

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>	UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	<b>Department</b> School of Public Administration  <b>College</b> Dorothy F. Schmidt College of Arts and Letters	
<b>Current Course Prefix and Number</b> PAD 6206	<b>Current Course Title</b> Fundraising for Nonprofits	
<i>Syllabus must be attached for ANY changes to current course details. See <a href="#">Guidelines</a>. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
<b>Change title to:</b>  <b>Change prefix</b> <b>From:</b> _____ <b>To:</b> _____ <b>Change course number</b> <b>From:</b> _____ <b>To:</b> _____ <b>Change credits*</b> <b>From:</b> _____ <b>To:</b> _____ <b>Change grading</b> <b>From:</b> _____ <b>To:</b> _____ <b>Academic Service Learning (ASL) **</b> <b>Add</b> <input type="checkbox"/> <b>Remove</b> <input type="checkbox"/>	<b>Change description to:</b>  <b>Change prerequisites/minimum grades to:</b> None (no prerequisite)  <b>Change corequisites to:</b>  <b>Change registration controls to:</b>	Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.
<b>Effective Term/Year for Changes:</b> Spring 2021	<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b> Leslie Leip lleip@fau.edu 954-924-8818		
<b>Approved by</b> Department Chair <u>Alka Sapat</u> College Curriculum Chair <u>[Signature]</u> College Dean <u>[Signature]</u> UGPC Chair <u>[Signature]</u> UGC Chair <u>[Signature]</u> Graduate College Dean <u>Robert W. Stackman Jr.</u> <small>Robert W. Stackman Jr. (Dec 18, 2020 22:16 EST)</small> UFS President _____ Provost _____	<b>Date</b> 10/28/2020 11/17/2020 11/18/2020 Dec 18, 2020 Dec 18, 2020 Dec 18, 2020 _____ _____	

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.

**PAD6206 Fundraising for Nonprofits, 3 credits,  
Spring 2021  
ONLINE CLASS**

Instructor:

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Email:

Phone:

Appointments available upon request

Course Description

The course examines the history, principles, practical applications, and aspects of financial resource development and the ethical responsibilities among individuals, corporations, government funders and public donors that are involved. Explore types of nonprofits, revenue streams, constituency composition, and generational giving.

Course Objectives

A fundraiser is called upon to analyze and understand an organization's resource needs, and develop and implement a plan to meet those needs using specific strategies and techniques. Students in this course will be asked to do the same. Upon successful completion of this course, students will be able to:

1. Explain the role of fundraising in philanthropy and the nonprofit sector
2. Analyze past and current issues in the philanthropic environment
3. Critique, evaluate, modify (where appropriate), and discuss self and peer submissions in addition to outside work
4. Identify the varied contexts and dimensions of professional practice in fundraising
5. Apply a range of principles, techniques and tools to solve practical fundraising problems
6. Analyze and evaluate the fundraising strategies of nonprofits
7. Develop recommendations for improvements to fundraising strategies
8. Explore ethical frameworks in fundraising

Books

Tempel, E. R., Seiler, T.L., and Burlingame, D. F. (2016). *Achieving Excellence in Fundraising*, 4th ed. New Jersey: John Wiley and Sons.

Davis, E. (2012). *Fundraising and the Next Generation*. New Jersey: John Wiley and Sons.

Course Prerequisite:

None

Grading:

Discussion Board	7@ 5 points	35
Assignment #1		5
Assignment #2		20
Assignment #3		5
Assignment #4		30
<u>Assignment #5</u>		<u>5</u>
		100

Alphabetic grades will be assigned based on the following accumulated scores:

Grade	Percent	Points	Grade	Percent	Points	Grade	Percent	Points
A	100%-95%	100-95	A-	94%-90%	94-90	B+	89%-87%	89-87
B	86%-83%	86-83	B-	82%-80%	82-80	C+	79%-77%	79-77
C	76%-73%	76-73	C-	72%-70%	72-70	D+	69%-67%	69-67
D	66%-63%	66-63	D-	62%-60%	62-60	F	59%-0%	59-0

## ASSIGNMENTS

*\*\*Assignments will be graded using rubrics which will be available in Canvas.*

**Discussion Boards:** You will follow the prompt in Canvas regarding the discussion board. Check canvas for prompt availability and due dates. One response will be required. You will find the rubric in Canvas.

