Lives of Significance and Service
NORTH PARK UNIVERSITY CHICAGO

# School of Business and Nonprofit Management
# Course Syllabus

**Course:** *SBNM 5771 – Annual and Major Gift Fundraising*
**Academic Year:** 2012/13 **Semester/Quad:** *Fall B*
**Credit Hours:** 2
**Prerequisites:** None

**Instructor:** *Ericka Harney, MA, CFRE, GPC, CVA*
*Owner, Cause Head Consulting*
*President, FemCity Lexington, Femfessionals*
*http://www.linkedin.com/in/erickaharney*

**Phone:** 859-492-0677 (cell), 773-244-6270 (General SBNM Office Number)

**Email:** elharney@northpark.edu

**Availability:**

I am available via email between 8am EST and 11pm EST Monday-Friday, 9am EST and 12am EST Saturdays and Sundays and usually able to return emails within 2 hours. I generally am able to return phone calls within 24 hours.

**Course Description:**

The purpose of this course is to acquaint participants with the basic principles and practices of effective annual and major gift fundraising. By the completion of this course, students will have a comprehensive understanding of the process of raising gifts from individuals, the programs used to do so, how to steward donor relationships, and future trends that will impact fundraising.

**Introductory Comments:**

All nonprofit organizations require resources to successfully exceute their mission. In a time of decreased external funding, increased expectations of accountability on the part of nonprofits, and an economic downturn that negatively affected individual donors and funding entities, nonprofit organizations must work harder to raise the funds needed. Securing financial support requires a clearly articulated case, a well-developed plan to communicate that case to identified prospects, and the ability to implement effective solicitation strategies.

This course will provide you with the tools to understand, analyze, and implement a annual and major gift fund development program. Theory will be discussed, but the course is designed to examine how theory is applied in real-world settings. In order to do this, **you are required to have access to a nonprofit organization** for which you can complete assignments throughout the course and the final project. If you do not have access to an organization, please contact Prof. Harney immediately

**Course Materials:**

**REQUIRED**

Textbook(s):

Dove, Kent E., Lindauer, Jeffrey A., and Madvig, Carolyn P. (2001). Conducting a Successful Annual Giving Program. San Francisco, CA: Jossey-Bass. ISBN 0-7879-5649-X

Panas, Jerold. (2006). *Asking: A 59-Minute Guide to Everything Board Members, Volunteers, and Staff Must Know to Secure a Gift.* Medfield, MA: Emerson & Church Publishers. ISBN 1-889102-17-2

Walker, Julia Ingraham. (2006). *Nonprofit Essentials Major Gifts.* Hoboken, NJ: John Wiley & Sons, Inc. ISBN-10: 0471738379; ISBN-13: 978-0471738374

**Optional:**

Greenfield, James M. (2002). *Fundraising Fundamentals: A Guide to Annual Giving for Professionals and Volunteers (2nd ed.).* Hoboken, NJ: John Wiley & Sons, Inc. ISBN 978-0-471-20987-4

Hart, Ted, Greenfield, James M., Gignack, Pamela M., and Carnie, Christopher. (2006). *Major Donors: Finding Big Gifts in Your Database and Online*. Hoboken, NJ: John Wiley & Sons, Inc. ISBN 978-0-471-76810-4

Panas, Jerold. (2012). *Mega Gifts: Who Gives Them, Who Gets Them.* Medfield, MA: Emerson & Church Publishers. ISBN 1-889102-24-5

APA manual 6th Edition.

Some additional readings accessed through the course site.

Articles: n/a
Cases: n/a
Software: n/a

**OPTIONAL**

Textbook(s): n/a
Articles: n/a
Cases: n/a

**RESOURCES**

*This is optional. If you do have a list of suggested resources (e.g., websites, periodicals, etc.), list them here.*

**Essential IDEA Objectives:**

1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Learning fundamental principles, generalizations, or theories.
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

**Specific Course Objectives:**

***Week 1:***

Students will become comfortable within the online environment and understand how to navigate Moodle.

Students will understand and be able to use basic fundraising terminology in their assignments and discussions.

Students will understand the importance of a mission and case statement and will draft or critique an existing mission and case statement for their organization.

***Week 2:***

Students will understand the key components of an annual fund program.

Students will be able to identify best practices and will critique their organization's annual fund program.

***Week 3:***

Demonstrate understanding of best practices by critiquing direct mail pieces and fundraising websites.

Explore how emerging technology is being used for fundraising by nonprofits.

Understand the role events play in fundraising at different types of organizations.

***Week 4:***

Demonstrate an understanding of the fundraising cycle and how prospects move through the cycle.

Master best practices for prospect research and will assess their organization's current research practices.

Understand ethical standards for development and review ways to engage volunteers in the fundraising process.

***Week 5:***

Demonstrate a thorough understanding of the solicitation process, including producing a written gift proposal.

Explore possible objections that can be raised during solicitation and understand how to effectively overcome them.

***Week 6:***

Understand the importance of stewardship and donor relations in a successful fundraising program.

Assess their organization's current practices in stewardship and make recommendations for improvement.

***Week 7:***

Explore how the annual fund and major gift programs should work together in a coordinated fashion.

Demonstrate the ability to create a comprehensive and integrated fundraising plan through completion of their final project.

