

PMAP 3213/8213: Nonprofit Financial Resources

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Responses within 24-48 hours
Class Time: Thursday 4:30-7:00
Class Room: Langdale Hall 629

Course Description

Economic sustainability and effective pursuit of social missions are two of the principal challenges facing contemporary nonprofit leadership. Addressing these challenges requires leaders and managers to be knowledgeable and adept at securing adequate and appropriate sources of income for their organizations. Nonprofit organizations support themselves through many different sources including charitable gifts and grants, government grants and contracts, earned income from fees, memberships and sponsorships, returns on investments, volunteer labor, and gifts-in-kind and other sources. This course is intended to introduce students to the practical considerations involved in developing and utilizing particular sources of income so that nonprofit organizations can effectively advance their particular missions, sustain the infrastructure of their organizations and remain financially healthy.

Required Materials

- Achieving Excellence in Fundraising, 5th Edition. Genevieve G. Shaker (Editor), Eugene R. Tempel (Editor), Sarah K. Nathan (Editor), Bill Stanczykiewicz (Editor). Wiley Publishing. ISBN: 978-1-119-76375-8
- A computer with internet access and Microsoft Office or similar

Technology Requirements

Course content is accessible through iCollege. Students will need to be able to view videos, write and upload assignments, perform data analysis, and participate with online activities. Students should have access to high-speed internet and updated software. Mobile devices may be used to view course content, upload assignments, and take assessments as determined by the instructor.

Prerequisites

PMAP 3210/8210 or Instructor Approval

Course Objectives

At the end of the course, students will be able to:

1. Identify various difference sources of income for nonprofit organizations
2. Understand how to compile a government grant for a nonprofit organization
3. Create a nonprofit fundraising mailer
4. Identify the components and background knowledge required for a nonprofit fundraising strategy
5. Know contributions from the fields studying the science of philanthropic behavior

Course Structure

Grant Application

Students will compile the necessary documents for a real nonprofit organization of their choosing. Students can either compile the materials from [grants.gov](https://www.grants.gov) for government grants, or any corporate or philanthropic grant making agency of their choosing. The grant can be as simple or complex as called for in the request for proposals; however, the application must be for a **full grant application**. This does **NOT** a simple letter of inquiry – it must be for a full grant application. Nonprofit grants will be due on **April 4th** and will be worth 250 points.

Digital Fundraising Strategy

Students will compile a digital fundraising campaign for a real or hypothetical nonprofit organization. The campaign will be for a new campaign strategy which can include, but is not limited to, email solicitations and online advertising for a target demographic. A marketing plan template will be provided for the students. The digital fundraising strategy will be due on **February 29th** and will be worth 250 points.

Fundraising Mailer

Students will generate a nonprofit fundraising mailer for a real or hypothetical nonprofit organization. This will be designed as if it is going out to an entire mailing list for a nonprofit organization. Example mailers will be included on iCollege. The fundraising mailer will be due on **February 1st** and will be worth 100 points.

Solicitations Journal

Throughout the semester, students will evaluate **twenty (20)** nonprofit solicitations. This can be a fundraising mailer, fundraising email, digital advertisement, print advertisement, confirmation of contribution, or any other type of nonprofit interaction. Students will describe what the organization is doing and evaluate the effectiveness at reaching their target audience. Each evaluation should take between half a page and full page. The solicitation journal will be due on **April 25th** and will be worth 300 points.

Academic Article Presentation *Graduate Students Only*

Each week, one enrolled graduate student will present on one of the academic papers that we will be going over in class. This presentation should be between five (5) and fifteen (15) minutes long, encompassing the main research questions and findings of the paper. I do not expect you to fully understand the methodologies of each paper – especially the more quantitative sections. However, it is a useful practice to learn how to read academic introductions, results, and conclusions to apply for professional practice. The article presentation will be worth 100 points. You will only have to present one article.

Attendance *Undergraduate Students Only*

Attendance will be taken each class period at the beginning of class. Students who are marked as present during this time will receive that day's attendance points. Undergraduate students will start off the semester with 100 attendance points. Each missed class will result in a deduction of 10 attendance points. Students who either let me know ahead of time that they will miss class or will be late will be counted as present and receive that day's points. As such – if you are not present at the beginning of class and did not let me know ahead of time, please let me know at the end of class so you can receive that day's points.

