



Course title:	Fundraising and Grant Writing
Course #/term:	SW663, Section 001, Spring/Summer 2019
Classroom:	B760 SSWB
Time and place:	Monday's 1:00 p.m. – 5:00 p.m
Credit hours:	3
Prerequisites:	SW560/permission of instructor
Instructor:	Julie D. Cushman, LMSW, ACSW, CAADC (address me as Julie)
Pronouns:	she/her/hers
Contact info:	Email: jcushman@umich.edu Phone: 734-845-0867 You may expect a response within 24-48 hours
Office:	2798 SSWB
Office hours:	Monday's, 8 -12:30pm and by appointment

1. COURSE STATEMENT

a. 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.

b. Course Content:

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).

c. Course Competencies (Practice Behaviors) and Objectives:

Upon completion of this course, students be able to:

1. Assess the financial stability of an organization. (Practice Behavior 10.b.MHS)
2. Identify appropriate funding strategies leading toward the financial sustainability of an organization. (Practice Behavior 9.MHS)
3. Locate appropriate funding sources for specific social programs, projects and organizational needs. (Practice Behavior 9.MHS)

4. Initiate and sustain relationships with potential funders and donors. (Practice Behaviors 1.MHS and 10.a.MHS)
5. Write project proposals that are technically complete and contribute to social equity. (Practice Behaviors 4.MHS, 5.MHS, 10.c.MHS, 10.d.MHS)
6. Identify and implement appropriate fundraising strategies necessary for program achievement. (Practice Behaviors 3.MHS, 7. MHS 9.MHS, 10.c.MHS)
7. Develop and carry out elements in a fundraising campaign and/or fundraising events. (Practice Behaviors 10.c.MHS, 10.d.MHS)
8. Distinguish between the advantages and disadvantages of alternative funding sources and strategies in terms of mission, program achievement and organizational sustainability. (Practice Behaviors 3.MHS, 6.MHS)
9. Discuss typical ethical concerns relating to grant getting, contracting and fundraising. (Practice Behaviors 1.MHS, 2.MHS)

For more information on practice behaviors, see:

<https://ssw.umich.edu/sites/default/files/documents/msw/competencies-and-practice-behaviors.pdf>

d. Course Design: Pedagogical Approach & Teaching Philosophy

This course promotes and integrates both classroom and community learning experiences. This type of design relies on the full participation and contributions of everyone in order to reach our highest potential as a group. Many different methods will be used for acquiring knowledge and skills including: assigned readings, discussion, lectures, projects, activities, exercises and homework. Class sessions will also include skill building activities and a variety of activities/assignments (oral, written, presentations and group work). This course is designed to increase students' knowledge and skill level with the grant cycle and fundraising efforts. I rely on you (as adult learners) to set your own learning goals, and to let me know if some discussion or clarification of readings in class would be useful.

e. Relationship of the Course to Curricular Themes:

- *Theme Relation to Multiculturalism and 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 and Social Change:* Strategies for socially equitable and inclusive practices will be explored and developed so that all resource development contributes to social justice and social change. Discussion and assignments will address the ways in which populations that traditionally have been marginalized can be disproportionately affected by activities of fundraising and grant seeking. Student-designed projects will be required to reflect a commitment to social equity and inclusion.
- *Theme Relation to Promotion, Prevention, Treatment and Rehabilitation:* Students will learn that fundraising provides the financial support that makes promotion, prevention, treatment, and rehabilitation services possible in human services 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 require evidence that project proposals reflect empirical knowledge; as such the course will cover how to gather and analyze data to support the existence of social problems and the efficacy of proposed interventions.

f. Relationship of the Course 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 that can occur when several different parties are involved in raising,

giving, or sharing large sums of money. Emphasis will be placed on how to choose, approach, and work with donors. 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 there are several fundraising codes of ethics relevant professional fundraisers, few give clear and direct guidelines to action, making this issue of central importance to this course.