Be informed about current trends that could impact the future of fundraising.

**Course Methodology:**

This course will be carried out in a variety of methods. These include online discussion, self-directed reading and learning-by doing with interaction with a nonprofit organization chosen by the student.

**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.

**Technical Skills Required:**

Ability to use a computer, internet access and general office programs such as Microsoft Word.

**Schedule of Weekly Assignments:**

| Week | Dates | Topics | Assignment(s) |
|---|---|---|---|
| 1 | *10/22 - 10/28* | *Course Basics, Introductions, Mission and Case for Support* | *Readings:*<br>*Dove: Intro, Chapter 1, Resource 23*<br>*Walker: Chapters 1, 4*<br>*Panas (asking): Page 108*<br>*Greenfield: Chapter 1*<br>*Assignments:*<br>*Find a Nonprofit Organization*<br>*Collect Direct Mail for use in Week 3*<br>*Confidentiality Pact*<br>*Mission and Case*<br>*Discussion Forum* |
| 2 | *10/29 - 11/4* | *Annual Giving Program - Part 1* | *Readings:*<br>*Dove: Chapters 2-4, 6, Resources 1, 2, 11, 19, 20*<br>*Posted Supplemental materials*<br>*Assignments:*<br>*Fundraising Program Analysis*<br>*Discussion Forum* |
| 3 | *11/5 - 11/11* | *Annual Giving Program - Part 2* | *Readings:*<br>*Dove: Chapters 5, 7, Resources 8, 12-16, 18*<br>*Greenfield: Chapter 2,3, 4*<br>*Social Media Links*<br>*Assignments:*<br>*Event Timeline*<br>*Website Review*<br>*Direct Mail Review*<br>*Discussion Forum* |
| 4 | *11/12 - 11/18* | *Major Gifts - Part1* | *Readings:*<br>*Dove: Chapter 11, Resources 21, 25, 26*<br>*Walker: Chapter 2*<br>*Panas (asking): Chapters 1-9*<br>*Panas (mega gifts): Chapters 2-5*<br>*Hart, et al.: Chapters 1-4*<br>*Prospect Identification, Screening and Research links*<br>*Assignments:*<br>*Moves/Solicitation Plan*<br>*Prospect Brief*<br>*Discussion Forum* |
| 5 | *11/26 - 12/2* | *Major Gifts - Part2* | *Readings:*<br>*Dove: Chpaters 8, 9* |

| Week | Dates | Topics | Assignment(s) |
|---|---|---|---|
| | | | *Walker: Chapters 3, 5, 6*<br>*Panas (Asking:) Chapter10-End of Book*<br>*Supplemental materials posted in classroom*<br>*Assignments:*<br>*Major Gift Proposal*<br>*Overcoming Objections Forum*<br>*Discussion Forum* |
| 6 | *12/3 - 12/9* | *Stewarding Relationship in Annual and Major Giving* | *Readings:*<br>*Dove: Chapter 11*<br>*Walker: Chapter 7*<br>*Panas (Mega Gifts): Chapter 9, 15*<br>*Supplemental materials posted in classroom*<br>*Assignments:*<br>*Stewardship Analysis*<br>*Thank you Letter*<br>*Discussion Forum* |
| 7 | *12/10 - 12/13* | *Integrating, Components, Planning, Evaluating, Future Trends* | *Readings:*<br>*Dove: Chapter 12, Resources 27, 28*<br>*Walker: Chapter 8*<br>*Greenfield: Chapter 13*<br>*Supplemental materials posted in classroom*<br>*Assignments:*<br>*Final Project*<br>*Discussion Forum* |

**Grading:**

| Assignment | Due Date | Points | Weekly Total | Grade % |
|---|---|---|---|---|
| Week 1 - Mission and Case for Support | October 28 | 30 | | |
| Week 1 - Confidentiality Pact | October 28 | 0 | | |
| Week 1 - Introductions | October 28 | 10 | | |
| Week 1 - Discussion Forum - Original Post | October 25 | 10 | | |
| Week 1 - Discussion Forum - Responses | October 28 | 10 | 60 | 10.7% |
| Week 2 - Fundraising Analysis | November 4 | 40 | | |
| Week 2 - Discussion Forum - Original Post | November 1 | 10 | | |
| Week 2 - Discussion Forum - Responses | November 4 | 10 | 60 | 10.7% |
| Week 3 - Event Timeline | November 11 | 30 | | |
| Week 3 - Website Review | November 11 | 15 | | |
| Week 3 - Direct Mail Review | November 11 | 15 | | |
| Week 3 - Discussion Forum - Original Post | November 8 | 10 | | |
| Week 3 - Discussion Forum - Responses | November 11 | 10 | 80 | 14.3% |
| Week 4 - Moves/Solicitation Plan | November 18 | 30 | | |
| Week 4 - Prospect Brief | November 18 | 20 | | |
| Week 4 - Discussion Forum - Original Post | November 15 | 10 | | |
| Week 4 - Discussion Forum - Responses | November 18 | 10 | 70 | 12.5% |
| Week 5 - Major Gift Proposal | December 2 | 30 | | |
| Week 5 - Overcoming Objections | December 2 | 10 | | |
| Week 5 - Discussion Forum - Original Post | November 29 | 10 | | |
| Week 5 - Discussion Forum - Responses | December 2 | 10 | 60 | 10.7% |

| Assignment | Due Date | Points | Weekly Total | Grade % |
|---|---|---|---|---|
| Week 6 - Stewardship Analysis | December 9 | 30 | | |
| Week 6 - Thank you Letter | December 9 | 10 | | |
| Week 6 - Discussion Forum - Original Post | December 6 | 10 | | |
| Week 6 - Discussion Forum - Responses | December 9 | 10 | 60 | 10.7% |
| Week 7 - Final Project | December 13 | 150 | | |
| Week 7 - Discussion Forum - Original Post | December 11 | 10 | | |
| Week 7 - Discussion Forum - Responses | December 13 | 10 | 170 | 30.4% |
| **Total** | | *560* | | 100% |

