

**NEW YORK CITY COLLEGE OF TECHNOLOGY
CITY UNIVERSITY OF NEW YORK
HUMAN SERVICES DEPARTMENT
(718) 260-5135**

HUS 4803 – Resource Development in Human Services

Section Number: HD01 (36587) **Instructor:** Silvia E. Ramos

Email Address: sramos@citytech.cuny.edu

Virtual Office Hours: “Ask the Professor” Discussion Board” – checked daily

Campus Office Hours: By appointment- please email request

Class Schedule: Thurs. 8:30–11:00 pm Midway #302 & online via Blackboard

HUS 4803 Resource Development in Human Services

Credits: 3 Hours: 3

Prerequisite: HUS 2405

Course Description: The process of developing resources for a human services program. Students develop a statement of need, a budget and program management evaluation procedures. Resources for funding programs, the requirements of various funding sources and the legal requirements for resource accountability are explored.

Required textbook:

Geever, J. (2007). The Foundation Center’s guide to proposal writing. (6th ed.). New York: The Foundation Center.

Required resources:

- Microsoft office – Available in all college computers.
- Reliable computer with reliable Internet access - available throughout the college
- APA Citation guide – purchase or library
- CityTech Library Research Guide for Human Services
<http://libguides.citytech.cuny.edu/humanservices>

Additional Recommended Resources:

The New York Times – <http://NYTimes.com/>

National Council of Non-profits – <https://www.councilofnonprofits.org/tools-resources-categories/boards-and-governance/>

Mission and Vision Statements (handouts) –

http://foundationcenter.org/events/archive/ny_startup_series/3_mission_and_visionhandouts.pdf/

NYS Dept. of State – <http://www.dos.ny.gov/corps/nfpfaq.asp/>

Office of Minority Health – <http://www.minorityhealth.hhs.gov>

CUNY Writing Center – or <https://www.york.cuny.edu/student/writing-center>

Online Writing Lab - <https://owl.english.purdue.edu/>

Netiquette Guidelines - <http://www.dictionary.com>.

Assignments, field visits, examinations, and projects (Due dates will be set by the instructor)

Late work will be subject to a 10-point grade deduction for up to one week that the assignment is late. For example, work that would have received 90 (A-) will be downgraded to 80 (B-) if submitted 1 – 7 days late. Work that is late longer than 7 days will receive 0 points. Plagiarized work will receive 0 points (F) with no opportunity to resubmit.

All assignments must be handed in directly to the instructor as required.

- Foundation Center visit: workshop or webinar attendance (plus registration receipt)
Written and oral report
- Special event research and planning: Written and oral report
- Funding partner research: written funding partner profile and oral presentation as part of the grant proposal presentation
- Original grant proposal – written proposal and oral presentation
- Midterm and final examinations

Technology Requirements:

You **must have/know your CityTech email address**. If you do not know your CityTech email login information, you need to visit <http://mail.citytech.cuny.edu/UserIdLookupA/>. From there, you can retrieve your login information and log into your account. If you need additional help with your CityTech email, or do not have an account, you need to contact the CityTech Help Desk at **718-260-4900**. You may also email them at studenthelpdesk@citytech.cuny.edu.

It is imperative that you have a CityTech email account, then log in, and create a Blackboard account.

Blackboard will be our “virtual home – classroom” for this course. For Blackboard training, you can access the training workshop schedule at <http://websupport1.citytech.cuny.edu/studentworkshops.html> and or you can visit the Lab G600 itec@citytech.cuny.edu and/or call **(718) 254-8565** for assistance.

The Lab provides excellent instruction to students needing training and support on all tools required to fully participate in the course. Walk-ins are always welcome.

Management Concepts in Human Services is a 3-credit course, 45 credit hours in totality, and all online and in-class requirements must be met. You must also have the required textbook.

Course Structure: In an online course, it could be easy to fall behind in your assignments; you must keep up with all posted assignments and due dates so that your grade is not negatively affected. **Post your questions to “Ask the Professor” Open Discussion Board, so that all students can view the questions and my answers – everyone benefits from this.** The following is important in terms of understanding the Hybrid course structure.

Online Component: You are expected to visit the Bb classroom area on at least **2 separate** days out of the week. You are expected, and it is a course requirement that you contribute regularly to the discussion questions and comments from your peers or me, **within the specified deadline for that week.**

Postings will be evaluated with a Rubric for Discussion Board Postings. All postings come under “Class Participation” and carry a percentage on your final grade. A word about “logging in” – when you “login” you might spend quite some time reading course content, announcements and/or other information on the site – please realize that the system tracks how much time you spent in the course; however, the system cannot tell exactly what you were doing. As a result, just “logging in” is not part of either attendance or participation. While “logged in”, accountable work has to be done for it to count toward Attendance & Participation.

Attendance: When online, attendance is pretty much tracked by the system, meaning, that to be in attendance each week, you must join in and post a response to the class discussion topic going on at the time. By posting all weekly assignments within the specified timeframes, you will meet the attendance requirement. **Late posts are counted as “lateness to class” – 3 of this equal 1 absence. Absent posts (at least 2 per week) are “absences from class”.** Please be aware of these online attendance requirements. They are just as important as the in-class attendance requirements and will be calculated together for your final grade.

Instructors are required to submit student attendance to Financial Aid and Registrar. Reminder: Both online & on-campus attendance is important.

Participation: In this Hybrid course, participation in both in-class and online activities is expected regularly and represents a part of your final grade. Students enrolled in this hybrid course are required to access the course website twice weekly during the semester to complete assignments.

Participation is calculated based on quality and quantity of the posts, and their meaningful impact on the development of the class discussion. To earn full participation points, **you must post 2 postings during the specified timeframe for the week. We then move on to the next week.**

Course Requirements: Class attendance (according to college policy – online & in-class), class participation (online & in class), midterm examination, final examination, term project (written APA style) and oral presentation. Compliance with course, department, and college policies and compliance with CUNY’s Policy on Academic Integrity.

Grading System Explained:

A word about Attendance & Participation – pertains to both online and in-class components of your Hybrid course. Attendance is expected at all scheduled course meetings, online and in-class.

This is important especially in online/hybrid courses...

