



Course Syllabus

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| COURSE NUMBER: EDUC 5750 W2 | COURSE TITLE Grant Writing | TERM: Fall 2006 |
| SITE: On-Line | INSTRUCTOR CONTACT INFORMATION: Terence P. Ma, Ph.D. TerenceMa@PlaceNets.Com | CREDIT HOURS: Three (3) |

1. COURSE DESCRIPTION:

This course is an introduction to the preparing and writing grant proposals for funding projects. It includes learning terminology, identifying eligibility requirements, and developing the narrative, budget, and other components necessary for a successful proposal.

2. LEARNING OUTCOMES:

| Course Outcomes | SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed |
|---|--|
| Be able to identify grants available in the USA for education. | At the conclusion of the course, the student should have the necessary resources to write a proposal that may be successful. However, successful completion of the course is not a guarantee that the student will be successful in obtaining funding. |
| Be able to differentiate between governmental grants and foundation grants. | |
| Be able to match an idea with a potential funding source. | |
| Be able to describe the fundamental concepts in developing and writing a grant. | |
| Be able to produce and submit a grant. | |
| Be able to follow up after a grant has been submitted, including activities if the grant is funded and activities if the grant is not funded. | |

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Week 1: Grant/funding sources

Reading: Miller, Chapter 1, 3; Levenson, Chapters 1, 2, 3.

There are many potential sources of grant funding and there are many names under which announcements for these opportunities will be made. Thus, it is important to identify potential grant and gift sources, tracking of the release of RFPs and RFAs, and basic preparation for finding grant and grant writing resources.

Assignment: Student will provide an idea of what they want to write as a grant proposal in the course. The student will also identify and provide a list of at least five potential sources of funding for this grant. Use Miller, Exercise 1-1 (pg. 12) as a guide for the seven points to be addressed for each of the potential funding sources.

Week 2: Project Outline and Idea

Reading: Miller, Chapter 2; Levenson, Chapter 4.

A proposal is based on an idea of doing something. The method to organize this idea is to develop a project outline, including identification of the various elements that comprise the proposal, identification of the necessary resources to accomplish the proposal, the background on the subject the proposal will address, including previous accomplishments, a general idea of the costs involved (both income and expenses), and potential challenges that must be overcome in order to achieve the proposal.

Assignment: Student will evaluate the potential sources of funding and identify the major programmatic intents of the funding agencies, the documentation requirements for the proposal, and rank the perceived fit of the grant idea with the programmatic intent of the funding agency. Use Miller, Exercise 1-2 (pg. 14) to address each of the potential funding sources.

Week 3: Pre-Writing Activities

Reading: Miller, Chapter 4; Levenson, Chapter 5.

The objective of the third week is to review the activities that are essential in gathering information and putting together a project, including the resources that an individual must access and develop.

Assignment: Student will identify the most likely source of funding by using the Bid Decision Form in Miller, Exhibit 4-3, pg. 53 for each of the five potential funding agencies.

Week 4: Budget

Reading: Miller, Chapter 6; Levenson, Chapter 5.

The budget is crucial to a successful application for funding. The budget needs to include all costs and potential revenue sources, how to make the estimates, and how to calculate them. One important factor is an indirect cost. Some institutions have a pre-negotiated indirect rate. Some grants will require that indirect costs be shown. Lastly, all aspects of the budget must be fully justified.

Assignment: Student will list the expected costs for the project (use format in Miller, Exhibit 6-7, pg. 110) and explain why the costs are needed (use format in Miller, Exhibit 6-8, pg. 111). Additionally, the student will identify and explain the cost sharing source and percentage (if any), personnel and taxes/benefits percentage (if any), and the indirect cost rate for their institution. The student should provide information as to how the percentage number was reached (not just state what the percentage number is).

Week 5: Narrative Development

Reading: Miller, Chapter 5.

The “Narrative” is a section which includes several sections, including background and previous work in the area, identification of the problem area and specific information about the problem area, the proposed specific objectives (aims) of the proposal and details on how they will be achieved, the methods for evaluating the outcomes of the proposal and the validity of these outcome measures, the expected outcomes and the potential challenges that may arise as the outcomes are achieved. Sometimes, other components are also included in the narrative.

Assignment: The student will provide a detailed Proposal Prospectus including all the items in Miller, Exhibit 4-4. pp. 54-55 and the bullet points below (also see Miller, pp. 45-46). The Prospectus must be in outline form using the format found in Miller, Exhibit 4-5 on page 57. As a guide, student may wish to refer to Exhibit 5-18 in Miller, pg. 90.

- Background information regarding the idea.
- The outline of the problem.
- The outline of what the student intends to do, including any experiments, protocol for the experiments, and timeline for completion.
- The outline of the budget, including all costs, projected lines of revenue, and brief justifications for all costs.
- Expected outcomes and method for evaluating the outcomes of the project.
- Challenges that the project will need to overcome in order to be successful.

