COURSE DESCRIPTION
A significant portion of work in the social welfare arena involves the nonprofit sector, which depends on philanthropic resources and public funding to function and survive. Resource development in the nonprofit sector relates to every dimension of social work practice. On a micro level, funding supports the direct services provided by social workers and other human service professionals. On a macro level, organizational administrators and community leaders collaborate with foundations and other philanthropic entities to support organizational, community, and societal change. This course introduces students to resource development and stewardship via two predominant channels: fundraising and grant making. The course emphasizes supporting the well-being of vulnerable populations. In addition to the development of foundational knowledge and concrete skills, the course conceptualizes philanthropy and fundraising within the framework of human rights, social justice and the NASW Code of Ethics.

PLACE OF COURSE IN THE CURRICULUM
This course in the Leadership and Macro Practice concentration is available to all students in their advanced year from any concentration. This is a required course for all students who have selected Human Services Leadership (Focus A) as their plan of study in the advanced year. Students who have selected Community-based Practice and Leadership (Focus B) as their plan of study may consider this course as one of their electives. This course complements and expands the knowledge and skill development fostered by the Leadership I and II courses by delving deeply into the critical area of agency funding and resource acquisition and stewardship.

RELATIONSHIP OF COURSE TO HUMAN RIGHTS, SOCIAL JUSTICE AND WELLBEING
Throughout the course, special attention is given to the ways in which interests are represented or excluded in the philanthropic, fundraising and resource development process and the implications for human rights, social justice, social work ethics, and the well-being of vulnerable populations.

COURSE COMPETENCY OUTCOMES

<table>
<thead>
<tr>
<th>CSWE Competencies</th>
<th>Advanced Practice Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.3 Apply critical thinking to inform and communicate professional judgments</td>
<td>PB 1: Apply critical thinking to a range of leadership and macro practice challenges in the context of organizations and communities and those affected by these contexts.</td>
</tr>
<tr>
<td>2.1.9 Respond to contexts that shape practice</td>
<td>PB 1: Design programs and/or policies that respond to changes in agency and community environments and address trends in the larger political, economic, and social environments.</td>
</tr>
</tbody>
</table>
* For more information on the specifics of the CSWE’s educational policy related to competencies, go to [http://www.cswe.org/File.aspx?id=13780](http://www.cswe.org/File.aspx?id=13780)

### COURSE OBJECTIVES

<table>
<thead>
<tr>
<th>CSWE Competencies</th>
<th>Course Objective</th>
</tr>
</thead>
</table>
| 2.1.3 Apply critical thinking to inform and communicate professional judgments | 1. Analyze the impact of philanthropy, resource development and fiscal stewardship on service delivery.  
2. Produce a proposal that reflects an understanding of all of the above concepts and issues. |
| 2.1.9 Respond to contexts that shape practice               | 3. Articulate the similarities and differences between social work values and those of funders, contractors and auditors.  
4. Demonstrate an understanding of best and promising practices in philanthropy, as well as how foundations and individuals are driving social and policy change and changing fundraising priorities for human services.  
5. Explore and document the human rights, social justice, and ethical implications of philanthropy, fundraising and fiscal management as social work leadership issues. |

### READINGS

**Required Text**


**Supplemental Readings – SEE APPENDIX A**
# COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Practice Behavior</th>
<th>Contribution to final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSIGNMENT 1*: The Role of Philanthropy in Field Agency</td>
<td>2.1.3 PB1, 2.1.9 PB1</td>
<td>30 to 40% as designated by instructor</td>
</tr>
</tbody>
</table>

*Common assignment for all sections. See Appendix B for common assignment and/or grading rubric. If the common assignment is a paper, the paper must be uploaded onto TK20.

## Course Expectations and Guided Instruction

To successfully complete this course, students are expected to participate in 15 sessions of one hour and fifty minute class and 10 hours of guided instruction time. In addition, students are expected to spend approximately 5 hours per week doing the assigned reading and working on the required written assignments for this class.

