FYC 4410: Fundraising for Nonprofit Organizations  
Spring 2010  
Syllabus updated: 10/28/19

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Social Media: Twitter: @jenny_a_jones  
Office Hours: Mondays 12:30pm – 3:30pm  
By Appointment

Teaching Assistant: Monica Lea, M.S. Student  
Email through Canvas  

Class Meetings: Monday, Wednesday, and Friday: 10:40pm – 11:30pm  
McCarty “B” 2120

Prerequisites: Junior or Senior Standing

Course Description:  
This course explores some of the current and emerging fundraising methods and strategies for nonprofit organizations. The course relies heavily on lectures, reading assignments, student presentations and a group project designed to provide students a hands-on fundraising planning experience. The course is offered in a hybrid format with on-campus and online lectures.

Course Goal:  
Students will develop an appreciation for both the art and science of fundraising, will be able to operationalize fundraising best practices, and will be able to develop a comprehensive fundraising plan.

Course Objectives:  
By the end of this course, you will be able to:  
• Explain the role of the fundraiser.  
• Explain the science behind why people give.  
• Explain how nonprofit leaders determine which funding sources to pursue.  
• Identify common nonprofit fundraising campaigns including annual appeals, capital campaigns, and planned giving campaigns.  
• Use research to develop nonprofit fundraising strategies.  
• Incorporate volunteers into fundraising.

This syllabus is subject to change. Changes will be posted on the course website and discussed in class.
• Develop nonprofit fundraising materials including case statements, annual appeal letters, social media campaigns, and planned giving brochures.
• Describe and negotiate common ethical dilemmas faced by fundraisers.

Required Readings:
  ○ Student who wish to save money can use the copy available at the library (Library West).
• Additional readings will be assigned and available via the course website.

Recommended Readings:
• Recommended readings will be available via the course website.

One the first day of class, students will complete an introduction sheet where they may share nicknames, gender pronouns, and other information they would like Dr. Jones to know.

Course Calendar

Module #1: Introduction to Fundraising
Week #1: Introduction to the Course and Overview of the Nonprofit Sector
Week #2: Introduction to Nonprofit Funding Sources
Week #3: Why People Give
Week #4: The Role of the Fundraiser
Week #5: Foundation Stewardship & Solicitation
Week #6: Donor Stewardship & Solicitation
Week #7: The Annual Appeal
Week #8: Marketing and Communications

Week #9: SPRING BREAK

Module #3: Fundraising Special Topics
Week #10: Online & Social Media Giving
Week #11: Major Gifts
Week #12: Capital Campaigns
Week #13: Planned Giving
Week #14: Working with Volunteers in Fundraising
Week #15: Fundraising Ethics & Policies
Week #16: Course Conclusions

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Grading Scale

<table>
<thead>
<tr>
<th>Grading Scale: Letter Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>950+</td>
</tr>
<tr>
<td>A-</td>
<td>900-949</td>
</tr>
<tr>
<td>B+</td>
<td>870-899</td>
</tr>
<tr>
<td>B</td>
<td>830-869</td>
</tr>
<tr>
<td>B-</td>
<td>800-829</td>
</tr>
<tr>
<td>C+</td>
<td>770-799</td>
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<tr>
<td>C</td>
<td>730-769</td>
</tr>
<tr>
<td>C-</td>
<td>700-729</td>
</tr>
<tr>
<td>D+</td>
<td>670-699</td>
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<tr>
<td>D</td>
<td>630-669</td>
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<tr>
<td>D-</td>
<td>600-629</td>
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<tr>
<td>E</td>
<td>&lt;600</td>
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Course Requirements

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Team/Individual</th>
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</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>100</td>
<td>Individual</td>
</tr>
<tr>
<td>Scavenger Hunt</td>
<td>50</td>
<td>Individual</td>
</tr>
<tr>
<td>Syllabus Quiz</td>
<td>50</td>
<td>Individual</td>
</tr>
<tr>
<td>Resource Model Activity</td>
<td>50</td>
<td>Individual</td>
</tr>
<tr>
<td>Weekly Reading Quizzes</td>
<td>250</td>
<td>Individual</td>
</tr>
<tr>
<td>Fundraiser Interview</td>
<td>100</td>
<td>Team</td>
</tr>
<tr>
<td>Thank You Letter</td>
<td>100</td>
<td>Individual</td>
</tr>
<tr>
<td>Direct Mail Letter</td>
<td>100</td>
<td>Individual</td>
</tr>
<tr>
<td>Social Media Campaign</td>
<td>100</td>
<td>Individual</td>
</tr>
<tr>
<td>Planned Giving Brochure</td>
<td>100</td>
<td>Individual</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,000</strong></td>
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**Assignment: Fundraising Scavenger Hunt**
Students will complete an online scavenger hunt designed to familiarize them with the publically-available resources and with the various regulatory bodies that oversee nonprofit fundraising.