**Grade Mapping:**

| Numeric Grade | Letter Grade | Numeric Grade | Letter Grade | Numeric Grade | Letter Grade |
|---|---|---|---|---|---|
| 520 - 560 | A (95-100%) | 448 - 463 | B- (80-82%) | 369 - 391 | D+ (67-70%) |
| 504 - 519 | A- (90-94%) | 425 - 447 | C+ (77-79%) | 352 - 407 | D (63-66%) |
| 481 - 503 | B+ (87-89%) | 408 - 424 | C (73-76%) | 336 - 351 | D- (60-63%) |
| 464 - 480 | B (83-86%) | 392 - 407 | C- (70-72%) | 0 - 350 | F (<60%) |

**Assignment Grading Policies:**

A grading rubric will be provided for each graded assignment throughout the course. This is a graduate level course, so standards are high. Grammar and spelling matter, and your assignments will be graded down if you are not careful about proofreading. Spellcheck is a wonderful tool, but it is not enough. Planning a little extra time for each assignment so that you can proofread your finished version carefully can make a difference in your grade.

Late assignments will be graded, but a 25% penalty will be assessed for each 24 hour period beyond the assigned due date. If you think you will miss a deadline, let me know as far in advance as possible so that we can attempt to work out an alternate arrangement. If I don't hear from you before an assignment is due, I will not consider alternate arrangements. The final project for the class cannot be accepted late.

**Student Responsibilities:**

As a student participant in this course, you are responsible for keeping up with assignments and due dates, items outlined in this syllabus and taking responsibility for your requirements. If you have a question at anytime or concerns, please email or call me as soon as possible. I expect to have communication from you if there is an issue or emergency.

**Instructor Responsibilities:**

Throughout this course, you can expect that I will provide attention to your questions and comments, and give care toward grading your assignments, considering the time you will be putting into them. Expect from me to be available via email and phone, spending time weekly giving my feedback on the discussion forum.

## ASSIGNMENT SPECIFICATIONS

**Overview:**

*Assignments and the discussion forum are designed to give you opportunities for learning and growth. They are intended to be hands-on with the nonprofit of your choice while the forum will provide an opportunity for you to not only discuss what you have learned and read but provide opportunity to learn from others. Discussion forum posts are due by 11: 59pm CST on Thursday of each week, with response posts due by 11:59pm CST on Sunday. Assignments for the week are also due on Sunday by 11:59pm CST.* **All assignments must follow APA standards as mentioned in the College policies at the end of this document. There are resources available for understanding APA standards if you are not familiar. If you have any questions or concerns, please contact me as soon as possible.**

*Note about choosing and working with a nonprofit organization for this course:*
Each student needs to find a nonprofit organization to use in the class from the first week. Students commonly use organizations they work for or volunteer for. It could also be a completely new organization. Here are a few suggestions as you settle on your study organization:

1. Try not to use a church, unless it is a mega-church with a professional fundraiser. Fundraising at small churches does not usually provide a complex enough setting for study.
2. Make sure the organization has at least one full-time fundraising (development office) staff so that there is something to study. If you choose an organization with no fundraising program at all, your assignments will be more difficult.
3. If you are approaching an organization where you have no established connections, consider asking for a few (three) interviews with the head of fundraising (Director of Development), rather than asking for a full study experience. You should be able to combine the questions from multiple assignments so that you need only connect with your contact person a few times during the 7 weeks.
4. If you are getting stuck, let me know right away and I'll post to see if others in the class might have suggestions.

If you find yourself having difficulty getting the information you need from your organization during the course, contact me right away. I'll help you figure out how to work around the problem.

**WEEKLY ONLINE DISCUSSION FORUM**

**Discussion Forum Specifications:**
Forums or discussion boards are an important part of this course. They serve as a vehicle through which we can interact with and learn from one another. A robust conversation will enhance the learning experience of this course. Each week there will be multiple forums or discussion questions posed. You should post an original reply to one of the threads. Also, you should read your classmates' posts and respond to at least two posts. At least one of your response post must be in a thread other than the one in which you originally posted. Original posts are due on Thursday of each week and response posts are due Sunday.

