Day and Time: Monday, 1:00 PM-5:00 PM  
Class location: B770 SSWB  
Instructor: Professor William Cabin  
Office: Adjunct-TBD  
Email: williamcabin@yahoo.com ; wcabin@umich.edu  
Office hours: By appointment

Course Description:  
Human service organizations secure resources through a variety of venues, including fees, grants, contracts, gifts, bequests, in-kind (non-cash) contributions, and investments. Instruction will be provided in assessing an agency's resource mix and how to repackage or expand its revenue streams. Skill development will be emphasized in areas such as grant seeking, proposal writing, presentations, service contracting, campaign planning, campaign management, donor development, direct solicitation of gifts, and planning of fundraising events. This course will also address consumer and third-party fee setting and collection, outsourcing, income investment, and creation of for-profit subsidiaries.

Course Content:  
This course will emphasize grant-seeking, contract procurement, proposal writing, and fundraising as ways to empower organizations and groups, expand and improve services, reach populations in need, improve social conditions or anticipate and correct the emergence of problems. Students will learn components of effective grant proposals and technical knowledge on designing supporting documents such as project timelines, flowcharts, organization charts, and logic models. The implications of using alternative approaches to income generation and of changing the income mix will be analyzed in terms of mission accomplishment, program viability, and organizational maintenance.

Course Objectives:  
Upon completion of the course, students will be able to:
1. Assess the financial stability of an organization.
2. Identify appropriate funding strategies leading toward the financial sustainability of an organization.
3. Locate appropriate funding sources for specific social programs, projects, and organizational needs.
4. Initiate and sustain relationships with potential funders and donors.
5. Write project proposals that are technically complete and contribute to social equity.
6. Identify and implement appropriate fundraising strategies necessary for program achievement.
7. Develop and carry out elements in a fundraising campaign and/or fundraising events.
8. Distinguish between the advantages and disadvantages of alternative funding sources and strategies in terms of mission, program achievement, and organizational sustainability.
9. Discuss typical ethical concerns related to grant getting, contracting, and fundraising.

**Course Design:**
This course design involves mini-lectures, in-class exercises, proposal writing and applied assignments. In addition, guest speakers who address key components of this course will be invited when appropriate.

**Theme Relation to Multiculturalism & Diversity:** Class examples of successful projects and funder priorities will deal with issues related to dimensions of diversity and multiculturalism. Fundraising strategies will focus on how to develop financial support for causes that represent traditionally underrepresented populations that are typically not included in mainstream funding priorities.

**Theme Relation to Social Justice:** Student designed projects will be required to reflect a commitment to social equity such that program outcomes accommodate the needs of disadvantaged populations. Students will learn how to promote social causes, to increase awareness of social injustice, and help donors understand giving for the greater good of social change.

**Theme Relation to Promotion, Prevention, Treatment & Rehabilitation:** Students will learn that fundraising provides the financial support that makes promotion, prevention, treatment, and rehabilitation services possible in human service organizations. They will also learn that mainstream funding may not always support best practice programming, resulting in ethical dilemmas and requiring the ability to develop alternative funding strategies.

**Theme Relation to Behavioral and Social Science Research:** This course will review the growing body of research on effective fundraising. For example, students will learn that market research is essential to the success of letter, telephone, and other campaigns. Moreover, funders increasingly demand evidence that project proposals reflect empirical knowledge. Thus, this course will cover how to gather data that describes a problem and give explanations (i.e., scientific theories) that justify the proposed intervention approach.

**Relationship to SW Ethics and Values:** Ethical and value dilemmas unique to fundraising will be presented in this course. Students will be introduced to the potential conflicts of interest that can occur when several different parties are involved in raising, giving, or sharing large sums of money (e.g., intentional and unintentional deception, making decisions that are not in the best interests of the various players, fraud, and corruption). In addition, emphasis will be placed on how to choose, approach, and work with donors (e.g., who should be approached, to give how much and how, for whom, and for what purposes). Other ethical issues will also be discussed, including whether to accept what might be considered "tainted" money and how much donor choice should be permitted in the reallocation of funds raised. Although several fundraising codes of ethics are currently being created by relevant professional societies, few give clear and direct guidelines to action, making this issue of central importance to this course.
Required Book:

New, Cheryl and Quick, James (2003). How to write a grant proposal. John Wiley & Sons (CD included). Referred to in syllabus as N & Q.

Recommended Book:


Grading Components:

Class Participation: 15%

Article Presentation: 15%

Group Grant Proposal: 50%

Group Grant Proposal Presentation: 20%

Course Assignments:

There are three course assignments. For all written assignments, please use APA formatting, double spaced, 12 point font. See UM Library website or Purdue OWL for further guidance on APA style requirements. Due dates listed below are subject to modification once the reality of the course flow unfolds. We’ll talk.

Assignment One: Individual Article Presentation

These articles are listed in the syllabus. Copies of articles will be posted on CTools, if possible. Each student will select ONE article on the first day of class. You will present the reading that you selected on the first day of class and present at the assigned class. This will be a fifteen minute presentation; PowerPoint is discouraged. You will explain key points of your article for class learning (overview; major findings/points. If a study, please all elements included in a peer-reviewed article abstract). Questions should be raised at the end of the presentation for discussion purposes. Students are expected to use creative techniques to involve the class. The presenter should have at least 1-2 questions to ask the class if the class does not have questions or in addition to class questions. A written summary/outline of your comments is required for distribution to each member of the class prior to your presentation.
Assignment Two: Group Grant Proposal

This is your major assignment. Your group must select a grant project related to one of your field placements (based on discussion with your key contact at the field placement); select a prospective funder to whom you would apply (this needs to be real world oriented: pick a funder who funds projects like yours or at least in your content/program area); and use the prospective funder’s grant application form/format to develop your proposal. There are at least two sample grant proposals posted on CTools. The New & Quick text (and Clarke recommended text) both provide guidance on each of the grant proposal components, in addition to class sessions. Groups will be formed and meet the first day of class. A portion of some classes will be allocated for group work weekly. We’ll discuss time allocation in class.

