Lives of Significance and Service
NORTH PARK UNIVERSITY CHICAGO

School of Business and Nonprofit Management
Course Syllabus

Course: *Fundraising Principles for Nonprofit Organizations (section number 5770)*
Academic Year: 2012/13 **Semester/Quad:** *Fall A*
Credit Hours: 2
Prerequisites: None

Instructor: *Nancy Ward, Nonprofit Manager and Fundraising Professional, Nan Ward Consulting*

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Availability:

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Office Hours: Before Class or by Appointment

Course Description:

This course will cover the fundamentals of effective resource development as they pertain to nonprofit organizations generally and to the nonprofit management positions specifically. Principles and "best practices" of fundraising are studied, including the fundraising process (i.e., research, planning, cultivation, solicitation, stewardship, and evaluation). The principles that provide for effective fundraising practices will also be reviewed including the historical, organization, legal, ethical, and theoretical contexts of fundraising.
By the completion of the course students will have a comprehensive understanding of the parameters within which nonprofit managers raise funds, the historical, organizational, legal, and ethical contexts of fundraising for nonprofits, and the process of raising gifts. Special attention will be given to helping students learn how to "ready" the organization for an effective fundraising program. In addition, students will have a thorough understanding of the philosophy of philanthropy and the various motivations for giving.

Course Materials:

REQUIRED

Textbook(s):

Lindahl, Wesley E. (2010) Principles of Fundraising: Theory and Practice, Sudbury, MA: Jones & Bartlett.

Ostrower, Francie (1995). Why the Wealthy Give: The Culture of Elite Philanthropy. Princeton, NJ: Princeton University Press.

OPTIONAL

Textbook(s):

Fischer, Marilyn (2000) Ethical Decision-Making in Fundraising. John Wiley and Sons.

Prince, Russ A. and Karen Maru File (2001). The Seven Faces of Philanthropy: A New Approach to Cultivating Major Donors. San Francisco, CA: Jossey-Bass.

Rosso, H.A. & Associates. (2011).Eugene Tempe et al, Editor. Achieving Excellence in Fund Raising. San Francisco, CA: Jossey-Bass.

RESOURCES

Additional Resources will be provided as needed and related to course sessions

Essential IDEA Objectives:

1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Learning fundamental principles, generalizations, or theories.
3. Learning how to find and use resources for answering questions or solving problems.

Specific Course Objectives:

Session 1: The student will understand the course requirements and basic class structure, learn something about each student in the class, and have a basic understanding of nonprofit organizations and charitable giving in the United States.

Session 2: The student will understand the philanthropic tradition in the United States and the motivations for giving to nonprofit organizations.

Session 3: The student will understand the basic theories of fundraising and general concepts in the economics of fundraising, and will be able to explain the difficulty in using cost ratio to rate a fundraising program.

Session 4: The student will understand the basic IRS regulations and FASB accounting standards surrounding charitable gifts, will understand the concept of an endowment fund, and gift acceptance policies.

Session 5: The student will understand the overall fundraising process and how to involve the board of directors/trustees in fundraising.

Session 6: The student will understand religious fundraising, fundraising among diverse populations, the ethical issues involved in fundraising and the ethics statement which governs fundraising. They will be able to provide examples of how ethical lapses in major nonprofit organizations have affected the public's perception of fundraising.

Session 7: The student will understand the role played by fundraising in the organization, the dynamics between the development office and the CEO/ED, the central/de-central organizational issues in fundraising and be able to explain the ways to "ready" an organization for an effective fundraising program.

Course Methodology:

Includes: Lecture, Discussion, Case Study Reviews, Interactive Role Playing, Self-Evaluation, Expressive and Analytical Writing

Computer Requirements:

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements for information on computer requirements.

