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**Course Description:** Non-profit/Fundraising may be the single most important source of insecurity among managers of non-profit/public sector organizations. There are managers who are very good at fundraising; there are those who let others do fundraising for them (through such organizations as the United Way) and, there are managers who wince at the thought of soliciting cash. What do the good fundraisers know? Discovering these facts and ideas is what the course is about.

This non-profit course introduces fundraising concepts and practices used by non-profit/public sector organizations. Together, we will gain some essential insights, skills and experience in organizational analysis and fundraising management for non-profit/public sector organizations. Perhaps the biggest tool to hit the non-profit fundraising community has been the internet. Throughout the course we will look at the role the internet, e-mail, web sites and social media can play in resource development and management also.

The course does not assume that any class member has taken any previous course, or even has any direct experience with fundraising. There will be those who do know something or a great deal, and we will depend on them to help guide the path for everyone.

**Course Objectives:** Since this course deals with understanding and designing fundraising activities and campaigns, we will concentrate on the question: How does a non-profit/public sector organization ensure that its objectives outlined in its programs are financed through means other than grants? You should understand and be able to apply what we develop in the class to an organization as a result of your study in this course.

The specific learning objectives of the course include:

1. Demonstrating and understanding the relationship between non/profit, public and private sector organizations in society.

2. Applying the fundamental concepts of strategic planning for fundraising used by non/profit and public sector organizations to develop an effective fundraising proposal
3. Applying the concepts related fundraising through writing a strategic plan for fundraising and a fundraising proposal for a real organization or for a hypothetical organization in which you are interested.

4. Demonstrating the ability to create an integrated resource development plan.

**Required Texts:**

You will need access on a regular basis to a personal computer armed with a spreadsheet program such as Microsoft Excel or Lotus 1-2-3 and a word processor such as Microsoft Word or Corel's WordPerfect. Additionally you will need to be able to get access to the internet either on campus or at home.

**Suggested Reading:** Daniel Conway and Cecilia Hart Price, Practice of stewardship, Jossey Bass; James M. Greenfield, Fund raising cost effectiveness, Wiley (Be sure you have a floppy disk inside the back cover);Wesley E. Lindahl, Strategic planning for fund raising, Jossey Bass Mary Louise; Mussoline, Small nonprofits, Jossey Bass; Mal Warwick, Five strategies for fundraising success, Jossey Bass

**STUDENTS WITH DISABILITIES:**

The Americans with Disabilities Act (ADA) requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.

**ACADEMIC ADVISING OFFICE**

If you are majoring, or planning to major, in a field taught in the College of Liberal Arts, and if you have not yet obtained a signed degree plan, you should see your Academic Advisor immediately. Degree plans are important and useful to successful progress toward graduation.

**LEARNING ASSESSMENT/COURSE REQUIREMENTS:**

In general, your grade for each assignment will follow these guidelines:

**Grade Standard:**

**A (90-100%)**: Meets all requirements of the assignment in a sound, clear, thorough, and professionally presented manner. Analytic tools are applied appropriately, performed correctly, and interpretations are accurate.

**B (80-89%)**: Meets almost all of the requirements in a sound, clear, thorough, and professionally presented manner; or meets all of the requirements but lacks soundness, clarity, thoroughness, or professional presentation. Analytic tools are mostly applied appropriately, performed correctly, and interpretations are mostly accurate.
C (70-79%): Meets some of the requirements in a sound, clear, thorough, and professionally presented manner; or meets all of the requirements but lacks a combination of soundness, clarity, thoroughness, or professional presentation. Analytic tools are not applied appropriately, or not performed correctly, or interpretations are not accurate.

D or F (<70%): Less than the standard for “C”. Both of these grades are failing. All course requirements must be completed to receive a grade from this course.

Course Requirements:
- Class Attendance and Participation: 30 Points
- Assignments: 40 Points
- Final Projects: 30 Points
- Total: 100 Points

Extra Credit Work: Extra credit work will not be assigned nor allowed under any circumstances.

Assignments: Assignments are a way to work outside of the classroom and are helpful in getting you to focus on a particular issue.

There are a number of assignments to spur your development and understanding of resource development management processes in non-profit/public sectors. In return, I will reward you for your effort. The ground rules are:

1. Make sure you know what you're doing; I assume you do.
2. Make the work legible and understandable if you want the benefit of the doubt.
3. Hand it in on time.

