

## SYLLABUS

### COURSE INFORMATION

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- Instructor: Paul (Eddie) Bobbitt M.A., M.Ed.; Adjunct Professor
- Date, Time & Location: Wednesday, 5:30 – 8:15 pm
- Instructor's Telephone: 502-507-3235 (office)
- Instructor's email address: eddie.bobbitt@campqualityusa.org
- Office Hours: by appointment

### COURSE OBJECTIVES

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1. Describe the fundamentals of financial management of nonprofit organizations.
2. Discuss the financial challenges faced by nonprofit managers and possible solutions.
3. Describe ethical issues within the financial functions of a nonprofit organization.
4. Describe and analyze various revenue sources of nonprofit organizations.
5. Understand how to develop funding proposals geared toward multiple funding sources.
6. Analyze a range of fundraising efforts, including individuals, foundations, corporations, and government.
7. Develop fundraising and grant-writing skills.
8. Develop public relations and communications skills.
9. Develop knowledge based on “lessons learned” from nonprofit professionals.

### REQUIRED READINGS

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Bray, Ilona (2019). Effective Fundraising for Nonprofits: Real-World Strategies that Work, 6<sup>th</sup> Edition. Berkeley, CA: NOLO.

See course outline for required readings for each class. All readings are posted under the “Course Content/Schedule” section on Blackboard; they are available via the University of Louisville’s library website (<http://library.louisville.edu/>) or online as referenced on the course outline.

#### Useful Websites:

[www.nonprofit.about.com](http://www.nonprofit.about.com)

[www.allianceonline.org](http://www.allianceonline.org)

[www.managementhelp.org](http://www.managementhelp.org)

<https://www.irs.gov/charities-non-profits>

[www.npsolutions.org](http://www.npsolutions.org)

[www.vscpa.com/Financial Fitness/Nonprofit Resources](http://www.vscpa.com/Financial_Fitness/Nonprofit_Resources)

[www.guidestar.org](http://www.guidestar.org)

[www.idealists.org](http://www.idealists.org)

[www.nonprofitfinancefund.org](http://www.nonprofitfinancefund.org)

[www.nptimes.com](http://www.nptimes.com)

[www.ynpn.org](http://www.ynpn.org)

[www.nccs.urban.org](http://www.nccs.urban.org)

[www.foundationcenter.org](http://www.foundationcenter.org)

<https://www.propelnonprofits.org/>

[www.kynonprofits.org](http://www.kynonprofits.org)

[www.grassrootsfundraising.org](http://www.grassrootsfundraising.org)

[www.blueavocado.org](http://www.blueavocado.org)

[www.nonprofitrisk.org](http://www.nonprofitrisk.org)

[www.ssireview.org](http://www.ssireview.org)

[www.philanthropy.iupui.edu/](http://www.philanthropy.iupui.edu/)

[www.nonprofitquarterly.org](http://www.nonprofitquarterly.org)

[www.nonprofitpro.com](http://www.nonprofitpro.com)

[www.bridgespan.org](http://www.bridgespan.org)

[www.compasspoint.org](http://www.compasspoint.org)

<https://www.missioncapital.org/>

[www.cnpe.org](http://www.cnpe.org)

[www.independentsector.org](http://www.independentsector.org)

[www.afpnet.org](http://www.afpnet.org)

<http://www.networkforgood.com/>

[www.thefundraisingauthority.com](http://www.thefundraisingauthority.com)

