I. COURSE PURPOSE
Imagine what you could accomplish if you were not afraid to ask for money and were 100% committed to a fundraising and strategic plan for your organization or individual campaign? What if you saw the world as a place of abundance and networks as opposed to scarcity and privilege? The sky is not the limit. The purpose of this course is to put the FUN back into FUNdraising!

This course will provide students with an engaging, interactive overview of the different aspects of fundraising and the knowledge to run a short-term fundraising campaign. It will focus on personal roadblocks to asking for money, the wide range of possible sources for money, and designing a fundraising campaign that strengthens volunteers, builds leadership and meets your financial goals. The class examines the role that grants, events, fees, cash contributions, in-kind contributions, on-line campaigns and face to face asks play in fundraising strategy. Students will create a FUNdraising campaign with goals, timelines, donor pyramids, gift range charts, budgets and role play “making an ask.”

As social justice advocates, we’re dedicated to changing oppressive systems so that they function “for” and “with” the community that they are committed to serving and not exploiting the community to justify their relevancy and perpetuate the status quo. Ideally, this course will demonstrate to social workers that fundraising can be manageable, skills building AND fun.

II. COMPETENCIES AND PRACTICE BEHAVIORS
This course provides the student with the basic knowledge and skills required of a fundraising professional. The activities, discussions, opportunities for application and demonstration support the student’s personal and professional development and commitment to ethical fundraising standards and practices. Upon completion of this course, students will able to demonstrate the following practice behaviors within the noted competencies:
<table>
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<th>Competency</th>
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| **Professional Identity:** Identify as a Fundraiser and conduct self accordingly. | A Fundraisers job is to ask. A Fundraiser does not make decisions for others in terms of their capacity to contribute.  
A Fundraiser practices personal reflection and self-correction, particularly in relation to money, class and privilege, to assure continual professional development.                                                                                                                  |
| **Ethical Practice:** Apply Association of Fundraising Professional ethical principles to guide professional practice. | Fundraisers recognize and manage personal values in a way that allows professional values to guide practice.                                                                                                                                                                                                                           |
| **Critical Thinking:** Apply critical thinking to inform, create and communicate the goals and strategies for fundraising campaigns. | Fundraisers distinguish, appraise and integrate multiple sources of knowledge, resource types and strategies including patience, love and tenacity.                                                                                                                                                                      |
| **Diversity in Practice:** Engage diversity and difference in practice. | Fundraisers recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate or create or enhance privilege and power.                                                                                                                                                                                                 |
| **Human Rights and Justice:** Advance human rights and social and economic justice | Fundraisers engage in practices that advance social and economic justice.                                                                                                                                                                                                                                                                                  |
| **Human Behavior:** Apply knowledge of human behavior and the social environment. | Fundraisers critique and apply knowledge to understand people, environment and context.                                                                                                                                                                                                                                                                   |
| **Practice Contexts:** Respond to contexts that shape relationships, strategies and campaigns. | Fundraisers continuously appraise and attend to changing locales, populations, technological advances, and emerging trends to provide effective and relevant fundraising support.                                                                                                                                                                                   |
| **Engage, Assess, Intervene, Evaluate:** Engage, assess, intervene and evaluate with individuals and organizations. | Engagement: Fundraisers use empathy, practice compassion and other interpersonal skills.                                                                                                                                                                                                                                                                      |

**III. ADDITIONAL EDUCATIONAL OBJECTIVES**

1. To develop an understanding of individuals and families who practice philanthropy.
2. To appreciate that all people have inherent dignity, worth, and capacity to contribute and that all contributions, regardless of the size, are to be appreciated and thanked.
3. To develop an understanding of social policies and systemic issues that contribute to philanthropy and the disproportionate distribution of public and private resources.
4. To value the importance of working on both macro and micro levels to create effective fundraising campaigns.
5. To formulate campaign and strategies that generate resources.
IV. COURSE REQUIREMENTS
A. Required Reading


Klein, K. (1997). You already know all the people you need to know to raise all the money you want to raise. Grassroots Fundraising Journal, (Dec-Feb), 1-3.


Required Viewing


PAPERS DUE

C. Course Assignments

Assignment 1, Experience with Fundraising & Reflection: Volunteer to work on a fundraising activity. This can include volunteering at a fundraising event, phone banking, assisting with a mail or e-appeal appeal, writing thank you cards to donors, street canvassing or a making a direct ask to a donor (a minimum of 6 hours). Potentials sites include on-campus clubs, religious institutions, local schools, national campaigns, etc. If unable to find a volunteering opportunity, the instructor will assist the students in identifying on-campus or off-campus opportunities.

In terms of the qualities of a volunteering opportunity, students want an experience where they will be able to get a feel for the organization or cause they are volunteering for and, in their opinion, how this activity is part of a fundraising strategy. Students can After volunteering, write a two page reflection on the experience. The reflection paper should answer the 5 W's about the experience – who, what, when, where and why. It should also include your thoughts about what you liked about the experience, what you didn’t like, why and if the experience broke down or reinforced a student’s existing stereotypes about money and privilege. Assignment 1 is due at the midterm portion of the class.

