



Syllabus: MGMT 4633
Nonprofit Fundraising & Grand Development
Fall Semester 2020

Instructor: Sonia White, M.S.
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Office Hours

Office hours are designed for you, giving you a more private environment in which we may talk about your work, your performance in class, etc. If you are unable to see me during my scheduled office hours, do not hesitate to make an appointment to see me at a different time.

Office Hours: Mondays: 2:00 pm to 3:30 pm; Wednesdays: 8:15 am to 9:15 am;
2:00 pm to 3:30 pm; Tuesdays: 8:15 am to 9:15 am; or by appointment

Recommended Textbooks and Teaching Materials

Readings and materials will be posted on D2L

Ciconte, B.L., Jacob, J.G. (2009). Fundraising Basics A Complete Guide (3rd Edition). Sudbury, Massachusetts: Jones and Bartlett Publishers. ISBN: 978-0-7637-4666-7 (paperback). There are several copies of this textbook in the Center for Nonprofit Management & Leadership Resource Library (DB 147).

Turabian, K., revised by Booth, W., Colomb, G., Williams, J., Bizup, J., Fitzgerald, W. (2018). A Manual for Writers of Research Papers, Theses, and Dissertations (9th Edition). Chicago, IL: University of Chicago Press. ISBN-13: 978-0-226-43057 (paperback). There are several copies of this reference book in the Center for Nonprofit Management & Leadership Resource Library (DB 147).

Recommended Materials/Supplies

Students must own or have access to the following:

Hardware: Computer, laptop or Ipad with **webcam, microphone**, and/or **speakers** to be able to access Virtual Classroom, Skype, Zoom, Respondus Monitor and Lockdown Browser, etc. **Chromebooks should not be used.** They are incompatible with Lockdown Browser. Please visit the [MSU Texas website](#) for a review of the most up to date technology requirements.

I highly recommend that you use Google Docs, Dropbox or another cloud based file storage service for this class. You will be editing and sharing documents with your instructor and with an external nonprofit representative.

Software: Students can sign up for access to Office 365 web edition for free. Students should contact the helpdesk at 940-397-4680 or helpdesk@msutexas.edu to get more information about getting access to the software.

Browser: It is highly recommended that you use the following browsers for the best experience: Mozilla Firefox; Google Chrome or Apple Safari.

Course Description

Introduction to the fundraising process, with a focus on the motivations and expectations of potential donors. Overview of how to locate potential sources of grant funding and how to develop a successful grant proposal.

Specific Learning Goals

By the end of the course you will be able to:

- Identify and describe best practices of resource development and its relationship to capacity building and organizational sustainability;
- Analyze, evaluate and interpret development data and apply resource development theories and processes to a “real-world” nonprofit scenario/situation creating the following “deliverables” for a nonprofit;
 - Conduct a Development Audit, and from the audit make development recommendations
 - Create a development/fundraising plan for a local nonprofit based on conducting a Development Audit and analyzing the data collected;
 - Create a case statement for a local nonprofit which can be used to develop fundraising collateral materials such as grant proposals, brochures, etc.;
 - Conduct grant research, identifying prospective funders for a local nonprofit;
 - Write and submit grant proposals worth at least \$25,000 for a local nonprofit;

All students will partner with a nonprofit organizations for the duration of the course. They will apply information and concepts learned in this course to help their nonprofit partners improve their fund development operations. The course will build on concepts and create several key deliverables for the nonprofit: A Development Audit; a Development/Fundraising Plan; A case statement and Grant Prospect List; and written and submitted grant proposals.

General Learning Goals

1. Competency in speaking and writing for common business scenarios. Students will submit written assignments throughout the semester, as well as weekly zoom

calls with representatives from local nonprofits. Assessment will occur through grading of written assignments throughout the semester.

2. Problem solving and decision-making abilities through critical analysis, evaluation, and interpretation of business information. They will use real nonprofit information to conduct a development audit, develop a development/fundraising plan and create content for their client. They will also research and compile a list of prospective funders for the nonprofit. Assessment will occur throughout the semester through regular group check-ins and key deliverables.
3. Demonstrate how to be effective team members by using team building and collaboration to achieve group objectives. Students will work in groups and be assigned to work with a local nonprofit to develop fundraising and grant writing materials. Assessment will occur throughout the semester through regular group check-ins and key deliverables.
4. Students will apply and demonstrate ethical reasoning skills within a business environment. Students will learn and apply best practices in real-life nonprofit business problem(s). Assessment will occur throughout the semester through regular group check-ins, peer evaluations, nonprofit evaluations and instructor evaluation.