## EXPECTATIONS

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- A significant part of learning takes place through classroom interaction. Students are expected to attend all scheduled classes and to arrive on time. Attendance is important for you to keep up with course work. As adult learners, I expect you to make appropriate decisions about attending class. Please notify professor if you must miss class. It is your responsibility to obtain any notes, materials, handouts, or exercises from the missed session from one of your classmates.
- Students should come to class prepared to discuss the readings and have fully-developed questions and comments. Given the breadth of information, everyone should have a range of questions and contributions to make each class.
- Please be cognizant of the disruptive nature of coming to class late. If you are delayed, enter the classroom as quietly as possible. The practice of leaving class early is strongly discouraged. Arriving late, or leaving early, will affect your class participation score.
- All written assignments will be evaluated for accomplishment of the objectives of the assignment, organization and clarity of discussion, and demonstration of the ability to integrate and critically apply course content. You should utilize assigned readings, supplemental readings, and classroom discussions in completing assignments.
- All assignments must be typed, double-spaced, with 12 point font and one inch margins, including proper headings and citations. All assignments must include a reference page. APA formatting is expected. Hand-written assignments will not be accepted.
- Students may submit assignments at any time prior to the due date. However, all assignments are due by 11:59 p.m. on the designated date. Papers submitted after the due date will be deducted points for each day late according to each paper's grading rubric.
- All assignments must be submitted by emailing the instructor. Students should keep copies of all assignments.
- All assignments are intended to be completed as your individual work, without assistance from classmates or others, except as specifically directed by the instructor.
- In consideration of your classmates, and due to their disruptive nature, students should keep phones on vibrate/silent mode. Any calls should be made outside the classroom and at the break.
- During class, you are not to do any work that is not for this class. You may not do assignments/readings for another class or for your job or engage in non-class related activities, such as sending/receiving text messages, playing electronic games, playing on the internet, reading the newspaper, etc. If you are doing such, you will be asked to leave the classroom.
- Because of varying perspectives regarding behavior and lifestyles, students are to demonstrate personal and professional decorum in relation to class discussions and the opinions expressed by classmates, which may be contrary to your own.
- Students should check your U of L e-mail account and the Blackboard site for this class on a regular basis, as I will use both to communicate with you outside of class.

- Students are expected to complete work according to the course schedule. Only serious illness or other significant life event will be considered a valid reason for an incomplete.
- The course syllabus is subject to change – any changes will be announced during class sessions or via Blackboard.

## **DISABILITY STATEMENT**

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If you are a student with a disability and require accommodation to participate and complete requirements for this course, contact the Disability Resource Center (Stevenson Hall, 502-852-6938) for verification of eligibility and determination of specific accommodations. You must provide a letter of accommodations from the DRC to the professor in order to receive accommodations. This web site may also be of assistance: <http://louisville.edu/disability> Please note that any accommodations requested will take effect following receipt of the letter from the DRC and accommodations are not made retroactively.

## **ACADEMIC INTEGRITY STATEMENT**

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Plagiarism is forbidden. Plagiarism is the use of someone else's words without giving specific credit for those words to the author. It is perfectly acceptable to use someone else's words in your compositions but when you do so, rules of quoting must be observed. Use of writing services is also prohibited. Each student should become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities (<http://graduate.louisville.edu/pubs/graduate-catalog>). A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty.

The instructor may use a range of strategies (including plagiarism-prevention software at the university) to compare student works with private and public information resources in order to identify possible plagiarism and academic dishonesty. Comparisons of student works may require submitting a copy of the original work to the plagiarism-prevention service. The service may retain that copy in some circumstances.

## **TITLE IX/CLERY ACT NOTIFICATION**

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Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain **confidential** support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

**Disclosure to University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see <http://louisville.edu/hr/employeerelations/title-ix>.

## POINT SYSTEM

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Points for this course will be assigned according to the assignments below. See grading rubrics at the end of the syllabus for detailed guidance on assignments.

Class Participation:	10 points
Fundraising Activity:	30 points
Donor Solicitation Paper:	15 points
Major Donor Presentation & Paper:	10 points
Grant Proposal:	25 points
Marketing Paper :	<u>10 points</u>
	100 points

**Class Participation:** Because discussion is crucial to the success of this class, students are expected to have completed weekly readings prior to coming to class and participate actively in class discussions. This entails more than a casual reading of the material a short time before each class. Students need to read carefully and critically. After each class session (excluding the first and last session), you will be given a grade of: 1 (active participation throughout class); .5 (little to moderate participation) or 0 (no participation). Students who attend class but do not actively participate will not receive any participation points for that class. Students who arrive late or leave early will not receive full participation points for that class.

