THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK

SW 545 – Resource Development and Management
Section # 004
3 credit hours
Fall 2019

Instructor: Aubrey Jones, MSW, ABD (amoor102@vols.utk.edu)
Phone: 406-214-8082
Class Time: 5:30pm-6:30pm CST; 8/22, 9/26, 10/24, 11/21
Office Hours: Zoom by appt.

Prerequisite(s): 510, 512, 513, 519, 522, 537, 538 and 539

Code of Conduct
It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The Honor Statement
An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (Hilltopics).

University Civility Statement
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/

Disability
If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee, Knoxville
Dimensions of Diversity
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Course Description
Students will focus on financial matters involved in the leadership of a non-profit or governmental agency. Key factors such as fund attainment and accounting/budgeting resources will be addressed with a grounding in concepts of social justice, contributive justice, and distributive justice - all based on the National Association of Social Workers Code of Ethics. Specific content addressed in the course includes financial management, budgeting processes, basic accounting principles, financial reporting requirements, IRS standards, audits, financial software utilization, grant management including application writing skills, fund development, donor cultivation, fundraising, social agency mergers and acquisitions, real estate planning, impact of public policy on fiscal climate and justice, and ethics in resource development.

Course Rationale
This advanced course prepares students to work in an increasingly dynamic and global society that faces constant challenges to search for and improve financial resources for vulnerable populations and human service organizations. Funds must be located, obtained, distributed, monitored and accounted for in a systematic, fair and equitable manner that incorporates client/system needs and resource constraints, particularly for disenfranchised sectors of the economy.

Course Competencies
By the completion of this course, the students are expected to be able to:

1. Identify changing internal and external environments of government and social welfare organizations in light of social and economic trends and challenges of finding resources for organizations. OL 3.1, 3.2, 3.3 (Content: fund development, donor cultivation, major-gift asks, events, letter appeals, public speaking/presentations all with respect for human rights, social, economic and environmental justice.)
2. Understand the principles of ethical financial resource procurement including technological approaches and stewardship in nonprofit/governmental/human service organizations OL 1.1, 1.3 (Content: attention given to contributive, distributive and commutative justice; resolution of ethical conflicts particularly in fiscal accountability. Attention to discrimination or oppressive organizational policies and practices; grant management and comparison of NASW Code of Ethics to other professional codes. Consider the various aspects of justice involved in fundraising, accounting and budgeting)

3. Recognize and analyze issues and challenges involved in asset management including real estate, trusts, financial portfolio, capital and procurement. OL 2.1, 2.2, 7.1, 7.2 (Content: critically assess how resource development is related to issues of diversity, social and economic justice; real estate planning, mergers and acquisitions)

4. Demonstrate ability to implement sound, ethical and viable fiscal options in order to assure organizational sustainability. OL 1.3, 7.1, 8.1, 8.2, 8.3 (Content: incorporating futuring and strategic planning into financial management, and goal setting.)

5. Identify traditional and contemporary methods to diversify and manage funding within public/private, for-and not-for profit organizations as it relates to public policy. OL 5.1, 8.1, 8.2 (Content: fundraising, contracts, fees-for-service, grant writing; assessment of private and public funding sources; innovative fundraising strategies, consistency of strategies with sociopolitical realities.)

6. Write a grant proposal to procure resources for program development. OL 4.3, 8.1, 8.2, 8.3, (Content: identification of funding sources, grant writing, program development, budgeting, understanding that grant funding involves relationship building with individuals, family foundations, various groups, organizations and communities.)

7. Use computer-based technology to design, evaluate and manage organizational finances to assure integrated service systems. OL 5.1, 9.1, 9.2, 9.3 (Content: utilize a data based spread sheet system to develop budgets and monitor expenditures, read and evaluate financial reports, audits, IRS requirements.)

8. Identify diverse marketing and social entrepreneurship opportunities to empower individuals, families, groups, communities and organizations in a local to global context. OL 2.1, 2.2, 6.1, 7.1, 8.2 (Content: social enterprise, social marketing, and asset building programs, social entrepreneurship strategies.)

**Required Text**

Additional chapters and articles posted on the Canvas page for the course.
**Course Requirements**
Graduate level work includes an ability to synthesize one’s experience and knowledge into an explanation that illuminates theory and an understanding of the course material. The use of the Publication Manual of the American Psychological Association format including the use of headings/subheadings, reference list, and title page is expected to be used as a guide for writing and citing sources. The following criteria will be used for all graded assignments:

- Quality and clarity of writing and organization;
- Comprehensiveness
- The extent to which course concepts, discussion and readings are reflected in the writing; and
- Submission of assignments on the dates specified within the guidelines provided.

**Assigned Readings, Activities, and Attendance**
Students are expected to complete all readings assigned by the instructor for each week; participate in synchronous sessions; complete activities for given weeks; and demonstrate respect for all beliefs and experiences of others in all course activities and interactions with fellow students.

Regular participation is essential. In the case of a medical or personal emergency preventing you from attending synchronous sessions or completing activities, students should contact the instructor in advance via e-mail. Students will only be excused for documented emergencies. Unexcused absence from synchronous sessions from the course will result in reduction of the final grade by one grade point per occurrence.

All class assignments are expected to be submitted on their specific due date. Any assignment NOT submitted on the specified due date is subject to a penalty of one point per day until the assignment is turned in. Any assignment that is more than 7 days overdue will not be accepted.

