Instructor Information:
Name: Douglas Anderson
E-mail: douglas.anderson@usd.edu
Office/teleconference hours: By appointment

Introduction
Hello, I am Douglas Anderson, but you should feel free to call me Doug. I am serving as an adjunct professor at The University of South Dakota teaching courses in the Nonprofit Management program. My day job is serving as the Chief Operating Officer of Camp Fire, a national youth development organization with a focus on outdoor education, camp experiences, afterschool programs, and teen service and leadership. Over fifteen years of my career focused exclusively on fund development including capital campaigns, major gifts, planned giving, fundraising events, and direct mail.

As an adjunct professor, I do not have regular office hours, but please reach out if we need to talk. A mutually agreeable time will be found for us to connect. Please use my University of South Dakota email address, douglas.anderson@usd.edu. I will receive your email regularly. You should expect a response with 24 hours during the week and 48 hours on weekends. Don’t forget that you can also connect with your classmates through D2L email or the instant messaging pager feature. Interaction with your peers should make this a richer learning experience for all involved.

Course Description:
The course serves as an introduction to the art and science of fundraising. After completion you will be familiar with the multiple facets of fundraising. The will include such direct fundraising topics as major gifts, planned giving, capital campaigns, direct response fundraising, grants, special events, online giving strategies, and how to make the “ask.” The course will also cover the back office of fundraising including moves management, creation of case statements, and fundraising planning. While there is no expectation that you will be a fundraising expert by the end of the class, you will have the foundational know how to begin a fundraising career or enhance your current work in the nonprofit space.

Student Learning Outcomes:
By the end of the semester you should be able to:
  • Understand the importance of the Case for Support and how it is utilized in a comprehensive development program
  • Explain the process of gift solicitation or “the ask” and how to overcome the fear of rejection.
  • Cultivate donor involvement and create appropriate stewardship processes to maintain and enhance that involvement.
  • Describe an effective moves management process both through utilizing appropriate technology as well as the steps of the process.
• Defend the necessity of a comprehensive fundraising program vs. the danger of relying on one source.
• Design a staffing structure for an effective fundraising program.
• Discuss effective volunteer engagement in fund development.
• Appreciate why people give and the importance of a donor centric fundraising process.
• Appreciate the history of philanthropy.

These objectives will be measured through the critical thinking, creativity, clarity, and conciseness expressed in your discussion posts, assignments and the final project.

**Required Text:**

Additional readings will be assigned and/or posted through D2L.

**Content Covered:**
Module 1: The Case for Support
Module 2: Why People Give, How to Ask, and the Donor Bill of Rights
Module 3: Fundraising Readiness
Module 4: Moves Management – research, prospecting, cultivating, stewarding, and the technology to make it all happen
Module 5: Volunteer and board engagement
Module 6: Ways of Giving – capital campaigns, major gifts, planned giving, and special events
Module 7: Ways of Giving – grants, direct response, and corporate sponsorships
Module 8: Final Project: The Comprehensive Fundraising Plan

**Schedule:**
Activities, readings, written assignments and exam will be posted on D2L.

**Methods of Instruction & Expectations for Engagement:**
The class is a sixteen-week, online 400/500-level class with regular reading, discussion participation, writing and project requirements. The course is designed for asynchronous activities, meaning you will manage your own schedule. However, there will be scheduled virtual class room sessions to discuss pertinent topics. Attendance will not be required, but those unable to attend will need to have the same discussion through the D2L discussion boards. You will also have a timeline you need to maintain based upon the due dates posted ton the D2L course calendar.

**Reading and participation (144 points):**
You will be expected to:
• Complete the assigned readings on time.
• Keep up with discussions of readings and your online responses.
• Stay current with presentations of the course material.
• Using your critical thinking, creativity, and problem solving skills, to participate in online class discussions about what we have read. You will be expected to provide responses that show you both understand the material and can apply it in your chosen context.
• Discussion posts should include your well thought out response to questions and the materials presented.
• Always be mindful of Netiquette. The university has a document addressing the topic. Please take a look at the expectations of online respect and decorum. A copy of this document is available in the “Getting Started” section of the course.

This is the way that I will look at your discussion in order to give you participation points. Each week, there will be a discussion topic related to the course materials for that week. Students will need to post one response to the instructor’s posting and at least two responses to a classmate’s posts. The following rubric shows what I am looking for in a substantive response.

