

# School of Business and Nonprofit Management

## Course Syllabus

**Course:** SBNM 5773-A1, Grant Writing for Foundations & Corporations  
**Academic Year:** 2012/13      **Semester/Quad:** Summer, Quad A  
**Credit Hours:** 2      **Mondays** 6:30 p.m. – 9:50 p.m. **Room:** TBA  
**Prerequisites:** N/A      (May 13, 2013 – July 1, 2013)

**Instructor:** Juan Calixto, Adjunct Faculty

**Phone:** 773-244-6270 Office

**Email:** [jalixto@northpark.edu](mailto:jalixto@northpark.edu) (This is my preferred method of contact.)

**Availability:**

*Office hours are by appointment only as I am on campus one day week. Students may send an email to schedule an appointment or phone conversation.*

**Course Description:**

This course will focus on methods of identifying corporate and foundation funding prospects and applying for a project grant to one of the funders. Students will conduct research on foundations and corporations using the Internet and print materials. They will polish their written communication skills while crafting letters of inquiry (LOI), a grant proposal and cover letter. Students will develop a basic knowledge of the theory, motivations, and methods of corporate and foundation giving programs. **Students who register for this class are required to have access to a 501 (c) (3) nonprofit organization (as an employee or volunteer) that they can use as a topic of class discussions and written assignments.** Students will conduct research and write an abstract, LOI and proposal based on one of the programs offered by the nonprofit and develop a program budget.

**Introductory Comments:**

Gifts and grants from private foundations and corporations provide on average between 15% and 20% of total philanthropy in the United States (gifts from individuals provide 80% to 85%). Foundations and corporations often identify specific giving areas that they will fund and require written proposals from nonprofit organizations that are requesting funding. This course provides an introduction to this area of philanthropy. Course activities are designed to guide learners through the entire process of seeking support from foundations and corporations.

**Course Materials:****REQUIRED**

## Textbook(s):

Fleishman, Joel L. *The Foundation: A Great American Secret: How Private Wealth Is Changing the World [paperback]*. Perseus Books, 2009. ISBN-13: 978-1-58648-702-7

Sagawa, Shirley and Eli Segal. *Common Interest, common Good: Creating Value through Business and Social Partnerships*. Boston: Harvard Business School Press, 2000. ISBN 0-87584-848-6

Wason, Sara D. *Webster's New World Grant Writing Handbook*. New Jersey: Wiley, Hoboken, 2004. ISBN 978-0-7645-5912-9

**OPTIONAL**

## Workbook:

Carlson, Mim, Tori O'Neal-McElrath, Alliance for Nonprofit Management. *Winning Grants Step by Step*. 3<sup>rd</sup> Ed. San Francisco: Jossey- Bass, 2008. ISBN 978-0-470-28637-1

**Essential IDEA Objectives:**

1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Learning fundamental principles, generalizations, or theories.
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

**Specific Course Objectives:**

1. Students will be knowledgeable about the terminology and trends in nonprofit fundraising.
2. Students will understand the fundamental principles and theories of foundation and corporate philanthropy.
3. Students will develop specific skills and competencies in prospect research and proposal writing and share their points of view regarding nonprofits and philanthropy.

**Course Methodology:**

Lectures, student presentations and small group discussions will be the methodology used to explore the case studies from the reading assignments and examine their application to current funding trends.

**Computer Requirements:**

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit <http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements> for information on computer requirements.

**Technical Skills Required:**

You must use Moodle for this course to access homework assignments, lecture notes and other resources that will be used for class discussion. All homework assignments must be uploaded to Moodle by the due date.

