Memorandum

To : Daryl Whitford, Registrar
From : Max L. Checketts, Vice President for Academics
Date : February 22, 2010
Subject: Curriculum Proposals

The following proposals were approved by the Academic Council:

- 09-47 SOCW 485 (John Reeves)
- 09-48 SOCW 487 (John Reeves)
- 09-49 SOCW 470 (John Reeves)
- 09-50 SOCW 467 (John Reeves)
- 09-51 SOCW 464 (John Reeves)

MLC:ill
Cc:  John Bailey, Dean, College of Human Development
     Chad Compton, Associate Academic Vice President for Instruction
     Jonn Reeves, Department Chair, Social Work
     Doug Bates, Chair, Curriculum Committee
**BYU Hawai‘i Curriculum Proposal**

**SECTION 3**

**Approvals**

Name of Proposal: **Social Work Core**  
Submitted by: **John Reeves**  
Signature:  
Date: **October 27, 2009**

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Date</th>
<th>Recommendation/Signature</th>
</tr>
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<tbody>
<tr>
<td>Approved by faculty in the department. <em>(signed by Department Chair)</em></td>
<td>10/26/09</td>
<td><strong>Signature:</strong> John Reeves</td>
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<td><strong>Type name:</strong> John Reeves</td>
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<tr>
<td>Approved by College or School <em>(signed by all affected Deans)</em></td>
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<td><strong>Signature:</strong> John Bailey</td>
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<td><strong>Type name:</strong> John Bailey</td>
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<td>Reviewed by LAS when the proposal is for a new course (course outline</td>
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<td><strong>Signature:</strong> Douglas Bates</td>
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<td>attached), new program, or when additional resources are requested.</td>
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<td><strong>Type name:</strong> Douglas Bates</td>
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<tr>
<td>Approved by General Education and Honors Committee *(signed by the GEH</td>
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<td><strong>Signature:</strong> Beth Haynes</td>
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<td>Committee Chair)* <em>(when appropriate)</em></td>
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<td><strong>Type name:</strong> Beth Haynes</td>
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<td>Approved by CC <em>(signed by CC chair)</em></td>
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<td><strong>Signature:</strong> Douglas Bates</td>
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<td>Approved by APC <em>(signed by Academic Vice President)</em></td>
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<td><strong>Signature:</strong> Max Checketts</td>
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<td>For new programs—Approved by the President's Council *(signed by the</td>
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<td><strong>Signature:</strong> Steven Wheelwright</td>
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<tr>
<td>President)* <em>(signed by the President)</em></td>
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<td><strong>Type name:</strong> Steven Wheelwright</td>
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BYU Hawai’i Curriculum Proposal

SECTION 2

Catalog Updates (ONLY one course per sheet)

Note: New courses should be given course numbers that have not been used for three years. This rule also applies to the renumbering of courses.

Requested Effective Date (mm/dd/yy) or Semester: First Term 2010

NATURE OF THE CHANGE: Put an X before the appropriate selections below.

☑ New Course (attach course outline) ☐ New Course Number (specify old number below) ☐ Grading to/from P/NP

☐ New Course Title ☐ Credit Hours ☐ Prerequisite

☐ New Course Description ☐ Class Fees ☐ Other - specify

DEPARTMENT: Social Work

COURSE NUMBER: Social Work 467

For a new course number only:

1. Old number: 

2. Are the old and new courses equivalent for retakes and graduation requirements? Yes ☐ No ☑

CREDIT HOURS: 3 (Lecture: 3 + Lab: ) 0

FULL COURSE TITLE: Non-Government Program Development and Evaluation

ABBREVIATED TITLE (maximum of 16 characters): NGP Develop&Eval

COURSE DESCRIPTION (maximum of 25 words):

This course addresses many aspects of acquiring financial resources needed to sustain human service organizations. Emphasis will be placed on actions taken to bring about the program’s mission statement to include evaluation of client outcomes.

SEMESTER(S) OFFERED: ☑ Fall ☑ Winter ☐ Spring

☐ Summer ☐ First

YEARS OFFERED: ☑ Every Year ☐ Even Years

CLASS SIZE: 12 ☑ Optimum 12 ☑ Minimum 30 ☐ Maximum

Effects on current and other majors and minors prerequisites and total credit hours:

Adding 3 credit hours as one of our six content areas.

☐ IMPORTANT!!!

Please attach printouts of affected Online Catalog pages (www.byuh.edu/catalog) clearly indicating where changes described above should be made.
Social Work  467  Community Based Organization Program  
Development and Evaluation.

Instructor:  
Kenneth E. Galea'i, Ph.D.

Office:  
MPC (SWB) 201.

Phone:  
675-3591.

Email:  
galeaik@byuh.edu

Office Hours:  
T/R 1:00 pm – 2:00 pm

Mission Statement:  
The Brigham Young University Hawaii Social Work Department supports the overall mission of the University and The Church of Jesus Christ of Latter-day Saints by preparing culturally competent, effective, and ethical social work professionals committed to providing services to the poor and oppressed. The department also provides opportunities for students to take leadership roles in supporting and promoting social justice and the social work profession internationally by facilitating peace within individuals, families, communities, and nations.