Schedule of Weekly Assignments:

Week	Dates	Topics	Assignment(s)
1	August 28, 2012	Introduction to Fundraising Topics: - Introduction - Why do you give? - Resources available (including the NPU library) - NPO -- NGO Sector - Diversity of Gift Revenue Stream - GIVING USA data - The Commons - Constituency Circle - Charity vs. Philanthropy - Donor Pyramid - Marketing and Branding	Giving USA 2010 Powerpoint (in Moodle: read after class) Lindahl, Chapter 1 & 4 Assignment #1 to be completed by next session: Outline of Gospel of Wealth List of Seven Findings from Why the Wealthy Give (F. Ostrower)
2	September 4, 2012	History of Fundraising Topics: - Case for support - Perspectives on Philanthropy (Carnegie vs Gates) - Motivations for Giving - Giving as a Part of an Elite Social Structure	Readings to be completed for this class: -Carnegie, The Gospel of Wealth. 1889 (in Moodle) -Philanthropist bios (Carnegie, Gates, Franklin, Walker, Sage) (in Moodle) -Gates on Giving Now (in Moodle) -Ostrower, Why the Wealthy Give 1995. -Bank of America Study from 2010 (in Moodle) -A Gene for Philanthropy? (in Moodle) -The Public Broadcasting Case Builder (in Moodle) Lindahl, Chapter 2 & 3 Assignment #2 to be completed by next session: Outline of Nonprofit Organization
3	September 11, 2012	Theories of Fundraising Topics -System Theory: Autonomy and Accountability	Readings to be completed for this class: - Bowman article (in Moodle) - Caildini, The Power of Persuasion (in Moodle)

Week	Dates	Topics	Assignment(s)
		- Social Exchange - Group Persuasion/Caildini's theories - Other Fundraising Theories - Economics of Fundraising - Basic time value of money - Percent Fund Raising Cost Issues - Networking/donor conversations	- Philanthropy Matters, The Rating Game (in Moodle) Lindahl, Chapter 5 Self Assessment of Class Participation due at end of this session. Assignment #3 to be completed by next session: Identification of the Top Ten Individual Donors to your selected nonprofit organization
4	September 18, 2012	Legal and Accounting Issues Topics: - Legal Issues - Free Speech Issues - IRS Regulations - FASB Standards - Endowments - 990 Forms - Education vs Solicitation - Gifts in Kind - Gift Acceptance Policy	Readings to be completed for this class: - Larkin article (in Moodle) - Froelich article (in Moodle) - IRS, Charitable Contributions (in Moodle) Lindahl Chapter 6 Assignment #4 to be completed by next session: Critique or draft a gift acceptance policy for your identified organization. If your organization has a gift acceptance policy, critique it and draft an updated version that includes your suggestions for changes. If your organization doesn't have a gift acceptance policy, draft one for the organization (30 Points).
5	September 25, 2012	Fundraising Process Topics: - Models: Sales; Product; Marketing Orientation - Process of Fundraising (Research, Planning, Cultivation, Solicitation, Stewardship, Evaluation) - Fundraising Program Reporting - Boards and Fundraising	Readings to be completed for this class: - Lindahl, Multiyear Evaluation of Fundraising Performance (in Moodle) - Gifford, Banishing your expectation…(in Moodle) - Dupree, Measuring performance (in Moodle) - Raising More Money: Board Fundraising That Works (in Moodle) - Examples of fundraising reports (handed out during class—if you can get an example from the organization that you are working with---bring it along to class) Lindahl, Chapter 7 & 8 Assignment #5 to be completed by next session: Explore the history of fundraising at your chosen nonprofit organization.

Week	Dates	Topics	Assignment(s)
6	October 2, 2012	Ethics and Religious Fundraising Topics: - Religious Fundraising - Fundraising among diverse populations - Ethics - Case Study: Shark Fundraising Case	Readings to be completed for this class: - Lindahl, Ethical Issues in Fundraising (in Moodle) - Fischer, Marilyn; Ethical Decision Making in Fund Raising (in Moodle) - Church Giving materials (in Moodle) - Aramony article in NonProfit Times (in Moodle) - Shark Fundraising Case Study (in Moodle) Lindahl, Chapters 9, 10 & 11 Assignment #6 to be completed by next session: Interview the head of your chosen organization (or head of the section of the organization you are working with).
7	October 9, 2012	Organizing for Fundraising Topics: - Fundraising Process as a part of overall organization - Consider the role of the CEO or ED or President in fundraising. - Organizational Structure/Central--Decentral - Readiness for Fundraising--strengths/weakness - Fundraising as a Profession	Readings to be completed for this class: - Hall article on decentralization issues (in Moodle) - The Business of Giving (in Moodle) Lindahl Chapter 12 Final Exam (open book in class)

Grading
There are 380 possible points in this course.

