

# School of Business and Nonprofit Management

## Course Syllabus

**Course:** 5770, *Fundraising Principles for Nonprofit Organization, A2*

**Academic Year:** 2013/14      **Semester/Quad:** Fall A

**Credit Hours:** 2

**Prerequisites:** None

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**Instructor:** *Meghann Beer, Nonprofit Consultant*

**Phone:** 773-244-6270 (*SBNM Office*)

**Email:** [mfbeer@northpark.edu](mailto:mfbeer@northpark.edu) (I prefer if you contact me by email.)

**Availability:**

You can always contact me by email with questions or concerns. I am also usually available by appointment before class. If you have questions or concerns that you would like to meet with me about please email me to schedule an appointment. I will use Moodle to post course materials and information. Please check Moodle regularly.

**Course Description:**

This course will cover the fundamentals of effective resource development (fundraising) as they pertain to nonprofit organizations and nonprofit management positions. 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.

**Introductory Comments:**

The theory behind fundraising has emerged in recent years to provide the basis for what has been practiced for centuries. This work is certainly formative and much remains to be done to build the field to greater breadth and depth of understanding. Several research studies from other academic disciplines have provided a context for fundraising research, including Social Science, Ethics, Religious Studies, Law, Education, Psychology, Economics, Marketing, Public Relations, History, and Communications. Taken together, the research being done explicitly in this new field and that from the edges of other disciplines provides a rich basis for the curriculum offered in this course.

As is the case for most theory courses, the practical aspects of the field can easily be lost without a very intentional plan. Furthermore, theory outside of the context of practice can be difficult to learn, retain, and apply to real life situations. For this reason, students who register for this class are **required to have access to a nonprofit organization that they can use both as a subject for class discussions and in course assignments**. Students should be prepared to start studying the selected nonprofit in the first week of class. Contacting the representatives of the nonprofit organization before class starts is highly recommended. Please contact Professor Beer immediately with questions.

## Course Materials:

### REQUIRED

#### **Textbooks(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.

#### **Articles & Cases:**

Provided via Moodle; supplemental reading is required unless otherwise noted.

### OPTIONAL

#### **Textbook(s):**

Fischer, Marilyn (2000) *Ethical Decision-Making in Fundraising*. New York: 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.

#### **Articles & Cases:**

Provided via Moodle, if applicable.

### RESOURCES

#### **Websites that are helpful for this course:**

Association of Fundraising Professionals - <http://www.afpnet.org/>

Chronicle of Philanthropy - <http://philanthropy.com>

GuideStar - <https://www.guidestar.org/>

Philanthropy Journal - <http://www.philanthropyjournal.org>

Philanthropy News Digest - <http://foundationcenter.org/pnd/>

The Nonprofit Quarterly - <http://www.nonprofitquarterly.org>

The NonProfit Times - <http://www.nptimes.com>

### **Essential IDEA Objectives:**

1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Learning fundamental principles, generalizations, or theories.
3. Learning to apply course material (to improve thinking, problem solving, and decisions).

### **Specific Course Objectives:**

By the completion of the course students will

- Know the principles and "best practices" of fundraising
- Describe the philosophy of philanthropy and the various motivations for giving
- Identify parameters within which nonprofit managers raise funds
- Explain the historical, organizational, legal, ethical, and theoretical contexts of fundraising
- Define the fundraising process (research, planning, cultivation, solicitation, stewardship, and evaluation)
- Outline the process of raising gifts
- Examine how to "ready" an organization for an effective fundraising program

### Course Methodology:

This course will include lectures, interactive in-class discussions, case study reviews, small group discussions, in-class presentations, and analytical writing.

Lectures will be designed to maximize student interaction – so be prepared with questions, reactions, responses, suggestions, objections and other examples as we discuss the material. At times we will also do activities in class, such as discussing case studies. You are expected to come prepared and participate fully in these activities. The activities are designed to help you better understand the topic, explore issues, apply ideas, and practice management tools.