Mid-semester evaluation criteria

1. Pass a mid-semester examination (grade C or higher)
2. Complete a written special event plan and foundation visit and networking assignments and present both in class by due date (grade C or higher)
3. Adhere to all class and college policies

Final grade breakdown –Passing grade is C (70 average or better)

1. Grant Proposal – written and oral presentation-	25%
2. Midterm exam -	25%
3. Assignments (5% each x 3) participation (online/in-class 10%)	25%
a. Special fundraising event	
b. Foundation Center visit and networking written report and oral presentation	
c. Funding partner profile: Prospecting research and funder profile	
4. Final Exam -	25%
Total:	100%

As per Human Services Department’s Curriculum Committee, instructors may add assignments and set due dates but may not change the requirements for this course. Instructors will provide students with a description of his/her grading method(s) for assignments- included in this Syllabus.

Final Grading:

Your grade will be based on the total points accumulated for the course, as follows:

93 - 100	A
90 – 92.9	A-
87 – 89.9	B+
83 – 86.9	B
80 – 82.9	B-
77 – 79.9	C+
70 – 76.9	C
60 – 69.9	D
59.9 and below	F
WU	Unofficial Withdrawal (attended at least once)
WF	Withdrew Failing
WN	Unofficial Withdrawal (never attended)

Instructional/Learning Methods

Lectures

Class discussion/ active participation/online Discussion Board participation

Audio-visual aids – posted ppts, short videos

Collaborative Work Groups – online & in-class – when applicable

Guest speakers – where applicable

Participation – online & on-campus:

Students are expected to punctually attend scheduled class sessions. Class sessions are conducted in a manner that assumes that students have completed readings and other assignments for the designated dates and are able to demonstrate, through informed and active class participation, their capacity to integrate course content with current course objectives.

To ensure a learning environment, that supports quality student participation, unapproved technology/cell during class is not permitted.

Student contributions to discussions are expected to:

- Reflect an understanding of assigned readings by posting relevant comments/questions
- Demonstrate critical thinking in adding to course concepts
- Apply course material to your community health practice
- Integrate and build on the contributions of others, in-class as well as online
- Demonstrate active participation in discussions, in-class as well as online

Three strategies that mark active participation in this course:

- Preparing for class by reading the assigned material
- Giving voice to your questions and ideas, in-class as well as via our online interactive tools
- Listening carefully to the ideas and questions of others in class and reads carefully online the ideas and questions of others

Evidence of active participation include:

- Asking questions in class as well as via the “Ask the Professor Discussion Board”
- Volunteering to participate in classroom activities
- Commenting directly on ideas presented by other students, and posting responses when working online
- Monitoring your own participation levels so as not to monopolize (mostly in-class)

Reminders:

In this Course, there is no makeup for exams.

***Assignments should be uploaded (when applicable) on their stated due date, and on the designated forum. They must be “submitted” on time to receive full credit. Don’t lose points unnecessarily.**

All assignments must be typewritten (double-spaced in 12-point font with one-inch margins) and should conform to APA style formatting as outlined in the Additional Resources websites.

***Also visit the Learning Center for instruction in APA Style, if unfamiliar and to review your paper before final submission...Important.**

Discussion Board Etiquette:

Netiquette: Another important facet of our online component in this course is “manner or etiquette of communication”. This is known as **Netiquette**, and the main rule of netiquette is, “**Think before you post**” ... Some of the critical rules are:

- Avoid offending classmates with insensitive remarks.
- Keep your “voice down” – avoid using all capital letters, as online, that is the equivalent of yelling- really loud yelling. We are engaging in discussions, not battles.
- Be clear and straightforward with your language, making an extra effort to be sensitive and courteous.
- Never hastily post something when you’re not in the best of moods; it could be quite offensive to the reader.
- Stay positive and keep your interactions with your classmates – your learning community – friendly, sincere, and polite.
- Be sensitive and aware of ethnic and cultural differences – avoid postings that may be misunderstood, considered inflammatory, and cause feelings of alienation and exclusion.
- Follow the rules for correctly posting replies on the Discussion Board, and on group blogs, if used.
- A final word: Our virtual classroom, the Discussion Board, is only for “accountable talk” explicitly related to course content, questions on content,
- assignment postings, if so indicated; it is not for personal issues. **Any personal issues must be addressed via email for privacy purpose**

Discussion Board Evaluation Rubric

Criteria	4	3	2	1
Promptness And Initiative	Consistently responds to postings in less than 24 hours; demonstrates good self-initiative	Responds to most postings within a 24-hour period; requires occasional prompting to post a response	Responds to most postings several days after initial posting; limited initiative	Does not respond to most postings; rarely participates on own initiative
Delivery Of Post	Consistently uses exceptional grammar in posts with rare to none spelling errors	Few grammatical and/or spelling errors are noted in posts	Errors in grammar and spelling seen in several posts	Poor grammar and spelling in most posts
Relevance Of Post	Consistently posts topics related to discussion topic; cites additional references related to the topic	Frequently posts topics related to discussion topic; prompts further discussion of topic	Occasionally posts something unrelated to the topic; very short posts offering no further discussion	Posts topics not related to the discussion content; makes short, irrelevant remarks
Contribution To the Learning Community	Awareness to the needs of the learning community; presents creative approaches to the topic, motivating group discussion	Frequently attempts to lead the discussion and presents relevant viewpoints for discussion by the group; interacts freely	Occasionally contributes a meaningful reflection to group’s efforts; does not exhibit a great effort to become involved with the group	Does not make any effort to join and participate with the learning community as it evolves; seems indifferent even when prompted

COURSE OBJECTIVES

By the end of the semester, students will demonstrate the following competencies:

Knowledge	Evidence of Learning Outcomes
Understand the function of the Board of Directors	<p>In written assignments, small group activities, term project, and exam questions, students will describe the function of a non-profit board of directors and mock a meeting of a non-profit organization's Board of directors.</p> <p>Learning Resources:</p> <p>http://managementhelp.org/boards/boards.htm#anchor579041</p> <p>National Council of Nonprofits https://www.councilofnonprofits.org/tools-resources-categories/boards-and-governance</p>
<p>Differentiate among different types of nonprofit organizations and tax-exempt nonprofit organizations, i.e., 501©(3), 501©(4), 501©(5), 501©(6))</p> <p>Describe the NY State non-profit incorporation process, the federal tax exemption rules, and laws that relate to the protection of clients.</p>	<p>In small group assignment student will be able to create a mock nonprofit organization and write a mission statement.</p> <p>In the midterm exam, students will describe the requirements and procedures for (1) making a non-profit organization legal in NY State, and (2) requirements and procedures for filing forms and maintaining tax exemption</p> <p>Learning Resources:</p> <p>IRS http://www.irs.gov/charities/article/0,,id=169727,00.html</p> <p>Handouts on Mission and Vision Statements http://foundationcenter.org/events/archive/ny_startup_series/3_mission_and_vision_handouts.pdf</p> <p>Bylaws http://foundationcenter.org/getstarted/faqs/html/samplebylaws.html</p> <p>NY State Department of State http://www.dos.ny.gov/corps/nfpfaq.asp</p>
Describe financial disclosure (IRS 990) requirements, and other local, state, and federal laws that regulate non-profit organizations	<p>In exam questions, students will explain the importance of Form 990 and how to access and download Form 990 of any non-profit tax-exempt. In exam questions, student will describe the contents of</p> <p>Learning Resources:</p> <p>Free access to database of 990-PF tax returns http://www.foundationcenter.org/findfunders/990finder/</p>

