I. IDENTIFYING INFORMATION

Course: RPL 521
Course Title: Fund Development and Grant Writing for Public and Nonprofit Organizations
EPN: 22262014
Term: Summer II
Location: Online
Course Dates: 6/23, 8/15/2014
Course Days and Times: N/A
Prerequisites: RPL 405 or 508 or senior or graduate status.

Blackboard:
Blackboard is a web-based learning management system licensed by CMU. Within Blackboard, a course website, also known as a shell, is automatically created for every CMU course. Face-to-face courses may or may not incorporate Blackboard, whereas Blackboard course shells are always used for online courses and will be available to you prior to the course start date. Seeing the course shell listed in Blackboard with unavailable adjacent to its title is an indication that your instructor has not made it available and is in no way indicative of registration status. To access Blackboard, open a web browser and enter https://blackboard.cmich.edu/webapps/login/. After the site loads, enter your CMU Global ID and password in the respective spaces provided. Click the "login" button to enter Blackboard and then the link to the appropriate course to enter the course's Blackboard shell. If you need assistance, contact the IT Helpdesk at 989-774-3662 / 800-950-1144 x. 3662. Self-guided student tutorial resources are also available at https://blackboard.cmich.edu/webapps/login/.

Instructor: Lori Irwin
Primary Phone Number: 989-775-1952
Secondary Phone Number: N/A
E-Mail Address: busch1la@cmich.edu
Availability: As scheduled

Academic Biography:
Dr. Irwin worked in the Recreation/Event field for 13 years before becoming an educator and has taught full-time at CMU for 10 years. She holds a doctorate in Higher Educational Leadership and a Master of Science in Training & Development/Adult Learners. She has facilitated workshops at numerous conferences including National Recreation and Park Association Congress and Exhibition, Michigan Recreation & Park Association State Conference, Michigan Festivals & Events State Conference, and The World Leisure Conference in Rimini, Italy. She teaches courses in Grant Writing and Fund Development, Recreation and Event Programming, Event Management, Research and Philosophy, and Community Recreation Administration.

II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Order books from MBS at http://bookstore.mbsdirect.net/cmu.htm

Textbooks and Course Materials:
Title: Beyond Fundraising: New strategies for nonprofit innovation and investment
Author: Sprinkel-Grace
Edition: 2nd
ISBN: 978-1-118573556
Publisher: Wiley
Required: Yes

Title: The Only Grant Writing Book You'll Ever Need
Author: Karsh
Edition: 4th
III. COURSE DESCRIPTION
Processes and applied skills for fund development and grant writing for public and nonprofit organizations.

IV. COURSE GOALS AND OBJECTIVES

After completing this course, the student will be able to:

1. Compare & contrast the financial management systems and procedures of public and nonprofit organizations.
2. Conceptualize the parameters and procedure of personnel and board development in a public/nonprofit organizations.
3. Articulate an understanding of the concept and application of professional ethics in the field of fund development.
4. Articulate an understanding of the concept and application of grantsmanship and fund development.
5. Analyze and contrast the benefits, challenges and processes associated with community partnerships when developing/implementing funding proposals and sustainability plans.
6. Identify a variety of local, state and federally sponsored programs that provide funding for public and nonprofit organizations.
7. Identify private foundations and trusts that provide funding for public and nonprofit organizations.
8. Contrast alternative methods of generating revenue.
9. Analyze the processes and procedures for developing and implementing successful bond, millage, and development campaigns.
10. Analyze the necessity, processes and procedures of financial sustainability plans.
11. Conceptualize the parameters needed to develop a complete proposal for submission to a public or private funding source.
12. Analyze the processes and procedures in the development of funding endowments.
13. Analyze the processes and procedures in the creation of nonprofit 501C3 status organizations.
14. Analyze and contrast the objectives, leadership and organization of different types of foundations and funding sources.
15. Conceptualize and implement appropriate strategies in the search and identification of available funding for a variety of program needs/issues.
16. Conceptualize and implement the parameters needed to develop a complete proposal for submission to a public or private funding source.

V. METHODOLOGY
Discussion, lecture, individual projects, small group activities, and data-base research/case studies.

VI. COURSE OUTLINE/ASSIGNMENTS
Pre-Class Assignment:

Please see detailed description in full syllabus:

Getting Started

Topic: Course Overview

- Syllabus Review
- System Requirement Test
- Blackboard Orientation
- Personal Introduction
- Confirmation of Nonprofit/Public Organization for Grant Project

Assignment

- Discussion Board - Personal Introduction
- System Requirement Test
- Syllabus Quiz
- Organization Authorization for Grant Project

Due

- Discussion Board - Personal Introduction
- System Requirement Test
- Syllabus Quiz

Course Outline:

COURSE OUTLINE

- Getting Started

  Topic: Course Overview

  - Syllabus Review
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- System Requirement Test
- Syllabus Quiz

- Module #1

  Topic: Basic Fundamentals

  - Financial Management of Public and Nonprofit Organizations
  - Revenue Generation Alternatives
  - 501c3
  - Foundations and Endowments

Course Materials

- Reading: Moiseichik - Chapters 1, 6, 19
Access these chapters by clicking on the “Course Reserves” tab on the left of your Blackboard Shell screen. Then click on “RPL 521 folder” and you will see the link to chapter readings.