### 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	<b>Aug. 27</b>	<b>Introduction to Fundraising</b> Topics: <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Why do you give?</li> <li>• Resources available (including the NPU library)</li> <li>• NPO -- NGO Sector</li> <li>• Diversity of Gift Revenue Stream</li> <li>• GIVING USA data</li> <li>• The Commons</li> <li>• Constituency Circle</li> <li>• Charity vs. Philanthropy</li> <li>• Donor Pyramid</li> <li>• Marketing and Branding</li> <li>• History of Fundraising</li> </ul>	<b>Readings to be completed for this class:</b> <ul style="list-style-type: none"> <li>• Giving USA Presentation (Moodle: review after class)</li> <li>• Carnegie, The Gospel of Wealth. 1889 (Moodle)</li> <li>• Lindahl, Preface and Chapter 1 &amp; 4</li> <li>• Ostrower, Why the Wealthy Give 1995. Introduction – Chapter 3</li> <li>• Constituency Model</li> </ul> <b>Assignment #1 to be completed by next session:</b> <ul style="list-style-type: none"> <li>• <i>Analyze a Philanthropist</i></li> <li>• <i>Introduction to your Nonprofit</i></li> </ul>
2	<b>Sept. 3</b>	<b>Motivations for Giving</b> Topics: <ul style="list-style-type: none"> <li>• Sources of funding for nonprofit organizations</li> <li>• Types of gifts</li> <li>• Case for support</li> <li>• Perspectives on Philanthropy (Carnegie vs. Gates vs. other philanthropists)</li> <li>• Motivations for giving</li> <li>• Giving as a part of an elite social structure</li> </ul>	<b>Readings to be completed for this class:</b> <ul style="list-style-type: none"> <li>• Philanthropist bios (Carnegie, Gates, Franklin, Walker, Sage) (Moodle)</li> <li>• Gates on Giving Now (Moodle)</li> <li>• Ostrower, Why the Wealthy Give 1995. Chapter 4 - Conclusion</li> <li>• Lindahl, Chapter 2 &amp; 3</li> <li>• Case for Support Samples (if you can get an example from the organization that you are working with, bring it to class)</li> </ul> <b>Assignment #2 to be completed by next session:</b> <ul style="list-style-type: none"> <li>• <i>Organizational Fundraising Profile</i></li> </ul>

Week	Dates	Topics	Assignment(s)
3	<b>Sept. 10</b>	<b>Theories of Fundraising</b> Topics: <ul style="list-style-type: none"> <li>• System Theory: Autonomy and Accountability</li> <li>• Social Exchange</li> <li>• Group Persuasion/Cialdini's theories</li> <li>• Other Fundraising Theories</li> <li>• Economics of Fundraising</li> <li>• Basic time value of money</li> <li>• Percent Fund Raising Cost Issues</li> <li>• Networking/donor conversations</li> </ul>	<b>Readings to be completed for this class:</b> <ul style="list-style-type: none"> <li>• Bowman, Should Donors Care About Overhead Costs? Do they Care? (Moodle)</li> <li>• Cialdini, The Power of Persuasion (Moodle)</li> <li>• Philanthropy Matters, The Rating Game (Moodle)</li> <li>• Lindahl, Chapter 5</li> </ul> <b>Self Assessment of Class Participation due at end of this session.</b>  <b>Assignment #3 to be completed by next session:</b> <ul style="list-style-type: none"> <li>• <i>Motivations of the Top 5 Individual Donors of your Nonprofit</i></li> </ul>
4	<b>Sept. 17</b>	<b>Legal and Accounting Issues</b> Topics: <ul style="list-style-type: none"> <li>• Legal Issues</li> <li>• Free Speech Issues</li> <li>• IRS Regulations</li> <li>• FASB Standards</li> <li>• Endowments</li> <li>• 990 Forms</li> <li>• Education vs. Solicitation</li> <li>• Gifts in Kind</li> <li>• Gift Acceptance Policy</li> </ul>	<b>Readings to be completed for this class:</b> <ul style="list-style-type: none"> <li>• Larkin article (Moodle)</li> <li>• Froelich article (Moodle)</li> <li>• IRS, Charitable Contributions: Pub. 1771 (Moodle)</li> <li>• Guidestar article: The Gift Acceptance Policy (Moodle)</li> <li>• Lindahl Chapter 6</li> </ul> <b>Assignment #4 to be completed by next session:</b> <ul style="list-style-type: none"> <li>• <i>Gift Acceptance Policy</i></li> </ul>
5	<b>Sept. 24</b>	<b>Fundraising Process</b> Topics: <ul style="list-style-type: none"> <li>• Models: Sales; Product; Marketing</li> <li>• Process of Fundraising (Research, Planning, Cultivation, Solicitation, Stewardship, Evaluation)</li> <li>• Fundraising Program Reporting</li> <li>• Boards and Fundraising</li> </ul>	<b>Readings to be completed for this class:</b> <ul style="list-style-type: none"> <li>• Gifford, Banishing your expectation...(Moodle)</li> <li>• Dupree, Measuring performance (Moodle)</li> <li>• Lindahl, Multiyear Evaluation of Fundraising Performance (Moodle)</li> <li>• Lindahl, Chapter 7 &amp; 8</li> <li>• Examples of fundraising reports—(if you can get an example from the organization that you are working with, bring it to class)</li> </ul> <b>Assignment #5 to be completed by next session:</b> <ul style="list-style-type: none"> <li>• <i>Organizational Fundraising History</i></li> </ul>