Activity	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Total Pts/%**
Class Participation	10	15	15	15	15	15	15	100 (26%)
Assignments 1 -6		30	30	30	30	30	30	180 (48%)
Final Exam							100	100 (26%)
Pt. Totals	10	45	45	45	45	45	145	380 (100%)

Grade Mapping:

Numeric Grade	Letter Grade	Numeric Grade	Letter Grade	Numeric Grade	Letter Grade
361-380	A (95-100%)	325-304	B- (80-82%)	<228	F (<60%)
360-342	A- (90-94%)	303-293	C+ (77-79%)		
341-330	B+ (87-89%)	302-277	C (73-76%)		
329-326	B (83-86%)	276-266	C- (70-72%)		

Assignment Grading Policies

Class attendance and participation will be worth 100 points. A self-assessment of class participation will be collected at Week 3, which will be returned to the student with comments from the course instructor. All assignments are due on the dates indicated and will be collected at the end of the class session (or emailed to naward@northpark.edu before class begins). Each assignment will be worth 30 points (6 X 30= 180 total). The typical number of points given will be 25 points. 30 points will be given for exceptionally well-written papers. Late assignments will drop by 5 points each week, unless special arrangements are made. Assignments will not receive any points if turned in after the final class, unless approved in advance. The final examination will be worth 100 points.

Criteria for Final Exam			
A/A- 100 – 90 pts (100% - 90%)	*B/B- 89 - 80pts (89% - 80%)*	*C/C- 79 - 70pts (79% - 70%)*	*D/D- 69 pts or less (69%)*

Criteria for Grading Written Assignments			
A/A- 30-27pts (100% - 90%)	*B/B- 26-24pts (86% - 80%)*	*C/C- 23-21pts (76% - 70%)*	*D/D- 20 pts or less (66%)*
Well written with no errors (spelling, sentence fragments, unclear sentences etc.). Excellent analysis and well-supported Conclusions. Demonstrates complex understanding of the topic and familiarity with supporting sources (readings, class presentations). Fully and clearly responsive to question(s) asked.	Moderately well-written with few errors. Good analysis and well-supported conclusions. Demonstrates correct understanding of topic and familiarity with most supporting sources (readings, class presentations).	Content may show either less than correct familiarity with the topic or bulk of supporting sources, is not fully responsive to the question(s) asked, or is poorly written)	Extremely poorly written (major mistakes made), without complete thoughts, proper punctuation or sentence structure

Class Participation: The course experience is enhanced when class participants share comments, ask questions and offer real-world examples of situations where concepts and principles have been applied or can be applied. Your class participation will be graded on a weekly basis according to the following criteria. For Session #1 you get 10 pts just for being present.				
15 -14 points (100% - 93%)	*13-12 points (86% - 80%)*	*11-9 points (73% - 60%)*	*8 – 1 points (53% - or less)*	*0 points*
Comments/questions are insightful and provide additional thought provoking perspectives on lecture points, readings, and assignments. Demonstrates grasp and appropriate application of course materials	Comments / questions aid discussion by providing relevant examples of real-world applications of course topics. In addition others are able to build upon and/or further expression.	One minor point or question aids discussion either by providing a relevant example or prompting further constructive discussion.	Few contributions. Comments/ Questions have little relevance to topic of discussion.	No participation, Or Comments/ Questions are unnecessary and monopolize class discussion time.

Student Responsibilities:

1. Active and informed participation in class discussion.

As adult learners, you are expected to manage your own learning process. The extent to which the class is valuable to you will depend much upon your level of personal involvement in learning.

2. Learning portfolio.

The portfolio is a collection of assignments that relate to a particular nonprofit organization accessible to the student. Most assignments will involve exploring an aspect of fundraising theory in a practical context.

3. Final Exam

An in-class comprehensive final exam (including questions developed by the students in the course) will be used to assess student achievement of course objectives.

