INTRODUCTION
Welcome to Social Work 663. Please feel free to make appointments or ask questions via e-mail. Please allow 24 hours for email responses. Emails may not be returned over the weekend. In the subject line please put “SW663”. For brief questions, I will often be available during class breaks and following class.

If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. Please also contact the Services for Students with Disabilities office at G-664 Haven Hall, 734-763-3000 to coordinate reasonable accommodations for students with documented disabilities.

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and https://caps.umich.edu/ during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a listing of other mental health resources available on and off campus, visit: http://umich.edu/~mhealth/.

This course utilizes Canvas as a resource for all course readings outside of the required text as well as for the submission of assignments. Assignment descriptions/postings, readings for each class and grading can be found on the site. Please review the site carefully.
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 focus on fundraising and the effective use of money raised by a human service organization. Instruction will be provided regarding the wide range of possible income sources used by community groups, human service organizations, and other nonprofits that address the needs of diverse dimensions (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) and the promotion of pro-social causes. These sources include public agencies, business corporations, philanthropic foundations, United Ways and other federated funds, civic and religious associations and advocacy groups, individual donors, and those who pay fees for goods or services rendered (including third-parties). This course will emphasize grant-seeking, contract procurement, proposal writing, and other approaches to 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. 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.

Students will learn how to identify prospective funding sources, build relationships with potential donors, funders, and collaborators, write and submit grant and contract proposals, and plan and carry out fundraising campaigns and events (including those that may involve multiple collaborators or that may substitute non-cash for cash contributions).

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 grantgetting, 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 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 Behavioral and Social Science:
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.

TEXT & COURSE MATERIALS


This course draws from the two books listed above. Both are reasonably inexpensive and available on amazon.com. These books may be supplemented with articles which, to the extent possible, will be made available on Canvas – the University online course management system. Slides and other handouts will also be made available on Canvas. Information and instruction on how to use this site is already provided by the university, therefore, no class time will be devoted to instruction on how to use this system.

Readings for each topic are listed on the “Assignments” link on Canvas, in the “Readings” section. Readings may be changed by the instructor up to one week before they are due. All readings that involve changes will be made available as an electronic document on Canvas. Students are expected to have completed all assigned readings prior to class, as these will serve as the basis for class discussion, activities, assignments, quizzes and examinations.

CLASS SCHEDULE
Topics may be modified throughout the course, but ample notice will be provided. Refer to Canvas for the most updated class schedule.

• Class 1 (5/9/16): Course Overview & Fundraising 101
• Class 2 (5/16/16): Grant Writing Part 1: Preparing to Apply, Nonprofit Presentation
• Class 3 (5/23/16): Grant Writing Part 2: Needs Statement & Project Description
• 5/30/16- No Class
• Class 4 (6/6/16): Grant Writing Part 3: Goals & Objectives, Evaluation, Finding Funders
• Class 5 (6/13/16): Grant Writing Part 4: Letters of Inquiry, Budgeting & Executive Summaries
• Class 6 (6/20/16): Conceptualizing Fundraising & Donors: Beyond Grants
• Class 7 (6/27/16): Individual Donors, Solicitation Vehicles, Planned Giving Grant Assignment Due - 12:00 pm (noon)
• 7/4/16: No Class
• Class 8 (7/11/16): Special Events
• Class 9 (7/18/16): Revenue Generation, Social Enterprise, Pay for Success
ASSIGNMENTS
This course has two out-of-class assignments. The first is a group assignment, and the second an individual assignment. Both are to be submitted through Canvas. The course also has a final examination, and an expectation of active participation.

Assignment #1: Grant Assignment
Due: June 27, 12:00pm (noon)

You will write a grant proposal to a fictitious funder to fund an actual local nonprofit organization project. The goal is to create a set of proposals that can be shared with a small nonprofit organization and actually be put to use. Class time will be used to work on your assignment, but additional time outside of class will be necessary if you hope for a positive result.

For this assignment, you will be turning in your **grant proposal**, an **analysis of potential funders** and a **peer/self evaluation**. The grant assignment, analysis of potential funders, and evaluations are due on the date indicated above. Your grant assignment, funding options and evaluations must be uploaded to Canvas on or before that time. Late assignments will not be reviewed and will receive a score of 0.

**Part 1: Grant Proposal.** Your grant must include the major sections reviewed in this course, including:

- Table of Contents
- Executive Summary/Abstract
- Problem/Need Statement
- Project Description
  - Organization Description
  - Project or Program Methods
  - Goals/Objectives
  - Key Personnel
  - Evaluation
- Sustainability
- Budget and Narrative

Some groups opt to include a cover letter, however this is not required. Your proposal should be single spaced with 12 point font and one inch margins. Minimum and maximum lengths will generally not be set, however enough detail needs to be provided to adequately describe your project, without adding extraneous detail.
Part 2: Analysis of Potential Funders. You will explore potential funders for your project based on the information covered in class and provide at least 4 that would be a match for this proposal. For each potential funder you will include:

- Funder name
- Funder contact information
- Funder website
- Summary regarding fit. In paragraph form, you will present why this funder could be a funding partner for this project. Consider all of the elements covered in the course.

