

**PADM 6960 Spring 2019  
Resource Development for Nonprofits  
Tennessee State University, College of Public Service**

**Instructor Information**

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**This is a sample for prospective students. Current students should NOT purchase books based on this - consult your instructor!**

**Course Information**

This graduate course offered by The College of Public Service and Urban Affairs can be applied to the College's graduate degree programs -- the MPA or the Ph.D. -- as well as towards a Graduate Certificate Program in Nonprofit Management. The seminar will address important resource development issues facing non-profit administrators including grant writing and fundraising. This class is a hybrid course. We will meet every other week in person.

In this class, we will distinguish between grant writing, fund raising, and resource development. In addition, we will explore new modes of online resource development. We will also study how changing social and demographic trends affect organizational performance and resource development—creating new opportunities and challenges for traditional nonprofits.

**Learning Outcomes**

Resource development is a critical function of nonprofit organizations. Without new sources of funding, the doors close. Organizations must be able to adapt to changing business cycles, external environments, social disruption and customers to remain solvent and attain their unique missions.

This course will help students to identify and secure resources for the support of nonprofit agencies by understanding techniques for developing comprehensive fundraising plans, conducting prospect research and cultivation, practicing appropriate stewardship, leading campaigns for various types and vehicles of giving, writing grants, utilizing technology to facilitate resource development, and implementing creative approaches to fundraising. Students will prepare (1) a fundraising plan and (2) a grant application that adheres to the grantor's guidelines, a video "pitch", and a few smaller assignments.

Students will develop and hone the following core competencies:

Strategic Learning Objective 3: Each MPA graduate will be competent to analyze, synthesize, think critically, solve problems and make decisions appropriate to public or nonprofit administration settings

Program competency: Identify and apply appropriate decision tools to support data-informed management, evaluation and policy choices

Assignment: Grant writing

Strategic Learning Objective 5: Each MPA graduate will be competent to communicate and interact productively with a diverse and changing workforce and citizenry

Program competency 5.1: Prepare written and oral communications in appropriate medium and depth for a variety of audiences and stakeholders

Assignment: All written assignments and video pitch

## Policies

Students are expected to participate in all discussions, turn in assignments on time and communicate with the instructor in advance of absences or problems with assignments. In addition, students are expected to submit original work; academic dishonesty and/or plagiarism will not be tolerated. All assignments will be reviewed through *Turn-it-in* software. Students are expected to read and understand policies on academic dishonesty.

All assignments are due by midnight on the due date via Dropbox. Late assignments will **NOT BE ACCEPTED**. I repeat: Late assignments will NOT BE ACCEPTED. Likewise, discussions placed in the dropbox AFTER a module closes will not be counted!!! Students are also expected to attend classes. This is a hybrid course and every in-class meeting is important.

Students are expected to regularly check Elearn for important class announcements, supplemental readings/articles, and discussion. Students can also use the discussion board to ask questions about assignments, concepts and course material.

Students with disabilities are encouraged to meet individually with the instructor to discuss special accommodations that may be needed for successful participation in this course.

*Incomplete Policy:* Students are expected to meet all individual and group project deadlines. Incompletes will only be given when the quality of work has been satisfactory but the student

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### Required texts

Karsh, Ellen. *The Only Grant-Writing Book You'll Ever Need*. Basic Books.

Supplemental readings will be posted weekly via Elearn and available in each module.

## Assignments

This class combines weekly assignments with ongoing project assignments. It is critical that students stay up-to-date on readings, quizzes, discussions and research assignments. This course consists of the following assignments:

*Participation:* Students are expected to attend in-class sessions, actively engage in discussions and interact civilly with colleagues and peers. I will actively engage in classroom discussions to cover important issues and challenge your perceptions.

