RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY  
SCHOOL OF SOCIAL WORK  
MASTER SYLLABUS FOR FALL 2016  
COURSE OUTLINE  

19:910:541:  

Faculty Name:  
Email:  
Office Hours:  

I. Catalog Course Description  
Introduction to current strategies and procedures for identifying, obtaining, and maintaining a diverse portfolio of nonprofit funding sources; review of methodologies for packaging, marketing, and selling program proposals to donors and other funders.  

II. Course Overview  
The purpose of this course is to help students understand the marketing and fundraising challenges facing nonprofits in today’s economy. The focus will be on developing and implementing comprehensive marketing and fundraising strategies using ethically-based approaches, making a case for the marketing and funding of nonprofits, and developing initiatives for sustainable enterprise and fundraising in an era of increasing demographic, “value,” and attitude diversity. Social work values and ethics will be applied to the context of fundraising, as will ethics endorsed by professional fundraisers.  

III. Place of Course in Program  
Course 19:910:541 is an advanced practice elective, open to Advanced Clinical Practice and Management and Policy students. Satisfactory completion of the Professional Foundation courses is a prerequisite.  

IV. Course Objectives  
- To develop knowledge of available resources as well as the means of searching available resources for nonprofit programs and agencies, particularly funding resources.  
- To develop knowledge and skills in the processes of developing marketing strategies and plans for nonprofit organizations and programs.  
- To develop knowledge and skills in creating a comprehensive, multi-faceted fundraising plan for a nonprofit organization.  
- To develop knowledge and skills in the presentation of nonprofit funding proposals and in the development of relationships with key audiences, particularly with funders and other key decision makers.  
- To develop knowledge and skills in writing effective nonprofit grant (and other) funding proposals.
To consider the special circumstances involved in accomplishing the above for grassroots organizations and programs serving vulnerable populations.

To accomplish the above, while upholding social work values and ethics.

V. Required Texts:


Supplemental Texts:

Other readings can be found on the Sakai site for the class, the library, and the Internet.

VI. Teaching Methods
Instruction will include lecture, case study analyses, and discussion of exercises related to fundraising strategies. A supportive learning environment will be emphasized, i.e., one that is fostered by listening to the ideas and views of others, being able to appreciate a point of view that is different from your own, articulating clearly your point of view, and linking experience to readings and assignments. The instructor will appreciate your contributions to making this a safe and respectful class for learning and growth.

VII. Course Requirements
In order to have informed class discussions, it is expected that assigned readings will be completed on a weekly basis and that oral presentations will be well prepared. Class participation, complete attendance, and timely completion of assignments are expected. The course grade will be reduced for unexcused absences and/or late assignments. All electronic devices are to be turned off when class is in session.

VIII. Grading
Specific information on completing the assignments will be provided during class by the instructor. Four factors will be considered in calculating your grade:

Marketing Mid-Term Paper: (50%).

Oral presentation to the class of the grant proposal: (10%).

Fundraising Final Paper: (25%).
Class Participation: (15%). In class and online for the duration of the course.
Professional social workers keep case records, write treatment reports for referral sources and managed care companies, correspond with judges and other professionals, develop policy, and advocate for their clients. Each of these tasks requires excellent writing skills. Therefore proper grammar, syntax, spelling, and appropriate referencing are expected for all assignments. You must adhere to the style guidelines of the *Publication Manual of the American Psychological Association (6th Edition)*. Failure to do so will result in substantial deductions from your paper’s grade.

**Attendance is required.** One point will be deducted from a student’s class participation score for each unexcused absence. Absence, early departure, or lateness to class is acceptable only for compelling reasons, such as illness. **Three** or more absences (excused or otherwise) will result in course failure. Multiple unexcused departures or late arrivals will also result in course failure.

**VIII. Course Evaluation**
Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous.

**IX. Academic Integrity Policy**
All work submitted in a graduate course must be your own.

It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one’s own words. To acknowledge a paraphrase properly, one might state: “to paraphrase Plato’s comment…” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one’s general understanding of the subject may be acknowledged in the
bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University’s Academic Integrity Policy is as follows:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.

Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own.

Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.

Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution”.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Antoinette Y. Farmer, 848.932.5358. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers.

It has been recommended by the Office of Student Conduct that the honor pledge below be written on all examinations and major course assignments.
To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: **On my honor, I have neither received nor given any unauthorized assistance on this examination.**

**X. Disability Accommodation**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are taking your courses, participate in an intake interview, and provide documentation: [https://ods.rutgers.edu/students/documentation-guidelines](https://ods.rutgers.edu/students/documentation-guidelines). If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS website at: [https://ods.rutgers.edu/students/registration-form](https://ods.rutgers.edu/students/registration-form). Please make sure you indicate the campus where you are taking your courses on this form.