Week	Dates	Topics	Assignment(s)
6	<b>Oct. 1</b>	<b>Ethics and Religious Fundraising</b> Topics: <ul style="list-style-type: none"> <li>Religious Fundraising</li> <li>Fundraising among diverse populations</li> <li>Ethics</li> <li>Case Study: Shark Fundraising Case</li> </ul>	<b>Readings to be completed for this class:</b> <ul style="list-style-type: none"> <li>Donor Bill of Rights, AFP (Moodle)</li> <li>Lindahl, Ethical Issues in Fundraising (Moodle)</li> <li>Fischer, Marilyn; Ethical Decision Making in Fund Raising (Moodle)</li> <li>Aramony article in NonProfit Times (Moodle)</li> <li>Shark Fundraising Case Study (Moodle)</li> <li>Lindahl, Chapters 9, 10, &amp; 11</li> </ul> <b>Assignment #6 to be completed by next session:</b> <ul style="list-style-type: none"> <li><i>Organizational Ethics</i></li> </ul>
7	<b>Oct. 8</b>	<b>Organizing for Fundraising</b> Topics: <ul style="list-style-type: none"> <li>Fundraising Process as a part of overall organization</li> <li>Consider the role of the CEO or ED or President in fundraising</li> <li>Organizational Structure/Central - Decentral</li> <li>Readiness for Fundraising - strengths/weakness</li> <li>Fundraising as a Profession</li> <li>Trends in Fundraising</li> </ul>	<b>Readings to be completed for this class:</b> <ul style="list-style-type: none"> <li>Hall, The Decentralization of Development (Moodle)</li> <li>The Business of Giving (Moodle)</li> <li>Lindahl Chapter 12</li> <li></li> </ul> <b>Final Exam (in class)</b>

#### Grading:

ASSIGNMENT	POINTS	GRADE %
<b>Class Participation</b>	<b>105</b> (15/week)	<b>21%</b>
<b>News Article Presentation</b>	<b>15</b>	<b>3%</b>
<b>Learning Portfolio:</b>	<b>240</b>	<b>48%</b>
Assignment 1	40	8%
Assignment 2	40	8%
Assignment 3	40	8%
Assignment 4	40	8%
Assignment 5	40	8%
Assignment 6	40	8%
<b>Final Exam</b>	<b>140</b>	<b>28%</b>
<b>TOTAL</b>	<b>500</b>	<b>100%</b>

#### Grade Mapping:

Numeric Grade	Letter Grade	Numeric Grade	Letter Grade	Numeric Grade	Letter Grade
475 - 500	A (95-100%)	400 - 414	B- (80-82%)	335 - 349	D+ (67-70%)
450 - 474	A- (90-94%)	385 - 399	C+ (77-79%)	315 - 334	D (63-66%)
435 - 449	B+ (87-89%)	365 - 384	C (73-76%)	300 - 314	D- (60-63%)
415 - 434	B (83-86%)	350 - 364	C- (70-72%)	299 - 0	F (<60%)

### **Assignment Grading Policies:**

All assignments are due on the dates indicated and will be collected at the beginning of the class session (or emailed to [mfbeer@northpark.edu](mailto:mfbeer@northpark.edu) before class begins).