I. COURSE DESCRIPTION  
This course addresses many aspects of acquiring financial resources for human service organizations. Emphasis will be on carrying out fundraising responsibilities in a manner conducive to the ethical and successful accomplishment of organizational mission and the assessment and evaluation of the attainment of positive client outcomes primarily in community based organizations.

The acquisition, development, and management of resources are major concerns for human service managers and leaders. Social Workers are finding themselves developing and leading community based organizations in the Asia Pacific. Social Workers leadership affect the organizations' abilities to manage and direct scarce resources, and to develop relations with donors and grant makers, will greatly impact the quality and quantity of services to clients and communities, and will influence the climate of the workplace for staff.

II. TEXT AND REQUIRED READING  
Required:


Healthy Nonprofits: Conserving Scarc Resources Through Effective Internal Controls. 1996, Published by the Nonprofit Risk Management Center

III. INTRODUCTION AND OVERVIEW.  
The acquisition, development, and management of resources are major concerns for human service managers and leaders. Social Workers leading community based organizations affect the organizations' abilities to manage and direct scarce resources, and to develop relations with donors and grant makers, will greatly impact the quality and quantity of services to clients and communities, and will influence the climate of the workplace for staff.

Contemporary macro level practice emphasizes community and organizational assessment and intervention, ethics, and the leadership roles of the social worker in working within an organizational context and within a community.

To serve society and clients comprehensively, social workers are required to intervene in community situations and to help facilitate needed change in organizations. Historically, social work has been concerned with individuals, as well as the communities they are part of and the organizations that provide services. Individual service and reform have been parallel streams in social work and the tension between them has helped to develop the unique character of the profession. Topics include procuring and managing financial resources ethically in human service settings, principles of philanthropy, fund raising planning and management, grant writing, and stewardship/accountability requirements. liability and insurance, volunteer program management, board orientation and training, principles of enlightened risk taking, and protecting inventory and fixed assets.

Skill sets students will develop include preparing and monitoring agency budgets, interpreting basic statistical and financial reports, financial
management information systems, the use of spreadsheets, and financial accountability requirements and compliance.

**DEFINITION OF GENERALIST PRACTICE**

Generalist social work practitioners work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of client and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the wellbeing of individuals, families, groups, communities, and organizations and furthering the goals of social justice (Association of Baccalaureate Program Directors, 2006).

**IV. COURSE OBJECTIVES**

Upon completion of this course, in reference to practice with communities and organizations, students will:

1. Apply critical thinking skills within the context of professional social work practice;
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly;
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation;
4. Apply the knowledge and skills of a generalist social work perspective to practice with communities and organizations;
5. Use communication skills differentially across client populations, colleagues, and communities;
6. Use supervision and consultation appropriate to social work practice;
7. Evaluate research studies, apply research findings to practice, and evaluate their own practice intervention.

**V. TEACHING METHODS/CLASS CLIMATE**

The class will function in a seminar format with discussions based on readings and assignments, which will be augmented with focused lectures, class discussions, case studies, an actual grant proposal including a program evaluation component and course assignments. Students will present situations relevant to their own practice and will present a project based on a local neighborhood study and organizational change evaluation in class.

Blackboard Use Policy: All course information, syllabus, assignments, notes and so forth will be posted on Blackboard. Students are responsible for printing the course materials and taking them to class. The instructor will not provide extra copies.

Professional Conduct: Students in a professional program should conduct themselves as professionals in relation to their behavior during class and in completion of all assignments. All members are to be treated respectfully. At the discretion of the professor, class conduct that is not professional will likely result in a lowered grade.

Shared Client and Agency Information: In the classroom, students and professor will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated, if clients could be identified, and that this information is to be held in confidence, within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

**VI. EVALUATION AND GRADING**

<table>
<thead>
<tr>
<th>Points: 500 Total</th>
<th>Course Objectives:</th>
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<tbody>
<tr>
<td>A. Assignment 1 - agency assessment</td>
<td>100</td>
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<tr>
<td>B. Assignment 2 - grant feasibility study</td>
<td>100</td>
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<tr>
<td>C. Assignment 3 - grant proposal</td>
<td>300</td>
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</tbody>
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**Grading Scale:**

A = 100-90 percent
B = 89-80
C = 79-70
F = 69

Policy Regarding Course Incompletes:
Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of "I" may be assigned only in cases of illness, accident, or other catastrophic occurrence beyond the student's control. It is the responsibility of the student to request, in writing, an Incomplete prior to the end of the term, and to complete with the instructor the university-required petition. All work must be completed by the deadline specified by the instructor. Students who do not complete the paper work for an incomplete or who fail to complete the required work, will be assigned a default grade of F by this instructor.

Professional Writing Standard:
All printed work submitted to this professor should be prepared in accordance with the Publication Manual of the American Psychological Association (5th ed.). Therefore, allow sufficient preparation time for proofreading and correction of typing errors, misspellings, and grammatical errors. The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, is likely to be graded down or rejected on this basis alone.

