



Course title:	Grant Writing and Fundraising
Course #/term:	SW 663-004, Spring/Summer 2022,
Time and place:	Tuesday's 6pm-10pm Virtually: On-line (Zoom)
Credit hours:	3
Prerequisites:	N/A
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. (When you email me, please include SW663 in the subject line).
Office:	2798 SSWB, Virtual-Zoom, FaceTime, or Phone
Office hours:	Tuesday's 8:30-12 in my office, Wednesday's 11am on; Thursday's 1-5 by appointment (zoom, phone, facetime, etc.).

The Online Classroom

Definitions

Online Synchronous = “Same time-different place”

We are all accessing the same platform(s) at the same time and—to the extent possible—we are interacting with each other verbally, visually, in chats, and/or in collaborative spaces (like Bluejeans, Zoom, Google Drive, Canvas, etc.).

Online Asynchronous = “Different time-different place” or “On-demand”

Students access and engage with the content and assignments at whatever time works best for them. For many, this is indistinguishable from what we traditionally think of as “homework.”

In this course, there will be a blend of:

- Online synchronous class time
- Online synchronous group time, generally during scheduled class hours
- Asynchronous group time (shared documents, discussion board in canvas texts, emails, etc.)
- Asynchronous individual time

The online classroom poses special opportunities and challenges for each of us. It is my goal to be flexible and responsive to each student’s unique needs. At the same time, my experience is that the more **interactive and engaged** we are when we are synchronous, the more we can all learn and the more relevant this course will be for you. Not everyone will have the capacity to have video and audio on for the full synchronous class times and group times, but **I urge you to consider enabling audio and video as much as possible when we are together, and especially in small groups.**

Credit for the above goes to Katie Doyle-Clinical Faculty

1. COURSE STATEMENT

a. Course Description and Content:

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 Objectives:

Upon completion of the 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, 2, 3, 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)
10.d.MHS)
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 relating to applying for, accepting, and managing grants, as well as contracting, and fundraising. (1, 2, 3)

(Numbers in parenthesis relate to Council on Social Work Education Competencies).

[2015EPAS_Web_FINAL.pdf.aspx \(csw.org\)](https://www.cswepas.org/2015EPAS_Web_FINAL.pdf.aspx)

d. Course Design: Pedagogical Approach & Teaching Philosophy This course is design involves mini-lectures, in-class exercises, proposal writing and applied assignments to increase students' comfort level, knowledge base and skills in grant writing and fundraising.

This course is completely online but will employ multiple pedagogical methods in synchronous (together) and asynchronous (self-paced) formats, participatory peer discussions, written assignments, student consultation, existing media, and online exercises/activities. Guest speakers may be invited to address special topics using pre-recorded or live lectures. Skills will be learned, practiced, and applied in class-based and project-based experiences and assignments (oral, written, presentations and group work).

Synchronous class: Each week we will have synchronous (live) class time for a 2-2.5-hour block. (We will discuss how best to organize this in the first-class session). However, to optimize our time together, acknowledge our (limited) attention spans, and to follow online teaching best practices, I will strive to keep lecture short and have various activities to apply the lecture topics and increase your skills.

Synchronous group time: Each week part of the on-line class session will be time to do the group work assignments- Grant Proposal Assignment- I will also meet each group for consolation during this time

Asynchronous group time (shared documents, discussion board in canvas texts, emails, etc.) and individual time: In addition to our limited synchronous time together, you are expected to engage in our course content via our Canvas modules, discussion boards and other course assignments each week (can be found on course schedule in the third column titled Asynchronous work & Assignments Due. I highly encourage you to keep pace week by week with the asynchronous materials (including group work). This will keep you on track.

Teamwork and collaboration is a central focus of the course design. To mirror the partnerships that social workers participate in at micro, mezzo and macro levels, students will have the experience to collaborate on teams, give and receive constructive feedback, and contribute to and manage complex projects, and navigate relationships with colleagues.

Additionally, this course is an advanced level course with adult learners. Thus, the expectation is that students take charge of their own learning, their own participation, and their support for the learning of their colleagues in the classroom. This type of design relies on the full participation and contributions of everyone to reach our highest potential as a group. Students must come to each class sessions prepared to fully engage to get the most out of this class. Everyone in the classroom has expertise and experience to offer into the learning space. Thus, students will be asked to bring and share examples and root the larger theories of change in their own background and experience.