Week 6: Summary Page and Abstract

Reading: Miller, Chapter 5.

The Summary Page is found on all grant proposals under different names. This is usually a one-page summary of all aspects of the proposal. This is probably the single most important part of a proposal as it is often the only thing that is read by large committees set to review and award grants. There will likely be one or two experts who will read and review the entire grant; there will likely be one or more staff members of the funding agency that will review the entire grant. However, the remainder of the personnel who will “read” the grant will only look at this section of the proposal. Equally important is the Abstract, wherein the grant writer must explain the proposed work, its significance, and the likely results in 500 words or less.

Assignment: The student will draft an abstract of no more than 500 words. As a guide, see section on **Abstract** in Miller, pg. 77.

Week 7: Submission Protocol

Reading: Miller, Chapter 7.

Submitting a grant and ensuring that all the requirements are met may not be minor. Many funding agencies will return a grant if even one small piece of information (or signature) is missing. This often means that the grant will not be funded, even though it was the best thought out and developed proposal ever submitted. Thus, prior to submitting a proposal, a variety of “certifications” and other materials must be in place. This section reviews some of those certifications and requirements, and methods to ensure that the appropriate signatures and authorizations are in place so that the proposal can be submitted in a timely and reasonable fashion.

Assignment: The student will develop a Proposal Tracking Checklist (see Miller, Exhibit 7-2, pg. 128) and draft a Transmittal Letter (see Miller, Exhibits 7-5, pg. 131, and 7-6, pg. 132).

Week 8: Post-submission activities

Reading: Miller, Chapter 8.

After a proposal is submitted, there are typically a series of notifications from the funding agency. If the proposal is not awarded, information about the review of the proposal are provided and there are a series of activities that can be performed to help enhance the possibility of funding for the next submission. If the grant is funded, then there are many activities that must be accomplished to ensure that the fiduciary requirements of the grant are met. Additionally, some agencies will engage in negotiations regarding the proposal, and there are some fundamental issues that need to be reviewed in any negotiation process.

Assignment: The student will provide a revised and final draft of the abstract (Assignment, Week 6), proposal prospectus (Assignment, Week 5), and budget (Assignment, Week 4) of their proposal.

4. RESOURCES:

Required Text(s):

Patrick W. Miller (2002) *Grant Writing: Strategies for Developing Winning Proposals, 2nd Edition*. Patrick Miller and Associates, Munster, IN. 258 pp.

Stanley Levenson (2002) *How to Get Grants and Gifts for the Public Schools*. Allyn and Bacon, Boston, MA. 188 pp.

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments will be made on the basis of quality and timeliness of the submissions. **This is a writing course, therefore students are expected to write.** Students are encouraged to review posted materials by other students and to make suggestions for improvement to the other members of the class prior to the submission of their assignments. The quality of these comments will be reviewed and a maximum of 5 points can be earned each week in this manner.

Draft of each weekly assignment is to be posted by midnight EDT on Wednesday of each week. Posting the assignment on time is worth 5 points and it will count one point less per 24 hour period that the assignment is late. A final submission version for evaluation is to be submitted by midnight EDT on Sunday of each week. Timeliness of the submission for the final version will also be given a value of 5 points with 1 point deducted for any 24 period that the assignment is late. Any assignment over 5 days late will not be accepted and will be assigned a score of 0 points.

Final draft assignments will be reviewed by the instructor with a maximum of the points listed. These assignments will be assessed on the basis of their completeness, their compliance with the suggested guidelines from Miller, and the quality of the content.

| Assessment | Points (up to) | Percentage |
|--|-----------------------|-------------------|
| Week 1: On time posting of draft assignment | 5 | 2 |
| Week 1: Commentary on other students' drafts | 5 | 2 |
| Week 1: On time submission of Assignment | 5 | 2 |
| Week 1: Evaluation of Assignment | 10 | 4 |
| Week 2: On time posting of draft assignment | 5 | 2 |
| Week 2: Commentary on other students' drafts | 5 | 2 |
| Week 2: On time submission of Assignment | 5 | 2 |
| Week 2: Evaluation of Assignment | 10 | 4 |
| Week 3: On time posting of draft assignment | 5 | 2 |
| Week 3: Commentary on other students' drafts | 5 | 2 |
| Week 3: On time submission of Assignment | 5 | 2 |
| Week 3: Evaluation of Assignment | 10 | 4 |
| Week 4: On time posting of draft assignment | 5 | 2 |
| Week 4: Commentary on other students' drafts | 5 | 2 |
| Week 4: On time submission of Assignment | 5 | 2 |
| Week 4: Evaluation of Assignment | 20 | 8 |
| Week 5: On time posting of draft assignment | 5 | 2 |
| Week 5: Commentary on other students' drafts | 5 | 2 |
| Week 5: On time submission of Assignment | 5 | 2 |
| Week 5: Evaluation of Assignment | 20 | 8 |
| Week 6: On time posting of draft assignment | 5 | 2 |
| Week 6: Commentary on other students' drafts | 5 | 2 |
| Week 6: On time submission of Assignment | 5 | 2 |
| Week 6: Evaluation of Assignment | 20 | 8 |
| Week 7: On time posting of draft assignment | 5 | 2 |
| Week 7: Commentary on other students' drafts | 5 | 2 |
| Week 7: On time submission of Assignment | 5 | 2 |
| Week 7: Evaluation of Assignment | 10 | 4 |
| Week 8: On time posting of draft assignment | 5 | 2 |
| Week 8: Commentary on other students' drafts | 5 | 2 |
| Week 8: On time submission of Assignment | 5 | 2 |
| Week 8: Evaluation of Assignment | 30 | 12 |