| *Criteria* | *10 points - Exceeds Standards* | *7 points - Meets Standards* | *3 points - Below Standards* |
|---|---|---|---|
| Original Post - Content | Clearly references the reading and expands on ideas that were presented by the authors. Adds elements of critical thought and demonstrates a clear grasp of the material at hand. | Mentions ideas and theories that were present in the reading, but does not provide further discussion. Demonstrates a solid understanding of the material and introduces some new ideas or questions to advance the | Does not reference the literature. Makes basic points without moving the conversation forward. It is unclear if the material is understood. |

| *Criteria* | *10 points - Exceeds Standards* | *7 points - Meets Standards* | *3 points - Below Standards* |
|---|---|---|---|
| | | conversation. | |
| Original Post - Quality of Writing | Post is free from typos and grammatical errors. It is clear that the author proof-read their writing before submitting. Ideas are presented clearly and concisely. | Post may have one or two typos or grammatical errors. Ideas are presented in a clear and concise manner. The author took the time to proof read their ideas before submitting. | There are multiple typos or grammatical errors. Ideas are not organized or clearly presented and the post is too long. |
| Response Posts - Content | Does not repeat what is stated in original post, but rather advances the conversation by introducing relevant new ideas. Displays clear understanding of the topic and builds on the previous posts. | Builds upon the original post by introducing new ideas. Adds to the conversation by clarifying the topic under discussion and adding thoughtful points. | Repeats what has been said in other posts without contributing new ideas. Lacks substantive content. |
| Response Posts - Constructive Comments | Repeats what has been said in other posts without contributing new ideas. Lacks substantive content. | Is characterized by at least two of the following: supportive, thought-provoking, challenging, reflective, ties to another course concept | Is characterized by one of the following: supportive, thought-provoking, challenging, reflective, ties to another course concept |
| Response Posts - Quality of Writing | Post is free from typos and grammatical errors. It is clear that the author proof-read their writing before submitting. Ideas are presented clearly and concisely. | Post may have one or two typos or grammatical errors. Ideas are presented in a clear and concise manner. The author took the time to proof read their ideas before submitting. | There are multiple typos or grammatical errors. Ideas are not organized or clearly presented and the post is too long. |

**Other Information:**
*0 points are awarded for lack of original post or response posts.*

**ASSIGNMENT #1: Mission and Case for Support**

**Assignment Specifications:**
Using what you have learned in this week's readings, post an entry on your course blog that addresses your organization's mission and case.

1. Submit the organization's mission statement and provide a one-paragraph analysis of its effectiveness, given your current knowledge of the organization. If the organization does not have a mission statement, draft one for them. (10 pts)
To consider: Does it addresses the necessary elements of a mission statement? What is the statement missing? Does it need all of the elements to be effective? Why it is inspiring?

2. Revise or draft a case for support, and provide an analysis (750 words) (20 pts)
Note: Clearly indicate if you are completing part a, or part b.

a. If the organization has a case for support, review and revise it:

· Submit the original case for support

· Review and critique the case for support; what is effective and what is not?

· Create a 2-page revision of the case for support and submit the revision

b. If the organization does not have a case for support:

· Write a case for support

· Assess your case for support; what is effective and why?

If you are new to Moodle, you can find your blog by clicking on your name in the Participant section on the left side of the main page.

Complete your post by **October 28.** Visit your classmates' blogs to learn from their approaches to mission and case.

| Criteria | *10 points - Exceeds Standards* | *7 points - Meets Standards* | *3 points - Below Standards* |
|---|---|---|---|
| Mission - Critique Content | Original mission is shown and analysis of its content is provided. | Original mission is shown and analysis of its content is provided. | Content provided is not complete. |
| Mission - Critique Quality of Writing | Organized, concise, clearly written in understandable language. Free of typos and grammatical errors. | Writing is adequate and fairly well organized. One or two typos or grammatical errors may be present. | Writing is poor, unclear, and disorganized. There are multiple typos or grammatical errors. |
| Mission - Critique Principles of Mission | All the principles covered in this week's resources are included. | All the principles covered in this week's resources are included. | All the principles covered in this week's resources are included. |
| Mission - Proposed Content | A clear and relevant mission for the organization is proposed and explained. | A clear and relevant mission for the organization is proposed and explained. | A clear and relevant mission for the organization is proposed and explained. |
| Mission - Proposed Quality of Writing | Organized, concise, clearly written in understandable language. Free of typos and grammatical errors. | Organized, concise, clearly written in understandable language. Free of typos and grammatical errors. | Writing is poor, unclear, and disorganized. There are multiple typos or grammatical errors. |
| Mission - Proposed Principles of Mission | All the principles covered in this week's resources are included. | All the principles covered in this week's resources are included. | All the principles covered in this week's resources are included. |

| Criteria | *20 points - Exceeds Standards* | *15 points - Meets Standards* | *7 points - Below Standards* |
|---|---|---|---|
| Case - Critique Content | A case for support is presented; the key components are | The case is presented with some analysis and consideration of areas that could be improved. | The case is presented, but there is little or no analysis of it's strengths and |

| | | | |
|---|---|---|---|
| | thoughtfully analyzed. Substantive recommendations are made for areas that can be improved. Areas that are strong are identified | Elements that are strong in the case are discussed. | weaknesses. |
| Case - Critique Quality of Writing | The case is presented with some analysis and consideration of areas that could be improved. Elements that are strong in the case are discussed. | The case is presented with some analysis and consideration of areas that could be improved. Elements that are strong in the case are discussed. | The case is presented, but there is little or no analysis of it's strengths and weaknesses. |
| Case - Critique Principles of Case | All the principles covered in this week's resources are included. | Some of the principles are included. | Few of the principles are included. |
| Case - Proposed Content | A comprehensive case is presented, including all the main elements covered in the reading. The case is clear and inspires support. | The case is presented which includes the majority of elements from the reading. The case is clear and compelling. | The case presented is not complete or compelling |
| Case - Proposed Quality of Writing | Organized, concise, clearly written in understandable language. Free of typos and grammatical errors. | Writing is adequate and fairly well organized. One or two typos or grammatical errors may be present | Writing is poor, unclear, and disorganized. There are multiple typos or grammatical errors |
| Case - Proposed Principles of Case | All the principles covered in this week's resources are included | Some of the principles are included | Few of the principles are included |