These general learning goals are among those established by the Dillard College of Business Administration. General learning goals represent the skills that graduates will carry with them into their careers. While assessing student performance in obtaining these general learning goals, the Dillard College is assessing its programs. The assessments will assist us as we improve our curriculum and curriculum delivery.

Online General Goals

1. Students will demonstrate the capability to use devices to communicate with other systems to access data, upload and download.
2. Students will demonstrate proficiency with email to create, send, respond and use attachments.
3. Students will demonstrate the ability to use presentation graphics such as PowerPoint to create slides, displays and presentations.
4. Students will demonstrate the skill to create multimedia presentations.
5. Students will demonstrate the ability to use word processing.
6. Students will demonstrate the capability to navigate a learning system such as D2L/Brightspace and the internet.
7. Students will demonstrate the ability to navigate a Windows or MAC operating system to manipulate files using file manager, determine active printer, access installed applications, create and delete directories and files.

Course Communication

I will provide all course content, updates, readings, handouts, and other communication using D2L. Students may also check their grades via D2L. Students will need to log in to D2L regularly to stay current with the class. If you have any questions or need any help, the best way to reach me is via e-mail. Always include in the email your first and last name as well as the name of the course you're emailing me about. **Be sure that your**

email settings are set up so that you receive communications sent via D2L. It is your responsibility to manage your settings.

Assignment Submissions

All assignments should be submitted through D2L. Please only submit typed Word documents unless otherwise specified. If you use Pages (or another word processor), **please convert your document first.** If you fail to submit your document in the correct format, and I cannot read your document, your document will be considered late, and I will NOT accept the assignment. **Submissions by email will not be accepted.**

Course Grading and Evaluation

| Activities | Possible Points |
|---|------------------------|
| Participation and Attendance: up to 10 points per week for full attendance and full participation; absence results in 0 points; tardiness, leaving early, being disruptive and/or non-participatory results in 5 points or less | 150 |
| Professionalism with “clients”: Professional attire; professional verbal and written communication; overall professional demeanor (on time; preparedness; quality of work) based on evaluation/assessment from nonprofit representatives | 150 |
| Service Learning Reflection Paper | 150 |
| Development Audit | 225 |
| Development/Fundraising Plan | 225 |
| Case Statement and Grant Prospect List | 225 |
| Completed and submitted grants (2-4 depending on \$ value) | 225 |
| | 1200 |

| <u>actual Points</u> | <u>Letter Grade</u> |
|----------------------|---------------------|
| Above 1074 | A |
| 954-1073 | B |
| 834-953 | C |
| 714-833 | D |
| Below 713 | F |

Brief Description of Graded Activities

Attendance and Participation

Attendance and Participation will be heavily weighted in this class. Attendance and Participation could also negatively impact other grades such as nonprofit evaluations and professionalism. You cannot be successful in this class if you do not attend class regularly; if you come to class late and/or leave class early; or do not participate, discussion or activities. In particular, students will be assessed for their preparation for class and engagement in discussions and activities. Significant class time will be given to complete and work on group assignments, therefore regularly attendance, promptness and class participation is a must.

Attendance, being well prepared and full engagement in group/class activities will earn up to 10 pts per week;

Tardiness; leaving class early; being unprepared and/or poor contribution to group/class will earn 3 pts OR LESS.

Absent and/or disruptive or non-contribution to group/class will earn 0 points.

Also see attendance under Course Policies.

Nonprofit Evaluations

Nonprofit Evaluations will be used to evaluate the contribution of your work to the nonprofit. Nonprofit Evaluations will be distributed by the instructor to the nonprofits and returned directly to the instructor.

