



**Course Syllabus**

<b>Course title:</b>	<b>Managing Programs and Projects</b>
<b>Course #/term:</b>	SW 663 02 Fall 2018
<b>Time and place:</b>	Fridays, 9am-12pm, Room 2629 SSWB
<b>Credit hours:</b>	3
<b>Instructor:</b>	Katie Doyle
<b>Pronouns:</b>	She/her/hers
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## Teaching philosophy

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My courses are designed for students to leave with the following:

- Confidence in their ability to apply course material and concepts in settings outside of the classroom;
- A commitment to and facility with operationalizing social work Core Values in the NASW Code of Ethics;
- Enhanced capacity to confront and explore issues of social justice and how populations that traditionally have been marginalized are disproportionately negatively affected by policies, practices, and interpersonal interactions;
- Build on positive sources of power to envision and work towards social justice; work to reduce disempowerment;
- Build on indigenous knowledge/experiences of individuals, groups and communities in practice and evaluation;
- Demonstrable and recognizable skills and competencies;
- New knowledge of the subject matter, and an understanding of how to access further knowledge and resources commensurate with their professional roles and interests;
- Curiosity and a drive to continue to develop critical thinking, inquiry, and integrity.

Graduate students are adult learners, and as such I prioritize honoring your prior knowledge and experience; your contributions to the class are vital, and I make every effort to create an environment that encourages you to share your perspectives and ideas with each other, disagree with me, and shape the tenor of the course. Additionally, it is incumbent on me to understand the differential pressures and life circumstances that facilitate or constrain your learning and your engagement in the course.

## Classroom Climate

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True learning involves risk and, therefore, vulnerability. I hope that all students will work with me to create and foster a learning environment that promotes social justice, inclusion and equity. Further, this is an opportunity for all of us to engage in professional socialization, respectfulness, and broadening our mutual development of cultural humility.

Questioning and disagreeing are part of the learning process, and I encourage all of us to engage in these activities with thoughtfulness and respect. I expect the classroom to be safe, but learning and growth is often uncomfortable. There are a few times when I will engineer disagreements to foster learning, so please do not “freeze” your understanding of any of us after one or two interactions. Expect that we all have the capacity to grow and develop. Finally, if you are someone who likes to interact and engage verbally, consider “stepping back” occasionally in order to open the airwaves for others to speak. Similarly, if you are someone who is reticent to speak up in class, consider “stepping up” and taking a risk. Above all, this is a learning laboratory and we all will be testing out different ways of interacting and learning.

An emotionally brave class climate is important for everyone’s learning and growth. Below are a few expectations I have about our interactions in the course. This is not an exhaustive list, and I welcome suggestions for additional expectations:

- Practice “Both - And” thinking and solution seeking
- Be attuned to both **Process** and **Content**: “process” is how and when you express yourself, and “content” is what you say.

- Remember that this is a vulnerable space for you, and for others.
- We all have an amazing capacity to screw up. Do not “freeze” anyone in this space.
- Honor confidentiality.
- Be responsible to yourself and to others about what is communicated without blame or shame.
- Limit disruptions and distractions by coming to class on time, avoiding unnecessary use of electronics, and avoiding talking when others are presenting/talking.
- Notice both the **intent** and the **impact** of what you do or say. Take responsibility when your intent does not match the impact on someone else. Take notice of peoples’ intent, not just the impact of others’ communication.
- Speak from your own experience, without generalizing.
- Critique ideas, not people.
- Take responsibility for the quality of the discussion.
- Step up if you usually don’t contribute, step back if you often contribute.
- Call each other in to conversations vs. calling someone out.

I am interested in any other expectations you may have, and we will discuss in one of our first classes.

### Inclusive Language

The words we use can make the difference between forging positive connections or creating distance in our personal and professional lives. Particularly in writing, impact is more important than intent. This course provides an opportunity to discuss sensitive concepts that span a variety of disciplines, experiences, cultural communities, and learning styles in education. Increasing the inclusiveness of our language means striving to understand the ways that language often unconsciously makes assumptions about people and unintentionally reinforces dominant norms. I invite you to reflect on issues of privilege and injustice, and to acknowledge issues of ethical engagement when speaking on cultural communities that you do not identify with. As such, I ask that students consider:

- Recognizing individual gender pronoun use;
- Respecting and using contemporary and relevant language around social identities;
- Using language that recognizes varying abilities and is not ableist;
- Using language inclusive of diverse global contexts;
- Providing developmental and educational support of attendees who may be unfamiliar with inclusive language practices.