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.

1. Your learning will be directly correlated with the effort you expend in taking responsibility for your own goals and agendas.
2. We will discuss many of the readings, podcast, videos in class and/or through discussions (on canvas or Google docs), but I will not review them all in class, although I will look for evidence that you have done all the readings in your assignments, discussions, and class activities.

You need to take responsibility for letting me know if some discussion of a topic, concept, framework would be useful or interesting, and let me know if you have a question or are not sure you see the relevance of something.

e. Relationship of the Course to Social Work Ethics and Values:

This course will emphasize the relationship of the NASW'S Code of Ethics, specifically those sections pertaining to the core values and ethical principles of social work. Additionally, this course will emphasize the relationship between the NASW'S Code of Ethics and other ethical codes governing grant writing and fundraising.

f. 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.

g. Anti-Oppression Statement:

As a community, we encourage each other to critically examine issues related to power, privilege, and oppression. These issues; therefore, are integrated into each classroom experience. As a result, there will be class discussions that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions, and interactions. It is important that we listen to each other about how our words and actions are affecting one another and the learning environment. We share the task of negotiating the dual priorities of authentic free speech and active regard for one another, being open to diverse perspectives and ideas. We recognize that microaggressions happen; however, overt slurs in relation to race, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions.

2. CLASS REQUIREMENTS

a. Textbook and class materials: This course draws from two required textbooks and one recommended textbook. (listed below), supplemented with required readings, videos, and podcast's of course concept examples, available on CANVAS at least 3 weeks in advance of when they are due. By the end of May 2022, I plan to have all required readings posted on CANVAS. These readings are integrated into each week's lecture/discussion topic and may be supplemented by handouts also provided in canvas. 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.

Required Textbooks: Both are available on-line and/or you can purchase one or both. They are reasonably inexpensive and available in print (purchase through amazon.com or other websites specific to textbooks or electronically)

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-safaribooksonline-com.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)

If you are having any issues accessing this e-book or have any questions please contact Darlene Nichols the Social Work Librarian at dnp@umich.edu or Ask A Librarian at <https://www.lib.umich.edu/ask-librarian> (this is a free service for those seeking assistance with library and research-related questions from U-M Library reference staff. you can communicate online through email, instant messaging, and texting).

How I organize the CANVAS site: When you sign onto the course site, the front page gives you a brief welcome to the course and my contact information.

1. I organize the course using modules-one module for each class session (labeled with the week number, date of the session, and the class session topic-(ex/ Week 1: 5/10|Course Intro and Overview).
2. In each of the week’s module there is a page titled ‘Preparation for Class Session’
 - This ‘Preparation for Class Session’ has all that you are to do before that week’s class.
 - ✓ It has required Readings/Podcasts/Videos, other materials, and any optional sources
 - ✓ A To Do before class session list. (In the TO DO list are links to the other parts of canvas such as assignments, required discussions, and case study discussions, along with any homework to do and bring to class).
 - ✓ Questions for you to think about and be prepared to discuss in the class session
3. Each week’s module includes uploads of that week’s PPT presentation and any handouts that we will use in the class session.
4. There may be separate modules with explanations and resources for assignments
5. A page titled ‘TO DO if missed class session’
 - This ‘TO DO if missed class session’ has what you are to do and email me
 - ✓ Has recorded class session
 - ✓ Activities to be completed and emailed to me

Assignments will be in the assignment tab and unless otherwise noted are to be submitted to Canvas by 11:59pm on the day they are due. PLEASE CHECK the DUE DATE as sometimes an

activity or discussion, etc. is due a day or two before class, so I can summarize for class discussions.

If you are **not able to open anything on the canvas site**, please let me know and I will address the issue quickly.

