Cleveland State University
Maxine Goodman Levin College of Urban Affairs
Fall 2015

Course Syllabus

Proposal Writing & Program Development
UST 410 - Section 501, 3 credit hours

Instructor: Julie Rittenhouse
Phone: Department of Urban Studies: 216-687-2136;
       Campus Phone: 216-687-3550 and Home Phone: 216-241-4159
Office Hours: By appointment.

Email address: Use the email function in Blackboard
Emergency email address: j.rittenhouse@csuohio.edu
Please use only if you can’t access Blackboard

Class Meetings
This is an online course and there is no face-to-face class meeting scheduled. The course
uses Blackboard Learn as a course management system. Prior to beginning work in the
course, please carefully review the information in this syllabus.

Course Description
This is an upper-level undergraduate course that will focus on the content and structure of
program planning and development, sources of funding, proposal writing and program
evaluation. The rationale for this course is the organizational concern for planning, funding
and accountability. Urban planners, public and nonprofit administrators are expected to
identify and solve problems and to think and act strategically in an increasingly competitive
environment. In addition, planners and nonprofit managers must possess the skills
necessary to obtain funding and to determine the impact of a particular program and/or
policy. Students will gain experience and skills in program design, research, and through
the independent development and writing of a grant proposal.
Course Objectives
By the conclusion of the course, the student will:

- Understand the program planning process
- Develop a project/program plan
- Understand and apply research principles and methods to needs assessment and identifying funding sources
- Design an evaluation plan
- Relate major trends and issues in public and nonprofit funding to the allocation decisions of government, corporate, foundation and individual donors
- Identify and understand key components and practical steps for proposal preparation
- Demonstrate the skills to plan, research and write a proposal
- Demonstrate familiarity with social, political and institutional change in the urban environment.

Course Materials
The following assigned texts can be purchased (used books are available) at the Cleveland State University Bookstore – Viking Outfitters.

Supplemental readings will be provided online.


The Foundation Center
All students are required to visit The Foundation Center's website and become familiar with this rich resource. http://foundationcenter.org/cleveland/

Specifically, view the free webinar – Introduction to Finding Grants http://grantspace.org/course-offerings/Online-Classes/introduction-to-finding-grants

During the first half of the semester, you are required to make a one-time visit to the Center and its library. If your personal circumstances prevent you from meeting this requirement, please contact the Instructor.

The Foundation Center
Hanna Building,1422 Euclid Avenue, Suite 1600, Cleveland
Phone: 216-861-1934
Assignments – Comprehensive instructions for each assignment can be found on Blackboard, however, a brief description follows:

Assignment - Paper 1
As a grantseeker how do you frame your story?
What evidence exists that is supportive of your proposal idea or not?
Why did you choose the supporting evidence that you did?
Can you approach the issue/problem in a different way?

The above questions are posed in this assignment. Students will craft a compelling story that demonstrates knowledge of the nonprofit organization and need for funding using the concepts in the book, Storytelling for Grantseekers - A Guide to Creative Nonprofit Fundraising and show why this is relevant to planning, researching and writing a successful grant proposal. Five pages (max.) paper.

Assignment - Paper 2
Identifying the Funding Source - Part 1 and Letter of Inquiry- Part 2 (total 5-6 pages)

Based on lectures, assigned readings, The Foundation Center training, students will identify potential funders for their proposal idea and answer a series of questions that will inform the research process and help determine a "strong match" with potential funders or donors. A Letter of Inquiry (LOI) is an initial step in approaching a foundation or corporation for a grant. Developing the LOI is excellent preparation for writing the proposal. A LOI should be brief, clear and interesting.

Final Assignment - the Proposal
You have chosen a nonprofit organization or a public entity to be the applicant in submitting a grant request to a government agency, foundation or a corporation. You have conducted research and identified possible funding sources in Assignment 2 and prepared a Letter of Inquiry (LOI). The Learning Modules and Short Answer assignments are the building blocks for writing the proposal (approx. 8-10 pages). All elements of a comprehensive proposal are covered in assigned texts and supplemental readings. Each student will make a brief presentation (using Discussion Post feature) about his/her completed proposal.
Course Requirements for Grading

Papers
Assignment – Paper 1
Assignment – Paper 2
Final Assignment

Due Date:
September 28
October 26
Finals Week – Date to be determined

Grades
Grades will be calculated as follows:

Assignment 1 30 points
Assignment 2 40 points
Student Presentation 10 points
Final Assignment – the Proposal 55 points

Discussions @ 5 points each
Undergraduate students – 12 weekly Discussion Posts 60 points

Short Answer Assignments (SAA) @ 5 points each
Undergraduate students – 11 SAA 55 points

Total 250 points

Grading Scale
A: 94-100  A-: 90-93  B+: 87-89  B: 83-86  B-: 80-82  C+: 77-79  C: 70-76  D: 60-69  F <60

Written communication is critical to planning and nonprofit practice. Grades for written work will be made on the basis of logical argument, organization, correct use of English language and grammar, timeliness and fulfillment of assignment requirements. Late assignments will not be accepted without prior approval of the instructor.

