TABLE OF CONTENTS

Course Background .................................................................................................................................................. 1
  Course Description ............................................................................................................................................... 1
  Course Content .................................................................................................................................................. 2
  Course Objectives ............................................................................................................................................ 2
  Course Design ................................................................................................................................................ 2
  Student Mental Health and Wellbeing .............................................................................................................. 3
  Accommodations .............................................................................................................................................. 3
  Creating a Positive Learning Environment ..................................................................................................... 3
Course Details .................................................................................................................................................... 5
  Assignments .................................................................................................................................................... 5
  Course Materials & Texts ................................................................................................................................. 6
  Class Sessions ................................................................................................................................................ 6

COURSE BACKGROUND

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

On completion of this course, students using a generalist social work practice framework 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 getting grants, 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 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.
Theme Relation to Social Work
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.

STUDENT MENTAL HEALTH AND WELLBEING

The University of Michigan, Ann Arbor is committed to advancing the mental health and wellbeing of its students. Services are available, if you or someone you know is feeling overwhelmed, depressed, and/or in need of support. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and at the CAPS website: 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 http://www.uhs.umich.edu/aodresources.

For a listing of other mental health resources available on and off campus, visit: http://umich.edu/~mhealth/.

ACCOMMODATIONS

If you have a condition or disability that may affect or interfere with your participation in this course, please contact the instructor as soon as possible to discuss accommodations for your specific needs. It is the School of Social Work's policy that instructors keep this information strictly confidential. Information and resources for accommodations is also available with the office of Services for Students with Disability (SSD).

On August 18, 2016 their location and contact information was as follows:
Location—G-664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045
Phone—(734) 763-3000, (734) 615-4461 (TDD), (734) 619-3947 (VP)
Email—ssdoffice@umich.edu
Working Hours—Monday through Friday, 8:00 a.m. to 5:00 p.m.

Please note that contact, location and working hours may change without notification. Most up to date contact, location and working hours information for the office is available via the search function of the University of Michigan website http://www.umich.edu and the University of Michigan Phone Directory service.

CREATING A POSITIVE LEARNING ENVIRONMENT

This section of the syllabus has been quoted from Janet Ray’s syllabus for SW 560 offered in the Fall 2013 semester. The instructor acknowledges her generous help in explaining how to create a positive learning experience. Ms. Ray has in turn acknowledged the collaborative efforts of SW 560 instructors Luke Shafer, Lorraine Gutierrez, Shane Brady, Tony Rothschild, Trina Shanks, Diane Vinokur and Michael Woodford in the creation of her syllabus.

"Critical analysis and discussion are integral components of graduate education, empowerment, and adult education. Thus, it is important to foster
an environment in which all participants are willing to express their opinions and perspectives. At times, this engagement can involve some risk, but it is hoped that you will feel comfortable to share your views and queries in order to promote your learning and that of your colleagues. To encourage this environment, we are all reminded of our professional responsibility to treat one another with respect. If the classroom is to be a space for learning, it cannot reinforce systems of bias and domination. As course instructor, I will strive to develop a respectful course environment. You too can contribute to this ethos by extending to your colleagues the same respect and sensitivity you desire. Questioning one another is a part of a positive and productive learning process. Such questioning should be done in a collegial, civil, and professional manner, which involves listening to, recognizing, and respecting others’ views, even if we do not agree with the perspectives being advanced. At times it may be necessary to challenge the ideas someone presents, but it is important to do so in a manner that calls into question the ideas outlined, not the person who presents them (adapted by M. Woodford from MSW Handbook, Faculty of Social Work, University of Toronto).

**Electronic Devices**

In consideration of your fellow students in this class please set all mobile phones that you bring to class on vibrate. If you need to take a call, please step outside and then answer the phone to ensure that the class is not disrupted.

**Religious Observances**

Please let the instructor(s) know of your religious observances that may conflict with class attendance or assignment due dates or group work so that appropriate arrangements can be made. It would make the instructor(s) (and possibly of your fellow team members’) lives easier if you bring this up during the first week of the semester.

**Contacting Instructor**

A note about email: Please place “SW647: " in the subject line. Please note, I do not check my University of Michigan email every day of the week, and therefore, I may not respond to your email the same day that you send them. However, I will try my best to respond to your email within 48 hours of receipt. For urgent matters, please call my mobile phone (314.322.6184) and leave a message.
### ASSIGNMENTS

There are two types of assignments for the course – individual assignments that you will complete by yourself and team assignments that you will complete in collaboration with your assigned team. All work must be your personal work that you contribute (either to your individual assignment or to your team’s) and work of others needs to be properly attributed. (Please pay close attention to the “Academic Honesty and Integrity” section of this syllabus in terms of attribution expectations.)