## GRADING SCALE

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A+ = 98-100 ; A = 94-97; A- = 90-93; B+ = 88-89; B = 84-87; B- = 80-83; C+ = 78-79; C = 74-77; C- = 70-73; D+ = 68-69; D = 64-67; D- = 60-63; F = 59 and below

## Course Calendar

<p><b>January 12</b></p>	<p>Course Overview and Nonprofit Basics</p> <p>Guest Speaker – Mike Mulrooney: Shirley’s Way</p>
<p><b>January 19</b></p> <p>Basics of Nonprofit Finance</p>	<p><u>Required Readings:</u></p> <p>Fundraising Activity Selections</p> <ul style="list-style-type: none"> <li>• Association of Fundraising Professionals (2014). Code of ethical standards. <a href="https://www.afpnet.org/files/ContentDocuments/CodeofEthics.pdf">https://www.afpnet.org/files/ContentDocuments/CodeofEthics.pdf</a>.</li> <li>• Barr, K. &amp; Bell, J. (2011). An Executive Director’s guide to financial leadership. <i>Nonprofit Quarterly</i>, Winter, 8-15. <a href="https://cdn2.hubspot.net/hubfs/407546/An%20Executive%20Director%E2%80%99s%20Guide%20to%20Financial%20Leadership.pdf?t=1534534736573&amp;utm_source=hs_automation&amp;utm_medium=email&amp;utm_content=64043272&amp;hsenc=p2ANqtz-8iw8kkYMIj6MuFU2TSdGa0-VUdAMfwG8L5JS9ct_P-ggGxbMobUSZMfYyDiVyB8xDNA5QLfFujMOmzxVG9ii6XyzRadliKXj82aosTovxpzWuLdNY&amp;hsmi=64043272">https://cdn2.hubspot.net/hubfs/407546/An%20Executive%20Director%E2%80%99s%20Guide%20to%20Financial%20Leadership.pdf?t=1534534736573&amp;utm_source=hs_automation&amp;utm_medium=email&amp;utm_content=64043272&amp;hsenc=p2ANqtz-8iw8kkYMIj6MuFU2TSdGa0-VUdAMfwG8L5JS9ct_P-ggGxbMobUSZMfYyDiVyB8xDNA5QLfFujMOmzxVG9ii6XyzRadliKXj82aosTovxpzWuLdNY&amp;hsmi=64043272</a>.</li> <li>• BBB (2003). Standards for charity accountability. <a href="https://www.bbb.org/us/storage/0/Shared%20Documents/Standards%20for%20Charity%20Accountability.pdf">https://www.bbb.org/us/storage/0/Shared%20Documents/Standards%20for%20Charity%20Accountability.pdf</a>.</li> </ul>