**Assignments**

**#1 Grant Prospectus: September 5 (10pts)** Using resources provided in class, each student will identify three potential funding sources, including at least one government source and at least one private foundation, for their program of interest. Students will provide a description of the program they wish to fund. Students will identify where the information was found, and how this particular funder is a potential source of funding for the student’s program. (Competencies 1,2,4; Dimensions: Knowledge, Skill, Cognitive and Affective Processes)

**#2 Grant Proposal:** Using the RFP provided by the instructor, students will write a grant proposal based on their program of interest. (Competencies 1,2,3,4,5,6,7; Dimensions: Knowledge, Skill, Cognitive and Affective Processes)

**Part 1** Organizational Overview and Supporting Documents 10 points **DUE: 9/12**

**Part 2** Need Statement and Project Purpose 10 points **DUE: 9/19**
#3 Development Plan: November 25th (20pts) Students will choose an agency that currently does fundraising (or would like to start fundraising). The student should focus on the practicum agency if possible, or another agency if the practicum agency does not do fundraising (i.e. government). Students should review the agency’s fundraising plan and/or interview agency staff responsible for fundraising. Students should summarize and critique the agency’s fundraising plan. The critique should include the agency’s fundraising strengths and challenges, as well as suggestions for fundraising development. The critique should also utilize readings from class. (Competencies 4,5,8; Dimensions: Knowledge, Skill, Cognitive and Affective Processes)

Grading Scale

A (95-100%) Outstanding/Superior – Exceptional performance. Consistently exceeds expectations.
B+ (90-94%) Very Good – Student consistently meets and occasionally exceeds normal expectations for the course.
B (85-89%) Good – Student consistently meets normal expectations for the course.
C+ (80-84%) Average – There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations for the course.
C (70-79%) Poor - There is a lack of understanding of course content. Student does not meet course expectations.
F (69%-Below) Very Poor – There is a lack of attendance or incomplete assignments. Course expectations are not met.

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Course Material</th>
<th>Work Product or Assignment Due</th>
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<tbody>
<tr>
<td>1: 8/22 Live Session 5:30pm CST</td>
<td>Introduction and Overview</td>
<td>Read Step 1: Developing the Proposal Idea and Step 9: Writing the Organizational Background Component</td>
<td>Complete worksheet 1.1</td>
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<td>2: 8/26</td>
<td><strong>The Non-profit Corporation</strong></td>
<td>Watch videos on Canvas Begin reviewing potential funders for grant prospectus assignment</td>
<td>Identify at least 3 funding sources</td>
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<td>3: 9/2</td>
<td><strong>Grant Funding and Research</strong></td>
<td>Watch videos Review powerpoint and resources to identify funding streams</td>
<td>Grant Prospectus Due at 11:59pm CT on 9/5</td>
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<td>4: 9/9</td>
<td><strong>The Problem Statement</strong></td>
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<td>Part 1 of Grant Proposal Due: Organizational Overview and Supporting Documents at 11:59pm CT on 9/12</td>
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<td>5: 9/16</td>
<td><strong>The Problem Statement Cont’d</strong></td>
<td>Read Step 3: Writing a Compelling Problem Statement</td>
<td>Complete Worksheet 3.1 Part 2 of Grant Proposal Due: Need Statement and Project Purpose at 11:59pm CT on 9/19</td>
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<td>6: 9/23</td>
<td><strong>Goals and Objectives</strong></td>
<td>Read Step 4 Defining Clear Goals and Objectives</td>
<td>Complete Worksheet 4.1.A</td>
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<td>7: 9/30</td>
<td><strong>Goals and Objectives Cont’d</strong></td>
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<td>Grant Proposal Section 3: Goals and Objectives due at 11:59pm CT on 10/3</td>
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<td>8: 10/7</td>
<td><strong>Evaluation</strong></td>
<td>Read Step 6: Preparing the Evaluation Component</td>
<td>Complete Worksheet 6.1</td>
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<td>9: 10/14</td>
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<td><strong>Sustainability</strong></td>
<td>Watch Re-thinking Charity Video</td>
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<td>10: 10/21</td>
<td>5:30pm CST</td>
<td><strong>Budgeting &amp; Budget Justification</strong></td>
<td>Read Step 8</td>
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<td>11: 10/28</td>
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<td><strong>Summary Statement</strong></td>
<td>Read Step 10</td>
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<td>12: 11/4</td>
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<td><strong>Development</strong></td>
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<td>13: 11/11</td>
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<td><strong>Development</strong></td>
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<td>14: 11/18</td>
<td>5:30pm CST</td>
<td><strong>Wrap up</strong></td>
<td>Development Plan due 11/25 at 11:59pm CT</td>
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**Rules of Academic Etiquette**

General rules of thumb:
- When in doubt about how you should speak, write, or act, always err on the side of formality. You will never offend or annoy someone by being overly formal and polite.
- While you are in college, your coursework is your job. You should behave as you would in a professional work environment.

When addressing your professors in person:
- Always address them as “Professor Smith” or “Dr. Smith.”
- Do not call them by their first names or anything else unless they explicitly ask you to do so.

When writing an email to your professor:
• Begin the email with “Dear Professor Smith,” Dear Prof. Smith,” or “Dear Dr. Smith.” Do not begin the email “Hi” without addressing your professor by their title and surname.
• Be alert to the tone of your message. Any email to a professor or teaching assistant should sound like a formal letter, not a text message or a demand to a customer service representative.

For example, you should write:

Dear Professor Smith,

I cannot come to your office hours this week. Are you available at any time on Monday instead?

Sincerely, Jane

Do NOT write:
Hi,
I need to talk to you about the test. Can I come by Mon? Thx Jane

Do NOT write:
Hello, I’m a senior and I need your class to graduate. Onestop says I need permission. I need you to enroll me immediately. Jane

• Write in complete sentences with correct spelling, grammar, and punctuation.
• Proofread your email before sending it.