Assignment #1: Choose a nonprofit that you will create a fundraising plan for. You are to reach out to them and make sure they are interested and willing to work with you. You must choose a local agency or a state, national, or international organization that has a local chapter in your area. **YOU MUST BE ABLE TO GET ACCESS TO THE ORGANIZATION!**

Submit a 1-2 page document that includes a brief analysis of the organization that includes a discussion on why this organization is being chosen (you work there, you like the cause, etc.) and why they need a fundraising plan. In addition to this information, copy and paste their mission statement into the document and give a link to their website. This is to be written in APA style. **IF YOU ARE HAVING TROUBLE FINDING AN ORGANIZATION YOU MUST LET ME KNOW WELL AHEAD OF TIME!**

**Assignment #2:** You are going to do a critical analysis of a journal article (not a book review but an article). I will give you a choice of several articles, you will be able to see them in Canvas within that assignment.

To effectively complete the critical analysis you should follow this excellent explanation <http://w.vw.uis.edu/ctVwp-content/uploads/sites/76/2013/03/Howtocritiqueajournalarticle.pdf> and see the rubric used for grading this assignment. The paper must be 3-5 pages. The document should be double spaced with one-inch margins and Times New Roman, 12 point font. See the rubric for further criteria.

Assignment #3: You will write a Fundraising Plan Progress Report. This report will be due mid-way through the semester. **It** will be a 2-3 page report discussing the progress of your fundraising plan. See Canvas for more detail.

### **Assignment #4: Create a Fundraising Plan**

You will write a fundraising plan for a nonprofit. The overall plan will cover 2, 3 or 5 years, your decision. You are to provide as much detail as possible. Assignment #1 gives you details about the type of organization to use. Your plan must include the document you wrote in assignment #1 as an appendix. There is no specific outline for this plan but it should be persuasive to your board members. The following are some general pieces of a fundraising plan but you do not have to follow it exactly, make it work for your needs:

- Cover page

- Organizational readiness analysis (description of the checklist, a SWOT analysis, or some other means you have identified)
- Fundraising goals and objectives (they must align with each other)
- Case for support
- Prospect research
- The focus of your fundraising plan (you do not need to do all of these, use what works best for your organization)
  - o Annual fund plan (goals and strategies)
  - o Grants
  - o Planned/special gifts
  - o Events
  - o Direct mail!Telemarketing/E-Giving, etc.
- Stewardship of gifts
- Staff and volunteer involvement and preparation
- Management of prospects and gifts (IT system)
- Task calendar
- Budget
- Evaluation plan

You are encouraged to be as comprehensive as possible BUT this is to fit into no more than 15 pages! This page count does not include references and appendices. The body of the document should be double spaced with one-inch margins and Times New Roman, 12 point font.

Other than the structure, the proposal should be creative and innovative. The final product will be graded on content, organization, spelling and grammar and how well you persuade the need for funds. See the rubric for the criteria.

**Assignment #5:** Reflection Paper

Write a 1-2 page reflection paper. The reflection paper should be an analysis of the semester. This is your opportunity to reflect on what you learned and assimilate all of the information presented this semester. The document should be double spaced with one-inch margins and Times New Roman, 12 point font. See the rubric for further criteria.

**What is a rubric?**

A rubric is not only a way for me to assess your work but it also gives you as the student a guideline for what I am looking for in the assignment. When you view the rubrics for this class you will find the expectations giving you a scale from below average to excellent. By following the rubric for the particular assignment you will know what I am looking for when I grade. There are no rubrics for the quizzes. You will find the rubrics attached to the assignments.