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 discussion (during the on-line class or canvas discussion board) around the readings, lectures and activities 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 doing non-course activities when we are on-line so you can more fully participate in discussion around the material.

b. Class Schedule: 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. ((All preparation for class session materials are in canvas))

Week & Date	Class Content/Topic (Agenda)	Asynchronous:	
		Readings, Videos, Podcasts, Websites to do before class	Assignments/Activities to turn in or do before class
1 5/10/22	Course introduction, & Overview, (to each other, non-profit organizations & grant cycle Class structure Review GrantPrep Worksheet	<ul style="list-style-type: none"> Complete Introduction & Welcome module items <p>Readings:</p> <ul style="list-style-type: none"> “Clark” Introduction & Chapter 1 “Klein” Chapter 1 Beyond Sustainability: Identifying the Right Resources Mix for Growth Ten Nonprofit Funding Models <p>Video on canvas: grant writing & fundraising</p>	<ul style="list-style-type: none"> Student Survey in Google Docs Student Information Sheet in assignments <p>Group Grant Assignment: Discuss ideas for grant application & how to get into groups</p>
2 5/17/22	Guest Speaker: Avni Thomas- Presbyterian villages of michigan Idea generation & groups Grant Writing Components: needs statement, organization description Upcoming Assignment: Potential Funders Matrix	<p>Readings:</p> <ul style="list-style-type: none"> "Clarke": Chapters 4 & 5 Guide to Funding Research Foundation's Six Step Guide to Winning a Grant Read to Succeed Sample on Canvas <p>Review</p> <ul style="list-style-type: none"> GrantPrepWorksheet Template Examples of different funders grant guidelines Presbyterian Villages of Michigan materials - what they do 	<ul style="list-style-type: none"> Discussion: generating ideas (Brainstorming) Have questions for guest speaker Questions on GrantPrep Worksheet Template Questions for Guest Speaker on the Non-profit/writing a grant <p>Group Grant Assignment: decide org & grant idea GrantPrep- first 4 sections</p>

3 5/24/22	Grant Writing- Applying-research/prospecting, Letter of Intent, telling the story. Finding Funders (library session-Guest Speaker- Darlene Nichols)	Readings: <ul style="list-style-type: none"> • “Clarke” Chapters 2 & 3 • *The Generosity Network: Connecting Through Narrative- • How to tell Stories about Complex Issues Videos: <ul style="list-style-type: none"> • How to Tell a Story Public Narrative Lesson 6 Videos (Finding Funders) <ul style="list-style-type: none"> • Intro to Foundation Directory online • Search by Phase in FDO • Navigating Search Results in FDO • Advanced Searching & Filters FDO 	<ul style="list-style-type: none"> • <i>Discussion post: Story of Self, Story of Us, Story of Now</i> • <i>Assignment 1: Grant Idea for Grant Proposal Assignment (group)- Due 5/28/22 at 11:59pm (work on this assignment, keep working on GrantPrep - first 4 sections)</i> • Explore the Foundation Directory Online (FDO) • Questions for Darlene on finding funders • Questions: Potential Funders Assignment
4 5/31/22	Grant Writing- Storytelling Continued, Project Description (timelines), Goals, Objectives, Evaluation, timelines	Readings <ul style="list-style-type: none"> • “Clarke” 6 & 7 **Chapter 6 key** • Guidance on Developing SMART Objectives • SMART Objectives- guiding questions & template • From SMART to SMARTIE: How to Embed Inclusion & Equity in Your Goals & SMARTIE Goals Worksheet • Poverty-action.org-CART Principles (Goldilocks Challenge) • CART Principle Resources Videos/Watch: <ul style="list-style-type: none"> • Outputs & Outcomes on Canvas • Evaluation: CART(ON) on Canvas • Storytelling in Grant Writing w/ Diana Leonard • Simon Sinek: How great leaders inspire actions- What is the "why" of an organization 	Group Grant Assignment: <ul style="list-style-type: none"> • Know if doing an actual grant or a fictitious one • Final Drafts GrantPrep sections 1-4 • Working on GrantPrep section 5 (Goals + objectives and section 7 (Evaluation))
5 6/7/22	Grant Writing- Budgeting, Sustainability & Key Personnel Upcoming assignments- Grant Review- <i>Mid-semester evaluation</i>	Readings: <ul style="list-style-type: none"> • “Clarke” Chapters 8, • Sample Budgets on canvas • grantadviser.com • Skim: MI Nonprofit Compensation & Benefits • What is General Operating Support and Why is it Important Videos: <ul style="list-style-type: none"> • Everyone Deserves A Fair Slice • Budgeting in non-profits 	<ul style="list-style-type: none"> • <i>Assignment 2: Analysis of Potential Funders Due</i> • In- Class Discussion: General Operating Support & Pizza Shops Group Grant Assignment: (GrantPrep Worksheet) <ul style="list-style-type: none"> • Feedback- Final Drafts 1-4 • Final Drafts sections 5 & 7 • Working on sec 6 (key personnel) & sec 8 (Budget/Narrative)