### Schedule of Weekly Assignments:

Week	Dates	Topics	Assignment(s)
1	5/13/13	Introduction to Foundation and Corporate Grant Seeking	Wason (chs. 1-3); Fleishman (Preface and chs. 1-3); Sagawa/Segal (chs. 1-2)
2	5/20/13	Foundation and Corporate Research	Wason (ch. 4); Fleishman (ch. 4); Sagawa/Segal (chs. 3-4) <b>Due: Project Abstract</b>
	5/27/13	No Class – Memorial Day Holiday	
3	6/3/13	Foundation and Corporation Letter of Inquiry (Guest Speaker – TBA)	Wason (chs. 5-6); Fleishman (chs. 5-7) <b>Due: Prospect Research</b>
4	6/10/13	Grant Proposal Contents	Wason (ch. 7), (append. A) <b>Due: LOI to a Foundation &amp; Corporation</b>
5	6/17/13	Corporate Marketing (Sponsorship) and Operational (Social Enterprises) Exchanges	Fleishman (ch. 8); Sagawa/Segal (chs. 5-9) <b>Due: Draft Proposal Narrative</b>
6	6/24/13	The Proposal Budget	Wason (chs. 8-9); Fleishman (chs. 9-11) <b>Due: Proposal Budget</b>
7	7/1/13	New Venture Philanthropy	Wason (append. D); Fleishman (chs. 12-15); Sagawa/Segal (chs. 10-12) <b>Due: Final Proposal &amp; Final Presentation</b>

### Grading:

Assignment	Points	Grade %
Class Participation	10	10
Self Discovery Presentation	10	10
Project Abstract	5	5
Prospect Research	10	10
LOI to a Foundation & Corporation	10	10
Draft Proposal Narrative	5	5
Proposal Budget	5	5
Final Proposal	35	35
Final Proposal Presentation	10	10
<b>Total number of points possible</b>	<b>100</b>	<b>100%</b>

### Grade Mapping:

Numeric Grade	Letter Grade	Numeric Grade	Letter Grade	Numeric Grade	Letter Grade
95-100	A (95-100%)	80-82	B- (80-82%)	<70	F (<70%)
90-94	A- (90-94%)	77-79	C+ (77-79%)		
87-89	B+ (87-89%)	73-76	C (73-76%)		
83-86	B (83-86%)	70-72	C- (70-72%)		

### Assignment Grading Policies:

Written assignments are to be uploaded to Moodle by 10:00 pm on the due date. Late assignments seriously disrupt learning, as this class is built around timely feedback to each writing assignment. Each assignment builds on the previous one and needs to be completed in sequential order. Points will be deducted for submitting late assignments.

### Student Responsibilities:

1. Attendance and full participation are required for this class. You cannot successfully complete this course without completing the weekly readings and assignments. You are expected to provide a substantive contribution to the class discussion weekly. You must support your position incorporating ideas from the readings and other sources, extend ideas raised in class, and demonstrate an accurate and complex understanding of that week's topic.
2. All assignments will be posted on-line. You are responsible to asking questions via email, during scheduled appointments or in class to make sure you understand the assignment prior to the due date.
3. I suggest students plan on spending 3-4 hours outside of class for every hour spent in class on course responsibilities (e.g., reading and assignments).
4. The most predictable breakdown occurs when students fall behind. This is often the result of illness, business trips, overload, and computer glitches. Email me as soon as possible if a situation arises which will affect your ability to be successful in the class.

### Instructor Responsibilities:

As your instructor, I will:

- Respond to students questions outside of class within 48 hours.
- Provide relevant information that compliment the assigned reading.
- Provide feedback on completed assignments that will strengthen your final proposal submission.
- Share my personal grant writing experiences and clarify important ideas and concepts as appropriate to aid the student in their understanding of the reading material and homework assignments.

## ASSIGNMENT SPECIFICATIONS

### Overview:

Because this course is being taught in an intensive format, it is very important for student to keep up with reading assignments. It is not possible to successfully complete this course without a good understanding of the assigned reading and other course materials. Much of the learning in this class occurs through all participants sharing their responses to the readings, questions, and knowledge of the field. Responses should not be directed only to the course instructor but can and should be made in response to the thoughts and ideas of other students as well. Based on best practices, I see my role not only as your instructor, but also as a learning facilitator. I expect that you will take primary responsibility for your own learning throughout this course.