g. Intensive Focus on PODS (Privilege, Oppression, Diversity and Social Justice)

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice, and/or policies that promote social justice, illuminate social injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

2. CLASS REQUIREMENTS

a. Textbook and class materials: This course draws from two required textbooks and 1 recommended textbook. (listed below), supplemented with required articles of course concept examples, available on CANVAS at least 2 weeks in advance of when they are due. By the first week of June 2019, I plan to have all required readings posted on CANVAS. These textbook and readings are integrated into each weeks lecture topic and may be supplemented by handouts and/or other readings provided in class. In a couple of classes, you might be in a group responsible for explaining and applying key concepts from 1-2 articles. I will also post on CANVAS optional readings/additional resources that may be of interest and/or to assist with course assignments. In addition, the Clarke textbook will be very useful to you for the grant assignment

Required Textbooks: Both are reasonably inexpensive and available in print (purchase through amazon.com or other websites specific to textbooks or electronically (If you are having any trouble accessing the e-book, please contact the Social Work Librarian, Darlene Nichols: dpn@umich.edu for assistance.

Clarke, C (2009). *Storytelling for grantseekers: A guide to creative nonprofit fundraising* (2nd ed). San Francisco, CA: Jossey-Bass. (ISBN 978-0-470-38122-9). You can access electronically here <https://proquest-safaribooksonlinecom.proxy.lib.umich.edu/9780470482865> or here <https://www.lib.umich.edu/announcements/oreilly-safari-books-online>

Klein, K (2016). *Fundraising for Social Change* (7th ed). San Francisco, CA: Jossey-Bass. (ISBN: 978-1-119-20977-5). You can access electronically here <http://onlinelibrary.wiley.com/book/10.1002/9781119228837> or download it through the UM Library at <https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/reader.action?docID=4509194>

(Readings from the texts will be designated as “ Clarke” or "Klein" on the class schedule)

Recommended Text

Coley, S. M. & Scheinberg, C. A. (2014) *Proposal Writing: Effective Grantsmanship. (4rd Edition)*, Thousand Oaks, CA Sage Publications. (ISBN 978-1-4129-8899-5)
(You may already have this textbook from the SW560 class. It is available at amazon.com or other websites specific to textbooks)

It is highly recommended you obtain a binder to organize the tools/handouts you will be given throughout this course.

How I organize the CANVAS site: When you sign onto the course site, the module page is displayed. I organize the course using modules-one module for each class session (labeled with the week number and the date of the session-ex/ Week 1: 5/13). For each weeks module the required readings are first, followed by the PPT and any supplemental handouts/readings/or exercises). There is separate module, for 'assignment explanations and resources', labeled assignments and other separate modules for optional readings/other resources, mid-semester course evaluation, etc)

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.

Coming prepared to class:

To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings. Much of your learning will come from in-class discussion around the readings, lectures and student presentations. As such, it is important that students in this class come prepared to express and exchange ideas related to the topics discussed. This will require both reflection on your part, prior to entering class, and respect for ideas and perspectives different from your own while in class. Please keep in mind that effective advocacy (a cornerstone of social work practice) requires the ability to understand and appreciate opposing perspectives and competing self-interests. I ask that students refrain from using laptops, tablets or smartphones during class, for non-course activities so they can more fully participate in discussion around the material.

b. Class Schedule: This is at the end of this syllabus document

c. Assignments:

There are 5 graded assignments for this course, and on occasion, homework assignments along with the expectation of class participation (engagement and attendance). A brief description of each assignment and tentative due dates follows. A more detailed description of each assignment will be handed out in class and posted on CANVAS in the Assignment module. These due dates have been noted on the class schedule in **Bold** letters.

