

UNC-Chapel Hill School of Social Work
Program Design and Proposal Development (SOWO 792)
Spring 2021

Instructor: LaKeshia Jones Foushee, MSW

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Office Hours: By appointment

Class Zoom Meeting Information

<https://zoom.us/j/92003354675?pwd=b3MzdGhKVXZ0QzltODFkcjEvdDRFZz09>

Meeting ID: 920 0335 4675

Passcode: 101843

Course Description: In this skills-oriented course, students will learn how to design a program and prepare a proposal draft suitable for submission to a foundation or governmental organization.

Course Credit Hours: 1.5

Course Objectives:

Upon completion of the course students will be able to:

- Explain and demonstrate components of program and proposal development.
- Understand and explain how programs need to be adapted to fit diverse cultural contexts, and how programs can be designed to focus on empowerment strategies.
- Build culturally competent practices into program design and demonstrate attention to development and maintenance of organizational cultural competence in program proposal.
- Demonstrate the program's connections to social justice and human rights concerns in class presentations.
- Design a program model illustrating program components, consumer pathways, staffing pattern/roles and designed outcomes.
- Develop a theory of change and a logic model for the program plan.
- Demonstrate one proposal or program development skill for class.
- Construct a well written proposal that includes: a funding request letter; executive summary; statement of problem, needs, goals, objectives, and program outcomes; rationale with theory and research supports; resource development and collaboration plan; budget with justification; and implementation plan and timeline.
- Produce a professional level Program Proposal suitable for submission to a foundation or governmental organization.

Expanded Description:

This course builds on other advanced macro practice courses and is suitable for all MSW Students and other Graduate Students interested in developing skills in proposal development and program design. It is structured to prepare students to design programs and develop a proposal suitable to be submitted to a foundation or government agency for funding.

Students will work in small work groups and will select a social issue or community problem, for which they wish to design a program to improve individual, group, and/or community outcomes. The program design will include development of materials to document the program's structure, intervention methods, components, and outcomes. Students will examine program development approaches and indicate why the selected approach is appropriate for their specific population.

Throughout the class, students will work in small work groups to practice specific skills such as timelines, Gantt charts, budgets, etc. which will culminate in the development of a project proposal suitable to be submitted to a foundation or government agency for funding. During the final class, each group will present their proposal to their peers.

Organization of the Course:

The seven-session course will consist of brief lectures presented by the instructor, skills development exercises, class discussions, and in-class work in proposal teams. This is a hands-on, process-oriented course which will require students to meet in their proposal teams every class and work on a section of the Project Proposal. An adult learning model will be used to encourage independent learning and critical thinking along with peer review and group discussion of the proposal components. Learning expectations in the class will require a professional level of investment in peer learning, discussion, and review.

This course will employ both cognitive and experiential learning approaches building from readings, discussions, exercises and interaction with client organizations. Proposal teams will be expected to meet with client organizations and collaboratively develop theory of change, design a program to address the issue, and a budget. In-class experiential exercises of individual components of the proposals will ensure mastery of project proposal processes.

Students will engage in small work groups to practice skills in specific areas such as resource auditing, budgeting, or developing an appropriate theory of change. Peer learning as well as group work will be emphasized. These multiple approaches, especially peer learning, are used to stimulate typical collaborative approaches to program design in social agencies and consultative work in proposal development.

Required Texts/Readings:

There is no required text for this course. All course materials will be available on Sakai. Course materials include class syllabus, assigned readings, lectures, assignments, and assignment rubrics.

Teaching Methods:

This course relies on students' active participation and engagement. Students will be expected to present their work to the class and are encouraged to discuss and ask questions about program design and proposal development that they are encountering in field placements or other settings.

Class Assignments:

The assignments in this course include a Program Design Plan due mid semester and the Project Proposal due at the end of the semester. Both assignments are products of teams created at the beginning of class, to ensure students acquire hands-on experience of writing proposals in teams.

All papers must be written using APA style, including title and reference pages, section headings, and page numbers. All papers must be completed by the assigned dates below. Papers and

presentations should be grounded in class readings, class discussions and other literature as appropriate. Grammar, presentation style, clarity and conciseness will affect the final grade.

Students will be evaluated based on the following:

Assignment	% of Grade	Date Due
Class Attendance	10%	Ongoing
Program Design Plan	25%	Monday, Feb. 8, 2:00 PM EST
Project Proposal	50%	Sunday, Mar. 7, 7:00 PM EST
Oral Presentation of Project Proposal	15%	During class on Tuesday, Mar. 8

Below is an overview of each assignment. A more detailed outline of the requirements and instructions for the assignments will be discussed in class and will be posted on the course Sakai site in the assignments folder. Students are advised to closely follow the rubrics for each assignment, as they constitute the Instructor's expectations and evaluation methodology for these assignments.