**ASSIGNMENT #2 Confidentiality Pact**

**Assignment Specifications:**

Several of the assignments in this course involve students sharing information about their organizations' programs. The best learning occurs when students feel comfortable being fully candid about their organizations' strengths and opportunities for growth. Sometimes the information shared is sensitive. By signing onto this pact, each of us asserts that we will:

1) respect the confidentiality of all information shared in this course, both on this site and in conversation with other participants;
2) not divulge any information about organizations shared during this course with anyone outside of this course;
3) agree to be held to this pact as a component of North Park University's Honor Code;
4) agree that violating this pact is cheating, and will be subject to the consequences referenced in the Honor Code.

To signify your agreement, please add your name into the Confidentiality Pact wiki. You can access it by clicking on the Course Wiki link directly below this instruction section. Add your commitment by **March 25.**

***While there are no points assigned to this, it is a required component for this course. Failure to sign the confidentiality pact will result in a failing grade.***

**ASSIGNMENT #3 Fundraising Analysis**

**Assignment Specifications:**
Summarize the organization's annual and major gifts fundraising strategy for two years – the current and previous fiscal year.(Limit 6 pages, 40 pts) **Due Sunday, 11/4 by midnight.**

Research the organization's fundraising practices for the past two years, or for the current year and the immediate past year. Utilize three or more sources of information, including at least one interview with a staff or board member, and cite your sources.

a. Identify total revenue and expenses for each year using a chart/excel sheet.
§Who donates to the organization? Identify fundraising revenue, using the following categories: dollars, and percentage of total; Amount raised from individuals/families, foundations, corporations, government, and any other categories important to this organization.
§What does the organization spend on fundraising? Identify fundraising expenses for each year and categorize using dollars and percentages.

b. Define this organization's "annual fund." Each organization will have a different definition of which gifts are relied upon annually for support. If the organization does not have a definition, propose your definition for a realistic annual fund. Additionally:
§How much revenue is raised from this organization's annual fund?
§How many donors and/or gifts contribute to the annual fund for both years?

c. Describe the major gifts program, including whether or not the organization has a major gifts program. Additionally:
§What is the definition of a major gift for this organization? If the organization does not have a definition, propose your definition for a major gift.
§How much revenue is raised from major gifts? How many major donors contributed for both years?

d. Identify at least 5 solicitation techniques (e.g. direct mail, phone, in-person, events, etc) which have been used in these two years to raise annual OR major gifts. If less than five techniques are used, list at least five and describe why they are not being used. Be sure to indicate which techniques are used for annual fund gifts and which are used for major gifts. Answer the following questions about each of the 5 techniques used:
§How much was raised (revenue) by this solicitation method? How much was spent (expenses), if known?
§How many donors gave in response to the solicitation?

| | | | |
|---|---|---|---|
| | §Did the solicitation method provide a non-monetary benefit?<br>§In your opinion, was the solicitation effective? | | |
| Criteria | *30 points - Exceeds Standards* | *24 points - Meets Standards* | *18 points - Below Standards* |
| Content | Provides a comprehensive and detailed analysis of the organization's current fundraising strategies using principles covered in the readings. Identifies areas for improvement and makes concrete suggestions | Organization's fundraising strategies are reviewed and analyzed. Some suggestions for improvement are made | The review of organization's fundraising strategies is not comprehensive and there is no element of analysis. No areas for improvement are identified |
| Principles of Annual Fundraising | All the elements of a comprehensive annual campaign and major gifts program are identified, analyzed, and discussed | The majority of the elements of a comprehensive annual campaign and major gifts program are identified, analyzed, and discussed | Few of the principles are included. |
| Criteria | *10 points - Exceeds Standards* | *8 points - Meets Standards* | *6 points - Below Standards* |
| Quality of Writing | Organized, concise, clearly written in understandable language. Free of typos and grammatical errors | Writing is adequate and well organized. Document has been checked for spelling and grammatical errors | Writing is poor, unclear, and disorganized. There are multiple typos or grammatical errors. |

**ASSIGNMENT #4 Event Timeline**

**Assignment Specifications:**

Events can be an important tool for nonprofits to attract new donors and raise funds.Successful events have clear objectives and require thorough planning and follow up.This week you will create a timeline for a signature event your organization holds or that you are proposing they hold (please indicate which in your paper).

Provide the following information as context for your timeline:

- Organization name and mission
- Event goal(s)
- Intended audience
- Measures of success
- How the event connects to overall fundraising goals

Make sure your timeline includes any follow-up that will occur after the event.