<b>January 26</b>  Revenue Diversification, Fundraising Tools	<u>Required Readings:</u>  Guest Speaker: Kate Biagi-Rickert: Community Foundation of Louisville <ul style="list-style-type: none"> <li>• Barden, P. (2017). A tale of two appeals. <u>NonProfitPro</u>. <a href="http://echo.louisville.edu/login?url=https://search-proquest-com.echo.louisville.edu/docview/1928321660?accountid=14665">http://echo.louisville.edu/login?url=https://search-proquest-com.echo.louisville.edu/docview/1928321660?accountid=14665</a>.</li> <li>• Bray, Chapter 2</li> <li>• Davis, K.E. (2017). From government funds to income diversity: a map for the quest. <u>Nonprofit World</u>, 35(4). <a href="http://echo.louisville.edu/login?url=https://search-proquest-com.echo.louisville.edu/docview/1970109958?accountid=14665">http://echo.louisville.edu/login?url=https://search-proquest-com.echo.louisville.edu/docview/1970109958?accountid=14665</a>.</li> <li>• Perry, G. (2018). What are the three most boring words in fundraising? <u>Nonprofit World</u>, 36(2). <a href="http://echo.louisville.edu/login?url=https://search-proquest-com.echo.louisville.edu/docview/2048457051?accountid=14665">http://echo.louisville.edu/login?url=https://search-proquest-com.echo.louisville.edu/docview/2048457051?accountid=14665</a>.</li> </ul>
<b>February 2</b>  Fundraising Plan, Budgets, Boards	<u>Required Readings:</u>  Guest Speaker – Rich Flaherty: St. Vincent de Paul <ul style="list-style-type: none"> <li>• Bray, Chapter 3</li> <li>• O’Reilly, B. (no date). Create a fundraising plan that will propel your nonprofit forward. Network for Good. <a href="https://www.networkforgood.com/wp-content/uploads/2018/01/NFG_how-to-fundraising-eguide_r3toNFG.pdf?mkt_tok=eyJpIjoiWTJVeE1URmxNVGc0T1RGbCIiInQiOiJD M3R1NG4rRnRLWHE5Z2pEY1p3a0c5cUJSUmt2UkpKOXRvcVJlVWM0Y3hvOFhYVERYQ05LVkNGaFo0M0dMaVBpVWwvbXBqVlhrMTY1aFJqRlhYSWhjby40RQU09zSjJoV3JydGJQSXBITzIzUTg2OWFXeWIyRStXTzA5T2FNbXAifQ%3D%3D">https://www.networkforgood.com/wp-content/uploads/2018/01/NFG_how-to-fundraising-eguide_r3toNFG.pdf?mkt_tok=eyJpIjoiWTJVeE1URmxNVGc0T1RGbCIiInQiOiJD M3R1NG4rRnRLWHE5Z2pEY1p3a0c5cUJSUmt2UkpKOXRvcVJlVWM0Y3hvOFhYVERYQ05LVkNGaFo0M0dMaVBpVWwvbXBqVlhrMTY1aFJqRlhYSWhjby40RQU09zSjJoV3JydGJQSXBITzIzUTg2OWFXeWIyRStXTzA5T2FNbXAifQ%3D%3D</a>.</li> <li>• Perry, G. (2017). How to solicit your board: rules for success. <u>Nonprofit World</u>, 35(4). <a href="http://echo.louisville.edu/login?url=https://search-proquest-com.echo.louisville.edu/docview/1970110065?accountid=14665">http://echo.louisville.edu/login?url=https://search-proquest-com.echo.louisville.edu/docview/1970110065?accountid=14665</a>.</li> <li>• VSCPA (2012). Budgeting: A guide for small nonprofit organizations. Virginia Society of Certified Public Accountants. <a href="https://www.vscpa.com/sites/default/files/resources/Budgeting2012_0.pdf">https://www.vscpa.com/sites/default/files/resources/Budgeting2012_0.pdf</a></li> </ul>
<b>February 9</b>  Individual Donors	<u>Required Readings:</u>  Guest Speaker – Alex Miniard: Kentucky Refugee Ministries <ul style="list-style-type: none"> <li>• Bray, Chapter 4</li> <li>• Rovner, M. (2018). The next generation of American giving. Blackbaud Institute. <a href="https://institute.blackbaud.com/wp-content/uploads/2013/08/NEXTGEN.pdf">https://institute.blackbaud.com/wp-content/uploads/2013/08/NEXTGEN.pdf</a>.</li> </ul>
<b>February 16</b>  Major Donors,	<u>Required Readings/Video:</u>