<p>Describe the components and writing requirements of a grant proposal.</p>	<p>Student will write a grant proposal for a hypothetical human service agency. In class presentations and final exam questions, students will describe the components of the grant proposal.</p> <p>In written assignments and class presentations, student will describe how to use the Foundation Center as a resource for grant-writing</p> <p>Learning Resources:</p> <p>Textbook: Guide to proposal writing</p>
<p><u>Identify public and private funding sources and describe fundraising strategies to create a funding mix for a nonprofit organization.</u></p> <p>Describe local, state, and federal rules that regulate fundraising by or on behalf of nonprofit organizations</p>	<p>In a written assignment, student will conduct research on foundations, government, and corporations and choose a funder for the program in the grant proposal.</p> <p>In exam questions, students will describe how to research and choose a funding partner. In a written assignment, exam questions, and oral presentations, students will describe how to plan a successful special event.</p> <p>Learning Resources:</p> <p>http://www.npguides.org/links.htm</p> <p>http://www.usa.gov/Business/Nonprofit.shtml</p> <p>https://www.nozasearch.com/ (Free Foundation search with sign-up)</p> <p>http://foundationcenter.org/getstarted/guides/events.html</p> <p>http://www.fundraiser.com/fundraising-events.html</p>

Notes:

Skills	Evidence of Learning Outcomes - Skills Achieved	
<p>Find and use reliable evidence to compose a compelling need statement.</p> <p>Write a grant proposal based on documented need</p>	<p>. As part of the term project, students will write a compelling statement of need based on research they conducted on an issue that affects a population of their choice.</p> <p>In exam questions, students will describe a number of reliable sources for statistics on social and health issues.</p> <p>Learning Resources: .</p> <p>http://www.dhs.state.il.us/page.aspx?item=4803</p> <p>Textbook: Guide to Proposal Writing</p>	
	.	
<p>Plan a special event to raise funds for a nonprofit organization.</p>	<p>In a written and group assignment, students will plan a special event.</p> <p>Learning Resources:</p> <p>http://nonprofit.about.com/?once=true&</p>	

Notes:

This Course will assist students in strengthening professional values related to sustainability of nonprofit organizations.

Values	Evidence of Learning Outcomes
<p>Awareness of ethical issues related to nonprofit program development, fund raising, board membership, research, pilot projects, and staff responsibility</p>	<p>In exam questions, students will describe the ethical issues related to fund-raising and fund-raising methods, including the use of clients as fund-raisers and fundraising events where alcohol is served to participants.</p> <p>In class presentations, lectures, and group work activities, students will demonstrate appropriate professional demeanor.</p> <p>Learning Resources:</p> <p>http://www.afpnet.org/files/ContentDocuments/CodeofEthicsLong.pdf http://foundationcenter.org/getstarted/topical/ethics.html http://www2.guidestar.org/rxa/news/articles/2004/how-ethical-is-your-nonprofit-organization.aspx?articleId=827 http://www.nationalhumanservices.org/mc/page.do?sitePageId=89927&orgId=nohs</p>
<p>Awareness of the public’s right to request and receive information about the finances of the organization.</p>	<p>In exam questions, students will describe the types of information non-profit tax-exempt organizations must make available to the public.</p> <p>Learning Resources:</p> <p>http://foundationcenter.org/getstarted/tutorials/demystify/disclose.html</p>

Course Schedule, Readings & Tasks

Session	Topic/Tasks	Readings
1 08/30 Campus 8:30-11:00 Midway Rm. 302	Course requirements & objectives, course policies, assignments, grading system, online and on-campus schedule with assignments, CUNY Policy on Academic Integrity Lecture: What is a non-profit organization? Types of non-profits.	Syllabus Ch. 1
2 09/13 Campus	Research and planning for a new non-profit organization – Create a hypothetical nonprofit organization to address a specific community problem. Members will act as the organizing board of directors that will research the incidence and prevalence of a problem in a community (segment of the population) that is underserved. The research should provide reliable evidence (data) to show that a new organization is needed to address the problem.	Ch.2- 3
3 09/20 Online	The group will write a mission statement, make the organization legal, apply for tax exemption, plan a special event as part of the funding mix, and write grant proposals to develop programs and services Access the Bb Discussion Board to complete the assignment.	Ch.4
4 09/27 Online	The Funding Mix: Use the Internet to explore strategies used by non-profits to create a funding mix to support the organization’s immediate and long-term funding needs. Some strategies: special events, memberships, fees for service, product sales, space and equipment rental, direct mail/e-mail solicitations, trusts, Internet crowd funding, Estate plans, pro-bono (professional) service donation; in-kind contributions (goods and services by volunteers and interns), and support from government, foundations, and corporations. NY Bureau of Charities - http://www.charitiesnys.com/about_new.jsp Access the Bb Discussion Board to complete the assignment.	J. Geever, Chapter 11
5 10/04 Campus	Special Event Assignment Due – Submit written project and prepare to make a brief presentation.	Written Assignment
6 10/11 Online	1st period Mid-semester exam on state and federal requirements for making and organization legal and tax-exempt; Evidence needed for creating a new organization; Funding mix strategies; special event planning – There is no makeup for this exam. 2nd period Lecture: Components of a grant proposal The Statement of Need – Writing a compelling statement of need Assignment for next week: Access the Bb Discussion Board to complete the assignment.	Exam Online J. Geever – Introduction Chapters 1-2 and 4