Week & Date	Class Content/Topic	Asynchronous:	
		Readings, Videos, Podcasts, Websites to do before class	Assignments/Activities to turn in or do before class
6 6/14/22	Grant Writing- Preparing and packaging your proposal. Managing/final points-citations	Read <ul style="list-style-type: none"> Clarke chapter 9, 10, 11 Read over sample grants and budgets on canvas. *Decolonizing wealth- Reading (Introduction) or video (class discussion) How the 10 Biggest Foundations Changed in a Year of Covid- and What's Next? 	<ul style="list-style-type: none"> In-Class Discussion: Decolonizing Wealth* Group Grant Assignment: (GrantPrep Worksheet) Revisions based on feedback sec 1- 4 Feedback- Final Drafts 5 & 7 Final Drafts sections 6 & 8
7 6/21/22	Introduction to Philanthropy, Fundraising & Case Statement	Readings: <ul style="list-style-type: none"> "Clark" Chapter 12 "Klein" Chapters 2, 4, 6 & 7 Is there such a thing as too much gratitude? Non-profit Whisperer: Building a culture of philanthropy. Podcasts <ul style="list-style-type: none"> The Art of Fundraising Videos <ul style="list-style-type: none"> Fundraising Plan and Case for Support (watch both) & accompanying slide decks 	<ul style="list-style-type: none"> Assignment 3: Grant Review Due Group Grant Assignment: Final Preparation Work- for 6/28/22 to 7/2/22 submission
8 6/28/22	Culture of Philanthropy and Ethics	Readings: <ul style="list-style-type: none"> "Klein" Chapters 31, 33 and 40 Philanthropy's Seven Deadly Sins Racial Equity & Philanthropy: disparities in Funding for Leaders of Color leave Impact on the Table *Articles/videos on culture and/or ethical considerations on CANVAS (divide among students to read/watch and discuss) 	<ul style="list-style-type: none"> Assignment 4: Grant Application Due anytime from 6/28/22 to 7/2/22 at 11:59pm (group) In-class Discussions Discussion on assigned ethical articles* Bright Spots In-class activity ethics cases

<i>Week & Date</i>	<i>Class Content/Topic</i>	<i>Asynchronous:</i>	
		<i>Readings, Videos, Podcasts, Websites to do before class</i>	<i>Assignments/Activities to turn in or do before class</i>
9 7/5/22	Fundraising Cycle-Donor Identification, cultivation & engaging the Board of Directors	<p>Readings:</p> <ul style="list-style-type: none"> • "Klein" Chapters 8, 11, 14, 15 • A Graphic Re-visioning of Nonprofit Overhead • Fundraising on a Budget & Understanding the fundraising budget • A brutal concentration of wealth. How Non-profits perpetuate the dysfunctions of capitalism <p>Video:</p> <ul style="list-style-type: none"> • TedTalk: The way we think about charity is dead wrong <p>Podcast:</p> <ul style="list-style-type: none"> • Engagin Your Board in Fundraising 	<ul style="list-style-type: none"> • Assignment 4: Grant Application Due anytime from 6/28/22 to 7/2/22 at 11:59pm (group) • In-class discussion: reading-Brutal concentration of wealth... <p>Final assignment preparation</p>
10 7/12/22	Fundraising Cycle—Donor Stewardship, other forms of giving Making the Case, and Fund Development Efforts and ethics continued	<ul style="list-style-type: none"> • Klein?: Chap 20, 21, 22 • Video: Benevon Model • Fundraising Effectiveness Toolkit • Ten Steps to Creating your Fund Development plan • AFP Sample-Annual-Fund-Development-Plan 	<p>Final Assignment Preparation</p>
11 7/19/22	Last Day of Class: Sharing of Assignment 5: fundraising plan or Case statement Social Impact Philanthropy Synthesis	<ul style="list-style-type: none"> • Video- Pay for success • Crowdfunding article • Beware Rich People Who Say They Want to Change the World 	<p>Assignment 5: Different Fundraising Methods Discussion (Pros/Cons)</p> <ul style="list-style-type: none"> • Artifact due 7/18/22 at 12pm (discussion board) <ol style="list-style-type: none"> 1. In class dialogue 7/19/22 <p><i>All assignment must be done to successfully pass course</i></p>