### Land Acknowledgment

The University of Michigan was established on the traditional land of the Ojibwe, Odawa, and Bodewadimi tribes. Today, this land is still the home to many Indigenous people. I am grateful to have the opportunity to work on this land.

### Course Description

Social impact organizations secure resources through a variety of methods, including fees, grants, contracts, gifts, bequests, in-kind (non-cash) contributions, and investments. This course involves 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, service

contracting, donor development, direct solicitation of gifts, and planning of fundraising events. This course will also address emerging and changing fundraising trends.

### Course Content

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This course will focus on effective ways to raise money to support social impact organizations. Students will explore the range of possible income sources that organizations can devote to advance social justice by expanding and improving services, empowering groups, reaching populations in need, improving social conditions or anticipating and responding to new challenges. The implications of using alternative approaches of income generation and of changing the income mix will be analyzed in terms of mission accomplishment, program viability, adherence to ethics and values, and organizational sustainability.

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

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Upon completion of this course, students will be able to:

1. Identify appropriate funding strategies that support financial sustainability of an organization. (1, 4, 5, 6)
2. Locate appropriate funding sources for programs, projects, and identified organizational and community needs. (1, 3, 8)
3. Cultivate, steward, and sustain mutually beneficial relationships with potential funders and donors. (1, 4, 6, 7)
4. Write project proposals that are technically complete and contribute to social equity. (1, 3, 2, 8)
5. Identify and implement appropriate fundraising strategies necessary for program achievement. (1, 7, 8)
6. Develop and carry out elements in a fundraising campaign and/or fundraising events. (1, 2, 8, 9)
7. Distinguish between the advantages and disadvantages of funding sources and strategies in terms of mission, program achievement, and organizational sustainability. (1, 2, 7, 9)
8. Discuss typical ethical concerns related to applying for, accepting, and managing grants, as well as contracting, and fundraising. (1, 2, 3)

(Numbers in parenthesis relate to the Council on Social Work Education [Competencies](#))

### Course Design

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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

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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

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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

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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

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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

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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.

### Course Requirements

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#### Textbook & other readings

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**Required:**

Clarke, C (2009). *Storytelling for Grantseekers: A guide to creative nonprofit fundraising (2nd ed)*. San Francisco, CA: Jossey-Bass.

You can find it here: <https://proquest-safaribooksonline-com.proxy.lib.umich.edu/9780470482865>

Klein, K (2016). *Fundraising for Social Change (7th ed)*. San Francisco, CA: Jossey-Bass.

You can find it here or download it through the UM library.  
<http://onlinelibrary.wiley.com/book/10.1002/9781119228837>

This course draws from the two books listed above. Both are reasonably inexpensive and available in print or electronically. The Social Work librarian will be visiting a class at the beginning of a course if you have any trouble accessing them, or you can reach out to her: Darlene Nichols: [dpn@umich.edu](mailto:dpn@umich.edu). We will be discussing these books in class. In addition, the Clarke book will be **very useful to you for the grant assignment**.

**I will place all other required readings on our course Canvas site in folders that correspond to the weeks they are due.**

Note that some weeks have *recommended* readings. You are not expected to read recommended readings for class. They are helpful resources should there be a topic you would like to learn more about or if you eventually pursue fund development work and would like to get more depth on some aspect of the course.

### Grading

Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the following schedule:

100	A+	88-90	B+	78-80	C+	68-70	D+
94-99	A	84-87	B	74-77	C	64-67	D
91-93	A-	81-83	B-	71-73	C-	<64	E

Course Engagement	20%
Attendance	10%
Written assignments/Quizzes (Top 2 of 3 scores counted) <ul style="list-style-type: none"> <li>Funder Analysis</li> <li>Grant Review</li> <li>Development Plan/Case for Support</li> </ul>	25%
Group Project: Grant Application	30%
Final Exam	15%
<b>Total</b>	<b>100%</b>

A brief note about grading: I do not think it serves anyone well for every student in a course to earn an “A” grade, though I am familiar with this practice. Your grade will be a reflection of both your effort and the quality of your engagement and assignments.