<table>
<thead>
<tr>
<th>Points</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Consistently plays an active role in discussions</td>
<td>Usually plays an active role in discussions</td>
<td>Sometimes plays an active role in discussions</td>
<td>Rarely or never plays an active role in discussions.</td>
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<td>Comprehension</td>
<td>Consistently makes comments that reflect familiarity with the assigned cases and readings.</td>
<td>Usually makes comments that reflect familiarity with the assigned cases and readings.</td>
<td>Sometimes makes comments that reflect familiarity with the assigned cases and readings.</td>
<td>Rarely or never makes comments that reflect familiarity with the assigned cases and readings.</td>
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<tr>
<td>Interaction</td>
<td>Consistently responds to peer comments and makes substantive contributions to the discussion.</td>
<td>Usually responds to peer comments and makes substantive contributions to the discussion.</td>
<td>Sometimes responds to peer comments and makes substantive contributions to the discussion.</td>
<td>Rarely or never responds to peer comments and makes substantive contributions to the discussion.</td>
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</table>

All responses will be due by Sunday @ 11:59 PM CT. The discussion will be closed after the due date with no late responses accepted.

I will occasionally respond to posts to encourage further thought and reflection. My response should not be taken as an indication of a high or low quality post. Grades will be updated in the Grades section of the course within a week of the closing of the discussion.

Please consider some additional factors that might not be obvious from the above table:

1. Read all of the postings as part of your participation in each discussion. D2L logs how many postings you read, how many you author, how many you respond to, and the like. With this information, I am able to make pretty good assessments of how engaged you are in the threads.
2. If you post 3 or 4 messages and read 10 or 15 out of 150 postings for an individual discussion thread you cannot expect to get a "consistently participates" or "consistently interacts." This performance might better be described as usually or sometimes (depending on how many posts there actually are). Though the 3 or 4 postings might be sufficient, reading only 10 or 15 of 150 entries is not.

3. When making your contributions, think carefully about their fit with the actual assigned discussion topic. For instance, if a thread asks that "Your answer should make reference to course material in regards to the reasons people give," your postings should make explicit mention to this. It should be said that the highest grades, particularly in the comprehension area, will be given to students who think through the substantive fit of their posts and the topic itself.

4. Comments like “good point Jane” or “I agree with Jim, who said that E=MC2” will not receive any credit at all. In order to get points, you have to add some substance to these comments. Think of why you think Jane’s point is good and try your best to connect your assessment of Jane’s comment to the class materials, additional research and the like. In short, add something more than a confirmation that Jane is thoughtful. I do, however, like when students encourage each other. The point is to make contributions to the class beyond making each other feel good.

5. Do not let poor performance in class discussions hinder your grade or feeling of accomplishment in this class. Too often students do very well in their other assignments but drop a grade (or two) because they simply did not participate (or participate very well) in these discussions. If you enjoy facebook, twitter or other social networking sites, you might come to enjoy these discussions. The short story here is to try and enjoy these discussions. They are a meaningful way of communicating your understanding of course material and helping each other succeed in a collaborative environment.

**Writing Assignments (300 points):**
Building upon one another, there will be three writing assignments throughout the semester: a case statement; a compare and contracts of fundraising databases and their moves management functionality; and a direct mail package. Each of these writing assignments is worth 100 points.

- It is reasonable for you to expect feedback on your assignments and exam within one weeks from submission.
- You will receive your graded papers with my comments via the D2L feedback tool.
- Assignment and exam due dates will appear in the course calendar. Specific details for each assignment will be provided in advance.

**Final Project (400 points):**
There will be a final project due at the end of the semester. It will be a comprehensive fundraising plan based upon the nonprofit context of your choice. It is expected that the plan will bring together a significant majority of the topics covered over the course of the semester.
Both the writing assignments and the final exam will use the following rubric for grading purposes.