**Required Submissions**

Late work will not be accepted or recognized! "I am having problems with my computer" is not an acceptable excuse. You are responsible for getting your work in on time. We all have computer and internet issues from time to time, therefore plan accordingly and try to submit your work early rather than 5 minutes prior to the deadline.

LATE SUBMISSIONS ARE NOT ACCEPTED.

## Participation

Your active participation is valued and it will make this course more interesting and meaningful for all. You are expected to log into Canvas often.

## Netiquette for Discussion Boards

Many times online communication is relaxed and abbreviated. In the online environment you are expected to be professional and exhibit proper grammar and spelling in your communications. Please be aware that sarcasm may not come across in a positive light; therefore please refrain from using such communication. For those who are new to the online environment, further reading about Netiquette is available in the "Start Here Module" for this class.

## Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at [http://www.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001%20Code%20of%20Academic%20Integrity.pdf).

## Writing Center

Students needing help with their writing skills can contact the University Center for Excellence in Writing (UCEW). The UCEW offers assistance to students in writing course papers. They can help with brainstorming, drafting, grammar, and virtually every step of the writing process. Go to their website at <http://www.fau.edu/UCEW/> to make an in-person or Skype appointment.

## Library and Other Resources

All of the necessary articles that you must read are available through the FAU Library. You can access the library by going to <http://f:lu.edu/library/>. If you are connecting from off campus you must sign in through the EZproxy system. On the left column of the library site you will see the link to log on and a tutorial on EZproxy.

## Technical Difficulties

Because we are dealing with a partial online environment you may encounter technical difficulties. Please do not wait until the last minute to complete your assignments. Plan appropriately. If you do encounter technical difficulties please contact the FAU Help Desk at <http://www.it.w.edu/helpdesk> and submit a ticket. Please notify me if you have extensive trouble so that I am aware. However, please note, I am not a computer technician, I may not be able to fix your problem, you must contact the Help Desk.

## Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is

determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation **in** University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. **It** is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction **in** the student's final course grade as a direct result of such absence.

#### Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few– offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

#### Special accommodations

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with Student Accessibility Services (SAS) --**in** Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or Jupiter, SR III F (561-799-8585)-and follow all OSD procedures. The professor will make any and all reasonable accommodations to ensure student success. More Information available at: <http://www.fau.edu/sas/>.

FAU's ADA Policy is available at: [http://www.fau.edu/eop/ada!ada\\_policy.php](http://www.fau.edu/eop/ada!ada_policy.php)

# Modules and Schedule

SEE CANVAS FOR DUE DATES

## **Module 1                    Introduction**

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### Objectives

1. Review the class requirements & future assignments
2. Explore fundraising in nonprofits (C0#1)

### Lesson Content

- o Watch Introduction Video (1:1-2)

### Assignments

- o Discussion Board Introductions
- o Read Content (plagiarism, tech, libraries)
- o Class Orientation Quiz (failure to complete will result in a loss of points at the end of the class)

## **Module 2                    Context for Fundraising**

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### Objectives

1. Explore and analyze the lexicon and contemporary issues in fundraising and philanthropy (C0#1, C0#2, C0#3)
2. Analyze reasons for giving (C0#1, C0#2, C0#3)
3. Investigate strategies to evaluate nonprofit organizations (C0#2, C0#4)
4. Develop writing and communication skills (C0#2, C0#3)

### Lesson Content

- o Read the Gospel of Wealth (1:2)
- o Read Tempel Ch. 1-6 (2:1-2)
- o Read Davis Appendix A pages 148-154 (2:3)
- o Watch Videos

### Assignments

- o Discussion Board #1 (2:1-2)

**Module 3**                      **Constituents Part 1:**  
**Corporate, Foundations, & Demographics**

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Objectives

1. IdentifY and analyze organizational readiness for fundraising (C0#2, C0#4)
2. Recognize the constituents important in fundraising (C0#4)
3. Develop writing and communication skills (C0#2, C0#3)

