to the narrated PowerPoint on raising capital funds <input type="checkbox"/> Watch the video on planned giving with Matt Wilson <input type="checkbox"/> Begin individual chats <input type="checkbox"/> Participate in the discussion forum	10 pts,	September 28
Week 7 September 29	Fundraising Objective F7: integrate components of fundraising into chat, exam	Chat; Fundraising exam	<input type="checkbox"/> Continue individual chats <input type="checkbox"/> Take exam on fundraising part of course <input type="checkbox"/> Begin search for RFPs for grantwiting part of course	50 pts.	October 5

Week Begins	Course Aspect	Weekly Topic	Assignments and Activities to Complete This Week	Points	Due Date For all aspects of this week's work.
Week 8 October 6	Grantwriting Objectives G1-3: identify needs of NPO; identify potential sources of funding; learn how to read RFP	Needs of NP; Funding opportunities	<input type="checkbox"/> Read Karsh and Fox, introduction xi-xx and lessons 1 – 3; 8. <input type="checkbox"/> Review Web sites for funders, in Karsh, 358-377. <input type="checkbox"/> Identify needs of your nonprofit (NP) organization <input type="checkbox"/> Identify and provide rationale for three RFPs that fit your NP <input type="checkbox"/> Participate in discussion board	5 pts. 10 pts. 10pts.	October 12
Week 9 October 13	Grantwriting Objectives G4-5: understand proposal process; evaluate a funded proposal	The proposal process; Evaluating a RFP	<input type="checkbox"/> Read Karsh and Fox, lessons 4-6; Roundtable 1 <input type="checkbox"/> View the PowerPoint on guidelines for writing grants <input type="checkbox"/> Evaluate funded proposals <input type="checkbox"/> Participate in the discussion forum	. 20 pts. 10 pts.	October 19
Week 10 October 20 (Oct. 20 – 21 is fall break.	Grantwriting Objectives G6: write a proposal narrative to fit RFP	Writing the narrative	<input type="checkbox"/> Read Karsh and Fox, lessons 7; 9 – 11. <input type="checkbox"/> View PowerPoint on writing the narrative <input type="checkbox"/> Begin writing the narrative (introduction, need, goals/objectives, results expected) in MS Word <input type="checkbox"/> Participate in the discussion forum	10 pts.	October 26
Week 11 October 27	Grantwriting Objective G6: Write a proposal narrative to fit RFP	Project Management; Personnel; Evaluation; Budget; Sustainability	<input type="checkbox"/> Read Karsh and Fox, lessons 12, 15. <input type="checkbox"/> Complete writing the narrative in MS Word <input type="checkbox"/> Submit RFP <input type="checkbox"/> Set up a plan for project operation; description of personnel	20 pts. 5 pts.	November 2
Week 12 November 3	Grantwriting Objectives G7-8: Develop a timeline, evaluation method, and budget	Budget; Evaluation; Ethics	<input type="checkbox"/> Read Karsh and Fox, lessons 16 – 18, Roundtables II, III. <input type="checkbox"/> Develop a project budget <input type="checkbox"/> Develop a sustainability statement. <input type="checkbox"/> Develop an evaluation plan <input type="checkbox"/> Develop other proposal materials	5 pts. 5 pts. 5 pts. 5 pts.	November 9

Week Begins	Course Aspect	Weekly Topic	Assignments and Activities to Complete This Week	Points	Due Date For all aspects of this week's work.
Week 13 November 10	Grantwriting Objectives G9: Integrate components into a full proposal to share with class colleagues and professor in an individual chat	Presentation of draft proposal	<input type="checkbox"/> Present your proposal to your colleagues in your group; <input type="checkbox"/> Critique proposals from other class colleagues; include minutes of your group work <input type="checkbox"/> Participate in the discussion forum	20 pts. 10 pts.	November 16
Week 14 November 17	Grantwriting Objective G9 Integration of grantwriting: self review of comments from class colleagues	Revision of proposal and review of final proposal by professional grantwriters and professor	<input type="checkbox"/> Revise your proposal based on critiques from class colleagues and professor <input type="checkbox"/> Submit list of revisions and explanation of revisions <input type="checkbox"/> Submit your revised full proposal to professor for review by professional grantwriters and professor <input type="checkbox"/> Complete the course evaluation	10 pts. 50 pts. (15 pts. from reviewers; 40 from professor)	November 23 Due date for proposal is likely to be November 23.
Week 15 November 24 Nov. 26: Thanksgiving travel day. Nov. 27 – 30: Thanksgiving vacation.	Objective G9 Integration: Review of grant proposal by external reviewers and professor	Comments on proposal by professional grantwriters and professor	<input type="checkbox"/> Acknowledge receipt of review by professional grantwriters and professor		November 30
Week 16 December 1: Last day of classes. Dec. 3 – 8: Exams. Dec. 10: Grades due from faculty Dec. 13 Commencement.					