Assignment 1: Grant idea for grant proposal assignment 4 (Group)- due 5/28/19 via email (5%)

For this assignment you will tell me what your group will be doing for your grant proposal. It is important to decide what you are doing as soon as possible so you can get started on each required section during the time given in class. This must be handed in on the due date so that I may review to determine if what you have chosen fits with the course and your learning goals. This assignment will be graded on a pass/fail basis. Handing it in on the due date will give you a pass. A grade of "pass" will be converted to an "A" for computation of the final grade.

Assignment 2: Analysis of Potential Funders (Individual/Group)- due 6/10/19 (10%)

You will explore potential funders for your grant proposal (assignment 4) based on the information covered in class and provide 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. Additionally, 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. You may do this assignment individually or in your group. For each individual there needs to be 4 funders

Assignment 3: Grant Review (Individual)- due 7/8/19 (20%)

Your chances of getting funding for a grant application are substantially increased if you design your application with the grant review process and criteria in mind, so this assignment is designed to for you to review a grant to familiarize you with how proposals often are reviewed by funders using a rubric.

Assignment 4: Grant Application (Group)- due 2/16/17 (25% or 30%)

You will write a grant proposal to include the major sections discussed in this course (table of contents, executive summary, problem/need statement, project description, organizations description, project/program methods, goals/objectives, key personnel, evaluation, sustainability, budget and rationale narrative. Additionally, you will also complete and turn in a peer/self evaluation. Class time will be used for work on this assignment, but additional time outside of class will be necessary for a positive result.

Assignment 5: Fund Development Plan or Case for Support (Individual or group of 2)-due date 7/29/19 (25%): In this assignment you will individually or in a group of 2 choose one of two options-to develop a Fund Development Plan or a Case for Support based on the revenue structure of an organization you have access to (field placement, etc)

Assignment	Due Date	Percentage	Course Objective
Assignment 1: Grant idea for grant proposal assignment 3 (group)	5/28/19 via email	5%	1, 2
Assignment 2: Analysis of Potential Funders (individual/group)	6/10/19	10%	1-4, 9
Assignment 3: Grant Review (individual)	6/24/19	20%	5,8,9
Assignment 4: Grant Application (Group)	7/8/19	25%	3, 4, 5, ,9
Assignment 5: Fund Development Plan or Case for Support (Individual or group of 2)	7/29/19	25%	1-3, 6-9
Class participation- (engagement & attendance)	Every week	15%	1-9

d. Attendance and participation: Reference link to the general Policy on Class attendance in the MSW Student Guide is- <https://ssw.umich.edu/msw-student-guide/section/1.09.00/17/policy-on-class-attendance>.

Specific to this course, class attendance and participation are very important in this class. Attendance and participation are 15% of the final grade. Attendance and how engaged you are will be monitored throughout the semester. Students are expected to attend and to be prepared to take part in each class session. This includes completing assigned reading, being prepared to facilitate discussion on reading(s), homework and/or assigned activities (such as exercise handouts, assessments/tools, case studies, etc) prior to class, to reference for informed class participation, attending class on time, and participating in all class discussions and activities and group assignments. If you have difficulties participating in discussion for linguistic, cultural or other reasons, let's discuss them individually and explore ways in which you may become a more active participant in class. Class attendance is important for you to keep up with course

work. If, for any reason, I have concerns about your participation or attendance, I will discuss my concerns with you in a timely fashion.

It is expected that students will attend **all classes, for the entire four hours** however, you are granted two absences for legitimate and/or special reasons. Legitimate absences include those due to health problems that can be documented, unanticipated family emergencies and observance of religious holy days.

Excused absences will only be granted with documentation (i.e. a doctor's note or other proof of an emergency situation and/or my *prior* approval). Missing three classes will reduce your final grade; one-half grade (e.g. an A would be reduced to an A-) and each additional absence will reduce your final grade an additional half grade. Excessive absences (more than 3) may result in failure of the course. If students miss more than 2 class sessions, they must schedule a meeting with the instructor and possibly to include their advisor to discuss their attendance and a plan of action to not miss anymore classes.