Much of the cases will be discussed in small groups where you will share your interpretation of the reading with your peers and come to a consensus and report back to the full class. **Your classroom participation will count as 10% of your total grade for this course.**

**Self Discovery Class Presentation** – Each student will have the opportunity to share current information regarding philanthropy, nonprofits, foundation/corporation giving with the rest of the class. The subject should be relevant to the course and engage your classmates in a short discussion. Your Self Discovery topic can be a news article or an experience you had with your nonprofit. The presentation (lecture, PowerPoint, handout, video, etc.) should be 3-5 minutes and include a discussion with the class. Discussions should focus on open-ended questions that help the class analyze, interpret, apply, synthesize, or evaluate the readings. Students will sign up for the week they plan to present a Self Discovery topic. **Your Self Discovery Presentation will count as 10% of your total grade for this course.**

## ASSIGNMENT # 1 Project Abstract

### Assignment Specifications:

**(due 5/20/12):** Write a brief summary of the project you will base all of your assignments on for this course. Include the name the not-for-profit, the mission, its location, target population and what program your final proposal will seek funding for. Apply concepts from your readings and tell why funders would be interested in the project. Also list the agency resources available to complete the grant proposal. A template for the project abstract is posted in Moodle under assignment due.

Criteria	<i>[point range for good assignment]</i> 5	<i>[point range for less than stellar assignment]</i> 4 -2	<i>[point range for poor assignment]</i> 1 - 0
<b>Content</b>	Assignment answers all questions in the abstract guide and references reading material.	Assignment answers some questions in the abstract guide.	Assignment not submitted or does not qualify as a legitimate project for this class.

## ASSIGNMENT # 2 Prospect Research

### Assignment Specifications:

**(due 6/3/13):** Submit your prospect research write-up with at least four prospects, include two foundation and two corporate prospects for the program described in your project abstract. Include how your project aligns with the funders program areas; assets, total annual giving and average grant for recent fiscal year; any institutional history with prospect; due date and preferred approach. Cite sources where information was obtained (relevant foundation directory, annual report or Internet site). Format for completion of the assignment is posted in Moodle under assignment due.

Criteria	<i>[point range for outstanding assignment]</i> 10 - 8	<i>[point range for good assignment]</i> 7 - 5	<i>[point range for less than stellar assignment]</i> 4 - 2	<i>[point range for poor assignment]</i> 1 - 0
<b>Content</b>	Assignment answers all questions in the guide, includes 2 foundations and 2 corporations and is a good match for the project.	Assignment answers all questions in the guide.	Assignment answers some of the questions in the guide and is not a good fit for the project.	Assignment not submitted or does not follow the guide.

## ASSIGNMENTS # 3 Letters of Interest (LOIs)

### Assignment Specifications:

**(due 6/10/13):** Write a polished 2-3 page letter of inquiry seeking funding for your project from two prospects on your research list. One should be to a foundation and one targeting a corporation. Provide the link to the funder's guidelines.

Criteria	<i>[point range for outstanding assignment]</i>	<i>[point range for good assignment]</i>	<i>[point range for less than stellar assignment]</i>	<i>[point range for poor assignment]</i>

Foundation LOI	10 – 8	7 – 6	5 -3	2 - 0
<b>Content</b>	Assignment establishes a strong case for support citing problem, solution and alignment with funder’s values. The LOI makes the request to submit a full proposal and offers benefits for corporate prospect.	Assignment establishes a case for support citing problem, solution and alignment with funder’s values.	Assignment establishes a case for support citing problem and solution, but does not distinguish between Fd or Corp prospect.	Assignment not submitted or does not represent the content needed for an LOI.
<b>Clear Writing</b>	Writing is organized, concise, grammatically correct, clearly written in understandable language.	Writing is clearly written in understandable language and has a few grammatical errors.	Writing is adequate but may include inconsistencies or inaccuracies.	Writing is poor, unclear, disorganized or contains significant grammatical errors, or not submitted

#### ASSIGNMENT # 4 & 6 Draft Proposal Narrative & Final Proposal

##### Assignment Specifications:

**(due 6/17/13):** Submit a polished draft of a full proposal narrative for peer review (maximum ten pages double spaced) which should including: request for funding statement, introduction, problem statement, goals and objectives, methodology, timeline, evaluation and summary statement. Proposals must focus on making the case to support the project and contain updated data and current references. Include a link to the proposal directions or application information from the funder if the format does not allow you to include all key sections.

**(due 7/1/13):** Submit final proposal and cover letter. The revised proposal should be complete with all sections outlined in Wason and one page listing the attachments to be included. The grant proposal should make a strong case for support and have a budget that matches the goals, objectives and methodology outlined in the narrative. Include a link to proposal directions or application information from the funder if the format does not allow you to include all key sections.