Students are expected to have attended the orientation session where access to ERes, Blackboard, basic computer skills, plagiarism, literature search, and APA style are discussed.

### Suggested Guided Instruction Opportunities

- Foundation Center Visit (3 hours)
- Attend a program or workshop at Philanthropy New York (3 hours)
- Complete the online training: Demystifying the 990PF produced by the foundation center (1 hour)
- Watch Katherine Fulton on Reinventing Philanthropy (1 hour) [http://www.youtube.com/watch?v=_mLeSPk3ddE](http://www.youtube.com/watch?v=_mLeSPk3ddE)
- Interview a grant maker (4 hours)
- Interview a development director (4 hours)

## Assessment & Grading

The criteria for grading each of the assignments for this course are included in Appendix B.

### Grading Guide

The criteria for grading the common assignments for this course are included in Appendix B.

Grades for GSS are:

95-100 A 90-94 A- 87-89 B+ 83-86 B 80-82 B- 76-79 C+ 70-75 C Below 70 F
Tk20
You are required to use the Tk20 system to submit your common assignment paper. If the common assignment is an exam, no action needs to be taken in the Tk20 system. Your instructor will also provide a competency rating for your common assignment.
### Module 1: Overview of Philanthropy & Fundraising

#### Description of module
- Inter-related roles and work of philanthropic giving and nonprofit service provision
- Stakeholders in the human services funding arena
- Altruism: who gives and why (individuals, corporations, government bodies, private organizations)
- Contextualizing forces in the philanthropic and agency funding landscape
- Ethical, Human Rights & Social Justice issues inherent in resource development
- Faith-based giving and receiving

#### Readings
- Required:
  - Achieving Excellence in Fundraising Chapter 1 Philosophy of Fundraising
  - Achieving Excellence in Fundraising Chapter 10 Contemporary Dynamics of Fundraising
  - Achieving Excellence in Fundraising Chapter 14 Women as Donors
  - Achieving Excellence in Fundraising Chapter 15 High Net Worth Donors
  - Achieving Excellence in Fundraising Chapter 16 Ethnicity and Giving
  - Achieving Excellence in Fundraising Chapter 17 Giving Differences across generations

- The Foundation: Part I
- Strategic Giving: Chapter 1. Philanthropy & the Public Sphere

#### Suggested Readings
- To be included

#### Suggested # of Weeks
- 3

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### Module 2: Fundraising Methods

#### Description of module
- Individual Giving Strategies (special events, planned giving, direct mail, social media)
- Cultivating Foundation Relationships
- Government Contracting
- Proposal development
- Identifying Programmatic Needs
| Readings | Required:  
Achieving Excellence in Fundraising: Part 2 Structuring Fundraising (39 -92)  
Achieving Excellence in Fundraising: Part 4 Solicitation & Stewardship (211 – 268)  
Achieving Excellence in Fundraising: Part 5 Involving Volunteers (273 -295)  
Achieving Excellence in Fundraising: Part 6 Managing the Fundraising Program (305 – 383)  
Strategic Giving Chapter 7 Institutions and Vehicles  
Strategic Giving Chapter 8 Giving Styles  
Strategic Giving Chapter 9 Time Frames for Giving  
Suggested Readings: |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Suggested # of Weeks</td>
<td>4</td>
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<table>
<thead>
<tr>
<th>Module 3</th>
<th>Budgeting &amp; Fiscal Management</th>
</tr>
</thead>
</table>
| Description of Module | Budget types (zero balance budgeting, cost centers, etc)  
How resources and resource allocation reflect values |
| Readings | Required:  
Achieving Excellence in Fundraising: Chapter 31: Budgeting for Fundraising  
Suggested Readings:  
To be added |
| Readings | Required:  
Suggested Readings: |
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<tbody>
<tr>
<td>Suggested # of Weeks</td>
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<table>
<thead>
<tr>
<th>Module 4</th>
<th>After the grant is awarded: Accountability &amp; Agency Effectiveness</th>
</tr>
</thead>
</table>
| Description of module | Logic Modeling as an accountability tool  
Data management & technology needs of human services organizations |
<table>
<thead>
<tr>
<th>Module 4</th>
<th>After the grant is awarded: Accountability &amp; Agency Effectiveness</th>
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<tbody>
<tr>
<td></td>
<td>Grant reporting</td>
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<tr>
<td></td>
<td>Supporting staff in thinking about management by objectives,</td>
</tr>
<tr>
<td></td>
<td>and on an outcomes basis</td>
</tr>
<tr>
<td></td>
<td>Maintaining Funder Relationships</td>
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</table>

