

Syllabus for HUS-3020

FUNDRAISING IN HUMAN SERVICES

COURSE DESCRIPTION

This course actively engages students in mastering the concepts and tools needed to help nonprofit organizations achieve their mission and objectives through well-established fundraising techniques. Students will learn how to assess an organization's fundraising capabilities, conduct prospect research, coordinate an annual fund drive, solicit grants from corporations and foundations, cultivate and secure major gifts, design planned giving instruments to meet the needs of donors, carry out a capital campaign, and set up information technologies to track fundraising efforts and assist with the stewardship of gifts. The course emphasizes applications, and students will complete a fundraising plan during the semester for a specific organization of their choosing.

COURSE OBJECTIVES

On successfully completing this course, you should be able to:

- CO1** Demonstrate familiarity with the principles and techniques of fundraising as well as the current fundraising climate.
- CO2** Compose a written case statement and use it to build other documents such as a letter of inquiry, a direct mail letter, and a grant proposal.
- CO3** Assess the gift capability, interests, and networks of prospective donors through research.
- CO4** Explain the various fundraising vehicles and evaluate when to use each.
- CO5** Distinguish the roles played by board members, volunteers, and staff in fundraising.
- CO6** Identify the necessary steps to prepare for a capital campaign.
- CO7** Explain the impact of ethics on resource development.
- CO8** Analyze the most effective methods for managing resources and information.
- CO9** Apply fundraising planning and strategy tools to a particular nonprofit organization.

COURSE MATERIALS

You will need the following materials to complete your coursework. Some course materials may be free, open source, or available from other providers. You can access free or open-source materials by clicking the links provided below or in the module details documents. To purchase course materials, please visit the [University's textbook supplier](#).

Required Textbook

- Weinstein, S. & Barden, P. (2017). *The complete guide to fundraising management* (4th ed.). New York: John Wiley & Sons.
ISBN-13: 978-1119289326

COURSE STRUCTURE

Fundraising in Human Services is a three-credit, online course, consisting of **four** modules and a final project. Modules include an overview, learning objectives, study materials, and activities. Module titles are listed below.

- **Module 1: Fundraising and Organizational Analysis**
Course objectives covered in this module: CO1, CO2, CO5, CO9
- **Module 2: Prospect Identification, Research, and Segmentation**
Course objectives covered in this module: CO3, CO4, CO8, CO9
- **Module 3: Special Events, Planned Giving, and Capital Campaigns**
Course objectives covered in this module: CO3, CO4, CO6, CO9
- **Module 4: Managing Information and Resources**
Course objectives covered in this module: CO7, CO8

ASSESSMENT METHODS

For your formal work in the course, you are required to participate in online discussion forums, complete written assignments, and complete a final project. See below for more details.

Consult the Course Calendar for assignment due dates

Promoting Originality

One or more of your course activities may utilize a tool designed to promote original work and evaluate your submissions for plagiarism. More information about this tool is available in [this document](#).



Discussion Forums

Fundraising in Human Services requires you to participate in **four** graded discussion forums.

Communication and collaboration among fellow students and with the mentor is a critical component of online learning. Participation in online discussions involves two distinct activities: an initial response to a posted question (discussion thread) and subsequent comments on classmates' responses.

You will be evaluated both on the *quality* of your responses (i.e., your understanding of readings, concepts, and practices as demonstrated by well-articulated, critical thinking) and *quantity* of your participation (i.e., the number of times you participate meaningfully in the assigned forums). Responses and comments should be properly proofread and edited, professional, and respectful.

Meaningful participation in online discussions is relevant to the content, adds value, and advances the discussion. Comments such as "I agree" and "ditto" are not considered value-adding participation. Therefore, when you agree or disagree with a classmate, the reading, or your mentor, state **and support** your agreement or disagreement.

Located within the Evaluation Rubrics folder of the course website is the online discussion forum rubric used to aid in the grading of all online discussions.



Written Assignments

You are required to complete **fourteen** organization assignments and **three** written assignments on a variety of topics associated with the course modules.

In the organization assignments, you will be analyzing the nonprofit organization that you selected for study in the first module of the course. You will also be applying course concepts to your chosen organization. Written assignments are additional assessments of your learning that are not specifically linked to the chosen nonprofit.

Prepare your assignments using whatever word processing program you have on your computer. Include your name at the top of the paper, as well as the course name and code and the semester and year in which you are enrolled.

Before submitting your first assignment, check with your mentor to determine whether your word processing software is compatible with your mentor's software. If so, you can submit your work as you prepared it. If not, save your assignment as a rich-text (.rtf) file, using the Save As command of your

software program. Rich text retains basic formatting and can be read by any other word processing program.

When satisfied that your assignment represents your best work, submit it to your mentor.