<table>
<thead>
<tr>
<th>Writing Assignments (100 point scale) and Final Project (400 point scale) Rubric</th>
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<tbody>
<tr>
<td><strong>Writing Assignments 91 – 100</strong></td>
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<tr>
<td><strong>Final Project 361 – 400</strong></td>
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<tr>
<td><strong>Writing Assignments 81 – 90</strong></td>
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<td><strong>Final Project 321 – 360</strong></td>
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<td><strong>Writing Assignments 71 – 80</strong></td>
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<td><strong>Final Project 281 – 320</strong></td>
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<td><strong>Writing Assignments 61 – 70</strong></td>
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<td><strong>Final Project 241 – 280</strong></td>
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<td><strong>Writing Assignments 60 and below</strong></td>
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<td><strong>Final Project 240 and below</strong></td>
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Grading:
There will be two grading scales used for the course. One for graduate students enrolled in POLS 522 and the other for undergraduate students enrolled in POLS 422.

<table>
<thead>
<tr>
<th>Grading Scale:</th>
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<tbody>
<tr>
<td>Graduate Student</td>
<td>Undergraduate Student</td>
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<tr>
<td>POLS 522</td>
<td>POLS 422</td>
</tr>
<tr>
<td>93 – 100%</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>84 – 92%</td>
<td>81 – 89%</td>
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<tr>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>75 – 83%</td>
<td>72 – 80%</td>
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<tr>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>66 – 74%</td>
<td>63 – 71%</td>
</tr>
<tr>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>65% and lower</td>
<td>62% and lower</td>
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<tr>
<td>F</td>
<td>F</td>
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Course Expectations:
Responsible Party Expectations

1. Student
   - Familiarize yourself with all course procedures, assignments and Web etiquette (aka Netiquette).
   - Participate each week in the discussion forums. Through this, it is expected that you will help each other succeed in this class (and beyond where possible).
   - Follow course calendar to remain current with the rest of class and to monitor changes.
   - Check D2L e-mail several times a week to remain current with rest of class.
   - Complete all assignments and the exam on time and contact the instructor prior to scheduling conflicts to seek alternative approach if schedules cannot be kept.
   - Contact the instructor if you have any questions or problems with the material as soon as they arise.

2. Instructor
   - Be accessible to students through D2L e-mail and discussion threads, checking these at least once a day, but please allow 24 hours for a response.
   - Participate in D2L discussions each week.
   - Provide timely feedback on your performance.
   - Return written assignment and exam grades within one week of due date.
   - Help you to identify assignment topics and guide you to available resources.
   - Read and comment on drafts of assignments when asked.

3. USD
   - Provide technical, academic and student support services, as well as information on how to take advantages of these services.

Additional Information:

Professional and Ethical Conduct :: Confidentiality:
Keep in mind that we will be using real organizations made up of real people as our case studies. As such, we must always be professional and ethical. We must respect their personal privacy and their organizational confidentiality. In the course of working with our “adopted” nonprofit organizations, we may come to know things that are not intended for public consumption. As such, we must be mindful of how we share sensitive information with one another and—especially—anyone outside of class. If you have doubts about what you can share, ask the person with whom you are working. Or ask me.

Also, while people at your organization may express gratitude at having your keen insights as your work with them progresses, just because they may agree to work with you, you are but one thing on their very busy radar screens. Technically, their taking you on entitles you to a nominal amount of their time. So express gratitude for their willingness, their time, their attention, their expertise and the information they agree to share with you. I expect you to represent yourselves, this class, me, the Political Science Department and USD in nothing less than the most professional and courteous standards of practice. Because nice matters.

**Board of Regents Policy on Freedom of Learning:**
Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to evaluation unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head and/or dean of the college that offers the class to initiate a review of the evaluation.

**Students with Disabilities:**
Any student who feels s/he may need academic accommodations or may need to access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination or appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. Contact: Disability Services, Room 119 Service Center, (605) 677-6389. Website: [http://www.usd.edu/academics/disability-services](http://www.usd.edu/academics/disability-services). E-mail: dservices@usd.edu.

**USD College of Arts and Sciences Policy on Academic Dishonesty:**
The USD College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook. No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be given a zero for that assignment.

You can and should use the discussion forums on D2L to confer about your assignments with your peers and me. The idea is to help one another brainstorm ideas and offer constructive feedback. No one should feel they are going through this course alone in a vacuum. Participation
plays a considerable role in your final grade. Be mindful of keeping up with discussion threads throughout the semester. The same goes for checking class e-mail. In all, if you check in several times a week you should not miss anything and should be able to keep up at a regular pace.