**XI. CORE COMPETENCIES**

Successful completion of this course will contribute to the student’s ability to:

2.1.1 **Identify as a professional social worker and conduct oneself accordingly.**
- Engage in planning, policymaking, community organization and general management using a strengths-based and client empowerment approach to enhance social and economic justice.
- Conduct themselves professionally in behavior, appearance and communication as role models and leaders, engaging in lifelong learning and effectively and appropriately using supervision, consultation, personal reflection and self-correction.
- Collaborate, partner, and build coalitions for the public good with other communities, organizations, sectors and disciplines.
- Advocate to community leaders, elected officials, and governance body members for access, adequacy, and efficacy of social work and other critical health and human services.

2.1.2 **Apply social work ethical principles to guide professional practice.**
- Role model ethical behavior for members of the community and organizations in which they practice.
- Design, implement, comply with and enforce conflict of interest policies and related requirements for ethical conduct and decision-making in organizations and communities served.
- Integrate the NASW Code and its inherent values in designing and implementing policies, programs and services and use ethical reasoning with a tolerance for ambiguity in this process.

2.1.3 **Apply critical thinking to inform and communicate professional judgments.**
• Draw upon multiple sources of knowledge to make judgments and decisions to improve or enhance the well-being of communities and organizations and those they serve.
• Critically analyze the etiology and impacts of organizational and community level issues and problems.
• Critically assess the costs and impacts of solutions and strategies for their effective implementation.

2.1.4—Engage diversity and difference in practice.
• Design and implement policies, programs and services that are accessible and acceptable to people who may be different or diverse from the majority of the population served.
• Design human resource systems that are capable of attracting and retaining individuals who may be diverse or different from the majority of employees of the organization or residents of the community
• Provide for the training and support of the workforce to assure cultural competence in service delivery and to create and sustain a harassment and discrimination free workplace.

2.1.6—Engage in research-informed practice and practice-informed research.
• Stay current in their knowledge of new research and its potential applicability to the programs and services sponsored by their communities and organization.
• Engage in continuing education and professional development activities to achieve this end.
• Incorporate research in their policy practice in ways that safeguard human subjects, preserve client confidentiality, and insure that results inform future policy and practice.
• Draw on practice experience to identify areas of inquiry to assess extant research and enhance practice.

2.1.9—Respond to contexts that shape practice.
• Proactively and strategically identify and analyze demographic, political and social change and their effect on individuals, families, organizations and communities.
• Engage in assessment-based and participatory strategic planning to assist organizations and communities to anticipate and adapt to the change to preserve and enhance client well-being.
• Demonstrate leadership in empowering organizations and communities to respond to change in a way that furthers their interests and sustains and improves social welfare policy, programs and services.
• Manifest leadership skill in managing change processes.
• Exhibit leadership in adapting advances in scientific knowledge and technology in ways that strengthen the capacity of organizations and communities to both protect their interests and improve opportunities and services for individuals and families.

2.1.10(a)—Engagement
• Demonstrate democratic and authoritative leadership skills that promote the development of shared vision, mission and values in ways that fully engage organizations and communities.
• Engage with organizations and communities at their current level of functioning and aspirations, yet go on to identify common ground as a basis for moving forward to achieve desired goals.

2.1.10(b)—Assessment
• Be knowledgeable as to the forces and dynamics that drive organizational and community functioning.
• Apply research knowledge to identify data sources and data collection strategies for assessment purposes and collect it in a matter that minimizes distortion and bias.
• Aggregate, interpret and utilize the data for and with organizations and communities in ways their strengths and weaknesses are ascertained, and sustainable solutions are identified and evaluated for implementation.

2.1.10(c)—Intervention
• Apply organizational and community theory to lead actions that fully comport with organizational goals, values and mission.
• Lead communities and organizations in identifying and implementing evidence-based prevention programs.
• Empower workers and clients of organizations and residents of communities to sustain the quality and benefits of the intervention over time and to initiate similar interventions that may be required.
• Demonstrate organizational and community conflict resolution skills including creative compromise and consensus building to assure the legitimate interests of affected parties are addressed and integrated into solutions to the maximum degree feasible.
• Engage in succession planning to assure the development and availability of future leadership to assure sustainability of interventions.