Professionalism

As a student in this class, part of the requirement is to work closely with a local nonprofit in a pseudo-professional context and you will also have opportunities to interact with professionals from the nonprofit sector who may visit the classroom as guest lecturers. It is expected that ALL your interactions with the nonprofit professionals be conducted in a professional manner. Please be mindful that your written communication, such as email, should include proper salutations (Mr., Ms., Dr., etc.), should follow proper spelling and punctuation guidelines, and convey an overall professional and business-like demeanor. Do NOT write your emails like text messages: do NOT use emoji's, do NOT use abbreviated spellings of words such as "u" for you; "2" for to, etc., or acronyms like LOL, LMAO, etc. Call or email your contacts, do not text! When you meet with your nonprofit representatives in person, please dress appropriately. I do not expect you to dress in a business suit, however, I do expect you to dress appropriately and conservatively. This would mean that the following would NOT be appropriate: sweats, shorts, tank tops, torn/ripped clothing, flip flops. Always introduce yourself and provide your contact info with the best way to reach you. Treat these opportunities as a way for you to practice your business professionalism. The nonprofits will be given an opportunity to assess and evaluate each student's professionalism throughout the semester and I will observe and evaluate your interaction with guest speakers.

Service-Learning Requirement

This class will have a service-learning requirement. The service-learning component consists of several parts:

1. The successful completion of the deliverables to the nonprofit: A Development Audit; Development/Fundraising Plan; Case Statement and Grant Prospect List and Grant Applications/Submissions worth \$25,000 (approximately 2-3 grant applications).
2. Completion of a reflection paper

Reflection Paper and Volunteer Log-in Sheet

Each student will complete approximately 16 hours of work with the nonprofit overseen by Instructor Sonia White. This work will result in the completion of four deliverables for the nonprofit: A Development Audit; A Case Statement; Grant Prospect List and Completed and Submitted Grant Proposals (2-4 depending on \$ value).

The student must also complete a reflection paper (see reflection paper guidelines under Important Documents) at the end of the semester. This paper should provide reflection on the service-learning experience and should answer the provided prompts. This paper is due at the December 4, 2020 by 11:30 pm in D2L.

Development Audit

The Development Audit will be used to evaluate your understanding of key concepts, principles and best practices discussed in lectures, covered in assigned text readings and applied through assignments. In order to complete the Development/Fundraising Plan you will have to complete the development program audit/evaluation with your nonprofit. This audit/evaluation assignment is a tool to help your nonprofit: identify areas in which you may be able to make recommendations for improvement; highlight areas in which the nonprofit are having success; and assist with writing the Development/Fundraising Plan. The instructor will provide a template/guidelines for completing this assignment.

Development and Fundraising Plan

The ***Development/Fundraising Plan*** will be used to evaluate your application of critical thinking skills and understanding of key concepts, principles and best practices discussed in lectures, covered in assigned text readings and applied through assignments. The ***Development/Fundraising Plan*** will require that you have successfully completed the development audit/evaluation with your nonprofit. The assignment should incorporate findings from the Development Program Audit and will outline goals, timelines and provide an appendix with resources, templates, samples, etc. The ***Development/Fundraising Plan*** is a tool to help the nonprofit in growing and/or diversifying its fundraising efforts. The ***Development/Fundraising Plan*** should also be designed in a way in which it has realistic goals and a plan for reaching the goals. The plan created should reflect critical thinking and demonstrate basic understanding of key fundraising and development best practices, principles and ethics. The instructor will provide a template/guidelines to be used for Development Plan.

Case Statement and Grant Prospect List

This assignment will be used to evaluate your understanding of key concepts, principles and best practices discussed in lectures, covered in assigned text readings and applied through assignments. The Case Statement should be a foundational document which will inform and guide the fundraising of the entire organization when communicating with funders. Many times organizations develop new Case Statements when they are planning to launch a new or redesign their existing fundraising approach. The Case Statement should cover the basic elements of a well-written case statement.

The Grant Prospect List is a list of at least 20 potential funders which you will use to develop grant proposals. The grant funders on the list should have funding priorities which are in alignment with your nonprofit organization's mission, vision and specific funding needs. You should consider the funder's funding history: have they funded similar organizations before? For what amounts? For what type of programs? Are the deadlines for submission during this semester? The list should be vetted and only include funders which fund nonprofits in the geographic region of your nonprofit and

which your nonprofit meets all their criteria. Your grant prospect list should include the typical funding cycles of the funder, and include basic information. Remember, YOU will be using this list to develop grant proposals so make sure the list has viable prospects.