Coming to or leaving class mid-way is considered an absence. Routine tardiness will also reduce the attendance grade. As adult learners, I expect you to make appropriate decisions about attending class, this includes coming to class late and leaving class mid-way. Any absences or tardiness should be discussed directly with the instructor and it is the student's responsibility to obtain any notes, materials, handouts or exercises from the missed session from one of your classmates and make arrangements to complete class work, which is missed.

Please be cognizant of the disruptive nature of coming to class late. If you are delayed, please enter the classroom as quietly as possible and wait until break to catch up with what is going on.

Your participation grade includes ability to discuss ideas with colleagues in a respectful manner, engage in reflective learning, and the sharing of your experiences, current events or literature specific to the material being discussed and demonstration that required readings, modules, homework and other (survey's, vignettes) class learning have been completed by sharing and asking relevant questions in class. I encourage you to be actively present during class, students not participating and/or who are using electronic devices not related to class activities will see the impact in their participation grade.

Assessment of your participation does not depend solely on the quantity of your involvement in class discussion and class exercises, but also on the quality of your contributions.

Use the following criteria for assessing your participation in class

- Frequency of participation in class: Student initiates contributions in class session, however, quality of comments is weighted over quantity. Student responds actively when invited by the professor to contribute. Student does not comment overzealously or to the exclusion of other learners.
- Quality of comments: Comments are always insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand.
- Listening Skills: Student listens attentively when others present materials and perspectives, and contribute comments that build on others' remarks. Student expresses disagreement in a professional and respectful manner.

e. Grading

Expectations for assignments

- Written assignments should demonstrate your ability to apply and integrate course material and to communicate using a professional style. Professional communication is coherent, concise, and comprehensive, and includes correct spelling, grammar, punctuation, sentence construction, paragraph construction and referencing.
- **All papers** are to have a **cover page**, reference page and any needed appendices. You are expected to have a running header on all pages, the appropriate headings and page numbers. Be sure to use APA format (6th Edition) and be sure to cite when it is required and have correct citations in a reference

page. (if you do not meet the required minimum number of sources, your paper will be returned to you not read and you will be asked to submit with the correct required sources)

- I grade all papers for my classes anonymously. With each paper submission, include a title page **without** your name on it that is attached to the paper, and provide a **separate duplicate title page with your name not attached to the paper**. Only after I have read and graded all the papers, will I determine which paper belongs to whom.
- All papers must be typewritten and double-spaced using a 12 point font and one inch margins. Use APA* 6th Edition for your papers, including proper headings and citations. Failure to follow APA guidelines for referencing and for headings will result in a lower grade.

APA formatting:

Any social work assignments presented as professional papers or presentations should utilize the 6th edition APA formatting. Review the [MLibrary APA Citation Guide](#) as needed. [The Purdue Owl website is another helpful resource for assistance with APA formatting.](#)

- Use the outline format in the assignment description, using headings appropriate to APA format.
- I am looking for clarity and degree of understanding conveyed, key points being discussed, integration of relevant literature, pertaining to the assignment and your own assessment/critique for the assignment.
- You do need to stay within the page limits for all assignments (They are stated on each assignment description). You want to state concisely what you are saying. Summarizing from literature into your own words and the use of appendices will help with this.
- I am also looking at sensitivity and attention to dimensions of diversity (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 life cycle considerations and the degree to which you display critical analysis of the assignment.
- You are responsible for always making and keeping a copy of each assignment prior to turning it in.

Evaluation Criteria and Procedures: General evaluation criteria (special elements will also be delineated for particular assignments):

- Demonstrate understanding of and ability/apply knowledge clearly related to the assignment;
- Systematic & logical presentation of arguments, with appropriate documentation;
- Appropriate use of evidence, use of relevant literature and concepts, with citations;
- Scope of concepts used; degree of integration across topics, levels, and different readings
- Clarity of presentation. Originality;
- Attention to diversity and social justice issues across different populations and situations.