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.

### **Student Responsibilities:**

#### **1. Active and informed participation in class discussion including a news article presentation.**

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 and completion of all assignments.**

The portfolio is a collection of assignments that relate to the nonprofit organization you have chosen as your case study for the class. Assignments will involve exploring an aspect of fundraising theory in a practical context.

#### **3. Final Exam**

An in-class comprehensive final exam will be used to assess student achievement of course objectives.

### **Instructor Responsibilities:**

1. Design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.
2. Provide updated information and relevant resources for the various topics.
3. Read and critically assess students' assignments and provide feedback within 7-10 days of receipt.
4. Facilitate a student-centered course experience, which focuses on student learning.
5. Respond to all student e-mails and phone calls within 48 hours.

## **ASSIGNMENT SPECIFICATIONS**

### **Overview:**

- 1. Class Participation (15 points per class = 105 points)**
- 2. News Article Presentation (15 points)**
- 3. Learning Portfolio: 6 weekly assignments (40 points each = 240 points)**
- 4. Final Exam (140 points)**

### **CLASS PARTICIPATION**

#### **Assignment Specifications:**

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. You are required to come to class having read the assigned material for the day and to actively participate in all class activities and discussions. Your class participation will be graded on a weekly basis according to the following criteria. **(15 points per week = 105 points)**

<i>15 -14 points (100% - 93%)</i>	<i>13-12 points (86% - 80%)</i>	<i>11-9 points (73% - 60%)</i>	<i>8 – 1 points (53% - or less)</i>	<i>0 points</i>
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.

### News Article Presentation

<b>Assignment Specifications:</b>				
Each student must sign up for one of the course topics and find a recent news article (within the last 3 months) relevant to the topic we are discussing. Come to class prepared to share a brief 5-minute synopsis of the article and its relevance with the class. You will be responsible for facilitating a brief (5 minute) conversation about the article with the class. You can use relevant nonprofit media sources such as: Chronicle of Philanthropy, The Nonprofit Quarterly, and the NonProfit Times. There also may be relevant articles in business journals or other news sources. All articles should be posted on Moodle before class. <b>(15 points)</b>				
<i>15 -14 points (100% - 93%)</i>	<i>13-12 points (86% - 80%)</i>	<i>11-9 points (73% - 60%)</i>	<i>8 – 1 points (53% - or less)</i>	<i>0 points</i>
Student clearly presents the key points for an article that is relevant to the topic. Student applies concepts from class readings to the article and demonstrates understanding of the material. Facilitates a thoughtful conversation about the article and the topic.	Student clearly presents the article that is relevant to the topic but only minimally applies the course reading and materials to the article. Facilitates a conversation about the article.	Presentation lacks clarity or connection to the topic. Does not apply the course readings to the article.	Student has an article but is unprepared for the presentation and is unable to connect the article to the topic.	Assignment is not completed.

## LEARNING PORTFOLIO

### Assignment Specifications:

The portfolio is a collection of six assignments that relate to the particular nonprofit organization the student has chosen as their case study for the course. The assignments will involve exploring an aspect of fundraising theory in a practical context. For each assignment you must analyze the nonprofit organization that you have chosen for the course. See details for each assignment below.

<i>A/A- 40-36pts (100% - 90%)</i>	<i>B+/B- 35-32pts (88% - 80%)</i>	<i>C+/C- 31-28pts (78% - 70%)</i>	<i>D+/D- 27- 1pts (68% or less )</i>	<i>F - 0pts</i>
Excellent analysis and well-supported conclusions. Demonstrates complex understanding of the topic and familiarity with supporting sources (readings, class presentations). Fully and clearly responded to question(s) asked. Well written with no errors (spelling, sentence fragments, unclear sentences etc.).	Good analysis and well-supported conclusions. Demonstrates correct understanding of topic and familiarity with most supporting sources (readings, class presentations). Moderately well-written with few errors.	Content may show either less than thorough familiarity with the topic or bulk of supporting sources, is not fully responsive to the question(s) asked, or is poorly written.	Demonstrates lack of understanding of the concepts, little connection to the supporting sources, or does not address the questions asked. Extremely poorly written (major mistakes made), without complete thoughts, proper punctuation or sentence structure.	Assignment not completed before the end of the course.