2.1.10(d)—Evaluation
• Develop, evaluate and utilize the tools and measures necessary to track, assess and evaluate interventions.
• Engage governance bodies in being effective consumers of evaluative data.
• Develop, evaluate and utilize the ability to establish and manage quality assurance programs.
• Exercise leadership in shaping organizational and community culture to focus on valuing evaluation and using data collected for improvement of interventions.
Course Outline

FUND RAISING AND MARKETING – 2016

COURSE OUTLINE

Week 1 -- OVERVIEW
The Environment. Funding Sources. Fundraising Ethics, Types of Organizational Support (e.g. governments, foundations, corporations)

Understanding Budgets

READINGS


The Robin Hood Fund: vimeo.com/36916051

**Week 2 – AN OVERVIEW OF MARKETING**

Marketing Plans Made Specific/Segmenting Your Market

**Branding**

**READING**


**Creating a Marketing Plan**

**READINGS**


Stern, G. J., Marketing Workbook for Nonprofit Organizations, Volume 1; Part 1 *


**Week 3 – ESTABLISHING MARKETING GOALS, STEPS IN THE MARKETING PROCESS**

Stern, G. J., Marketing Workbook for Nonprofit Organizations, Volume 1; Step 1, Set Marketing Goals *

**Week 4 – DEVELOPING A MARKETING AUDIT: THE BASICS**

Stern, G. J., Marketing Workbook for Nonprofit Organizations, Volume 1; Step 3, Conduct a Market Audit *

**Week 5 – DEVELOPING THE MARKETING PLAN**

Stern, G. J., Marketing Workbook for Nonprofit Organizations, Volume 1; Step 4, Develop the Marketing Plan *

**Week 6 – FUNDRAISING**

*Donor Research, Understanding Donors, Gender and age differences in giving*
READINGS


Inspiring the Next Generation Workforce: The 2014 Millennial Impact Report

Specialized Fundraising: Planned Giving, Special Events, Large Gifts, Capital Campaigns

Donors: Prospecting, retaining and “growing” established donors, and reactivating former donors.


Week 7 – ETHNIC/RELIGIOUS AND RACIAL GIVING; ASSESSING THE ORGANIZATION’S FUND RAISING ABILITY: STRUCTURE AND READINESS

READINGS

Religion: pp. 5-9
Education: pp. 9-13
Income: pp. 13-17
Perceived financial position: pp.17-22
  Marital status & having children: pp.23-26
  Gender: pp. 29-31
  Race: pp.31-33
  Immigration and citizenship status: pp. 33-34


Ball, African American Philanthropy
Dull, Dennis, Asian American Philanthropy


Nichols, Judith, Diversity and donors: Understanding your minority prospects, Wall Street Journal, Jan 7th, 2008

Mendelson, Evan, The History of Jewish Giving in America

Encyclopedia of Muslim-American History, Muslim Philanthropy

Ramos, Henry A. J., Models of Philanthropy in the Latino Community


Bray, Chapter 3: Developing Your Fundraising Plan *

**Week 8 – WHO DOES WHAT? FUNDRAISING ROLES**
**MARKETING MID-TERM PAPER DUE ON OCTOBER 31, 2016**

**READINGS**

Bray: Chapter 2: Fundraising Tools *

**Week 9 – ENDOWMENTS AND BEQUESTS, NEW FUNDRAISING FORMATS**
Case Studies
Crowdfunding
Online Fundraising

**READINGS**
Beth’s Blog; Five Best Practices in Nonprofit Crowdfunding
http://www.bethkanter.org/5-crowdfunding-tips

Online Fundraising Scorecard

Bray: Chapter 11: Creating Printed Communications Material *
Bray: Chapter 12: Designing Your Website to Draw in Donors *

**Week 10 – GRANTS**

Types of grants – Governmental (Local, State and federal), private foundations and corporations; The Foundation Center; Organizing and Writing a Grants Proposal: Creating the Narrative, Creating a Project Budget, Creating the Project Evaluation

**READINGS**

Karsh and Fox: Chapter 4: Getting ready to write a grant proposal *

Bray, Chapter 10: Seeking Grants from Foundations, Corporations, and Government *

Contracts vs. Grants

**Week 11 – CHOOSING WHICH TYPE OF FUNDING IS BEST FOR YOUR PROGRAM; THE PROGRAM PROPOSAL**

**READINGS**

Karsh and Fox *
Chapter 6: Writing proposals with style: 12 basic rules
Chapter 7: Tackling the blank page
Chapter 8: Identifying and documenting need
Chapter 9: Goals and objectives
Chapter 10: Developing and presenting a winning program
Chapter 11: Finding partners and building coalitions
Chapter 12: The evaluation plan

Hall and Howlett *
Chapter 11: Qualifications and Personnel pp. 124-130

**Week 12 – PREPARING FOR PRESENTATIONS PROPOSAL PRESENTATIONS BEGIN**

**Weeks 13 and 14 – PROPOSAL PRESENTATIONS**

**Week 15 – FINAL WEEK**
FUNDRAISING FINAL PAPER DUE ON DECEMBER 19, 2016