Grant Proposals

You will identify your top five funding prospects and with permission from your nonprofit you will submit at least two grant proposals. If the dollar value of your grant proposals is less than \$25,000 total, you will need to submit additional grant proposals to reach at least \$25,000. You will work closely with the instructor and the nonprofit to review, edit and approve your grant application BEFORE you submit. You must download a copy of the grant proposal with all attachments to turn into your instructor for credit. Each grant proposal will have different due dates depending on the criteria of the funder, but for you to get credit, you must have the proposal available for review no later than December 5, 2020.

Extra Credit

Together We Make a Difference Community Service will be October 2020. This event will provide an opportunity to participate in a community service project with local nonprofits and local youth from area schools. You may have an opportunity to get extra points (up to 10 points) for participation in this activity.

Course Policies

Grades

Grades will be entered into the gradebook on D2L. It is the student's responsibility to keep all graded materials that have been returned by the instructor for the entire semester. Technical glitches happen, you will need to hold on to your final copy of any assignment in the event that a file does get lost. Any request to change a grade must be made to the instructor via email within one week of when the grade was posted to D2L.

Attendance

Attendance is absolutely crucial for your success in this class. I will take attendance at the start of each class meeting. Attendance and participation will be heavily weighted in this class and be worth 10% of grade. Attendance and participation could also negatively impact other grades such as peer evaluations and professionalism. You cannot be successful in this class if you do not attend class regularly, if you come to class late and/or leave class early, or do not participate. In particular, students will be assessed for their preparation for class and engagement in discussions and activities (group work; group assignments). As the instructor, I also may exercise my right to drop you from the class if you have more than 3 unauthorized and/or invalidated/undocumented absences. This would result in you receiving an "F" for the class. Absences due to required participation in university sponsored activities are considered "authorized absences". Students with written approval for an "authorized absence" must present a signed letter or memo to the instructor PRIOR to the date of the absence. Only prior notification can guarantee lack of penalty for these absences. It is the responsibility of the student to make arrangements with the instructor to make up

missed work during the authorized absence. "Valid, documented" absences fall in the following categories: medical, legal, or serious personal issue beyond your control (e.g. relative's death or serious illness; jury duty; car accident) and in order for these absences to be considered "valid and documented" the student must provide documentation such as a written doctor's excuse, jury summons, police report, etc. Further validation may be required by the Student's Right and Responsibilities Office. Not feeling well, oversleeping, studying for a test, or having another project due, does NOT meet the criteria for a valid absence.

Late Work

No late assignments or presentations will be accepted. Quizzes can be made up only in the case of authorized absences or valid, documented excuses (see above). Deadlines are very critical in this class due to the real-time, real-world project environment. Not meeting deadlines, being late to class, being late to appointments with your nonprofit is unacceptable.

Professionalism

As a student in this class, part of the requirement is to work closely with a local nonprofit in a pseudo-professional context. It is expected that ALL your interactions with the nonprofit and myself be conducted in a professional manner. Please be mindful that your written communication to me and/or your nonprofit representatives, such as email, should include proper salutations (Mr., Ms., Dr., etc.), should follow proper spelling and punctuation guidelines, and convey an overall professional and business-like demeanor. When you send any email correspondence to your nonprofit representative(s) you MUST copy me on the correspondence. Do NOT write your emails like you write your text messages: do NOT use emoji's, do NOT use abbreviated spellings of words such as "u" for you; "2" for to, etc., or acronyms like LOL, LMAO, etc. Call or email your contacts, do not text!

When you meet with your nonprofit representatives in person, please dress appropriately. I do not expect you to dress in a business suit for a meeting with your nonprofit, however, I do expect you to dress appropriately and conservatively. This would mean that the following would NOT be appropriate: sweats, shorts, tank tops, torn/ripped clothing, flip flops. Always introduce yourself and provide your contact with the best way to reach you. Treat these opportunities as a way for you to practice your business professionalism. The nonprofits will be given an opportunity to assess their experience with MSU Texas, the class and the students.

When you make your presentation to your nonprofit at the end of the course it is expected that the students will dress in business professional, which means a conservative business suit. If you need assistance with business professional clothing, MSU has a clothes closet to assist you with business professional clothing. It is located at the Clark Student Center.