### Other Information:

Each assignment will be worth **40 points (6 X 40= 240 total)**. 40 points will only be given for exceptionally well-written papers.

Instructions and a rubric are listed for each assignment below. In addition to content-related rubric, grades will be assigned based on quality, grammar, alignment to APA standards, and page limits.

**Notes on page limits:** If a donor asks for a specific number of pages in order to consider funding a project, that is what they plan to read. Accordingly, page limits for papers are the maximum number allowed but do not include cover page, abstract, and reference pages. Brevity can be challenging and necessary in fundraising. Points will be deducted for papers that exceed page limits or won't be taken into account for grading. **All assignments should be single spaced, with 1-inch margins.**

All assignments are due on the dates indicated and will be collected at the beginning of the class session (or emailed to [mfbeer@northpark.edu](mailto:mfbeer@northpark.edu) before class begins).

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.

## **LEARNING PORTFOLIO ASSIGNMENT #1: Analyze a Philanthropist and Introduction to your Nonprofit**

### **Assignment Specifications:**

**Part 1: Choose a Philanthropist** that interests you.

1. What are their accomplishments and what are they known for? (10 points)
2. Explain how they represent what you read in the Gospel of Wealth and Why the Wealthy Give. Give examples. (10 points)

- Use correct grammar and proofread for typos. Cite and document references.

- Limit 2 pages total (see notes on page limits above, for all papers).

- 20 points total

### **Part 2: Introduce your nonprofit**

1. What is the name of the organization you will use as your case study in your learning portfolio? Introduce the nonprofit organization: mission, age, size, location, type of nonprofit, or other critical information. What is your initial impression of the state of their fundraising efforts? (10 points)

2. Explain your connection to this organization. Who will you talk with at this organization (name/title) to gather information regarding their fundraising efforts for your learning portfolio and what is your interview plan? Include the names of at least two people to be interviewed, the type of interview (e.g. - phone/in-person), how often, the purpose of interviews, and key deadlines for the project. (10 points)

- Use correct grammar and proofread for typos. Cite and document references.

- Limit 2 pages

- 20 points total

- 40 points total for the assignment

## **LEARNING PORTFOLIO ASSIGNMENT #2: Organizational Fundraising Profile**

### **Assignment Specifications:**

Continue to analyze your selected nonprofit organization (you will need to keep the same organization throughout the preparation of the learning portfolio). Analyze the sources of gifts over a fixed period of time for 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. Description of the basic sources for funding (Examples include alumni, grateful patients, attendees, board members, corporations, foundations, etc.). How much is typically raised from each source each year? Use actual dollars and percentages. (10 points)

2. How is the fundraising organized to reach each source (number of staff, titles for staff, use of volunteers, CEO involvement, etc?) What types of fundraising activities do they perform to raise money from each source? (10 points)

3. Complete a constituency model chart for this organization referencing the sample model provided. The inner-rings represent groups of individuals or organizations who are closest to the organization (for fundraising purposes). The outer rings are less close. List at least 8 groups in a logical order. (10 points)

4. Is there an official case statement for support to the organization (or recent fundraising campaign)? If so, summarize the case in one paragraph and analyze its strengths and weaknesses. If not, write a draft paragraph that will inspire support from your constituents and explain the rationale for what you included and why. (10 points)

- Use correct grammar and proofread for typos. Cite and document references.

- Limit 6 pages

- 40 points total

### **LEARNING PORTFOLIO ASSIGNMENT #3: *Motivations of the Top 5 Individual Donors of your Nonprofit***

#### **Assignment Specifications:**

To prepare for the assignment, interview the executive director or development officer of your nonprofit organization in order to learn about the top ten individual/family donors. Please do not include corporate or foundation donors, unless it is a family foundation. Explore the possible motivations for giving of each of these donors. Consider how their motivations are similar and how they are different.