Located within the Evaluation Rubrics folder of the course website are the rubrics used in the grading of organization assignments and written assignments.

Final Project

Your final project is a fundraising plan (10 to 12 pages in length; approximately 2500 to 3300 words) that will allow you to demonstrate your synthesis of fundraising tactics, strategies, and processes. See the Final Project area of the course website for further details.

Your fundraising project may either provide fundraising strategies (options, tools) for your organization or it may present the actual development plan for your organization. If you choose the first option, you should explain why certain elements of a fundraising plan are not required or appropriate at this time. The final project has two parts:

1. A presentation consisting of up to 14 PowerPoint slides (not including the title slide) designed to persuade an audience of your organization's board of directors as to the wisdom of your plan. You will post this in a class discussion forum before the last week of class so that your classmates can review and comment on it.
2. A written presentation containing the full content of your plan.

The final project draws on concepts and knowledge gained from the entire course. To allow yourself sufficient time to complete an exemplary report, consider beginning the project soon after you start Module 3.

Located within the Evaluation Rubrics folder of the course website are the rubrics for Final Project: PowerPoint and for Final Project: Paper, which will be used to aid in the grading of the final project.

GRADING AND EVALUATION

Your grade in the course will be determined as follows:

- **Online discussions (4)**—10%
- **Organization assignments (14)**—45%
- **Written assignments (3)**—10%
- **Final project**—35%
 - Final project: PowerPoint presentation (5%)
 - Final project: written presentation (30%)

All activities will receive a numerical grade of 0–100. You will receive a score of 0 for any work not submitted. Your final grade in the course will be a letter grade. Letter grade equivalents for numerical grades are as follows:

A	= 93–100	C+	= 78–79
A–	= 90–92	C	= 73–77
B+	= 88–89	C–	= 70–72
B	= 83–87	D	= 60–69
B–	= 80–82	F	= Below 60

To receive credit for the course, you must earn a letter grade of C or better (for an area of study course) or D or better (for a course not in your area of study), based on the weighted average of all assigned course work (e.g., exams, assignments, discussion postings).

STRATEGIES FOR SUCCESS

First Steps to Success

To succeed in this course, take the following first steps:

- Read carefully the entire Syllabus, making sure that all aspects of the course are clear to you and that you have all the materials required for the course.
- Take the time to read the entire Online Student Handbook. The Handbook answers many questions about how to proceed through the course, how to schedule exams, and how to get the most from your educational experience at Thomas Edison State University.
- Arrange to take your examination(s) by following the instructions in this Syllabus and the Online Student Handbook.
- Familiarize yourself with the learning management systems environment—how to navigate it and what the various course areas contain. If you know what to expect as you navigate the course, you can better pace yourself and complete the work on time.
- If you are not familiar with web-based learning be sure to review the processes for posting responses online and submitting assignments before class begins.

Study Tips

Consider the following study tips for success:

- To stay on track throughout the course, begin each week by consulting the Course Calendar. The Course Calendar provides an overview of the course and indicates due dates for submitting assignments, posting discussions, and scheduling and taking examinations.
- Check Announcements regularly for new course information.

Using AI Ethically: A Guide for TESU Students

TESU's [Academic Code of Conduct](#) permits student AI use in support of their writing and research process--not as a replacement for original writing. Document AI use with an acknowledgment statement at the end of each assignment, noting the tools and prompts used. Cite any AI-generated content on the References page. Please review [Using AI Ethically: A Guide for TESU Students](#) for more detailed information.

COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION

Thomas Edison State University recognizes, values, and relies upon the diversity of our community. We strive to provide equitable, inclusive learning experiences that embrace our students' backgrounds, identities, experiences, abilities, and expertise.

ACCESSIBILITY AND ACCOMMODATIONS

Thomas Edison State University adheres to the Americans with Disabilities Act (ADA, 1990; ADAAA, 2008) and Section 504 of the Rehabilitation Act of 1973. The Office of Student Accessibility Services (OSAS) oversees requests for academic accommodations related to disabilities; a student who is pregnant, postpartum, or a student parenting a newborn who is not the birth parent [as covered under NJSA18A]; and students requesting academic accommodation for a short-term/temporary illness and/or injury. Information can be found on the [Office of Student Accessibility Services](#) webpage and questions can be sent to ADA@tesu.edu.

ACADEMIC POLICIES

To ensure success in all your academic endeavors and coursework at Thomas Edison State University, familiarize yourself with all administrative and academic policies including those related to academic integrity, course late submissions, course extensions, and grading policies.

For more, see:

- [University-wide policies](#)
- [Undergraduate academic policies](#)
- [Undergraduate course policies](#)
- [Graduate academic policies](#)
- [Graduate course policies](#)
- [Nursing student policies](#)
- [Nursing graduate student policies](#)
- [International student policies](#)

- [Academic code of conduct](#)