VII. HONOR CODE OF ACADEMIC INTEGRITY
The honor code is respected in this class and a critical criteria on this campus for the core values of integrity and ethical behavior. I expect you to do your best work and your own academic work. In addition, I expect active participation and equitable contributions of students involved in group assignments. Particular areas for students to be attentive to in daily course of study are cheating, fabrication, plagiarism, obtaining an unfair advantage, unauthorized access to computerized records or systems, or facilitating academic dishonesty.
VIII. DESCRIPTIVE MATERIAL REGARDING ASSIGNMENTS

Assignment 1 – Through interviews and discussions with agency staff, and review of agency written materials [annual reports, financial reports, technical papers, etc], analyze and assess the efforts of a local nonprofit organization on an existing or emerging issue and make recommendations for improving those efforts. Be sure to integrate materials from course readings, lectures, discussions, and (10 APA format; 12 font typed, double-spaced pages, with header page number in the right, references and a graphics legend for individuals; see me regarding length requirements for team projects)

Assignment 2 - Analyze and assess the fund raising capacity of a local nonprofit organization and make recommendations. Find the F990s of two different organizations on www.guidestar.org. For one of the organizations, answer the following questions: 1) what is its fiscal year end? 2) its total revenue 3) Did it end with a surplus or deficit and how much? 4) What information jumps out/ interested you on the statement of functional expenses? 5) What were its total assets at the beginning of the year? End of the year? 6) Does the organization have temporarily restricted or permanently restricted net assets? What amount of each? 7) What is the compensation of the highest paid employee? If not available, what might that mean? (5 pages, apa format, with all names of authors)

GuideStar now requires users to sign up, for free, to access the F990s. You will need to get a user name and password to complete this assignment.

Assignment 3 – Research potential funding sources (through print and electronic resources) and write a grant proposal to fund a social program including a multi-year budget developed on a computer spreadsheet, management plan, evaluation plan, need statement, and requirements for key personnel. (use RFP for length and particular requirements).

Team option – Assignments may be undertaken by a team (2-3 people) of class members rather than by individual student. Team projects must be more extensive in both analysis and depth and detail.

IX. ATTENDANCE POLICY

Students are expected to attend all scheduled classes. Those students unable to attend a scheduled class session are responsible for notifying the instructor in advance by phone or by note explaining the need for absence.

X. FINAL EXAMINATION POLICY

Final examination per university policy will be scheduled and conducted as indicated by the final examination schedule. All students are reminded that instruction will continue throughout the scheduled time and should not schedule flights that conflict with the end of the term.

XI. LATE PAPER POLICY

All assignments are due during the class session indicated on the syllabus. Assignments turned in late without prior permission from the professor will not be accepted. No assignments will be accepted and graded after the last class session of the term.

XII. POLICY FOR STUDENTS WITH DISABILITIES

Reasonable accommodations for students with a diagnosed and verified disability will be provided. In order to be entitled to such accommodations, the student must contact Disabled Students Services at the University Counseling Center for assistance and supports in this area.

Statement for Students with Special Needs

Individuals who have any situation/condition, either permanent or temporary, which might affect their ability to perform in class or access course materials are encouraged to inform the professor at the beginning of the semester/term. Adaptations of teaching methods, class materials, or testing may be made as needed to provide equitable participation. Students seeking accommodations for documented disabilities should contact the Disabilities Services Coordinator, Sister Auna in the Student Counseling Center.

XIII. BIBLIOGRAPHY

Financial Malfeasance and Nonfeasance: Ten Pitfalls Boards Should Avoid

Sample Board Treasurer job description; "Fiduciary Duties of Directors of Charitable Organizations" (a guide for board members from the Office of the Minnesota Attorney General - Charities Division).

Planned Giving, Endowments and Investments: Mary Ellis Peterson, Minneapolis Foundation

References
### Tentative Weekly Schedule of Study

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 and 2</td>
<td>Introduction community based organizational development</td>
<td>Required Readings and Case Study Week Two Discussion Board</td>
</tr>
<tr>
<td>3 and 4</td>
<td>Leadership in non government agency</td>
<td>Required Readings and Case Study Week Four Discussion Board</td>
</tr>
<tr>
<td>5</td>
<td>Agency Assessment protocols</td>
<td>Assignment #1</td>
</tr>
<tr>
<td>6</td>
<td>Empirical Foundations for Assessment</td>
<td>Review of community based organization board sessions. Week Six Discussion Board</td>
</tr>
<tr>
<td>7</td>
<td>Resource Development Basics</td>
<td>Required Readings and Case Study</td>
</tr>
<tr>
<td>8</td>
<td>Grant Search Fundamentals</td>
<td>Tele Conference with Agency Leaders from Asian Pacific Assignment #2</td>
</tr>
<tr>
<td>9 and 10</td>
<td>Project Development consultations with field based agencies</td>
<td>Tele Conference with NIH, OMH Leaders on RFP process and awards.</td>
</tr>
<tr>
<td>11 and 12</td>
<td>Competitive Resource Development Proposal Process</td>
<td>Required Readings and Case Study Assignment #3</td>
</tr>
<tr>
<td>13 and 14</td>
<td>Presentations of products for request for proposals</td>
<td>Presentations</td>
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