***Minimum 2 pages, Limit 4 pages, due November 11.***

| Criteria | *20 points - Exceeds Standards* | *16 points - Meets Standards* | *10 points - Below Standards* |
|---|---|---|---|
| Content | Event context is provided. Timeline includes every key decision in an event with a specific date, including follow-up after the event. Goals of the event are clearly defined as is the way in which achievement of goals will be measured | Timeline includes most key decisions in event planning and some follow-up. Event goals are articulated with some measures outlined. Some organizational context is provided | The timeline lacks specificity and/or is incomplete. Goals are not clear and measures of success are lacking |
| Principles of Events | All the elements of a comprehensive event timeline are identified and discussed. Event goals are clear | The majority of the elements of a comprehensive annual campaign are identified and discussed. Event goals are mentioned | Few of the principles are included; no clear goals for the event are mentioned |
| Criteria | *10 points - Exceeds Standards* | *7 points - Meets Standards* | *3 points - Below Standards* |
| Quality of Writing | Organized, concise, clearly written in understandable language. Free of typos and grammatical errors | Writing is adequate and well organized. Document has been checked for spelling and grammatical errors | Writing is poor, unclear, and disorganized. There are multiple typos or grammatical errors |

**ASSIGNMENT #5 Website Analysis**

**Assignment Specifications:**

An organization's website can be a powerful tool in attracting entry-level donors. Annual fund donors often make spur of the moment giving decisions, which may prompt them to go to the website looking for information on how to act on their desire to give. Lower-level donors are also more likely to make online gifts. The links below will take you to the annual fund sections of several organizations' websites.

Visit these sites, then go to the "Web Sites" Discussion Board and start an original post analyzing one of these sites. When you choose a site for your discussion board participation, be sure to follow relevant links so that you experience the full site.

Adler Planetarium and Astronomy Museum
American Red Cross of Chicago
Greater Chicago Food Depository
Heifer International
Museum of Modern Art
Ohio State University

| Criteria | *10 points - Exceeds Standards* | *8 points - Meets Standards* | *5 points - Below Standards* |
|---|---|---|---|
| Assessment | Assesses website on all principles covered in course materials; identifies at least one area for improvement | Some principles are addressed, but connection to the course material could be stronger | Shows no evidence participant understands the key points |
| Proposals | Proposed plan for improvement includes specific action steps and shows ability to apply principles | Plans and recommendations are general and not clearly connected to course material | Shows no evidence participant understands the key points |
| Criteria | 5 points - Exceeds Standards | 3 points - Meets Standards | 0 points - Below Standards |
| Quality of Writing | Organized, concise, clearly written in understandable language. Free of typos and grammatical errors | Writing is adequate and well organized. Document has been checked for spelling and grammatical errors | Writing is poor, unclear, and disorganized. There are multiple typos or grammatical errors |

**ASSIGNMENT #6 Direct Mail Review**

**Assignment Specifications:**

Direct mail is a foundational tool for most annual funds. Upload a direct mail piece to the discussion forum on Direct Mail Analysis and assess its effectiveness using the principles outlined in the reading. Highlight what you find compelling about the piece and what could be improved.

***Due November 11. No minimum or maximum length, follow the rubric for appropriateness of post and quality for full points.***

| Criteria | *10 points - Exceeds Standards* | *8 points - Meets Standards* | *5 points - Below Standards* |
|---|---|---|---|
| Assessment | Assesses direct mail on all principles covered in course materials; identifies at least one area for improvement | Some principles are addressed, but connection to the course material could be stronger | Shows no evidence participant understands the key points |
| Proposals | Proposed plan for improvement includes specific action steps and shows ability to apply principles | Plans and recommendations are general and not clearly connected to course material | Shows no evidence participant understands the key points |
| Criteria | *5 points - Exceeds Standards* | *3 points - Meets Standards* | *0 points - Below Standards* |
| Quality of Writing | Organized, concise, clearly written in understandable language. Free of typos | Writing is adequate and well organized. Document has been checked for spelling | Writing is poor, unclear, and disorganized. There are multiple typos or |

| Criteria | *10 points - Exceeds Standards* | *8 points - Meets Standards* | *5 points - Below Standards* |
|---|---|---|---|
| | and grammatical errors | and grammatical errors | grammatical errors |

**ASSIGNMENT #7 Moves/Solicitation Plan**

**Assignment Specifications:**

Each group should work collaboratively to develop a moves plan to solicit John and Mary Smith for a major gift to the Chicago Museum of Natural History. Your group should write this plan as if you are major gift officers working for the museum. Click on the Prospect Profile link to read a profile of these fictional prospects and the fictional museum.

Each group has a dedicated wiki site. Use this site to post your moves plan. You may use whatever collaboration techniques you wish, as long as the final product is evident in the wiki environment and I can see evidence that all of you participated equitably. You will find a link to your wiki below. Don't forget your dedicated discussion board -- that may be a useful tool for your collaborative process.

As you develop a strategy for solicitation, you are welcome to create additional background information about the museum, the museum's programs, or the Smiths. Just be sure to communicate that information in the wiki environment so that I can keep it in mind as I grade your moves plan.