I expect students to prepare, at a minimum, a paragraph response to weekly discussion questions. Excellent participation grades will be based on the quality of your input over the volume of your input. For example, students who use materials from the readings or external resources to clarify points or move the discussion forward will receive better participation grades than students who post "I agree" or "good post" type comments. I also expect students to read the comments of other students. Keep in mind, in a traditional classroom you would spend 3 hours per week in the classroom. Dedicate a similar amount of time weekly to discussion boards!

## Assignments

*Participation (75 points):* Students must participate in class and in weekly online discussion groups.

*Grant inquiry letter (25 points):* It is common to submit a letter outlining your intent to apply for a grant with most foundations and agencies. These are typically short letters, but it is important to highlight your organization, its mission and your goals.

Students will prepare a one-page letter of inquiry addressed to a grantor of your choosing (foundation; corporation; local, state, or federal government or public agency) for a nonprofit agency and corresponding program or initiative of your choice. You may select an agency, program, or initiative you are familiar with or one you are interested in learning more about – the instructor will assist you in choosing an agency and topic if you are unable to decide on one. Examples of funding opportunities include technology; capital campaigns; operating campaigns; or special programs such as patient care assistants, programs for underprivileged children, outreach for the homeless, or needed training for staff. You will utilize the guidelines for writing a sample inquiry letter based upon the assigned readings. Your letter of inquiry is due by midnight on February 4<sup>th</sup> via *eLearn*

*Fundraising Plan (75 points):* This is due prior to the midterm and must highlight a comprehensive resource development scheme. Additional information will be posted in the appropriate course module.

Students will create a fundraising plan for a nonprofit organization's annual fund. The chosen organization can be the same agency selected for the grant proposal or a different agency. In addition, the agency selected can be an existing or a proposed nonprofit organization. The fundraising plan should include at least five fundraising strategies, methods for approaching various markets (individuals, corporations, foundations, associations), timelines, finances (budget) and human resources needed, a calendar of fundraising activities and meetings, and estimated amount of funds to be raised for each activity. The plan is due by midnight on March 11<sup>th</sup> via *eLearn*. Students can submit a detailed **outline of the fundraising plan by March 1 to get instructor feedback. The outline is optional and will not be graded.**

*Short Writing Assignment (50 points):* You will write a five-page paper on how to plan accordingly for changing demographic and socioeconomic trends. You should focus on providing the context (data collection) and highlighting what existing nonprofit literature recommends for future-oriented organizations.

*Video Pitch (50 points):* You need to create a short video (2-3 minutes) that will constitute a video proposal. Details to be provided in third week of class).

*Major Grant Proposal (150 points):* You must meet ALL of the major requirements of an RFP (request for proposals). Students do NOT have to include "boilerplate" materials that are required as part of a grant proposal (EIN numbers, background financial information, etc.). Students will complete a formal grant application from a funding agency applying all of the funding agency's required criteria. Students will complete the grant application for the nonprofit agency and program or initiative for which they authored the letter of inquiry. Thus, students must familiarize themselves with the programmatic needs and operations of the chosen nonprofit agency to complete the application. In addition, students must research the application criteria for the selected funding agency.

Students must hand in a paper up to two pages long detailing the proposal topic (program/initiative) that you intend to pursue, several potential funders of the proposal and WHY you think that your proposal fits into their funding schemes. Most funders provide a detailed listing of previously funded projects on their websites. And, organizational mission statements often highlight the areas of interest of foundations and philanthropies. Submit via *eLearn* by midnight on April 2.

Final proposals are due on May 5. **Late papers will NOT be accepted, just as late grants are not funded.**

### **Assessment & Due Dates**

Grades are determined by the quality of your performance on individual and group assignments. You are expected to turn in ALL assignments at the appropriate time. Late submissions will only be accepted with prior approval by the instructor. Students are expected to inform the instructor of problems in advance of submission dates/times. Plagiarism will not be tolerated and will result in severe penalties.