A note about work you hand in: Keep copies of everything you give me; I will hand back graded work but may ask to keep it in my files. Thus if you want copies of your work; make copies. At the end of the course, I will count in your grade only the work for which I have copies.

Quality of Work Expectations:
- It is expected that you treat the assignments and work turned in for this class as you would an assignment as a professional administrator.
- All course assignments must be type written, handwritten copies will not be accepted. Please no binders; a staple in the top left hand corner is very functional.
- Make and keep a copy for yourself of all class assignments you submit to me.
- Late assignments will have one letter grade deducted for each day late.

Final Project

Students Working in Groups: Students may work in groups of not more than three on the final projects. The group may submit one report for the project, but each member of the group must submit an individual essay for the strategic plan.

Fundraising Portfolio (15 points)
Assume for this assignment that you are a development officer in a relatively large nonprofit organization with responsibility for fundraising, direly needed. Write a strategic plan, following
the guidelines we discuss in class, in which you determine the strategic vision and mission, evaluate the environment, and develop specific goals and programs for 1) planned giving through direct mail, telephone and special events, 2) major gifts, and 3) a capital campaign and 4) incorporate and internet strategy for specific parts of the organization's activities the fundraising is geared to support. Design, or state the plan of the design, of all supporting materials you will need to produce and the volunteers and organization participants you will employ in the effort. Calculate a budget for this activity that rests on the most cost effective techniques available. Use common sense.

Individually, write a separate essay of less than 1,000 words explaining your thoughts and impressions of this activity. (5 points)

Presentation (10 points)
Prepare a 20-minute fundraising presentation that will convince funders to contribute to your organization. The presentation should discuss both your strategic plan and fundraising proposal. Be prepared to present in class and answer questions.

ACADEMIC HONESTY:

All responses and worked turned in to the instructor are to be your own personal work product. You are expected to understand and uphold the Academic Honor Code published in the Student Handbook. In addition to information listed in these sources, you are advised that:

1. If, on a rare occasion, you take material that is not yours, from any source whatsoever, and copy it into assignments for this class, you must provide a footnote, endnote, or parenthetical reference to the source of the material. I specifically expect you to use the styleguide of the American Psychological Association.

2. Any material which quotes verbatim from other sources must be enclosed in quotation marks and its source attributed as noted in rule #1 above.

3. Material not taken verbatim from a text but paraphrased must also be attributed as in rule #1.

4. Violations of these rules in any assignment may be subject to a minimum penalty of a grade of zero (0) for the assignment and may result in a grade of "F" for the course.

5. Violations of these rules can also result in administrative removal from the MPA program and the University depending on the instance.

IMPORTANT NOTES

1. Syllabus Disclaimer and Changes. The instructor reserves the right to make changes in the syllabus. Such changes will be announced in class.
2. Attendance Policy. One point is deducted for each absence. Attendance is taken at the beginning of class. Two late appearances are allowed; one point is deducted for each additional late appearance. Students who come late should see me at the breaks to ensure that their attendance is duly noted. No points are deducted for documented medical absences and other allowable absences according to university policies, but, as with all absences, the lack of class attendance will affect student learning and, hence, performance.

3. Late Hand-ins. Acceptance of late hand-ins or postings is at the discretion of the instructor. Points will be deducted for late hand-ins or postings. Some postings may require replies. Replies must be substantive, providing more than merely a statement of liking or not liking something. They should include suggestions for improvement. Replies that are too brief may not receive all points. Points for replies are part of points associated with postings, above.

4. Distance Learning. Electronic, on-line learning may be substituted for in-class lectures. Students are responsible for accessing modules and completing assignments according to announced time tables. As noted earlier, acceptance of late hand-ins or postings is at the discretion of the instructor, and points will be deducted for late hand-ins.

5. Contacting the Instructor. The preferred way of contacting the instructor is through e-mail or during office hours. I check my e-mail almost daily (except when on travel), and will respond. If you send an e-mail, I may ask you for a phone number to contact you for follow-up, if necessary.

6. Student Conduct. Students should conduct themselves in ways that are consistent with promoting an efficient learning environment for themselves and everyone else. Students should be conscientious, helpful, properly motivated to learn, honest, and respectful of others and their opinions at all times. Such conduct is consistent with generally regarded norms of professionalism, including those found in graduate, professional degree programs. Points may be deducted for inappropriate conduct, and students referred to the University for further investigation of the matter.