Class Attendance

Students will be awarded attendance points as follows:

No classes missed	10 points
One class missed	5 points
Two or more classes missed	0 points

Please speak with the instructor as soon as possible if you have extenuating circumstances that will result in you missing, being later for, and/or needing to leave early from class.

Program Design Plan

Proposal Teams will choose a client organization to work with on a substantive area. In Class 4 (Feb. 8), the teams will submit a Program Design Plan that will inform the proposal writing process. This draft will include:

- the organizational profile
- the statement of the problem
- the project description including the project planning framework
 - (logic model and theory of change)
- the overall project goal and objective
- the desired results

Although the program design includes an implementation timeline and a management plan, these WILL NOT be included in the Program Design Plan due in Week 4 (Feb. 8). This assignment is important because the instructor will provide feedback on the work of each team and provide guidance for the remainder of the project proposal writing.

Project Proposal

Produce a professional level Project Proposal suitable for submission to a foundation or governmental organization following some of the standard formats required by funders. Your proposal should include a Cover Page and the following proposal sections:

- Project Overview/Executive Summary
- Organizational Profile
- Project Background and Justification
- Project Description
 - Project Planning Framework and Project Goal, Overall Project Objective and Results
 - Project Activities
- Implementation Timeline
- Monitoring and Evaluation
- Program Management
- Sustainability
- Project Budget
 - Budget Narrative
 - Budget Table

Oral Presentation of Project Proposal

Proposal Teams will create and deliver a Project Proposal Presentation to their peers during Class 7 (Mar. 8). This presentation will require the speaker(s) to:

- provide brief organizational profile, complete explanations of project background and justification
- describe the project planning framework including theory of change, logic model, overall goal, objectives and activities
- align implementation timeline with objectives in a logical and chronological manner
- provide what will be measured, indicators, how data will be collected, and when or how often
- explain specific program management structure
- provide how program will be sustainable
- provide budget which is aligned with activities needed goals

Grading System:

For the Spring 2021 semester all grades at the School of Social Work are based on the following scale:

94 and above	H
74-93	P
70-73	L
69 and below	F

A grade of P is considered entirely satisfactory. The grade of Honors (H) – which only a limited number of students attain – signifies that the work is clearly excellent in all respects.

Policy on Incompletes and Late Assignments:

Assignments are considered late if they are handed in any later than the due date and time specified in the syllabus. The grade for late papers will be reduced **5% per day, including weekends**. Similarly, a paper due at 6:00 PM on Monday handed in at 7:00 PM will be considered 1 day late.

A grade of **Incomplete** is given only in exceptional and rare circumstances that warrant it, e.g. family crisis, serious illness. It is the student's responsibility to request and explain the reasons for an Incomplete. The instructor has no responsibility to give an Incomplete without such a request.

Policy on Academic Dishonesty:

It is the responsibility of every student to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing in actions involving the academic processes of this class. Students will properly attribute sources used in preparing written work and will sign a pledge on all graded coursework certifying that no unauthorized assistance has been received or given in the completion of the work. **All written assignments should contain a signed pledge from you stating that, "I have not given or received unauthorized aid in preparing this written work."** Credit will not be awarded for unpledged work.

Please refer to the *APA Style Guide*, *The SSW Manual*, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

Expectations for written assignments/APA Formatting:

Clear, cogent writing is an essential skill for social work professionals. You are expected to adhere to appropriate scholarly writing guidelines and to use **APA formatting**. A portion of the points for each assignment will be allocated to writing quality and grades will be lowered for poor grammar, syntax, or spelling. Those who have difficulty writing can use online resources of the School of Social Work (<http://ssw.unc.edu/students/writing>) or campus Writing Center (<http://writingcenter.unc.edu/>).

Writing Support:

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a *learning opportunity* for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com. In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: <https://ssw.unc.edu/students/writing>).

**SOWO792 will be taught fully virtually. In the case an in-person meeting is necessitated the following policy applies.*

Community Standards in Our Course and Mask Use:

This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me -- as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>

Policy on Accommodations for Students with Disabilities:

Students with disabilities that affect their participation in the course and who wish to have special accommodations should contact the University's Disabilities Services (<http://disabilityservices.unc.edu>) and provide documentation of their disability. Disabilities Services will notify the instructor that the student has a documented disability and may require accommodations. Students should discuss the specific accommodations they require (e.g. changes in instructional format, assignment format) directly with the instructor.