<p>7 10/18 Campus</p>	<p>1st period: Written Statement of Need - hand in to your professor for feedback.</p> <p>2nd period: Lecture – The Project Description – goals, objectives, and methods – primarily long-term outcomes. What outcomes do you anticipate for your project?</p>	<p>Written Assignment</p> <p>J. Geever Chapters 5-6</p>
<p>8 10/25 Online</p>	<p>Bb Discussion Topic: Budget & budget narrative Access the Bb Discussion Board to complete the assignment.</p>	<p>J. Geever Chapter 7</p>
<p>9 11/01 Campus</p>	<p>1st period: Foundation Visit written report and presentations 2nd period: What to look for to determine if a funder is a “perfect match”?</p>	<p>Written Assignment</p> <p>J. Geever Chapters 11-12</p>
<p>10 11/08 Online</p>	<p>Executive Summary; Organization information and conclusion Access the Bb Discussion Board to complete the assignment.</p>	<p>J. Geever Chapters 3 and 8</p>
<p>11 11/15 Online</p>	<p>Variations of the grant proposal; NY/NJ Common Grant Application https://philanthropynewyork.org/resources/nynj-area-common-application “Packaging” the proposal... Access the Bb Discussion Board to complete the assignment.</p>	<p>J. Geever Chapters 9, 13 Chapter 10</p>
<p>12 11/29 Campus</p>	<p>Funder Reviews (due diligence); Meeting with funders; Life After the grant or rejection Staying exempt – Review of reporting requirements. Grant proposal and funding partner profile due: 1 full grade will be deducted for proposals that are not handed in today!</p>	<p>WRITTEN GRANT PROPOSAL AND FUNDING PARTNER PROFILE DUE TODAY</p>
<p>13 12/06 Campus</p>	<p>Presentations – Prepare to present your proposal and an overview of the funding partner</p>	
<p>14 12/13 Online</p>	<p>Online Practice Exam Review – more information on this forthcoming... Access the Bb Discussion Board to complete the assignment.</p>	

<p style="text-align: center;">15 12/20 Campus</p>	<p>Final Exam – additional information forthcoming... There is no makeup for this exam.</p>	<p style="text-align: center;">Final Exam</p>
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* As per Human Services Department’s Curriculum Committee, instructors may add assignments and set due dates but may not change the requirements for this course. Instructors will provide students with a description of his/her grading method(s). This information is included in this Syllabus.

Notes:

ACADEMIC INTEGRITY STANDARDS

CUNY Policy on Academic Integrity

Academic Dishonesty is prohibited in The City University of New York and is **punishable by penalties, including failing grades, suspension and expulsion.**

NEW YORK CITY COLLEGE OF TECHNOLOGY POLICY ON ACADEMIC INTEGRITY

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

Definitions and Examples of Academic Dishonesty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list.

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take-home assignment or examination.
- Using notes during a closed-book examination.
- Taking an examination for another student or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (all or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person's ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials, which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student’s work.

Falsification of Records and Official Documents

The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

Violations of the CUNY Academic Integrity Standards will be reported to the Academic Integrity Officer for investigation and proper action. Please adhere to the Academic Integrity Standards.

Reminders: During on-campus class sessions, all cell phones and electronics should be turned off. We all need to be aware of and respect everyone’s right to an appropriate, distraction-free learning environment.

Please refer to CUNY Policy regarding the granting of the grade of “incomplete”. This temporary grade is not a right; it is a privilege.

There is a required “Self & Peer Group Work Evaluation”, as part of the collaborative experience, to be completed by each group member. It will be online, there will be specific instructions on how to submit it to me.

Bibliography

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HUS4803 – Assignment #1 Special Event Due date: _____

Instructions: Search the web for information on special events that could generate, at minimum, \$10,000 for your nonprofit organization. Select an event that appeals to you. Do the necessary research to guide you in the planning of the event. Write a two-page preliminary plan for your event. Use the outline provided below to write your special event plan.

Outline

1. **Name and description of your event**
2. **Venue** – name, address, and description of venue;
 - rental cost
 - amenities included
 - amenities you'll have to provide and pay for
 - permits, insurance, and other fees required to use this venue
 - benefits and drawbacks related to using this venue
3. **Target donors**: Individuals and groups that will be interested in sponsoring and attending your event and **able to pay a large sum to attend the event.**
4. **Advertising methods** you plan to use to reach your target donors, the individuals and groups you identified in #3
5. **Expertise needed** to run this type of event- What knowledge and skills do you need? Based on the type of event, venue selected, and donors invited, what expertise will be needed to ensure a successful event?
6. **Other resources** needed
7. **Risks** associated with this type of event – What could go wrong? What are you going do to minimize risk?
8. **Benefits** associated with this type of event - In addition to raising funds for the organization, what other benefits are associated with this type of event?

HUS 4803 Assignment #2 – Foundation Center visit or webinar

Due date _____

The Foundation Center Website: <http://www.grantSPACE.org/Classroom/Training-Calendar/New-York>

Telephone: (212) 620-4230

Foundation Center: 32 Old Slip, New York, NY 10005. Check travel directions on the Foundation's website.

The Foundation library is free and open to the public. It offers the most comprehensive database on grant makers in US and offers free and fee-based courses on grant seeking, fundraising, and other topics of importance to nonprofits. **To complete this assignment, you are required to attend any free introductory in-person course or webinar.**

Instructions:

1. Go to the Foundation Center's website. Register to attend any **free** in-person course in NY or webinar. **Note: You are required to print and attach a copy of the confirmation e-mail to the written report to get credit for this assignment.**
2. If you are **attending an in-person** course, arrive early so you'll have time to visit Foundation Center Library and learn how to search for funding resources for your organization and/or for your graduate education.
3. If you **signed up to attend a webinar**, you will have a time to logon. Be punctual!
4. Use the outline below to write a one-page (single space) report of workshop you attended.

Workshop/Webinar Report

- **Your name, date and time of your workshop/webinar, course title, and full name of the instructor.** You will not get credit for this assignment if you do not provide this information.
- Summarize the topic that was presented. Observe academic integrity rules.
- Reflect on what you learned and how you would apply what you learned to your professional work or other personal endeavors, i.e., club member, church member, community volunteer
- **Attach a copy of the verification of enrollment e-mail you received from the Foundation Center for the workshop or webinar you attended.** You will not get credit without this document.
- **Class presentation** – prepare to present a brief summary of your workshop/webinar.

