

Mission Statement

Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities. “Be the change.”

Class Location

TBD

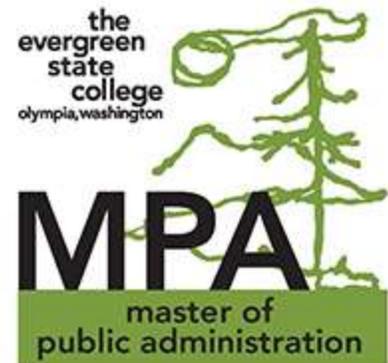
Class Meetings

Wednesdays 6:00pm-10:00pm

Credits

(4 GR credits): 20223

Faculty Member: Eric S Trevan, PhD
Office: Lab I, Room 3006
Office Hours: By appointment
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Course Description

This considers methods, techniques, and directed experiences in fund raising and resource development practices. Theories of fund raising, donor motivation, leadership and ethical considerations are highlighted. The purpose of this course is to provide a foundation of knowledge about methods and techniques by which voluntary, nonprofit organizations plan, budget and raise funds. This is accomplished through an exploration of the theories and practice of philanthropy, non-profit operations and leadership. Students will also develop a deeper sense of abundance and scarcity of resources as well as the historical significance of philanthropy in American society.

In this course, student's will be given the opportunity to work through many of the issues impacting the development and management of nonprofit organizations. It will provide a context to help students more clearly understand the conditions observed either working in a nonprofit organization today, in the future, or in studying or interacting with nonprofit organizations. The course will help students consider possible appropriate courses of action in ambiguous and complex situations specific with nonprofit, fundraising and philanthropy. Therefore, this course combines applied readings on issues affecting nonprofit organizations with case exercises and activities. Also, students will have the opportunity to interact with a nonprofit organization to gain experience applying these concepts and skills.

Class structure

Most classes, unless there is a focus on a guest speaker or presentations, will be structured in a similar fashion. Classes will be structured as conversational, challenging and dynamic, as in changes will occur based on the discussion, passion, current events as well as focused debates. Disagreement is encouraged and using an advocacy platform for issue discussion is encouraged. In the beginning of class, a current issue of nonprofit development, fundraising or philanthropy will be selected and discussed. This includes understanding the issue on the surface as well as a deeper discussion and debate. Following this will be a discussion on the topics described in the syllabus. Based on these discussions and current issues, every class will break into groups and create presentations, which will serve as the foundation for discussion for the remaining class period.

Learning Objectives

In this course, students will gain:

1. Appreciate the historical significance of philanthropy in American society.
2. Understand nonprofit operations and the importance of leadership.
3. Understand the role of volunteers as a resource for community development.
4. Demonstrate the various forms and methods of fund raising and resource development as applied to organizational financial development goals including entrepreneurial approaches that generate resources.
5. Review and comprehend how ethically-based resource development strategies relate to governance and the successful management of voluntary agencies.
- 6 Know how to measure the effectiveness of a fund development program.
7. Differentiate among the variety of fund raising techniques and skills used by fund raisers.

Required Reading/Articles

(Articles will be provided as a pdf on Canvas)

1. Tempel, Eugene, T. Seiler, D. Burlingame, Eds. (2016). *Achieving Excellence in Fundraising*, 4th Ed. San Francisco: Jossey-Bass. ISBN: 9781118853825. Hardcover. (3rd edition also ok).
2. Twist, Lynne. 2006. *The Soul of Money*. New York: W.W. Norton. ISBN 13: 9780393329506. Paper.

There are two (2) required books for this class. We may also read and discuss some additional readings such as articles, governmental reports, cases and research studies. Lectures, films, guest presentations and workshops will be featured during our class sessions.

Winter 2017 Schedule (Faculty may alter schedule at any time)