Criteria	<i>[point range for outstanding assignment]</i>	<i>[point range for good assignment]</i>	<i>[point range for less than stellar assignment]</i>	<i>[point range for poor assignment]</i>
Draft Proposal	5	4	3 - 2	1 - 0
Final Proposal	35 - 30	29 - 20	19 - 10	9 - 0
<b>Content</b>	Assignment establishes a strong case for support citing problem, solution and alignment with funder’s values. The proposal contains all sections and list benefits to funder.	Assignment establishes a case for support containing a majority of the sections required in a proposal.	Assignment does not make a case for support and requires a major rewrite.	Assignment not submitted or does not represent the content needed for a successful proposal.

Criteria	<i>[point range for outstanding assignment]</i>	<i>[point range for good assignment]</i>	<i>[point range for less than stellar assignment]</i>	<i>[point range for poor assignment]</i>
Draft Proposal	5	4	3 - 2	1 - 0
Final Proposal	35 - 30	29 - 20	19 - 10	9 - 0
<b>Clear Writing</b>	Writing is organized, concise, grammatically correct, clearly written in understandable language.	Writing is clearly written in understandable language and has a few grammatical errors.	Writing is adequate but may include inconsistencies or inaccuracies.	Writing is poor, unclear, disorganized or contains significant grammatical errors, or not submitted

### ASSIGNMENT # 5 Budget

#### Assignment Specifications:

**(due 6/24/13):** Submit a copy of your project budget that will be included with your final proposal which clearly details the requested amount and has line item income and revenue that align with your proposal narrative.

Criteria	<i>[point range for outstanding assignment]</i>	<i>[point range for good assignment]</i>	<i>[point range for less than stellar assignment]</i>
	5	4 - 3	2 - 0
<b>Content</b>	Assignment identifies budget period, amount requested, income, revenue, is balanced and line items that relate well to the project narrative.	Assignment identifies budget period, amount requested, income, revenue, is balanced and some line items relate to the project narrative.	Assignment not submitted, or does not identify budget period, amount requested, income/revenue nor is balanced or contain line items that relate well to the project narrative.

### ASSIGNMENT # 7 Final Proposal Presentation

#### Assignment Specifications:

**(due 7/1/13):** Students will provide a 3-5 minute presentation to the class giving an overview of their final grant proposal. The presentation should make a strong case for funding and demonstrate the student's knowledge of the funder's priorities and alignment with the not-for-profit's mission and values. Students should be able to respond to class questions just as they would during a site visit from a potential funder.

Criteria	<i>[point range for outstanding assignment]</i>	<i>[point range for good assignment]</i>	<i>[point range for less than stellar assignment]</i>
	10 - 8	7 - 5	4 - 0
<b>Content</b>	Presentation is organized, makes a strong case for support, identifies alignment with the funder and answers all questions in a through manner.	Presentation is organized but does not make a strong case for support yet identifies alignment with the funder and answers questions.	Presentation is unorganized, does not make a case for support and is not completed within the timeframe allotted.

# POLICY STATEMENTS

## **Academic Honesty**

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University’s online catalog.

In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

## **Attendance Policy for Graduate Courses**

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor’s discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent two weeks for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University refund policy outlined in the University Catalog.

## **Attendance Policy for Undergraduate Courses**

Attendance and participation are vital. Thus, students are expected to attend every class session, and to arrive on time – tardiness is undesirable and disruptive to your fellow classmates. This course has a strict requirement of documented, advance notification. If you are unable to attend any class session, you are to inform me (preferably by email) **prior to** that session. You need to provide a reason for your absence. Failure to provide advance notification will result in an unexcused absence. Be advised that poor attendance can affect your grade adversely

## **APA Requirement**

The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the *APA Manual* is to enhance student learning by:

- 1) Improving student's writing skills.
- 2) Standardizing the required format of all written assignments in all SBNM courses.
- 3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
- 4) Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the *APA Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. ***It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.***

## **Students with Disabilities**

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact your program's office (Business: 773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: <http://www.northpark.edu/ada>