Lesson Content

- Read Tempel Ch. 8-13 (3:1-2)
- Read Davis Ch. 5 (3:1-2)
- Watch Video (3:1)

Assignments

- Assignment #1 (3:1,3)
- Discussion Board #2 (3:2-3)

**Module 4**                      **Fundraising Management**  
**& Leadership**

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Objectives

1. Explore the challenges of leadership, organizational development, budgeting and marketing in fundraising (C0#1, C0#2, C0#4, CO#S)
2. IdentifY potential issues facing nonprofits in relation to fundraising (CO#1, C0#2, C0#4, CO#S)
3. Develop writing and communication skills (C0#2, C0#3)

Lesson Content

- Read Tempel Ch. 21-24 (4:1-2)

Assignments

- Discussion Board #3 (4:1-3)



## **Module 5                      Constituents Part 2: The Generations!**

### Objectives

1. Analyze the literature for fundraising strategies and the profession (C0#1, C0#2, C0#4)
2. Recognize the constituents important in fundraising (C0#4)
3. Identify the needs and approaches to giving by different generational constituents (C0#2, C0#4)
4. Develop writing and communication skills (C0#2, C0#3)

### Lesson Content

- Read Tempel Ch. 14-16 (5:1-3)
- Read Davis Ch. 2 & 3 (5:1-3)
- Watch Video (5:2-3)

### Assignments

- Assignment #2 (5:1-4)
- Discussion Board #4 (5:1-4)

## **Module 6                      The Structure of Fundraising**

### Objectives

1. Explore and analyze the lexicon and contemporary issues in fundraising and philanthropy (C0#1, C0#2, C0#3)
2. Examine the use and potential of volunteers (C0#1, C0#2, C0#3)
3. Identify potential issues facing nonprofits in relation to fundraising (C0#1, C0#2, C0#4, C0#5)
4. Develop writing and communication skills (C0#2, C0#3)

### Lesson Content

- Read Tempel Ch. 17-20,33 (6:1-3)
- Read Davis Ch. 4 (6:2)
- Watch Video (6:3)

### Assignments

- Assignment #3 (6:1-3)
- Discussion Board #5 (6:1-3)

## **Module 7                      Solicitation**

### Objectives

1. Explore and analyze the lexicon and contemporary issues in fundraising and philanthropy (CO#1, CO#2, CO#3)
2. Review the varied means for solicitation (CO#4, CO#6)
3. Develop writing and communication skills (CO#2, CO#3)

### Lesson Content

- Read Tempel Ch. 26-29 (7: 1-2)
- Read Davis Ch. 6 (optional)
- Watch Video (7:2)

### Assignments

- Discussion Board #6 (7:1-3)

## **Module 8                      Ethics & Stewardship**

### Objectives

1. Review and identify the involvement of others in the fundraising plan (CO#4, CO#6)
2. Identify steps in stewardship of gifts (CO#4, CO#6)
3. Recognize ethics and accountability in fundraising (CO#6, CO#8)
4. Identify the most efficient fundraising strategies for a nonprofit (CO#4, CO#5, CO#6, CO#7, CO#8)
5. Create a fundraising plan for a nonprofit (CO#4, CO#5, CO#6, CO#7, CO#8)
6. Review and analyze the semester (CO#1, CO#6, CO#8)
7. Develop writing and communication skills (CO#2, CO#3, CO#6, CO#7, CO#8)

### Lesson Content

- Read Tempel Ch. 31, 32, 34,36 (8:1-4)
- Read Davis, Appendix A pages 155-159 (8:2)
- Watch Video (8:2)

### Assignments

- Assignment# 4: Fundraising Plan (8:1-5,7)
- Discussion Board #7 (7:1-3)
- Assignment #5: Reflection Paper (8: 6-7)