Students should also familiarize themselves with the university Code of Student Conduct. Academic misconduct includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give an unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructors, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act. Other acts of misconduct are stated in the Code of Student Conduct. Please note that plagiarism is a serious academic offense that may result in a student being expelled from an academic program or institution.

7. Grade Appeal Process. As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to
first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html.

For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Course Outline** (Tentative): I have listed below topics we are planning to cover and a summary of the readings. We will work at a pace that's comfortable given what we are trying to do. We may expand the time in some areas and collapse it in others.

**August 30**  
**Introduction to the course, the syllabus and fundraising**  
We will begin by discussing the organization, philosophy, ground rules and assignments for the class. We will get a better understanding of the role that each class member wants to play in the non-profit/public sector. We will learn about the role of the non-profit/public sector in society and the importance of fundraising.  
**Readings:** Readings Chapter 1 & Appendix 8A Hart.

**Assignment 1 (Due September 13):** Using as only the starting point the website http://nccs.urban.org. (The National Center for Charitable Statistics, a project of the Urban Institute’s Center on Nonprofits and Philanthropy), find out everything you can about the donor environment:  
a. Who gives by region, even state, profession and income class?  
b. What do they give to by types of organizations and the organizations themselves?  
c. Has giving changed over the years?  
d. Where does one look for donor prospects?  
e. List all the source websites that you utilized next to the data reported.

**September 6**  
**Non-profit organizations, their world and the five major fundraising principles.** The non-profit organization has a special place in the economic and social make up of our world. We will look at where they fit into our world, what their world looks like. We will also look at why donors give and the traditional fundraising pyramid is for fundraisers.  
**Readings:** Chapters 1 & 2 in Weinstein; Chapter 5 Hart.

**September 13**  
**The challenges of managing the resource development function.**  
**Readings Chapter 3 Weinstein, Chapters 2 & 3 Hart.**

**September 20**  
**Human resources**  
Chapter 15 Weinstein, Chapter 8 Hart.

**September 27**  
**The case statement and getting your vision out to the public.**
Readings: Chapter 4 Weinstein; Chapters 4, 7, 11, & 14 Hart

Assignment 2 (Due October 11): Write a case statement for giving to your organization and a plan to get this information out to the public.

October 4  Managing information and understanding metrics
Readings: Chapter 5 Weinstein; Chapters 5, 6 & 9 Hart.

October 11  Prospect research and segmentation
Readings: Chapter 6 Weinstein, Chapters 12 & 13 Hart.
Assignment 3 (Due November 15th): Organize (on paper) a plan to transform activists into donors for an organization. Be sure to explain how you plan on recruiting and increasing supporters; how you plan to build an e-mail data base of supports; what you will do to create regular personalized relationships with donors. Please be sure to summarize what you believe will be the programs’ keys to success and that each key is specifically demonstrated.

October 18  Nurturing relationships
Readings: Chapter 7 Weinstein, Chapters 10, 15, 16 and 17 Hart.

October 25  Major gifts - The largest donors are those individuals, philanthropies and corporations that provide the wherewithal to undertake major projects or finance major parts of the organization's activities. They are important and require just as much care in understanding as their gifts deserve. We pay special attention to this area of giving first.
Readings: Chapter 8 Weinstein

November 1  Mail and e-mail fundraising. This section is a group of fairly technical subjects that almost everyone associates with fundraising at one time or another.
Readings: Chapter 9 Weinstein

November 8  Special event fundraisers
Readings: Chapter 11 Weinstein

November 15  Grant writing
Readings: Chapter 12 Weinstein

November 22  Grant writing
Assignment 4 (Due December 6): Write a fundraising (grant) proposal for a nonprofit organization that you and I agree makes sense for you to work with. This proposal should be of sufficient quality to submit to a funder for consideration.

November 29  Planned Giving – At one time this was the fastest growing area of giving and whether the stock market has anything to do with it or not, we don't know, it has slowed down somewhat, BUT this has become an area that cannot be overlooked.
Readings: Chapter 13 Weinstein

December 6  **Capital and endowment campaigns:** We will focus on building an endowment or funding a project in one fell swoop.
  Readings: Chapter 14 Weinstein

December 13  **Reports on the final projects from each of your groups**