Due

- Organization Authorization for Grant Project

Module #2  Topic: Fundraising

- Philanthropy Development and Fundraising
- Holding True to Organizational Missions
- Community/Organizational Partnerships
- Donor Profiles

Course Materials

- Reading: Sprinkel-Grace Chapters 1-5
- Reading: Prince-File Introduction – Chapter 11
- PowerPoint Lectures

Assignment: Discussion Board – Donor Profiles
Due: Discussion Board - Donor Profiles

Module #3  Topic: Funding Campaigns

- Annual Campaigns
- Capital Campaigns
- Millage and Bond Campaigns
- Stewardship

Course Materials

- Reading: Sprinkel-Grace Chapters 6-8
- Charitable Giving-Cheap in America Video
- PowerPoint Lectures

Assignment: Discussion Board - Charitable Giving
Due: Discussion Board - Charitable Giving

Module #4  Topic: Fundraising Principles

- Board Development
- Fund Development Planning & Implementation
- Trends and Issues

Course Materials

- Reading: Sprinkel-Grace Chapters 9-12
- Reading: Inglis & Cleave Article
- PowerPoint Lectures

Due: Exam: Modules 1-4

Module #5  Topic: Grants Overview

- Funding Searches
- Requests for Proposal (RFP)
- Resources and Funders

Course Materials
Module #6  Topic: Grantsmanship

- Proposal Writing
- Funding Goals and Objectives
- Partners and Coalitions

Course Materials

- Reading: Karsh and Fox Lessons 5-11
- PowerPoint Lectures
- Karsh and Fox – Appendices 1, 2

Assignment: Grant Proposal Worksheet
Due: Funding Resource Project: RFP Research

Module #7  Topic: Sustainability and Evaluation

- Measuring Program Outcomes
- Budget and Resource Capacity
- Sustainability Planning
- Proposal Packaging

Course Materials

- Reading: Karsh and Fox Lessons 12-16
- PowerPoint Lectures
- Karsh and Fox – Appendices 4, 6

Due

- Graduate Students: Final Grant Proposal Worksheet
- Undergraduate Students: Draft Grant Proposal Worksheet
- All Students: Grant Proposal Worksheet Discussion Board

Module #8  Final Exam Period

- Due: Graduate Students: Grant Application
- Due: Undergraduate Students: Final Grant Proposal Worksheet

Assignment Due Dates:

CRITERIA FOR EVALUATION

Graduate Level Course Evaluation:
Exam 45 points
Discussion Boards
  Personal Introduction 6 points
  Donor Profile Reflections 6 points
  Charitable Giving 6 points
  Grant Worksheet Proposal 6 points

Grant Projects:
Grant Application                                         50 points
Grant Proposal Worksheet                                 25 points
Organization Authorization/Grant Project                10 points
Funding Resource Project: RFP Research                   30 points
Live Chat (2 @ 3 per)                                    6 points
Syllabus Quiz                                            10 points
200 points

Post-Class Assignment:
None

Student Involvement Hours:
Please see full syllabus

VII. CRITERIA FOR EVALUATION

Evaluation Criteria:

CRITERIA FOR EVALUATION

Graduate Level Course Evaluation:

Exam                                                   45 points

Discussion Boards                                       
  Personal Introduction                                   6 points
  Donor Profile Reflections                              6 points
  Charitable Giving                                      6 points
  Grant Worksheet Proposal                                6 points

Grant Projects:

  Grant Application                                      50 points
  Grant Proposal Worksheet                               25 points
  Organization Authorization/Grant Project               10 points
  Funding Resource Project: RFP Research                 30 points
  Live Chat (2 @ 3 per)                                  6 points
  Syllabus Quiz                                           10 points
200 points

Undergraduate Level Course Evaluation:

Exam                                                   45 points

Discussion Boards                                       
  Personal Introduction                                   6 points
  Donor Profile Reflections                              6 points
  Charitable Giving                                      6 points
  Grant Worksheet Proposal                                6 points

Grant Projects:

  Grant Proposal Worksheet                               25 points
  Organization Authorization/Grant Project               10 points
  Funding Resource Project: RFP Research                 30 points
  Live Chat (2 @ 3 per)                                  6 points
  Syllabus Quiz                                           10 points
150 points