Planned Giving	<p>Guest Speaker: Molly Jones: The Pete Foundation</p> <ul style="list-style-type: none"> <li>• Bray, Chapters 6 and 7</li> <li>• Eisenstein, A. (2017). The next level of giving. <u>NonprofitPro</u>, June. <a href="http://echo.louisville.edu/login?url=https://search-proquest-com.echo.louisville.edu/docview/1942229851?accountid=14665">http://echo.louisville.edu/login?url=https://search-proquest-com.echo.louisville.edu/docview/1942229851?accountid=14665</a>.</li> <li>• Watch “Kathey Sanders” video: <a href="https://www.youtube.com/watch?v=509OSS7qtMw">https://www.youtube.com/watch?v=509OSS7qtMw</a>.</li> </ul>
<b>February 23</b>	<b>Donor Solicitation Paper due by 11:59 pm on February 23</b>
<p><b>February 23</b></p> <p>Special Fundraising: Events, Business ventures, &amp; Corporate philanthropy</p>	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> <li>• Bonaparte, Y.L. (2016). Pitfalls to avoid when seeking corporate support. <u>Nonprofit World</u>, 34(4). <a href="http://echo.louisville.edu/login?url=https://search-proquest-com.echo.louisville.edu/docview/1870940982?accountid=14665">http://echo.louisville.edu/login?url=https://search-proquest-com.echo.louisville.edu/docview/1870940982?accountid=14665</a>.</li> <li>• Bray, Chapters 8 and 9</li> <li>• Eikenberry (2009). The hidden costs of cause marketing. <u>Stanford Social Innovation Review</u>, Summer, 51-55. <a href="http://www.ssireview.org/images/articles/2009SU_Feature_Eikenberry.pdf">http://www.ssireview.org/images/articles/2009SU_Feature_Eikenberry.pdf</a>.</li> <li>• Shelley, C. (2017). Fundraising events: ensuring exponential results. <u>NonProfitPro</u>, November/December. <a href="http://echo.louisville.edu/login?url=https://search-proquest-com.echo.louisville.edu/docview/1984365470?accountid=14665">http://echo.louisville.edu/login?url=https://search-proquest-com.echo.louisville.edu/docview/1984365470?accountid=14665</a>.</li> </ul> <p>Guest Speaker: TyiaLynn Scott – Critically Loved</p>
<p><b>March 2</b></p> <p>Foundations, Government funding</p> <p>Grants &amp; Funding Proposals</p>	<p><b>Major Donor Presentations</b></p> <p><u>Required Readings/Video:</u></p> <ul style="list-style-type: none"> <li>• Bray, Chapter 10</li> <li>• Davis, B. (2005). Writing a successful grant proposal. Minnesota Council on Foundations. <a href="https://www.mcf.org/sites/default/files/files/pages/writingagrantproposal.pdf">https://www.mcf.org/sites/default/files/files/pages/writingagrantproposal.pdf</a>.</li> <li>• Pettijohn, S.L. &amp; Boris, E.T. (2014). Contracts and grants between human service nonprofits and government: Comparative analysis. Urban Institute, Brief #4, July. <a href="http://www.urban.org/UploadedPDF/413189-Contracts-and-Grants-between-Human-Service-Nonprofits-and-Government.pdf">http://www.urban.org/UploadedPDF/413189-Contracts-and-Grants-between-Human-Service-Nonprofits-and-Government.pdf</a>.</li> <li>• Watch “Lucy Crawford” video: <a href="https://www.youtube.com/watch?v=7I3axU2CeBo">https://www.youtube.com/watch?v=7I3axU2CeBo</a>.</li> </ul> <p>Guest Speakers: Meredith Lambe &amp; Joe Glover – Floyd Memorial Foundation</p>
<p><b>March 9</b></p> <p>Cultivating &amp; Retaining Donors</p>	<p>Complete the Asking Styles Assessment at <a href="https://askingmatters.com/find-your-style/">https://askingmatters.com/find-your-style/</a>. Print the results and bring to class. You can view all Asking Style descriptions at <a href="https://askingmatters.com/whats-your-asking-style/">https://askingmatters.com/whats-your-asking-style/</a>.</p> <p><u>Assigned Readings:</u></p> <ul style="list-style-type: none"> <li>• Bray, Chapter 5</li> <li>• Network for Good (no date). How to write better thank yous. <a href="https://www.networkforgood.com/wp-content/uploads/2018/05/eGuide_HowToWriteBetterDonorThankYous.pdf?mkt_tok=eyJpIjoiTnprek1qUXpNbU5rTWpVeSIsInQiOiJSRFFpTIVEZ1E4YjBKbm9hK0J">https://www.networkforgood.com/wp-content/uploads/2018/05/eGuide_HowToWriteBetterDonorThankYous.pdf?mkt_tok=eyJpIjoiTnprek1qUXpNbU5rTWpVeSIsInQiOiJSRFFpTIVEZ1E4YjBKbm9hK0J</a></li> </ul>