c. Assignments: There are 5 graded assignments for this course, and various homework/exercises/activities along with the expectation of both class participation (attending on-line class sessions and engagement (described below in the assignments table) and which is 20% of your grade. A brief description of each assignment and tentative due dates follows. A more detailed description of each assignment will be posted in canvas, in the assignments tab. These due dates have been noted on the class schedule in **Bold** letters. There will be a series of ungraded quizzes, discussion prompts, and in class group work to help you take in the content; honest attempts at all of these will be factored into the engagement grade. There are analytics on Canvas that show me whether and how you have engaged with the content.

Assignments are focused on course learning and grant writing and fundraising competency skills development specific to the course objectives. Grant writing is best done in collaboration; thus, you will be working in a team of 2-3 students. You will be writing a grant proposal/application based on a need at one of your team member's field placement and/or another non-profit that a team member is very familiar with.

Assignment 1: Grant idea for grant proposal assignment 4 (Group)- due anytime between 5/24-5/28 by 11:59pm (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)- due 6/7/22 (10%)

You will explore potential funders for your grant proposal (assignment 4) based on the information covered in class and provide 4 possible funders 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, Type of funding, funding cycle, etc. Additionally, in paragraph form, you will provide information on the organizations, what is to be funded and why this funder could be a funding partner for this project. Consider all the elements covered in the class. You will do this assignment individually. For each individual there needs to be 4 funders

Assignment 3: Grant Review (Individual)- due 6/21/22 (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 6/28/22 to 7/2/22 at 11:59pm (25%)

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). This may be an actual grant to a funder for a non-profit or a fictitious grant, if not able to do at a non-profit. 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. Your grant assignment 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.

Assignment 5: Fund Development Plan or Case for Support (Individual or group of 2) and sharing with class via discussion board-due date 7/16 to post on discussion board, view other peers' products and provide feedback (20%) In this assignment you will individually or in a group of 2 choose one of two options-to develop a Fund Raising Development or a Case for Support based on the revenue structure of an organization you have access to (field placement, etc.)

Assignment	Due Date	Percentage
Attendance/Participation/Engagement Includes attending class sessions and engaging with the content during class and on Canvas, quizzes, on-line discussions, asynchronous activities/exercises, skill development homework, participation, and page views on Canvas.	On-going and as assigned throughout the semester	20%
Assignment 1: Grant idea for grant proposal assignment 4 (group)	Anytime between 5/24-5/28 by 11:50 pm	5%
Assignment 2: Analysis of Potential Funders: Funder Matrix (individual or group)	6/7/22	15%
Assignment 3: Grant Review (individual)	6/21/22	20%
Assignment 4: Grant Application (Group) & peer/self eval (individual)	Anytime between 6/28/22 to 7/2/22	25% grant 5% eval
Assignment 5: Different Fundraising Methods Discussion (Pros/Cons)	7/18/22 at 12PM (noon) post Review before 7/19 at 6pm for discussion	10%

There will be assignments involving exercises/study questions on the course material to be done during the week. These assignments have been designed to assist you in learning the course content and to assist in your assignment(s). They are tools to help you, thus the focus in feedback is grading them is not so much on the content, but on the effort made to do the assignment. They will be a part of your participation and engagement grade. They are identified in the course outline in the column titled **Discussion/Activities to turn in or do before class and are in bold and italic font.**

Attendance, Participation and Engagement: 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, participation and engagement are very important in this class and is 20% of the final grade. Attendance, participation 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. If you have difficulties participating in discussion for linguistic, cultural, or other reasons, let us discuss them individually and we will 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 identified time** 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 (possibly with 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. When we are on-line, please use your cameras during activities and discussions so we can get to know each other. 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 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 instructor 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. They often build on or respond to the observations of others, make links to prior classes, or draw on materials and lessons from other courses.
- 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

It is important to keep in mind that *you are not your grade!* Students come to graduate school with a wide range of academic experiences and preparedness. Thinking and writing about complex issues and abstract concepts can be very challenging for many students. If you are satisfied with the level of effort you have invested in the course, and you earn a grade of B or better, I hope you will feel very good about your performance.