#### Assignments

Participation & Discussion (75 points): Due weekly

Grant Inquiry Letter/Letter of Intent (25 points)

- Feb. 4

Fund Raising Plan (75 points)

- Outlines due March 1
- March 11

Short Writing Assignment (50 points)

- February 18

Video Pitch (50 points)

- April 15

Major Grant Proposal (150 points)

- Proposal Outline (April 2)
- Final Grant (May 1)

TOTAL POINTS (425 points)

All assignments are due in the Dropbox by midnight on the due date.

#### *Grade Scale*

**A** (382.5 - 425 points)

**B** (340 – 482.4)

**C** (297.5 - 339.9)

**D** (255 - 297.4)

**F** Less than 255 points

### **Academic Integrity & Graduate Student Expectations**

Students are expected to *submit original work*. When in doubt, CITE it properly. If you do not know how to cite properly, the internet and libraries provide plenty of resources. All of your work is reviewed by Turn-it-in software to detect instances of plagiarism. This [resource](#) provides detailed examples of how to properly cite the work of others and it also provides valuable information on the subtleties of academic honesty versus dishonesty.

Students are also expected to “mature” as social science writers by synthesizing the work of academics and nonprofit scholars. Many students simply stitch together a variety of “quotes” to avoid plagiarism; however, this practice is not acceptable in graduate level course work. In addition, students are expected to use “peer reviewed” research in literature reviews. Newspapers, blogs, editorials and magazines are not acceptable sources for scholarly research.

### **Disabilities**

It is the policy of Tennessee State University (“TSU” or “University”) to provide equal access to education and employment to all, regardless of disability. TSU fully complies with all laws, orders, regulations and policies promulgated for promoting and ensuring equal opportunity for persons who may have a disability, including the Americans with Disabilities Act and the Rehabilitation Act of 1973.

Under TSU Procedure No. 6.6.1, it is the expressed policy of the University that discrimination or harassment based upon a disability is prohibited. If an applicant for employment, employee, student, or applicant for admission believes s/he has been discriminated against or harassed because they have a disability, they should contact the Office of Equity and Inclusion (OEI) at 615-963-7435 or visit our office in the McWherter Administration Building, Suite 260.

TSU's Disability Policies can be accessed [here](#).

### **Harassment**

The Office of Equity and Inclusion ensures that the University complies with federal and state equal opportunity and affirmative action laws and regulations. OEI is also responsible for ensuring faculty, staff and students comply with TSU Policies regarding harassment and discrimination.

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### **See MODULES for Weekly Content**

#### **Module 1: January 14 (AWC Campus)**

- Class Introduction
- Read Syllabus & Review
- Class Requirements
- Introductions
- Discussion

#### **Module 2: January 21 (ONLINE) Overview & Ethical/Legal Considerations**

- Weekly Discussions

#### **Module 3: January 28 (AWC Campus)**

- Weekly Discussions

#### **Module 4: February 4 (Online)**

- Weekly Discussions
- Letter of Intent DUE Feb. 4

**Module 5: February 11 (AWC Campus)**

- Weekly Discussions

**Module 6: February 18 (Online)**

- Weekly Discussions
- Short Writing Assignment DUE Feb. 18

**Module 7: February 25 (AWC Campus)**

- Weekly Discussions
- Fundraising Outline DUE March 1

**SPRING BREAK (March 4-9)**

**Module 8: March 11 (Online)**

- Weekly Discussions
- Fundraising Plan DUE March 11

**Module 9: March 18 (AWC Campus)**

- Weekly Discussions

**Module 10: April 1 (Online)**

- Weekly Discussions
- Proposal DUE April 2

**Module 11: April 8 (AWC Campus)**

- Weekly Discussions

**Module 12: April 15 (Online)**

- Weekly Discussions
- Video Pitch DUE April 15

**Module 13: April 22 (AWC Campus)**

- Weekly Discussions

**FINAL Event: April 29 (AWC Campus)**

**FINAL GRANT Due May 1 by midnight**