I expect that in all written work you will adhere to the following NASW editorial policy: In the interest of accurate and unbiased communication, NASW subscribes to a belief in the importance of avoiding language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias. NASW is committed to the fair and equal treatment of individuals and groups, and material submitted should not promote stereotypic or discriminatory attitudes and assumptions about people. (*Health and Social Work, 11:3, Summer 1986.*) or <http://www.socialworkers.org/pubs/code/default.asp>

Deadline Expectations: All assignments are due at the beginning of class on the dates specified. Incomplete grades are assigned only through negotiation with me and that negotiation must occur before the assignment's due date. Unless an extension contract has been arranged between a student and me, **before the due date of the assignment**, any assignment that is not completed on the due date will be assigned 0 points. **All assignments for this course must be completed and handed in to the instructor to successfully complete the course. If you are absent from class, you are still responsible for submitting any assignments/homework due that day**

* *Publication manual of the American Psychological Association. Sixth Edition.* (2010). Washington, D.C.: Author.

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit. Due to the brief length of time a mini course meets, partial attendance will likely result in a grade of E.

Grading

Each assignment will be given a letter grade. The criteria for each grade are as follows:

- A-, A or A+** Exceptional performance and mastery of the material. Subject content, demonstration of critical analysis, and/or complexity in completion of assignment is exceptional. The difference between A-, A and +- is based on the degree of superiority to which these skills are demonstrated.
- B+** Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, or complexity in the completion of the assignment.
- B** Mastery of subject content at level of expected competency – meets course expectations
- B-** Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.
- C+, C or C-** Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.
- E** Student has failed to demonstrate minimal understanding of subject content.

Both content and format will be considered in assigning grades. Though content is more heavily weighted in grade assignment, format, and presentation are also important. The course is challenging and demanding. Grading will be rigorous but fair. Final grades will be determined by multiplying the worth of each assignment, by the grade points on the 4 point grade system. The numerical scores for each assignment will be summed.

I understand that the assessments of your work are subjective in nature and I strive to reduce that subjectivity in two ways. First, as noted above, I grade all papers anonymously. Second, based on the assignment outline that you have received, I use a template within which I set my expectations for the assignment. I compare your submissions to that template, not to one another

I suggest that you have someone who is unfamiliar with your subject read your paper before you turn it in. An outside reader can tell you if your writing is not clear, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful tools, but not as reliable as a human reader.

If you read my comments to you and believe that I have erred, please discuss your findings with me within one week of getting your assignment/paper back. It may be that you do not understand what I have told you, or that I have made a mistake. In either case, I am certain that the situation will be rectified; either you will better understand what I want you to know, or I will correct my error.

For additional information on grading please refer to the MSW Student Guide on grades in Academic Courses and Field Instruction at <https://sww.umich.edu/msw-student-guide/chapter/1.08/grades-in-academic-courses-and-in-field-instruction> as well as Student Grievance Procedures at <https://sww.umich.edu/msw-student-guide/chapter/1.18/student-grievances>

3. ADDITIONAL COURSE INFORMATION AND RESOURCES

a. Teaching Philosophy, More about the Course and Expectations

I use a learner-centered philosophy in which there is the development of reciprocity, cooperation and open discussion among students and myself. I encourage active learning, give prompt feedback; communicate high expectations and respect diverse talents, interests and ways of learning. The emphasis is to create an empowering environment in which all participants can be active and self-directed learners in an atmosphere that allows for peoples diversity, uniqueness and strengths and learning from each other's different perspectives and experiences. I believe that learning does not just happen once a week in the classroom, and make myself readily available to students outside the classroom. I put an emphasis on bringing the outside world into the classroom, by keeping up to date and knowledgeable on the course content as well as sharing my experiences from working in a non-profit and being a part of the community.

My approach to teaching is that I value and appreciate each student as individuals and their interests specific to the course and share aspects of my professional experience to clarify the course content. I emphasize the importance of not just learning the material, but for students to be able to critically analyze what they are learning from their perspective and thus encourage the sharing of their thoughts and ideas.