### Course Engagement—20%

I expect you to be engaged in all in-class activities, including contributing comments and questions in class discussions. Some people naturally speak up in class more than others. I recommend that if you are someone who is comfortable talking a lot, you consider “stepping back,” and if you are less comfortable talking a lot, you consider “stepping up.” However, your engagement score is not predicated on the number of times you speak in class; rather I will focus on your participation in activities and whether it is obvious that you are engaged during class. (Hint: using devices for anything other than classwork ≠ paying attention in class.) Misuse of electronic devices in class will be reflected in your engagement score.

## Class Attendance—10%

Class attendance is imperative for both your own learning and the learning of your peers, and certainly for my learning. I expect students to attend class. If you need to miss a class, please contact me in advance to let me know. Excessive absences (more than 2) will result in a lower grade. Routine tardiness will also reduce the attendance grade. If personal or professional circumstances require your absence from more than one class, please contact me as soon as possible. Note that, even if you are absent from a class, you are still responsible for submitting any assignments due that day.

Please review the [Policy on Class Attendance](#) found in the MSW Student Guide.

## Class schedule

Date	Topic/Agenda	Required readings & Required assignments (due on the class date)
9/7/2018	Session 1: Introduction to Course, Nonprofit Organizations	
9/14/2018	Session 2: Grant Writing—Grant Cycle Guest Speaker(s) from Family Learning Institute	<ul style="list-style-type: none"><li>• Klein, Chapters 1&amp;2</li><li>• Clarke, Chapter 1</li></ul>
9/21/2018	Session 3: Grant Writing—Research/ Prospecting Guest Speaker: Darlene Nichols (SW Librarian)	<ul style="list-style-type: none"><li>• Clarke, Chapters 2, 4, 5</li><li>• <i>The Generosity Network: Connecting Through Narrative</i></li><li>• <i>How to Tell Stories about Complex Issues</i></li></ul>
9/28/2018	Session 4: Grant Writing—Applying	<ul style="list-style-type: none"><li>• Clarke, Chapters 6, 7, 8</li></ul> <b>FUNDER ANALYSIS DUE</b>
10/5/2018	Session 5: Grant Writing—Applying and Managing	<ul style="list-style-type: none"><li>• Clarke, Chapters 9, 10</li></ul>
10/12/2018	Session 6: Grant Writing—Managing and Evaluating	<ul style="list-style-type: none"><li>• <i>CART Principles</i></li><li>• <i>What Is General Operating Support and Why Is It Important?</i></li></ul>
10/19/2018	Session 7: Contracting	<b>GRANT REVIEW DUE</b>
10/26/2018	Session 8: Introduction to Philanthropy and Fund Development	<ul style="list-style-type: none"><li>• Klein, Chapters 4 &amp; 6</li><li>• <i>Nonprofit Whisperer: Building a Culture of Philanthropy</i></li><li>• <i>Ladder of Engagement</i></li><li>• <i>Burk Donor Survey</i> (skim)</li><li>• <i>The Generosity Network: Introduction and Chapter 2</i></li></ul>