<table>
<thead>
<tr>
<th>Readings</th>
<th>Required:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Strategic Philanthropy - Chapter 6: Logic Models</td>
</tr>
<tr>
<td></td>
<td>Strategic Philanthropy - Chapter 10: Measuring, Knowing,</td>
</tr>
<tr>
<td></td>
<td>Acting</td>
</tr>
<tr>
<td></td>
<td>Handbook of Practical Program Evaluation – Chapter 3.</td>
</tr>
<tr>
<td></td>
<td>Using Logic Models</td>
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<tr>
<td></td>
<td>Handbook of Practical Program Evaluation – Chapter 5.</td>
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<tr>
<td></td>
<td>Performance Measurement</td>
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<tr>
<td></td>
<td>Suggested Readings:</td>
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<tr>
<td></td>
<td>To be added</td>
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</tbody>
</table>

| Suggested # of weeks | 3 |

<table>
<thead>
<tr>
<th>Module 5</th>
<th>Social Entrepreneurship &amp; Venture Philanthropy: applying business principals to human services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of module</td>
<td>Defining social entrepreneurship and venture philanthropy</td>
</tr>
<tr>
<td></td>
<td>Funding capacity building and who defines which capacities</td>
</tr>
<tr>
<td></td>
<td>Understanding the impact on a venture mentality on human services</td>
</tr>
<tr>
<td></td>
<td>Balancing the desire for the new with the needs of the many</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Readings</th>
<th>Required Readings:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Suggested Readings:</td>
</tr>
<tr>
<td></td>
<td>To be added</td>
</tr>
</tbody>
</table>

| Suggested # of weeks | 2 |

Philanthropy & Resource Development – Master Syllabus | 7
APPENDIX A.
SUPPLEMENTAL READINGS

General Fundraising & Philanthropy


doi:10.1002/nml.20001


**Planned Giving**


**Social Justice**


APPENDIX B.
COMMON ASSIGNMENT & GRADING RUBRIC

Common Assignment

The Role of Philanthropy in Field Agency

Individual Assignment – Students will discuss practical applications of philanthropy and fundraising, using examples from their field placements or other agency experiences. Students will discuss the role of philanthropy and fundraising in supporting the business operations of the agency.

Content for Assignment 1:

1. Organization Information (1 page)
   a. Discuss the agency’s mission, goals, history, target population, and services
2. Funding Sources (1/2 page)
   a. Discuss the agency’s current funding streams for the agency and any threats to funding
   b. Discuss the agency’s capacity for grantmaking and fundraising (e.g., staff responsible)
3. Opportunities for Grantmaking and Fundraising activities (2 pages)
   a. Discuss any need/opportunities for supporting general operating costs
   b. Discuss any need/opportunities for supporting capital needs (equipment, facility renovations, etc.)
   c. Discuss any need/opportunities for supporting enhancements to individual programs or services
4. Recommendations (1/2 page)
   a. Discuss recommendations for grantmaking and fundraising activities to address the above needs/opportunities
   b. Include any recommendations for increasing agency capacity for grantmaking and fundraising (if appropriate)
<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Not Competent</th>
<th>Developing Competency</th>
<th>Competent</th>
<th>Advanced Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.3 PB1) Apply critical thinking to a range of leadership and macro practice challenges in the context of organizations and communities and those affected by these contexts.</td>
<td>The student did not demonstrate any understanding of the range of challenges that could be anticipated in the development or implementation of their fundraising strategy.</td>
<td>The student identifies few challenges that could be anticipated in the development or implementation of their fundraising strategy but does not discuss how they would impact its success.</td>
<td>The student identifies several potential challenges that could be anticipated in the development or implementation of their fundraising suggestions but does not discuss how they would impact the model adequately.</td>
<td>The student identifies several potential challenges that could be anticipated in the development or implementation of their fundraising strategy and discusses their impact on the model in a comprehensive manner.</td>
</tr>
</tbody>
</table>
University Policies of Academic Integrity