Grading Policy

The typical Georgia State University grading scale will be used. I reserve the right to curve the scale dependent on overall class scores at the end of the semester. Any curve will only ever make it easier to obtain a certain letter grade. The grade will count the assessments using the following proportions:

GRADUATE STUDENTS:

- 25% of your grade will be determined by your Grant Application worth 250 points
- 25% of your grade will be determined by your Digital Fundraising Strategy worth 250 points
- 10% of your grade will be determined by your Fundraising Mailer worth 100 points
- 30% of your grade will be determined by your Solicitations Journal worth 300 points
- 10% of your grade will be determined by your Article Presentation worth 100 points

UNDERGRADUATE STUDENTS:

- 25% of your grade will be determined by your Grant Application worth 250 points
- 25% of your grade will be determined by your Digital Fundraising Strategy worth 250 points
- 10% of your grade will be determined by your Fundraising Mailer worth 100 points
- 30% of your grade will be determined by your Solicitations Journal worth 300 points
- 10% of your grade will be determined by your Attendance worth 100 points

Grading Scale as follows:

- A+: 97% and above
- A: 96% - 93%
- A-: 92%-90%
- B+: 89%-87%
- B: 86%-83%
- B-: 82%-80%
- C+: 79%-77%
- C: 76%-73%
- C-: 72%-70%
- D+: 69%-67%
- D: 66%-63%
- D-: 62%-60%
- F: 59% and below

Note: Assignment percentages scale the points possible in the assignment. There are 1000 points possible in the course. For example, the graduate student presentation is worth 100 points or 10.0% of your final grade. Additionally, I like rewarding participation and will give out extra credit points for particularly insightful comments in class. Further extra credit opportunities may arise throughout the semester and will be announced both in class and on iCollege. Please note: **I will not give points at the end of the semester to bump your final grade. You can easily earn extra credit throughout the course, so *you* have the power to marginally impact your grade.**

Course Policies

Submission Policy

When students turn in their assignments for grading, they may turn in revisions prior to the deadline. At the time of the deadline, once grading begins, the submission on file is the final submission. No further submissions will be graded for that particular assignment.

Late Work Policy

Assignment due dates are posted in the course schedule, as well as iCollege. All assignments are due at 11:59 PM on their due date may be emailed to me, handed in at the beginning of class, or uploaded on iCollege prior to the 11:59 PM deadline. I will give a six (6) hour grace period where assignments are still considered on time, otherwise they will be considered late. *Requests for extension must be received at least twelve (12) hours before the deadline, and will be automatically rejected any closer to the deadline.* Furthermore, extensions will be granted for a binding one-week time period, barring extraordinary circumstances (sickness, injury, etc). If you know you're going to be gone on the day an assignment is due, please either turn in your work early or let me know ahead of time so an arrangement can be made.

Assignments receiving an extension and returned within the extension window will not receive any penalty. Without an extension in place, or if an assignment is turned in outside of the extension window, late work will be given a 0. After this any assignments handed in will be given 0. Please keep communication open with me. I want to extend grace as much as possible while maintaining consistent policies.

Make-Up Course Policy

Throughout the semester, it is entirely possible that a student or the instructor will have to miss class due to an illness or scheduling conflict. Depending upon classroom technology, I will try to record lecture for you if know ahead of time that you will be missing class. If this is not possible, my slides will be available on iCollege. It is the responsibility of the student to ensure that they receive lecture materials for missed classes. In the case that the instructor contracts an illness, I will send you all more detailed instructions on a case-by-case basis.

Electronic Recordings of Course Instruction

Please be aware that all classroom instruction, including student participation in classroom activities, is subject to recording and dissemination on the University's secure course management system (iCollege). The recordings will be made available only to students enrolled in the course to facilitate online learning and review. Students are expressly prohibited from capturing or copying classroom recordings by any means; violations will be subject to disciplinary action. Instructors who wish to use a recording outside of class must obtain the written consent of any students who are personally identifiable in the recording. I only plan on recording courses when a student cannot make it to class for health or university-sanctioned reason.

Attendance Policy

The University expects regular class attendance by all students. It will be much easier for me to get you lecture materials if you let me know ahead of time that you will be missing class. As such, if you know that you are going to be missing class, **please let me know**.

Make-Up Exam Policy

As there are no exams in this course, I do not have a make-up exam policy. Your final exam will just be the finishing of lecture and the turning in of contributions journals. Everything is due by **11:59 PM April 25th**.

Academic Honesty

Any instances of plagiarism will be handled via the [GSU policy](#). Your assignments for this class are entirely writing-based; therefore, any writing that did not originate from you or ideas that either did not originate from you without proper citation will be considered plagiarism. Lack of knowledge of the policy is not a sufficient excuse for violating the policy. Furthermore, the direct copying and pasting of AI-generated content as an assignment submission will be considered to be plagiarism. You should not use these programs as a solo author for assignments anyway, as they tend to [generate false citations](#).

Disability Accommodation

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought. Please do so within the first two weeks of class so that we can get a plan into place for the duration of the semester.

Student Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide resources that I may possess. The Embark program at GSU provides resources for students facing homelessness.

Additional Information on the Embark Program – Panther's Pantry: Panther's Pantry aims to alleviate the stress associated with short-term food insecurity by providing food and basic necessities to the Georgia State Community. Currently enrolled students can visit Panther's Pantry once per week to receive 1 food bag + 1 hygiene bag per visit. We have Panther's Pantries at Atlanta, Decatur, Dunwoody, and Clarkston campuses. Students can access any of the locations for their weekly visit. You'll only need your PantherID card and to complete a short form upon arrival. Panther's Pantry also offers additional support to students in need of assistance with academics, housing, employment, mental health, and more. For additional information, visit their website <https://pantry.gsu.edu>.