HUS4803 Assignment #3 – Funding partner research and profile; Due with the proposal

The objective of funding partner research (prospecting) is to find funders whose philanthropic interests and funding guidelines closely match your grant proposal's goals and funding needs.

Instructions:

- Read the chapter (pgs. 131-133 in Geever) on researching potential funders.
- Use the Foundation Library's foundation guide, the links in the course syllabus, or do your own Internet search to find two or three prospective funding partners (corporations, foundations, government agencies) **for the program in your grant proposal.**
- Visit each prospect's website and use Geever's questions (pgs 131-133) to evaluate each prospect. Choose a funder that most closely matches the funding needs of the program you describe in your grant proposal.
- Write a one-page (single space, 12 pt. Times New Roman) profile of the funder you selected.
- Use the Foundation Center Form 990 look-up or Guidestar Form 990 database to examine the most recent return available for your funder. Examine the form closely to learn more about your funder's financial status.
- Submit your funding partner profile with your grant proposal. You will use this profile as part of your presentation.

Funding Partner Profile Outline

- A. Name of foundation, year established, and mission. Include a brief description of the founders.
- B. Mailing address, telephone number, e-mail address, and URL
- C. Funding interests and priorities
 - type of organizations the foundation supports
 - type of programs the foundation supports
 - client populations of interest to the foundation
 - issues/ problems of interest to the foundation
 - geographic scope of the foundation
- D. Total revenue based on the foundation's most recent IRS 990*
- E. Procedures and deadline for submitting a grant application. Include contact person or group
- F. Other funding restrictions: grant amount; terms of typical grant; other restrictions

*Foundation Center 990 Finder <http://foundationcenter.org/find-funding/990-finder>

HUS 4803 RESOURCE DEVELOPMENT IN HUMAN SERVICES- Hybrid

NEW YORK CITY COLLEGE OF TECHNOLOGY
CITY UNIVERSITY OF NEW YORK
HUMAN SERVICES DEPARTMENT
(718) 260-5135

Instructor: S. Busby

Course Section Number:

Instructor's e-mail address: sbusby@citytech.cuny.edu

Office hours: By appointment- (718) 552.1121

Course code and title: HUS 4803 Resource Development in Human Services

3 class hours, 3 credits

Prerequisite: HUS 2405 Field Practicum

Course Description: The process of developing resources for a human services program. Students develop a statement of need, a budget and program management evaluation procedures. Resources for funding programs, the requirements of various funding sources and the legal requirements for resource accountability are explored.

Zero Textbook Cost (ZTC)Course:

Teaching and Learning Methods:

Lectures, online discussion via Blackboard, oral presentations, and audiovisual materials where appropriate.

Required Resources:

- Microsoft office – Available in all college computers.
- Reliable computer with reliable Internet access - available throughout the college
- APA Citation guide – Current Edition
- CityTech Library Research Guide for Human Services
<http://libguides.citytech.cuny.edu/humanservices>

Final Grade Breakdown –Passing Grade is C (70 average or better)

1. Grant Proposal – written and oral presentation- 25%
2. Midterm exam -25%
3. Assignments (5% each) = 15%
 - a. Special fundraising event (Group PowerPoint Presentation)
 - b. Foundation Center visit and networking written report and online discussion
 - c. Funding partner profile: Prospecting research and funder profile
4. Final Exam-25%
5. Class Participation – 10% (Students ought to participate in discussion boards and complete requisite assignments where appropriate.)

Adherence to all class, department, and university policies

HUS 4803 RESOURCE DEVELOPMENT IN HUMAN SERVICES- Hybrid

Grading Scale:

A	93-100	C	70-76.9
A-	90-92.9	D	60-69.9
B+	87-89.9	F	59.9 and below
B	83-86.9	WU	Unofficial Withdrawal
B-	80-82.9	WF	Withdrew Failing
C+	77-79.9		

HUS4803 Mid-semester evaluation criteria

1. Pass a mid-semester examination (grade C or higher)
2. Complete a special event plan and present the fundraising strategies in class.
3. Complete the foundation visit and networking assignments and present assignments on Blackboard by due date.
4. Adhere to all class and college policies

Assignments, field visits, examinations, and projects (Due dates will be set by the instructor)

Late work will be subject to a 10 point grade deduction for up to one week that the assignment is late. For example, work that would have received 90 (A-) will be downgraded to 80 (B-) if submitted 1 – 7 days late. Work that is late longer than 7 days will receive 0 points. Plagiarized work will receive 0 points (F) with no opportunity to resubmit. **ALL ASSIGNMENTS MUST BE SUBMITTED DIRECTLY TO THE INSTRUCTOR AS INSTRUCTED.**

- Foundation Center visit: workshop or webinar attendance. Online written and oral report
- Special event research and planning: Written and oral report
- Funding partner research: written funding partner profile and oral presentation as part of the grant proposal presentation
- Original grant proposal – written proposal and oral presentation
- Midterm and final examinations

Course, Department, and University Policies

Students enrolled in this course are required to adhere to the following policies:

1. **Academic integrity:** Adhere to CUNY Policy on Academic Integrity found here

<http://www.citytech.cuny.edu/files/aboutus/pubinfo/rights/integrity.pdf>

Plagiarized assignments and projects receive 0 points (F) with no additional opportunity for the student to re-submit the work. Please note that certain plagiarism incidents may result in dismissal from the course and the college. A report will be filed by the instructor with the College's Academic Integrity Officer. Students may risk failing the assignment or course.

2. **Class Expectations:** Demonstrate behavior that is respectful and supportive of the learning environment in all campus facilities and off-campus settings that you visit and use to complete assignments. Refrain from eating, drinking, chewing gum, using cell phones, and behaving in

HUS 4803 RESOURCE DEVELOPMENT IN HUMAN SERVICES- Hybrid

any way that will interfere with teaching and learning. Listen attentively. Observe rules for using college space, print and electronic resources, equipment, and other learning resources.

3. Preparation for success: Complete assignments and readings by due dates. Use the library for help with your research and appropriate use of APA style, the learning center if you need help with writing, and your professor for help understanding course requirements.

4. Participation: Student participation is evaluated by instructor, when computing the final course grade students are expected to participate in discussion, in-class and **Blackboard** activities, regularly administrated by the instructor. To ensure a learning environment that supports quality student participation, unapproved technology/hand held cellular device during class is not permitted.

