Lives of Significance and Service
NORTH PARK UNIVERSITY CHICAGO

School of Business and Nonprofit Management
Course Syllabus

Course: 5770, Fundraising Principles for Nonprofit Organization – updated 7/20/13
Academic Year: 2013/14 **Semester/Quad:** Fall Quad A
Credit Hours: 2
Prerequisites: None

Instructor: *Shannon Stubblefield*
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Adjunct Professor
School of Business & Nonprofit Management
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Availability:

Emails and phone calls returned within 24 hours
Skype or Facetime available if needed; please contact me directly to arrange

Please note: I'll be active on the discussion forums at least three times per week – usually Tuesday, Thursday, and Saturday – and recommend that students choose to be active at least three days per week as well. Many weeks, I'll be on the board more frequently as the flow of the course guides natural discussion. The course 'week' will begin on Sunday and end on Saturday.

Course Description:

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

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 areas 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 practice context can be difficult to learn, retain, and apply to real life situations. For this reason, participants who register for this class are required to have access to a nonprofit organization for which they can both use 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 Stubblefield immediately with questions.

Course Materials:

REQUIRED

Textbook(s):

Note: If texts are not available in the book store, please look elsewhere

Lindahl, Wesley E. (2009) Principles of Fundraising: Theory and Practice. Sudbury, MA: Jones and Bartlett Publishers.

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

Articles & Cases:

provided via Moodle; most supplemental reading is required

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. (2003).Eugene Tempel, Editor. Hank Rosso's Achieving Excellence in Fund Rising. San Francisco, CA: Jossey-Bass.

Articles & Cases:

provided via Moodle, if applicable

RESOURCES

Websites that are helpful for this course:

Guidestar.org
Chronicle of Philanthropy (online and print)

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

- Name 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 for nonprofits
- 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:

Weekly teaching and learning will be based on assigned readings, participation in the discussion board, written assignments, and supplemental activities. Questions will be posted on the course site for each week to stimulate the discussion. Responses need not be directed to the course facilitator but can and should be in response to the thoughts and ideas of other students as well. Through completion of weekly assignments, students will finish the course with a learning portfolio of assignments for the selected nonprofit. Finally, students will complete a final exam to demonstrate concepts learned in class.

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	Mon Aug 26 to Sat Aug 31	Introduction to Fundraising • Why do you give? • Resources available (including the NPU library) • NPO – NGO Sector • GIVING USA data • The Commons • Constituency Circle • Charity vs. Philanthropy • Donor Pyramid • Marketing and Branding • History of Fundraising • Diversity of Gift Revenue Stream	Reading • Giving USA Presentation • Ostrower text • Excerpts from The Gospel of Wealth: Chapter 1 only (other chapters are optional) • Lindahl Preface • Lindahl Chapter 1: Principles of Fundraising • Lindahl Chapter 4: History of Fundraising Large Group Discussion Board Assignment 1 due on the last day of the week by midnight CST
2	Sun Sept 1 to Sat Sept7	Motivations for Giving • Sources of funding for nonprofit organizations • Types of gifts • Case for support • Perspectives on Philanthropy (Carnegie vs. Gates vs. other philanthropists) • Motivations for giving • Giving as a part of an elite social structure	Reading • Philanthropist bios and online information: Carnegie, Gates, Franklin, Walker, Sage • Gates on Giving Now • Ostrower, Why the Wealthy Give • Samples – Case for Support • Lindahl Chapter 2: Individual Donor Motivations • Lindahl Chapter 3: Corporate and Foundation Fundraising • Constituency Model Large Group Discussion Board Assignment 2 due on the last day of the week by midnight CST
3	Sun Sept 8 To Sat Sept 14	Theories of Fundraising • System Theory • Social Exchange • Group Persuasion/Cialdini's theories • Other Fundraising Theories • Economics of Fundraising • Basic time value of money • Percent Fund Raising Cost Issues • Networking/donor conversations	Reading • Bowman, Should Donors Care About Overhead Costs? Do They Care? • Cialdini, The Power of Persuasion • The Rating Game PDF • Lindahl Chapter 5: Theories of Fundraising Small Group Wiki Exercise Assignment 3 due on the last day of the week by midnight CST
4	Sun Sept 15 to Sat Sept 21	Legal and Accounting issues • Legal Issues • Free Speech Issues • IRS Regulations	Reading • Larkin article • Froelich article • IRS, Charitable Contributions: IRS

Week	Dates	Topics	Assignment(s)
		• FASB Standards • Endowments • 990 Forms • Education vs. Solicitation • Gifts in Kind • Gift Acceptance Policy	Publication 1771 • Guidestar article: The Gift Acceptance Policy: What Is It, and Why Does Your Organization Need It? • Lindahl Chapter 6: Government Regulation of Fundraising and Charitable Giving Large Group Discussion Board & Wiki Comments Assignment 4 due on the last day of the week by midnight CST
5	Sun Sept 22 to Sat Sept 28	Fundraising Process • Boards and Fundraising • Models: Sales; Product; Marketing • Fundraising Program Reporting • Process of Fundraising (Research, Planning, Cultivation, Solicitation, Stewardship, Evaluation)	Reading • Lindahl, Multiyear Evaluation of Fundraising Performance (NOTE: this is an article) • Dupree, Measuring performance • Gifford, Banishing your expectations (Part 1 and Part 2) • Lindahl Chapter 7: The Fundraising Process • Lindahl Chapter 8: Boards and Fundraising Large Group Discussion Board Assignment 5 due on the last day of the week by midnight CST
6	Sun Sept 29 to Sat Oct 5	Ethics and Religious Fundraising • Religious Fundraising • Fundraising among diverse populations • Ethics	Reading • Donor Bill of Rights, AFP • Lindahl, Ethical Issues in Fundraising (NOTE: article online, not in text) • Fischer, Marilyn; Ethical Decision Making in Fund Raising • Shark Fundraising at the Foundation • Lindahl Chapter 9: Religious Fundraising • Lindahl Chapter 10: Fundraising Among Diverse Populations • Lindahl Chapter 11: Ethical Practices in Fundraising Small Group Ethics Work Focus on Final Exam, due on the last day of the course

Week	Dates	Topics	Assignment(s)
7	Sun Oct 6 to Sat Oct 12	Organizing for Fundraising • 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/weaknesses • Fundraising as a Profession • Trends in Fundraising	Reading • Hall, The Decentralization of Development (NOTE, you'll need this material for the final exam) • The Business of Giving • William Aramony Is Back On The Streets. • Lindahl Chapter 12: Organizational Issues in Fundraising Large Group Discussion Board Final Exam due online by Sat Oct 12 at midnight CST

Grading:

Assignment	Points	Grade %
Class Participation	15/week = 105 points	26%
Weekly Assignments: Assignment 1 Assignment 2 Assignment 3 Assignment 4 Assignment 5	30/assignment = 150 points	37%
Final Examination	150 points	37%
Total	***405 points***	**100%**

Grade Mapping:

Numeric Grade	Letter Grade	Numeric Grade	Letter Grade	Numeric Grade	Letter Grade
	A (95-100%)		B- (80-82%)		D+ (67-70%)
	A- (90-94%)		C+ (77-79%)		D (63-66%)
	B+ (87-89%)		C (73-76%)		D- (60-63%)
	B (83-86%)		C- (70-72%)		F (<60%)

Assignment Grading Policies:

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 week, unless approved in advance in extreme circumstances. Please reach out with questions on assignment grades.

Please review assignment specifications and rubric before class begins, before selecting a nonprofit organization to study, and before gathering information – and definitely before beginning the assignments.

All assignments are due online (on Moodle, not via email) at end of each week, by midnight CST.

Please take into account page limits, which are for the body of the paper and do not include the cover page, abstract, or references.

Student Responsibilities:

Overall…

Learn.
Help each other learn.
Reach out to fellow students and instructor for support when needed.

1. Participate in all class activities – readings, discussion, and written coursework. Full participation is required. Students will not successfully complete this course without completing the weekly readings and assignments.

2. Engage in active and informed class discussion through the discussion board. Students are expected to manage the learning process. The extent to which the class is valuable will depend much upon the level of personal involvement in learning. Share coursework as appropriate with other students. Some assignments may be posted online for others to see. You may be asked to comment and provide feedback to one another on your work.

3. Complete the weekly written assignments that relate to a particular nonprofit organization selected by the student. Through assignments, students will explore aspects of fundraising theory in a practical context.

4. Complete the final exam.

Instructor Responsibilities:

Overall…

Teach.
Facilitate learning.
Be responsive to students and support learning.

1. Design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.

2. React to student responses and discussion as appropriate in order to clarify important ideas and concepts.

3. Relate relevant resources and updated information for the various topics of interest.

4. Read and critically assess students' assignments, grade the assignment, and provide timely feedback (generally within one week)

ASSIGNMENT SPECIFICATIONS

WEEKLY ONLINE DISCUSSION FORUM

Discussion Forum Specifications:

Each post on the discussion board will be evaluated based on the criteria/point scale below.