Finalize your plan on your wiki by **November 18.**

| Criteria | *20 points - Exceeds Standards* | *16 points - Meets Standards* | *10 points - Below Standards* |
|---|---|---|---|
| Plan | Key components of moves plan are included; strategy is apparent; suggested moves are creative and are related to strategy | Some components of moves plan are included, but strategy is not apparent, and suggestions are not well integrated into a strategy | Shows no evidence participant understands the key points |
| Evidence of Collaboration | Wiki entries show full participation by all team members. | Team members participate, but not equitably | No evidence of collaboration is apparent |
| Criteria | *10 points - Exceeds Standards* | *8 points - Meets Standards* | *3 points - Below Standards* |
| Quality of Writing | Organized, concise, clearly written in understandable language. Free of typos and grammatical errors | Organized, concise, clearly written in understandable language. Free of typos and grammatical errors | Writing is poor, unclear, and disorganized. There are multiple typos or grammatical errors |

**ASSIGNMENT #8 Prospect Brief**

**Assignment Specifications:**
Write a 1-2 page assessment of your organization's prospect identification, screening and research program, and its methods for developing initial relationships with potential donors. Identify strengths and weaknesses, and propose opportunities for improvement referencing the principles and best practices we have studied this week. Submit your paper by **November 18.**

| Criteria | *15 points - Exceeds Standards* | *10 points - Meets Standards* | *7 points - Below Standards* |
|---|---|---|---|
| Thoroughness | Addresses all the topics in the assignment, provides thorough overview of the program | Address some of the topics identified; provides cursory overview of the program | Has minimal relevance to the assignment |
| Assessment | Assesses program on all principles covered in course materials; identifies at least one area for improvement | Some principles are addressed, but connection to course material could be stronger. One area for improvement is identified. | Shows no evidence participant understands the key points |
| Proposals | Proposed plan for improvement includes specific action steps and shows ability to apply principles | Plans and recommendations are general and not clearly connected to course material. | Shows no evidence participant understands the key points. |
| Criteria | *5 points - Exceeds Standards* | *3 points - Meets Standards* | *0 points - Below Standards* |
| Quality of Writing | Organized, concise, clearly written in understandable language. Free of typos and grammatical errors | Writing is adequate and well organized. Document has been checked for spelling and grammatical errors | Writing is poor, unclear, and disorganized. There are multiple typos or grammatical errors |

**ASSIGNMENT #9 Major Gift Proposal**

**Assignment Specifications:**

Draft a 2-page proposal for funding to an individual prospect (30 pts)

- Draft a <u>personalized</u> proposal to a prospective major gift donor. Select a prospect who is involved in your organization, preferably through an annual gift. (Change names for confidentiality.)
- Outline a specific case for support, identifying the project or mission the major gift would support, and the dollar amount you are requesting.
- Do not include a cover letter, but assume that one would accompany an actual proposal if it were being mailed.
- Incorporate the elements from your organization's case for support that you think are relevant

·This proposal could be one you would use in a face-to-face solicitation.

***Due December 2***

| Criteria | *20 points - Exceeds Standards* | *16 points - Meets Standards* | *10 points - Below Standards* |
|---|---|---|---|
| Proposal | Proposal is personalized to donor and compelling. Relevant portions of the case statement are included. Asks for specific dollar amount and outlines how funds will be used. | Proposal is personalized and interesting to read. Organization's mission and case statement are included or referenced. Includes specific ask and explanation of how funds will be used. | Proposal is not compelling and it is unclear how it relates to the case statement of the organization. Does not include a specific ask. |
| Fundraising Principles | Ties in and builds upon mission/case of organization; includes appropriate donor recognition; outlines terms of pledge (if applicable) | Mentions mission/case; includes donor recognition; includes appropriate donor recognition; outlines terms of pledge (if applicable) | Does not include mission/case; fails to mention donor recognition or terms of pledge |
| Criteria | *10 points - Exceeds Standards* | *8 points - Meets Standards* | *3 points - Below Standards* |
| Quality of Writing | Organized, concise, clearly written in understandable language. Free of typos and grammatical errors. | Writing is adequate and well organized. Document has been checked for spelling and grammatical errors. | Writing is poor, unclear, and disorganized. There are multiple typos or grammatical errors. |

**ASSIGNMENT #10 Stewardship Analysis**

**Assignment Specifications:**

*This project is to assess the stewardship program of your organization. While stewardship is an important element of cultivation for future gifts, this analysis should focus on what happens after a gift is made, not what happens leading up to a gift.*

*<u>Note</u>: Clearly indicate if you are completing <u>part a, or part b</u>*

*a. If the organization has a stewardship plan, review/analyze it:*

- *Submit original plan*
- *Review and critique the stewardship plan, including how it ensures that donors are thanked appropriately, who is in charge of thanking and/or recognizing donors, and how it relates to the fundraising goals of the organization. Make at least 5 suggestions for improving the plan. Identify at least 5 strengths in the plan.*

*b. If the organization does not have a stewardship plan, create a 2-page stewardship plan. This could be a narrative plan, or it could be a stewardship matrix / grid.*

- *Explain why the elements you propose should be included*
- *Outline who is responsible for each element*
- *Articulate how it relates to the fundraising goals of the organization*

**You may prefer to submit your paper earlier so that you have feedback for your final paper sooner. If you do that, please email me to let me know when you have submitted, and I will grade it as soon as I can.**