Grading Scale:

GRADING SCALE – Percentage Based

Graduate Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94% or above</td>
<td>90% - 93%</td>
<td>A</td>
</tr>
<tr>
<td>87% - 89%</td>
<td>84% - 86%</td>
<td>A-</td>
</tr>
<tr>
<td>77% - 79%</td>
<td>74% - 76%</td>
<td>B+</td>
</tr>
<tr>
<td>70% - 72%</td>
<td>73% or below</td>
<td>B-</td>
</tr>
<tr>
<td>67% - 69%</td>
<td>66% - 68%</td>
<td>C+</td>
</tr>
<tr>
<td>60% - 62%</td>
<td>63% - 65%</td>
<td>C</td>
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</table>
### Undergraduate Level

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94% or above</td>
<td>A</td>
</tr>
<tr>
<td>87% - 89%</td>
<td>B+</td>
</tr>
<tr>
<td>77% - 79%</td>
<td>C+</td>
</tr>
<tr>
<td>67%–69%</td>
<td>D+</td>
</tr>
<tr>
<td>59% or below</td>
<td>E</td>
</tr>
<tr>
<td>90% - 93%</td>
<td>A-</td>
</tr>
<tr>
<td>84% - 86%</td>
<td>B</td>
</tr>
<tr>
<td>74% - 76%</td>
<td>C</td>
</tr>
<tr>
<td>64%–66%</td>
<td>D</td>
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<tr>
<td>80% - 83%</td>
<td>B-</td>
</tr>
<tr>
<td>70% - 73%</td>
<td>C-</td>
</tr>
<tr>
<td>60%–63%</td>
<td>D-</td>
</tr>
</tbody>
</table>

### Late Assignments:

**Late/Incomplete Work.** Each week’s work must be completed by midnight Sunday of the following week. Late work will receive 20% deduction from the given credit. In the event of an emergency or illness, students should contact the instructor as soon as possible to make alternative arrangements. Assignments/projects/exams not completed will receive zero points.

### Make-ups and Rewrites:

Turning assignments in. All assignments should be turned in via the assignment hyperlink in each of the weekly folders. The due date for each assignment is posted within the assignment and also under the “Course Outline” in your syllabus. There will be 20% penalty for submitting assignments after the due date.

### Deadlines.** Odd things happen in cyberspace—submissions get lost, servers disconnect temporarily, and logins fail. Do not wait for the last minute to submit your work. Allow time to meet deadlines. You are responsible for getting the work submitted on time.

### VIII. EXPECTATIONS

#### Attendance and Participation:

**To be a successful online student.** It takes great time and effort to be a successful online student. You have to be self-motivated and self-disciplined to keep yourself on schedule with reading, assignments, projects, etc. Please understand that you must designate/devote time in your busy schedules to work on the course so you won’t fall behind.

**Communication is a key.** It is extremely important that we keep effective lines of communication open during this online experience. I will work very hard to make sure that I am available and expect that you will do the same for your classmates. If you have questions, please feel free to use email, discussion board, chat, or phone to contact me or classmates. This learning experience is designed to not only build on your own experiences but to also learn from each other.

**CMU E-mail.** It is very important that you access your Central Michigan University (cmich) e-mail often, at least every-other-day. Students should respond to emails/messages within 24-48 hours. Visit [http://www.cmich.edu](http://www.cmich.edu) to log into your email and/or Blackboard shell.

**Responding to email.** I will check my email daily. I will respond to course related questions within 24–48 hours. If I find those questions relevant and important to others, I will post them on the Announcement page.

**Announcements.** I highly recommend you to read Announcements every other day. All important reminders, updates, questions and answers, etc. are posted there because this is the first page when you log into the class. If you happen to miss any days, please click tabs "View Last 7 days" or "View Last 30 days” to get yourself caught up with what has been going on with the class. I will also email copies of announcements to your “cmich” email address. Visit [http://www.cmich.edu](http://www.cmich.edu) to log into your email and/or Blackboard shell.

#### Expectations for Students

- Students are expected to take responsibility for their own learning by participating in all aspects of this course. It is important to access/use all the resources that are components of this course. This includes not only course materials and assignments, but taking advantage of the discussion boards, blogs, email, and communication channels between the facilitator and other classmates.
- Students are expected to ask questions if they need help, clarification or support. As a course facilitator I cannot help you unless you let me. All questions are important – there is no such thing as a “dumb” question.
- Students are expected to use each other as resources for learning in this course. One of the benefits of group learning is that we can learn from each other’s viewpoints, experiences, skills, questions and feedback.
- Students are expected to be proficient in the use of Blackboard and online communication channels before class begins.
- Students are expected to complete all pre-course tasks before the first day of class.
- Students are expected to have access to the internet and the Blackboard shell for the entire eight weeks of the course.
- Students are expected to check their cmich email and Blackboard course announcements every day.
- Students are expected to respond to all messages, from either the course facilitator or other classmates, within 24-48 hours.
- Students are expected to complete all assignments by assigned deadlines.
- Students are expected to participate in the discussion board activities.
- Students are expected to participate in two chats during the eight week course.
- Students are expected to contribute and collaborate with group members to complete group projects.
Students are expected to check their grades on a regular basis and notify the course facilitator immediately if they have a question about an assigned grade.