A university, by its nature, strives to foster and recognize originality of thought. Originality can only be recognized, however, when people acknowledge the sources of ideas and works that are not their own. Therefore, students must maintain the highest standards with regard to honesty, effort and performance. Violations of academic integrity include, but are not limited to, plagiarism, cheating on exams, false authorship and destruction of library materials needed for a course. This policy gives definitions and instances of violations of academic integrity, the procedures used to arrive at a judgment, possible sanctions and the processes of appeal. This policy will be enforced rigorously and without discrimination.

Violations of Academic Integrity:

A. Plagiarism: Plagiarism occurs when individuals attempt to present as their own what has come from another source. Plagiarism takes place whether such theft is accidental or deliberate. Examples of plagiarism include but are not limited to:

- Using the ideas of another person, whether or not such ideas are paraphrased, from whatever source including oral, print, broadcast or computer-mediated communication.
- Rewriting borrowed material by simply dropping a word here and there, substituting a few words for others, or moving around words or sentences.
- Presenting borrowed material without placing quotation marks around borrowed material in the approved style. It is no defense to claim that one has “forgotten” to do so.
- Presenting as one’s own an assignment, paper or computer program partially or wholly prepared by another person, whether by another student, friend, or by a business or online service that sells or distributes such papers and programs.

B. Cheating: Cheating occurs when individuals share course materials or information when it is unauthorized or prohibited. Examples of cheating include but are not limited to:

- Having or using unauthorized material at an examination, test or quiz, or copying another student’s assignment or laboratory report.
- Permitting another student to copy an assignment, paper, computer program, project, examination, test or quiz.
- Obtaining and/or using an examination, test or quiz prior to its administration.
- Having another person act as proxy and take an examination, test or quiz.

C. Additional Violations of Academic Integrity: Additional violations of academic integrity include but are not limited to:

- Theft, destruction or tampering with library materials, audio and videotapes, computer hardware or software, or other materials necessary for a course.
- The submission or presentation of a falsified excuse for an absence from a course requirement, examination, test or quiz.
• The presentation of false identification or credentials in order to gain admission to a course, examination, test, quiz or degree program.

• Submission of a paper or project to more than one course during the time in which a student is attending Fordham University, without explicit permission from the instructors. The penalty for students found guilty of plagiarism and other violations of academic integrity may range from failure for the assignment or course to dismissal from the program.
APPENDIX D: STUDENTS WITH DISABILITIES

Students With Disabilities

Office of Disability Services  The Office of Disability Services at Fordham University helps to ensure equal educational access and opportunity for all members of our community. In the Jesuit tradition of cura personalis, members of the ODS staff work individually with each student to understand his or her strengths and limitations in order to develop their most effective and comprehensive accommodation plan. In addition to working in a direct service capacity with our students, the Office of Disability Services also collaborates with administrators, faculty, and staff to ensure that the facilitation of reasonable and appropriate accommodations for students with documented disabilities is provided. As a University, Fordham will offer reasonable and appropriate auxiliary aids and services to assist otherwise qualified persons in achieving access to its programs, services, and facilities once documentation is submitted to ODS and an intake appointment is conducted to develop an accommodation plan directly with the student in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990.

The Office of Disability Services believe that their policies and mission carry out the intent of Section 504 of the Federal Rehabilitation Act, which states:

"No otherwise qualified individual with a disability in the United States, as defined in section 7(20), shall solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Please go to the Office of Disabilities for documentation guidelines according to type of disability. The website address is: http://www.fordham.edu/campus_resources/student_services/disability_services/.

You can also contact the Office of Disability at 718-817-0655.