Student Evaluation of Instruction

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take the time to fill out the online course evaluation. I read course evaluations every semester and try my best to integrate the feedback into my lectures going forward. I do find these incredibly valuable, so please take the student evaluations seriously.

Syllabus Change Policy

"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice. If any of the dates of major papers or examinations are to be changed, advance notice of a week (or more) will be given."

Weekly Schedule

The course syllabus provides a general plan for the course; deviations may be necessary. As such, the schedule is tentative and subject to change. Some material may not be covered due to time constraints, and students will not be responsible for knowing the content from said material. Assignment due dates are not flexible, and all assignments are due at 11:59 PM on the due date.

Week 1, 01/08 - 01/12:

- Course Introduction
- Oxley (2023) Examining Donor Preference for Charity Religious Affiliation

Week 2, 01/15 - 01/19:

- The Market for Donors and an Overview of Nonprofit Sustainability
- RAND Review
- Giving USA 2017 Chapters 1-2
- List (2011) Market for Charitable Giving

Week 3, 01/22 - 01/26:

- Individual Giving
- Giving USA 2017 Chapter 4 – Giving by Individuals
- Achieving Excellence in Fundraising Chapters 5 and 26
- Andreoni (1990) Impure Altruism and Donations to Public Goods: A Theory of Warm-Glow Giving

Week 4, 01/29 - 02/02:

- Fundraising from Individuals
- Achieving Excellence in Fundraising Chapters 1, 4, and 6
- Karlan and List (2007) Does Price Matter in Charitable Giving?
- Fundraising Mailer due at 11:59 PM on February 1st

Week 5, 02/05 - 02/09:

- Fundraising in an Organization
- Achieving Excellence in Fundraising Chapters 11, 12, and 14
- Yoruk (2017) Charity Ratings
- Samek and Longfield (2023) Do Thank-You Calls Increase Charitable Giving?

Week 6, 02/12 - 02/16:

- Marketing and the Digital World
- Achieving Excellence in Fundraising Chapters 16, 23, and 24
- Brown et. al. (2017) Social Distance and Charity Choice
- Eckel et. al. (2018) Charity Begins at Home

Week 7, 02/19 - 02/23:

- Donor Identity and Diversity
- Achieving Excellence in Fundraising Chapters 27-32
- Chapman et. al. (2020) Identity Motives in Charitable Giving

Week 8, 02/26 - 03/01:

- Ethics and Legalities in Fundraising
- Achieving Excellence in Fundraising Chapters 2-3
- Venable and Wagner (2005) An Exploratory Study of Ethical Values in Nonprofit Fundraising
- Digital Fundraising Strategy Due at 11:59 PM February 29th

Week 9, 03/04 - 03/08:

- Economic Conditions and Managing Finances
- Achieving Excellence in Fundraising Chapters 7, 8, and 15
- Exley et al. (2023) Nonprofits in Good Times and Bad Times

Week 10, 03/11 - 03/15:

- Spring Break – No Class

Week 11, 03/18 - 03/22:

- Government Grants
- Pettijohn and Boris (2013) Contracts and Grants between Nonprofits and Government
- Lu (2016) Philanthropic Consequence of Government Grants to Nonprofit Organizations

Week 12, 03/25 - 03/29:

- Corporate Giving and Foundations
- Achieving Excellence in Fundraising Chapters 38 and 39
- Giving USA Chapters 5 and 7
- Brudney and Ferrell (2002) Corporate Charitable Giving

Week 13, 04/01 - 04/05:

- Revenue Diversification
- Froelich (1999) Diversification of Revenue Strategies
- Chang and Tuckerman (1994) Revenue Diversification Among Nonprofits
- Hung and Hager (2019) the Impact of Revenue Diversification on Nonprofit Financial Health
- Grant Application Due at 11:59 PM on April 4th

Week 14, 04/08 - 04/12:

- Nonprofit Income Related to Tax-Exempt Status
- Besharov et. al. (2019) The Many Roads to Revenue Generation
- Wilsker and Young (2010) How Does Program Composition Affect the Revenues of Nonprofit Organizations?

Week 15, 04/15 - 04/19:

- Unrelated Business Income
- Hines (1999) Nonprofit Business Activity and the Unrelated Business Income Tax
- Oxley (2022) Does Additional Reporting Alter Charity or Donor Behavior?

Week 16, 04/22 - 04/26:

- Make-up Course if Needed for Potential Guest Speakers
- Final Exam Time: **4:15 PM - 6:45 PM on Thursday, April 25th**
- Solicitations Journal Due April 25th at 11:59 PM