Criteria	*point range*	*point range for outstanding post*	*point range for good post*	*point range for poor assignment*
No response.	0			
Single entry; no interaction with other participants' postings evident.	0 – 1	1	1/2	0
The response builds on the ideas of another one or two participants and digs deeper into assignment questions or issues.	0-2	2	1	0
The response integrates multiple views or sources and shows value as a seed for reflection by including other participants' views.	0-3	3	2	1

Other Information:

Rubric is listed for each assignment. 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 she plans 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.

ASSIGNMENT #1

Assignment 1: Introduction to Philanthropy

Assignment Specifications:

Limit 4 pages total (see notes on page limits above, for all papers)
30 points total

Assignment 1A: Introduce your nonprofit and be prepared to discuss the reading from class.
Limit 2 pages
15 points
- What is the name of the organization you will feature in your learning portfolio? Introduce the nonprofit organization: mission, age, size, location, type of nonprofit, or other critical information.
- Who will you talk with at this organization (name/title) to gather information 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.
- Use correct grammar and proofread for typos. Cite and document references.

Assignment 1B: Ostrower Analysis
Limit 2 pages
15 points
Analyze three findings from Why the Wealthy Give (F. Ostrower).

ASSIGNMENT #2

Assignment 2: Organizational Profile

Continue to analyze your selected nonprofit organization (you will need to keep the same organization throughout the preparation of the learning portfolio).

Assignment Specifications:

Limit 4 pages
30 points

Write an organization profile, addressing the points below. Clearly mark each section in your assignment for grading purposes.

10 points: Describe the basic sources of funding. Examples are alumni, grateful patients, attendees, board members, corporations, foundations, etc. How much is typically raised from each source each year? Use actual dollars and percents. 5 points for fundraising sources and 5 points for using dollars/percents

12 points: Describe of how the fundraising is organized. Who is involved in fundraising (number of staff, titles for staff, use of volunteers, CEO involvement, etc.)? 5 points. What types of fundraising activities do they perform to raise money from each source? 7 points.

8 points: 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.

ASSIGNMENT #3

Assignment 3: Top Donors Social Exchange Theory

Assignment Specifications:

Limit 3 pages
30 points

To prepare for the assignment, interview the executive director or development officer 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. Consider how they are similar and how they are different.

To write the paper, select three of these top ten individual or family donors (not a corporation or foundation) to your selected organization to analyze in your paper. Relate the motivations to the theoretical context discussed in class (Carnegie, Gates, Franklin, Walker, Sage, Prince, etc.) and presented in the texts (Lindahl and Ostrower). Please keep names confidential.

10 points: Describe the motivations for giving for each of three (only three, please) donors without names mentioned
10 points: Describe how these relate to the theory and ideas from class discussions and texts. Does the theory work in practice?
5 points: Use at least five different theories in your analysis. At least one theory must include Social Exchange Theory.
5 points: Connect theory and practice using at least five examples

ASSIGNMENT #4

Assignment 4: Gift Acceptance Policy

Assignment Specifications:

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.
30 points

If your selected organization has a gift acceptance policy, critique it in one page 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. In either case, use course materials to understand elements of gift

acceptance policies. Research best practices and sample gift acceptance policies to supplement course materials. Cite all sources used.

The assignment should follow these guidelines; rubric is included for each element:
2 points: 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.
15 points: 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
5 points: the policy is logically stated, or specific suggestions are included in the critique
5 points: the policy reflects the organization's needs, or specific suggestions have been made in the critique; different organizations will have different policies
3 points: the policy can be easily understood by donors, or specific suggestions have been made in the critique

ASSIGNMENT #5

Assignment 5: Fundraising History and Process

Assignment Specifications:

Limit 4 pages
30 points

Assignment 5A: Explore the history of fundraising at the organization you have selected.
15 points: Identify at least four milestones or key events in the organization's history, which shaped its fundraising.

Assignment 5B: Evaluate the organization's cycle of fundraising.
10 points: Does the organization effectively move through steps in the fundraising cycle (research through evaluation)?
5 points: Are there times in the organization's history when specific steps in the fundraising cycle have been followed more closely?

Final Exam

Assignment Specifications:

The Final Exam will be a series of questions, which students will answer in a 12-page paper. The Final Exam questions will be posted online in approximately Week 4, to allow adequate time for research and interviews with your organization representatives.

Limit 12 pages
150 points

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/Campus-Life-and-Services/Disability-Resources