Course Description
This course presents strategies for fundraising and putting the revenues to good use in the promotion of social justice within the context of a multicultural society. It begins by examining the wide range of possible income sources available for community groups, human service organizations, and other nonprofits that address the needs of disadvantaged populations and the promotion of pro-social causes. These sources include public funders, business corporations, philanthropic foundations, United Ways and other federated funds, civic and religious associations and advocacy group, individual donors, fundraisers, bequests and those who pay fees for goods or services rendered (including third-parties). The perspective of donors and the procedures used by funding organizations are addressed.

Students 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 carryout fundraising campaigns and events. Skill development is emphasized in such areas as: grant seeking, proposal writing and presentation; service contracting; campaign planning and management; donor developmental direct solicitation of gifts and bequests; planning of fundraising events. Also addressed are; consumer and third party fee-setting and collection: outsourcing; income investment and creation of for-profit subsidiaries.

Course Objectives
On completion of the course, students will demonstrate beginning level competencies in
1. Locating appropriate funding sources for specific programs and projects
2. Initiating relationships with potential funders and donors
3. Writing technically competent project proposals that include all the elements of program design from assessment through evaluation
4. Developing elements of a fundraising campaign and/or fundraising events
5. Identifying ethical issues that must be addressed in the fundraising process.
6. Be able to assess the strengths and weaknesses of funding proposals

Course Design
The course includes lectures, class discussion, student presentations, small group work and group simulation. Participation in class is a critical part of this course learning experience.
Every student will participate in a small group that will prepare a proposal for submission. The instructor encourages the submission of written drafts of each section of the proposal for feedback. Feedback and rewrites are critical learning elements of this class.

**Relationship of the Course to the Four Curricular Themes:**
Multiculturalism and Diversity: Students will learn how to promote diversity through an educational process with funders and donors and how to promote diversity through increased awareness generated through fundraising and public dollars.

Social Change and Social Justice: Students will learn that strategic fundraising presents an opportunity to redistribute dollars on behalf of social change and social justice.

Promotion, Prevention, Treatment, and Rehabilitation: Students will learn that fundraising provides the financial support that makes promotion, prevention, and treatment and rehabilitation services possible in human service organizations.

Behavioral and Social Science Research: This course will review the growing body of research on effective fundraising approaches. Moreover, funders increasingly demand evidence that project proposals present empirical knowledge to justify interventions.

Relationship of the course to Social Work Ethics and Values: Ethical and value dilemmas associated with fundraising will be discussed in class in relation to appeals for funding and acceptance of funds. Students will discuss ethical issues involved in developing campaigns, the use of funds, the role of donors in deciding how funds may be used, and accepting money from sources that do not support social justice.

Students will be made aware of efforts by professional fundraising societies to provide guidelines and direction in these areas of ethical dilemmas and review these in relation to the NASW Code of Ethics.

**Grading**
Letter grades "A" through "E" are given based on points achieved for class performance:
- A is given for 90 to 100 points
- B is given for 89 to 79 points
- C is given for 78 to 68 points
- D is given for 67 to 57 points
- E is given for points less than 57

**Course Text Books**
<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>% of Grade</th>
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</thead>
<tbody>
<tr>
<td>1. Development of Fundraising Project</td>
<td>9/13/01</td>
<td>15%</td>
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<tr>
<td>2. Site Review of GRANTS, ETC.</td>
<td>10/11/01</td>
<td>10%</td>
</tr>
<tr>
<td>3. Research on Funders</td>
<td>10/18/01</td>
<td>10%</td>
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<tr>
<td>4. Book and Journal Reviews</td>
<td>11/15/01</td>
<td>15%</td>
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<tr>
<td>5. Proposal</td>
<td>12/6/01</td>
<td>40%</td>
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<tr>
<td>6. Class Participation</td>
<td>ongoing</td>
<td>10%</td>
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Late work may result in a loss of 2 points for each week submitted after the deadline, except for the major project for which 2 points per day will be deducted for each day beyond the due date.

Assignments must be turned in on the due date and may be submitted in hard copy or on a disk, in MS Word. Projects submitted on disk that experience “technical difficulties” and need to be returned to the student for any reason will be considered late.

- **Assignment 1 – Development of Fundraising Project**  
  15% of Grade  
  Develop a fundraising project for a real or imaginary organization. Write a plan describing the event, identifying the basic concepts of: project goals, who is being marketed, how its being marketed, how will implementation occur and future plans for this event.  
  **Grading Criteria:**  
  Quality of Plan, thorough, comprehensive, targeted 10 points  
  Quality of written product 5 points

- **Assignment 2 – Site Review of GRANTS, ETC.**  
  10% of Grade  
  Explore the GRANTS, ETC. web site (www.ssw.umich.edu/grantsetc). Based on the attached list of needs, select three areas of need and identify two potential funding sources, appropriate for each selected area of need.  
  **Grading Criteria:**  
  Appropriateness of identified funding sources 10 points

- **Assignment 3 - Summary of Funding Sources**  
  Research five funding sources and prepare a one page summary using the attached format  
  Summaries/Research on Funders 10 points

- **Assignment 4 – Book and Journal Reviews**  
  15% of Grade  
  Find one book and two journal articles that have been published within the last 8 years and address topics in this course. Write a description of the book and of the articles, highlighting the most important content areas, providing description and summary information.  
  **Grading Criteria:**  
  Description accuracy, comprehensiveness, focus 10 points  
  Quality of written product (readability, format, grammar, etc.) 5 points
• **Assignment 5 – Proposal**  
**40% of Grade**

Every student will become a member of a small work group composed of 2-4 members. Each group will be responsible for preparing and presenting to a review panel of your peers, a proposal, requesting funding for a specific project. The proposal will be written for submission to specific funding sources and you will justify your proposal to the review panel.

All groups should seek consultation in the development of their proposal. Time may be available during class for group work on the project.

**Guidelines for students writing their proposals**

1. Identify a real funder who would be appropriate to receive your proposal
2. Obtain the guidelines/applications procedures from the funder, these are usually in their web site, and prepare your proposal following their guidelines, (the exception is if the identified funder only requires a letter proposal or a response to a questionnaire), you are expected to prepare a “full” proposal.

**Grading Criteria:**
Identifying/researching appropriate funder  
Group participation  
Presentation to panel  
Quality of written proposal (readability, grammar, etc)  
Adherence to funding criteria

• **Assignment 6 – Class Participation**  
**10% of Grade**

Active participation in class is expected, in addition to required presentations. Students will be asked throughout the term to serve on review panels, serve as funders and help make this a dynamic learning process. Additionally, significant class time will be allotted to work on group projects. It is expected that time will be wisely used. Seek and use consultation effectively, do your full share in your work-groups, and attendance in class is expected.

**Grading Criteria:**
Attendance (Class time will be allocated for group work, your attendance is important to your group).  
Thoughtful participation in class activates

**Instructor’s Availability:** Through scheduled appointments and e-mail.