**Due December 9**

| Criteria | *20 points - Exceeds Standards* | *16 points - Meets Standards* | *12 points - Below Standards* |
|---|---|---|---|
| Content | Addresses all the topics in the assignment; provides a thorough overview of the program | Addresses some of the topics identified; provides a cursory overview of the program | Does not cover much of the topics identified and provides an incomplete review of the program |
| Assessment | Assesses the program on all principles in the course materials; identifies at least one area for improvement | Some principles are addressed, but connection to course material could be stronger. At least one suggestion for improvement is made. | Shows no evidence the participant understands the key points. |
| Proposals | Proposed plan for improvement includes at least two specific action steps and shows ability to apply principles. | Plans and recommendations are general and not clearly connected to course materials. | Suggested changes are absent or too general to be useful. |
| Criteria | *10 points - Exceeds Standards* | *8 points - Meets Standards* | *6 points - Below Standards* |
| Quality of Writing | Organized, concise, clearly written in understandable language. Free of typos and grammatical errors | Writing is adequate and well organized. Document has been checked for spelling and grammatical errors | Writing is poor, unclear, and disorganized. There are multiple typos or grammatical errors |

**ASSIGNMENT #11 Thank You Letter**

**Assignment Specifications:**

Write a thank-you letter for a gift to your organization. Consider the gift amount, how the gift will be used, who from your organization should sign the letter, all IRS requirements, etc. If the gift entitles the donor to any specific type of recognition make sure that is included. Consider thank you letter guidelines suggested in the readings and other resources

| Criteria | *10 points - Exceeds Standards* | *7 points - Meets Standards* | *3 points - Below Standards* |
|---|---|---|---|
| Content | Includes all necessary elements for IRS requirements. Is personalized to the donor and their gift. Includes details about recognition, how the gift will be used, and impact of the gift | Includes all necessary IRS requirements. Is somewhat personalized to the donor. Includes some information about gift use and recognition. | Does not include IRS requirements, is not personalized. |
| Quality of Writing | Post is free from typos and grammatical errors. It is clear that the author proof-read their writing before submitting. Ideas are presented clearly and concisely | Post may have one or two typos or grammatical errors. Ideas are presented in a clear and concise manner. The author took the time to proof read their ideas before submitting. | There are multiple typos or grammatical errors. Ideas are not organized or clearly presented and the post is too long. |

**ASSIGNMENT #12 Final Project**

**Assignment Specifications:**

Prepare a plan for your organization's combined annual and major gift fundraising programs. Assess current performance and devise recommendations for improvement. Integrate as many of the concepts covered in the course material as you can.

You should approach your final paper as if you were preparing a plan to submit to the executive director and/or board of the organization you have been studying. If you are not an employee of the organization, prepare the paper as if you were an outside consultant advising the organization.

The paper should be presented as a practical plan the organization could follow either to create a new annual giving and major gifts program, or to improve and enhance the one it already has. It should include critiques and recommendations for improvement of all components that already exist, and proposals for additions of programs that do not exist.

The paper must fully address both the annual giving program and the major gifts program. If your organization has one program but not the other, it is fine to present the existing program in the "critique and recommend improvements" mode and the other in the "propose a new program" mode. If you leave out one of the programs because it doesn't exist at all, your grade will suffer by 50%.

It is fine (and even recommended) to use the assignments that you have done earlier in the class in your final project. However, be sure to incorporate any feedback I have given you on the earlier assignments. If you merely copy and paste an earlier assignment into the final paper without making any updates, and the earlier assignment did not receive full points, you will lose points on the final paper as well.

The best papers are specific and thorough, and include all the components noted in the sample outline. I won't critique your paper before your final submission – that wouldn't be fair to the other students. But if you have specific questions about whether or how to address something in the paper, feel free to contact me and I will try to help you work through it.

Submit your paper by **December 13.** Late submissions will not be accepted.

| Criteria | *120 points - Exceeds Standards* | *96 points - Meets Standards* | *72 points - Below Standards* |
|---|---|---|---|
| Assessment | Program assessment shows good analytical approach; analysis is based on principles provided in course materials. | Program is described, but analysis is not applied is a thorough manner | No assessment is provided. |
| Plan | Plan is thorough, addresses both annual and major gifts, and includes specific action items. | Plan is fairly complete, but may be missing one or two items. Suggestions are general. | Plan is minimal and inadequate. |
| Proposals | Proposed improvements are linked to assessment and show ability to apply course principles. | Recommendations are general and not clearly connected to course materials. | Shows no evidence participant understands the key points. |
| Criteria | *30 points - Exceeds Standards* | *24 points - Meets Standards* | *10 points - Below Standards* |
| Quality of Writing | Organized, concise, clearly written in understandable language. Free of typos and grammatical errors. | Writing is adequate and well organized. Document has been checked for spelling and grammatical errors. | Writing is poor, unclear, and disorganized. There are multiple typos or grammatical errors. |

## 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).

**Attendance Policy for Undergraduate Courses**

Attendance and participation are vital. Thus, students are expected to attend every class session, and to arrive on time – tardiness is undesirable and disruptive to your fellow classmates. This course has a strict requirement of documented, advance notification. If you are unable to attend any class session, you are to inform me (preferably by email) ***prior to*** that session. You need to provide a reason for your absence. Failure to provide advance notification will result in an unexcused absence. Be advised that poor attendance can affect your grade adversely

**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