A grade of Incomplete will only be given when a student cannot complete course requirements because of a serious illness or crisis (as judged by the instructor), either of the student’s or in his or her immediate family. Please remember that both “Incomplete” or “X” grades will turn into “F” if the work is not completed.
Basis for Grading of Assignments
Presentation (composition, clarity, grammar, syntax, spelling)
Form (structure, arrangement and format)
Content – quality and quantity of research
Depth and scope of analysis
Clarity of argument
Coverage of topic
Demonstrated understanding and incorporation of course concepts

General Education Requirements
For undergraduate students, this course fulfills Skill Intensive Area requirements in Writing Across the Curriculum (WAC). In order to receive a "C" or better in the course, students must write at a satisfactory skill level (C or better). For assistance or online tutorials, refer to the CSU Writing Center (www.csuohio.edu/writing center) or call 216-687-6981.

Academic Misconduct
Plagiarism (copying others work in any form without proper reference and citation), cheating or any other form of academic misconduct is strictly prohibited and will not be tolerated. Consequences for academic misconduct are based on university regulations and are grounds for the grade of "F" for the course. Please refer to the Student Handbook for further information (www.csuohio.edu/studentlife/conduct/acadregs.html).

Students with Special Needs
Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at 216-687-2015. The Office is located in Main Classroom 147. Accommodations need to be requested in advance and will not be granted retroactively. Persons needing special accommodations to take exams or complete assignments must identify themselves to the instructor. This includes accommodations for physical handicaps and learning disabilities.

University Policies
Refer to the CSU Undergraduate Bulletin for policies and procedures for drop/add, withdrawal, grading (including incomplete) and other questions.
**Course Structure in Blackboard**

Each week the content module begins on Tuesday. This allows students a full weekend to complete assignments, which are due the following Monday at 11:00 p.m. The exact dates are listed in the content module. It is important to stay on track. Late assignments will be accepted, however, you will sacrifice a point for each day late.

The course structure in Blackboard Learn is defined in the content module of the course. Here, you will find information for each week. Each week consists of the following materials and information:

- Learning Objectives
- Readings
- Summaries of the topic

**Assignments:**

- Short answer assignments (short answer format, covering content and weekly readings). Submit under “assignments” in Blackboard.
- Paper preparation assignments (short answer format, designed to step you through the grantseeking process). Submit under “assignments” in Blackboard.

Unlike other online courses that allow students to work at their own pace or jump ahead, this course is designed as a series of building blocks. Each week you will have some combination of a short answer assignment, paper preparation assignment, and discussion due. **You must login to Blackboard and participate in the Blackboard class each week in order to be successful in this course.** The Discussion will focus more on grantseeking issues, including the public problems/policies you choose for your proposal and will be posted on Blackboard every Tuesday. Paper preparation assignments step you through the planning and research processes of gathering information and building a case for your proposal.

Written assignments are to be “uploaded” to the assignment section in Blackboard and discussions are conducted in the discussion section (in communication tools). If you are unsure how to use these features, please use the tutorials on the eLearning website located at [http://www.csuohio.edu/elearning/blackboard/index.htm](http://www.csuohio.edu/elearning/blackboard/index.htm)
Course Schedule and Reading Assignments (subject to modification).
Supplemental readings (articles and brief reports) will be provided online.

Check Learning Module in Blackboard for weekly updates. Readings, assignments, and discussions will be listed for each week.

Week 1: August 25
*Class Orientation and Proposal Idea*

Week 2: September 1
*Grantmaking as Art*

Read:
Storytelling for Grantseekers – Foreword, Preface, Introduction, Chapters 1 and 2
Winning Foundation Grants – Chapter 26

Week 3: September 8
*Model for Proposal Development*

Week 4: September 15
*Assessing Organizational Capability*

Read:
Storytelling for Grantseekers – Chapter 12

Week 5: September 22
*Telling Your Story*

Read:
Winning Foundation Grants – Chapters 5, 6 and 16-23
Week 6: September 29
Learning Where to Look - Funding Sources

Read:
Storytelling for Grantseekers – Chapters 3 and 4
Winning Foundation Grants – Chapters 1 and 2

Week 7: October 6
Introduction or Capacity Statement

Read:
Winning Foundation Grants – Chapters 9-15

Week 8: October 13
Purpose and/or Statement of Need

Read:
Storytelling for Grantseekers – Chapter 5
Winning Foundation Grants – Chapter 19

Week 9: October 20
Goals, Objectives and Outcomes

Read:
Storytelling for Grantseekers – Chapter 6

Week 10: October 27
Methodology, including Personnel

Week 11: November 3
Evaluation

Read:
Storytelling for Grantseekers – Chapter 7
Week 12: November 10

Language of Numbers - Budget

Read:
Storytelling for Grantseekers – Chapter 8

Week 13: November 17

Future Funding or Sustainability Plan

Read:
Storytelling for Grantseekers – Review: Chapter 7
Winning Foundation Grants – Chapters 24 and 25

Week 14: November 24

Cover Letter, Summary and Attachments

Read:
Storytelling for Grantseekers – Chapters 9, 10 and 11
Winning Foundation Grants – Chapters 3, 4, 7 and 8

Week 15: December 1

Student Presentations and Final Assignment

Useful Web Sites:
- Federal government
  www.grants.gov
- The Council on Foundations
  www.cof.org
- The Foundation Center
  www.fdncenter.org
- The Grantsmanship Center
  www.tgci.com
- The Chronicle of Philanthropy
  www.philanthropy.com