6. GRADING SCALE:

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|-----|----------------------|
| "A" | 225 and more points |
| "B" | 200 – 224 points |
| "C" | 175 – 199 points |
| "F" | Less than 175 points |

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.

ACADEMIC HONESTY POLICY

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

Students will be referred to the Dean of the School of Education for review of the case. A grade of "F" will be entered into the records.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMMODATIONS POLICY

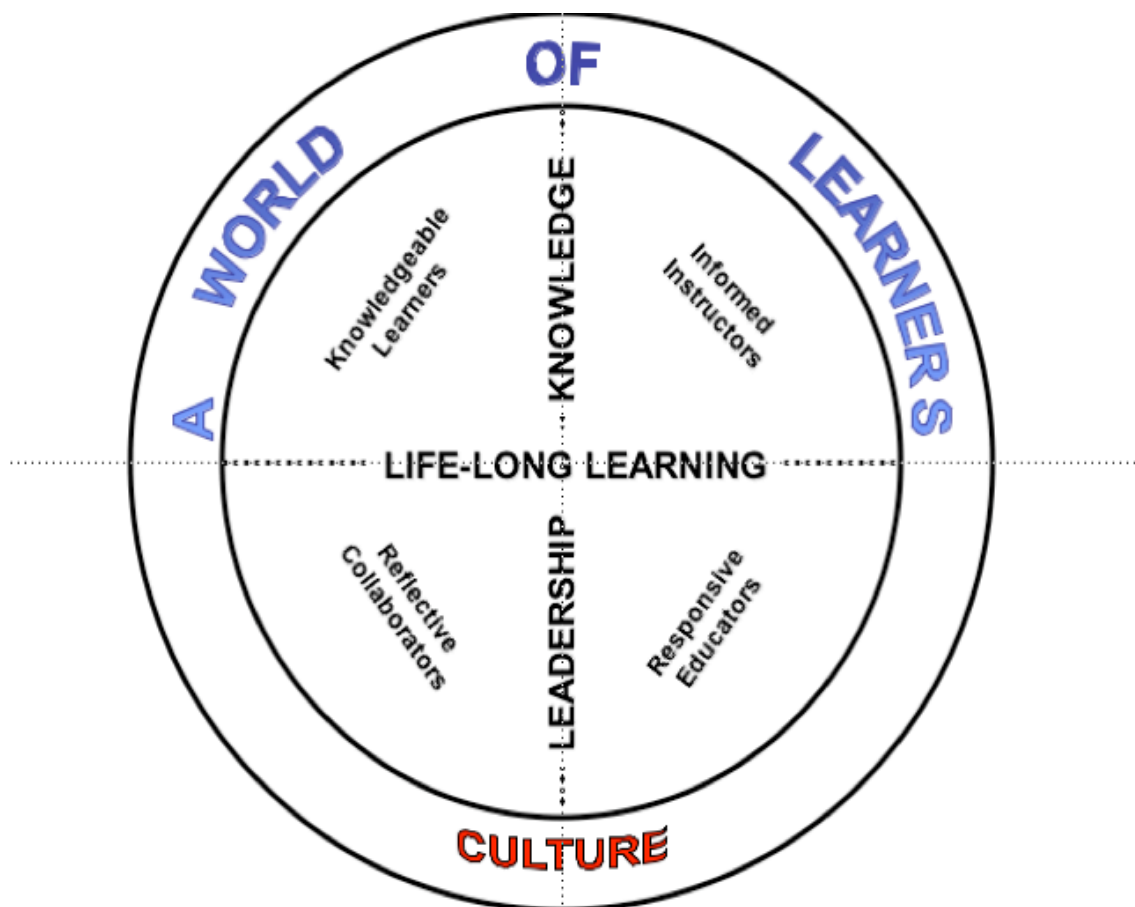
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**Webster University
School of Education**

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

School of Education Dispositions

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth." (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection
2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence