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

Introduction
Hello, I am Doug Anderson. 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.

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: Fundraising Ethics and Why People Give
Module 2: The Case for Support
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, and written assignments 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 and answer questions. Attendance will not be required, but it will help students come to a fuller understanding of the content. You will also have a timeline you need to maintain based upon the due dates posted on the course schedule.

Each student will be expected to choose a nonprofit organization they will utilize in discussions, assignments, and projects throughout the course. If you currently work or volunteer for a nonprofit organization, I would highly suggest you choose to use that one. The course will be easier to manage and more fulfilling if you are able to use the same organization throughout the course.
**Reading, discussion questions, and short assignments (172 points):**

Discussion Questions – 9 points per week (72 points)
Short Assignments – 20 points each (100 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 post question responses should include your well thought out response to questions and the materials presented.
- Short assignments should be thorough, well thought out and show you grasp the material.
- Always be mindful of Netiquette. The university has a document addressing the topic. Please look at the expectations of online respect and decorum. A copy of this document is available in the “Getting Started” section of the course.

Eight weeks will have discussion questions. Five weeks will have short assignments. Discussion questions require peer responses, but short assignments do not.

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 the following factors that will apply in your discussion grade:

1. Read all 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 can make pretty good assessments of how engaged you are in the threads.

2. You are expected to create 1 new original post in response to each question.

3. You are expected to post a minimum of two original responses to your classmate’s posts. If you post the minimum 2 responses, you cannot expect to gain full benefit from the discussion threads. Nor would reading only 20 or 30% of your classmate’s original posts. Your level of interaction will be taken into account when assigning discussion points.

4. 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 regard to the reasons people give," your postings should make explicit mention to this.

5. Comments like “good point Jane” or “I agree with Jim, who said that E=MC2” is not a worthwhile response. 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. Students encouraging each other is great, but not sufficient.

6. 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 (200 points undergraduates/300 points graduate students): 
There will be two writing assignments for undergraduate students and three for graduate students throughout the semester:
   1. A Case Statement
   2. A Direct Response Fundraising Package
   3. Special Event Plan (Graduate Students Only)

Each of these writing assignments is worth 100 points.
   • It is reasonable for you to expect feedback on your assignments within one weeks from submission.
   • You will receive your graded papers with my comments via the D2L feedback tool.
   • Assignment due dates will appear in the course calendar. Specific details for each assignment will be provided in advance.

Final Project (200 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 project will use the following rubric for grading purposes.

| Writing Assignments (100 point scale) and Final Project (200 point scale) Rubric |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Writing Assignments 91 – 100    | Student’s answer was conceptually clear, logically consistent, and offered exciting or novel insights into the course readings and discussion. The student appropriately cited class discussion, demonstrated creativity, and brought to bear course readings to provide a satisfying and in-depth answer to the question, problem or scenario. There were no grammatical or spelling errors. The work was correctly formatted and turned in on time. |
| Final Project 181 – 200         |                                                                                                                                                                                                                                                                                                                                 |

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<tr>
<th>Writing Assignments</th>
<th>Final Project</th>
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<td>81 – 90</td>
<td>Student’s answer was clear and consistent, but lacked the counterintuitive appeal, critical thinking, or creativity of A level work. The answer was not as adept at using class discussions or course readings to present a compelling argument. There were few grammatical or spelling errors. The work was correctly formatted. It was turned in on time.</td>
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<td>71 – 80</td>
<td>Student’s answer was average in both clarity and consistency. The answer showed an understanding of the readings, but failed to extend beyond the readings to the student’s thoughts. Creativity was not evident, but the answer was solid as a basic summary of course readings and discussions. There were a distracting number of grammatical or spelling errors. The work was reasonably formatted. It may or may not have been turned in on time.</td>
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<td>61 – 70</td>
<td>The student’s answer was below average in both clarity and consistency. The answer demonstrated limited understanding of the readings. Little evidence of creativity or critical thinking. There were many grammatical or spelling errors. The work was not correctly formatted. It was turned in late.</td>
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<tr>
<td>60 and below</td>
<td>Student’s answer was well below average. The answer was unclear and lacked logical flow or consistency. The student demonstrated little understanding of the course readings and discussions and failed to show creativity or critical thinking. There were an embarrassing number of grammatical or spelling errors. The work was incorrectly formatted. It was turned in late.</td>
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### Grading:
The grading scale for the course will be as follow:

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<th>Grading Scale:</th>
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<td>POLS 422 / 522</td>
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<td>90 – 100%</td>
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<td>81 – 89%</td>
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<td>72 – 80%</td>
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<td>63 – 71%</td>
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<td>62% and lower</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 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 discussion 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:

Online Student Handbook
For information about the university's technical, academic, and student support services, as well as how to take advantages of these services, please refer to the Online Student Handbook link in the USD Getting Started widget on the course home page. This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.

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.
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.

University Policies
Academic Integrity:
The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 www.sdbor.edu/policy/Documents/2-33.pdf.
No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:
   a. Given a zero for that assignment.
   b. Allowed to rewrite and resubmit the assignment for credit.
   c. Assigned a reduced grade for the course.
   d. Dropped from the course.
   e. Failed in the course.

Freedom in Learning:
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.
Disability Accommodation:
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.
Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

Diversity and Inclusive Excellence:
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.