Midterm Progress Reports

In order to help students keep track of their progress toward course objectives and to be successful in this class, the instructor will provide Midterm Progress Reports (5-8 weeks after the start of the semester) for all students through each student's WebWorld account. Midterm grades will not be reported on the students' transcript; nor will they be calculated in the cumulative GPA. The midterm grades are simply an indicator of where the student stands at the midpoint of the semester based on performance, attendance and participation up to that point. It is highly recommended that students earning at or below a C at the midway point should schedule an appointment with the instructor to discuss how to improve student outcome.

University Policies

Academic Integrity

Refer to the "Student Honor Creed" in the undergraduate catalog. If I discover that a student has engaged in academic dishonesty (cheating, collusion, and/or plagiarism) on any work for this course, they will receive an F (0 points) for that work. Repeated instances will result in failing the course. All instances of academic dishonesty will be reported to the Dean of Students.

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change. Syllabus changes will be communicated via D2L and/or in class.

Grade Appeals

Any student who believes a final grade has been inequitably awarded should first contact the instructor who awarded the grade to discuss the issue and attempt to resolve the differences. A student has 30 days following the first day of the succeeding semester to file a written appeal with the dean of the instructor's college in which the course was taught. Refer to the Undergraduate Catalogue for further details. See the MSU Student Handbook for University policy on grade appeal.

Americans with Disabilities Act

If a student has an established disability as defined by the Americans with Disabilities Act and would like to request accommodation, that student should please contact me as soon as possible. Any student requesting accommodations should first contact Disability Support Services at 940-397-4140 in room 168 Clark Student Center to document and coordinate reasonable accommodations if you have not already done so.

Concealed Carry

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage on [Campus Carry Rules and Policies](#).

Important Dates

Change of schedule or late registration: **August 24-26, 2020.**

Deadline to file for May graduation: **October 5, 2020.**

Last Day to drop with a grade of "W": **4:00 p.m., December 4, 2020.**

| Module | Read & Review | View Lectures & Videos | Assignments Due |
|--|--|---|---|
| Week 1 August 22 -28, 2020 | Class syllabus; student information sheet; photo/video release MOU; examples of deliverables: audit report; case statement; fundraising plan | Introduction to class; Nonprofit MOUS Weekly GROUP nonprofit meeting/zoom call on Wednesdays 9:30-10:50. Zoom link in D2L under communications tab. | Complete student information sheet; Submit signed MOU for EACH nonprofit in D2L; |
| Week 2 August 29-September 4, 2020 | Chapters 1 – 3, Lysakowski Chapter 2 & 5, Ciconte & Jacob Handouts: Development Audit Tool | Lecture: Development Audit and Assessing your development plan Weekly GROUP nonprofit meeting/zoom call on Wednesdays 9:30-10:50. Zoom link in D2L under communications tab. | Bring copies of Development Audit tool to class |
| Week 3 September 5-11, 2020 | Chapters 1 – 3, Lysakowski Chapter 2, 3 & 5, Ciconte & Jacob Handouts: Development Audit Tool | Lecture: Elements of a Healthy Fundraising Program and Types of Fundraising Texoma Gives – 9/10/20 Weekly GROUP nonprofit meeting/zoom call on Wednesdays 9:30-10:50. Zoom link in D2L under communications tab. | Development Audit Worksheet DUE 9/11 must include RESEARCH (notes of interviews, brochures, copy of strategic plans; etc.) |
| Week 4 September 12-18, 2020 | Chapters 4 & 5, Lysakowski; Chapters 6-15, Ciconte & Jacob Chapter 13, p. 321, Ciconte & Jacob | Lecture: Fundraising: Planned Giving and Annual Giving Weekly GROUP nonprofit meeting/zoom call on Wednesdays 9:30-10:50. Zoom link in D2L under communications tab. | |
| Week 5 September 19-25, 2020 | Chapters 4 & 5, Lysakowski; Chapters 6-15, Ciconte & Jacob Chapter 13, p. 321, Ciconte & Jacob | Lecture: Fundraising: Capital Campaigns and Special Events Weekly GROUP nonprofit meeting/zoom call on Wednesdays 9:30-10:50. Zoom link in D2L under communications tab. | |