Part 3: Self and Peer Evaluation. Along with your assignment, you are required to turn in both a self and a peer evaluation. They should be turned in by each group member and will not be shared.

Self-Evaluation (1 page maximum, single spaced)
Describe your participation in the grant project. Discuss and evaluate, in specific and concrete detail, the contributions you made to your group's assignment. Describe the things you did well, and also describe the areas in which you could have done better. At the conclusion of your self-evaluation, give yourself a grade (1-4) on your participation in this project, using the following guidelines:

1 = Extraordinary; far exceeded the basic requirements for group work
2 = Very good work; generally exceeded the basic requirements
3 = Met the basic requirements for group work
4 = Fell below the basic requirements for group work

Peer Evaluation
Write the name of each member of your project group, and beneath each person's name, provide 2-3 sentences describing their participation in and contributions to the project. Provide each person a grade using the above criteria.

Your assignment grade (25% of the final course grade) will be based on the following rubric.

<table>
<thead>
<tr>
<th>Content</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Followed assignment directions</td>
<td>5%</td>
</tr>
<tr>
<td>Clarity, grammar, editing and writing</td>
<td>5%</td>
</tr>
<tr>
<td>Self and Peer-Evaluation</td>
<td>5%</td>
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</tbody>
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Assignment #2: Event Analysis
Due: 7/24, by 12:00pm (noon)

This is the second of two out of class assignments for this course. You will attend an event of your choosing. Your event does not *have* to be a fundraiser, but you should be able to relate it to concepts and principles learned in this class. After attending the event, you will provide a reflection paper.
Reflection papers should be no longer than 3 pages, single spaced, and should include the following:

- **Event Summary**: Briefly describe the event that you attended. Include the location/organization, type of event, and what you believe the organization's goals were for the event.
- **Class Application**: Link elements of the event you attended to a minimum of three (3) principles or concepts discussed in this class.
- **Real World Application**: Provide a brief summary of how you might apply this experience to something in your future. In other words, how was your event a meaningful learning experience for you in your future career.

Note: the class application and real world application do not have to be separate sections of the reflection, but it needs to be clear that you are considering both.

Your assignment grade (15% of the final course grade) will be based on the following rubric.

<table>
<thead>
<tr>
<th>Content and application</th>
<th>10%</th>
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<tbody>
<tr>
<td>Clarity, grammar, editing and writing</td>
<td>5%</td>
</tr>
</tbody>
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**Final Examination**

This course has a final exam. The final exam will take place on the last day of scheduled class. The exam will be cumulative, that is, it will cover content from the entire semester. While it will draw heavily from lecture material, it will include content from readings, guest speakers and class discussions. It will include three sections: short answer, true/false and multiple choice. The exam is not open book. We will have a review session for the exam the class session before.

**In-Class Assignments and Class Participation**: Assignments will be given throughout the class. Class time given for their completion, although it may be necessary for some time to be spent on these assignments outside of class. Credit for these in-class assignments is calculated as a portion of your class participation grade. It is expected that students participate actively and equally in class discussion, class assignments and group activities. This participation and in-class assignment section represents a large portion of the total grade.

**GRADING**

The following scale will be used in assessing your final grade:

<table>
<thead>
<tr>
<th>Item</th>
<th>% of Total Grade</th>
</tr>
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<tbody>
<tr>
<td>Quizzes*</td>
<td>15</td>
</tr>
<tr>
<td>Assignment #1: Grant Assignment</td>
<td>25</td>
</tr>
<tr>
<td>Assignment #2: Event Assignment</td>
<td>15</td>
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<td>------------------------</td>
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<tr>
<td>Final Examination</td>
<td>30</td>
</tr>
<tr>
<td>Class Participation &amp; In Class Assignments</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

* Quizzes will be based on the assigned readings and given at unannounced times. Five (5) quizzes will be given, the lowest one (1) grade will be dropped. Quizzes cannot be made up. Missed quizzes will be awarded a grade of 0.

Final grades will be determined on the basis of performance. Letter grades will be allocated as follows:

- 97-100 = A+
- 93-96 = A
- 90-92 = A-
- 87-89 = B+
- 83-86 = B
- 80-82 = B-
- 77-79 = C+
- 73-76 = C
- 70-72 = C-
- 67-69 = D+
- 63-66 = D
- 60-62 = D-

**ATTENDANCE POLICY**

Students are able to miss two classes for any reason (e.g., personal, sick, religious holidays) without detriment to their grade. There is no need to email the instructor with your reason for missing the class(es). Students who miss three classes may receive a full letter grade reduction. Four or more missed classes may result in a nonpassing grade. Students who will miss more than two classes due to religious holidays must make arrangements with the instructor at the beginning of the course to avoid a grade penalization. Please note that the student is responsible for all of the content missed during your absences. There will be no opportunity for in class assignments or quizzes to be made up.