5. Attendance: Instructors are required to submit student attendance to Financial Aid and Registrar.

6. Reliability: Submit all assignments and supplemental work on or before due date. Be a valuable group member and leader by contributing to group exercises and by following up on group tasks in a timely manner. **SUBMIT ASSIGNMENTS TO THE PROFESSOR AS CONVEYED.**

7. Makeup exams: A make-up final exam may be available **for a student who is hospitalized on the day of the final examination and who has satisfactorily completed 75% of the course requirements.** It will be at the discretion of the instructor to allow a make-up exam. All other students must take the exam as scheduled. No exceptions.

As per Human Services Department's Curriculum Committee, instructors may add assignments and set due dates but may not change the requirements for this course. Instructors will provide students with a description of his/her grading method(s) for assignments.

Students enrolled in hybrid sections of this course will receive additional instructions for online and in-person class meetings. Students enrolled in hybrid course are required to access the course website twice weekly during the semester to complete assignments.

HUS 4803 RESOURCE DEVELOPMENT IN HUMAN SERVICES- Hybrid

HUS 4803 course objectives

By the end of the semester, students will demonstrate the following competencies:

KNOWLEDGE	EVIDENCE OF LEARNING OUTCOMES	LEARNING RESOURCES
Understand the function of the Board of Directors.	In written assignments, small group activities, term project, and exam questions, students will describe the function of a non-profit board of directors and mock a meeting of a non-profit organization's Board of directors.	http://managementhelp.org/boards/boards.htm#anchor579041 National Council of Nonprofits https://www.councilofnonprofits.org/tools-resources-categories/boards-and-governance
Differentiate among different types of nonprofit organizations and tax-exempt nonprofit organizations, i.e., 501(c)(3), 501(c)(4), 501(c)(5), 501(c)(6) Describe the NY State non-profit incorporation process, the federal tax exemption rules, and laws that relate to the protection of clients.	In small group assignment student will be able to create a mock nonprofit organization and write a mission statement. In the midterm exam, students will describe the requirements and procedures for (1) making a non-profit organization legal in NY State, and (2) requirements and procedures for filing for and maintaining tax exemption	IRS http://www.irs.gov/charities/article/0,,id=169727,00.html Handouts on Mission and Vision Statements http://foundationcenter.org/events/archive/ny_startup_series/3_mission_and_vision_handouts.pdf Bylaws http://foundationcenter.org/getstarted/faqs/html/samplebylaws.html NY State Department of State http://www.dos.ny.gov/corps/nfpfaq.asp

HUS 4803 RESOURCE DEVELOPMENT IN HUMAN SERVICES- Hybrid

<p>Describe financial disclosure (IRS 990) requirements, and other local, state, and federal laws that regulate non-profit organizations</p>	<p>In exam questions, students will explain the importance of Form 990 and how to access and download Form 990 of any non-profit tax-exempt. In exam questions, student will describe the contents of</p>	<p>Free access to database of 990-PF tax returns http://www.foundationcenter.org/findfunders/990finder/</p>
<p>Describe the components and writing requirements of a grant proposal.</p>	<p>Student will write a grant proposal for a hypothetical human service agency. In class presentations and final exam questions, students will describe the components of the grant proposal. In written assignments and class presentations, student will describe how to use the Foundation Center as a resource for grant-writing</p>	<p>Textbook: Guide to proposal writing</p>
<p>Identify public and private funding sources and describe fundraising strategies to create a funding mix for a nonprofit organization.</p> <p>Describe local, state, and federal rules that regulate fundraising by or on behalf of nonprofit organizations</p>	<p>In a written assignment, student will conduct research on foundations, government, and corporations and choose a funder for the program in the grant proposal.</p> <p>In exam questions, students will describe how to research and choose a funding partner. In a written assignment, exam questions, and oral presentations, students will describe how to plan a successful special event.</p>	<p>http://www.npguides.org/links.htm http://www.usa.gov/Business/Nonprofit.shtml https://www.nozasearch.com/ (Free Foundation search with sign-up) http://foundationcenter.org/getstarted/guides/events.html http://www.fundraiser.com/fundraising-events.html</p>

HUS 4803 RESOURCE DEVELOPMENT IN HUMAN SERVICES- Hybrid

SKILLS	EVIDENCE OF LEARNING OUTCOMES: Skills achieved	LEARNING RESOURCES
<p>Find and use reliable evidence to compose a compelling need statement. Write a grant proposal based on documented need</p>	<p>As part of the term project, students will write a compelling statement of need based on research they conducted on an issue that affects a population of their choice.</p> <p>In exam questions, students will describe a number of reliable sources for statistics on social and health issues</p>	<p>http://www.dhs.state.il.us/page.aspx?item=4803</p> <p>Textbook: Guide to Proposal Writing</p>
<p>Plan a special event to raise funds for a nonprofit organization.</p>	<p>In a written and group assignment, students will plan a special event</p>	<p>http://nonprofit.about.com/?once=true&</p>

HUS 4803 RESOURCE DEVELOPMENT IN HUMAN SERVICES- Hybrid

This course will assist students in strengthening professional values related to sustainability of nonprofit organizations.

VALUES	EVIDENCE OF LEARNING OUTCOMES	LEARNING RESOURCES
<p>Awareness of ethical issues related to nonprofit program development, fund raising, board membership, research, pilot projects, and staff responsibility</p>	<p>In exam questions, students will describe the ethical issues related to fund-raising and fund-raising methods, including the use of clients as fund-raisers and fundraising events where alcohol is served to participants.</p> <p>In class presentations, lectures, and group work activities, students will demonstrate appropriate professional demeanor.</p>	<p>http://www.afpnet.org/files/ContentDocuments/CodeofEthicsLong.pdf http://foundationcenter.org/getstarted/topical/ethics.html http://www2.guidestar.org/rxa/news/articles/2004/how-ethical-is-your-nonprofit-organization.aspx?articleId=827 http://www.nationalhumanservices.org/mc/page.do?sitePageId=89927&orgId=nohs</p>
<p>Awareness of the public's right to request and receive information about the finances of the organization.</p>	<p>In exam questions, students will describe the types of information nonprofit tax exempt organizations must make available to the public.</p>	<p>http://foundationcenter.org/getstarted/tutorials/demystify/disclose.html</p>