Excellent Work

Excellent work is work that is above course expectations. Grades in the 94 to 100 range constitute an A which translates to a 4.0. Grades in the 91 to 93 range constitutes an A minus which translates to a 3.7. Students display excellent work (*beyond course expectations*) in several ways: evidence that additional readings, beyond what is assigned, have been completed and integrated into written or in class presentations/participation; superior written work; evidence of critical thinking; demonstration of advanced practice skills applied to practice; and creativity and innovation in conceptual as well as practice-related thinking are frequently seen in the student's work.

Good Work

Good work is work that meets course expectations. Grades in the 88 to 90 range constitute a B plus which translates to a 3.3. Grades in the 84 to 87 range constitute a B which translate to a 3.0. Grades in the 81 to 83 range constitute a B minus which translates to a 2.7. Students display good work in several ways: basic mastery of course material is evident in written or in class presentations/participation; solid development of practice skills fitting with concentration-year expertise is evident; and creativity and innovation are noted but to a lesser degree and less frequently than that in the "excellent" category.

Work Minimally Meets Course Expectations

Marginal work is work that meets minimal course expectations. Grades in the 78 to 80 range constitutes a C plus which translates to a 2.3. Grades in the 74 to 77 range constitute a C which translates to a 2.0. Grades in the 71 to 73 range constitute a C minus which translates to a 1.7. Students display marginal work in several ways: through evidence that course readings have not been covered, as observed in written or in class presentations/participation; conceptual confusion and difficulty with critical thinking are evident in written and verbal work; and through work that lacks an integration of theory and practice.

Failing Work

Grades in the 0 to 70 range constitute an F which translates to a 0.0

Student demonstrates poor or unacceptable work during the course in several ways: inadequate understanding of course content, poor quality written work, plagiarism, and poor or unethical demonstration of practice skills.

Assessment Classification	Range	Grade	Grade Point
Excellent Work (above course expectations)	94-100	A	4.0
	91-93	A -	3.7
Good Work (meets course expectations)	88-90	B+	3.3
	84-87	B	3.0
	81-83	B-	2.7

Poor Work (meets minimal course expectations)	78-80	C +	2.3
	74-77	C	2.0
	71-73	C -	1.7
Failing Work	70-0	F	0.0

More information on MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#). Here are some resources around [testing and grading from CRLT](#).

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. 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)
- 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*: 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.

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. I grade 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.

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.

Re-writing/re-submitting an assignment: For any assignment that you earned a B- or lower:

You have the option to re-write the assignment based on the feedback given for that assignment. I will then average the grade for both submission and that will be the grade for the assignment. To do this

- 1) Please let me know within one week of receiving the graded assignment if you would like to re-write it.
- 2) We will then meet to discuss the feedback and any questions you may have on the assignment.
- 3) We will set a date for you to resubmit the assignment.
- 4) If this was a group assignment all group members will need to be involved in 1-3 above.

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

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 online 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 or call 734-763-6259. Finally, another resource is the English Language Institute: <http://www.lsa.umich.edu/eli>

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 people's 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 regarding any of the contexts could result in a loss of participation/engagement points.

f. Other Policies

Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present

documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19. Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is not required.

Inclusivity Policy

Social and economic justice is one of the key themes of social work practice, research, and education. As a social work community, we must encourage each other to critically examine issues related to power, privilege, and oppression. As a result, there will be class discussions, activities, or assignments that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we actively *listen* to each other about how our words and actions are affecting one another and the learning environment, knowing the impact is more important than intent. It can be difficult to navigate the dual priorities of supporting authentic free speech and holding active regard for one another being open to diverse perspectives and ideas. I recognize that microaggressions happen (by all of us, to all of us); however, overt slurs in relation to race, sex, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability status, marital

status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions. Please bring your best selves to our classroom space.

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, named for Michigami, the world's largest freshwater system and located in the Huron River watershed, was formed and has grown through connections with the land stewarded by Niswi Ishkodewan Anishinaabeg: The Three Fires People who are the Ojibwe, Odawa, and Potawatomi along with their neighbors the Seneca, Delaware, Shawnee and Wyandot nations. I am grateful to have the opportunity to work on this land.

ADDITIONAL SCHOOL AND UNIVERSITY POLICIES, INFORMATION AND RESOURCES ARE AVAILABLE HERE: [HTTPS://SSW.UMICH.EDU/STANDARD-POLICIES-INFORMATION-RESOURCES](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*