| Module | Read & Review | View Lectures & Videos | Assignments Due |
|---|---|---|---|
| Week 6 September 26 – October 2, 2020 | Chapters 4 & 5, Lysakowski; Chapters 6-15, Ciconte & Jacob | Weekly GROUP nonprofit meeting/zoom call on Wednesdays 9:30-10:50. Zoom link in D2L under communications tab. | |
| Week 7 October 3-9, 2020 | Chapters 4 & 5, Lysakowski; Chapters 6-15, Ciconte & Jacob | Lecture: What is a Case for Support? And why should a nonprofit have one? What should a case statement include? Weekly GROUP nonprofit meeting/zoom call on Wednesdays 9:30-10:50. Zoom link in D2L under communications tab. | Develop/Fundraising Plan and Recommendations DUE in D2L, October 9, by 11:30 pm Review and Bring Handouts to Class: Habitat for Humanity Case Statement and other case for support examples; |
| Week 8 October 10-16, 2020 | Chapters 6, 7 & 8, Lysakowski; Chapters 11, 18 & 19, Ciconte & Jacob | Lecture: Grant Research (SPIN; Foundation Online) Weekly GROUP nonprofit meeting/zoom call on Wednesdays 9:30-10:50. Zoom link in D2L under communications tab. | Research Grants: Schedule 2-3 hours in Center researching Grant Prospect List (Use SPIN and/or Foundation Online databases) |
| Week 9 October 17-23, 2020 | Chapters 6, 7 & 8, Lysakowski; Chapters 11, 18 & 19, Ciconte & Jacob | Lecture: Grant writing Weekly GROUP nonprofit meeting/zoom call on Wednesdays 9:30-10:50. Zoom link in D2L under communications tab. | Case Statement Due and Grant Prospect List Due October 23, by 11:30 pm in D2L |
| Week 10 October 24-30, 2020 | Chapters 6, 7 & 8, Lysakowski; Chapters 11, 18 & 19, Ciconte & Jacob | Lecture: Grant writing Weekly GROUP nonprofit meeting/zoom call on Wednesdays 9:30-10:50. Zoom link in D2L under communications tab. | Be ready to discuss: Identify Top 5 Grant Prospects and have approved by Nonprofit and Instructor. Should identify due dates and any critical deadlines. |
| Week 11 October 31-November 6, 2020 | Chapters 6, 7 & 8, Lysakowski; Chapters 11, 18 & 19, Ciconte & Jacob | Lecture: Grant research Class time for research Weekly GROUP nonprofit meeting/zoom call on Wednesdays 9:30-10:50. Zoom link in D2L under communications tab. | Draft due for FIRST grant proposal in D2L by MONDAY, November 6, 2020 at 11:30 pm |
| Week 12 November 7-13, 2020 | Chapters 6, 7 & 8, Lysakowski; | Lecture: Grant research Class time for research | Draft due for SECOND grant proposal in D2L by Friday, November 13 at 11:30 pm. |

| Module | Read & Review | View Lectures & Videos | Assignments Due |
|--|---|--|--|
| | Chapters 11, 18 & 19, Ciconte & Jacob | Weekly GROUP nonprofit meeting/zoom call on Wednesdays 9:30-10:50. Zoom link in D2L under communications tab. | First Grant Proposal should be ready to submit, and copies turned into instructor in D2L by Friday, November 13 at 11:30 pm |
| Week 13 November 14-20, 2020 | Chapters 6, 7 & 8, Lysakowski; Chapters 11, 18 & 19, Ciconte & Jacob | Lecture: Grant research Class time for research Weekly GROUP nonprofit meeting/zoom call on Wednesdays 9:30-10:50. Zoom link in D2L under communications tab. | Additional drafts due for grant proposals in D2L by Friday, November 20 at 11:30 pm Second Grant Proposal should be ready to submit, and copies turned into instructor in D2L by Friday November 20 at 11:30 pm |
| Week 14 November 21-27, 2020 Thanksgiving Break November 24-29 | None | None | No Homework Assignments |
| Week 15 November 28- December 4, 2020 | Chapters 6, 7 & 8, Lysakowski; Chapters 11, 18 & 19, Ciconte & Jacob | Weekly GROUP nonprofit meeting/zoom call on Wednesdays 9:30-10:50. Zoom link in D2L under communications tab. | Additional Grant Proposals should be submitted and copies turned into instructor in D2L by Friday December 4 at 11:30 pm |
| Final | | | Service Learning Reflection Paper Due in D2L by December 4 at 11:30 pm |