Assignment 2, Final Paper: Students will write create a fundraising campaign. The student must describe the cause, their history or connection to the cause and why it is important that they actualize the campaign in terms of what needs this campaign will address. The campaign will have a realistic, achievable financial goal, timeline, individual prospects, gift pyramid, resources needed and fundraising strategy for fulfillment or realization. The student will also create a marketing or communications strategy for the roll out of their campaign, timely messaging and culminating message.

Assignment 2 is due 7 days after the last day of class.

Assignment description sheet attached.

D. Grading Policy and Weights of Assignments

Grades will be based on the CUA Grading Policy as described in the Graduate Announcements. Full credit will not be given for assignments that are submitted late. No credit will be given for assignments submitted after they have been reviewed in class. The following provides weights for the various course assignments:

Assignment #1 20%
Assignment #2 60%
Attendance and Participation 20%

Grading System

Letter Grade Numeric Range
A  95 – 100
A  90 – 94
B+  87 – 89
B  83 – 86
B  80 – 82
C  70 -79
F  0 - 69

E. Preparation, Attendance & Participation
Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises and online forums as required. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued.

F. Course and Instructor Evaluation
NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at http://evaluations.cua.edu/evaluations using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

V. CLASS EXPECTATIONS
Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements (http://ncsss.cua.edu/courses/index.cfm), including scholastic and behavioral requirements.
NCSSS is committed to creating an open and inclusive learning environment where all members including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences will arise. It is how we handle these events that matters. Therefore, when such issues occur – inside or outside of the classroom we agree to engage in respectful and productive discussion with one another until learning is enhanced and understanding is deepened by all involved.

A. Scholastic Expectations
All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format,
and should be carefully proof read by the student before submission to the instructor for grading.

B. Behavioral Requirements:
Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:

- Attend all classes and contribute constructively to the classroom culture
- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
- Demonstrate competence in planning academic activities and in following through on those plans
- Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom
- Use an appropriate level of class time and instructor’s time and attention in and out of class
- Behave in a manner that is consistent with the ethical principles of the social work profession.

C. Academic Honesty
Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy [http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm](http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm) and appropriate Program Handbooks.

D. Confidentiality
Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. This agreement covers “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs are for professional learning purposes only and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

Adherence to these standards means all students refrain from communicating beyond the classroom setting about practice material that is presented in class. I will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss practice settings, program responsibilities and projects with individuals who are not in teaching or supervision roles directly related to the situation.

E. Accommodations
Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, you must present that documentation to your instructors and arrange a meeting with
as soon as possible to discuss these accommodations.

F. Use of Electronic Devices Please turn off all cell phones or other devices that would disrupt the learning environment of the classroom and put them away and removed from the classroom environment.

CLASS SCHEDULE

Class 1: YOU DON’T KNOW, WHAT YOU DON’T KNOW, UNTIL YOU KNOW IT

This session will involve an interactive investigation into the student’s personal understanding of fundraising and philanthropy today. The goals of Class 1 are to create a sense of trust, community and discover the knowledge that already exists in the classroom among the students. This first session plays a critical role in creating an intentional, do-able and compelling work plan for each student that is rooted in their personal experience and commitment to growth as a fundraiser.

Students are required to have read the entire book, The Soul of Money, before the first class. The students will discuss the book in the first class.

Required Reading:


Required Viewing:


Class 2: THE SECRET TO A HEALTHY RELATIONSHIP WITH MONEY

In this session, students will investigate their personal history with money. Students will also investigate the role of the brain in developing habits and shaping thinking about money and asking for money. The goals of Class 2 are for students to take steps to identify their biases and triggers around money, class and privilege and develop several strategies for working through barriers that keep them from being both their authentic selves and effective fundraisers.

Required Reading for Class 2


Required Viewing:


Class 3: YOU ALREADY KNOW EVERYTHING YOU NEED TO KNOW TO RAISE ALL THE MONEY YOU NEED TO RAISE

In this session, students will be introduced to various strategies designed to create a fundraising campaign. The goals of Class 3 are to analyze multiple models, resources and approaches for creating a fundraising campaign. Students will carefully hone in on the critical components of each campaign’s effectiveness and have an opportunity to engage in small group and large group discussion and critique of the various models.

**Required Reading:**

Klein, K. (1997). You already know all the people you need to know to raise all the money you want to raise. *Grassroots Fundraising Journal*, (Dec-Feb), 1-3.


Required Viewing:


Class 4: HOW ANYONE CAN BE A SUPERSTAR FUNDRAISER AND COURSE EVALUATION

This session will include group discussion about original student created fundraising campaign plans. The goals of Class 4 are for students to come to class prepared to present their campaign.
After presentations are made, critiques will happen in small groups and there will be a report back to the large group to share critiques and begin to think about ways to improve and enhance their campaigns before their final assignment is turned in.

**Required Reading:**


PAPERS DUE