Week 1 History of Philanthropy

- Class overview
- Seminar
- Chapters
 - Tempel 1,10
 - Twist 1,2

Week 2 Case Statements & Organizational Readiness

- Seminar
- Chapters
 - Tempel 2,3,4,5,29
 - Twist 3,4

Week 3 Annual Giving, Donor pyramid, Major Gifts

- Seminar
- Chapters
 - Tempel 6,7,19,20,21
 - Twist 5,6

Week 4 Capital Campaigns/ Endowment

- Guest Speaker

Week 5 Group Presentations

Week 6 Proposal Writing

- Seminar
- Chapters
 - Tempel 28,35,12,13
 - Twist 7

Week 7 Volunteers/ Marketing/ Communications/Marketing/Social Media

- Seminar
- Chapters
 - Tempel 25,26,32
 - Twist 8,9

Week 8 Management, Accountability and Budgeting

- Seminar
- Chapters
 - Tempel 23,27,37,38,39,40,41

- Twist 10,11

Week 9 Management, Accountability and Budget

- Seminar
- Chapters
 - Tempe 8,9,24
 - Twist 12

Week 10 Final Individual Presentations

Assignments

Regular classes-DUE BY BEGINNING OF CLASS

Classes that do not include presentations or joint projects will be considered regular classes. Students will be expected to attend every class. All reading must be completed before class begins in order to have a thoughtful discussion, however the dissection of articles will provide guidance on overall themes providing a basic overview of the syllabus topics. Discussion on current nonprofit, fundraising and/or philanthropic topics are encouraged and presentations for every class are required. Group work is reflective of multiple professions and issue/advocacy platforms are completed collectively, therefore working together is required. Evaluations will be based on the involvement/attendance of students, participation in class discussion as well as class presentations. We will also seminar on the readings and have a deep discussion on issues, the purpose of the articles and the perspectives associated with the readings.

It is the intent to use the Twist book for our seminar discussion.

Nonprofit, fundraising and/or philanthropic -DUE WEEK 5

Groups of students will provide a briefing on a nonprofit, fundraising and/or philanthropic advocacy issues within the Northwest and how it relates to principals discussed in class. A briefing shall be provided as well as a poster (estimate 2x3 minimum) showing nonprofit, fundraising and/or philanthropic foundations, the advocacy issue and recommendations. Creativity shall be used within this project. All briefings are due 1 week before the class presentations. The specific deliverables include:

- 2-3 Page Briefing
- Poster
- Presentation

The intent is to provide a professional atmosphere to brief policy and decision makers on a particular using a nonprofit, fundraising and/or philanthropic lens. The presentations will be 10-15 minutes with a 5-minute question and answer period. The overall discussion will be facilitated how to move an advocacy agenda forward based on the issues at hand.

Final presentations-Funding Proposal-DUE WEEK 10

This is an individual, not a group assignment. No late assignments will be accepted.

You are to pick a nonprofit and research its vision, mission and overall purpose. Using the information on case statements learned in class, write a funding proposal for your project. You may not exceed the page length requirements (Do not exceed 10 pages-excluding references). The purpose is to learn the components of a funding proposal.

The format of the funding proposal is as follows (Pages represent not to exceed page limits):

- Summary of Organization (3 pages)
- Summary of Project (1 Page)
- Funding Amount/Justification (2 Pages)
- Project Overview (4 Pages)

Individuals will also make presentations to the class representing potential funders. Other visuals and presentation techniques/software are encouraged. This will be a 10-15 Minute Presentation with a 5-minute question and answer period.

Papers must be double-spaced in no smaller than 12 pt. type. Use 1" margins top, bottom, left and right. Grades will be based upon written clarity (i.e. grammar, spelling, etc.) and making a strong case for support.

Some of the elements needed in the funding proposal:

- Mission and agency credibility
- What is needed and why?
- Why does it make a difference?
- Why will this be important to obtain funding? What will the money do?
- Emotional appeal
- Appreciation

Course Policies

Format: Unless otherwise stated, all papers should be typed, double spaced, 12 point font, and follow APA format and citation style. [APA Style <http://www.apastyle.org/learn/index.aspx> Purdue Writing & Grammar Guide <http://owl.english.purdue.edu/>] All written work will be of high quality, grammatically correct, clear and without spelling errors. Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant.

Participation & Attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After one absence per quarter (Ex. 4 hours on class day is one absence), make-up work will be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After 8 hours of absences total in one quarter, you may be denied full credit for the course. After reoccurring absences (being late to class; regularly missing an hour of class weekend to weekend), you may be denied full credit. Finally, if you do miss a class, you are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late Assignments: Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty no later than the original assignment due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive 4 graduate credits at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. No partial credit or incompletes will be awarded. Full loss of credit decisions will be made by the faculty. Full loss of credit may result in dismissal from the MPA program. Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the [MPA Handbook](#) and [College statement on academic honesty](#) for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Evaluation: A written self-evaluation and seminar faculty evaluation are required for credit. All final evaluations are to be submitted via my.evergreen.edu no later than one week after the last class. Evaluation conferences may occur over the phone and should be scheduled with your seminar faculty.

Multiculturalism & Diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences.

Technology Use & Learning Styles: We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not appropriate. Consult your faculty to discuss technology use and learning style options.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's [Students with Disabilities Policy](#).

Conduct & Conflict Resolution: Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

We will abide by the [social contract](#): WAC 174-121-010 College philosophy.

We will abide by the [student conduct code](#) (including academic integrity and plagiarism): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process

We will abide by the [non-discrimination policies and procedures at TESC](#)

Guest Policy: Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Incident Weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them.

Communicating: Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.