Select five of the top ten individual (not a corporation or foundation) donors at your organization and relate their 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 by giving them pseudonyms or just using their initials in the report and class discussion.

#### **The outline for the assignment should be as follows:**

1. Description of the motivations for giving for each of five donors (without names mentioned). (8 points)
2. Description of how these relate to the theory and ideas from class discussions and texts. (8 points)
3. Does the theory work in practice? (8 points)
4. How are you personally motivated to give? What factors can influence your own personal giving? (8 points)
5. Basing your answer in theory, how does your organization currently deal with these different motivations and how could your nonprofit organization do a better job of motivating individual donors to give? (8 points)

- Use correct grammar and proofread for typos. Cite and document references.

- Limit 5 pages

- 40 points total

### **LEARNING PORTFOLIO ASSIGNMENT #4: *Gift Acceptance Policy***

#### **Assignment Specifications:**

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 and include an explanation of your rationale for what you included and why. In both cases you should apply the best practices covered in the course readings and research best practices and sample gift acceptance policies to supplement the course materials. Cite all sources used.

#### **The outline for the assignment should be as follows:**

1. Clearly indicate if the assignment is a critique of the existing policy, or if you are drafting a new policy. If you are critiquing an existing policy, you must include the existing policy in your assignment.
2. The gift acceptance policy is complete (new policy, or critique and revision). At least five possible gift types are referenced in the policy or critique. (20 points)
3. The policy is logically stated, or specific suggestions are included in the critique. (5 points)
4. The policy reflects the organization's needs, or specific suggestions have been made in the critique; different organizations will have different policies so include an explanation of your rationale. (10 points)
5. The policy can be easily understood by donors, or specific suggestions have been made in the critique. (5 points)

- Use correct grammar and proofread for typos. Cite and document references.

- No page limit. The number of pages will vary. For new policies or revised policies, a minimum of 8 pages is recommended, although many gift acceptance policies are well past 30 pages.

- 40 points total

## LEARNING PORTFOLIO ASSIGNMENT #5: Organizational Fundraising History

### Assignment Specifications:

**Part 1:** Explore the history of fundraising at the organization you have selected.

1. Report which of the three models of fundraising (sales, product or marketing orientation) your organization uses now and has utilized in the past. Give examples of actual events. (10 points)
2. Identify at least four milestones or key events in the organization's history, which shaped its fundraising strategies. (10 points)

- Use correct grammar and proofread for typos. Cite and document references.

- Limit 4 pages

- 20 points total

**Part 2:** Evaluate the organization's cycle of fundraising.

1. Does the organization effectively move through steps in the fundraising cycle (research through evaluation)? What are your suggestions for improvement? (10 points)
2. Are there times in the organization's history when specific steps in the fundraising cycle have been followed more closely? Explain why and the implications for the organization. (10 points)

- Use correct grammar and proofread for typos. Cite and document references.

- Limit 4 pages

- 20 points total

- 40 points total for the assignment

## LEARNING PORTFOLIO ASSIGNMENT #6: Organizational Ethics

### Assignment Specifications:

Conduct an interview with the executive director or director of development to find out the ethical dilemmas faced by the organization regarding fundraising over the past few years.

### The outline for the assignment should be as follows:

1. Does the organization follow a "donor's rights" statement? How does your organization deal with ethical dilemmas regarding fundraising? (20 points)
2. 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? (20 points)

- Use correct grammar and proofread for typos. Cite and document references.

- Limit 4 pages

- 40 points total

## FINAL EXAM

### Assignment Specifications:

An in-class comprehensive final exam will be used to assess student achievement of course objectives.

The final examination will be worth **140 points**.

A/A- 140 – 126 pts (100% - 90%)	B+/B- 125 - 112pts (89% - 80%)	C+/C- 111 - 98pts (79% - 70%)	D+/D- 97-84pts (69% - 60%)	F - 83 - 0 pts (59% - 0%)
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# 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 two weeks 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 refund policy outlined in the University Catalog.

## **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>