In addition, groups will be asked to make presentations in class on draft versions of the following components of their final proposal:

- The Logic Model
- The Problem Statement
- Mission, Goals, Objectives
- Project Description
- Evaluation Plan
- Budget

See course calendar at end of syllabus for proposed schedule.

Assignment Three: Group Grant Proposal Presentation

Once we determine the number of groups we will know whether all presentations (in power-point) will be on the last day of class or whether we will need the last two days of classes.

Each group must make a 60 minute presentation (including time for Q & A) to the class. The presentation is premised on each group presenting to the class as though the class were the grantor. Your presentation is a “pitch” of your proposal to the grantor review committee. You should plan accordingly, including an appropriate power-point and handouts. Be creative in your power-points (insert pictures, videos, links), but balanced in your use of content and visuals.
Grading: A 100 point system is used.
A 95-100
A- 91-94 B+ 87-90
B  84-86
B- 81-83 C+ 77-80
C  74-76
C- 70-73
“A” is given for exceptional performance and mastering of the material
“B” is given to students who demonstrate mastery of the material
“C” is awarded when mastery of the material is minimal
“D” indicates deficiency and carries no credit
“E” indicates failure and carries no credit

Submission policy:
All written assignments should be submitted electronically or hard copy in class, the date they are due and prior to the start of class.
• Assignments turned in late will be lowered one grade.
• Assignments turned in one week late of after will be lowered two grades.
• Assignments turned in two weeks late require a meeting with the instructor.

Learning Accommodations:
If you need or desire accommodations for a disability, please let me know at your earliest convenience. Many aspects of this course can be modified to meet your particular learning needs and to facilitate your participation and progress throughout the semester. If you decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. I encourage you to explore the University of Michigan Disability Accommodations office at http://www.umich.edu/~sswd/students.html to learn more about the resources available to enhance your learning style.
COURSE SCHEDULE (SEE COURSE CALENDAR AT END OF SYLLABUS FOR UPDATED CALENDAR BY DATE WITHOUT READINGS)

First Class-Syllabus Review; Group Formation and Initial meetings; Individual Selection and Sign-up for Individual Article Presentations

Readings by Topic

Topic: Non-Profit Management & Philanthropy in the United States (Overview)

The Grant Proposal: Cover Letter, Table of Contents, Executive Summary (N & Q, Ch. 1-3)


Topic: The Grant Proposal: Project Summary & Project Statement (N & Q, Ch. 4 & 5)


Topic: The Grant Proposal: Mission, Goals, Objectives and Project Description  
(N & Q, Ch. 6 & 7)


(N & Q, Ch. 8 & 9)


Topic: The Grant Proposal: The Evaluation Plan (N & Q, Ch. 10)


**Topic: The Grant Proposal: Dissemination Plan, Continuation Plan, Key Personnel**

**Biographies (N & Q, Ch. 11, 12, & 13)**


**Topic: The Grant Proposal: Timelines and Budgeting (Summary, Justification) (N & Q, Ch. 14-16)**


**Topic: The Grant Proposal: Budgeting Continued & Everything Else**


Topic: Development


Additional References/Sources


Course Schedule without Article Presentations Included (DRAFT3/24/14)

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<tr>
<th>Date</th>
<th>Events</th>
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<tr>
<td>May 12</td>
<td>- Syllabus Review</td>
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<td>- Introduction</td>
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<td>- Groups Form and Initial Meetings</td>
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<td>- Dyads Form for Article Selection to Present</td>
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<td>May 19</td>
<td>- Guest Speaker on Fundraising, Development, &amp; Philanthropy: Lindsey Rossow-Rood, CFSEH</td>
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<td>- Group Time</td>
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<td>- Cabin on Problem/Needs Statement</td>
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<td>June 2</td>
<td>- Cabin presents on Logic Models</td>
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<td>- Group Time</td>
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<td>June 9</td>
<td>- Each Group presents draft problem/needs statement</td>
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<td>- Group Time</td>
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<td>June 16</td>
<td>- Each group presents draft Logic Model</td>
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<td>- Cabin presents on Mission, Goals, Objectives &amp; Tasks sections</td>
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<td>- Group Time</td>
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<td>June 23</td>
<td>Each group presents draft mission, goals, objectives &amp; tasks section</td>
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<td>- Cabin presents on evaluation</td>
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<td>- Group Time</td>
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<td>June 30</td>
<td>- Each group presents draft evaluation section</td>
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<td>- Cabin presents on Budgeting &amp; Timeline</td>
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<td>- Group Time</td>
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<td>July 7</td>
<td>- Each group presents full draft (wherever you are)</td>
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<td>- Group Time</td>
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<td>July 14</td>
<td>- Each group presents draft budget and timeline</td>
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<td>- Group Time</td>
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<td>July 21</td>
<td>- Final Presentations</td>
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<td>- Last In-Class session</td>
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<td>- One hour PowerPoint presentations treating class either as potential funder or agency Board or executive management team (be specific)</td>
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<td>July 28</td>
<td>- No Class</td>
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<td>- Due date for final papers by email.</td>
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Revised March 28, 2014, SSW 663-001, Spring/Summer 2014