HUS 4803 RESOURCE DEVELOPMENT IN HUMAN SERVICES- Hybrid

HUS4803 – Readings, assignments, exams, WEB research

Week(s)	Topics	Tasks
1 Aug 31	Course overview: Requirements and policies What is a non-profit organization? Types of non-profits	
2 Sept 7	Research and planning for a new non-profit organization - Create a hypothetical nonprofit organization to address a specific community problem. Members will act as the organizing board of directors that will research the incidence and prevalence of a problem in a community (segment of the population) that is underserved. The research should provide reliable evidence (data) to show that a new organization is needed to address the problem. The group will write a mission statement, make the organization legal, apply for tax exemption, plan a special event as part of the funding mix, and write grant proposals to develop programs and services	In-class group activities
3 Sept 14		Homework Week 3: Follow-up research: Evidence of problem. Post findings in Blackboard
4 Sept 21	The funding mix: Use the Internet to explore strategies used by non-profits to create a funding mix to support the organization’s immediate and long-term funding needs. Some strategies: special events, memberships, fees for service, product sales, space and equipment rental, direct mail/e-mail solicitations, trusts, Internet crowd funding, Estate plans, pro-bono (professional) service donation; in-kind contributions (goods and services by volunteers and interns), and support from government, foundations, and corporations. NY Bureau of Charities - http://www.charitiesnys.com/about_new.jsp	Discussion Board by 12pm September 19th Homework Week 4: Follow up research: Funding Mix strategies. Post findings in Blackboard
5 Sept 28	Special Event Assignment Due – Submit written outline coupled with a group PowerPoint Presentation.	Discussion Board by 12pm September 26th Greever, Ch 11
6 Oct 5	1st period Mid-semester exam on state and federal requirements for making and organization legal and tax-exempt; Evidence needed for creating a new organization; Funding mix strategies; special event planning - There is no makeup for this exam. 2nd period Lecture: Components of a grant proposal The Statement of Need – Writing a compelling statement of need Homework for Week 7: Write the statement of need for your grant proposal and submit to the professor on Week 7 (next week). The professor will provide instructions.	Group Assignment Exam -----Greever’s introduction; Chs 1 – 2 and 4

HUS 4803 RESOURCE DEVELOPMENT IN HUMAN SERVICES- Hybrid

<p align="center">7 Oct. 12</p>	<p>1st period: Written Statement of Need – submit proposal needs assessment to your professor for feedback via Blackboard.</p> <p>2nd period: Discussion: The Project Description</p> <p>Goal(s), Objectives, and Methods</p> <p>Discuss program goal, objectives, and methods- primarily long term. What outcomes do you anticipate?</p>	<p>Blackboard assignment-Live Chat</p> <p>Greever</p> <p>Chs 5 - 6</p>
<p align="center">8 Oct 19</p>	<p>Budget and budget narrative</p>	<p>Greever Ch 7</p>
<p align="center">9 Oct. 26</p>	<p>1st period: Foundation Visit Written Report and presentations</p> <p>2nd period Blackboard discussion: Prospecting donors; researching and cultivating donors. What to look for to determine if a funder is a “perfect match”?</p>	<p>Blackboard assignment-Live Chat</p> <p>Greever,</p> <p>Chs 11-12</p>
<p align="center">10 Nov. 2</p>	<p>Executive Summary, Organization information, and conclusion</p> <p>Post samples of Executive Summary for discussion on Blackboard.</p>	<p>Blackboard Discussion</p> <p>Greever, Chs 3 & 8</p>
<p align="center">11 Nov. 9</p>	<p>Variations of the grant proposal; NY/NJ Common Grant Application https://philanthropynewyork.org/resources/ny-nj-area-common-application</p> <p>Packaging the proposal</p>	<p>Blackboard Discussion</p> <p>Greever, Ch 9, 13</p> <p>Ch 10</p>
<p align="center">12 Nov 16</p>	<p>Funder Reviews (due diligence); Meeting with funders; Life After the grant or rejection</p> <p>Staying exempt – Review of reporting requirements.</p> <p>Grant proposal and funding partner profile due: 1 full grade point will be deducted for proposals that are not handed in today!</p>	<p>WRITTEN GRANT PROPOSAL AND FUNDING PARTNER PROFILE DUE</p>
<p align="center">13 Nov 30</p>	<p>Presentations begin – Prepare to present your proposal and an overview of the funding partner</p>	
<p align="center">14 Dec 7</p>	<p>Presentations end; Recap</p>	
<p align="center">15 Dec 14</p>	<p>Final Exam -There is no makeup for this exam.</p>	<p>FINAL</p>

Supplemental readings and Web resources

- Bracha, & Vesterlund. (2017). Mixed signals: Charity reporting when donations signal generosity and income. *Games and Economic Behavior*, 104, 24-42.
- Carnow, G. (2013). A great guide to grants. *Technology & Learning*, 33(11), 27.
- Catalogue of Federal and Domestic Assistance*. (Current). GSA Washington, D.C.: US Gov Printing Office.
- Dopke, L., & Crawley, W. (2013). Strategies for increasing the efficacy of collaborative grant writing groups in preparing federal proposals. *Journal Of Research Administration*, 44(1), 36-61.
- Ertiö, & Bhagwatwar. (2017). Citizens as planners: Harnessing information and values from the bottom-up. *International Journal of Information Management*, 37(3), 111-113
- Foundation Center Marketplace: Digital Grant Guides. (Current). Retrieved April 10, 2017, from <http://marketplace.foundationcenter.org/Publications/Directories>
- Grofum, E., & Flandez, R. (2013). The big boom in online giving. (Cover story). *Chronicle Of Philanthropy*, 25(15), 1.
- Garecht, Joe. (n.d). The 7 Habits of Highly Effective Fundraisers. Retrieved April 13, 2018, from <http://www.thefundraisingauthority.com/strategy-and-planning/highly-effective-fundraisers/>
- Liu, & Hao. (2017). Reciprocity belief and gratitude as moderators of the association between social status and charitable giving. *Personality and Individual Differences*, 111, 46-50.
- McNamara, C. (n.d.). All about Boards of Directors (For- Profit and Nonprofit) <http://managementhelp.org/boards/index.htm#anchor579041>
- O'Malley, O. (2013). Crowdfunding your next record. *Electronic Musician*, 29(7), 68-70.
- Paskalev, Z., & Yildirim, H. (2017). A theory of outsourced fundraising: Why dollars turn into “Pennies for Charity”. *Journal of Economic Behavior & Organization*, 137, 1-18.
- Taliaferro, J. (2013). Nonprofit boards of directors and lobbying: Are we allowed to do that? *Administration in Social Work*, 37(2), 120-132. doi:10.1080/03643107.2012.665821
- US.Gov for nonprofits. Last Reviewed or Updated: May 11, 2015. <http://www.usa.gov/Business/Nonprofit.shtml>
- Van Rijn, Barham, & Sundaram-Stukel. (2017). An experimental approach to comparing similarity- and guilt-based charitable appeals. *Journal of Behavioral and Experimental Economics*, 68, 25-40.