Instructor Responsibilities:

1. Provide updated information on relevant resources for the various topics of interest
2. Read and critically assess students' assignments and provide feedback within 7-10 days of receipt
3. Facilitate a participant-centered course experience, which focuses on student learning
4. Respond to all student e-mails within 48 hours of receipt (target is 24 hours)
5. Respond to all student phone calls within 48 hours (target is 24 hours)

ASSIGNMENT SPECIFICATIONS

ASSIGNMENT #1 Outline of Gospel of Wealth. List of Seven Findings from Why the Wealthy Give (F. Ostrower)

A. Prepare a complete outline of the Gospel of Wealth (A. Carnegie) and be prepared to discuss. Your written document will be collected after the discussion next week.

B. Prepare a list of at least seven findings from Why the Wealthy Give (F. Ostrower) and be prepared to discuss. Your written document will be collected after the discussion next week.

ASSIGNMENT #2 Outline of Nonprofit Organization
Prepare an introduction to your selected nonprofit organization (you will need to keep the same organization throughout the preparation of the learning portfolio). Analyze the source of gifts over a fixed period of time to your selected nonprofit organization and find out how the organization is structured to reach the sources.
The outline for the assignment should be as follows.
1. Introduction to the nonprofit organization (mission, age, size, location, type of nonprofit, etc.).
2. Description of the basic sources for funding (alumni, grateful patients, attendees, board members, corporations, foundations, etc.). How much is typically raised from each source each year? Use actual dollars and percents.
3. How is the fundraising organized to reach each source (number of staff, titles for staff, use of volunteers, CEO involvement, etc?)
4. Compete a constituency model chart for this organization (example will be given in class on the whiteboard)
5. Is there an official case statement for support to the organization (or recent fundraising campaign)? If so, summarize the case in one paragraph. If not, write a draft paragraph that will inspire support from your constituents

ASSIGNMENT #3 Identification of the Top Ten Individual Donors to your selected nonprofit organization
1. Select five of the top ten individual (not a corporation or foundation) donors to your selected organization to review with the executive director or development officer of your organization regarding possible motivations for giving. Relate the motivations to the theoretical context discussed in class (Carnegie, Gates, Franklin, Walker, Sage, Schervish, Prince, Mixer, etc.) and presented in the texts (Lindahl and Ostrower). Keep the names of the donors strictly confidential.
The outline for the assignment should be as follows.
2. Description of the motivations for giving for each of five donors (without names mentioned).
3. Description of how these relate to the theory and ideas from class discussions and texts.
4. Does the theory work in practice?
5. How are you personally motivated to give? What factors can influence your own personal giving?
6. Basing your answer in theory, how could your nonprofit organization do a better job to motivate individual donors to give?

ASSIGNMENT #4 Critique or draft a gift acceptance policy for your identified organization.
If your organization has a gift acceptance policy, critique it and draft an updated version that includes your suggestions for changes. If your organization doesn't have a gift acceptance policy, draft one for the organization.

ASSIGNMENT #5 Explore the history of fundraising at the organization.
Report which of the three models of fundraising (sales, product or marketing orientation) best describe the past and current methods. Give examples of actual events that might serve to support your labels. Create a visual time-line showing the events and starting and stopping times for the changes in models over the years.

ASSIGNMENT #6 Interview the head of your chosen organization (or head of the section of the organization you are working with).
Conduct an interview with the head of the organization (or head of the section of the organization you are working with) to find out the ethical dilemmas faced by the organization (or unit) over the past few years. Does the organization follow a —donor's rights statement? Consider the Donor Bill of Rights (in Lindahl Chapter 11). Grade your organization (A – F) for each item in the document. Suggest how the organization could improve its ethical position. Would this compromise the ability of the organization to raise money?

POLICY STATEMENTS

Academic Honesty
In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral

standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.
4. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well.
For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog.

In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Attendance Policy for Graduate Courses

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor's discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University policy outlined in the University Catalog (found on the NPU website).

APA Requirement

The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the *APA Manual* is to enhance student learning by:

1) Improving student's writing skills.
2) Standardizing the required format of all written assignments in all SBNM courses.
3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
4) Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the *APA Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. ***It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.***

Students with Disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact your program's office (Business: 773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: http://www.northpark.edu/ada