	<p><a href="https://www.linkedin.com/company/gilda-club-kentuckiana/">mTGvwdlV5cWRHZUNBRXdGU1ZmVk1xWUc3ZTIFVU85eVFGQkNZVGFzczd3akZ3Vk01WFhqSFpISkNLZ1FZaHg1MjFweUs1XC9tUGFQekFjUU05STNFTkhvY1ISQXRkVINiSHYxNGxucmRwQURPWFEifQ%3D%3D.</a></p> <p>Guest Speaker: Karen Morrison – Gilda’s Club Kentuckiana</p>
<b>March 16</b>	<b>Major Donor Paper due by 11:59 pm on March 16th.</b>
<b>March 23</b>  Marketing & Social Media	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> <li>• Bray, Chapters 10 – 13.</li> <li>• <a href="https://prosper-strategies.com/nonprofit-marketing-manifesto/">https://prosper-strategies.com/nonprofit-marketing-manifesto/</a></li> <li>• Breeze, B. &amp; Dean, J. (2012). Pictures of me: user views on their representation in homelessness fundraising appeals. <u>International Journal of Nonprofit and Voluntary Sector Marketing</u>, 17(2), 132-143. <a href="https://doi-org.echo.louisville.edu/10.1002/nvsm.1417">https://doi-org.echo.louisville.edu/10.1002/nvsm.1417</a>.</li> <li>• Cohen, R. (2014). Throwing cold water on ice bucket philanthropy. <u>Nonprofit Quarterly</u>. <a href="https://nonprofitquarterly.org/philanthropy/24686-throwing-cold-water-on-ice-bucket-philanthropy.html">https://nonprofitquarterly.org/philanthropy/24686-throwing-cold-water-on-ice-bucket-philanthropy.html</a>.</li> </ul> <p>Guest Speaker – Shauntrice Martin: Black Market</p>
<b>March 30</b>  Tainted Donors, Restricted Donations, Capital Campaigns	<p><u>Required Readings/Video:</u></p> <ul style="list-style-type: none"> <li>• Helge, T. L. (2018). It’s harder than you might expect for charities to give back tainted money. <u>Huffington Post</u>. <a href="https://www.huffingtonpost.com/entry/its-harder-than-you-might-expect-for-charities-to-us_5b689f42e4b08c2f0a5e10ca">https://www.huffingtonpost.com/entry/its-harder-than-you-might-expect-for-charities-to-us_5b689f42e4b08c2f0a5e10ca</a>.</li> <li>• Miller, C. (2004). Gift horse or Trojan horse? A thorough physical is critical. <u>Nonprofit Quarterly</u>, 11 (2). <a href="https://nonprofitquarterly.org/2004/06/21/gift-horse-or-trojan-horse-a-thorough-physical-is-critical/">https://nonprofitquarterly.org/2004/06/21/gift-horse-or-trojan-horse-a-thorough-physical-is-critical/</a>.</li> <li>• Watch “Cathe Dykstra” video: <a href="https://www.youtube.com/watch?v=ltNRg1-UozI&amp;t=2s">https://www.youtube.com/watch?v=ltNRg1-UozI&amp;t=2s</a>.</li> </ul> <p>Guest Speaker – Karen Cassidy: Hildegard House</p>
<b>April 6</b>	<b>Shark Tank Presentation</b>
<b>April 13</b>	<b>Shark Tank Presentation</b>
<b>April 20</b>	<b>Fundraising Activity Final Report due by 11:59 pm</b>

**Fundraising Activity**  
**Due: April 20th at 11: 59 pm**

Students will be divided into teams of two students each. Students will be paired up with a local nonprofit and will be responsible for assisting in at least one fundraising activity throughout the course of the semester to benefit that nonprofit. Activities can include social media, direct mail, events, corporate solicitation, etc.

Teams will give the class biweekly status reports on the project.

For team projects, each student must submit assignment in Blackboard to get credit. Points may be deducted from an individual student's grade if student has not contributed equally to the project.

Note:

- Students will receive detailed information about each nonprofit during the January 19th class.
- Students' grades will not be based on how much money is raised but, on their ability, to plan, implement creative activities, and work with the nonprofit.
- A final self-reflective paper will be due by April 20th. This paper is not to be more than 5 pages in length and will be a summary of your experience.

Maximum points: 30



**Donor Solicitation Paper**  
**Due: February 23rd at 11: 59 pm**

The paper should be ordered in the way the components are listed in the rubric below, with a section heading for each component.

Suggested Paper Length: 5-7 pages

Maximum Points: 15

**Grading Rubric:**

<b>Required Component</b>	Provides a comprehensive discussion of the required component, including understanding of relevant readings.	Provides some discussion of the required component and limited understanding of relevant readings.	Provides no discussion of the component
Discuss best practices related to fundraising appeals to individuals. Use at least one supplemental (non-assigned) resources in your discussion.	4-5	1-3	0
Using the Rovner article, discuss how your nonprofit can appeal to donors from the various generations.	4-5	1-3	0
Include a compelling one-page solicitation letter to donors, expressing a specific need withing your nonprofit.	4-5	1-3	0
<b>Deductions</b>			
.10 points for each Spelling or Grammar mistake (Maximum 5 points). 2 points for each day late			

## Major Donor Presentation and Paper

Due: March 16th at 11: 59 pm

Students will request \$1,000 from a “major donor” to benefit a nonprofit of their choice. You have contacted a donor and she has agreed to meet with you but is very busy and can only spare 5 minutes to hear your request. **You will present to the prospective donor in class on March 2nd.** You should dress as though you were actually presenting the request to a major donor.