HUS 4803 RESOURCE DEVELOPMENT IN HUMAN SERVICES- Hybrid

HUS4803: Assignment #1 Special Event Due date: _____

Instructions: Search the web for information on special events that could generate, at minimum, \$10,000 for your nonprofit organization. Select an event that appeals to you. Do the necessary research to guide you in the planning of the event. Write a two-page preliminary plan for your event. Use the outline provided below to write your special event plan.

Outline

1. **Name and description of your event**
2. **Venue** – name, address, and description of venue;
 - rental cost
 - amenities included
 - amenities you'll have to provide and pay for
 - permits, insurance, and other fees required to use this venue
 - benefits and drawbacks related to using this venue
3. **Target donors:** Individuals and groups that will be interested in sponsoring and attending your event and **able to pay a large sum to attend the event.**
4. **Advertising methods** you plan to use to reach your target donors, the individuals and groups you identified in #3
5. **Expertise needed** to run this type of event- What knowledge and skills do you need? Based on the type of event, venue selected, and donors invited, what expertise will be needed to ensure a successful event?
6. **Other resources** needed
7. **Risks** associated with this type of event – What could go wrong? What are you going to do to minimize risk?
8. **Benefits** associated with this type of event - In addition to raising funds for the organization, what other benefits are associated with this type of event?

HUS 4803 RESOURCE DEVELOPMENT IN HUMAN SERVICES- Hybrid

HUS 4803: Assignment #2 - Foundation Center visit or webinar

Due date _____

The Foundation Center Website: <http://www.grantspace.org/Classroom/Training-Calendar/New-York>

Telephone: (212) 620-4230

Foundation Center: 32 Old Slip, New York, NY 10005. Check travel directions on the Foundation's website.

The Foundation library is free and open to the public. It offers the most comprehensive database on grant makers in US and offers free and fee-based courses on grant seeking, fundraising, and other topics of importance to nonprofits. **To complete this assignment, you are required to attend any free introductory in-person course or webinar.**

Instructions:

1. Go to the Foundation Center's website. Register to attend any **free** in-person course in NY or webinar. **Note: You are required to print and attach a copy of the confirmation e-mail to the written report to get credit for this assignment.**
2. If you are attending an in-person course, arrive early so you'll have time to visit Foundation Center Library and learn how to search for funding resources for your organization and/or for your graduate education. If you signed up to attend a webinar, you will have a time to logon. Be punctual!
3. Use the outline below to write a report of the workshop you attended.

Blackboard Presentation- Workshop/Webinar Report

- **Your name, date and time of your workshop/webinar, course title, and full name of the instructor.** You will not get credit for this assignment if you do not provide this information.
- Summarize the topic that was presented. Observe academic integrity rules.
- Reflect on what you learned and how you would apply what you learned to your professional work or other personal endeavors, i.e., club member, church member, community volunteer
- **Attach a copy of the verification of enrollment e-mail you received from the Foundation Center for the workshop or webinar you attended.** You will not get credit without this document.

Post/present a brief summary of your workshop/webinar.

HUS 4803 RESOURCE DEVELOPMENT IN HUMAN SERVICES- Hybrid

HUS4803 Assignment #3 – Funding partner research and profile; Due with the proposal

The objective of funding partner research (prospecting) is to find funders whose philanthropic interests and funding guidelines closely match your grant proposal's goals and funding needs.

Instructions:

- Read the chapter (pgs. 131-133 in Greever) on researching potential funders.
- Use the Foundation Library's foundation guide, the links in the course syllabus, or do your own Internet search to find two or three prospective funding partners (corporations, foundations, government agencies) **for the program in your grant proposal.**
- Visit each prospect's website and use Greever's questions (pgs 131-133) to evaluate each prospect. Choose a funder that most closely matches the funding needs of the program you describe in your grant proposal.
- Write a one-page (single space, 12 pt. Times New Roman) profile of the funder you selected.
- Use the Foundation Center Form 990 look-up or Guidestar Form 990 database to examine the most recent return available for your funder. Examine the form closely to learn more about your funder's financial status.
- Submit your funding partner profile with your grant proposal. You will use this profile as part of your presentation.

Funding Partner Profile Outline

- A. Name of foundation, year established, and mission. Include a brief description of the founders.
- B. Mailing address, telephone number, e-mail address, and URL
- C. Funding interests and priorities
 - type of organizations the foundation supports
 - type of programs the foundation supports
 - client populations of interest to the foundation
 - issues/ problems of interest to the foundation
 - geographic scope of the foundation
- D. Total revenue based on the foundation's most recent IRS 990*
- E. Procedures and deadline for submitting a grant application. Include contact person or group
- F. Other funding restrictions: grant amount; terms of typical grant; other restrictions

*Foundation Center 990 Finder <http://foundationcenter.org/find-funding/990-finder>

HUS 4803 RESOURCE DEVELOPMENT IN HUMAN SERVICES- Hybrid

Online Discussion Board Rubric

Criteria	Exemplary (9-10)	Proficient (6-8)	Progressing (3-5)	Not Meeting Expectations (0-2)
Relevance of Posting	Topics relevant to discussion and prompts further inquiry. Always respectful of others	Topics are related to discussion. Always respectful of others	Postings are dominated by irrelevant comments. Some comments are inappropriate.	Brief remarks, such as I Agree. No posting. Responses not respectful of others.
Content/Reasoning/Comprehension	Clarity Highly organized Comprehensive Answers	General understanding Answered all	Partial understanding, addressed only parts of the question/topic peripheral topics.	Postings are underdeveloped, slightly or unrelated to topic/assignment No posting
Engagement & Netiquette	Responds to three or more discussions, offers Unusual insight/original	Acknowledges, repeated information on two discussions	Posting had errors or omissions. Does not frequently offer suggestions	No postings or Insufficient or too brief: One sentence or two words such as I agree.
Cited References, Examples	Heavy Use of resources, text, lecture slides, references	Made 1 or 2 referrals to sources	Subjective	Not provided in posting