**Academic Integrity:**

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited. A breakdown of behaviors that constitute academic dishonesty is presented in the CMU Bulletin (https://bulletins.cmich.edu/).

**Student Rights and Responsibilities:**

Each member of the Central Michigan University community assumes an obligation regarding self conduct to act in a manner consistent with a respect for the rights of others and with the University's function as an educational institution. As guides for individual and group actions within this community, the University affirms the general principles of conduct described in the Code of Student Rights, Responsibilities and Disciplinary Procedures at https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx.

**IX. SUPPORT SERVICES AND OTHER REQUIREMENTS**

**Global Campus Library Services (GCLS)**

CMU offers you a full suite of library services through its Global Campus Library Services (GCLS) department. Reference librarians will assist you in using research tools and locating information related to your research topic. The library's Documents on Demand office will help you obtain copies of the books and journal articles you need. Check out the GCLS website at http://gcls.cmich.edu for more information.

**Reference librarian contact information:**
1. By phone: (800) 544-1452.
2. By email: oclsref@cmich.edu
3. By online form: http://www.cmich.edu/library/gcls/Pages/Ask-a-Librarian-Request-Form.aspx

**Documents on Demand office contact information:**
1. By phone: (800) 274-3838
2. By email: docreq@cmich.edu
3. By fax: (877) 329-6257
4. By online form: http://www.cmich.edu/library/gcls/Pages/Documents-on-Demand.aspx

**Writing Center**

The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. For additional information and to submit work, visit http://webs.cmich.edu/writingcenter/

**Mathematics Assistance Center**

The CMU Mathematics Assistance Center provides free tutoring in mathematics and statistics to students enrolled in select courses. Tutoring is available online and via telephone. To see what courses qualify and to register with the Math Assistance Center, visit http://global.cmich.edu/mathcenter/tutoring-request.aspx.

**ADA**
CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact Susie Rood, Director of Student Disability Services at (800) 950-1144, extension 3018 or email her at sds@cmich.edu, at least 4 weeks prior to registering for class. Students may find additional ADA information and forms at https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx

Note to faculty: CMU Administration will notify you if applicable; otherwise, the student will provide a "Notification Letter to the Instructor" outlining the accommodations the student is approved to receive.

X. BIBLIOGRAPHY

BIBLIOGRAPHY


Center Information
CENTRAL MICHIGAN UNIVERSITY
CMU ONLINE COURSE

ENROLLMENT & STUDENT SERVICES - ONLINE COURSES

(989) 774-1129
Fax (989) 774-1998

Email cmuonline@cmich.edu
Website www.global.cmich.edu/CMUOnline

Drop/Withdrawal Policy http://global.cmich.edu/courses/drop-withdraw.aspx

VIRTUAL RESOURCES FOR STUDENTS

CMU OIT (Office of Information Technology) Help Desk
https://www.cmich.edu/office_provost/OIT/help/help_desk/Pages/default.aspx

Online Learning Resource Center
https://www.cmich.edu/global/cmuonline/about/Pages/default.aspx

Proctoring
https://www.cmich.edu/global/cmuonline/proctoring/Pages/default.aspx

Harassment and discrimination

You have a right to feel safe and supported while pursuing your degree at CMU. If any professor, student, or staff member makes you feel that you have been discriminated against, disrespected or stuck in a hostile environment, the Office of Civil Rights and Institutional Equity (OCRIE) is here to help: Bovee UC 306, (989) 774-3253. For resources and more information, please see https://www.cmich.edu/office_president/OCRIE/

Sexual misconduct policy

With the exception of the confidential resources named explicitly within the Sexual Misconduct Policy, all CMU staff and faculty are responsible employees and are required to report any information they know about possible sexual misconduct to the Title IX Coordinator in OCRIE: Kathy Lasher, (989) 774-3253. This means that any information you may divulge about such an incident in the classroom or with a faculty member cannot be confidential. Reports to OCRIE are intended to provide options and resources to survivors. Please keep these reporting obligations in mind as you seek support from staff and faculty you trust, and know that there are also support centers on campus that will maintain confidentiality, which include Sexual Aggression Peer Advocates (989-774-2255) and the CMU Counseling Center (989-774-3381). For resources and more information, please see https://www.cmich.edu/office_president/OCRIE/