Course Conduct

This class adheres to the following Ground Rules for the Class:

1. Our primary commitment is to learn - from the instructor, from each other, from materials and from our work. We acknowledge differences among us in skills, interests, values, scholarly orientations and experience.
2. We acknowledge that one of the meanings of societal oppression and discrimination is that we have been systematically taught misinformation about our own groups and especially members of devalued groups and populations of color. The same is true for sexism, ageism, sexual orientation and other isms. We are taught misinformation about ourselves and others regarding forms of difference and discrimination and acknowledge that racism, sexism, homophobia and other forms of discrimination exist and are likely to surface from time to time and it is our responsibility to actively address this through dialogue.
3. We cannot be blamed for the misinformation that we have heard but we will be held responsible for repeating misinformation after we have learned otherwise.
4. We will assume that people are always doing the best they can, both to learn material and to behave in socially just and honest ways.
5. We will actively pursue opportunities to learn about our own groups and those of others, yet will not enter or invade others' privacy when unwanted.
6. We can have an obligation to actively counter the myths and stereotypes about our own groups and other groups so that we can break down the walls, which prohibit group cooperation and group gain.
7. We want to create a safe atmosphere for open discussion. Thus, at times, members of the class may wish to make a comment that they do not want repeated outside the classroom. If so, the person will preface the remarks with a request and the class will agree not to repeat the remarks.
8. As a diverse group of learners, material may be presented or discussed that "triggers" a prior personal and potentially painful, negative, or traumatic memory. While "trigger warnings" will be encouraged during this course, please speak and listen to the instructor and class colleagues under the assumption that there is no ill-intent to harm, "trigger" or purposely offend someone due to certain language, images, or content
9. Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, e-mail, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors with regard to any of the aforementioned contexts could result in a loss of participation/engagement points.

b. Safety and emergency preparedness:

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom.

Refer to <https://ssw.umich.edu/msw-student-guide/section/1.22.03/70/campus-safety-statement> to read more about the School of Social Work's emergency policies and procedures.

In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-7793 for up-to-date school closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the  button (located on the door handle) to lock the door from within the room.

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (room 1748) at 734-936-0961 or via email at ssw-ADAAcompliance@umich.edu.

Additional resources:

- [Report a hate crime or bias-related incident](#)
- [Register for UM Emergency Alerts](https://dpss.umich.edu/content/emergency-preparedness/emergency-alerts/) at <https://dpss.umich.edu/content/emergency-preparedness/emergency-alerts/>
- [View the annual Campus Safety Statement](#)

c. Mental health and Well being:

The 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, or <https://caps.umich.edu/>
- **University Health Service (UHS)** at (734) 764-8320, or <https://www.uhs.umich.edu/mentalhealthsvcs>
- **UM Medical Center Psychiatric Emergency Services.** 734- 996-4747; 734-936-5900 (Crisis phone service, 24 hour/7 days); <http://www.psych.med.umich.edu/pes/>
- **UM Sexual Assault Prevention & Awareness Center (SAPAC).** 734-998-9368, 734-936-3333 (Crisis line) ; 800-649-3777 (MRC); <http://www.umich.edu/~sapac/>
- or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.
- Additional campus health and wellness resources can be found at <https://ssw.umich.edu/student-life/health-safety>

The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- [SSW Health and Wellness Guide](#)
- Contact the Health and Wellness Program at ssw.wellness@umich.edu

d. Teaching evaluations:

Students are strongly encouraged to complete teaching evaluations both at mid-semester and at the end of each term. Mid-semester evaluations will be posted on canvas to be handed in, in class. This will be summarized and discussed in class for any changes needing to be made for the rest of the semester. End of semester teaching evaluations are administered via Canvas and will be emailed to students during the

last week of classes. Student identity is completely anonymous for evaluations, and instructors cannot view the end of semester evaluation reports until after grades are submitted

e. Proper use of names and pronouns

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns.

[Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.](#)

For more information please refer to the following resources.

SSW Resources

DEI Office: (diversityequityinclusion@umich.edu)

Queer Advocacy Coalition (qac-leadership@umich.edu)

Additional Resources

<https://www.mypronouns.org/what-and-why/>

<https://www.glsen.org/article/pronouns-resource-educator>

If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level). Refer to [Spectrum Center's map of gender inclusive restrooms on campus.](#)

f. Accommodation for students with disabilities

If you are in need of an accommodation for a disability, please let me know at your earliest convenience at the beginning of the semester so I may adequately address these needs. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities can be found at <https://ssd.umich.edu/documentation>

Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information and resources, please contact the Services for Students with Disabilities Office at G-664 Haven Hall, 505 South State St., Ann Arbor, MI 48109-1045, TEL 734-763-3000, website <http://ssd.umich.edu/>, or Email ssdoffice@umich.edu.

g. Religious/spiritual observances:

An overview of the process for students who have conflicts with religious observances:

- Students are responsible for work acquired during their absence
- Students will have a reasonable alternative opportunity to complete any academic work
- Reasonable notice must be given to faculty before drop/add deadline of term
- Any concerns or conflicts should be brought to the Dean or Ombudsperson

Please notify me if religious observances conflict with class or due dates for assignments so we can make appropriate arrangements. The official University of Michigan policy on religious holidays, and a list of possible conflicts with classes, can be found at: <https://www.provost.umich.edu/calendar/>

h. Military deployment:

Information and resources for students called to action while enrolled in school can be found at <http://vets.umich.edu/life-at-michigan/military-deployment/>

i. Writing Skills and Expectations:

Strong writing and communication skills are essential to students' academic success and professional career. For assistance writing contact

The Writing Coordinator for the School of Social Work will meet with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact [SSW Writing Assistance](#) and/or [Career Services](#) (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

Or the Sweetland Writing Center (<http://www.lsa.umich.edu/swc/>). As an "fyi" Sweetland usually wants advanced notice (approx. two weeks before a paper is due) so they can go over edits and so on with you. You also need to schedule an appointment to meet with a writing counselor (734-764-0429) and they're open from 9-5, Mon-Fri although always check before you go, since they do close occasionally for staff training and so on. They're located in 1139 Angell Hall and I don't think they take walk-ins.

j. Academic Integrity:

Plagiarism – not referencing another's words or ideas – is a violation of academic integrity, is prohibited in any academic writing at the University of Michigan and will be grounds for failure on an assignment. In addition, papers or journal entries completed for another course are not acceptable and will be assigned 0 points. **Please refer to your electronic *Student Guide to the Master's in Social Work Degree Program* at <https://sww.umich.edu/msw-student-guide/section/1.13.02/23/plagiarism> for further discussion of plagiarism and procedures for processing alleged infractions and the range of possible sanctions.**

k. Electronic Devices and Computers in class

In consideration of your classmates, and due to their disruptive nature, I request that all students turn off all telephones and pagers while you are in my class. This is *your* time and I want you to be able to protect it. I prefer that you receive no messages during class time, however, if you must be on call for an emergency, please let your home or office know that you are only available for emergencies that no one else can handle. If you must carry a pager, please set it to vibrate only.

Please use your lab top during class for taking notes. It is not to be used during class to check email or surf the web and doing so is disruptive to learning for both yourself and other students in the class. If you are found doing either during class, you will be asked to stop. Students who are using electronic devices not related to class activities will see the impact in their participation grade.

Class Schedule: SYLLABUS: tentative:

The Course Schedule that follows is *tentative* and is subject to change. All changes will be discussed/announced in advance so that you will have sufficient time to make adjustments in your reading and assignments.