**Assignment: Syllabus Quiz**
Students will take a brief quiz to demonstrate they have read the syllabus.

**Assignment: Resource Model Activity**
Students will complete a brief demonstrating they understand how nonprofits determine the best funding sources for their mission.

**Assignment: Weekly Reading Quizzes**
Students will complete 10 weekly quizzes on the readings at 25-points each.

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Assignment: Fundraiser Interview
Students will interview a fundraiser about their work. The interview guide will be developed in class.

Assignment: Fundraising Documents
Students will serve as “consultants” to real nonprofit organizations (i.e., “clients”). During the course, students will develop a series of fundraising documents for these organizations which, with the students’ permission, will be shared with the client nonprofit to use in their program.

- Direct Mail Letter
- Social Media Campaign
- Planned Giving Brochure
- Thank You Letter

Class Participation and Attendance
Students are expected to attend class sessions, participate in class discussions, and to contribute equally to their group project. Attendance will be taken each day, usually via a sign-in sheet or an in-class activity handout. Participation points will be deducted for unexcused absences. Each student gets two “freebie” absences for which points will not be deducted. It is recommended students use this freebie for times when they are sick but not sick enough to seek medical attention (i.e., where they might get a letter to excuse absence).

Students must be in class for the presentations by client nonprofit for which they will develop their course assignments. To reward students who read the syllabus, any student who emails Dr. Jones by 1/19 a one paragraph introduction of themselves and the name and a brief description of a nonprofit they believe is worthy of their donations will get 5 extra credit points. Use the subject line: “I read the syllabus!”

Extra Credit Opportunities (up to 25 points)
Students may or may not be given extra credit opportunities throughout the semester. Students can earn up to (but no more than) 25 extra credit points.

Classroom & Course Polices

Attendance
See “Class Participation and Attendance” above.

Late Assignments
Students are expected to turn assignments in on time. Late assignments will be downgraded one letter grade.

Students who are having difficulty of any kind are encouraged to talk to Dr. Jones, the Dean of Students’ U Matter office, or the Disability Resource Center as soon as possible.

This syllabus is subject to change. Changes will be posted on the course website and discussed in class.
Basic Needs
Many students may struggle with basic needs such as food and housing. If you are struggling to meet your basic needs and it is affecting your performance at school, please reach out to the Dean of Students Office via phone (352-294-CARE) or email (umatter@ufl.edu). Free food is available to students via the Field and Fork Pantry (https://fieldandfork.ufl.edu/). If you are comfortable sharing your situation with me, please do so as it will allow me to share any other resources I may be able to access and to support you as you work through class material.

Arriving Late or Leaving Class Early
Sometimes students must arrive to class late or leave early. When this happens, students are expected to sit in the back of the class so as not to disturb the other students. Wherever possible, please let the instructor know when you know in advance you must arrive late or leave early.

Changes to the Syllabus
The instructor may change the syllabus at any time. The most up-to-date syllabus will be located on the course website. Changes will be discussed in class.

Communication
Email is the best way to communicate with the instructors. They check email daily during business hours.

Cell phones / Laptops / Tablets
Please do not use cell phones during class, including text-messaging.

Laptops and tablets should be used only for purposes related to the course. Please be considerate as computer usage is distracting to your professor, your fellow classmates, and to your own ability to learn. Students who are in violation will be asked to cease usage (first offense) and, if they continue, will be asked to leave the room (second offense).

Some in-class activities will require at least some students in each group to have a laptop or tablet. Where possible, we will let students know in advance when to bring a laptop or table. Students who are not able to bring a laptop or tablet can either work with a peer or can use hard-copy handouts provided the instructor. If you have concerns, please let us know.

Canvas – Course Website
It is students’ responsibility to successfully utilize the course website. If you have difficulties with access please call the computer help desk at (352) 392-HELP. Your instructor is unable to help you with those problems. The UF Computing Help Desk is there to assist you with all your computing questions. Please use the following information to contact the help desk:
   Phone: (352)392-HELP (4357)
   E-mail: helpdesk@ufl.edu
   Location: CSE 214/520

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University Policies

Academic Honesty
As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/

Campus Helping Resources
Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/
  Counseling Services
  Groups and Workshops
  Outreach and Consultation
  Self-Help Library
  Training Programs
  Community Provider Database

Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

U Matter, We Care
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
Services for Students with Disabilities
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting http://www.disability.ufl.edu/students/get-started. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Disability Resource Center:
0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Students requesting other classroom accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. If you find yourself experiencing hardship during the semester, please reach out to the Dean of Students.

Software Use:
All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.