All assignments are due at the beginning of lecture time on the date they are due unless otherwise stated and should be submitted via the Canvas site for the course. If you think you will be late submitting an assignment, please inform the instructor before the due date. The instructor may at her/his discretion accept late assignments and may impose a penalty of up to 50% of points earned for the assignment on a case by case basis. This includes team assignments, if any, and the whole team will be penalized for late submissions. A listing of assignments is as follows. Please see the Learning Management System (LMS) - Canvas site for this course for details of each assignment.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>MAXIMUM POINTS</th>
<th>MAXIMUM POINTS AS A % OF TOTAL COURSE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Paper/Individual Evaluation of Team</td>
<td>5 points</td>
<td>5%</td>
</tr>
<tr>
<td>Quiz(es)</td>
<td>10 points</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30 points</td>
<td>30%</td>
</tr>
<tr>
<td>Class Critical Thinking and Q&amp;A (Periods 1-3) (6 + 7 + 7 pts)</td>
<td>20 points</td>
<td>20%</td>
</tr>
<tr>
<td>Team Assignment 1: Grant</td>
<td>25 points</td>
<td>25%</td>
</tr>
<tr>
<td>Team Assignment 2: Event</td>
<td>10 points</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100 points</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Translation of points earned to grade assigned for course**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Grades of &quot;A+&quot; are typically earned by students who turn in exceptional work in assignments and exceptionally contribute in class and in their assigned teams. The grade of A+ will rarely be used and, in general, students should not expect to receive this grade, for it signifies work that goes beyond the content of the course and the expertise students are expected to master. An A+ is very rare to obtain.</td>
</tr>
<tr>
<td>A</td>
<td>Grades of &quot;A&quot; or &quot;A-&quot; are reserved for student work which not only demonstrates excellent mastery of content but which also shows that the student has undertaken a complex task, has applied commensurate critical thinking skills to assignments and/or has demonstrated creativity in his or her approach. The difference between these two grades is determined by the degree to which these skills have been demonstrated by the student.</td>
</tr>
<tr>
<td>B+</td>
<td>A grade of B+ is given for work which is judged to be very good. This grade denotes that a student has demonstrated a more-than competent understanding of the material and applied adequate critical thinking skills to assignments.</td>
</tr>
<tr>
<td>B</td>
<td>A grade of B is given for work which meets the basic requirements. It denotes that the student has done adequate work and meets basic course expectations.</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>B-</td>
<td>A grade of B- denotes that a student’s performance was less than adequate, reflecting only moderate grasp of content and/or expectations.</td>
</tr>
<tr>
<td>C+ or C</td>
<td>The grade of C reflects a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.</td>
</tr>
<tr>
<td>C- to F</td>
<td>Grades between C- and F are applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student’s performance.</td>
</tr>
</tbody>
</table>

**Academic Honesty and Integrity**

The "Student Code of Academic and Professional Conduct" of the School of Social Work, The University of Michigan, Ann Arbor, applies to all your work in this course. Cheating, plagiarism and academic dishonesty is prohibited and engaging in them can have serious consequences. Plagiarism is "representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation."\(^1\) Section 1.12.02 of the 2013-14 MSW Student Guide states:

Examples of plagiarism include, but are not limited to:
1. Using or otherwise taking credit for someone else's work or ideas.
2. Using the language of another without full and proper quotation or source citation.
3. Implicitly presenting the appropriated words or ideas of another as one's own.
4. Using Internet source material, in whole or in part, without careful and specific reference to the source.
5. Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.
6. Self-plagiarism, that is, reusing one's own work without acknowledgment that the text appears elsewhere (e.g. in a paper for another current or previous class).

Plagiarism, like other forms of cheating and misconduct, is taken very seriously at the University of Michigan and is grounds for expulsion from the University.

Please familiarize yourself with "Student Code of Academic and Professional Conduct" section of the MSW handbook of the school. Instructors are required to report all violations of the code by students to the school administration.

**COURSE MATERIALS & TEXTS**

**Required Texts:**


**CLASS SESSIONS**

Class discussions and in-class activities during class sessions are an essential method of learning in this course. The class discussions work well when students come prepared to class by having read the assigned readings for the class session (the most up to date information on assigned readings is on Canvas).

Your level of preparedness for class sessions affect both your learning and that of your peers. Students who come prepared for class sessions enrich the quality and quantity of the lessons that they learn from the course content and contribute to their peers’ learning as well. Students who are not prepared for class negatively impact

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their peers’ learning through the effect they have on the class environment, in addition to detracting from their own learning.

To align incentives (i.e., grades) with actions (i.e., learning), class sessions have been grouped into three “periods” (Period 1-3) and the “Class Critical Thinking and Q&A” grade (max. 25 points) is distributed over these periods (Period 1 = max. 6 points; Period 2 = max. 7 points; Period 3 = max. 7 points). Period end dates are as listed in the table below. Showing up for class sessions gains you no points toward your grade for the course. Coming to class well prepared, participating in class discussions, contributing insights and views that demonstrate critical thinking will gain you points toward your course grade.

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>May 8</td>
<td>Introduction to course.</td>
</tr>
<tr>
<td>2</td>
<td>May 15</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>May 22</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Jun 5</td>
<td>Period 1 of Class Critical Thinking and Q&amp;A (7 points) ends at end of class session.</td>
</tr>
<tr>
<td>5</td>
<td>Jun 12</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Jun 19</td>
<td>Team Assignment 1: Grant due before start of class</td>
</tr>
<tr>
<td>7</td>
<td>Jun 26</td>
<td>Period 2 of Class Critical Thinking and Q&amp;A (8 points) ends at end of class session.</td>
</tr>
<tr>
<td>8</td>
<td>Jul 3</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Jul 10</td>
<td>Team Assignment 2: Event due before start of class</td>
</tr>
<tr>
<td>10</td>
<td>Jul 17</td>
<td>Period 3 of Class Critical Thinking and Q&amp;A (10 points) ends at end of class session.</td>
</tr>
<tr>
<td>11</td>
<td>Jul 24</td>
<td>FINAL EXAM</td>
</tr>
</tbody>
</table>

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 half letter grade reduction (e.g., from A- to B+ or from B+ to B etc.). Four or more missed classes may result in a non-passing 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 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.

If you miss a class, it is your responsibility to find out what you missed from your team members. Please do not approach the instructor to “make up” the class or to “fill you in” on what you missed. The instructor will not be assigning additional work to enable you to “make up” a missed class. The instructor will not accept any additional papers, notes, synopses of readings etc. as an alternative to attending class.

Please refer to course site on Canvas for a detailed listing of topics, readings and agenda for each session. Session topics are subject to change during the semester. The most up to date information is on Canvas.