The purpose of this course is to train students to understand the trends and practices that guide successful and ethical fundraising. Students will learn to develop comprehensive fundraising plans, and how to write compelling grant proposals. All students will partner with a nonprofit organization for the duration of the course to learn how they raise funds. They will apply information and concepts learned in this course to help their nonprofit partners improve their fund development operations.

The first half of the course mainly focuses on the fundraising strategies that nonprofit organizations use to solicit funds from individuals. Soliciting funds from corporations, foundations, and governmental organizations are different than soliciting funds from individuals. The second half of the course will focus on corporate and foundation fundraising. Grant-writing is one of the major strategies used to secure funds from foundations, and often corporations. Students will learn how to write effective grant proposals.

The final project for this course will be either a Fund Development Plan or a full Grant Proposal (students choose one or the other). This will be the final deliverable to students’ nonprofit partners. The intention is that the nonprofit partners will be able to use the Fund Development Plan/Grant Proposal to improve their fund development practices. Throughout the semester, all students will learn about the aspects of both fund development planning and grant-writing.

Required Textbooks:


## Class Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Graded Activities And Due Dates</th>
</tr>
</thead>
</table>
| 1    | 8/28 – 9/3| Intro to Philanthropy and Fundraising Ethics        | - Week 1 Discussion- **DUE 9/3**  
                                      |                                      | - Week 1 Learning Activity- **DUE 9/3** |
| 2    | 9/4 – 9/10| Fundraising Operations and Organizational Structure | - Week 2 Discussion- **DUE 9/10**  
                                      |                                      | - Week 2 Learning Activity- **DUE 9/10** |
| 3    | 9/11 – 9/17| Fund Development Planning                           | - Nonprofit Commitment Letter- **DUE 9/15**  
                                      |                                      | - Week 3 Assignment- **DUE 9/15**  
                                      |                                      | - Week 3 Discussion- **DUE 9/17**  
                                      |                                      | - Week 3 Learning Activity- **DUE 9/17** |
| 4    | 9/18 – 9/24| Annual Giving                                       | - Student Feedback Survey- **DUE 9/24**  
                                      |                                      | - Week 4 Learning Activity- **DUE 9/24** |
| 5    | 9/25 – 10/1| Major Giving                                        | - Week 5 Assignment- **DUE 9/29**  
                                      |                                      | - Week 5 Discussion- **DUE 10/1**  
                                      |                                      | - Week 5 Learning Activity- **DUE 10/1** |
| 6    | 10/2 – 10/8| Planned Giving                                      | - Week 6 Discussions (2)- **DUE 10/8**  
                                      |                                      | - Week 6 Learning Activity- **DUE 10/8** |
| 7    | 10/9 – 10/15| Capital Campaigns                                 | - Week 7 Learning Activity- **DUE 10/15** |
| 8    | 10/16 – 10/22| Miscellaneous Fund Development Practices        | - Week 8 Discussion- **DUE 10/22**  
                                      |                                      | - Week 8 Learning Activity- **DUE 10/22** |
| 9    | 10/23 – 10/29| OFF                                                  | **Work on your final projects** |
| 10   | 10/30 – 11/5| Corporate and Foundation Fundraising               | - Week 10 Discussion- **DUE 11/5**  
                                      |                                      | - Week 10 Learning Activity- **DUE 11/5** |
| 11   | 11/6 – 11/12| Introduction to Grant-Writing                       | - Week 11 Assignment- **DUE 11/12**  
                                      |                                      | - Week 11 Discussion- **DUE 11/12**  
                                      |                                      | - Week 11 Learning Activity- **DUE 11/12** |
| 12   | 11/13 – 11/19| The Grant Proposal                                 | **Work on your final projects** |
| 13   | 11/20 – 11/26| OFF                                                  | **Happy Thanksgiving!** |
|    | 11/27 – 12/3 | Peer Review | - Draft Final Project- **DUE 11/27**  
|    |             |            | - Peer Review- **DUE 12/3**  
|    |             |            | - Final Course Survey- **DUE 12/3**  
| 15 | 12/4 – 12/11 | Fundraising as a Profession | - Course Evaluation- **DUE 12/8**  
|    |             |            | - Week 15 Discussion- **DUE 12/8**  
|    |             |            | - Final Project- **DUE 12/11**  

**Assignments:**

The guidelines and evaluation criteria for discussions, assignments, and the final project are extensively outlined on Blackboard.

**Evaluation**

- Discussions (10 total): 15 points
- Learning Activities (10 total): 10 points
- Nonprofit Commitment Letter: 5 points
- Week 3 Assignment: 5 points
- Week 5 Assignment: 5 points
- Week 11 Assignment: 5 points
- Discussion Summary Assignment: 10 points
- Peer Review: 10 points
- Final Project: 30 points

**Extra credit (1 point each):**
- Student Feedback Survey
- Final Course Survey

*Note that each graded activity must be uploaded to Blackboard no later than 11:59pm on the due date listed. You will lose 1 point for each day that the assignment is late (including discussions and learning activities).*
**Online Course Expectations:**

It is your responsibility to ensure that you have the appropriate technological capabilities to take this course. Exceptions will not be made. Prior to the start of the course, you should familiarize yourself with Blackboard by going through the Student Orientation Course (available when you login to Blackboard). If you have technology problems at any time during the semester, use the “Get Help” link on the left side of the Blackboard course. I, as the instructor, am unable to assist with Blackboard/technology-related problems.

You are expected to invest the same amount of time into this online course as you would if it was being taught in-person. In addition to weekly readings and assignments, you must:

- Check your UAlbany e-mail account and Blackboard Announcements at least once daily
- Participate in all required discussions in a timely manner (expectations extensively outlined in “Course Information” section of Blackboard)

**Accommodating Disabilities:**

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in any Department of Literacy Teaching and Learning class, please notify the Director of Disabled Student Services (BA-120, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.

**Standards of Academic Integrity:**

As a community of scholars, the University at Albany has a special responsibility to integrity and truth. By testing, analyzing, and scrutinizing ideas and assumptions, scholarly inquiry produces the timely and valuable bodies of knowledge that guide and inform important and significant decisions, policies, and choices. Our duty to be honest, methodical and careful in the attribution of data and ideas to their sources establishes the foundations of our work. Misrepresenting or falsifying scholarship undermines the essential trust on which our community depends. Every member of the community, including both faculty and students, shares an interest in maintaining academic integrity.

When the entire University community upholds the principles of academic integrity, it creates an environment where students value their education and embrace experiences of discovery and intellectual growth. In this environment, grades and degrees are awarded and applauded as the recognition of years of learning, achievement, discipline, and hard work. Maintaining the highest standards of academic integrity insures the value and reputation of our degree programs; these standards represent an ethical obligation for faculty intrinsic to their role as educators, as well as a pledge of honor on the part of students. If a violation of academic integrity occurs, faculty, deans, and students all share in the responsibility to report it.

Violations of trust harm everyone. The academic community needs to trust that its members do not misrepresent their data, take credit for another's ideas or labor, misrepresent or interfere with
the work of other scholars, or present previous work as if it were new. Acts of academic dishonesty undermine the value and credibility of the institution as a whole, and may distract others from important scholarship or divert resources away from critical research. In particular, students who plagiarize or falsify their work not only fail to adhere to the principles of scholarly inquiry and fail their peers by taking undeserved credit or reward, but they also fail to demonstrate their learning.