Week & Date	Class Content/Topic & Assignments	Readings
1 5/13/19	Course introduction, Overview, Non-Profit Organizations, getting to know each other	<ul style="list-style-type: none"> • "Klein": Chapters 1, 2 • "Clarke": Chapter 1
2 5/20/19	Grant Writing: grant cycle, research/prospecting, needs statement, project description, idea generation and group forming Finding Funders (Library session- Guest Speaker- Darlene Nichols)	<ul style="list-style-type: none"> • "Clarke": Chapter 2, 4 & 5 • Guide to Funding Research • The Generosity Network: Connecting Through Narrative • How to tell Stories about Complex Issues
3 5/27/19	Memorial Day-No Class	Assignment 1: Grant Idea for Grant Proposal Assignment due 5/28/19 via email (group)
4 6/3/19	Grant Writing- Letter of Intent, Applying	<ul style="list-style-type: none"> • "Clarke" Chapters 3, 6, & 7 **Chapter 6 is key** • ssir.org-The Nonprofit Starvation Cycle • Time to Reboot Grantmaking-Stanford Social Innovation Review
5 6/10/19	Grant Writing- Budgeting, Preparing and Packaging your proposal. Assignment 2: Analysis of Potential Funders Due (individual/group)	<ul style="list-style-type: none"> • "Clarke" Chapters 8, 9 & 10 • What is General Operating Support and Why is it Important • Fundraising on a Budget and Understanding the Fundraising Budget
6 6/17/19	Grant Writing- Managing/evaluating/reporting	<ul style="list-style-type: none"> • "Clarke" Chapter 12 • "Klein" chapters 3 • poverty-action.org-CART Principles
7 6/24/19	Introduction to Philanthropy & Fund Development, & Case Statement Group work-grant proposal Assignment 3: Grant Review Due (individual)	<ul style="list-style-type: none"> • "Klein" Chapters 4 & 6 • 2017 Burk Donor Survey Report (skim) • The Generosity Network- Introduction Recommended • "Klein" Chapters 33 & 34 • The Generosity Network - Building the Band

Week & Date	Class Content/Topic & Assignments	Readings
8 7/1/19	Culture of Philanthropy and Ethics	<ul style="list-style-type: none"> • "Klein" Chapters 31 and 40 • Philanthropy's Seven Deadly Sins • 5 Articles on Ethical Considerations on CANVAS (divide among students to read and discuss) <p>Recommended</p> <ul style="list-style-type: none"> • "Klein" Chapters 15 • grateful patient philanthropy
9 7/8/19	Fundraising Cycle-Donor Identification and Cultivation Assignment 4: Grant Application Due (group)	<ul style="list-style-type: none"> • "Klein" Chapters 8, 11, 14 • A Graphic Re-visioning of Nonprofit Overhead - Propel Nonprofits • About Nonprofit Waste Overhead and Financial Subservience • Why Funding Overhead Is Not the Real Issue • Stanford Hangs Up on Telemarketing — Will Others Follow? - The Chronicle of Philanthropy <p>Recommended</p> <ul style="list-style-type: none"> • "Klein" Chapters 15
10 7/15/19	Fundraising Cycle—Donor Stewardship, Making the Case, and Fund Development Efforts	<ul style="list-style-type: none"> • "Klein" : Chap 17, 21, 22, and 30 • Video: Benevon Model • Fundraising Effectiveness Toolkit • Ten Steps to Creating your Fund Development plan • AFP Sample-Annual-Fund-Development-Plan • The Science of What Makes People Care
11 7/22/19	Social Impact Philanthropy	<ul style="list-style-type: none"> • "Klein": Chapter 20 • Video- Pay for success • Crowdfunding article • Against Big Philanthropy • Beware Rich People Who Say They Want to Change the World • SocialEntr-Stanford • The Rise of Philanthropy LLCs
12 7/29/19	Last Day of Class: Synthesis Assignment 5: Fund Development Plan or Case for Support Due (individual/groups)	