The paper should be ordered in the way the components are listed in the rubric below, with a section heading for each component.

Suggested Paper Length: 2-4 pages

Maximum Points: 10

### Grading Rubric:

Required Component	Provides a comprehensive discussion of the required component, including understanding of relevant readings.	Provides some discussion of the required component and limited understanding of relevant readings.	Provides no discussion of the component
5-minute presentation is focused, gives a comprehensive overview of agency/project, and is appropriate for donor	4-5	1-3	0
One-page follow-up “thank you” letter to the donor that is compelling and summarizes most important elements of your request.	3	1-2	0
Critique of presentation, including justification of presentation style and changes student would make if presenting again.	2	1	0
<b>Deductions</b>			
.10 points for each Spelling or Grammar mistake (Maximum 5 points). 2 points for each day late			

**Grant Proposal**  
**Due: April 20th at 11:59 pm**

Students will create a grant proposal for a nonprofit of their choice, to include all components as detailed on the Rubric. Students will request funding from the Louisville Grant Center. The Louisville Grant Center does not provide funding for ongoing operating expenses but will fund new programs. Funding can be provided for up to three years, limited to \$200,000 each year. (Note that Louisville Grant Center is a fictional funding source, used for the purpose of this assignment).

The proposal should be ordered in the way the components are listed in the rubric below, with a section heading for each component.

A Cover Page (posted on Blackboard under Assignments/Grant Proposal) must be included with the grant proposal. Failure to include this will result in a deduction (see below).

Note that students will be required to make a presentation in class on December 6 (details below) and will be critiqued by fellow students.

Suggested Page Length: 12-15 pages

Maximum Points: 25

**Grading Rubric:**

Required Component	Provides a comprehensive discussion of the required component, including understanding of relevant readings.	Provides some discussion of the required component and limited understanding of relevant readings.	Provides no discussion of the component.
Provide a comprehensive discussion of the project to be funded, including the population to be served and activities associated with the project.	3-4	1-2	0
Provide a comprehensive discussion of the need for the proposed project, including data related to the need for the target population and project.	4-5	1-3	0
Provide numerical outputs and outcomes for your project – include how many individuals will be served and what results will be accomplished.	2	1	0
Discuss the capacity of the agency and relevant experience to implement the project. Discuss any collaborations associated with the project.	2	1	0
Include a budget that is realistic and contains all expected revenue and expenses, including any in-kind contributions. Include a budget	3-4	1-2	0

narrative that explains and justifies revenues and expenses. If the project budget exceeds \$200,000, you must discuss where additional funding will be obtained. Calculations should be correct.			
Discuss how the agency will sustain this project after grant funding ends.	2	1	0
Discuss how the agency will recognize the Louisville Grant Center if funding is provided.	1	.5	0
Student will present funding proposal on December 6. Students should dress and present as if they were presenting to the Louisville Grant Center. Presentations are limited to 10 minutes with 5 minutes for questions. Presentation should be focused and give a comprehensive overview of the proposal. Student should distribute a 1-page handout regarding the proposal to fellow students.	4-5	1-3	0

**Deductions**

.10 points for each Spelling or Grammar mistake (Maximum 5 points).

3 points for each day late

2 points if Cover Page is not included with proposal

**Marketing Paper**  
**Due: April 27th at 11:59 pm**

The paper should be ordered in the way the components are listed in the rubric below, with a section heading for each component.

Suggested Paper Length: 4-6 pages

Maximum Points: 10

**Grading Rubric:**

<b>Required Component</b>	Provides a comprehensive discussion of the required component, including understanding of relevant readings.	Provides some discussion of the required component and limited understanding of relevant readings.	Provides no discussion of the component
Discuss best practices related to marketing and social media for nonprofits. Use at least one supplemental (non-assigned) resources in your discussion.	4-5	1-3	0
Review website and social media pages as if you know nothing about the nonprofit and provide a critique. What is done well and what needs to improve? You should discuss such issues as site's appearance and ease of use, communication of mission and services, branding, intended audience, volunteer recruitment, and fundraising.	4-5	1-3	0
<b>Deductions</b> .10 points for each Spelling or Grammar mistake (Maximum 5 points). 2 points for each day late			