Accessibility and Resources Services:

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

Equal Opportunity and Compliance (EOC) Statement:

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the [Director of Title IX Compliance, Report and Response Coordinators, Counseling & Psychological Services](#) (confidential), or the [Gender Violence Services Coordinators](#) (confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

READINGS AND COURSE OUTLINE

Class 1 – January 11 Introduction, Course Overview & Expectations, and Situation Analysis
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Class Questions:

- Who else is in this class and what are their nonprofit-related experiences and learning goals?
- What will be taught in this course and what are the expectations?
- What are the steps in planning and writing a project proposal?
- What is a situation analysis and what components need to be completed in a situation analysis?

Readings (On Sakai):

Sera, Y., & Beaudry, S. (2007). Project Development. *Tips for Strengthening Organizational Development*. Social Development Department, The World Bank. Retrieved from:

<http://siteresources.worldbank.org/INTSMALLGRANTS/Resources/952489-1228423929687/Youth6ProjectDevelopment.pdf>

ICUN, International Union for the Conservation of Nature. *Situation Analysis- An approach and method for analyzing the context of projects and programme*. Retrieved from:
http://cmsdata.iucn.org/downloads/approach_and_method.pdf

NO CLASS – January 18

Martin Luther King Jr. Day

Class 2 – January 25 The Problem Statement & Project Planning Framework (theory of change, outcome logic model, results framework)

Class Questions:

- What is the overall goal of your project?
- What project planning framework will be employed in planning your proposal and why?
- What causes are the most responsible for the problem and how can these be addressed?
- How to develop inputs, activities, outputs, outcomes, and impacts in a project design?

Readings (On Sakai):

Harries, E., Hodgson, L., & Noble, J. (2014). *Creating your theory of change. NPC's practical guide*. London: New Philanthropy Capital.

Coley, S. M., & Scheinberg, C. A. (2008). *Proposal writing: Effective grantsmanship*. Thousand Oaks, CA: Sage.

- Chapter 5: “Writing the Needs/Problem Statement”
- Chapter 6 – pg. 61-69: “Writing Goals, Objective, and Implementation Plan”

Class 3 – February 1 Assessment of Organizational Capacity, Project Management, and Staffing Plan

Class Questions:

- What are the organizations internal and external strengths and weaknesses regarding the project?
- What resources does the organization have and who can collaborate on the project?
- Who can manage the project? Is hiring new staff essential, if so, who will these staff be, what will they do?

Due 2/8 (2:00 PM EST): Program Design Plan

Reading (On Sakai):

Marguerite Casey Foundation (2016). Organizational assessment tool. Retrieved from:
http://ilj.org/publications/docs/McKinsey_Organization_Capacity_Assessment_Tool.pdf

Class 4 – February 8 Monitoring & Evaluation, Implementation Timeline, and Sustainability

Class Questions:

- What methods of monitoring and evaluation will be used?
- What are you measuring? What indicators will be used to measure progress, outcomes, impact?
- What are the targets in the project?
- What is a Gantt Chart and how is it used to plan the implementation of the project?
- What rationale should you use for the project's sustainability?

Readings (On Sakai):

KU Work Group for Community Health Development. (2015). Chapter 36, Section Framework for Program Evaluation: A Gateway to Tools. Lawrence, KS: University of Kansas. Retrieved from: http://ctb.ku.edu/en/tablecontents/sub_section_main_1338.htm

Wall, J. E. Program Evaluation Model 9-Step Process. Retrieved from: http://www.janetwall.net/attachments/File/9_Step_Evaluation_Model_Paper.pdf

Coley, S. M., & Scheinberg, C. A. (2008). *Proposal writing: Effective grantsmanship*. Thousand Oaks, CA: Sage.

- Chapter 6 – pg. 69-80: “Writing Goals, Objective, and Implementation Plan”

NO CLASS – February 15

UNC Wellness Day

Class 5 – February 22 Budgeting and Reporting

Class Questions:

- What are the steps to creating a budget?
- What line items should be in the budget and how much do they cost?
- How do you explain costs in the budget and why?

Reading (On Sakai):

Kettner, P. M., Moroney, R. M. and Martin, L. L. (2013). *Designing and managing programs: An effectiveness-based approach, Fourth Edition*. Los Angeles: Sage.

- Chapter 13: “Developing Line Item, Functional and Program Budgeting Systems”

Class 6 – March 1 Reviewing Your Proposal, Checking Checklists, and Final Consultation

Class Questions:

- Have we followed the outline for the proposal?
- Have we met all the requirements for the funder?

- Have all the forms, letters, and summary been filled out/written?
- Is the proposal coherent and make sense?

Due 3/7 (7:00 PM EST): Project Proposal

Due 3/8 (In Class): Oral Presentation of Project Proposal

Readings (On Sakai):

Check session 6 Folder on Sakai for Checklist Examples

Class 7 – March 8 Project Team Presentation and Course Conclusion

Class Questions:

- What did you learn in this course?
- How can this course be improved in the future?