<b>Date</b>	<b>Topic/Agenda</b>	<b>Required readings &amp; Required assignments (due on the class date)</b>
11/2/2018	Session 9: Culture of Philanthropy and Ethics	<ul style="list-style-type: none"> <li>• Klein, Chapters 31 &amp; 40</li> <li>• <i>State of DEI in Philanthropy 2016</i></li> <li>• <i>Philanthropy's Seven Deadly Sins</i></li> </ul> <b>GRANT APPLICATION DUE</b>
11/9/2018	Session 10: Donor Identification and Cultivation	<ul style="list-style-type: none"> <li>• Klein, Chapters 11, 14, 17</li> <li>• <i>Breaking the Gala Addiction</i></li> <li>• <i>Graphic Revisioning of Nonprofit Overhead</i></li> <li>• <i>Why Funding Overhead Is Not the Real Issue</i></li> </ul>
11/16/2018	Session 11: Donor Stewardship	<ul style="list-style-type: none"> <li>• Klein, Chapters 21 &amp; 22</li> </ul>
11/23/2018	Break No Class	
11/30/2018	Session 12: Evaluating Fund Development Efforts	<ul style="list-style-type: none"> <li>• Klein, Chapter 30</li> <li>• <i>Fundraising Effectiveness Toolkit</i></li> </ul>
12/7/2018	Session 13: Alternative Mechanisms for Revenue Generation	<ul style="list-style-type: none"> <li>• <i>Rise of Philanthropy LLCs</i></li> <li>• <i>Can millennials, crowdfunding, and impact investing change the world?</i></li> <li>• <i>Against Big Philanthropy</i></li> <li>• <i>Social Enterprise is Not Social Change</i></li> </ul> <b>WRITTEN ASSIGNMENT #3 DUE</b>
12/14/18	Session 14: Synthesis	None!

### Assignments

<b>Assignment</b>	<b>Due date</b>
Written Assignment #1: Funder Analysis	9/28/18
Written Assignment #2: Grant Review	10/19/18
Group Project: Grant Application	11/2/18
Written Assignment #3: Choice: Fund Development Plan or Case for Support	12/7/18
Final Exam: take home	Exam week



### Short Written Assignments—25%

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You will have three short written assignments. Written assignments will be described in full on Canvas and posted at least 2 weeks before they are due.

I will count the grades of only the top two when calculating your final grade, though you should submit all three. Even though I will only count the top two, failure to submit any of the three assignments will result in a points penalty.

### Group Project: Grant Application—30%

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This is a grant proposal to a fictitious funder to fund some aspect of the Family Learning Institute <http://familylearninginstitute.org/>. The goal is to create a set of proposals that can be shared with Family Learning Institute and actually be put to use. Class time will be used to work on your assignment, but additional time outside of class may be necessary.

Your grant assignment, and evaluations must be uploaded to Canvas on or before the due date. Late assignments will not be reviewed and will receive a score of 0. I use this policy because if you submit a grant late to a funder, it will not be reviewed.

### Late Assignments

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Assignments are due at or before 5:00pm on the dates listed on the syllabus and on Canvas, except where noted.

Please submit all work on time. Except where indicated, late assignments will be penalized 1/3 of a letter grade for the first day past the due date and time, and a full letter grade for each additional day thereafter. I am not inclined to waive this policy, though I do understand there may be exceptional circumstances.

### Grade Dispute Process

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If you believe you have been graded unfairly on an assignment, I ask that you please wait 24 hours before contacting me. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments (or mathematical errors) as opposed to nebulous references to “fairness.” I reserve the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted upwards or downwards.

### Expectations for Written Work

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**Development of professional writing is a goal of the course**, and I will consider writing quality in grading. **Proofread written work carefully**; I strongly recommend that you have a colleague read your documents for clarity, typos, omitted words, etc. Purdue University’s OWL website <https://owl.english.purdue.edu/owl/> is a great resource for general writing and formatting advice.

The Sweetland Writing Center (SWC) is located at 1310 North Quad (corner of W. Washington and State St.). Graduate students are eligible for seven sessions per semester. For help with your paper, please feel free to consult them for writing support. They can help you develop your

argument, improve your paper organization, correct grammar mistakes, and craft effective prose. You can register with them on line and schedule an appointment: Website:

<http://www.lsa.umich.edu/sweetland/>

In addition, social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the UM SSW Career Services office. Students may schedule an appointment and bring a draft of their paper (at any stage) along with the text of the assignment and any questions or concerns they may have. Email [ssw-cso@umich.edu](mailto:ssw-cso@umich.edu) or call 734-763-6259. Finally, another resource is the English Language Institute:

<http://www.lsa.umich.edu/eli>

#### Additional Course Information and Resources

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Additional School and University policies, information and resources are available here:

<https://ssw.umich.edu/standard-policies-information-resources>. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism